

The General Education Program
Of
Southwestern Oklahoma State University

Self Study
Including Nine Exhibits

Fall, 2010 Higher Learning Commission
Accreditation Visit

GE Exhibits 1-6 and 9 can be found at the conclusion of the
report.
GE Exhibits 7 and 8 have links at the conclusion of the report.

HISTORY OF THE CURRENT GENERAL EDUCATION PROGRAM

The origins of the present General Education Program at Southwestern Oklahoma State University stem from the 1990 North Central Accreditation Visit to the university. At that time, an area of concern for the accreditation team was the university's General Education Program. **[GE Exhibit 1]** The team of visitors expressed several concerns. First, the university's General Education Program at that time was composed of categories filled with too many course options. Moreover, it was not always clear how all the course offerings in each GE category related to each other or to the broader category in general. The Visiting Team criticized the university's GE Program for being too much of a cafeteria-style program. The 1990 visit was also concerned that SWOSU students did not have sufficient multi-cultural options in the GE Program. In preparation for a subsequent Focus Visit in 1994, Southwestern developed a more concise GE Program that reduced the cafeteria-style elements of the previous program and added required courses in multicultural/non-traditional western areas. **[GE Exhibit 2]** This program received the approval of both the 1994 Focus Visit and the 2000 Accreditation Visit.

This program remained in place until 2004. At that time, SWOSU students had to complete a minimum of 124 hours to graduate, and even more in some particular programs. These hours included 48-49 General Education hours composed mostly of specific required courses and courses from a few categories that afforded choices to students.

In 2004, the University President and the then Executive Vice President & Provost (some titles have since been revised) asked the committee to consider a GE program with fewer hours, 43-44, so that students would be able to graduate with a minimum of 120 hours and students in some professional programs requiring more hours could be relieved of up to six hours. The administration wanted to be more competitive with similar

institutions, many of which only required only 120 hours to graduate. The administration also asked the committee to provide students with a few additional choices in categories (but not a cafeteria style plan which the university had abandoned in the early nineties).

As the committee considered this request and listened to a variety of proposed changes, it had to bear in mind several points. First, the university's governing board, RUSO (then BOROC), and the state constitution mandate certain classes. Second, adjustments to the program still had to address the program's mission statement. Third, the committee had to be certain also that any changes maintained non-traditional, multicultural courses.

After reviewing the program in place and comparing it with the administrative proposal, the committee began a review process as described above. Members from some departments with GE offerings came before the committee to voice their views. In the end, the committee recommended that SWOSU students be required to take only those courses mandated by RUSO and the state: English Composition I and II, one Math class, a minimum of six hours in science including Biology with a lab component, United States History, American Government, one course in the social and behavioral sciences, and one course in the arts and humanities. RUSO also required that SWOSU ensure that its students demonstrate computer literacy.

Courses that the university once required, but neither RUSO nor the state required, were categorized into slightly larger categories with common themes and the students were given a few extra choices in those categories. The committee also observed that the university had up to this date only a single category featuring course titles that were clearly multicultural. The committee spread these courses over two categories to give students more multicultural choices in more than one category. By spreading such courses beyond one category, the committee also hoped that some students would take an additional multicultural course as they sought to meet their GE requirements. The GE Committee maintained virtually all of the courses in the program because a review of the courses showed that they were still meeting the program's mission statement. In addition, the committee required that the GE offerings continue to prepare assessment reports. This new GE Program went into effect in the fall of 2004 **[GE Exhibit 3]**

Earlier, from 2002-2004, the committee also heard recommendations regarding the variety of courses that were part of the General Education Program, but carried only two credits. Such courses raised confusing transfer issues and meant that students at SWOSU were taking a higher number of

courses to meet the minimum number of hours to graduate than students at other RUSO (then BOROC) schools. The committee recommended that these offerings be made three-credit-hour classes. And with the new GE Program requiring fewer hours and giving students more choices in elective categories, the switch from two to three hours did not drive up the number of hours in the program. Only Computer and Information Access remained a two-hour course until such a time as when the course is revamped to outpace the computer skills many students possess currently.

THE GENERAL EDUCATION PROGRAM AND THE CRITERIA FOR ACCREDITATION

Core Component 1a: The organization's mission documents are clear and articulate the organization's commitments.

Southwestern Oklahoma State University has developed a university-wide mission statement readily available for review on pages 21-22 of the university's undergraduate on-line catalog. **[GE Exhibit 4]** That university mission statement states that Southwestern accomplishes its mission, in part, by providing a curriculum "that develops communication and analytical skills, a comprehension of the arts, humanities, and cultural diversity; and knowledge of the scientific/technological world and of our historical heritage." Furthermore, "an assessment program provides the basis for continuous evaluation and program improvement."

The university's General Education Program plays a major role in meeting these components of the university's overall Mission Statement. For example, the General Education program's own Mission Statement (readily available on page 53 of the university's on-line catalog, **[GE Exhibit 5]**) states that its core learner outcomes are composed of the very curriculum areas the university's mission statement considers essential to the purpose of the institution. Moreover, the General Education Program has had an assessment program in place since 1994. Thus, the GE Program lends credence to the university's commitment to the importance of "an assessment program" that "provides the basis for continuous evaluation and program improvement." [GE Assessment Methods will be discussed later in the report.]

The General Education Mission Statement identifies students and the community at large as stakeholders in the GE Program because the program seeks to educate students in their rights and responsibilities as active citizens in their communities and in an increasingly global and interdependent world.

For the specific goals that the General Education Program assesses, please see **GE Exhibit 6, GE Codes**. This document breaks down the mission statement of the GE Program into seventeen Learner Outcomes. The different GE courses across a variety of GE categories are responsible for assessing specific Learner Outcomes from the list of seventeen outcomes gleaned from the GE Mission Statement. The chair of the GE committee reviews the General Education Assessment Reports (more details on the preparation of the reports later) to ensure that the GE courses are, in fact, addressing the goals of the GE Mission Statement, which, in turn, are a major component of the university's Mission Statement. The present GE Mission Statement has not been reviewed or revised since 2004. It will be reviewed in 2011 in the wake of the HLC visit.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The General Education Mission Statement [**GE Exhibit 5, first four bullets**] expressly stresses the importance of preparing students for an interdependent, multicultural global community – a community where students are also going to have to keep up with technological, scientific, computer-age advances. The Southwestern faculty has risen to the challenge of assessing their students in these fields through effective curriculum embedded learner outcomes. Moreover, since 2007, the university has adopted Standardized GE Education Assessments as important institutional assessments meant to complement the curriculum embedded program assessment of SWOSU. (Discussed below.)

Core Component 1c: Understanding of and support for the mission pervade the organization.

“Defiant Compliant” is a term writers in *Academe* (July-August, 2009 issue; pp. 28-32) have used to describe how the faculty at some universities goes about collecting assessment data. They do the work begrudgingly. Between 1994-1996, there was a bit of such an atmosphere at SWOSU as training sessions were held to educate faculty teaching GE courses in how to prepare assessments. After 2004, when the current GE Program was adopted, the chair of the GE Committee held new training sessions in 2005 and 2006. The mood, as evidenced by these meetings, had much improved. Moreover, the regularity with which SWOSU faculty have been submitting assessment reports for their GE classes since the late 1990s is another sign of this change in mood and “faculty buy-in.”

It should also be stressed that budgeting priorities at Southwestern support the needs of the GE Program. Each semester when GE courses “max out,” additional sections of GE courses are added to the schedule to absorb the additional students unable to enroll in full classes. Also as noted above, the goals and assessments of the General Education program are congruent with the university’s overall mission.

Core Component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Faculty and other academic leaders share responsibility for the coherence and the integrity of the General Education Program. Moreover, the process by which the GE Committee does its work is an example of how the university delegates responsibilities. These two sentences are descriptive of how the General Education Program is organized, assessed, and governed starting with department faculty and culminating in the approvals and additional recommendations of the GE Committee, its chair, the Office of the Vice President of Student Affairs & Associate Provost, the Provost & Senior Vice President for Academic Affairs, and the university President.

All faculty teaching a particular GE course meet and develop the curriculum embedded learner outcomes as well as determine what sort of curriculum assessment will be employed to assess their particular GE course. On occasion, as in 2005 and 2006, the chair of the GE Committee has met with department chairs and faculty to discuss what constitutes a constructive learner outcome. Moreover, it may be worth noting that the learner outcomes developed for the General Education classes over the years generally emphasize the cognitive domain.

GE assessments are conducted each semester, but they are only forwarded to the chair of the committee every fourth semester. This two-year rotation [See Exhibit 6, GE Codes for the rotation schedule.] facilitates the chair’s ability to recognize any changes in any of the GE courses over the medium term. The chair also reviews the reports to ensure that the learner outcomes of the GE courses are addressing the program’s mission. Using a matrix and a system of codes developed in the late 1990s [GE Exhibit 6, GE Codes & GE Exhibit 8, GE Assessment Matrices, 2004-2009] the chair charts the information from the assessment reports. *Note: neither the chair nor the GE Committee dictates to GE Faculty what learner outcomes and assessments should be adopted in the GE courses. These matters are left to the academic integrity and professionalism of the faculty. The chair, as noted above, ensures that the outcomes and assessments meet the mission of the program. On*

occasion the chair will meet with the Vice President for Student Affairs & Associate Provost to report on GE issues.

Several times each year (though in some years, only once or not at all), faculty members and/or department chairs will raise a question or request modest change to some aspect of the GE Program [**GE Exhibit 7, Agendas and Minutes Exhibit**]. In these instances, the matter is brought before the entire GE Committee. *The seven members of the committee (including the chair) are all full-time faculty representing the different colleges of the university.* Two represent the College of Arts & Sciences, three represent the College of Graduate & Professional Programs, one represents the College of Pharmacy, and one represents the College of Associate & Applied Programs. (The number of representatives for each school is in proportion the size of each school's faculty) While most courses in the GE Program are housed in the College of Arts & Sciences, the GE Committee consists of faculty from all the colleges since the program affects students in every college. Any issue brought before the committee usually is outlined in a report for each member, first; then, the parties who have raised the issue appear before the committee to discuss it. Soon after, the committee, including the chair, votes on a recommendation with regard to the issue presented to the committee. The chair then reports that recommendation to the Vice President for Student Affairs & Associate Provost who presents it to the Provost & Senior Vice President for Academic Affairs and the university President for discussion and final dispensation. *Note:* most often, the recommendation reached by the committee is by consensus. When necessary, a vote is taken. Thus, the work of the GE Committee is also illustrative of an effective communication process from faculty through the committee to the university's leading administrators.

Note that the GE Committee does not hear appeals from students who wish to substitute GE courses from other schools or within the GE Program itself. Those requests are handled by the Associate Provost who considers them in consultation with the academic departments involved.

Core Component 1e: The organization upholds and protects its integrity.

The GE Committee helps the university meet state laws and regulations by ensuring that the GE Program includes courses mandated by the state and the university's Regents (e.g., English Composition I and II, United States History, American Government, a Math class, and Biology).

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

The GE Program supports this component through a variety of class offerings. GE classes such as Introduction to Sociology, Introduction to Psychology Introduction to Macroeconomics, and Introduction to Microeconomics, and Computer Information Access develop student awareness to the kinds of changes outlined in this component. Moreover, World History, World Cultural Geography, Introduction to Sociology, American Government, and Spanish language courses in the GE Program demonstrate the university's commitment to broaden student understanding of our evolving multicultural and internationally global society.

Also, please see **Core Component 1d** for information on the authority for decision making about organizational goals and the chain of command for General Education decisions.

Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Please see the History of the Current General Education Program at the outset of this report and **Core Component 1d**.

Core Component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

This component is an area where the General Education Program strongly supports the university's commitment to assessment. The faculty of each GE course develops appropriate learner outcomes. These vary widely. Some are direct measures of student learning while others are indirect. **[GE Exhibit 6, GE Codes & GE Exhibit 8, GE Assessment Matrices, 2004-2009]** In addition, they must assess those outcomes. At present, faculty members are employing curriculum embedded assessments to assess their GE classes. Faculty members then file GE Assessment Reports with the chair of the GE Committee. **[GE Exhibit 6, GE Codes & GE Exhibit 8, GE Assessment Matrices, 2004-2009]** Thus, the faculty is instrumental in the assessment of the GE Program at the course level. The chair of the GE Committee reviews the assessment reports to ensure that the learner outcomes and assessments are suitable instruments for assessing the GE Program, i.e., the learner outcomes and assessments speak to the mission of the GE Program.

As for the assessment of the GE Program at the institutional level: by 2006, the Office of the Senior Vice President & Provost, the Office of the Vice President for Student Affairs & Associate Provost, the University Assessment Office, and the General Education Committee recognized that while curriculum embedded assessments of the General Education Program offer a useful analysis of the General Education Program at the *course and programmatic* level, they were insufficient methods of assessment for the program at the *institutional* level, i.e., they did not assess how students in the SWOSU General Education Program compare with peer students in General Education Programs at other college institutions. Such an assessment would require a nationally normed General Education Assessment testing tool.

The University Assessment Committee was charged with identifying just such kinds of national assessments. The challenge the committee faced was that many such General Education Assessments included material SWOSU students are not necessarily exposed to in the SWOSU GE Program (E.g., Calculus, Genetics, just to name two areas of such material)

The Chair of the General Education Committee serves ex-officio on the University Assessment Committee. That chair was asked by the University Assessment Committee to seek advice from the General Education Committee in identifying appropriate institutional measurements for the university's General Education Program.

In a recommendation that the General Education Chair refers to as "the Ramos Proposal" (in recognition of the GE Committee Member who made the proposal), the General Education Committee recommended by consensus to the Assessment Committee that SWOSU adopt nationally normed GE Assessment Exams suitable for a college junior regardless of the specific requirements of different university GE Programs around the country. For example, nationally normed exams in Reading Comprehension, Critical Thinking, and Problem Solving would all be types of exams that cover material that permeate General Education Programs, but do not assume more specific knowledge in particular General Education areas.

The Assessment Committee agreed with the recommendation of the General Education Committee and recommended to the Senior Vice President and Provost that a budget be created to enable SWOSU to offer such standardized assessments of General Education Knowledge. The Senior Vice President and Provost, too, agreed with this proposal, and since the fall semester of 2007, SWOSU juniors have been sitting for such exams administered under the auspices of the University Assessment Office

Over time, these new institutional assessments of the GE Program will provide SWOSU with *additional* insight into the quality, success, and direction of its General Education Program. At the same time, faculty in GE courses continue their curriculum embedded assessments so that SWOSU can continue to have a course and programmatic assessment of its General Education program that ensures its courses not only meet the mission of SWOSU's General Education Program, but can adjust as necessary to the changing interests and needs of Southwestern students.

All GE Assessments are available for public scrutiny.

Core Component 3b: The organization values and supports effective teaching.

The faculty at the GE level determines curricular content and strategies for instruction. Moreover, faculty members in the GE Program hold earned doctorates and masters degrees that qualify them to teach GE courses that are within their area(s) of interest and expertise. GE faculty members are also qualified to be nominated for both the annual Bernhardt Teaching Award and the Brandy Award.

Regarding improved pedagogies and enhanced learning: sections of Elementary Spanish I in Sayre take multi-cultural field trips to art and history museums. On the Weatherford campus, faculty teaching Elementary Spanish I often organize an international during Spring Break (e.g., Costa Rica). Art survey faculty also occasionally organize international trips during that same holiday period.

Many GE faculty members are also members of national professional groups tied to their fields of study.

Core Component 3c: The organization creates effective learning environments.

GE assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services. [See GE Exhibit 6, GE Codes & GE Exhibit 8, GE Assessment Matrices, 2004-2009 and GE Exhibit 9, GE Program Comments Exhibit.] Also, a variety of GE courses employ new technologies, be it PowerPoint or projected CD-Rom material or Desire 2 Learn. Finally, the chair of the GE Committee reviews the educational activities and strategies each semester, and the entire committee reviews them every five to six years.

Core Component 3d: The organization's learning resources support student learning and effective teaching.

Some of the GE courses take resource tours of the university library and at present research laboratories for GE courses can accommodate several hundred students each semester. In fact, new labs opened to students in the fall of 2009 in the Science Building. A new theater has also just been built. Several years ago, a Wellness Center was completed. In addition, the university regularly holds seminars for faculty on how to use Desire 2 Learn, Inter-Active Video, and Power Point, just to name a few of the newest learning resource tools.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

All graduates of SWOSU take 43-44 hours of GE courses. Some professional degrees require additional hours. A review of the current GE Program [**GE Exhibit 3**] will demonstrate the breadth of course work students receive at SWOSU. Moreover, the program is not only curricular, but does feature experiential offerings. To cite some examples: Students enrolled in Art Survey (and any other interested students) regularly embark on a spring break trip abroad that brings first hand experience of some of the greatest art in the world; Biological Concepts and its co-requisite lab affords student another opportunity to practice what they learn in lecture (the same applies to students enrolled in General Chemistry); Introduction to Public Speaking requires students to stand before their peers several times during the semester and address a variety of topics; Introduction to Sociology students, many of whom plan to be Criminal Justice majors, tour prison facilities throughout the state and several times each semester, and Astronomy students have night classes to observe the stars.

In addition, several GE classes at Sayre include a Service Learning Component that meets a course objective.

Thus, while an increasing number of SWOSU *majors* have expanded Service Learning opportunities, even students in GE programs *have access to both experiential coursework and a few Service-Learning opportunities.*

As noted earlier in **Core Component 1a**, the chair of the GE Committee reads GE assessment reports each semester to ensure that they support the mission and values of both the GE Mission Statement and the University's Mission Statement. Approximately once every five years, the entire committee reviews these matters.

A review of the Learner Outcomes in **GE Exhibit 6, GE Codes and GE Exhibit 8, GE Assessment Matrices, 2004-2009** will substantiate the breadth of

knowledge and skills that the GE Program contributes towards each student's capacity to exercise intellectual inquiry. The "Outcomes" portion of the GE Matrix features faculty comments regarding effective preparation for continued learning.

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Every 5-6 years, the GE Committee reviews those components of the GE Program that address the issue of students working in a global, diverse, and technological society. In particular, the committee ensures that the learner outcomes of Computer Information Access, Technology and Society, World Cultural Geography, World History, Foreign Language offerings, and Macroeconomics remain pertinent offerings.

Moreover, a review of the learner outcomes and their assessments will show that the GE Program contributes to the skills and professional competence essential for students to work in local, national, and global societies. [See **GE Exhibit 6, GE Codes and GE Exhibit 8, GE Assessment Matrices , 2004-2009.**] Learner outcomes in the GE Program also document that the program contributes the skills and knowledge students need to function in diverse local, national, and global societies. The required American Government class is very useful in this regard.

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Both the Sayre and Weatherford Campuses of Southwestern Oklahoma State University provide collaborative ventures in the GE Program with area high schools by admitting high school seniors to enroll in GE classes once those students have met certain requirements of their high schools.

Core Component 5d: Internal and external constituencies value the services the organization provides.

As noted in **Core Component 5c**, area high school students can earn college credit at SWOSU campuses. In addition, the General Education Instructors on the Sayre Campus offer an annual workshop for high school English teachers that is worth two faculty development points.

For comments on experiential course work and some Service Learning components in the GE Program, please see **Core Component 4b.**

EXHIBITS 1 (1990 GE Program), 2 (1994 GE Program), and 3 (2004 GE Program) follow respectively on the next three pages

General Education

General education at SWOSU emphasizes the learning of facts, values, understandings, skills, attitudes, and appreciations that are common to all students. This body of knowledge is the foundation of our civilization and from which any future progress must come.

The purpose of the general education program at SWOSU is to provide a viable body of knowledge that will enlarge the perspective of the student, regardless of the chosen specialty; provide an understanding of cultural heritage, and give the opportunity to develop pertinent skills, which will aid the student in later study and expression.

The general education program is comprised of five categories:

1. **Basic skills in communications.** This includes the ability to understand the ideas of others and to communicate one's ideas, and the ability to think logically, critically, and rationally.
2. **Knowledge of social and intellectual beings and their place in contemporary civilization.** This includes studies of behavioral aspects of man and society, past and present world cultures, current social issues and trends, the rights and responsibilities of citizens in a democratic society, and the ability to appreciate philosophical and ethical values.
3. **Appreciation of one's scientific heritage.** This requires a knowledge of the basic methodologies and phenomena of the natural sciences and of the impact of scientific discovery and the ensuing technology on society and individuals.
4. **Enhancement of one's awareness and perspective in creative arts and activities.**
5. **Development of attitudes and skills to add dignity, meaning, and practical knowledge to one's own personal life.** This includes personal, social and emotional adjustment and material aspects of healthful living, and the benefits of effective use of leisure time.

GENERAL EDUCATION PROGRAM

All students must complete a number of courses in General Education in order to obtain baccalaureate degrees from Oklahoma's state university system.

At Southwestern Oklahoma State University, because of differing curriculum and/or accreditation requirements, some schools and programs follow slightly different course sequences than the General Education requirement listed below (e.g. Pharmacy and Education).

The advisement of undergraduates at Southwestern Oklahoma State University is directed toward the fulfillment of course requirements for graduation at this institution. However, since not all Southwestern Oklahoma State University courses transfer to degree plans at other universities, students who plan to graduate from other schools should provide their SWOSU advisors the appropriate plans from the target schools. This will enable the advisors to more effectively advise the students while they are at Southwestern.

GENERAL EDUCATION (Required; Recommended)

REQUIREMENTS	32-35 hours
English	6
1113 & 1213 English Comp.	
Speech	2-3
1312 Basic Speech or 1063 Fund. of Speech.	
History and Social Sciences	9
1103 Am. Govt.; 1043 or 1053 Am. Hist.; 1003 Sociology; 1003, 1023 World History, 1103 Gen. Geog.; 2103 Phy. Geog.; 2003 Social Prob.; 2263 Intro. Macro Econ.; 2503 International Relations	
Health, Physical Education and Recreation	4
Activity courses and/or Marching Band (2 hr. max.)	
*Mathematics	3-5
1133 College Math; or any 5 hrs. of math. and/or computer science	
Biological Sciences	4
1004 Biol. Concepts, 1104 Intro. Botany, 1204 Intro. Zoology.	
Physical Science	4
1514 Concepts of Phys. Sci.; 1904 Astronomy; 1934 Phys. Genl.; 1004 Gen. Chem. or 1203 & 1252 Gen. Chem.; 1044 Basic Phys.; 1054 or 1064 Gen. Phys.; or 2103 & 2114 Gen. Phys. I & II.	
ELECTIVES	15-16 hours
(Complete 3 areas; at least one area from music, art, literature, or humanities)	
*Music	5
1012 Intro. to Music; 1112 Fund. of Music, 3353 or 3403 Hist. of Music, 2332 History of Jazz, Applied Music (private/class lessons) or Ensembles	
*Art	5
1163 Drawing, 1182 Elements of Art, 1113 Fund. of Art 2212 Art Apprec., 3613 or 3653 Hist. of Art.	
*Literature	5
1122 Intro. to Fiction, 1142 Intro. to Poetry, 1263 Intro. to Theatre, any GfL Lit. courses.	
*Humanities	6
(one course each in music, art, and literature) 1012 Intro. to Music I, 1182 Elements of Art or 2212 Art Appreciation. Any literature course listed in section above.	
Behavioral Science and Philosophy	5
1332 Mental Health, 1352 Family, 2202 Drugs in Society, 1453 Intro. to Philosophy, 2413 Gen. Psych.	
Foreign Languages	5
*Practical Arts	5
1072 Intro. Electronics, 1103 Intro. to Technology, 1113 Clothing, 1153 Nutrition or 3392 Nutrition for Children, 1203 Engineering Drafting, 1313 Wood Materials and Processes, 1513 General Metals Processes, 1613 Power Systems, 1733 Arts and Crafts, 1813 AC/DC Circuits, 2113 News Reporting I, 2173 Bus. Math/Office Machines, 2192 Keyboarding Fundamentals, 2212 Use of Books and Libraries, 2213 Accounting I, 2213 Housing & Interior Design, 2333 Personal Finance, 2442 Medical Terminology or 3012 Biological Terminology, 2493 Using Microcomputers, 2543 Welding Proc. & Metallurgy, 3123 Business Law I, Beginning course in any programming language.	

*NO COURSE MAY COUNT IN MORE THAN ONE AREA. A MAXIMUM OF 5 HOURS IN COMPUTER SCIENCE MAY BE COUNTED.

33
10
51
103
1104
109

GE EXHIBIT 2: GE PROGRAM, 1994-2004

REQUIRED HOURS.....48-49

Communication.....8

 ENGL 1113 English Composition I

 ENGL 1213 English Composition II

 SPCH 1312 Basic Speech

Mathematics.....3

 MATH 1143 Math Concepts

 MATH 1613 College Algebra OR a higher

 Numbered Math course

Computer Applications/Technology.....2

 COMSC 1022 Computers & Information Access

 TECH 1122 Technology & Society

Economics.....3

ECONO 1113 Contemporary Economics

Health & Physical Education.....3

HPER 1133 Wellness Concepts & Exercise Applications

Natural Sciences.....8

 BIOL 1004 Biological Concepts (required)

 SCI 1514 Concepts of Physical Science

 SCI 1614 Science and the Environment

 ASTRO 1904 Astronomy

 GEOL 1934 Physical Geology

Fine Arts & Humanities.....6

 ART 1222 Art Survey

 LIT 2412 Introduction to Literature

 MUSIC 1012 Introduction to Music I

 PHILO 1452 Introduction to Philosophy

U.S. History & Government.....6

 HIST 1063 U.S. History

 POLSC 1103 American Government & Politics

International & Cultural Studies.....6-7

- HIST 1033 World History (required)
- GEOG 1103 World Cultural Geography
- POLSC 1153 World Relations & Politics
- Foreign Language --- 4 hours of a foreign language including a lab (Spanish, German, Latin)

Behavioral/Social Sciences.....3

- PSYCH 1003 General Psychology
- SOCIO 1003 Introduction to Sociology

GE EXHIBIT 3: Southwestern Oklahoma State University Undergraduate Catalog 2009-2010 **GENERAL EDUCATION**

General Education at Southwestern Oklahoma State University emphasizes the learning of facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful to all students because of their involvement as human beings and citizens preparing for the future. The General Education program incorporates the following outcomes:

- Basic skills in communication and mathematics—these include the ability to understand the ideas of others; to communicate one’s ideas through writing, speech, and symbols; to understand mathematics concepts, principles, symbols, and logic; to think logically, critically, and creatively; and to use computers and other information technologies.
- Appreciation of our scientific heritage—this includes an understanding of the basic laws and concepts of science; a knowledge of the basic methodologies and phenomena of natural science; and the impact of scientific discovery and the ensuing technology on society.
- Appreciation of the fine arts—this includes knowledge of important individuals and some of their works and an appreciation of aesthetic, technical, symbolic, and historic effects of the fine arts.
- Knowledge of social and intellectual beings and their institutions—this includes studies of behavioral aspects of individuals and society; past and present world cultures; current social issues and trends; the importance of health and wellness; the rights and responsibilities of citizens in a democratic society; an understanding of global, social, economic, political, and ecological interdependence; and an appreciation of cultural diversity.

GENERAL EDUCATION GUIDELINES

- All students must complete an approved General Education program in order to graduate from a college or university in the Oklahoma State System of Higher Education. At Southwestern Oklahoma State University, because of differing curriculum and/or accreditation requirements, some degree programs follow slightly different course sequences than the General Education requirements listed on this page. **The specific General Education requirements approved for each degree program are listed with the academic requirements.**
- Students entering Southwestern must meet General Education requirements listed in the current catalog for graduation. (For certification and license requirements, refer to specific programs.)
- Courses satisfying General Education course requirements cannot be used to satisfy requirements in the major, major/minor, and/or minor.
- Some General Education course requirements may be met via CLEP, APP, and other advanced standing tests.
- A maximum of 10 credit hours of General Education credit may be substituted through alternative courses. Any substitution of alternative courses must address all General Education outcomes indicated for the General Education course for which the substitution is requested. All alternative courses must be

approved by the appropriate academic departments for course content equivalency, the General Education Committee, and the Vice President for Student Affairs and Associate Provost.

- Mid-level assessment is accomplished within the General Education courses. Faculty use curriculum-embedded methods such as exams, papers, projects, etc. for improvement of instruction.

GENERAL EDUCATION

REQUIRED HOURS	43 - 44
Composition.....	6
ENGL 1113 English Composition I	
ENGL 1213 English Composition II	
Mathematics	3
MATH 1143 Math Concepts	
MATH 1513 College Algebra OR	
higher numbered math course	
Computer Applications	2
COMSC 1022 Computers & Information Access	
Natural Sciences.....	8
BIOL 1004 Biological Concepts (required)	
SCI 1514 Concepts of Physical Science	
ASTRO 1904 Astronomy	
GEOL 1934 Physical Geology	
CHEM 1004 General Chemistry OR	
higher numbered chemistry course	
Humanities & Fine Arts	6
ART 1223 Art Survey	
COMM 1313 Introduction to Public Speaking	
LIT 2413 Introduction to Literature	
MUSIC 1013 Introduction to Music I	
PHILO 1453 Introduction to Philosophy	
U.S. History & Government.....	6
POLSC 1103 American Government & Politics	
HIST 1063 U.S. History	
Economic & International Studies	6
HIST 1033 World History	
GEOG 1103 World Cultural Geography	
ECONO 2263 Intro to Macroeconomics	
OR ECONO 2363 Intro to Microeconomics	
Behavioral, Social, & Cultural Studies	6 - 7
PSYCH 1003 General Psychology	
SOCIO 1003 Introduction to Sociology	
---4 World Languages	
TECH 1223 Technology and Society	
1133 Wellness Concepts & Exercise Applications	

GE EXHIBIT 4, UNIVERSITY MISSION STATEMENT

Southwestern Oklahoma State University
Undergraduate Catalog 2009-2010

HISTORICAL BACKGROUND

Southwestern Oklahoma State University at Weatherford is located in Weatherford, 70 miles west of Oklahoma City. The University is authorized to offer curricula in arts and sciences, business, teacher education, and health sciences. A branch campus at Sayre is authorized to provide Associate of Science and Associate of Applied Science degrees in both general and specialized areas of study, as well as career and technical education.

The University was established by an act of the Oklahoma Territorial Legislature in 1901 as the Southwestern Normal School, authorized to offer two years of training for public school teachers. The first classes met in 1903. Initially, four years of preparatory work for precollege students were offered.

In 1920, the preparatory (academy) courses were eliminated and two additional years of college work in teacher training were added. The State Legislature approved a change of name to Southwestern State Teachers College. The first baccalaureate degrees were awarded in May 1921. Other changes in name and purposes occurred in 1939 when the institution was designated as Southwestern State College of Diversified Occupations, and in 1941, when it became Southwestern Institute of Technology. During this two-year period, the college added a school of pharmacy, degree work in the arts and sciences, and trade schools. In 1949, the Oklahoma State Legislature changed the name of the institution to Southwestern State College, and in 1974, to Southwestern Oklahoma State University, without altering its purposes and objectives. On July 1, 1987, Sayre Junior College was merged with Southwestern Oklahoma State University as a branch campus designated Southwestern Oklahoma State University at Sayre. Southwestern Oklahoma State University at Sayre was founded as Sayre Junior College in 1938 under legislative authorization which permitted public high schools to add a 13th and 14th year of study to their curricula. Nineteen public schools took this step. In 1940, the college name was changed to Oklahoma Western Junior College; however, the original name was soon adopted again, and in May 1940, the first degrees were conferred. In 1956, Sayre Junior College moved to its present location on old Highway 66.

The merger with Southwestern Oklahoma State University marked the end of the Oklahoma community college system, since Sayre Junior College was the only such institution remaining of the original nineteen. The Sayre campus is located 60 miles west of the Weatherford campus on Interstate 40. It serves western Oklahoma and the Texas panhandle within a 60-mile radius of Sayre. It offers open admission to high school graduates as well as to students who do not hold a high school diploma.

Southwestern Oklahoma State University offers seven advanced degrees. The Master of Education degree was inaugurated in 1969. (The Master of Teaching Degree was offered during the period 1953-1969.) Graduate programs leading to the following degrees have been added since 1969: Master of Business Administration, 1977; Master of Music, 1981; a professional doctorate, the Doctor of Pharmacy (Pharm.D.), 1998; Master of Science in School Psychology, 2005; Master of Science in Management, 2008; and a Master of Science in Community Counseling, 2009.

MISSION AND PURPOSES

Southwestern Oklahoma State University is one of twenty-five institutions in the Oklahoma State System of Higher Education (Oklahoma Constitution, Article XIII-A, Section 1). The Oklahoma State Regents for Higher Education is the legal structure for public education at the collegiate level and is the coordinating board of all state institutions for higher education. Southwestern is one of six state supported regional universities governed by the Regional University System of Oklahoma. Southwestern Oklahoma State University provides access to higher education for all individuals without discrimination on the basis of race, national origin, gender, or disability status.

The mission of Southwestern Oklahoma State University is to provide educational opportunities in higher education that meet the needs of the state and region; contribute to the educational, economic, and cultural environment; and support scholarly activity. Major areas of study on the Weatherford campus, associate degree programs on the Sayre campus, the general education curriculum, and participation in student activities/organizations provide opportunities for students to obtain skills, knowledge, and cultural appreciation that lead to productive lives and

effective citizenship.

The mission and the purposes of the University are accomplished through the following:

Ensuring quality education, the University recruits qualified faculty without regard to national origin, race, gender, disability, age or religion. Faculty growth opportunities are provided through an organized faculty development program. Excellence in teaching, scholarship, and service are encouraged and recognized. An organizational and intellectual environment is provided that insures freedom of individual expression and inquiry, provides representative governance for all members of the University community, and promotes student/faculty interaction. An assessment program provides the basis for continuous evaluation and program improvement.

Meeting its commitment to student development, the University recruits qualified students without regard to national origin, race, gender, disability, age, or religion and provides a community that encourages participation in intellectual and physical activities and leadership development. A curriculum is provided that develops communication and analytical skills; a comprehension of the arts, humanities, and cultural diversity; and knowledge of the scientific/technological world and of our historical heritage. Student orientation, advisement, enrichment, and participation in organizations and activities contribute to student growth and development.

Fulfilling its role as a cultural and educational resource for western Oklahoma, the University provides distance learning opportunities, continuing education associated with career enhancement, personal development, and cultural growth. Performances, exhibitions, and research that enhance knowledge and enrich society are supported and services to communities are provided through

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Southwestern Oklahoma State University at Sayre enables the university to focus its mission to provide lower division programs and educational opportunities in higher education.

The following institutional functions have been approved by the Oklahoma State Regents for Higher Education, and are considered essential components of the mission on the Sayre campus:

To provide a lower division program of higher education for traditional and non-traditional students in Western Oklahoma and the Texas Panhandle.

To provide a general education that enables students to become informed responsible citizens.

To provide programs of education in the liberal arts and sciences leading to the Associate in Science degree through campus-based and distance learning.

To provide career and technical programs to enable students to seek employment in various job fields, with completion of such programs culminating in the awarding of the Associate in Applied Science degree or an appropriate certificate.

To provide transfer programs, which include liberal arts, sciences, and pre-professional subjects, thus enabling students to pursue completion of baccalaureate or professional degrees at four-year colleges and universities.

To provide courses, services, and programs in remedial education for individuals who require such assistance in order to function effectively at the collegiate level.

To provide guidance services and a program of student activities for the promotion of personal development and effective citizenship.

The University's academic organization includes colleges of Arts and Sciences, Associate and Applied Programs-Sayre Campus, Pharmacy, and Professional and Graduate Studies. Each of these entities and their subdivisions establish specific objectives that contribute to the achievement of University objectives.

DEGREES GRANTED

Southwestern Oklahoma State University is authorized to grant the following degrees:

Associate in Applied Science
Associate in Science
Bachelor of Arts
Bachelor of Arts in Education
Bachelor of Business Administration
Bachelor of Fine Arts
Bachelor of Music
Bachelor of Music Education
Bachelor of Science
Bachelor of Science in Education
Bachelor of Science in Nursing
Bachelor of Social Work
Master of Business Administration
Master of Education
Master of Music
Master of Science
Doctor of Pharmacy

GE EXHIBIT 5, GENERAL EDUCATION MISSION STATEMENT

General Education at Southwestern Oklahoma State University emphasizes the learning of facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful to all students because of their involvement as human beings and citizens preparing for the future. The General Education program incorporates the following outcomes:

- Basic skills in communication and mathematics—these include the ability to understand the ideas of others; to communicate one’s ideas through writing, speech, and symbols; to understand mathematics concepts, principles, symbols, and logic; to think logically, critically, and creatively; and to use computers and other information technologies.
- Appreciation of our scientific heritage—this includes an understanding of the basic laws and concepts of science; a knowledge of the basic methodologies and phenomena of natural science; and the impact of scientific discovery and the

ensuing technology on society.

- Appreciation of the fine arts—this includes knowledge of important individuals and some of their works and an appreciation of aesthetic, technical, symbolic, and historic effects of the fine arts.

- Knowledge of social and intellectual beings and their institutions—this includes studies of behavioral aspects of individuals and society; past and present world cultures; current social issues and trends; the importance of health and wellness; the rights and responsibilities of citizens in a democratic society; an understanding of global, social, economic, political, and ecological interdependence; and an appreciation of cultural diversity.

GENERAL EDUCATION GUIDELINES

- All students must complete an approved General Education program in order to graduate from a college or university in the Oklahoma State System of Higher Education. At Southwestern Oklahoma State University, because of differing curriculum and/or accreditation requirements, some degree programs follow slightly different course sequences than the General Education requirements listed on this page. The specific General Education requirements approved for each degree program are listed with the academic requirements.
- Students entering Southwestern must meet General Education requirements listed in the current catalog for graduation. (For certification and license requirements, refer to specific programs.)
- Courses satisfying General Education course requirements cannot be used to satisfy requirements in the major, major/minor, and/or minor.
- Some General Education course requirements may be met via CLEP, APP, and other advanced standing tests.
- A maximum of 10 credit hours of General Education credit may be substituted through alternative courses. Any substitution of alternative courses must address all General Education outcomes indicated for the General Education course for which the substitution is requested. All alternative courses must be approved by the appropriate academic departments for course content equivalency, the General Education Committee, and the Vice President for Student

- Affairs and Associate Provost.
- Mid-level assessment is accomplished within the General Education courses. Faculty use curriculum-embedded methods such as exams, papers, projects, etc. for improvement of instruction.

GENERAL EDUCATION

REQUIRED HOURS	43 - 44
Composition	6
ENGL 1113 English Composition I	
ENGL 1213 English Composition II	
Mathematics	3
MATH 1143 Math Concepts	
MATH 1513 College Algebra OR higher numbered math course	
Computer Applications	2
COMSC 1022 Computers & Information Access	
Natural Sciences	8
BIOL 1004 Biological Concepts (required)	
SCI 1514 Concepts of Physical Science	
ASTRO 1904 Astronomy	
GEOL 1934 Physical Geology	
CHEM 1004 General Chemistry OR higher numbered chemistry course	
Humanities & Fine Arts	6
ART 1223 Art Survey	
COMM 1313 Introduction to Public Speaking	
LIT 2413 Introduction to Literature	
MUSIC 1013 Introduction to Music I	
PHILO 1453 Introduction to Philosophy	
U.S. History & Government	6
POLSC 1103 American Government & Politics	
HIST 1063 U.S. History	
Economic & International Studies	6
HIST 1033 World History	
GEOG 1103 World Cultural Geography	

ECONO 2263 Intro to Macroeconomics
OR ECONO 2363 Intro to Microeconomics
Behavioral, Social, & Cultural Studies 6 - 7
PSYCH 1003 General Psychology
SOCIO 1003 Introduction to Sociology
 4 World Languages

TECH 1223 Technology and Society
KINES 1133 Wellness Concepts & Exercise Applications

**GE EXHIBIT 6, SCHEDULE OF GENERAL EDUCATION ASSESSMENT CODES
FOR READING THE GE MATRIX PRECEDED BY SCHEDULE OF
SUBMISSION OF GENERAL EDUCATION ASSESSMENT REPORTS TO THE
GE CHAIR**



Southwestern Oklahoma State University

The General Education Committee

Established Two-Year Rotation for the Submission of General Education
Assessment Reports

At the close of the Fall Semesters of 2004, 2006, 2008, and 2010, the
following General Education courses are to submit General Education
Assessment Reports to the Chair of the General Education Committee:

ENGL 1113: English Composition I
ENGL 1213: English Composition II
MATH 1143: Math Concepts
MATH 1613: College Algebra
COMSC 1022: Computer & Information Access
TECH 1122: Technology & Society

At the close of the Spring Semesters of 2005, 2007, and 2009, the following
General Education courses are to submit General Education Assessment
Reports to the Chair of the General Education Committee:

BIOL 1004: Biological Concepts
PHYS 1514: Concepts of Physical Science
ASTRO 1904: Astronomy
GEOL 1934: Physical Geology
CHEM 1004: General Chemistry
KINES 1133: Wellness Concepts & Exercise Concepts

At the close of the Fall Semesters of 2005, 2007, and 2009, the following General Education courses are to submit General Education Assessment Reports to the Chair of the General Education Committee:

ART 1223: Art Survey
LIT 2413: Intro to Literature
MUSIC 1013: Intro to Music I
PHIL 1453: Intro to Philosophy
COMM 1313: Intro to Public Speaking
PSYCH 1003: General Psychology
SOC 1003: Introduction to Sociology

At the close of the Spring Semesters of 2006, 2008, and 2010, the following General Education courses are to submit General Education Assessment Reports to the Chair of the General Education Committee:

POLSC 1103: American Government & Politics
HIST 1063: United States History
HIST 1033: World History
GEOG 1103: World Cultural Geography
---4: Introductory Semester to a World Language
ECONO 2263: Intro to Macroeconomics
ECONO 2363: Intro to Microeconomics

GE LEARNER OUTCOME CODES

<u>GELO</u>	<u>GE MISSION STATEMENT</u>
1	1.1 Utilize basic skills in written and oral communications
2	1.2 Understanding of mathematical concepts, principles, symbols, and logic
3	1.3 Develop skills in problem solving, to think logically, critically, and creatively
4	1.4 Effectively use computers and other information technologies
5	2.1 Understanding of the basic laws and concepts of science
6	2.2 Knowledge of the basic methodologies and phenomena of natural science
7	2.3 Understanding of scientific method and the impact of science discovery
8	2.4 (The impact of scientific discovery and) Understanding of ensuing technology on society
9	3.1 Knowledge of important individuals and some of their works (art, literature, music, and philosophy)
10	3.2 Appreciation of aesthetic, technical, symbols, and historic aspects of the fine arts
11	4.1 Knowledge of behavioral aspects of individuals and society
12	4.2 Knowledge of past and present world cultures
13	4.3 Knowledge of current social issues and trends
14	4.4 Understanding importance of health and wellness
15	4.5 Understanding of constitutional rights and civic responsibilities of citizens in a democratic society
16	4.6 Understanding of American and global, social, economic, political, and ecological interdependence
17	4.7 Appreciation of cultural diversity



Southwestern Oklahoma State University
The General Education Committee

The General Education Assessment Methods Codes for Curriculum Embedded Learner Outcomes as Part of Southwestern's Self Study for the 2010 HLC Visitation

1. Objective Exams: multiple choice, true/false, matching columns.
2. Essay Exams: constructed responses, discussion questions.
3. Quizzes.
4. In - Class Assignments.
5. Out - of - Class Assignments.
6. Quantitative problems.
7. Defense of Stated Position - Written/Oral
8. Oral reports, speeches, presentations.
9. Essays.
10. Sketching items.
11. Research Papers.
12. Laboratory Activities and Reports.

The General Education Quantitative Data Codes for Curriculum Embedded Learner Outcomes as Part of Southwestern's 2010 Self Study for the HLC

Accreditation Visit

1. Percent of students giving correct response to common test items.
2. Item analysis and discrimination index.
3. Percent of students passing stated learner outcome.
4. Percent of students failing stated learner outcome.
5. Range of scores reported.



The General Education Data Use Codes for Curriculum Embedded Learner Outcomes as Part of Southwestern's Self Study for the 2010 HLC Visitation

1. Data suggests maintain current process.
2. Data indicates changes need to be made.
3. Data suggests or identifies specific change.
4. Data reports results of change.

**FOR GE EXHIBIT 7, AGENDAS, MINUTES, AND STATEMENTS FROM THE
GE COMMITTEE:**

<http://faculty.swosu.edu/john.hayden/>

Next, click “Shared Files”

Then click “GE Exhibit 7 – HLC”

Finally, click the bottom link in that index.

“Voila!”

FOR GE EXHIBIT 8, GE ASSESSMENT MATRICES, 2004-2009

<http://faculty.swosu.edu/john.hayden/>

Next, click “Shared Files”

Then click “GE Exhibit 8, Assessment Matrices”

Finally, select by semester from the addresses preceded by five digit numbers on the bottom half of the page.

“Voila!”

NB: Since GE Assessment Reports were submitted to the GE Chair on two year cycles, looking at F04, F06, F08, F10 together; SP05, SP07, SP 09 together; F05, F07, F09 together; and SP06, SP08 together could be useful.

NB: If you print any single semester report of General Education Assessment Martrices, instruct your Print Command to limit the printing to pages 1-4. (Otherwise, five additional blank matrix pages will print.)

GE EXHIBIT 9, COMMENTS ON THE GE PROGRAM FROM THE COMMITTEE CHAIR

COMMUNICATION

ENGL 1113	ENGLISH COMPOSITION I
ENGL I213	ENGLISH COMPOSITION II

Since 2004, the English faculty has worked to expand curriculum embedded assessments. In addition, adjunct faculty has become a part of the assessment process. Outcome #3 has been revised. Beginning in the Fall of 2008, “norming sessions” have been convened and the faculty continues to work on a common rubric.

MATHEMATICS

MATH 1143	Math Concepts
MATH 1513	College Algebra

In College Algebra, on-line tests have been introduced. Math faculty concludes that Methods for problem solving still need work.

COMPUTER APPLICATIONS

COMSC 1022	Computer & Information Access
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The Computer Science faculty concludes that PowerPoint remains the major area where significant improvement needs to be done.

NATURAL SCIENCES

BIOL 1004	Biological Concepts
SCI 1514	Concepts of Physical Science
ASTRO 1904	Astronomy
GEOL 1934	Physical Geology
CHEM 1004	General Chemistry

Biology has been working with a detailed list of outcomes for some time. Biology produces some of the most concrete assessments. In Concepts of Physical Science, the math component is a problem. The faculty is unsure

how to address this problem. Physical Geology is comfortable with assessment results. It should be noted that this class is not offered regularly. General Chemistry cites student problems with the predictive aspects of the periodic table.

HUMANITIES AND FINE ARTS

ART 1223	Art Survey
LIT 2413	Introduction to Literature
MUSIC 1013	Introduction to Music I
PHILO 1453	Introduction to Philosophy
COMM 1313	Introduction to Public Speaking

Art Survey and Introduction to Music faculties consider their outcomes appropriate. Introduction to Philosophy seeks greater emphasis on Descartes and is concerned how to assess logic appropriately. The faculty of Introduction to Literature is concerned that students continue to have difficulty with terminology and technical terms. The introduction of LCD Projectors in the classroom has helped students in Introduction to Public Speaking.

U.S. HISTORY & GOVERNMENT

HIST 1063	United States History
POLSC 1103	American Government & Politics

In United States History, the continued weakness of students relates to social and cultural history. The faculty plans to introduce more essays. American Government & Politics are appropriate.

INTERNATIONAL & ECONOMIC STUDIES

HIST 1033	World History
GEOG 1103	World Cultural Geography
ECONO2263	Introduction to Macroeconomics
OR ECONO 2363	Introduction to Microeconomics

All sections of World History are assessed via writing assignments and short projects. Main challenge: students perform weakest regarding historiography. The Economics faculty considers its outcomes appropriate, as did the Geography faculty. The Geography faculty has been replaced and the new staff will very likely write new outcomes.

BEHAVIORAL, SOCIAL, AND CULTURAL STUDIES

PSYCH 1003	General Psychology
SOCIO 1003	Introduction to Sociology
SPAN 1054	Elementary Spanish I
TECH 1223	Technology & Society
HPER 1133	Wellness Concepts & Exercise Applications

General Psychology seeks to expand embedded outcomes. Introduction to Sociology faculty expresses concern that students are weak in methodology and critical thinking. The faculty of Elementary Spanish I finds its outcomes to be appropriate. The faculty for Technology & Society reports that the students have difficulty distinguishing science from technology, but that students can use technology to solve some technological problems. The reports from the Kinesiology faculty regarding the Wellness course stress the need to educate students more on how to apply problem solving skills towards developing healthy lifestyles and making positive wellness decisions.

NOTES

Introduction to Sociology developed new outcomes for the 2004 – Present GE Program. Serious staffing challenges since that time have meant that only one assessment report has been submitted for this Self-Study. The GE chair is certain that future reports will be timely. Also: the GE chair has misplaced reports for Astronomy.

