

Minutes 11-16-2010 UAPC

- I. Meeting was called to order at 9:01 AM
- II. Roll Call:
  - Senators: Tami Ogletree (Chair)  
Lynn Anderson  
Jean Cook (Not in Attendance)
  - Business: Joe Abrokwa (Not in Attendance)  
Basu Dutt
  - Arts & Sciences: Camilla Gant (Not in Attendance)  
Kathy Westbrook  
Dan Williams  
Deborah Santini (Not in Attendance)
  - Education: Jill Drake  
Vacant Position (No COE Rep)
  - Nursing: Amy Goodwin (Not in Attendance)
  - Library: Vacant Position (No LIBR Rep)
  - Registrar's Office: Donna Haley
  - VPAA's Office: Jon Anderson (Not in Attendance)
  - SGA: Grace Liu (Not in Attendance)  
Chase Moody (Not in Attendance)
  - Others in Attendance: Jim Mayer: Geosciences; David Leach: Mathematics;  
Kevin Shunn: Art; Heather Mbaye: Political Science
- III. Approval of October 26, 2010 minutes: Approved as amended
- IV. Approval of November 16, 2010 Agenda: Approved with additions of General Education Documents (see Attachments I and II)
- V. Items:
  - College of Arts and Sciences**
  - Programs:**
    - 1. Program: Environmental Science  
Request: Modify (update degree requirements)  
Action: Approved

**Courses:**

1. Course: MATH 3703 Geometry for P-8 Teachers I  
Request: Modify  
Action: Approved
2. Course: MATH 3803 Algebra for P-8 Teachers I  
Request: Modify  
Action: Approved
3. Course: MATH 4713 Probab/Statistics for P-8 Teachers  
Request: Modify  
Action: Approved
4. Course: ART 2210 Intro to Non-Western Art  
Request: Modify  
Action: Tabled
5. Course: ART 3210 Non-Western Art  
Request: Add  
Action: Approved
6. Course: ART 3401 Graphic Design I: Typography  
Request: Modify  
Action: Approved
7. Course: ART 3402 Graphic Design II: Typography  
Request: Modify  
Action: Approved
8. Course: ART 4403 Graphic Design IV: Type and Image  
Request: Modify  
Action: Approved
9. Course: ART 4404 Graphic Design IV: Branding  
Request: Modify  
Action: Approved
10. Course: ART 4406 Graphic Design VI Prof Portfolio  
Request: Modify  
Action: Approved
11. Course: POLS 4213 Comparative Public Admin & Policy  
Request: Modify  
Action: Approved

12. Course: POLS 4504 International Political Economy  
Request: Modify  
Action: Approved

**College of Education**

**Programs:**

NA-10-26-10

**Courses:**

1. Course: SPMG 2600 Intro to Sport Management  
Request: Modify  
Action: Rejected

**College of Business**

**Program:**

NA 11-16-10

**Courses**

NA 11-16-10

**School of Nursing**

**Program:**

NA 11-16-10

**Courses:**

NA 11-16-10

- VI. General Education Committee  
Core Area D Learning Outcomes  
Action: Approved

Critical Thinking Plan Proposal  
Action: Approved

- VII. Other Business

- VIII. Adjourned at 10:05

## Attachment I

Core Area D Learning Outcomes Approved by the General Education Committee  
November 2010

1. Apply scientific reasoning and methods, mathematical principles, or appropriate information technologies to explain natural phenomena or situations that arise in the real world.
2. Use appropriate scientific tools and instruments to acquire data, process information, and communicate results.

## Attachment II

### Critical Thinking Plan Proposal

The University of West Georgia has chosen to submit a Critical Thinking Plan instead of creating a Critical Thinking overlay, because we believe that all of the areas of our core train students in critical thinking and meet the learning outcomes of the Critical Thinking learning goal. The UWG Critical Thinking learning outcome states that “*Students will demonstrate the abilities to interpret, analyze, evaluate, and explain various kinds of evidence, statements and arguments.*”

This outcome is explicit in AREA B, which all students are required to fulfill. AREA B outcomes specifically refer to the development of “*problem solving and critical thinking skills*” as one of several learning outcomes.

Likewise, critical thinking outcomes are implicitly featured in the learning outcomes for all core areas, A through E. AREA A deals specifically with communication through the effective articulation of ideas, oral and written. Critical thinking skills are implied in the learning outcomes for AREA A, which state that students must “*recognize and identify topics, synthesize and logically arrange,*” and “*adapt*” communication to “*specific purposes and audiences.*” These AREA A requirements support the development of critical thinking because they require students to “*demonstrate the ability to access, analyze, interpret and use various information sources.*”

In AREA C, the exploration of “*foundational concepts*” in “*artistic, intellectual, and literary achievements*” fosters a keen understanding of the tradition and practice of interpretation. Additionally, other learning outcomes in AREA C challenge students to “*make informed judgments about the fine, literary, or performing arts from various cultures.*” This reflects the development of skills which contribute to students achieving a decided level of critical thinking in order to complete this area of the core.

AREA D, which includes sciences, mathematics, and computer science, further supports development of critical thinking skills through the application of scientific reasoning and methods of inquiry, the appropriate use of tools to acquire data, process information and communicate results, and the appropriate application of mathematical principles and information technologies to real world situations. These AREA D requirements fulfill the critical thinking learning goal “*to interpret, analyze, evaluate and explain various kinds of evidence, statements and arguments.*”

AREA E, where both the social sciences and history reside, calls for multiple outcomes which can be linked to further development of critical thinking skills. Specific outcomes such as demonstrating the ability to “*think historically*” and gain “*awareness of the social significance of ethnicity, gender, race, and class in historical events and study*” imply that students will be asked to practice critical thinking skills.

These selected outcomes serve as examples of the numerous ways in which our core curriculum emphasizes critical thinking as students move through areas A through E. Every student who completes the UWG core will thus fully meet the objectives listed in the Critical Thinking learning outcome.