

FHSU General Education Committee

Minutes

Meeting Called by

Bradley Will, Chair

Date: Thursday September 20, 2018

Time: 3:30-5:00

Location: Smoky Hills 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)

3:31 (1 minute) All members were present with the exception of Broman, Heronemus, and McNeil. Splichal was serving as proxy for Broman, and Hartman was serving as proxy for Heronemus. Schibi has rejoined the committee representing the student government association. Stephen Donnelly of the department of chemistry was in attendance as an observer. Determined that a quorum was met.

3:32 (2 minutes) Tim Crowley, Associate Provost for Academic Affairs, has asked that the committee “consider a unique, meaningful name for the new general education program.” Drabkin suggested “the University Outcomes Program.” Chair, thinking along similar lines, drawing on the language of the Higher Learning Commission, suggested “the Common Learning Outcomes Program.” Chair asked that committee members give this question some thought and be prepared to discuss it at next week’s meeting.

3:34 (2 minutes) Chair announced that he will be making a presentation to the October 2 faculty senate meeting in preparation for our request that they consider for approval our revised list of objectives and outcomes. He will make a second presentation to the faculty senate executive committee later in October.

3:36 (2 minutes) Stephen Donnelly was introduced to the committee as the co-chair, along with Miles, of the academic affairs committee of faculty senate. Introductions were made all around.

3:38 (3 minutes) Drabkin proposed a change to the wording of **objective 2.1: knowledge of the liberal arts** to reflect the committee's decision to focus on modes of inquiry and to incorporate the technological design process into these modes of inquiry. The committee voted unanimously to change the objective from "Students will possess a broad understanding of the world, having studied the humanities, mathematics, the natural sciences, and the social and behavioral sciences, and the ways of knowing characteristic of these disciplines" to the following:

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, social and behavioral sciences, and technological design.

3:41 (22 minutes) The committee turned next to reconsidering **objective 2.2: integrative and cross-disciplinary thinking** and its corresponding measurable learning outcomes. Discussion focused on whether we know what the single outcome drafted last year for this outcome means, whether it is satisfied elsewhere in the program (for instance in the outcomes for **objective 3.4: engaged global citizens**), and whether or not it is worth preserving at all. The committee voted to modify the outcome slightly, as follows:

Students will produce an investigative, creative, or practical work that integrates two or more modes of inquiry or disciplines.

This passed: 11 in favor, 1 against.

4:13 (16 minutes) The committee turned next to **objective 2.3: synthesis with the major**. A subgroup of the committee met earlier in the week and decided that it might do to satisfy this objective with outcome 2 from the written communication portion of objective 1.1 ("produce a discipline-specific document judged competent according to a department-developed rubric") and outcome 3 from the critical thinking objective, 1.5 ("compose an essay on a difficult question that subjects the student's own reasoning to sustained, intelligent criticism"). Splichal proposed deleting objective 2.3 while making more explicit that these two outcomes are to occur in the student's major program. This proposal passed unanimously. The modifications to the writing and critical thinking outcomes will be discussed this week through Yellowdig on the committee's BlackBoard site and then taken up at next week's meeting.

4:29 (4 minutes) Hill presented stakeholder survey feedback on the measurable learning outcomes for the **objective 2.1.1: aesthetic mode of inquiry**. The committee considered an objection to focusing the outcomes on art criticism (critical reflection on the products of artistic creativity) to the exclusion of artistic creativity (making works of art), but in the end decided unanimously to keep the outcomes as written.

4:33 (4 minutes) Hill next presented stakeholder survey feedback on the outcomes for the **dimensions of wellness** component of **objective 3.1: health and wealth**. As the objections were minimal, the committee voted again to keep the outcomes as written.

4:37 (6 minutes) The same occurred for the **financial health** component of **objective 3.1: health and wealth**. Stakeholder feedback was pretty uniformly supportive, and the committee voted unanimously to keep the outcomes as written.

4:43 (2 minutes) Chair announced two things for next week's agenda: (1) Tim Crowley would like to meet with the committee about making the new general education program our university's Higher Learning Commission large-scale project; and (2), stakeholder feedback results for **objective 3.4: engaged global citizens** will be ready for discussion.

These items are in addition to the two mentioned above: (3) selecting a name for the new program (see 3:32), and modifying the writing and critical thinking outcomes to make explicit reference to the student's major (see 4:13).

4:45 Meeting ended. The committee will next meet on Thursday September 27 at 3:30 in Rarick 114.

Submitted by D. Drabkin, Recording Secretary



Appendix:

FHSU General Education Revision Summary 9/20/18

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 1.1.1: 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 competent according to a department-developed rubric.

Outcomes 1.1.2: 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. Compose an essay on a difficult question that subjects the student's own reasoning to sustained, intelligent criticism.

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, social and behavioral sciences, and technological design.

Outcomes 2.1.1: 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 2.1.2: 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 2.1.3: 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 2.1.4: 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 2.1.5: 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 2.1.6: 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.

Outcomes 2.1.7: Technological Mode of Inquiry

1. Identify characteristics of a problem that is solvable by the technological design process;
2. Design a reliable and efficient solution to the problem;
3. Build a workable model of the designed solution;
4. Evaluate the solution to identify measurable improvements.

Objective 2.2: Integrative and Cross-Disciplinary Thinking

Students will make connections among ideas and experiences, synthesizing and transferring learning from different disciplines.

Outcomes 2.2

1. Produce an investigative, creative, or practical work that integrates two or more modes of inquiry or disciplines.

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 3.1.1: 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 3.1.2: 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;
3. Accomplish an interpersonal task using phrasebook-level communication outside the student's own language.

Objective 3.3: Ethical Judgment

Students will recognize situations where reasonable, well-informed people disagree about what the right thing to do is; explain the underlying values that are in apparent tension, bringing to bear relevant ethical principles and approaches; and make intelligent decisions as a result.

Outcomes 3.3

1. Describe a situation in an area such as private life, business, health care, politics, applied science, or the arts where reasonable, well-informed people disagree about what the right thing to do is;
2. Explain in detail the underlying values that are in apparent tension in this situation, bringing to bear relevant ethical principles;
3. Provide well-reasoned arguments that resolve tensions in the situation by either reconciling the underlying tensions, finding one of the competing considerations decisive, or explaining why it remains unclear what ought to be done.

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

[Waiting for stakeholder feedback.]

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.