FHSU General Education Committee

Minutes

3:30   (1 minute) All members were present with the exception of Broman, Chretien, Duffy, Marez, and Smith. Schafer served as proxy for Broman and Smith. Stephen Donnelly was in attendance as one of the co-chairs of the academic affairs committee of faculty senate. Determined that a quorum was met.

3:31   (11 minutes) The meeting began with a conversation about what the academic affairs committee needs from the general education committee to bring the FHSU CORE proposal before faculty senate for approval. Donnelly made clear that the questions and concerns from academic affairs have to do, not with the objectives and outcomes, but with (1) the total number of hours of the program, and (2) the implementation of the program. Numbers of hours having been dealt with at last week, our attention turned to implementation.

3:42   (30 minutes) A timeline for implementation was set, as follows:
- Dec. 2018   faculty senate approves outcomes
- Dec. 2018   gen ed committee identifies groups of faculty members to develop outcome rubrics
- Feb. 2019   faculty senate approves policies and procedures for program implementation
- Spring 2019   faculty teams develop outcome rubrics
- Spring 2019   courses are proposed by departments for achieving the outcomes
- Spring 2019   advising sheet is made available to faculty members
- Oct. 2019   course schedule is set for Fall 2020
- Aug. 2020   FHSU CORE program launches; students enroll in classes

4:12   (40 minutes) Hartman presented the committee with a list of specific questions from the academic affairs committee, many of which had simple yes-no answers (e.g., can there be a simple one-page cover sheet for advisors and students? – yes; is freshman seminar part of the proposal – no; will the outcomes be measured by rubrics – yes; will the gen ed committee determine which classes fulfill the outcomes – yes). None of the questions were particularly controversial, but some of them (e.g., will there be faculty development to help with the FHSU CORE) could only be answered vaguely ("yes" – but it's not clear yet what will be needed). Chair took note of the questions and agreed to compile a set of answers for us to consider at our next meeting.

4:52   (5 minutes) Drabkin indicated the need to remake the general education website so that it is ready to post clear information about FHSU CORE as soon as faculty senate approves our proposal. Drabkin, Heronemus, and Schmidt agreed to meet with Earl Ruder, the university's web content manager, to begin this redesign.

4:57   (8 minutes) The meeting ended with a consideration of the various ways (piece-by-piece, all at once, with amendments from the floor, up-or-down without amendments, etc.) FHSU CORE may be brought for a vote before faculty senate. Donnelly noted the committee's concern that the proposal not be dismembered in discussion. Much care has been taken in selecting and balancing the whole.

5:05   Meeting ended. The committee's next meeting is this coming Monday, November 12, in the Smoky Hill Room of Memorial Union. Our primary task will be to approve the document that will be sent on to the academic affairs committee to bring before faculty senate for a vote in December.

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.