CCOC -- Review Organization Meeting
24 August 2012

11:30-1
254 Rose Administration

Draft of Minutes

Members Attending: Beth Bennett, Kathy Bolland, David Cordes, Ryan Earley, Maurizio Godorecci, Mary Ellen Hanna, Dave Heggem, Millie Jackson, Michael Murphy, Cathy Pagani, Cynthia Sunal, Amy Thompson, Jerry Weaver, Liza Wilson, Z.J. Wu

1. The committee welcomed new CCOC member, Michael Murphy, Professor and Chair, Anthropology.

2. The committee reviewed the process followed for conducting the 2012 CCOC course review:
   - A list of committee members, with their primary subcommittee assignments, was distributed.

   - The following people will serve as subcommittee chairs:
     Computer Science – David Cordes and Dave Heggem, Co-Chairs
     Math and Natural Science – Z.J. Wu, Chair
     History and Social and Behavioral Science – Kathleen Bolland, Chair
     Humanities, Literature, Foreign Languages, Fine Arts – Maurizio Godorecci, Chair
     Writing – Beth Bennett, Chair

   - Most of the committee members were also given secondary assignments, to assist with the review of FA/FL/HU courses and of W courses.

   - A list of the courses being reviewed this year, along with their status, was distributed (copy attached).

   - Timeline for Review:
     15 September – final due date for departmental review submissions
     28 September – next CCOC meeting: subcommittee status reports and discussion
     19 October – official vote completed
     9 November – third CCOC meeting: subcommittee status reports on resubmissions and discussion
     7 December – final CCOC meeting for fall semester, if needed: complete official vote and review

   - Subcommittee chairs should proceed with assigning members to begin reviewing courses ready for review.

3. Beth Bennett opened a general discussion on two proposals:

   Propose #1: That the CCOC consider recommending to the Office of Academic Affairs that the specific interpretation of how "Writing Proficiency" is operationalized in W courses be established at the Divisional level, rather than having the CCOC attempt to define a standard "across the curriculum" interpretation for all UA courses with the designation of W.

   Rationale: In meeting with the Provost last year, we understood that attempting to develop a common, across the curriculum approach would not be workable. At the same time, the CCOC review process had revealed wide "disciplinary differences in writing standards," which needed to be accommodated.

   Comments in support:

   - The W requirement is a UA Core Curriculum requirement, not a statewide AGSC requirement, and is limited to courses at the 300/400 level in the major.

   - David Cordes pointed out that the other areas of the Core Curriculum all target students at the general freshman level; this is the only Core requirement that is met in major specific courses.

   - Allowing the individual colleges to define how their students' writing proficiency would be taught and assessed would better accommodate disciplinary differences and emphasize the responsibility colleges have for providing this instruction to their students.

   - Setting disciplinary standards at the college level, if not the program level, will better serve the students, and help them understand the value in taking W courses in their majors.

   Issues raised related to regulating the quality of instruction being provided:

   - Would the CCOC trust colleges to set sufficiently adequate standards for their students? Or, would those standards have to be approved by the CCOC?
   - What can the CCOC do about over-growth in W course enrollment?

   Propose #2: That the CCOC begin to develop a list of institutional outcomes, based on common Core designated outcomes from the CCOC review process, to recommend to the Office of Academic Affairs for accreditation purposes.

Rationale: After reviewing the difference between general institutional learning outcomes and general education learning outcomes, as developed by the University of Maryland (see attached), Beth suggested that the CCOC could provide institutional leadership by distinguishing learning outcomes at UA -- institutional learning outcomes from general education requirements and from Core Curriculum requirements, specific College requirements or outcomes, and program outcomes.

- AGSC has defined general education for the state of Alabama as a set of requirements in four disciplinary Areas.
- UA Core Curriculum defines 11 areas of requirements (see attachment), only 8 of which are included in the statewide requirements.
- UA must accommodate the general education of transfer students who have followed AGSC guidelines.
- Currently, UA has not identified a set of general institutional learning outcomes.

To assist in developing the CCOC discussion along these lines, Beth distributed an "Initial Map of General Education for Developing Learning Outcomes."

- It uses ***suggested*** institutional learning outcomes and identifies how those might be linked with AGSC general education requirements and Core Curriculum requirements.
- CCOC subcommittee members are encouraged to begin thinking about how their core designations might be developed as common learning outcomes for UA students.

4. The following dates were confirmed for Fall CCOC meetings:
   28 September, 9 November, 7 December (if needed)

	#	Course Title		Dates	AGSC	Dept. Head	CCOC Status
BSC	380	Introduction to Probability and Statistics	C	3/9/12		Sobecky	READY
CBH	102	Computer-Based Honors Seminar	C	5/12/12		Sharpe	READY
CSE	401	Computers in Secondary Mathematics	C			Vivan Wright	READY
CSE	476	Improving Science Teaching	C			Vivan Wright	READY
CSE	479	Teaching Secondary School English	C			Vivan Wright	READY
CSE	487	Teaching Secondary School Social Science	C			Vivan Wright	READY
CSE	489	Clinical Experience in Secondary Education	C			Vivan Wright	READY
MAP	321	Communication and Collaboration I	C			Sandra Nichols	
MAP	322	Communication and Collaboration II	C			Sandra Nichols	
MUS	121	Introduction to Listening	FA		yes	C. Snead	
MUS	250	Music in World Cultures	FA			C. Snead	
NEW	212	Humanities I: Creativity	FA		yes		
UH	210	Honors Fine Arts	FA	6/29/12		Morgan	
FRS	101	Elementary Farsi I	FL	10/7/11		Arizumi	
FRS	102	Elementary Farsi II	FL	10/7/11		Arizumi	
HIN	101	Elementary Hindi	FL			Arizumi	
HIN	102	Elementary Hindi	FL			Arizumi	
INDO	101	Elementary Indonesian	FL			Arizumi	
INDO	102	Elementary Indonesian	FL			Arizumi	
KOR	101	Elementary Korean	FL			Arizumi	
KOR	102	Elementary Korean	FL			Arizumi	
NOR	101	Elementary Norwegian	FL			Arizumi	
POL	101	Elementary Polish	FL			Arizumi	
POR	101	Elementary Portuguese	FL			Arizumi	
POR	102	Elementary Portuguese	FL			Arizumi	
SP	101	Introductory Spanish I	FL			Fox	
SP	102	Introductory Spanish II	FL			Fox	
SP	103	Intensive Review Introductory Spanish	FL			Fox	
NEW	211	Humanities I: Perspectives	HU		yes		
NEW	212	Humanities I: Creativity	HU		yes		
NEW	215	Humanities I: Perspectives in Environmental Studies	HU		yes		
REL	100	Introduction to Religions Studies	HU		yes	T. Trost	READY
REL	102	Introduction to Religions of the World	HU			T. Trost	READY
REL	105	Honors Introduction to Religious Studies	HU			T. Trost	READY
REL	110	Introduction to Hebrew Bible	HU		yes	T. Trost	READY
REL	112	Introduction to the New Testament	HU		yes	T. Trost	READY
REL	220	Survey of Asian Religions	HU			T. Trost	READY
REL	224	Introduction to Judaism	HU		yes	T. Trost	READY
RUS	101	Elementary Russian I	HU		yes	Fox	
RUS	102	Elementary Russian II	HU		yes	Fox	
RUS	201	Intermediate Russian I	HU			Fox	
RUS	202	Intermediate Russian II	HU			Fox	
SP	101	Introductory Spanish I	HU		yes	Fox	
SP	102	Introductory Spanish II	HU		yes	Fox	
SP	103	Intensive Review Introductory Spanish	HU		yes	Fox	
SP	201	Intermediate Spanish I	HU		yes	Fox	

SP	**202**	Intermediate Spanish II	HU		yes	Fox	
CSM	**116**	Mathematics of Compounding in Goal-Setting	MA	10/13/11		Peeples	
NEW	**243**	Natural Science I Lab Experience	N		yes		
PH	**101**	General Physics I	N		yes	R. White	
PH	**102**	General Physics II	N		yes	R. White	
PH	**105**	General Physics with Calculus I	N		yes	R. White	
PH	**106**	General Physics with Calculus II	N		yes	R. White	
PH	**115**	Descriptive Physics Non-Science Majors	N		yes	R. White	
PH	**125**	Honors Gen Physics w/Calculus I	N			R. White	
PH	**126**	Honors Gen Physics w/Calculus II	N			R. White	
PH	**253**	Introduction to Modern Physics	N		yes	R. White	
PH	**255**	Introduction to Modern Physics	N		yes	R. White	
HD	**101**	Life Span Human Development	SB		yes	Carroll Tingle	
NEW	**237**	Social Science I - Cooperation and Conflict	SB		yes		
NEW	**238**	Honors Social Science I	SB				
NEW	**273**	Social Science I	SB		yes		
SPE	**100**	Exceptional Lives in Society	SB			S. Nichols	
UH	**105**	Honors Mentoring	SB	2/16/12		J. Morgan	**READY**
UH	**204**	Classics and African Culture	SB	6/21/12		J. Morgan	**READY**
CD	**377**	Clinical Practicum I: Speech	W			Hay-McCutcheon	**READY**
CEE	**370**	Teaching Reading Elementary School	W			Vivan Wright	**READY**
CEE	**478**	Teaching Language Arts in Elementary School	W			Vivan Wright	**READY**
CIE	**480**	Foreign Language Teaching Methods	W			Vivan Wright	**READY**
CHS	**427**	Health Policy and Planning	W	7/25/11		Yerby/Wright	**READY**
CRD	**412**	Improving Reading in the Secondary Schools	W				**READY**
CS	**495**	Capstone Course in Computer Science	W	2/28/12		Cordes	**READY**
CSE	**479**	Teaching Secondary School English	W			Vivan Wright	**READY**
CSE	**480**	Teaching Secondary School Foreign Language	W				**READY**
CSE	**483**	Teaching Secondary School Mathematics	W				**READY**
CSE	**486**	Teaching Secondary School Science	W				**READY**
CSE	**487**	Teaching Secondary School Social Science	W				**READY**
GY	**440**	Community Facility Planning	W	4/27/12		Sherman	
GY	**458**	Urban Analysis and Planning	W	4/27/12		Sherman	
HD	**401**	Cultural Influences in Children, Youth and Families	W			Carroll Tingle	
HD	**412**	Adult Development	W			Carroll Tingle	
HD	**422**	Administering Children's Centers and Programs	W			Carroll Tingle	
HD	**483**	Methods Family Life Education	W			Carroll Tingle	
HES	**485**	Self-Managed Mentoring	W			Peeples	
HHE	**378**	Drug Awareness Education	W			David Birch	
KIN	**361**	Elementary Physical Education Curriculum Philosophy Theory	W			Curtner-Smith	
KIN	**468**	Adapted Physical Education	W			Curtner-Smith	
KIN	**491**	Sport, Exercise and Social Sciences	W			Curtner-Smith	
MAP	**331**	Facilitating Learning	W			S. Nichols	
MAP	**332**	Facilitating Learning	W			S. Nichols	
MUE	**387**	Elementary School Music Program	W			C. Prickett	
MUS	**307**	Form and Analysis	W			C. Snead	
MUS	**323**	Music History III	W			C. Snead	

MUS	**332**	Experimental Music	W			C. Snead	
MUS	**480**	Music Therapy Disturbed Adults & Children	W			C. Snead	
MUS	**482**	Music in Therapy III	W			C. Snead	
NEW	**412**	Songcraft	W				
NEW	**413**	Humanities II: Mythology	W				
NEW	**415**	Humanities II: Moral Inquiry	W				
NEW	**416**	(also, AMS 416) American Environmental Thought	W				
NEW	**418**	Humanities II: Art Seminar	W				
NEW	**436**	Social Science II: Public Leadership	W				
NEW	**439**	(also, AMS 439) Urban Spaces	W				
NEW	**442**	Natural Science II	W				
NEW	**443**	Natural Science II: Advance of Science	W				
NEW	**446**	(also, AMS 446) Gender and Environment	W				
NEW	**472**	Social Science II: Social Change	W				
NEW	**473**	Social Science II: Globalization	W				
NEW	**474**	Social Science II: Survival	W				
PH	**442**	Quantum Structure of Matter II	W			R. White	
PH	**491**	Advanced Laboratory	W			R. White	
REL	**311**	English Bible as Literature	W			T. Trost	
REL	**420**	Gospel of Mark	W			T. Trost	
REL	**430**	Religion and Literature	W			T. Trost	
RUS	**325**	Dostoevsky	W			Fox	
RUS	**326**	Tolstoy	W			Fox	
SOC	**460**	Body Politics	W	1/26/12		Lanier	
SP	**375**	Masterpieces of Spanish American Literature	W			Fox	
SP	**491**	Cervantes	W			Fox	
SPE	**302**	Educational Diagnostic Measurement	W			S. Nichols	
SPE	**374**	Parenting Young Children	W			S. Nichols	
UH	**300**	Honors Special Topics Seminar	W	6/29/12		J. Morgan	**READY**

UM UG Assessment Information

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UM Learning Outcomes Assessment

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Goals & Objectives of

UM's Plan for Undergraduate Learning Outcomes Assessment at the University Level

To date, the Provost's Commission on Learning Outcomes Assessment has researched and formulated the following University-wide learning goals for UM undergraduate students which correspond to the essential elements of an undergraduate education as stated by Middle States Standard 12. These goals articulate the educational outcomes to which we as a University aspire for our graduates. The goals for these elements are not exhaustive, and not every student will necessarily master each goal. Finally, these goals must be understood as articulating with the goals and objectives of our CORE-General Education program and those of academic disciplines.

Critical Reasoning and Research Skills

Goal: University of Maryland undergraduates should learn and develop critical reasoning and research skills that they can apply successfully within a wide range and intersection of disciplines inside and outside of academia.

Objectives - University of Maryland undergraduates should have the ability to:

1. Identify and analyze the issue(s), the position of the source, key assumptions, and contextual relevance.
2. Recognize and state pertinent perspectives, propositions, and positions, including the student's own, and formulate hypotheses and persuasive arguments.
3. Assess the quality of supporting information and provide additional evidence.
4. Appraise conclusions, implications, and consequences.
5. Frame significant research problems and assess strategies for investigation.
6. Apply various research methods to solve research problems.
7. Communicate research findings in appropriate written, oral and/or graphical formats.

Written and Oral Communication

Goal: Using standard English, University of Maryland undergraduates will communicate clearly and effectively in writing and orally for different audiences and purposes.

Objectives - University of Maryland undergraduates should have the ability to:

1. Incorporate critical inquiry in their written and oral communication.
2. Demonstrate written and oral communication as processes involving invention, organization, drafting, revision, editing, and presentation.
3. Demonstrate proficiency in conventions of genre, format, documentation, grammar, spelling, syntax, and punctuation to produce a stylistically appropriate text for written and oral communication.
4. Demonstrate awareness of the audience, circumstance and purpose.

Science and Quantitative Reasoning

Goal: University of Maryland undergraduates should understand and be able to apply basic scientific and mathematical reasoning to their research efforts and critical analyses.

Objectives - University of Maryland undergraduates should be able to:

1. Use the scientific method to develop and test hypotheses. This process should include analyzing existing data to formulate a hypothesis, defining criteria for testing the hypothesis, identifying criteria for data validation, and reformulating the hypothesis.
2. Compile and interpret mathematical information in a variety of formats including formulas, graphs, and tables.
3. Apply the methodology of scientific inquiry to other fields of study.
4. Assess the reliability of mathematical information using logic and arithmetical and statistical methods.

Information Literacy Skills

Goal: University of Maryland undergraduates will learn and develop information literacy skills that they can successfully apply within a wide range and intersection of disciplines inside and outside academia.

Objectives - University of Maryland undergraduates should have the ability to:

1. Determine the extent of the information needed, and identify appropriate sources for information.
2. Access and manage needed information effectively and efficiently including, but not limited to: Using appropriate investigative methods and information retrieval systems; designing an effective search strategy, i.e. using keywords, Boolean operators, finding aids, etc.; retrieving information regardless of format; refining the search strategy if necessary; and, extracting, recording, and managing information and its sources.
3. Evaluate information and its sources critically, and assess the value added by new information in relation to prior knowledge.
4. Use information effectively to accomplish research goals.
5. Understand and respect legal and ethical issues that govern the use of information, and acknowledge information sources in a discipline-appropriate format.

Technology Fluency

Goal: University of Maryland undergraduates will be able to understand basic technologies and how these relate to their specific disciplines, and will be able to apply these technologies to their research and academic efforts.

Objectives - University of Maryland Undergraduates will have the ability to:

1. Demonstrate an understanding of the fundamental principles, concepts, and knowledge of technology.
2. Demonstrate knowledge of the operation, application, and limitations of technologies important to the student's discipline.
3. Demonstrate the capacity to make reasoned and ethical judgments about the impact of technology on the individual, community and society.
4. Use technology (email, Internet, etc.) to: Locate information; communicate; use word-processing programs, spreadsheets, databases, and graphics as they are used in their disciplines; and, search databases to support written and oral presentations in their field.

Articulated University-wide Learning Goals have had an impact not anticipated when they were developed. Because these University-wide Goals guided early work in stating learning outcomes for individual degree programs across campus, they are apparent in these separate lists of outcomes as well as in rubrics used for assessing various courses and programs. For example, nearly every degree program has posted stated outcomes dealing with effective oral and written communication at [link to plans page], as well as assessment instruments for those outcomes. To avoid duplication of effort, the Provost's Commission on Learning Outcomes Assessment will consider departmental assessments completed in Spring 2007 to determine whether assessments of University-wide Learning Goals may be harvested from these documents.

General Education Learning Outcomes

Implementation of the new General Education program is scheduled for Fall 2011 and one of the first steps in realizing this program is the definition of its learning outcome goals. During the summer of 2010, 12 committees were convened and charged with, among other things, defining the specific learning outcomes that will characterize courses fulfilling the General Education categories. Sixty-seven members of the campus community agreed to serve on these committees. What follows is the result of their work. We invite your feedback to Donna Hamilton, Dean for Undergraduate Studies, or Douglas Roberts, Associate Dean for General Education. This document is also posted at http://www.ugst.umd.edu.

Fundamental Studies

Academic Writing

The Fundamental Studies Introduction to Writing requirement prepares students with a foundational understanding of academic writing and the skills for success in further studies at Maryland and beyond.

On completion of an Academic Writing course, students will be able to:

- Demonstrate understanding of writing as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate sources, and as a process that involves composing, editing, and revising.
- Demonstrate critical reading and analytical skills, including understanding an argument's major assertions and assumptions and how to evaluate its supporting evidence.
- Demonstrate facility with the fundamentals of persuasion as these are adapted to a variety of special situations and audiences in academic writing.
- Demonstrate research skills, integrate their own ideas with those of others, and apply the conventions of attribution and citation correctly.
- Use Standard Written English and edit and revise their own writing for appropriateness. Students should take responsibility for such features as format, syntax, grammar, punctuation, and spelling.
- Demonstrate an understanding of the connection between writing and thinking and use writing and reading for inquiry, learning, thinking, and communicating in an academic setting.

Professional Writing

The Fundamental Studies Professional Writing requirement strengthens writing skills and prepares students for the range of writing expected of them after graduation.

On completion of a Professional Writing course, students will be able to:

- Analyze a variety of professional rhetorical situations and produce appropriate texts in response.
- Understand the stages required to produce competent, professional writing through planning, drafting, revising, and editing.
- Identify and implement the appropriate research methods for each writing task.
- Practice the ethical use of sources and the conventions of citation appropriate to each genre.
- Write for the intended readers of a text, and design or adapt texts to audiences who may differ in their familiarity with the subject matter.
- Demonstrate competence in Standard Written English, including grammar, sentence and paragraph structure, coherence, and document design (including the use of the visual) and be able to use this knowledge to revise texts.
- Produce cogent arguments that identify arguable issues, reflect the degree of available evidence, and take account of counter arguments.

Oral Communication

Human relationships, from the most formal to the most personal, rest in large measure on skilled listening and effective speaking. Skillful listening and speaking support success in personal relationships, educational undertakings, professional advancement, and civic engagement.

On completion of an Oral Communication course, students will be able to:

- Demonstrate an understanding of the role of oral communication in academic, social, and professional endeavors.
- Demonstrate effectiveness in using verbal and nonverbal language appropriate to the goal and the context of the communication.
- Demonstrate an ability to listen carefully.
- Demonstrate an enhanced awareness of one's own communication style and choices.
- Demonstrate an ability to communicate interpersonally and interculturally with others in conversation, interview, and group discussion contexts.
- Demonstrate skill in asking and in responding to questions.
- Demonstrate competency in planning, preparing, and presenting effective oral presentations.
- Use effective presentation techniques including presentation graphics.
- Demonstrate awareness of communication ethics in a global society.

Mathematics

The Fundamental Studies Mathematics requirement prepares students with the mathematical understandings and skills for success in whatever majors they choose, as well as in everyday life.

On completion of a Mathematics course, students will be able to:

- Interpret mathematical models given verbally, or by formulas, graphs, tables, or schematics, and draw inferences from them.

- Represent mathematical concepts verbally, and, where appropriate, symbolically, visually, and numerically.
- Use arithmetic, algebraic, geometric, technological, or statistical methods to solve problems.
- Use mathematical reasoning with appropriate technology to solve problems, test conjectures, judge the validity of arguments, formulate valid arguments, check answers to determine reasonableness, and communicate the reasoning and the results.
- Recognize and use connections within mathematics and between mathematics and other disciplines.

Analytic Reasoning

Courses in Analytic Reasoning will foster a student's ability to use mathematical or formal methods or structured protocols and patterns of reasoning to examine problems or issues by evaluating evidence, examining proofs, analyzing relationships between variables, developing arguments, and drawing conclusions appropriately. Courses in this category will also advance and build upon the skills that students develop in Fundamental Mathematics. For most courses here, a course taken for the Fundamental Mathematics requirement is a prerequisite.

On completion of an Analytic Reasoning course, students will be able to:

- Demonstrate proficient application of the skills required by the Mathematics Fundamental Studies requirement, including the ability to communicate using formal or mathematical tools.
- Distinguish between premises and conclusions, or between data and inferences from data.
- Understand the differences among appropriate and inappropriate methods for drawing conclusions.
- Apply appropriate methods to evaluate inferences and to reason about complex information.
- Systematically evaluate evidence for accuracy, limitations, and relevance, and identify alternative interpretations of evidence.
- Use formal, analytical, or computational techniques to address real-world problems.

The I-Series

As the centerpiece of the University's new General Education program, I-Series courses will become the intellectual and pedagogical marker for which the University of Maryland is known: broad, analytical thinking about significant issues. In branding the University's General Education curriculum, the signature courses begin the process of defining what is unique about education at the University of Maryland. Through these courses, students will be challenged from their first moments on campus to master the intellectual tools needed to wrestle with matters of great weight and consequence, the so-called Big Questions.

A signature course could take students inside a new field of study, where they may glimpse the utility, elegance and beauty of disciplines that were previously unknown, unwanted, disparaged, or despised. Students may be able to see how such areas of investigation could become a subject for extended study,

a major, or even a lifetime commitment. By addressing both contemporary problems and the enduring issues of human existence, the signature courses will speak to the University's historic role both as a timeless repository of human knowledge and as a source of solutions to burning issues of the day. At their best, the signature courses might do both. The I-Series offers extraordinary opportunities for increasing the level of intellectual discourse on campus and for providing occasions where new pedagogical methods may be introduced. The possibilities are large and exciting.

On completion of an I-Series course, student will be able to:

- Identify the major questions and issues in their I-series course topic.
- Describe the sources the experts on the topic would use to explore these issues and questions.
- Demonstrate an understanding of basic terms, concepts, and approaches that experts employ in dealing with these issues.
- Demonstrate an understanding of the political, social, economic, and ethical dimensions involved in the course.
- Communicate major ideas and issues raised by the course through effective written and/or oral presentations.
- Articulate how this course has invited them to think in new ways about their lives, their place in the University and other communities, and/or issues central to their major disciplines or other fields of interest.

Distributive Studies

History and Social Sciences

Courses in this area introduce students to history and to the social science disciplines and their combination of qualitative and quantitative methods. It includes courses in criminology, economics, history, psychology, sociology, and other social sciences.

On completion of a History and Social Sciences course, students will be able to:

- Demonstrate knowledge of fundamental concepts and ideas in a specific topical area in history or the social sciences.
- Demonstrate understanding of the methods that produce knowledge in a specific field in history or the social sciences.
- Demonstrate critical thinking in evaluating causal arguments in history or in the social sciences, analyzing major assertions, background assumptions, and explanatory evidence.
- Explain how culture, social structure, diversity, or other key elements of historical context have an impact on individual perception, action, and values.
- Articulate how historical change shapes ideas and social and political structures.
- Explain how history or social science can be used to analyze contemporary issues and to develop policies for social change.
- Use information technologies to conduct research and to communicate effectively about social science and history.

Humanities

Courses in the foundational humanities disciplines study history and the genres of human creativity. It includes courses in literatures in any language, art, art history, classics, history, music, and music history as well as courses in the foundational disciplines of linguistics and philosophy.

On completion of a Humanities course, students will be able to:

- Demonstrate familiarity and facility with fundamental terminology and concepts in a specific topical area in the humanities.
- Demonstrate understanding of the methods used by scholars in a specific field in the humanities.
- Demonstrate critical thinking in the evaluation of sources and arguments in scholarly works in the humanities.
- Describe how language use is related to ways of thinking, cultural heritage, and cultural values.
- Conduct research on a topic in the humanities using a variety of sources and technologies.
- Demonstrate the ability to formulate a thesis related to a specific topic in the humanities and to support the thesis with evidence and argumentation.

Natural Sciences

Courses in the Natural Sciences introduce students to the concepts and methods of the disciplines studying the natural world. It includes courses in the traditional physical and life sciences, environmental science, animal and avian science, and plant science, among others. It also includes a substantial, rigorous laboratory experience.

On completion of a Natural Sciences course, students will be able to:

- Demonstrate a broad understanding of scientific principles and the ways scientists in a particular discipline conduct research.
- Apply quantitative, mathematical analyses to science problems.
- Solve complex problems requiring the application of several scientific concepts.
- Look at complex questions and identify the science and how it impacts and is impacted by political, social, economic, or ethical dimensions.
- Critically evaluate scientific arguments and understand the limits of scientific knowledge.
- Communicate scientific ideas effectively.

In addition to the Learning Outcomes above, on completion of a Natural Sciences course with a laboratory experience students will be able to:

- Demonstrate proficiency in experimental science by: making observations, understanding the fundamental elements of experiment design, generating and analyzing data using appropriate quantitative tools, using abstract reasoning to interpret data and relevant formulae, and testing hypotheses with scientific rigor.

Scholarship in Practice

Courses in Scholarship in Practice teach students how to assess and apply a body of knowledge to a creative, scholarly, or practical purpose. The resulting application should reflect an understanding of how underlying core disciplines can be brought to bear on the subject. It should go beyond the traditional survey and interpretation that culminate in, for example, a final research paper or activity often used in courses that are designed to be introductions to a specific topic or area of study.

While Scholarship in Practice courses will be evaluated for appropriateness through the learning outcomes listed below, essentially every college on this campus has relevance to this area of Distributive Studies. Examples include (but are not limited to) the following: courses in Business that focus on the design of productive systems and enterprises, drawing upon knowledge from economics, psychology, mathematics, and other disciplines; courses in Engineering that require students to design environments, technologies, and systems by applying knowledge from the natural sciences and mathematics; courses in Education, Journalism and Architecture that provide students with an opportunity to engage in well defined professional practices; courses in Studio Art, Music Performance, Dance, etc., that introduce students to creative skills and performance arts; applied proficiency in a foreign language; extensive research experiences; and internships.

On completion of a Scholarship in Practice course, students will be able to:

- Demonstrate an ability to select, critically evaluate, and apply relevant areas of scholarship.
- Articulate the processes required to bring about a successful outcome from planning, modeling, and preparing, to critiquing, revising and perfecting.
- Demonstrate an ability to critique existing applications of scholarship, in order to learn from past successes and failures.
- Demonstrate an ability to collaborate in order to bring about a successful outcome.
- Recognize how an application of scholarship impacts or is impacted by political, social, cultural, economic or ethical dimensions.
- Produce an original analysis, project, creative work, performance or other scholarly work that reflects a body of knowledge relevant to the course.
- Effectively communicate the application of scholarship through ancillary material (written, oral, visual and/or all modes combined).

Diversity

Understanding Plural Societies

Life in a globally competitive society of the twenty-first century requires an ability to comprehend both theoretical and practical dimensions of human difference. From that perspective, Understanding Plural Societies is the centerpiece of the University's Diversity requirement. Courses in this category speak to both the foundations–cultural, material, psychological, historical, social, and biological–of human difference and the operation or function of plural societies.

On completion of an Understanding Plural Societies course, students will be able to:

- Demonstrate understanding of the basis of human diversity: biological, cultural, historical, social, economic, or ideological.
- Demonstrate understanding of fundamental concepts and methods that produce knowledge about plural societies.
- Explicate the processes that create or fail to create just, productive, egalitarian, and collaborative societies.
- Analyze forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as, for example, dance, foodways, literature, music, and philosophical and religious traditions.
- Articulate how particular policies create or inhibit the formation and functioning of plural societies.
- Use a comparative, intersectional, or relational framework to examine the experiences, cultures, or histories of two or more social groups or constituencies within a single society or across societies, and within a single historical timeframe or across historical time.
- Use information technologies to access research and communicate effectively about plural societies.

Cultural Competence

Cultural competence is the ability to demonstrate skills necessary to work with diverse individuals and teams. More specifically, cultural competence covers the following: awareness of one's own culture; knowledge of different cultural practices; and cross-cultural skills. Cultural competency contributes to an individual's ability to understand diversity, communicate effectively, and approach issues with a global world view.

On completion of a Cultural Competency course, students will be able to:

- Describe the concept of culture.
- Explain how cultural beliefs influence behaviors and practices at the individual, organizational, or societal levels.
- Analyze their own cultural beliefs with respect to attitudes or behaviors.
- Compare and contrast differences among two or more cultures.
- Effectively use skills to negotiate cross-cultural situations or conflicts.

Initial Map of General Education for Developing Learning Outcomes

Institutional Learning Outcomes for Undergraduates	Core Curriculum -- General Education (AGSC defined)	Core Curriculum Division Specific Requirements	Program Specific Requirements (AGSC Area V)
Critical Reasoning & Research Skills	"Distributive Studies"		
	AGSC -- Areas II and IV	Humanities Social & Behavioral Sciences	History sequence Literature sequence
Written Communication Skills	AGSC Area I-Written Composition		
	Academic Writing	Freshman Composition	
	Writing in the Profession	W courses in the Colleges	W courses in the major
Oral Communication Skills	AGSC Area II (approved Speech courses)		
			COM 123 Public Speaking COM 121 Honors Crit. Decision Making COM 122 Critical Decision Making COM 210 Oral Interpretation
Science & Quantitative Reasoning	AGSC - Area III		
	Mathematical skills	Mathematics	
	Analytic reasoning	Natural Science	
Information Literacy			
		Scholarship in Practice	
Technology Fluency			
		Computer /Foreign Language	
Global Awareness			
		Diversity	
		Cultural Competence	