

**ARMSTRONG
ATLANTIC
STATE UNIVERSITY**
University Hall 282
Minutes September 22, 2010

PRESENT: Lee Braswell, James Brawner, José da Cruz, Catherine Gilbert, Leon Jaynes, Michael Mahan, Rick McGrath (Vice Chair), Glenda Ogletree (Chair), Randall Reese, Jonathan Roberts, Teresa Winterhalter, Jennifer Zettler, Phyllis Panhorst (Catalog Editor)

ABSENT: David Lake,

GUESTS: Mark Finlay, Judy Ginter, John Kraft, Delana Nivens

CALL TO ORDER. The special meeting was called to order at 3:00 p.m. by Dr. Glenda Ogletree.

ITEMS

I. Student Learning Outcomes

Dr. Mark Finlay gave a summary of the work that has been done on by the ad hoc committee in developing Student Learning Outcomes (SLOs) for the Core. Since the August 18 meeting of the University Curriculum Committee (UCC), the ad hoc committee has continued to work on refining the documents presented at that time. On September 8, a new draft was finalized, which was then presented at a USG Workshop on September 10. This workshop was held at Savannah State University, with the purpose of helping institutions develop SLOs. The draft was examined thoroughly. Some minor, cosmetic changes were suggested. The overall reception of the document was positive. The changes have been made, and the resulting documents were distributed to the UCC members with the agenda (see Attachments 1 and 2).

Question: At the August 18 meeting of the UCC, SLOs put forward by Georgia Southern University (GSU) that were not approved by the system office had been shared. There was no information at that time regarding why the SLOs were not approved. Is that information available now?

Answer: The GSU SLOs tried to assess too much. The word “and” was used, making things too broad, where “or” would have been preferable. There were also issues of outcomes not at a sufficient collegiate level, through use of the word “basic.” The word “foundational” was seen as a better choice. Also, the SLOs were found to be a bit too complex.

Question: Have all the departments had a chance to give input on these documents?

Answer: The documents were developed in consultation with the department heads.

It was moved and seconded that the General Education Learning Outcomes (Attachment 1) be approved. The motion passed. The UCC now forwards this document to the Senate as an action item.

It was moved and seconded that the Overlay Approval Form (Attachment 2) be approved. The motion passed. The UCC now forwards this document to the Senate as an action item.

ADJOURNMENT. The meeting was adjourned at 3:44 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor and Secretary to the Committee

**Application for Approval of General Education Learning Outcomes
Submitted to the USG Council on General Education –**

**DRAFT #3—Reflects results of discussions of ad hoc committee on 8 September 2010
Present: Mark Finlay, Teresa Winterhalter, Steve Jodis, Delana Nivens, Suzy Carpenter,
Tim McMillan ,StevePrimatic, Rick McGrath, John Kraft, and Andy Clark.**

and Results of USG Workshop held at SSU, 10 September 2010

Name of Institution: ___Armstrong Atlantic State University_____

The newly adopted USG Core Curriculum Policy must be implemented by Fall 2011 by four-year institutions and by Fall 2012 by all state college and two-year institutions. The first step in implementation is approval of at least one learning outcome for each goal. See:

http://www.usg.edu/academic_programs/cpr/implementing_the_new_core_curriculum/

Please consider:

- ❖ Each outcome **must be collegiate level, not skill based, broadly focused and consistent with the mission** of the USG.
- ❖ Outcomes will be reviewed according to the following criteria:
 - Is the outcome a college-level competency?
 - Does the outcome advance the general goal for the area?
 - Is the outcome measurable?

Learning Goal A1 (Communications)

Proposed Gen Ed Outcome(s) for this Goal.

Students will produce organized communication that develops analytical arguments and meets conventional standards of composition.

Learning Goal A2 (Quantitative)

Proposed Gen Ed Outcome(s) for this Goal.

Students will effectively employ the skills and concepts of quantitative problem solving.

Learning Goal B (Institutional Options)

Proposed Gen Ed Outcome(s) for this Goal.

(Please note: because AASU's Institutional Options include a focus on both Ethics and Values and Global Perspectives, we hope to use those requirements to fulfill both the Critical Thinking and Global Perspectives overlay requirements. Although the USG committee has suggested Ethics as a possibility for Area C, we have learned that it is acceptable in Area B.)

- A. Students will critically evaluate the ways that culture shapes ethical views.
- AND

B. Students will analyze global multicultural issues among diverse realms of societies.

Learning Goal C (Humanities/Fine Arts/Ethics)

Proposed Gen Ed Outcome(s) for this Goal.

Students will analyze the meanings of texts or works of art or music, express ways that culture shapes values.

Learning Goal D (Natural Sciences)

Proposed Gen Ed Outcome(s) for this Goal.

A. Students will demonstrate a collegiate-level understanding of the method by which scientific study is conducted.

AND

B. Students will accurately evaluate data in scientific reasoning problems.

Learning Goal E (Social Sciences)

Proposed Gen Ed Outcome(s) for this Goal.

Students will analyze the complexity of human behavior, considering how historical, economic, political, or social relationships develop, persist, or change.

Learning Goal I (US Perspectives)

Proposed Gen Ed Outcome(s) for this Goal.

(See also Area E.1)

Students will evaluate the Constitutional principles and related historical, political, social, and institutional developments and governmental processes fundamental to American democracy.

Learning Goal II (Global Perspectives)

Proposed Gen Ed Outcome(s) for this Goal.

(See also Area B.2)

Students will analyze global multicultural issues among diverse realms of societies.

Learning Goal III (Critical Thinking)

Proposed Gen Ed Outcome(s) for this Goal.

(See also Area B.1)

Students will analyze and synthesize points of view as well as recognize arguments in support of conclusions

Overlay Approval Form

DRAFT #3

Reflects results of discussions of ad hoc committee on 8 September 2010

**Present: Mark Finlay, Teresa Winterhalter, Steve Jodis, Delana Nivens, Suzy Carpenter,
Steve Primatec, Tim McMillan, Rick McGrath, John Kraft, and Andy Clark.**

And Results of USG Workshop held at SSU, 10 September 2010

Name of Institution: _____ Armstrong Atlantic State University _____

The newly adopted USG Core Curriculum Policy must be implemented by Fall 2011 by four-year institutions and by Fall 2012 by all state college and two-year institutions. In addition to approval of at least one learning outcome for each goal by the Council on General Education, each institution must by that date meet the “overlay requirements” for US Perspectives, Global Perspectives and Critical Thinking by designating one or more courses in Areas A-E as US courses; designating one or more course in Areas A-E as GL courses; and designating one of more courses in Areas A-E as CT courses (or, alternatively, by adopting a CT plan). See:

http://www.usg.edu/academic_programs/cpr/implementing_the_new_core_curriculum/

Learning Goal I US Perspectives

Which of your approved Area A-E courses are proposed for designation as US perspectives courses?	In which area (A-E) is that course already approved?	How will completion of that course support your approved outcome(s) for US Perspectives?
HIST/POLS 1100	E1	In either of these courses--one of which is required for all students--students will evaluate the Constitutional principles and related historical, political, social, and institutional developments and governmental processes fundamental to American democracy.

Learning Goal II Global Perspectives

Which of your approved Area A-E courses are proposed for designation as Global perspectives courses?	In which area (A-E) is that course already approved?	How will completion of that course support your approved outcome(s) for Global Perspectives?
Any course in Area B2 of current core: ANTH 1150—Global Perspectives Anthro CHEM 2200—Science, Technology, and Modern World CRJU 2010—Universal Justice ECON 1150—Global Economic Problems ENGL 2050—Africa and the Diaspora	B2	Through any of these courses--and students must take at least one--students will analyze global multicultural issues among diverse realms of societies.

EURO 2000—Introduction to the European Union _____ GEOG 1100—World Regional Geography GEOG 2120—Cultural Geography GWST 2200—Gender in Global Contexts HIST 1111—Civilization I HIST 1112 <i>or</i> 1112H—Civilization II HIST 2100—The African Diaspora HLPR 2010—Culture, Illness, Diag. & Treatment. HONS 2000—Honors Topics in Global Perspectives POLS 1150—World Politics POLS 2290—Founds of Internl Relations PSYC 2300—Global Perspectives in Developmental Psychology RELI 2100—World Religions		

Learning Goal III Critical Thinking*

Which of your approved Area A-E courses are proposed for designation as Critical Thinking courses?	In which area (A-E) are these courses already approved?	How will completion of that course support your approved outcome(s) for Critical Thinking?
Tentatively any course in Area B1 of the current core, which focus on the them of "Ethics and Values" : CHEM 2600—Ethical/Moral Issues in the Sciences CRJU 2020—Ethical Theories & Moral Issues in Criminal Justice ____ ENGL 2000—Ethics & Values in Lit ETHC 2000—Interdisciplinary Ethics GWST 2101—Ethics, Values, and Gender HIST 2000—Ethics & Values in History HONS 2100—Honors Topics in Ethics & Values PHIL 2030—Intro. to Ethics & Moral Philosophy POLS 1200—Ethical Theories in Government	B1	Through any of these courses--and students must take at least one—students will analyze and synthesize points of view as well as recognize arguments in support of conclusions

*Alternatively, you may submit a plan specifying how you will insure that students who complete Areas A-E will acquire foundational critical thinking skills. If you choose to adopt a critical thinking plan, please attach a brief summary (1 page maximum) of that plan to this form.