Present: Jon Comer, Bruce Crauder, Steve Damron, Bob Graalman, Shelia Kennison, Amy Martindale, Brenda Masters, Bridget Miller, Jeremy Penn, Shelia Scott-Halsell, Bob Spurrier, Alan Tree, Juliana Utley, and Mark Weiser.

Presentations of proposed New/Revised General Education Student Learning Goals by individuals and/or teams

Penn’s Presentation:

Faculty who understand how their course fits in with the goals of the degree program and general education program are better able to help students understand what they are to learn.

Intentionality:

- Designing GE program around what students need to learn, not around what we want to teach or what we think the Regents want
- Making it clear to students and faculty the purpose of the GE program and what learning outcomes it seeks to achieve
- Creating assignments and other opportunities for students to practice and receive feedback on these learning outcomes

The AAC&U LEAP Essential Learning Outcomes

- **Knowledge of Human Cultures and the Physical and Natural World**
  Focused on engagement with big questions, enduring and contemporary

- **Intellectual and Practical Skills**
  Practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

- **Personal and Social Responsibility**
  Anchored through active involvement with diverse communities and real-world challenges

- **Integrative Learning**

- **Demonstrated** through the application of knowledge, skills, and responsibilities to new settings and complex problems

Why are these outcomes “essential?”

- In an economy where every industry...is challenged to innovate or be displaced, all students need the kind of intellectual skills and capacities that enable them to get things done in the world...*(creative and practical intelligence)*
- In a democracy that is diverse, globally engaged, and dependent on citizen responsibility, all students need an informed concern for the larger good...*(responsibility)*
• In a world of daunting complexity, **all students** need practices that require them to practice skills and integrate and apply their learning to challenging questions and real-world problems (**real-world application**)

Jeremy noted that it was interesting thinking in terms of the pothole book authored by Paul Gaston. Is General Education any different than any other class? If students understand what they are expected to learn, they will become more enthusiastic about the class. Faculty need to have a better understanding of how general education enhances the individual degrees.

Bridget noted that integration of general education through transdisciplinary/multidisciplinary avenues would be beneficial.

Kevin commented the people continue to talk about the outcomes of general education and he feels that it would be best to integrate general education throughout the disciplines and assess student outcomes, looking at backgrounds and skill sets of the students when they start.

General education should incorporate:
• Knowledge of human cultures and physical and natural world
• Intellectual and practical skills
• Personal and social responsibility
• Integrative learning

The ideas came from college and high school students, as well as others. This would be the framework and statement of what general education should be. How does this give OSU a signature and it was noted that this would be a part of the “How” process. If OSU wants to be truly successful in integrating into the disciplines throughout the degree programs as a unique process, it could be considered the **signature** of general education. It was noted that OSU needs to build value into the general education process and to insure success; the process needs to be communicated and marketed properly through the website.

**Martindale’s Presentation:**

**Educational Goals**

• Think and analyze critically and creatively
  Identify problems, apply critical analysis, and develop creative solutions
  Demonstrate knowledge of research and information retrieval strategies
  Integrate and synthesize knowledge from multiple sources
  Understand distinctions between value assertions and statements of fact
  Assess the accuracy and validity of findings and conclusions
  Apply critical thinking and analytical skills to creatively solve problems in the major discipline

• Use quantitative, symbolic and logical reasoning
  Understand and apply quantitative principles and methods in the solution of problems
  Draw conclusions from computational and symbolic representations
  Check the assumptions, logic and validity of statements and models
  Apply quantitative, symbolic and logical reasoning to problems in the major discipline

• Understand and apply scientific principles and methods
  Use scientific methods and knowledge of the natural and physical world
Use inquiry, interpretation, analysis and inferences to develop and assess conclusions and solutions
Understand and apply scientific principles and methods as appropriate in the major discipline

- Build knowledge of diverse peoples and cultures through the study of histories, humanities, arts and social sciences.
- Use knowledge, historical perspectives, analysis, interpretation, critical evaluation and standards of evidence of the humanities to address problems and issues.
- Use knowledge, theories, and methods of the social sciences to understand and evaluate human behavior
- Use knowledge theories and methods of the arts to understand their context and significance
- Understand perspectives linked to race, gender, and ethnicity in American society and in current international contexts
- Apply knowledge of diverse peoples and cultures as appropriate in the major discipline

- Ethics
- Understand how to think, reason and make ethical judgments
- Understand diverse viewpoints, including differing philosophical and cultural perspectives
- Recognize one’s responsibilities, rights and privileges as a citizen
- Demonstrate the ability to use ethical principles, leadership and stewardship to benefit society
- Apply ethical judgment and reasoning to the context of the major discipline

- Work effectively as part of a team
- Understand factors that contribute to effective team dynamics
- Know a variety of strategies to improve a team’s effectiveness
- Demonstrate the ability to complete a team project in the major discipline with greater quality and scope than would be expected from an individual

- Integrate knowledge and skills from multiple areas
- Combine the information and strategies of multiple disciplines
- Adapt knowledge and skills to new settings, questions and responsibilities
- Use integrated knowledge and skills to develop creative solutions to discipline-specific problems

- Communicate ideas and knowledge clearly, concisely and effectively
- Effectively use written, oral, and visual communication strategies
- Show awareness of contexts, audiences, styles and conventions
- Communicate ideas, reasons, problems, solutions
- Select the communication strategy most appropriate for the audience and content
- Demonstrate the ability to communicate effectively as appropriate to the discipline

It was suggested to add “teaching professionalism as a whole” and it was noted that Dr. Norwood put information together on the subject. Another suggestion was to add “life wellness, living skills, and health”. In thinking about a vision statement for general education, it should only be one or two sentences. The feeling is that shouldn’t be necessary to include all of the bullet points. It noted that levels of critical thinking and knowledge of general education should be infused in all the ranks of the student’s educational experience. Faculty should be required to teach general education once a year and this would have to be part of the “Reappointment, Promotion, and Tenure” process. It was asked, how we incorporate transfer student’s work into the process? It was noted that the
Oklahoma State Regents for Higher Education (OSRHE) requirements can be accomplished throughout the disciplines. Need to look at what satisfies the expected outcomes. Clemson students are providing general education portfolios.

Masters’ Presentation: Characteristics of the Model:

- Have all students complete the basic requirements listed in the OSRHE requirement.
- Encourage the colleges to not have other specific general education requirements.
- Have all students develop an on-line portfolio with attributes covering:
  - International Dimension
  - Diversity Experience
  - Creativity Expression
  - Leadership Presentation
- The attributes to demonstrate these outcomes could be a 8-10 page paper, a yearlong journal, a novel, a painting, a photography display, a yearlong blog, a video, a play or other theatrical presentation, or course project.
- The attributes could be outcomes from a course, an internship, a series of courses, a study abroad experience, or any other educational experience that results in an appropriate outcome.

Benefits of such a Model:

- Would free the tasks of GEAC from making general education course evaluations based on course characteristics, rather than outcomes from the educational experience
- Would incorporate transfer students into the general education, or basic educational outcomes of an OSU student
- Students would have a website portfolio that represents the work and ideas developed during the college experience.
- Students would gain technology experience constructing and refining the personal website during the college years.
- General education assessment could pull randomly chosen artifacts from the student websites to assess the various general education goals.

Hazards of such a Model:

- How would the outcome of the attributes be assessed as adequate for satisfying the general education need?
- Who would and how would the websites be assessed for completion for the graduation check?
- There are surely other hazards. I bet we can think of them!

General education is a signature experience of a bachelor’s degree at Oklahoma State University. It is designed to prepare students for life-long learning to support their careers and future lives as ethical leaders and engaged global citizens to make a meaningful, lasting difference in the world by providing breadth across a range of disciplines and broad learning outcomes and depth through synthesis and integration with each student’s major degree. The general education experience is integrated within each student’s major and across each of the four years of a bachelor’s degree.
The Essential Learning Outcomes of Oklahoma State University’s General Education Program are¹:

**Intellectual and Practical Abilities**
Including:
- Written and oral communication
- Critical thinking
- Creativity
- Information literacy
- Team work and problem solving

**Knowledge of Human Cultures and the Physical and Natural World**
Including:
- Quantitative Literacy
- Scientific Literacy (natural and social)
- Historical perspectives
- Humanities
- World cultures

**Personal and Social Responsibility**
Including:
- Ethical reasoning and action
- Intercultural knowledge and competence
- Civic knowledge and engagement (local and global)
- Understand key elements of personal responsibility including mental and physical health and financial responsibility

**Integrative and Applied Learning**
Integration and synthesis of these abilities, skills, and knowledge across the general education program and the student’s major degree for the generation of a creative or scholarly product in a capstone experience.

Steve Damron commented that if the two documents were merged would anything be missing and the response was noted that “health and wellness” is high on the student affairs list. Members noted that “self and society” needs to be added. Reference was made to Jeremy’s leading paragraph in his PowerPoint presentation, “lead from behind”. It was noted that we need to merge the ideas into one working document, and then the task force might be ready to start working on group two. The plan is to combine the groups and the documents for the next meeting and Shelia is to coordinate the groups.

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¹ Adapted from AAC&U’s Liberal Education and America’s Promise Essential Learning Outcomes and the VALUE rubrics