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## General Education objectives approval email

Southwestern Oklahoma State University

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# HLC Accreditation Evidence Document

**Title:**

**Source:**

**Summary:**



**From:** [Pagliasotti, Bo](#)  
**To:** [Davies, Elaine](#); [McKee, Holly](#)  
**Cc:** [Klein, Ed](#); [Bruce, Becky](#); [Ramos, Les](#); [Swartwood, Bill](#); [Chen, Yu-Ling](#); [South, James](#); [Kendall, Joel](#)  
**Subject:** RE: clarification of GE goals  
**Date:** Wednesday, July 3, 2019 11:19:50 AM  
**Attachments:** [image003.png](#)

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That is a positive vote from everyone we have heard from and with only one member yet to respond, I feel confident in passing this through for publication as-is. Dr. South, please include this in this year's catalog. Thank you to Dr. South, Dr. Bruce, and Dr. Kendall for the written product and to everyone for the quick vote. I hope you enjoy the rest of your Summer.

## **Bo Pagliasotti**

***Chair, Department of Kinesiology,***

***Faculty Athletic Representative,***

***School of Behavioral Sciences and Education***

***Southwestern Oklahoma State University***  
***100 Campus Drive - Weatherford, OK 73096***  
***KINES-Ph: 580-774-7089 - Fx: 580-774-7059***

***"Knowing is not enough; we must apply."***



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**From:** Davies, Elaine  
**Sent:** Tuesday, July 02, 2019 9:01 PM  
**To:** McKee, Holly <holly.mckee@swosu.edu>  
**Cc:** Pagliasotti, Bo <bo.pagliasotti@swosu.edu>; Klein, Ed <ed.klein@swosu.edu>; Bruce, Becky <becky.bruce@swosu.edu>; Ramos, Les <les.ramos@swosu.edu>; Swartwood, Bill <bill.swartwood@swosu.edu>; Chen, Yu-Ling <yu-ling.chen@swosu.edu>; South, James <james.south@swosu.edu>; Kendall, Joel <joel.kendall@swosu.edu>  
**Subject:** Re: clarification of GE goals

I agree with everyone. This looks fantastic.

I vote yes.

Elaine

Elaine L. Davies, Ph. D.  
Assistant Professor  
Department of Art, Communication, & Theatre  
Southwestern Oklahoma State University

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On Jul 2, 2019, at 11:06 AM, McKee, Holly <[holly.mckee@swosu.edu](mailto:holly.mckee@swosu.edu)> wrote:

This looks great. I vote yes.

Holly McKee

On Jul 1, 2019, at 4:44 PM, Pagliasotti, Bo <[bo.pagliasotti@swosu.edu](mailto:bo.pagliasotti@swosu.edu)> wrote:

GE Committee,

This is a copy of the document Becky, Joel and James created in response to perceived need for clarity of our current GE goals. If accepted as-is by this committee, it will be included in this year's catalog publication. I would like for us to provide Dr. South with a concrete yes/no by the July 4<sup>th</sup> holiday. I do not believe we need to meet in person to vote this in, but we do need to vote. Please respond to all with a vote of Yes-you wish to accept as-is and believe it should be included in the catalog or No-you believe we need more time to evaluate or you have suggestions for changes.

I vote yes as I believe it addresses every need we discussed at the last meeting and I appreciate the clear concise message it gives.

**[Bo Pagliasotti](#)**

***Chair, Department of Kinesiology,***

***Faculty Athletic Representative,***

***School of Behavioral Sciences and Education***

**[Southwestern Oklahoma State University](#)**

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<image002.png>

<SWOSU GE Objectives 2019.docx>

# SWOSU GE Objectives (2019 Revision)

The SWOSU General Education Curriculum will prepare students for the challenges and opportunities of life beyond the university experience. Graduates should leave SWOSU with a broad knowledge of the social and natural world, a keen sense of self, an awareness of their membership in a global society, and an understanding of what it means to be thoughtful and responsible citizens.

SWOSU graduates will need to rely on their abilities to think critically, creatively, and independently. They will need to adapt, to recognize opportunities, and to engage with the world around them. Empowered citizens must challenge preconceptions, assess the validity of evidence, ask thoughtful questions, and propose defensible answers. The SWOSU General Education Curriculum is our commitment to nurturing these skills, capabilities, and habits.

## **Goal One - Communication and Computer Literacy**

*Rationale: Because effective communication is fundamental to academic and career success, students must develop exemplary oral, written, and electronic communication skills.*

- a) Communicate effectively in written and electronic formats for a variety of audiences, using appropriate grammar and clear and cohesive thought.
- b) Communicate through presentation for a variety of audiences, demonstrating clear and cohesive thought.
- c) Demonstrate ability to use computers and information technologies for information inquiry and complex problem solving.

## **Goal Two - Scientific and Quantitative Reasoning**

*Rationale: Responsible citizens need to evaluate information in order to make decisions and describe relationships using logical reasoning based on observed, intuitive, scientific, theoretical, and other forms of data.*

- a) Understand and describe the importance of logical and empirical methods to draw conclusions.
- b) Learn and apply basic laws, methods, and concepts of the sciences to solve issues encountered by society.
- c) Analyze scientific discoveries and the advancement of technology with respect to its impact on social change.
- d) Solve real-world problems by applying appropriate strategies and the use of logical reasoning.

## **Goal Three - Aesthetic Experience, History, and Humanities**

*Rationale: Students should be able to observe and reflect on cultural works, make connections between the present and the past, and sharpen their ability to make sense of the world around them.*

- a) Explain and evaluate the social impact of important landmark contributions and creative works.
- b) Analyze the relationship of important historical movements in the arts and humanities and compare the similarities in those movements across the various arts and humanities.
- c) Explore ways in which individuals, groups, institutions, governments and/or societies behave and influence one another.
- d) Understand how past events and actions have influenced or affected current events, scholarly knowledge, and societies.
- e) Analyze key historical events and their impact on social, cultural, and global change.

#### **Goal Four - Social Groups, Social Issues, Cultures, and Globalization**

*Rationale: Educated citizens should be able to discern and reflect upon the broader impact of their individual actions.*

- a) Think critically about issues such as globalization, sustainability, multiculturalism, political and governmental context, privilege, difference/similarity, prejudice and discrimination within a global context.
- b) Apply social/cultural theories and perspectives to past and present societies and their impact on real-life circumstances.
- c) Display knowledge and understanding of international interaction and strategies to enhance global integration.
- d) Exhibit knowledge of a variety of cultures, including both majority and non-majority groups, and their interconnectedness within U.S. and global society.

#### **Goal Five - Intellectual and Professional Aptitudes**

*Rationale: Students should master professional skills, the single most important aspect of employability and productivity.*

- a) Critical Thinking: Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings.
- b) Creativity: Develop and design an authentic project or creative works related to academic content.
- c) Collaboration: Collectively engage in activities and contribute information and resources to accomplish group goals.
- d) Community Connection: Participate in community service, and through self-reflection and investigation identify solutions to problems experienced by the service site.
- e) Communication: Explain views in written or electronic formats or through presentations that clearly articulate the intended meaning.
- f) Relevance: Understand the importance of a liberal arts education in the modern world.