

## **Minutes for Faculty Senate Meeting June 3, 2008**

### **Present:**

D.Mielke  
S.Jenkins  
G.Ramey  
J.Tooke  
J.Johnson  
K.Wenger  
S.Tanner  
A.Evans  
K.Watson  
D.Timmermann  
L.Espinosa  
P.Johson  
R.Croft  
J.Varon  
G Monahan  
T.Atkinson

### **Guests:**

D.Hoffmann  
C.Johnson

### **Agenda:**

1. Minutes
2. EPCC (3:20 to 4:00)
  - a) Program changes
  - b) Gen. ED. Changes - See attached materials
3. Senate Elections (4:00 to 4:15)
4. OUS Investment Committee (4:15 to 4:20)
5. Barnes and Noble (4:20 to 4:30)
6. Emeritus Discussion
7. Follow Up on Ethics
8. OUS Board Schedule
9. Other Items (Committee Reports)

Motion to approve the minutes seconded

Change the Senate minutes to read requested rather than informed the council with respect to the EPCC changes to the Constitution.  
Follow-up discussion was added to the minutes from a discussion that occurred after the meeting.

## EPCC

Documentation for the following items can be found at the following EPCC meeting links:

May 13: <http://www.eou.edu/epcc/Agenda07-08/Agenda5.13.08.html>

May 20: <http://www.eou.edu/epcc/Agenda07-08/5.20.08Agenda.html>

May 28: <http://www.eou.edu/epcc/Agenda07-08/Agenda6.3.08.html>

### CONSENT AGENDA:

1. Request for new course:
  - a. GEND 120 Sex, Gender and Popular Culture (5)—May 28
  - b. GEND 320 Gender and Sports (4)—May 28
  - c. HIST 211 Traditional Asia (5)—May 28
  - d. HIST 212 Modern East Asia in Film (5)—May 28
  - e. HIST 497 Modern Japan (5)—May 28
  - f. ANTH/SOC 445 Inequality and Diversity (5)—May 28
  - g. ANTH/SOC 442 Religion and Violence (5)—May 28
2. Request to delete course:
  - a. SOC 430 Inequality and Diversity (5)—May 28
  - b. SOC 440 Religion and Violence (5)—May 28
3. Request change in course:
  - a. WR 329 Grantwriting (change from 1 credit to variable 1-3 credits)—May 28
  - b. GEOG 318, 319, 401 (add UWR)—May 28

Consent agenda portion of the EPCC business goes through without debate. Prior to the vote any Senator can request that an item be moved to the action agenda, these requests need to be made prior to the motion to approve the Consent Agenda.

Moved and seconded to accept the Consent Agenda

Consent Agenda accepted unanimously

### ACTION AGENDA:

1. Request for restructuring MS Core (includes new courses ED 515, 516, 517, 518, 519, and change in ED 500)—May 13

Split off ED 511 into ED 516 and ED 517 both will be 3 credits  
The number of credits for the core will stay at 17 credits.

The current courses will be phased out during a 3-4 term transition

Move to seconded approved unanimously

2. Request for 3 minors in CSMM (Computer Science, Multimedia Studies, Statistical and Scientific Computing)—see May 13 EPCC minutes  
Presently CS / MM has only one minor

Can the Minors be supported with existing resources?

Yes, All of the classes are currently offered every year.

Generally minors are 30 credits while these are 31? There is a lack in the dept. of 3 credit courses to allow for the 30 credit norm. Some minors in existing discipline exceed 40 credits.

Because of the nature of the material all courses are taught on campus, there are no online offerings.

A student can only get two minors with permission important to distinguish between a concentration and a minor

Moved and seconded and passed unanimously

3. Request change in History program (increase total hours from 55 to 60; increase required courses to 2 from each group; revise Asian and Middle East group to reflect just Asian History)—see May 28 EPCC minutes

Moved and seconded passed unanimously

4. Request for change in PPE program (add POLS 340 to required upper division core; reduce elective hours by 5)— see May 20 EPCC minutes

POLS 340 offered every other year currently only offered on campus, may be online in the future.

Possible to make it a readings in conference offering.

Moved seconded and passed unanimously

5. Request for Public Administration minor—May 20

Public administration minor 35 credits changed from the current concentration  
The current concentration was all upper division and the minor has more of a mix between upper and lower division courses.

The changes won't require current students in the system to take additional courses.  
Historically the program is 50/50 online or on campus

Moved seconded and passed unanimously

6. General Education Core (see attached)

EPCC is for looking feedback on the mission, the core and the program outcomes

The top of the document (see attached) is a mission statement

This followed by the program outcomes 1-5 and the breadth outcomes 6-9

Every class does not need to address all 5 outcomes, all classes must address outcome number 1 and then at least 1 more from outcomes 2-5.

In the fall each outcome will be assessed in a classroom setting. This term the outcome measured through the pilot program was critical thinking.

These outcomes originally came from an assembly document approved last year. The current general ed outcomes were pulled from those.

Problem Aesthetics and Humanities (AEH/ Artistic Process and Creation (APC) is a work in progress (breadth outcomes #s 7, 8)

Students must be able to do 1-5 at the end. The individual courses can choose the alternate program outcome to be developed. The university needs to watch for an even distribution of outcomes 2-5 across the curriculum.

The Senate will in Sept. need to address the pilot program and program outcomes 2-5. In the fall we will also be tweeking the rubrics. Clarification of the language to use in the syllabi for GEC approval will also occur. Assessment rubrics are already available for review.

Old Gen ED. after 2 years no one liked the result. Will the senate be the approval body for this Gen. ED. program? Program outcomes and breadth outcomes have already been passed. We only need to fine tune the rubrics.

Senate is being asked to endorse this process because the faculty will be asked to change things they do.

We are vulnerable in the accreditation review due to a lack of an assessment process.

Some problematic language in the rubrics and outcomes must be discussed with the faculty, an example is the problem with outcome # 8 APC artistic process.

Question about the rubric language for outcome #8 compared with the rubric language for outcome # 7.

There is a problem of communicating from committees (EPCC) to the faculty at large. The Bus and Ed. faculty did not have an opportunity to read the documents.

Need to have a working document going into the fall term.

Content knowledge assessed by students? Problem with student's evaluations is they are only evaluating their perception of knowledge and understanding.

Transfer students working outside of Eastern need to have a clear idea from the syllabi of the required outcomes involved.

Moved and seconded Senate endorses these documents as working documents in process.

The rushed nature of the process is unfortunate and we are not giving sufficient credence to the opinions of faculty and staff across campus.

Accreditors should see us as involved in an endless conversation about Gen. ED., not a one shot deal.

The issue is assessment not specifically Gen Ed. The senate needs to step up and move this process forward.

When looking at Gen. Ed. categories must consider the assessment problems associated with large courses.

We have it backwards the comments and solutions should come from the faculty and move forward to the Senate or EPCC.

We now have a map of the process with which to move forward.

The model for EOU is to approve and do business during the last month. Need to take a look at how we do our work throughout the year.

The process has been very intensive and the idea is to take the pilots to the faculty in the fall and rewrite the rubrics.

Moved and seconded passed 12 for and 2 against

Several months ago EPCC brought forward suggested changes to the committee. The Senate and Council felt the admin faculty person should be designated by the Administrative Faculty Executive Committee. The University will vote on this Constitutional change in the Fall.

Faculty Senate elections

Nominations for President                      Steve Tanner elected unanimously

Nominations for Vice President.              Deanna Timmermann elected unanimously

Nominations for Secretary Gerry Ramey declined Ken Watson elected unanimously

Nomination for University Council Representative Jody Varon elected unanimously

OUS Retirement Plans Investment Committee filling one position, to be filled from an OUS institution. The candidate should have finance and / or investment management experience

The committee monitors the selection of plans for participation and makes reports to the board. The candidate does not have to be in the Faculty Senate, can be any faculty member.

The person should be someone who is young enough to have a long term stake in the process.

Any faculty nominations must be made on or before Sept. 30, 2008

We are not required to make a nomination only have an opportunity to do so.

Steve Tanner will send a copy of the OUS letter to the Senators

A Barnes and Noble representative was on campus to look at running the bookstore. They would absorb all current employees who would no longer work for the state.

They can provide a larger selection of used books for students along with more merchandise. There would also be internship opportunities. They will do all of the required renovation. Would the campus save money? Unknown

They would purchase current inventory. The contract is generally one way and not cancelled.

There is some concern with the impact to the small business of the bookstore on the campus community. Contact Lara Moore if you have any comments or concerns.

Since they would have to move, where would duplicating go? Barnes and Noble does the College of Idaho bookstore. All WSU bookstores are affiliated with Barnes and Noble.

6. Emeritus discussion was handled last year in assembly

Should the Senate do this annually?

University personnel Committee should make a recommendation to the senate. The names were being forwarded

Move the senate approve Marilyn Ewing's candidacy, seconded. Passed unanimously

The word emeritus means without pay. The institution should attach some real benefits to make the position truly honorary. Historically there is some status value attached to the term.

#### 7. Follow Up on Ethics

Go to the AAUP.org website, on right hand side link to the Professional Ethics statement

8. OUS Board Schedule - Meet with the Chancellor in Inlow 201 1-2:30 to talk with him about the President search. Meet at 7-8 Friday for the IFS coffee with State Board members in Hoke room 201

The State Board of Higher Education meeting 8 – 11:30 in Hoke main lounge.

Congratulation to President Dan Mielke for his very successful leadership, and the completion of the first year of the Faculty Senate.

President Mielke feels we are in a tenuous situation at EOU, with only 1 administrator coming from a national search.

The Senate must stay strong in order to remain a strong voice on campus

Materials from EPCC

### **GENERAL EDUCATION CORE (GEC)**

Eastern Oregon University is a community of scholars who understand that learning is a life-long process. The GEC provides opportunities for students to become reflective, responsible citizens of strong mind and ordered intellect who see multiple points of view. The University expects graduates to use their knowledge of the human condition and the physical world to adapt to, solve the problems of, and thrive in an ever-changing world.

The 60 credit General Education Curriculum serves the diverse student body of Eastern Oregon University by helping students to integrate into university life and challenging them to become critical, creative thinkers and engaged, knowledgeable citizens, open to new ways of looking at the world.

### **GEC PROGRAM OUTCOMES**

To continue these traditions, the following Program Outcomes, supported by Course Outcomes, have been established for a core curriculum primarily rooted in the Liberal Arts. After completing their General Education courses, students should be able to demonstrate their ability to:

**Learn and use the vocabulary, content, and conceptual knowledge in a variety of disciplines. (CONTENT KNOWLEDGE)**

A general education course introduces students to the broad strokes of accumulated knowledge in a specific discipline through its key vocabulary, content, and concepts. A general education course contextualizes the discipline historically, culturally, and socially.

**Employ approaches to inquiry from a variety of disciplines. (INQUIRY)**

A general education course introduces students to the heuristic of the discipline, its ways of knowing and processing the world, its forms of inquiry and ways of solving problems

**Read, write, and communicate taking into consideration purpose, audience, and occasion. (COMMUNICATION)**

A general education course assists students in learning the reading, writing, and general communicative skills required by the discipline, often guiding students through the processes of reflection, response, and revision to enhance effectiveness.

**Think clearly, critically, and effectively, taking into consideration purpose, audience, and occasion. (CRITICAL THINKING)**

A general education course requires students to develop the habits of mind within a discipline, considering the different purposes and audience for the work within the course, and reveals to students the connections the discipline has with other disciplines.

**Engage in further learning and be of service to society. (FURTHER LEARNING AND CIVIC ENGAGEMENT)**

A general education course encourages students to see opportunities for further reflection, lifelong learning, and service to society in ways that allow them to apply the skills and knowledge of the course in settings outside the university classroom.

**GEC BREADTH OUTCOMES**

**After completing the GEC breadth requirement, students should be able to demonstrate:**

**The use of scientific, mathematical, or computer information systems for problem solving. (SMI)**

**An appreciation for aesthetic expressions of humanity and the ability to analyze texts. (AEH)**

**The ability to employ the creative process (APC)**

**Reflective knowledge and analytical judgments about the self, other cultures, and human behavior. (SSC)**

## **GEC BREADTH CATEGORY DEFINITIONS**

### **NATURAL, MATHEMATICAL & INFORMATION SCIENCES (SMI):**

SMI courses focus on the physical and biological world, as well as the body of knowledge centered on concepts such as quantity, structure, space, and change using an empirical methodology. SMI courses work on the assumption that there is a rational and understandable order to the universe. Some of these disciplines introduce and work with models for understanding physical phenomena; while others are typically involved in describing and predicting physical behaviors. A central focus of SMI is on the phenomena exhibited by natural objects, organic or inorganic, and their substances; numerical analysis and statistics; and mathematical and information structures and patterns. Upon completion of course work in SMI, students should be able to employ scientific methods in the laboratory or in fieldwork as defined by the specific discipline(s) or sub-discipline(s) the student has studied, analyze and evaluate data based on discipline-defined criteria, observe accurately, integrate knowledge and data with the fundamental concepts of the specific discipline(s) or sub-discipline(s) the student has studied, and report results effectively both orally and in writing.

### **AESTHETICS AND HUMANITIES (AEH):**

AEH courses focus on the study of aesthetics and the humanities, including the interpretation of texts – written, oral, and visual, with special attention to the history of ideas and art forms, diverse cultures, genres, and social contexts. AEH courses challenge students to be aware of and to openly and respectfully address ideas and values that may differ from those of their native culture and communities of origin. The disciplinary methods employed emphasize critical and evaluative analysis, the synthesis of ideas and points of view, the exploration of ideas in depth, and attention to the rhetorical demands of addressing diverse audiences, subjects, occasions, and purposes.

### **ARTISTIC PROCESS AND CREATION (APC):**

APC courses focus on the production of art. Central to the study of artistic creation and processes is the carefully-planned, thoughtful demonstration of technique; the accurate use of terminology from the artistic discipline being studied; and the synthesis of knowledge and practice highlighted in a performance, presentation, or project. The disciplinary methods employed demonstrate conceptual understanding of the creative process—of risk-taking, multiple attempts (drafting and re-drafting, practice and rehearsal), re-conceptualization, discovery, experimentation, and understanding of the connection between form and personal expression. The projects and performances demonstrate alternative ways of thinking and often employ dialogical thinking so that competing and even conflicting points of view are represented.

**SOCIAL SCIENCES (SSC):**

SSC courses prepare students for critical thought and responsible action in a diverse and interconnected world through focus on developing reflective and/or critical consciousness regarding human behavior, individually and/or collectively, within its social, cultural, historical, economic, and political contexts. SSC courses should enhance student ability to analyze and interpret data; identify, evaluate and synthesize appropriate primary and secondary sources for continued research; discriminate between relevant concepts, theories and paradigms; assess social, economic and political institutions; and make compelling and reasoned arguments based on appropriate evidence in a variety of written and oral formats utilized by the discipline studied.

**THE FOLLOWING TWO CATEGORIES WILL BE PUT ON HOLD UNTIL NEXT YEAR WHEN A MORE SUBSTANTIVE DISCUSSION ABOUT PURPOSE, DEFINITION AND RESOURCES CAN TAKE PLACE. COURSES THAT CURRENTLY ARE DESIGNATED AS GTW OR MDI WILL CONTINUE THROUGH NEXT YEAR.**

**GATEWAY (GTW):**

Gateway courses provide students with beginning theory and academic content, as well as the opportunity to enhance their academic skills.

(Sarah) Gateway courses assist students in research, reading, writing, critical thinking, and general living and learning skills necessary for academic success. Often such courses provide opportunities for students to reflect on and respond to diverse ideas and values associated with academic culture and to engage in applied learning and service to the community beyond the university classroom. (In drafting the language, I considered the types of courses currently listed; GEC Outcomes 1, 2, and 4; and the qualities of GEC focused on Disciplinary Literacy and Diversity)

**MULTIDISCIPLINARY INQUIRY (MDI):**

Multidisciplinary courses bring together two or more specific discipline areas/ programs/prefixes and may be team-taught. A central focus of MDI is to broaden students' understanding of issues by integrating different disciplines, their content, and their methodological approaches

(Carol): MDI courses provide an opportunity for students to study a context or theme from more than one disciplinary perspective. The focus of these courses is on inquiry that is, seeking information, knowledge and skills through questioning. MDI courses include a context and framework for asking significant questions and guidance in exploring the questions through appropriate disciplinary heuristics. Inquiry emphasizes the development of skills and habits of mind that enable individuals to continue the quest



**DRAFT – General Education Assessment Plan  
GEC Program Outcomes**

**All GEC Courses will be assessed on Content Knowledge (#1)**

**Additionally, all GEC Courses will be assessed on at least one other appropriate program outcome (#2-5)**

Current Gen Ed Outcomes	Suggested language for rubric	Title of rubric section	Assessed by whom	Rubric for assessment
Demonstrate the ability to use the vocabulary, content, and conceptual knowledge in a variety of disciplines	Demonstrate increased vocabulary, content, and conceptual knowledge in a breadth requirement	<b>#1 Content Knowledge</b>	Assessed by students during teacher evaluations  <b>QUESTION ABOUT USING TEACHER EVALUATIONS AS AN ASSESSMENT TOOL</b>	<b>3 Proficient</b> <ul style="list-style-type: none"> <li>• Consistently and accurately uses key concepts, themes, and vocabulary in a given discipline</li> <li>• Consistently and accurately identifies and describes issues and ideas within a given discipline.</li> </ul> <b>2 Adequate</b> <ul style="list-style-type: none"> <li>• Uses key concepts, themes, and vocabulary in a given discipline most of the time.</li> <li>• Identifies and describes issues and ideas with a given discipline most of the time.</li> </ul> <b>1 Developing</b> <ul style="list-style-type: none"> <li>• Fails to use key concepts, themes, and vocabulary in a given discipline.</li> <li>• Fails to identify and describe issues and ideas within a given discipline.</li> </ul>
Demonstrate the ability to employ approaches to	Demonstrate the ability to employ	<b>#2 Inquiry</b>	Assessed by instructors at end of	<b>3 Proficient</b> <ul style="list-style-type: none"> <li>• Inquiry emanates from a problem of interest to the student that</li> </ul>

inquiry from a variety of disciplines	approaches to inquiry from a variety of disciplines		individual course as appropriate	<p>can result in deeper knowledge or understanding</p> <ul style="list-style-type: none"> <li>• Inquiry has a well-conceived methodology appropriate to the discipline leading to a conclusion based on the data</li> <li>• Inquiry demonstrates appropriate use of technology</li> <li>• Inquiry is connected to relevant research and expertise</li> </ul> <hr/> <p><b>2 Adequate</b></p> <ul style="list-style-type: none"> <li>• Inquiry emanates from a problem agreed to by the student that can result in deeper knowledge or understanding</li> <li>• Inquiry has a simple methodology appropriate to the discipline leading to a conclusion based on the data</li> <li>• Inquiry demonstrates a basic use of technology</li> <li>• Inquiry is based on some background information</li> </ul> <hr/> <p><b>1 Developing</b></p> <ul style="list-style-type: none"> <li>• Inquiry emanates from an assigned problem that can result in deeper knowledge or understanding</li> <li>• Inquiry applies a methodology that may be flawed or may be inappropriate to the discipline, or the conclusion may not fit the data</li> <li>• Inquiry demonstrates little use of technology</li> <li>• Inquiry does not reflect relevant research and expertise</li> </ul>
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<p>Demonstrate the ability to read, write, communicate, taking into consideration purpose, audience, and occasion.</p>	<p>Demonstrate the ability to read, write, communicate, taking into consideration purpose, audience, and occasion.</p>	<p><b>#3 Communication</b></p>	<p>Assessed by instructors at end of individual course as appropriate</p>	<p><b>3 Proficient</b></p> <ul style="list-style-type: none"> <li>• Consistently writes clearly and effectively and edits carefully and accurately.</li> <li>• Employs graphics effectively and documents sources accurately in communicating technical information across the disciplines.</li> <li>• Effectively presents material orally.</li> <li>• Employs appropriate media effectively in presenting material to various audiences.</li> </ul> <hr/> <p><b>2 Adequate</b></p> <ul style="list-style-type: none"> <li>• Writes clearly and effectively and edits carefully and accurately most of the time.</li> <li>• Occasionally employs graphics and somewhat inconsistently documents sources. Presents material orally clearly but sometimes ineffectively.</li> <li>• Employs media in presenting material to various audiences.</li> </ul> <hr/> <p><b>1 Developing</b></p> <ul style="list-style-type: none"> <li>• Fails to write clearly and effectively or edit carefully and accurately.</li> <li>• Fails to employ graphics effectively and document sources.</li> <li>• Ineffectively presents material orally.</li> <li>• Fails to employ media appropriately or effectively.</li> </ul>
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<p>Demonstrate the ability to think clearly, critically, and effectively, taking into consideration purpose, audience, and occasion.</p>	<p>Identifies and explains issues, recognizes contexts and assumptions, acknowledges multiple perspectives, evaluations evidence to reach conclusions</p>	<p><b>#4 Critical Thinking</b></p>	<p>Assessed by instructors at end of individual course as appropriate</p>	<p><b>3 Proficient</b></p> <ul style="list-style-type: none"> <li>• Identifies and explains issues</li> <li>• Recognizes contexts and assumptions</li> <li>• Acknowledges multiple perspectives</li> <li>• Evaluates evidence to reach conclusions</li> </ul> <hr/> <p><b>2 Adequate</b></p> <ul style="list-style-type: none"> <li>• Can often identify and explains issues</li> <li>• Generally recognizes contexts and assumptions</li> <li>• Acknowledges perspectives other than one's own</li> <li>• Can often evaluate evidence to reach conclusions</li> </ul> <hr/> <p><b>1 Developing</b></p> <ul style="list-style-type: none"> <li>• Inconsistently identifies and explains issues</li> <li>• Ignores contexts and assumptions</li> <li>• Is not able to acknowledge multiple perspectives</li> <li>• Inconsistently evaluates evidence to reach conclusions</li> </ul>
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<p>Demonstrate the ability to engage in further learning and be of service to society.</p>	<p>Demonstrate a readiness for further learning and for service to society</p>	<p><b>#5 Further learning and civic engagement</b></p>	<p>Students Provide evidence of readiness for learning and civic engagement</p>	<p><b>3 Proficient</b></p> <ul style="list-style-type: none"> <li>• Consistently exhibits a readiness for further learning, for example, through goal-setting and plans for continuing education or graduate school.</li> <li>• Has demonstrated a consistent readiness for service to society, for example, through volunteerism.</li> </ul> <p><b>2 Adequate</b></p> <ul style="list-style-type: none"> <li>• To some extent exhibits a readiness for further learning.</li> <li>• To some degree demonstrates a readiness for service to society.</li> </ul> <p><b>1 Developing</b></p> <ul style="list-style-type: none"> <li>• Rare or little demonstration of a readiness for further learning.</li> <li>• Rarely or too little degree demonstrates a readiness for service to society.</li> </ul>
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**DRAFT – General Education Assessment Plan  
GEC Breadth Outcomes**

**All GEC Courses will be assessed on one breadth outcome appropriate to GEC category (# 6-9)**

<b>Current Gen Ed Outcomes</b>	<b>Suggested language for rubric</b>	<b>Title of rubric section</b>	<b>Assessed by whom</b>	<b>Rubric for assessment</b>
<p>Demonstrate the use of scientific, mathematical, or computer information systems for problem solving. <b>(SMI)</b></p>	<p>Demonstrate the capacity to investigate/define a problem, reflect on/interpret a problem, solve problem through analysis, synthesis and/or application</p>	<p><b>#6 Problem solving and analytical thinking (SMI)</b></p>	<p>Assessed by instructors at end of individual course as appropriate</p>	<p><b>3 Proficient</b></p> <ul style="list-style-type: none"> <li>• Clearly defines the problem and outlines necessary objectives in an efficient manner. Understands larger context of problem.</li> <li>• Clearly defines the problem and outlines necessary objectives in an efficient manner. Understands larger context of problem.</li> <li>• Clearly defines the problem and outlines necessary objectives in an efficient manner. Understands larger context of problem.</li> <li>• Consistently uses new procedures and tools successfully, and can describe rationale for them.</li> </ul>
				<p><b>2 Adequate</b></p> <ul style="list-style-type: none"> <li>• Problem statement has some ambiguity or misses some important issues. Is vaguely aware of problem context</li> <li>• Applies limited amount of knowledge to current problem. Does not consistently use information effectively.</li> <li>• Can identify problem solving techniques that are most helpful, but may not be able to clearly summarize self-knowledge.</li> <li>• Uses new methods and tools, but may not always be successful. May not accurately explain rationale</li> </ul>
				<p><b>1 Developing</b></p> <ul style="list-style-type: none"> <li>• Problem is defined incorrectly or too narrowly. Key information is missing or incorrect. No thought given to the problem in a larger context.</li> <li>• Unable to make connection to previous knowledge. Unwilling to review summaries of prior knowledge for useful information</li> <li>• Unable to reveal insights about own learning. Cannot discuss relevance of problem-solving techniques.</li> <li>• Errors made in analytical methods, but sources of error are not found.</li> </ul>

<p>Demonstrate an appreciation for aesthetic expressions of humanity and the ability to analyze texts. (AEH)</p>	<p>Demonstrate an appreciation for aesthetic expressions of humanity and the ability to analyze text</p>	<p><b># 7 Aesthetics and Humanities (AEH)</b></p>	<p>Assessed by instructors at end of individual course as appropriate</p>	<p><b>3 Proficient</b></p> <ul style="list-style-type: none"> <li>• Demonstrates appreciation for aesthetic expressions of humanity, especially the history of such expressions across cultures, genres, and social contexts.</li> <li>• Demonstrates the ability to analyze texts—written oral and visual.</li> <li>• Employs critical and evaluative analysis, synthesizes ideas and points of view, and explores ideas in depth.</li> <li>• Analyzes the rhetorical purposes of addressing diverse audiences, subjects, occasions, and purposes.</li> </ul> <hr/> <p><b>2 Adequate</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a limited appreciation for aesthetic expressions of humanity, especially the history of such expressions across cultures, genres, and social contexts</li> <li>• Demonstrates a limited ability to analyze texts—written oral and visual.</li> <li>• Inconsistently employs critical and evaluative analysis, synthesizes ideas and points of view, and explores ideas in depth.</li> <li>• Demonstrates limited ability to analyze the rhetorical purposes of addressing diverse audiences, subjects, occasions, and purposes.</li> </ul> <hr/> <p><b>1 Developing</b></p> <ul style="list-style-type: none"> <li>• Unable to demonstrate an appreciation for aesthetic expressions of humanity, especially the history of such expressions across cultures, genres, and social contexts</li> <li>• Unable to demonstrate an ability to analyze texts—written oral and visual.</li> <li>• Unable to employ critical and evaluative analysis, synthesizes ideas and points of view, and explores ideas in depth.</li> <li>• Unable to demonstrate an ability to analyze the rhetorical purposes of addressing diverse audiences, subjects, occasions, and purposes.</li> </ul>
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<p>Demonstrate the ability to employ the creative process. (APC)</p>	<p>Demonstrate an appreciation for aesthetic and creative expressions of humanity and the ability to employ the creative process</p>	<p><b># 8 Creative Process (APC)</b></p>	<p>Assessed by instructors at end of individual course as appropriate</p>	<p><b>3 Proficient</b></p> <ul style="list-style-type: none"> <li>• Demonstrates conceptual understanding of the creative process—of risk-taking, multiple attempts (drafting and re-drafting, practice and rehearsal), re-conceptualization, discovery, experimentation, and enacts the connection between form and personal expression.</li> <li>• Employs a creative process to synthesize knowledge in an artistic performance, presentation, or project.</li> <li>• Demonstrates alternative ways of thinking: an understanding of iconography, of metaphor and metaphorical thinking, of personal vision; employs dialogical thinking so that competing and even conflicting perspectives are represented.</li> </ul> <hr/> <p><b>2 Adequate</b></p> <ul style="list-style-type: none"> <li>• Demonstrates limited conceptual understanding of the creative process and of the connection between form and personal expression.</li> <li>• Inconsistently employs a creative process to synthesize knowledge in an artistic performance, presentation, or project.</li> <li>• Demonstrates a limited capacity to employ alternative ways of thinking; represents competing perspectives in an unconvincing way.</li> </ul> <hr/> <p><b>1 Developing</b></p> <ul style="list-style-type: none"> <li>• Unable to demonstrate conceptual understanding of the creative process and of the connection between form and personal expression.</li> <li>• Unable to employ a creative process to synthesize knowledge in an artistic performance, presentation, or project.</li> <li>• Unable to employ alternative ways of thinking; unable to represent competing perspectives.</li> </ul>
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<p>Demonstrate reflective knowledge and analytical judgments about the self, other cultures, and human behavior. (SSC)</p>	<p>Demonstrate reflective knowledge and analytical judgments about the self, other cultures, and human behavior</p>	<p><b>#9 Cultural and Behavioral Understanding (SSC)</b></p>	<p>Assessed by instructors at end of individual course as appropriate</p>	<p><b>3 Proficient</b></p> <ul style="list-style-type: none"> <li>● Consistently exhibits logical and critical thinking as evidenced by the ability to analyze arguments, identify and discuss implications and consequences, assume and defend a given position, and collect and analyze evidence to form and support conclusions.</li> <li>● Consistently demonstrates an understanding of the theories, concepts and values underlying the role of institutions and organizations and their impact on American and global society.</li> <li>● Consistently selects appropriate theoretical and conceptual evidence and synthesize into convincing written and oral arguments.</li> <li>● Consistently verifies the value of evidence related to multiculturalism, diversity and discrimination at the individual, societal and global levels of analysis.</li> <li>● Consistently applies the ability to reflect on their own values and life experiences while fulfilling their ethical and civic responsibilities as global citizens.</li> </ul> <hr/> <p><b>2 Adequate</b></p> <ul style="list-style-type: none"> <li>● Often exhibits logical and critical thinking as evidenced by the ability to analyze arguments, identify and discuss implications and consequences, assume and defend a given position, and collect and analyze evidence to form and support conclusions.</li> <li>● Often demonstrates an understanding of the theories, concepts and values underlying the role of institutions and organizations and their impact on American and global society.</li> <li>● Often selects appropriate theoretical and conceptual evidence and synthesize into convincing written and oral arguments.</li> <li>● Often verifies the value of evidence related to multiculturalism, diversity and discrimination at the individual, societal and global levels of analysis.</li> <li>● Often applies the ability to reflect on their own values and life experiences while fulfilling their ethic and civic responsibilities as global citizens.</li> </ul>
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				<p><b>1 Developing</b></p> <ul style="list-style-type: none"><li>● Rarely exhibits logical and critical thinking as evidenced by the ability to analyze arguments, identify and discuss implications and consequences, assume and defend a given position, and collect and analyze evidence to form and support conclusions.</li><li>● Rarely demonstrates an understanding of the theories, concepts and values underlying the role of institutions and organizations and their impact on American and global society.</li><li>● Rarely selects appropriate theoretical and conceptual evidence and synthesize into convincing written and oral arguments.</li><li>● Rarely verifies the value of evidence related to multiculturalism, diversity and discrimination at the individual, societal and global levels of analysis.</li><li>● Rarely applies the ability to reflect on their own values and life experiences while fulfilling their ethic and civic responsibilities as global citizens.</li></ul>
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**Proficient means:**

- Demonstrable, competent and expected evidence at the college level

**Adequate means:**

- Acceptable performance at the college level

**Developing means:**

- Unacceptable performance at the college level

**Current General Ed. Outcomes:**

Students should be able to do the following upon completion of their General Education courses:

1. Demonstrate increased vocabulary, content, and conceptual knowledge in a variety of disciplines
2. Demonstrate the ability to employ approaches to inquiry from a variety of disciplines.
3. Demonstrate the ability to think clearly, critically, and effectively, taking into consideration purpose, audience, and occasion.
4. Demonstrate the ability to read, write, communicate, and
5. Demonstrate a readiness for further learning and for service to society.

Depending on the discipline, students should be able to do one of the following in their General Education courses:

6. Demonstrate the use of scientific, mathematical, or computer information systems for problem solving.
7. Demonstrate an appreciation for aesthetic expressions of humanity and the ability to analyze texts.
8. Demonstrate the ability to employ the creative process.
9. Demonstrate reflective knowledge and analytical judgments about the self, other cultures, and human behavior.