

FHSU General Education Committee

Minutes

Meeting Called by

Bradley Will, Chair

Date: Thursday September 27, 2018

Time: 3:30-5:00

Location: Rarick 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)

Adam Schibi (SGA)

Cheryl Duffy (Goss Engl)

Tanya Smith (Grad Sch)

3:32 (1 minute) All members were present with the exception of Chretien, Hill, McNeil, Miles, Schibi, and Schmidt. Splichal served as proxy for Hill, Smith served as proxy for McNeil, Hartman served as proxy for Miles, and Drabkin served as proxy for Schmidt. Determined that a quorum was met.

3:33 (6 minutes) The committee considered an amendment to the wording of the second outcome for the **written communication** component of **objective 1.1: written and oral communication** in order to make more explicit that the committee expects this outcome to involve integrating the student's major program in with the rest of the new general education program. The following wording was approved unanimously:

The student will produce a discipline-specific document judged proficient according to a department-approved rubric in the student's major.

3:39 (17 minutes) Again, to effect a more explicit integration with the student's major program, the committee considered an amendment to the wording of **objective 1.5: critical thinking**. The following wording was approved unanimously:

The student will 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.

3:56 (6 minutes) The committee next considered stakeholder survey feedback on the proposed measurable learning outcomes for **objective 3.4: engaged global citizens**. The committee weighed, but in the end rejected, the suggestion that outcome 3 be changed from “design a project in cooperation with others” to “design a project in collaboration with others,” on the grounds that “cooperation” allows for more options. And the committee reaffirmed the language of outcome 2 as appropriately vague. So it was approved unanimously to retain the outcomes for objective 3.4 as follows:

The student will:

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.*

4:02 (35 minutes) Tim Crowley, Associate Provost for Academic Affairs, explained to the committee a proposal that the new general education program serve as the university’s “Quality Initiative Program” under the “Open Pathway” option for accreditation by the Higher Learning Commission. If this were to occur, the new general education program would receive special attention by administrators over the next six years, and would, in 2023-2024, play a key role in institution’s application for reaccreditation. The committee was assured that, if the general education program were to become the university’s quality initiative program, this would in no way constrain the faculty senate to approve our proposed revision, but it might help secure some of the resources necessary for the new program’s success.

4:37 (23 minutes) The committee was asked to devise “a unique, meaningful name” for the new general education program. Two proposals from last week were the “University Outcomes Program” and the “Common Learning Outcomes Program.” Some committee members wanted to get the word “Tiger” into the title. Others wanted a catchy acronym, like “C.O.R.E.” Others thought a decision like this shouldn’t be rushed, but deserves a few days of reflection. The name “**The Common Outcomes for Relevant Education**” was put to a vote, and the motion passed, 9 in favor, 2 opposed, 2 abstaining. This decision was immediately challenged, but a new motion to delay naming the program for one week was voted down, 8 to 5.

5:00 Meeting ended. The committee will meet next on Thursday, October 4 at 3:30 in the Smoky Hill Room of Memorial Union.

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



FHSU Common Outcomes for Relevant Education

(last updated September 27, 2018)

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 proficient according to a department-approved rubric in the student's major.

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. 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, 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

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.