

# FHSU General Education Committee

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## Minutes

### Meeting Called by

Bradley Will, Chair

**Date:** Thursday November 1, 2018

**Time:** 3:30-5:00

**Location:** Smoky Hill Room, Union

### Members

Douglas Drabkin (AHSS)

Marcella Marez (AHSS)

Jessica Heronemus (BE)

David Schmidt (BE)

Sarah Broman (Ed)

Kevin Splichal (Ed)

Trey Hill (HBS)

Glen McNeil (HBS)

Joe Chretien (STM)

Tom Schafer (STM)

Robyn Hartman (Lib)

Helen Miles (Senate)

Adam Schibi (SGA)

Cheryl Duffy (Goss Engl)

Tanya Smith (Grad Sch)

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3:31 (1 minute) All members were present with the exception of Hartman and McNeil. Heronemus served as proxy for Hartman, and Miles served as proxy for McNeil. Determined that a quorum was met.

3:32 (2 minutes) Chair informed the committee that the department of sociology had intended to propose a new outcome for objective 3.2, but decided to withdraw the proposal after learning that we had removed outcome 3.

3:34 (86 minutes) The one, big item before the committee this week was making the hard choices necessary for getting the FHSU CORE program down to a maximum of 45 hours. At last week's meeting there were proposals from Drabkin, McNeil, and Miles for bringing this about. A working group of those three along with Hartman, Heronemus, Schafer, and Will met on Monday and Wednesday this week to prepare a compromise proposal to bring to the committee today. A proposal was brought forth, the key elements of which were (1) to eliminate **objective 2.2: integrative and cross-disciplinary thinking**; (2) to eliminate **objective 3.1-B: financial health**, with the understanding that FIN 205 would fit into **objective 2.1-G: technological mode of inquiry**; and (3) to eliminate **objective 3.3: ethical judgment**, with the understanding that ethics courses would be taught under **objective 2.1-E: philosophical mode of inquiry**, and that there is a certain similarity between the outcomes for 3.3 and 3.4. In the subsequent discussion, Heronemus made an argument in support of the practical benefits of retaining objective 3.1-B, while calling into question the value of requiring courses in all seven modes of inquiry. Drabkin noted that if students get to choose to satisfy something like six of seven sets of the 2.1 outcomes, then the 2.1 outcomes cease to be common outcomes. Splichal called into question the relative importance of **objective 1.3: computing literacy**. Schmidt replied with a

defense of the benefits of this outcome. Schafer noted that we are faced with the ugly prospect of having to cut something desirable. The committee chose to conduct a straw poll asking if members prefer to cut **1.2: computing literacy**, **2.1-G: technological mode of inquiry**, or **3.1-B: financial health**. No votes went for cutting 3.1-B; thirteen votes went for cutting 2.1-G; and two votes went for cutting 1.2. Duffy moved to accept the proposed changes to the FHSU CORE objectives and outcomes but amending the proposal so that **3.1-B: financial health** is retained and **2.1-G: technological mode of inquiry** is removed. The motion was seconded by Heronemus, put to a vote, and passed with a vote of 12 in favor, 3 against. After some more discussion, a further motion was made to limit the number of FHSU CORE hours that can be taken through courses from the student's degree program to no more than six hours from goal 2, and three hours in goal 3. This motion passed with a vote of 14 in favor, 1 against. The result of this abridgement of the FHSU CORE program is summarized in the appendix below.

5:00 Meeting ended. The committee will meet next on Thursday, November 8 at 3:30 in the Trails Room of Memorial Union.

Submitted by D. Drabkin, Recording Secretary



## APPENDIX:

### Credit Hour Overview:

English Composition 1 course	3	prerequisite for Comp 2
Critical Thinking course	3	corequisite for Comp 2
English Composition 2 course	3	
Public Speaking course	3	
Computing Literacy course	3	
Six Modes of Inquiry courses	18	(note: either liberal arts math or college algebra satisfies both 1.2 and 2.1-C)
Personal Wellness course	3	
Personal Finance course	3	
Intercultural Competence course	3	
Engaged Global Citizens course	3	
45 hrs. (note: up to six hours from Goal 2 and three hours from Goal 3 may be from courses in the student's major)		

### Outcomes from Goal 1 to be fulfilled in the major:

1.1-A outcome 2	discipline-specific writing
1.4 all outcomes	discipline-specific research plan, log, and annotated bibliography
1.5 outcome 3	discipline-specific self-criticism of the student's own reasoning

# **FHSU Common Outcomes for Relevant Education**

## **Goal 1: CORE SKILLS**

### ***Objective 1.1: Written and Oral Communication***

Students will effectively develop, express, and exchange ideas in the English language, both in writing and speaking, with clarity and coherence.

#### **Outcomes 1.1-A: Written Communication**

1. Write a persuasive essay that includes the following: a clear and debatable thesis, fully developed and supported ideas, clear organizational structure, effective consideration of opposing arguments, use of credible sources, appropriate documentation of sources, consideration of a target audience, and conventional grammar and mechanics.
2. Produce a discipline-specific document judged proficient according to a department-approved rubric in the student's major.

#### **Outcomes 1.1-B: Oral Communication**

1. Present orally an original message that effectively addresses an assigned purpose;
2. Present orally an original message that effectively addresses a specified audience;
3. Demonstrate effective critical listening.

### ***Objective 1.2: Quantitative Literacy***

Students will recognize quantitative relationships, use multiple approaches to analyze these relationships, and apply knowledge of these relationships to solve practical problems.

#### **Outcomes 1.2**

1. Communicate mathematical concepts using appropriate notation and terminology;
2. Solve problems graphically, numerically, and algebraically;
3. Apply linear and non-linear models to real-world situations.

### ***Objective 1.3: Computing Literacy***

Students will effectively and responsibly use appropriate computer applications for communication, scholarship, and problem-solving.

#### **Outcomes 1.3**

1. Effectively perform data analysis using appropriate technology such as spreadsheets or database applications;
2. Effectively format documents such as reports, essays, or resumes using appropriate technology;
3. Design effective presentations using appropriate technology;
4. Successfully perform a task with others using collaborative technology;
5. Identify the ethical and legal standards of conduct regarding the use of data and technology.

### ***Objective 1.4: Information Literacy***

Students will effectively and responsibly gather, evaluate, and use information for scholarship and problem-solving.

#### **Outcomes 1.4**

1. Design a research plan that incorporates a clear research question and identifies appropriate information resources;
2. Produce a research log that clearly demonstrates the application of appropriate keyword search criteria, such as Boolean operators, source types, and filters;
3. Write an annotated bibliography that critically analyzes the context, relevance, and authority of an information sources, particularly in light of new perspectives, additional voices, and changes in schools of thought; and applies appropriate disciplinary conventions of citation.

#### ***Objective 1.5: Critical Thinking***

Students will recognize, analyze, criticize, evaluate, and formulate arguments in ways characterized by intellectual courage and reflective self-criticism.

#### **Outcomes 1.5**

1. Sort claims according to the kinds of evidence that could be used to establish their truth, and the kinds of expertise that would be relevant to evaluating this evidence;
2. Evaluate arguments of various kinds (identify when an argument is being made, what its conclusion is, what the logical relation between premises and conclusion is purported to be, whether the premises are plausible, and whether the conclusion is established);
3. Produce a written document on a difficult question involving the disciplinary content of the student's major that subjects the student's reasoning to sustained, intelligent criticism according to the standards of that discipline

## **Goal 2: BROAD AND INTEGRATIVE KNOWLEDGE**

#### ***Objective 2.1: Knowledge of the Liberal Arts***

Students will possess a broad understanding of how to think about the world, having studied the modes of inquiry characteristic of humanities, mathematics, natural sciences, and social and behavioral sciences.

#### **Outcomes 2.1-A: Aesthetic Mode of Inquiry**

1. Identify concepts and characteristics that illustrate their appreciation and interpretation of an artistic work;
2. Compose a written work that explores artistic expression by use of critical thinking, analysis, and interpretation of an artistic work;
3. Explain how reflection on an artistic work can clarify personal and cultural values, beliefs, and attitudes.

#### **Outcomes 2.1-B: Historical Mode of Inquiry**

1. Identify distinguishing characteristics of historical questions;
2. Interpret historical events by contextualizing primary and secondary sources;
3. Advance a historical argument grounded in the scholarly application of evidence, reasoning, and organization.

#### **Outcomes 2.1-C: Mathematical Mode of Inquiry**

1. Express real-world situations using mathematical language (numerals and symbols);
2. Apply appropriate methods to solve mathematical problems;
3. Correctly interpret the solutions of mathematical problems.

**Outcomes 2.1-D: Natural Scientific Mode of Inquiry**

1. Identify essential characteristics of natural science questions (questions of empirical study and applications of scientific methodologies);
2. Evaluate the merits of examples of natural scientific research at the level of an informed citizen;
3. Apply scientific methodology to a natural science question to increase understanding, make an informed decision, and/or solve a problem.

**Outcomes 2.1-E: Philosophical Mode of Inquiry**

1. Identify the distinguishing characteristics of philosophical questions (non-empirical questions suitable for being approached dialectically);
2. Compose an essay that accurately captures someone else's reasoning in support of their answer to a philosophical question;
3. Compose an essay that accurately captures a significant objection to a clearly formulated philosophical argument and explains why the objection is significant.

**Outcomes 2.1-F: Social Scientific Mode of Inquiry**

1. Identify, within a given scenario, applicable frameworks for explaining social phenomena;
2. Evaluate the merits of social science research, with respect to factors such as sample size, study design, and validity, at the level of an informed citizen;
3. Compare and contrast human behavior among various cultures using social science concepts.

## **Goal 3: PRACTICAL APPLICATIONS**

***Objective 3.1: Health and Wealth***

Students will understand the likely consequences of personal choices with respect to the dimensions of wellness, including financial health.

**Outcomes 3.1-A: The Dimensions of Wellness:**

1. Evaluate their current wellness status through a variety of self-assessments;
2. Analyze how personal choices are likely to affect wellness in its various dimensions;
3. Formulate a healthy-living plan based on the dimensions of wellness.

**Outcomes 3.1-B: Financial Health:**

1. Compare their current financial position to recognized standards of financial health;
2. Analyze how personal choices are likely to affect their financial health;
3. Formulate a plan for the management of their financial health.

***Objective 3.2: Intercultural Competence***

Students will understand their own and others' cultures and possess skills necessary to engage constructively with all kinds of people.

**Outcomes 3.2**

1. Produce an exploratory or investigative work based upon a personal interaction such as a conversation, an interview, or a service-learning experience that compares and contrasts the culture of an individual or group outside of the student's own identity community with the student's own culture;

2. Produce an exploratory or investigative work that elucidates multiple aspects of a culture outside of the student's own identity community;

***Objective 3.4: Engaged Global Citizens***

Students will appreciate the world's complexity; the interdependence of natural, social, economic, and political factors; and the deep challenges that can arise both on a local and global scale. Students will possess the knowledge, skills, and attitudes necessary to engage civically and work in cooperation with others toward creative responses to these challenges.

**Outcomes 3.4**

1. Describe complex, boundary-spanning issues that involve diverse interests;
2. Analyze a complex boundary-spanning issue, taking into account the various perspectives of those involved;
3. Design a project in cooperation with others that addresses a complex, boundary-spanning issue.