

# FHSU General Education Committee

---

## Minutes

### Meeting Called by

Bradley Will, Chair

**Date:** Monday August 27, 2018

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

**Location:** Rarick Hall 114

### 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)  
*not yet appointed* (SGA)  
Cheryl Duffy (Goss Engl)  
Tanya Smith (Grad Sch)

---

3:31 (1 minute) All members were present with the exception of Duffy, Hill, and the not-yet-appointed representative of the Student Government Association. Drabkin was serving as proxy for Duffy, and McNeil was serving as proxy for Hill. (Hill arrived later in the meeting, in time to participate in the voting.) Determined that a quorum was met.

3:32 (65 minutes) The day's discussion focused on objective 3.1 and its corresponding measurable learning outcomes. McNeil began by reminding the committee of the objective and the three outcomes that had been drafted in subgroup last April to flesh it out:

### **Objective 3.1: Personal and professional efficacy**

Students will understand the consequences of choices in their personal and professional lives and possess knowledge necessary for the management of health, time, money, natural resources, and human relationships.

#### **Outcomes for 3.1:**

The student will:

1. Identify your (health) status as compared to the Leading Health Indicators found in the current versions of the US Department of Health and Human Services Healthy People Report and Measurements of Financial Health from the Center for Financial Services Innovation;

2. Analyze alternatives and potential consequences critically assessing the results against one's personal and professional life (health);
3. Formulate an individual perspective with regard to the skills necessary to effectively manage one's personal and professional life (health).

As Drabkin had come to the meeting having drafted a simplified version of both objective and outcomes, McNeil presented them for consideration as well:

**Objective 3.1: Health and wealth**

Students will understand the likely consequences of personal choices with respect to widely recognized standards of mental, physical, and financial health.

**Outcomes for 3.1**

The student will:

1. Compare their mental, physical, and financial health to widely recognized standards;
2. Analyze how personal choices are likely to affect their mental, physical, and financial health;
3. Formulate a plan for the management of their mental, physical, and financial health.

Discussion focused on two main questions: (1) Should the foundational documents of the new general education program explicitly specify the standards of health to be used in the program (e.g., those of the Center for Financial Services Innovation, those of the U.S. Department of Health and Human Services, etc.), or should this be left open for our future colleagues to interpret and reinterpret as time goes on? (2) Will it be practical to measure the learning outcomes for financial health along with those for the other dimensions of wellness, or will they have to be split apart, sort of the way we chose to split apart the outcomes for oral communication and written communication? Regarding question (1), Splichal noted that we have so far kept the details for the standards of the program's learning outcomes undetermined. McNeil noted, however, that the standards of the U.S. Department of Health and Human Services are firmly established and widely respected amongst health educators. Heronemus shared, however, that the Center for Financial Services Innovation does not have the same authority among personal finance educators. Chair observed that our entire general education revision is premised on our willingness to trust our colleagues to be willing and able to hold the university to reasonably high standards when it comes to the interpretation and assessment of learning outcomes. Question (1) was left undecided. Regarding question (2), however, there was considerable skepticism in the committee that financial health and the other aspects of wellness can reasonably be expected to hold together as a single cluster of measurable learning outcomes. After about an hour of discussion, two motions were put to a vote, and both were passed unanimously. First, the objective was renamed and reworded as follows:

**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.

Second, it was decided to break the objective's outcome into two parts, similar to the way we handled objective 1.1: 3.1A, "dimensions of wellness," and 3.1B "financial health." Heronemus agreed to lead a subgroup that will formulate learning outcomes for 3.1B, and McNeil and Miles agreed to lead a subgroup that will formulate outcomes for 3.1A. The two subgroups will try to get these revised outcomes to the committee in time for next week's meeting.

4:37 (8 minutes) Chair proposed, and the committee agreed, that we use the Yellowdig app, which is accessible through the committee's Blackboard site, for discussing revisions to the third outcome for objective 3.2. This was the controversial one taken up at our last meeting having to do with performing a task using a foreign language. Hill has proposed draft language for a revision to this outcome. Chair will post this proposal on Yellowdig as a starting point for discussion.

4:45 Meeting ended. The committee will meet next on Thursday, September 6 in the Trails Room of Memorial Union. Business will include the outcomes for objectives 3.1 and 3.2, and possibly those for objective 3.4.

---

**Submitted by D. Drabkin, Recording Secretary**

