

General Education Committee Agenda

September 12, 2016

1. Approval of Minutes
2. Election of Chair-Elect and Secretary
3. Passport Overview (Drs. Abdelrahman, Underwood, Woods, and Ms. Weaver)
4. Standardized Forms/Procedure for General Education Proposals
5. Opening of General Education Blackboard Site

Approved
10-18-16

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Monday, September 12 at 10:00 a.m. in Brown 355. The following were present:

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| Dr. Christine Austin | Dr. Thomas Nupp |
| Dr. Pam Carr | Ms. Karen Riddell |
| Ms. Nancy Cox | Dr. Jeremy Schwehm |
| Ms. Gwen Faulkenberry | Dr. David Ward |
| Dr. Theresa Herrick | |
| Dr. Mohammed Ibrahim | |

Absent: Ms. Cheryl Chaney, Dr. Patrick Hagge

Guests: Dr. Mohamed Abdelrahman, Dr. David Underwood, Ms. Tammy Weaver, Dr. Jeff Woods.

Elections Dr. Schwehm called the meeting to order and as a first order of business asked the committee for nominations for a chair elect and secretary for the committee. Dr. Theresa Herrick nominated Dr. Mohammed Ibrahim for chair-elect. Dr. Ward seconded the nomination. There were no other nominations and the committee approved the nomination for Dr. Ibrahim as chair-elect. Dr. Schwehm then asked for nominations for secretary. There were no nominations. Ms. Gwen Faulkenberry, who served as secretary last year, volunteered to serve again this year as secretary. Dr. Ward seconded and the committee approved Ms. Faulkenberry as secretary.

Approval of Minutes Dr. Schwehm then asked for motions to approve the April minutes. Dr. Herrick made a motion to approve. Ms. Cox then asked for an amendment to these minutes. Ms. Cox said the sentence "The committee thought the goals in Arts and Humanities were not being assessed consistently" was inaccurate and said that was just one member's comment. She made a motion for that to be struck from the minutes. Motion by Dr. Herrick, seconded by Ms. Cox to remove this sentence from the minutes. Motion approved.

Passport Overview Dr. Schwehm then turned the meeting over to Dr. Abdelrahman and other guests to speak to the committee about Passport. Dr. Abdelrahman told the committee he would let Ms. Weaver do most of the speaking as he was still learning about Passport. He said he understood this would be good for students transferring in to our university and also for those that needed to transfer from Tech to other universities across borders. We want them to be successful anywhere they go and Passport is a way to do this. Dr.

Underwood told the committee he had been to several of the original meetings at ADHE and explained that a grant was used to see if institutions in Arkansas would be interested in participating in this initiative. This grant allowed Ms. Weaver to go to Colorado to a conference to learn more about it. Dr. Underwood thought what was presented made sense and would be beneficial to students. They cited at the conference that a fairly high percentage of students that transfer, transfer out of state which made the ACTS transfer system we have, not effective any more. The Passport Initiative would allow students to transfer to any of the participating states, which right now is around 15-17 states, and their work would be accepted without question and vice versa, but it also said the work would have to be verified which meant we would have to track the students work for at least two semesters to verified they can do what it said they could do. They are basing this on learning objectives and not which courses the students are taking because courses can vary from one university to the next, but objectives can more easily be shown to have been met. Dr. Underwood said he did not see a downside to this initiative and it would be good for our students and good for us because it formalizes our assessment of general education curriculum, even though we have done a good job so far. He also thought this would help when it is time for our next HLC accreditation visit and this would almost guarantee we would be okay at least in this section. In summary, he said he is very supportive of Tech adopting this, but it is not something administration can dictate; it needs to be faculty. Dr. Schwehm asked what the General Education Committee's role in guiding the university towards adopting this would be. Dr. Underwood thought it would be helping others outside of the committee to understand what the initiative is about since all areas would have to be involved and several areas are represented on the committee. Dr. Woods commented this could also mean some changes to the make-up of our general education. Ms. Weaver told the committee the courses looked at within this initiative are only courses that are considered meeting general education at each institution that wants to participate in Passport. The reason this came about was because Academic Officers around the country were concerned that many students were basically having to start over with their general education when they transferred to another university across borders. WICHE (Western Interstate Commission for Higher Education) started with a group of faculty and academic officers to look at the problem. Studies in 2010 showed that 33% of students will transfer and 27% of those will cross lines, which means students will not only be transferring out of Arkansas Tech, but they will also be transferring to Arkansas Tech and she felt this is the right thing to do to help students. She felt Arkansas Tech is a transfer friendly school already, but this would help put a "stamp of approval" on it. From a mechanical standpoint, she said this would make it easy for the Registrar's office to determine that a student has met general education. Discipline specific areas will still have to take major specific courses, so this would

not jeopardize the integrity of those programs. She said the funding has been put in place to make this program successful. It was faculty driven. They developed the learning outcomes and criteria for the outcomes. The General Education Committee will serve as representatives of each of the areas and colleges and administration is more to assist and guide. Dr. Woods, Dr. Robertson and Tammy went to an ADHE workshop because they wanted to see what ADHE thought about this. Right now all of our general education courses are listed on the ACTS website and most everything is mapping up correctly. Not every student will qualify for Passport. An example would be some of the Natural and Health Sciences students that are not required to take something from each area (Biology and Physical Science), but for those that do meet the Passport requirements, it would make for a more seamless transfer for them. Dr. Carr then asked if this would mean that the university would need to go back to requiring students to take hours from both Physical and Biological sciences, since the requirements now are just eight hours of science. Tammy did not think so. She said the reason this was changed was because it was causing some curriculum to add extra courses just so they could meet the science requirement and the state minimum just requires eight hours of science without dictating that it be both physical and biological. Right now the Passport framework does include both sides.

Dr. Woods then gave a summary of what the next steps would be. He distributed a handout of the Passport Outcomes Alignment and said they are fairly general. He told the committee there are three basic skills: foundational; knowledge and concepts; and crosscutting skills. Within foundational is written communication, oral communication and quantitative literacy. Knowledge content includes human society, creative expressions, human cultures and natural sciences. Crosscutting skills includes critical thinking and teamwork and value systems. Dr. Woods said ours don't have to align perfectly with what they do, but we need to have something that shows how ours align and what kind of assessments we do. Dr. Woods, Dr. Robertson, Dr. Austin and Tammy got together and developed a spreadsheet (he distributed this to the committee). He told the committee this was just something they felt would help to get them started. Dr. Woods asked the committee to look at written communications on the spreadsheet which showed that ours aligned pretty well with Passport according to what we collect in the CPGE for general education. Oral communication is a little more difficult because not everyone in our general education curriculum has to take an oral communication course. We will have to decide whether to change our general education and require everyone to take an oral communication course or to not have everyone that completes our general education qualify for Passport. Quantitative literacy he thought matched up pretty well according to the data we have collected. He felt all the knowledge content areas could come from the Social Sciences and the Fine Arts and Humanities blocks

and then Natural science would come from the lab sciences. He thought the trouble would be that we don't assess those outcomes directly from those blocks. He said we would need to determine what outcomes we can get from any of the courses in social sciences. If we can come up with those outcomes and line them up with Passports outcomes, then we line up pretty well. We will have to take Social Sciences as a block and Fine Arts and Humanities as a block and plug in to CPGE. Dr. Schwehm asked how the data collection we do already will feed in to the assessment for Passport. Dr. Austin said we are doing some of the collection now, but not all and it is inconsistent. Dr. Woods said he thought this was a good opportunity to reexamine and refine our general education assessment overall so that we have a good system and don't have to dig out information for assessment when it comes time for HLC. Passport will give us a framework to move in that direction. Critical Thinking lines up pretty well, we just need to gather one more learning outcome for Context and that could be added to the History classes. Teamwork and Value Systems will need to be looked at more closely, but he thinks we can gather evidence of that in the lab science classes because they are teamwork oriented.

Dr. Herrick asked how this would align with goal number two of our Strategic Plan. Dr. Abdelrahman thought whether we go with Passport or not, just reevaluating and looking closely at our general education is a very important part. He mentioned new vision and mission statements were in the works and he thought everything we do should align with those. Dr. Abdelrahman asked when the committee thought Passport could be adopted. Dr. Underwood said as soon as possible, but hopefully within the year. Dr. Abdelrahman said if we are going to reevaluate our general education, we need to make sure it aligns with the new vision and mission statements and the strategic plan. Dr. Underwood said this would address at least two of the things in our new mission and that would be student success and academic excellence. We are putting a stamp of approval on the Passport students saying they have learned, and demonstrated that they have learned something, which would show academic excellence. It also helps students transferring into or out of Tech by shortening the time it takes for them to get a degree, which helps with student success.

Dr. Herrick asked when the General Education needed to make their recommendation to the Curriculum Committee. Dr. Underwood said as soon as they were able to get with the faculty for their input and get a consensus. Dr. Abdelrahman said it was really important to look at the things that were not completely aligning with Passport such as teamwork and critical thinking and if they are that important, he would like to see them covered in more than one class.

Dr. Schwehm said there are good guidelines in Passport that can be used to set up blocks. Dr Woods commented the main problem is not that we are not lining up with Passport, but that we are just not gathering the evidence. Dr. Underwood asked if the committee thought it feasible to have their recommendation ready by the end of the year. Dr. Schwehm said that it had been a soft goal, but could be made a more solid goal to have it ready within the next two semesters. Dr. Woods said there are different ways to do this. We can adopt our general education to align with Passport so that all or most students were eligible, or we can keep the existing general education structure but create a path to get Passport. If we go with the fuller alignment, it will mean making some changes to our current general education. The committee asked about the mechanics of this process. Ms. Weaver said ADHE is working with every state institution and encouraging this. Passport rules only require one four-year and one two-year institution for the state to participate, but she felt that would not be a problem as there would probably be more than one of each on board. The advantage of participating in the pilot is that participation would be free for five years. She said the fee is around \$7,500 - \$8,000 per year. Dr. Ward asked how the committee needed to go about providing the information to Passport. Dr. Austin said the Passport application would ask for all the information required to provide as far as evidence. They have a verification committee that verifies a university has met the requirements. We would need to submit data showing our students are meeting the requirements of Passport. Dr. Underwood liked the fact that Passport uses the same terminology as HLC and we won't have to dig through information when they visit.

Dr. Schwehm wanted to know if this would have an impact on stackability and having students earn a degree on the way to their bachelors. Dr. Woods said that it could. There is a General Education Certificate that runs 35 hours that could be in conjunction with Passport. The Passport certificate could also be a General Education Certificate that the state recognizes that we could give to students.

The committee wanted to know how many schools are participating? Dr. Woods said originally there were 25, but there are probably around 40-50 now and there are a lot in process. Dr. Nupp asked if there were any competing proposals out there that might come along that would cause us to change again. Dr. Underwood said the funding for this was on a national level, not regional so he didn't think so. He also said many of the WICHE initiatives had become commonplace and he thinks this will be one of those. Tammy said this all goes back to general education and whether the students were meeting that. She felt that we were satisfying Passport initiative by meeting Arkansas's state minimum core. Even if another organization decided to come up with something else, this is about whether we are meeting general education and achieving learning

outcomes that go back to our accreditation and proving we are achieving those outcomes. Even if there is another proposal that comes out, there is nothing that says we won't also meet their requirements. Dr. Austin said this is building off of the value rubrics that we have looked at in the past. Ms. Faulkenberry asked if there were any downsides to us doing this. Dr. Underwood said it would take a little extra effort to look at this, but we have to do that anyway sometime between now and the next HLC visit which is in 2020. This way everything would be lined out and done for their visit.

Dr. Schwehm asked what this would mean for individual faculty who teach general education classes. Will they have to change their class? What would be an appropriate response from the committee member on that? Dr. Woods said there might be some concerns that the criteria were developed by other institutions and not by us, but if you look at the outlines and outcomes they are using, they are basically the same as ours. There may be some minor adjustments that some may feel are big. For instance, if we decided to change our general education curriculum to require everyone to take an oral communication course, that could change an entire department and how many classes they offer. He thought most of these changes could be made with some minor adjustments such as adding foreign languages to the oral communication courses and also adding teamwork to some of the classes. Dr. Abdelrahman said he actually saw that as motivation for us to look at all the courses we offer and see what changes we could do to make them align and it could help add innovations to our classes. Dr. Woods said this process is going to be beneficial to us no matter what because it will help with HLC and it will help us to see what we can do better. Dr. Austin likes that this moves us more towards a learning outcome and what our students are getting out of their general education courses. Dr. Abdelrahman felt things that are really important, such as oral communication, should be offered in many classes and not just in a few for assessment purposes. If we find classes that most of the students are going to take and incorporate these criteria in to them, then most of the students are going to meet the Passport requirements. Dr. Abdelrahman said that we probably need to look at all the courses and identify what is missing. Dr. Woods said because of the way our general education is set up, we would have to do these by blocks and it would probably be best to set up sub committees from each college where the courses are housed. It would be good structurally to come out of the General Education Committee, but then the committee put the charge to the different colleges to get sub committees to work on them. Dr. Herrick asked how the committee should present this to faculty. Dr. Woods said that with tenure and promotion, they collected feed-back from other committees, sent out surveys, and then had meetings with different faculty groups. He thought that had worked out pretty well and might be something that would work with this as well. He did feel there would be

different ownerships for different parts of this. There would need to be faculty from each different block on the sub committees for their input because that is who is affected most directly. Dr. Abdelrahman said that he appreciated that the General Education Committee was open to others input, which was really the right way to do it, but in the end, it would be this committee who votes on it. Dr. Carr asked if we should have input from students as to their perception of this. It might be confusing to incoming freshmen when an advisor tries to explain it to them. Dr. Woods thought this was the downside to doing this partway because students would have to decide what to do. If we adapt it so everyone that completes their general education gets a Passport, then there is nothing for them to have to decide. Dr. Abdelrahman said we would want to present this as being a nationwide pathway that is transferable and having general education that is equivalent to others at national standards. Dr. Schwehm said if we give them the certificates along the way, then we are also giving them benchmarks that might encourage them to stay. Dr. Herrick wanted to know how this would be documented for the student. Ms. Weaver said she has a guide for that and with Degree Works, this will be very easy. She will be able to build that as soon as we have the criteria set.

Dr. Abdelrahman asked what would happen if we get this started and it turns out to be a lot more work than anticipated and cannot finish within the academic year. Is there a penalty? Dr. Woods said he got the feeling from the meetings that our university was a lot better prepared than most were and he thought we were ahead of the curve. He thought they would wait on us. Dr. Abdelrahman asked how many blocks we had because some seem to be in pretty good shape and we might not have to have as many committees. Dr. Woods said it was the blocks we have in our general education curriculum which consisted of English, Math, Lab Science, US History or Government, Social Sciences, and Fine Arts and Humanities with Speech Communications as a subset.

Dr. Abdelrahman thought we might find that three or four of these are already okay and could then focus on the ones that are not. Dr. Schwehm thought we would need one committee to decide which pathway to take: everyone meets Passport or you can choose. Dr. Woods agreed that is probably the biggest one. Dr. Underwood thought we would be able to find a lot of courses that already offer the things we need. Dr. Woods said that would be one of the decisions we would have to make; whether we need to change our general education or if we would be able to find we already meet the criteria and are just not doing it uniformly. One way could mean faculty giving over some control of their syllabus and the other could mean changes to whole departments and how many classes they have to offer. Tammy felt that we were not very far off and there might not have to be changes to syllabus. Dr. Austin thought the learning outcomes would help with that determination. If they are meeting a certain

outcome, then they would meet the criteria. Dr. Woods thought if we had a committee for each of these areas of general education and they went through the list that he and his group had put together, then they could determine which ones of these we already fill and which ones we could track the outcome for in a uniform way so it would be tracked in all sections of the course. He thinks we will probably have some gaps and he thinks oral communication might be one of those gaps because it is not uniform across all those classes.

Dr. Nupp said that one of our general education goals is Understand Wellness Concepts and he wondered if we could have general education goals that were not on Passport and still qualify. Dr. Austin said we could have general education goals that are not in Passport in addition to the ones that are.

Dr. Schwehm thought he could get together a subcommittee to come up with a document to give to each Dean to use to review and see conformity. Faculty could then also look at the form and he thought there was enough representation on the committee to look at that and identify what we have and what is uniform. We could use that information to then form a committee to build the blocks. Dr. Woods said the form he had passed out could be used for that with some adjustments. We would need to determine first if we are doing something in a course and then determine if we are gathering the evidence that we are doing it or if it can be gathered. Dr. Woods said we have to provide evidence to Passport that everyone that gets this Passport certificate has met these outcomes and so we need some way to track that, so we would need to be able to show all sections of a course meet the requirements, not just some. The challenge may be to get all faculty to offer the components needed. Dr. Ward mentioned this might be a challenge as instructors for courses change from one semester to another and it may be forgotten along the way to add these components to the syllabus. Dr. Woods said we have a textbook policy that shows a lot of the general education classes are using the same textbooks, so a lot of these things may already be in the syllabus. This would need to be in the generic syllabus then the individual faculty could enhance their syllabus, but this would have to be a part of all of these courses. Dr. Woods said the program assessments may already have this evidence in their learning outcomes; the committee that did this alignment just didn't have the time to go that deep in to it to show that. We would probably need to start there with the learning outcomes. For the ones that don't already have the outcomes, for example the history courses that don't have Context as an outcome, could we add that?

Ms. Faulkenberry wondered how big a part of a student's grade it would have to be to qualify. She requires each of her students to do an oral presentation, but it is just a small part of their grade. Dr. Woods said it

didn't matter as far as gathering evidence. It would matter in actually meeting general education goals though, so we would need to decide as an institution what we want for our students to actually get and if we want more, then we need to work towards that. Dr. Schwehm said during our information gathering, we might find there are other courses that actually meet that goal better, so we wouldn't necessarily have to use that course to show that evidence. Dr. Abdelrahman said that if we decide to go this route and require oral communications, then it would need to be part of many different classes. Dr. Woods said we have two options, we make oral communications a part of more classes or we require everyone to take an oral communications class, which could also include foreign language courses. Dr. Abdelrahman said it might be really hard to require everyone to take an oral communication course, because this might mean a student has to drop something else. Dr. Herrick said a lot of students take an oral communications course even though it is not a general education requirement and we might be surprised how many already are taking them when we gather the information.

Other Business

Dr. Herrick said she had some faculty inquire of her if students can count general education courses towards a minor. For instance, if a student took a psychology course as part of their general education and then went for a minor in psychology, could they also count that as part of their minor? Tammy said we do allow students to "double dip" for double degrees and in most cases for minors also. It is not very common for minors though. Dr. Ward said they really tried to avoid double dipping with the upper division courses.

Dr. Schwehm told the committee he and Ms. Riddell were working on a standardized form for submission of proposals for general education courses and he would send that out to the committee. He also told the committee he had opened the Blackboard site for them. He will send out emails to the committee with what he thinks our next steps need to be. Dr. Herrick asked that all the handouts from this meeting be put on Blackboard and Dr. Schwehm said that he would do that.

Dr. Herrick made a motion to adjourn. Ms. Faulkenberry seconded. Meeting adjourned at 11:20 a.m.

Knowledge Content

Natural Sciences

Learning Outcomes

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| Scientific Inquiry | Students demonstrate the application of specialized methods and tools of scientific inquiry by actively and directly collecting, analyzing, and interpreting data, presenting findings, and using information to answer questions. |
| Core Concepts | Students accurately describe the scope of scientific study in both the physical and life sciences, their core theories and practices, using discipline related terminology. |
| Science and Society | Students understand the role science plays in historical and contemporary issues. |
| Scientific Reasoning | Students demonstrate scientific reasoning processes to draw conclusions. |
| Scientific Literacy | <p>Students shall:</p> <ul style="list-style-type: none"> a. Recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions; b. Demonstrate an ability to gather, comprehend, apply and communicate credible information on scientific and technical topics. <p>Students demonstrate an understanding of the standards that define ethical scientific behavior, including:</p> <ul style="list-style-type: none"> 1. Honesty: The accurate use and reporting of scientific processes, data, and results, and the proper sharing of credit among colleagues; 2. Safety: Ensuring the safety and well-being, both mental and physical, of practitioners, test subjects, local community, and environment; 3. Social Responsibility: Recognition of the impact of our actions have on the natural and human world. |
| Ethics | <p>Students explain the following attributes of science:</p> <ul style="list-style-type: none"> a. Science is based on the assumption that reality exists, operates by consistent principles, and that the rules are understandable by critical analysis. b. Processes and results must be reproducible and subjected to peer review. c. The results will display intrinsic variation and limitations. d. Continued scientific inquiry produces credible evidence that is used to develop scientific models and concepts. e. Models and concepts that withstand the most wide-ranging and persistent critical analyses are assumed to most closely describe reality and the principles by which it operates. f. There is inherent beauty and wonder in science and its possibilities. |
| Nature of Science | <p>Students explain the following attributes of science:</p> <ul style="list-style-type: none"> a. Science is based on the assumption that reality exists, operates by consistent principles, and that the rules are understandable by critical analysis. b. Processes and results must be reproducible and subjected to peer review. c. The results will display intrinsic variation and limitations. d. Continued scientific inquiry produces credible evidence that is used to develop scientific models and concepts. e. Models and concepts that withstand the most wide-ranging and persistent critical analyses are assumed to most closely describe reality and the principles by which it operates. f. There is inherent beauty and wonder in science and its possibilities. |

Knowledge Content

Human Society

Learning Outcomes

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| Core Knowledge | <ul style="list-style-type: none"> Define vocabulary, concepts and terminology in the social sciences, and identify theories. Explain the role of individuals and institutions within the context of society. |
| Basics of Scientific Inquiry | <ul style="list-style-type: none"> Explain and apply theories to social phenomena and human activity. Evaluate various types and forms of research, including their ethical considerations. |
| Analytical Applications | <ul style="list-style-type: none"> Identify, frame and/or respond to a research question. Compile, interpret, analyze and/or evaluate qualitative and/or quantitative data. |
| Information Use and Communication | <ul style="list-style-type: none"> Interpret and communicate various representations of qualitative and/or quantitative data. Responsibly identify, categorize, evaluate, and cite multiple sources. |
| Social Responsibility | <ul style="list-style-type: none"> Recognize the complexities of diverse social identities. Evaluate issues of social justice with regard to identities within diverse contexts. Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live. |

Creative Expressions

Learning Outcomes

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| History and Culture | Identify, explain and/or demonstrate relationships among societal, cultural, and historical contexts. |
| Ethics | Demonstrate knowledge of and empathy for the diversity of values, beliefs, ideas, and practices embodied in the human experience. |
| Creative Process | Engage in a creative process through experimentation, reflection, tolerance for failure, and revision. |
| Aesthetics and Analysis | Use appropriate methods and tools to analyze, interpret and critique creative processes, works, and/or presentations. |

Human Cultures

Learning Outcomes

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| Core Knowledge | Define and apply knowledge of changing human cultures (including core vocabulary, terminology, information, concepts, theories and debates) |
| Modes of Inquiry | Identify and describe past and current forms of inquiry into changing human cultures across time and place. |
| Investigation | Research human cultures using relevant methodologies. |
| Areas of Study | Examine identities, languages, beliefs, and behaviors of oneself and others as parts of a dynamic culture or cultures. |
| Factors Shaping Human Cultures | Examine and explain the external, structural, and social elements influencing human cultures: class, race and mixed race, ethnicity, age, language, gender, disability, sovereignty, sexual orientation, political ideologies, economic structure, natural environments, historical events, social movements, religion, and other forms of identity. |
| Attitudes towards Cultural Differences | Demonstrate understanding, respect, sensitivity, and empathy when interacting with one's own or others' cultures (including but not limited to people, language, artifacts, ideas, values, and customs). |

Foundational Skills

Written Communication

Learning Outcomes

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| Rhetorical Knowledge | Demonstrate rhetorical knowledge: address issues of audience, purpose, genre, syntax, structure, format and knowledge appropriate to the task. |
| Use of Sources | Evaluate, apply, and ethically synthesize sources in support of a claim, following an appropriate documentation system. |
| Writing Process Knowledge | Develop flexible strategies for generating, revising, editing, and proofreading. |
| Conventions and Mechanics | Demonstrate proficiency with conventions, including spelling, grammar, mechanics, word choice, and format appropriate to the writing task. |
| Self-Assessment and Reflection | Reflect on one's inquiry and composing processes to critique and improve one's own and other's writing. |

Oral Communication

Learning Outcomes

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| Preparation for Performance | <ul style="list-style-type: none"> Develop a central message and supporting details by applying ethics, critical thinking and information literacy skills. Organize content for a particular audience, occasion and purpose. |
| Delivery | Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose, and using technology as appropriate. |
| Monitor and Adjust | Monitor and adjust for audience feedback. |
| Critical Receiver | Listen and critically evaluate the speaker's central message and use of supporting materials. |

Quantitative Literacy

Learning Outcomes

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| Computation Skills | Demonstrates proficiency with arithmetic and algebraic computational skills, and extends them, for example, to geometric and statistical computations. |
| Communication of Quantitative Arguments | Expresses quantitative information symbolically, graphically, and in written or oral language. |
| Analysis of Quantitative Arguments | Selects and uses appropriate numeric, symbolic, graphical and statistical reasoning to interpret, analyze and critique information or line of reasoning presented by others. |
| Formulation of Quantitative Arguments | Recognize, evaluate, and use quantitative information, quantitative reasoning and technology to support a position or line of reasoning. |
| Mathematical Process | Design and follow a multi-step mathematical process through to a logical conclusion and critically evaluate the reasonableness of the result. |
| Quantitative Models | Create, analyze and apply appropriate quantitative models to solve quantitative theoretical and real-world problems. |

Crosscutting Skills

Critical Thinking

Learning Outcomes

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| Problem Setting | Identify a problem or question and its component parts. |
| Recognize Assumptions | Recognize and assess personal and other relevant underlying assumptions. |
| Evidence | Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories. |
| Evaluate | Evaluate information/data for credibility (e.g. bias, reliability, validity) and relevance to a situation. |
| Context | Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories. |
| Reasoning/ Conclusion | Develop logical conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation. |

Teamwork and Value Systems

Learning Outcomes

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| Teamwork Fundamentals | Explain teamwork fundamentals including but not limited to team roles, rules and expectations, time and conflict management, goal setting and problem solving, and other relevant models and concepts. |
| Purposeful Participation | Demonstrate teamwork fundamentals through participation and mutual accountability. |
| Shared Values Systems | Demonstrate shared ethical obligations and intercultural sensitivity as they relate to teamwork. |
| Evaluation | Evaluate and communicate strengths and weaknesses of their teamwork: contributions of oneself, team members, and the team. |
| Reflection | Reflect on and communicate the impact and effectiveness of their teamwork. |
| Factors Shaping Human Cultures | Examine and explain the external, structural, and social elements influencing human cultures: class, race and mixed race, ethnicity, age, language, gender, disability, sovereignty, sexual orientation, political ideologies, economic structure, natural environments, historical events, social movements, religion, and other forms of identity. |

Passport Outcomes Alignment

| Foundational Skills | | ATU General Education Requirement | ATU Courses | Outcome Assessed in GPGE at ATU |
|---------------------|---|---|---|---|
| | Written Communication | | | |
| | Rhetorical Knowledge | English 6 Hrs, US History or Government 3 hrs | ENGL 1013, ENGL 1023, ENGL 1043, ENGL 1053 | ENGL 1023/1053 Effectively Organizes an Essay; HIST 1903/2003/2013/2043, POLS 2003 Make Reasonable Inferences from an Argument |
| | Use of Sources | English 6hrs, US History or Government 3 hrs | ENGL 1013, ENGL 1023, ENGL 1043, ENGL 1053, HIST 1903, HIST 2003, HIST 2043, HIST 2013, POLS 2003 | ENGL 1013/1043 Integrates Source Material Ethically, ENGL 1023/1053 Effectively Organizes an Essay; HIST 1903/2003/2013/2043, POLS 2003 Identify an Underlying Argument; HIST 1903/2003/2013/2043, POLS 2003 Assess the Quality of Evidence |
| | Writing Process Knowledge | English 6 Hrs | ENGL 1013, ENGL 1023, ENGL 1043, ENGL 1053 | ENGL 1023/1053 Effectively Organizes an Essay |
| | Conventions and Mechanics | English 6 Hrs | ENGL 1013, ENGL 1023, ENGL 1043, ENGL 1053 | ENGL 1023/1053 Effectively Organizes an Essay |
| | Self Assessment and Reflection | English 6 Hrs; US History or Government 3 hrs | ENGL 1013, ENGL 1023, ENGL 1043, ENGL 1053 | ENGL 1023/1053 C or Better on a Literary Genre Essay; HIST 1903/2003/2013/2043, POLS 2003 Identify an Underlying Argument; HIST 1903/2003/2013/2043, POLS 2003 Identify the Thesis and Conclusions in an Argument |
| | Oral Communication | | | |
| | Preparation for Performance | Speech Communications | COMM 2003, COMM 2173 | Require Speech or Embed oral comm in other gen ed courses, eg. English |
| | Delivery | Speech Communications | COMM 2003, COMM 2173 | |
| | Monitor and Adjust | Speech Communications | COMM 2003, COMM 2173 | |
| | Critical Receiver | Speech Communications | COMM 2003, COMM 2173 | COMM 2003 Demonstrate the Conceptual, Practical and Theoretical Aspects of Public Speaking |
| | Quantitative Literacy | | | |
| | Computation Skills | Mathematics 3 hrs; Science 8hrs | MATH 1003, MATH 1113, Any Higher Math, Lab Science | MATH 1003/1113/Higher Using Formulas; MATH 1003/1113/Higher Graphical Interpretation; MATH 1003/1113/Higher Quantitative Analysis; MATH 1003/1113/Higher Creating Mathematical Models |
| | Communication of Quantitative Arguments | Mathematics 3 hrs; Science 8hrs | MATH 1003, MATH 1113, Any Higher Math, Lab Science | MATH 1003/1113/Higher Using Formulas; MATH 1003/1113/Higher Graphical Interpretation; MATH 1003/1113/Higher Quantitative Analysis; MATH 1003/1113/Higher Creating Mathematical Models; Lab Science Power of Scientific Process |
| | Analysis of Quantitative Arguments | Mathematics 3 hrs; Science 8hrs | MATH 1003, MATH 1113, Any Higher Math, Lab Science | MATH 1003/1113/Higher Quantitative Analysis; MATH 1003/1113/Higher Graphical Interpretation; Lab Science Scientific Method; Lab Science Drawing Conclusions |
| | Formulation of Quantitative Arguments | Mathematics 3 hrs; Science 8hrs | MATH 1003, MATH 1113, Any Higher Math, Lab Science | MATH 1003/1113/Higher Using Formulas; Lab Science Scientific Method; Lab Science Drawing Conclusions |
| | Mathematical Process | Mathematics 3 hrs; Science 8hrs | MATH 1003, MATH 1113, Any Higher Math, Lab Science | MATH 1003/1113/Higher Quantitative Analysis; Lab Science Scientific Method; Lab Science Drawing Conclusions |
| | Quantitative Models | Mathematics 3 hrs; Science 8hrs | MATH 1003, MATH 1113, Any Higher Math, Lab Science | MATH 1003/1113/Higher Creating Mathematical Models; Lab Science Scientific Method; Lab Science Drawing Conclusions |
| | Knowledge Content | | | |
| | Human Society | | | |
| | Core Knowledge | Social Sciences | AGBU 2063, AGBU 2073, ANTH 1213, ANTH 2003, AMST 2003, ECON 2003, ECON 2013, ECON 2103, GEOG 2013, HIST 1503, HIST 1513, HIST 1543, HIST 1903, HIST 2003, HIST 2013, HIST 2043, POLS 2003, PSY 2003, SOC 1003 | Need block CPGE for Soc Sci |
| | Basics of Scientific Inquiry | Social Sciences | AGBU 2063, AGBU 2073, ANTH 1213, ANTH 2003, AMST 2003, ECON 2003, ECON 2013, ECON 2103, GEOG 2013, HIST 1503, HIST 1513, HIST 1543, HIST 1903, HIST 2003, HIST 2013, HIST 2043, POLS 2003, PSY 2003, SOC 1003 | |

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| | | Analytical Applications | Social Sciences | AGBU 2063, AGBU 2073, ANTH 1213, ANTH 2003, AMST 2003, ECON 2003, ECON 2013, ECON 2103, GEOG 2013, HIST 1503, HIST 1513, HIST 1543, HIST 1903, HIST 2003, HIST 2013, HIST 2043, POLS 2003, PSY 2003, SOC 1003 | |
| | | Information Use and Communication | Social Sciences | AGBU 2063, AGBU 2073, ANTH 1213, ANTH 2003, AMST 2003, ECON 2003, ECON 2013, ECON 2103, GEOG 2013, HIST 1503, HIST 1513, HIST 1543, HIST 1903, HIST 2003, HIST 2013, HIST 2043, POLS 2003, PSY 2003, SOC 1003 | |
| | | Social Responsibility | Social Sciences | AGBU 2063, AGBU 2073, ANTH 1213, ANTH 2003, AMST 2003, ECON 2003, ECON 2013, ECON 2103, GEOG 2013, HIST 1503, HIST 1513, HIST 1543, HIST 1903, HIST 2003, HIST 2013, HIST 2043, POLS 2003, PSY 2003, SOC 1003 | |
| | Creative Expressions | | | | |
| | | History and Culture | Fine Arts and Humanities | ART 2123, ENGL 2003, ENGL 2013, ENGL 2023, ENGL 2173, ENGL 2183, JOUR 2173, MUS 2003, PHIL 2003, PHIL 2043, TH 2273 | Need block CPGE for FA and H |
| | | Ethics | Fine Arts and Humanities | ART 2123, ENGL 2003, ENGL 2013, ENGL 2023, ENGL 2173, ENGL 2183, JOUR 2173, MUS 2003, PHIL 2003, PHIL 2043, TH 2273 | |
| | | Creative Process | Fine Arts and Humanities | ART 2123, ENGL 2003, ENGL 2013, ENGL 2023, ENGL 2173, ENGL 2183, JOUR 2173, MUS 2003, PHIL 2003, PHIL 2043, TH 2273 | |
| | | Aesthetics and Analysis | Fine Arts and Humanities | ART 2123, ENGL 2003, ENGL 2013, ENGL 2023, ENGL 2173, ENGL 2183, JOUR 2173, MUS 2003, PHIL 2003, PHIL 2043, TH 2273 | |
| | Human Cultures | | | | |
| | | Core Knowledge | Social Sciences | AGBU 2063, AGBU 2073, ANTH 1213, ANTH 2003, AMST 2003, ECON 2003, ECON 2013, ECON 2103, GEOG 2013, HIST 1503, HIST 1513, HIST 1543, HIST 1903, HIST 2003, HIST 2013, HIST 2043, POLS 2003, PSY 2003, SOC 1003 | Need block CPGE for Soc Sci |
| | | Modes of Inquiry | Social Sciences | AGBU 2063, AGBU 2073, ANTH 1213, ANTH 2003, AMST 2003, ECON 2003, ECON 2013, ECON 2103, GEOG 2013, HIST 1503, HIST 1513, HIST 1543, HIST 1903, HIST 2003, HIST 2013, HIST 2043, POLS 2003, PSY 2003, SOC 1003 | |
| | | Investigation | Social Sciences | AGBU 2063, AGBU 2073, ANTH 1213, ANTH 2003, AMST 2003, ECON 2003, ECON 2013, ECON 2103, GEOG 2013, HIST 1503, HIST 1513, HIST 1543, HIST 1903, HIST 2003, HIST 2013, HIST 2043, POLS 2003, PSY 2003, SOC 1003 | |

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| | | Areas of Study | Social Sciences | AGBU 2063, AGBU 2073, ANTH 1213, ANTH 2003, AMST 2003, ECON 2003, ECON 2013, ECON 2103, GEOG 2013, HIST 1503, HIST 1513, HIST 1543, HIST 1903, HIST 2003, HIST 2013, HIST 2043, POLS 2003, PSY 2003, SOC 1003 | |
| | | Factors Shaping Human Cultures | Social Sciences | AGBU 2063, AGBU 2073, ANTH 1213, ANTH 2003, AMST 2003, ECON 2003, ECON 2013, ECON 2103, GEOG 2013, HIST 1503, HIST 1513, HIST 1543, HIST 1903, HIST 2003, HIST 2013, HIST 2043, POLS 2003, PSY 2003, SOC 1003 | |
| | | Attitudes Towards Cultural Differences | Social Sciences | AGBU 2063, AGBU 2073, ANTH 1213, ANTH 2003, AMST 2003, ECON 2003, ECON 2013, ECON 2103, GEOG 2013, HIST 1503, HIST 1513, HIST 1543, HIST 1903, HIST 2003, HIST 2013, HIST 2043, POLS 2003, PSY 2003, SOC 1003 | |
| | Natural Sciences | | | | |
| | | Scientific Inquiry | Science | Lab Science | Lab Science Scientific Method; Need to Expand Block CPGE for Lab Sci |
| | | Core Concepts | Science | Lab Science | Lab Science Scientific Method |
| | | Science and Society | Science | Lab Science | |
| | | Scientific Reasoning | Science | Lab Science | Lab Science Scientific Method |
| | | Scientific Literacy | Science | Lab Science | |
| | | Ethics | Science | Lab Science | |
| | | Nature of Science | Science | Lab Science | Lab Science Scientific Method; Lab Science Power of Scientific Process |
| Crosscutting Skills | | | | | |
| | Critical Thinking | | | | |
| | | Problem Setting | US History or Government 3 hrs | HIST 1903, HIST 2003, HIST 2043, HIST 2013, POLS 2003 | HIST 1903/2003/2013/2043, POLS 2003 Identify an Underlying Argument; |
| | | Recognize Assumptions | US History or Government 3 hrs | HIST 1903, HIST 2003, HIST 2043, HIST 2013, POLS 2003 | HIST 1903/2003/2013/2043, POLS 2003 Assess the Quality of Evidence |
| | | Evidence | US History or Government 3 hrs | HIST 1903, HIST 2003, HIST 2043, HIST 2013, POLS 2003 | HIST 1903/2003/2013/2043, POLS 2003 Assess the Quality of Evidence |
| | | Evaluate | US History or Government 3 hrs | HIST 1903, HIST 2003, HIST 2043, HIST 2013, POLS 2003 | HIST 1903/2003/2013/2043, POLS 2003 Identify an Underlying Argument; HIST 1903/2003/2013/2043, POLS 2003 Make Reasonable Inferences from an Argument |
| | | Context | US History or Government 3 hrs | HIST 1903, HIST 2003, HIST 2043, HIST 2013, POLS 2003 | Add outcome to HIST CPGE |
| | | Reasoning/Conclusion | US History or Government 3 hrs | HIST 1903, HIST 2003, HIST 2043, HIST 2013, POLS 2003 | HIST 1903/2003/2013/2043, POLS 2003 Identify the Thesis and Conclusions in an Argument; HIST 1903/2003/2013/2043, POLS 2003 Make Reasonable Inferences from an Argument |
| | Teamwork and Value Systems | | | | |
| | | Teamwork Fundamentals | Science | Lab Science | Need to Expand Block CPGE for Lab Sci |
| | | Purposeful Participation | Science | Lab Science | Need to Expand Block CPGE for Lab Sci |
| | | Shared Values Systems | Social Sciences | AGBU 2063, AGBU 2073, ANTH 1213, ANTH 2003, AMST 2003, ECON 2003, ECON 2013, ECON 2103, GEOG 2013, HIST 1503, HIST 1513, HIST 1543, HIST 1903, HIST 2003, HIST 2013, HIST 2043, POLS 2003, PSY 2003, SOC 1003 | Need block CPGE for Soc Sci |
| | | Evaluation | Science | Lab Science | Need to Expand Block CPGE for Lab Sci |

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| | | Reflection | Social Sciences | AGBU 2063, AGBU 2073, ANTH 1213, ANTH 2003, AMST 2003, ECON 2003, ECON 2013, ECON 2103, GEOG 2013, HIST 1503, HIST 1513, HIST 1543, HIST 1903, HIST 2003, HIST 2013, HIST 2043, POLS 2003, PSY 2003, SOC 1003 | Need block CPGE for Soc Sci |
| | | Factors Shaping Human Cultures | Social Sciences | AGBU 2063, AGBU 2073, ANTH 1213, ANTH 2003, AMST 2003, ECON 2003, ECON 2013, ECON 2103, GEOG 2013, HIST 1503, HIST 1513, HIST 1543, HIST 1903, HIST 2003, HIST 2013, HIST 2043, POLS 2003, PSY 2003, SOC 1003 | Need block CPGE for Soc Sci |