

**Minutes**  
**Academic Council**  
**March 29, 2017**  
**2:00 PM**

Present: Alluisi, Campbell, Golden, Matthews, McCraw, Melancon, Smith, Weger, Prus (chair), Bryon Clark (ex officio), Elliott (guest; Director of General Education).

From the General Education Council

A motion to recommend the "Proposal for Revising Goals and Outcomes for General Education" (see attached) was made by Stacy Weger, seconded by Tim Smith. The motion passed unanimously.

**Proposal for Revising Goals and Outcomes for General Education  
(Revised February 15, 2017)**

**Mission**

The General Education Program at Southeastern Oklahoma State University seeks to provide a broad foundation of intellectual skills, knowledge, and perspectives essential to all students by virtue of their involvement as human beings in a diverse, technological, and evolving global society. The program is designed to ensure that students acquire a broad understanding of human kind's cultural heritage in both the arts and sciences, think logically, **critically**, and creatively, communicate clearly and effectively, and develop skills, **values**, and attitudes essential to living meaningful and responsible lives.

**Vision**

To ensure that students perceive general education as a unified and related curriculum, courses within the general education curriculum should share certain components so that students clearly recognize common threads woven into the tapestry of their educational experience. To that end, every general education course should include a strong communication component and provide students with active practice in **critical thinking** and creative problem solving. In addition, when practical, a general education course should include integration with other disciplines and provide students with global and multicultural perspectives.

Proposed Goal and Outcomes <sup>1</sup>	Current Goal and Outcomes <sup>2</sup>
<b>Communication</b>	
<p>The goal of the communication component of general education is to enhance the student's oral and written communication skills.</p> <p>Learning outcomes:</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>Construct (produce) oral and written products using American English with standard diction, grammar, and mechanics.</li> <li>Compose effective written documents in the form of essays, journals, research projects, or other compositions.</li> <li>Demonstrate effective speaking and listening skills to convey information in a logical and clear oration.</li> <li>Critically read a passage and analyze the content.</li> </ol>	<p>The goal of the communication component of general education is to enhance the ability of students to effectively convey and receive information at the college level of competence.</p> <p>Communication Goal--students will demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>communicate ideas clearly and effectively using Standard Written English.</li> <li>communicate ideas clearly and effectively orally using Standard English.</li> <li>engage in writing as a process of critiquing, revising, and editing.</li> <li>critically read a passage to gather information and develop an appropriate reaction to the content.</li> <li>critically listen to oral communication to gather information and develop an appropriate reaction to the content.</li> <li>communicate at a novice level in oral and written form in a language other than English.</li> </ol>

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<b>Computer Literacy</b>	
<p><b>NONE</b></p> <p>Computer Literacy is a graduation requirement not a general education requirement.</p> <p>It is recommended that responsibility for ensuring that the computer literacy requirement is met be moved to the registrar's office and monitored in the same manner as other graduation requirements. It is also recommended that students satisfy this requirement within their first 30 hours.</p>	<p>Computer Literacy Goal: The goal of the computer literacy component of general education is to develop the computer skills of students so that they may use computers and associated technology for communicating, researching, organizing, storing, accessing, and presenting information.</p> <p>Computer Literacy Goal--students will demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>1. use contemporary word processing software to create a document.</li> <li>2. use contemporary presentation software to make an oral presentation.</li> <li>3. use contemporary spreadsheet software to organize, manipulate, and present numeric data.</li> <li>4. use the Internet and e-mail to retrieve and communicate information.</li> <li>5. develop strategies to address questions by searching and retrieving information available electronically.</li> <li>6. recognize unethical and illegal use of technology including copyright and privacy issues.</li> </ol>
<b>Critical Thinking</b>	
<p><b>No individual goal</b></p> <p>Critical thinking is an overarching goal of general education. The critical thinking goal has been integrated in the learning outcomes in each area of study.</p>	<p>The goal of the critical thinking component of general education is to enhance the ability of students to integrate new information with previously acquired information to solve novel complex problems.</p> <p>Critical Thinking Goal--students will demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>1. reason by deduction, induction, and analogy.</li> <li>2. distinguish between cause and effect.</li> <li>3. examine information for alternative explanations and possible implications.</li> <li>4. solve problems described verbally, graphically, symbolically, or numerically.</li> <li>5. identify, analyze, and evaluate arguments.</li> </ol>

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<b>Ethics and Values</b>	
<p><b>No individual goal</b></p> <p>Ethics and Values is an overarching goal of general education. The Ethics and Values goal has been integrated in the learning outcomes in each area of study.</p>	<p>Ethics and Values Goal: The goal of the ethics and values component of general education is to promote an understanding of ethical issues implicit in their personal behavior and in the operation of political, social, and economic institutions.</p> <p>Ethics and Values Goal--students will demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>1. differentiate between moral and other kinds of problems.</li> <li>2. tolerate and understand the diversity of human behavior, points of view, and values.</li> <li>3. recognize how values are formed, transmitted, and modified.</li> </ol>
<b>Fine Arts and Humanities</b>	
<p>The goal of the fine arts and humanities component of general education is to explore the cultural heritage of humans and intrinsic value of the fine arts.</p> <p>Learning outcomes:</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze theories, competing explanations of events, behaviors, and aesthetics;</li> <li>2. Construct logical arguments based on cultural and aesthetic artifacts.</li> <li>3. Distinguish how different cultural perspectives and values affect interpretation of events and ideas.</li> <li>4. Critique the human creative process in the development and production of the fine arts and letters.</li> </ol>	<p>The goal of the humanities component of general education is to enhance the awareness of students of the cultural heritage of humans.</p> <p>Humanities Goal--students will demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>1. understand the diversity human experience through an examination of human cultures and/or artifacts.</li> <li>2. evaluate current cultural and societal activities in light of their historical roots.</li> <li>3. identify selected influential and representative scholarly, literary, and artistic achievements of the past.</li> </ol> <p>The goal of the fine arts component of general education is to enhance the appreciation and understanding of the nature and value of the fine arts.</p> <p>Fine Arts Goal--students will demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>1. identify and explain at least one major form of artistic expression and the creative process therein.</li> <li>2. recognize that interpretation of works of art may be influenced by the social and cultural environment and change through time.</li> <li>3. appreciate the fact that the fine arts enrich their lives.</li> </ol>

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<b>Mathematics</b>	
<p>The goal of the mathematics component of general education is to recognize and communicate using mathematical ideas.</p> <p>Learning outcomes:</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Solve problems using principles of algebra, statistics and/or symbolic logic.</li> <li>2. Apply mathematical formulas to solve problems.</li> </ol>	<p>The goal of the mathematical or quantitative reasoning component of general education is to develop the ability of students to understand and apply mathematical abstraction.</p> <p>Mathematical or Quantitative Reasoning Goal--students will demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>1. solve problems using the principles of algebra or symbolic logic.</li> <li>2. apply mathematical reasoning to analyze and interpret quantitative information.</li> <li>3. use and interpret mathematical formulas.</li> </ol>
<b>Sciences</b>	
<p>The goal of the sciences component of general education is to observe and evaluate natural processes.</p> <p>Learning outcomes:</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Design an experiment suitable for scientific investigation.</li> <li>2. Interpret scientific formulas, graphs, and tables; and</li> <li>3. Demonstrate a proficient knowledge of pure and applied science principles.</li> </ol>	<p>The goal of the science reasoning component of general education is to promote scientific literacy in students.</p> <p>Science Reasoning Goal--students will demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>1. design an experiment suitable for scientific investigation to test a scientific hypothesis and interpret the results.</li> <li>2. use the basic language of science.</li> <li>3. identify the unifying principles of science and apply them to contemporary issues of science, technology, and society.</li> <li>4. use and interpret formulas, graphs, and tables.</li> <li>5. differentiate between scientific and non-scientific explanations.</li> <li>6. evaluate the interaction between science and societal change.</li> </ol>

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<b>Social and Political Institutions</b>	
<p>The goal of the social and political institutions component of general education is to investigate the development of social, political, and/or economic institutions.</p> <p>Learning Outcomes:</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically evaluate a major period or event in United States history</li> <li>2. Discuss the origins, organization, and/or operation of the political systems of the United States of America.</li> <li>3. Explain the processes of social and/or economic institutions in the context of local, national and global communities.</li> <li>4. Explain the forces that shape individual and group behavior.</li> </ol>	<p>The goal of the social and political institutions component of general education is to promote an understanding of the forces that have influenced the development of social, governmental, political, and/or economic institutions.</p> <p>Social and Political Institutions Goal—students will demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>1. critically evaluate at least one major period in history by explaining the factors such as political, demographic, geographic, social, cultural, and/or technological that influenced the thoughts and/or actions of citizens, immigrants, and indigenous people.</li> <li>2. discuss the origins, organization, and/or operation of the political and/or governmental functions of the United States of America.</li> <li>3. understand the origins and processes of political, social, and/or economic institutions in the context of a dynamic global community.</li> <li>4. think critically about how individuals are influenced by current and previous political, social, economic, and/or family institutions.</li> <li>5. understand the role of geographic factors in shaping today's world.</li> </ol>
<b>Wellness</b>	
<p>The goal of the lifelong wellness component of general education is to recognize the importance of physical and emotional health throughout the life cycle.</p> <p>Learning Outcomes</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Create a personal wellness plan that includes physical, emotional and mental dimensions.</li> <li>2. Explain the links between chronic disease, diet, exercise, stress and mental health using scientific evidences.</li> <li>3. Evaluate the different factors which influence the individual variations in personal health, such as, biological/neurochemical, environment/learning and cultural context.</li> </ol>	<p>The goal of the wellness component of general education is to improve the ability of students to recognize the factors that promote healthy lifestyles.</p> <ol style="list-style-type: none"> <li>1. identify the elements necessary to maintain a healthy lifestyle including physical, emotional, social, mental, and spiritual dimensions.</li> <li>2. describe the impact of diet, life style, physical activity, environment, genetics, and mental health on living well.</li> <li>3. critically examine contemporary health and wellness topics.</li> </ol>

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