

FHSU General Education Committee

Minutes

Meeting Called by

Bradley Will, Chair

Date: Thursday August 22, 2019

Time: 3:30-5:00

Location: Rarick Hall 113

Members

Douglas Drabkin (AHSS)

Marcella Marez (AHSS)

Jessica Heronemus (BE)

David Schmidt (BE)

Sarah Broman (Ed)

Deana Zerr (Ed)

Trey Hill (HBS)

Glen McNeil (HBS)

Joe Chretien (STM)

Lanee Young (STM)

Robyn Hartman (Lib)

Helen Miles (Senate)

Michael Musgrove (SGA)

Cheryl Duffy (Goss Engl)

Tanya Smith (Grad Sch)

3:31 (3 minute) All members were present with the exception of Chretien and Zerr. Kevin Splichal, president of faculty senate (and recent member of our committee) was present as a guest. Determined that a quorum was met. Brief introductions for the new people serving on the committee, Lanee Young and Michael Musgrove.

3:34 (4 minutes) The committee considered a minor amendment to the current general education program: to add three courses, MATH 130 Pre-Calculus Mathematics, MATH 234 Analytic Geometry and Calculus I, and MATH 331 Calculus Methods as options in addition to MATH 101 Liberal Arts Mathematics and MATH 110 College Algebra for satisfying the 3-hour math requirement under section I-A, Foundation Studies: Analysis and Communication. The point of the amendment would be to make explicit what is already being accepted by the university. The proposal was put to a vote and approved unanimously.

3:38 (61 minutes) The bulk of the meeting was given over to considering what to do in light of the faculty senate having tabled the FHSU CORE policies and procedures presented to them last May. Should the document be streamlined to remove potentially controversial parts (e.g., the list of courses that have already been identified for satisfying some of the outcome sets)? Should the policies be separated from the definitions and procedures, either with blue ink or in a separate document, to help the senate focus on what needs to be approved as soon as possible? Beyond these considerations, should it be recommended that aligning existing general education courses be considered "minor course changes," allowing for an expedited path to approval? In the end, the committee voted unanimously to send the document to senate with no words changed but with the policies sections of the document colored blue, and to ask the

senate to vote on those sections. Splichal suggested that it will in all likelihood be sent to the academic affairs committee in September for consideration there before it comes to the senate for a vote, probably in October. Chair will also provide this year's senate with a condensation of the CORE objectives and outcomes approved by last year's senate in December 2018. See appendix below for both documents: the objectives and outcomes approved in December 2018, and the policies and procedures tabled in May 2019.

4:40 The meeting ended. The committee will next meet at 3:30 PM on Thursday August 29 in Rarick 113.

Submitted by D. Drabkin, Recording Secretary



Appendix:

**FHSU CORE:
Common Outcomes for Relevant Education
Approved by Faculty Senate (Parts Marked in Blue) 3 December 2018**

TENTATIVE CREDIT-HOUR OVERVIEW

Goal 1: Core Skills

Objective 1.1: Written and Oral Communication		
1.1-A: Written Communication	ENG 101 and ENG 102 and Senior-level course in major.*	3 CH 3 CH
1.1-B: Oral Communication	COMM 100	3 CH
Objective 1.2: Quantitative Literacy	MATH 101 or MATH 110 or MATH 234 or MATH 331	3 CH
Objective 1.3: Computing Literacy	INF 101	3 CH
Objective 1.4: Information Literacy	Sophomore- or Junior-level course in major.*	
Objective 1.5: Critical Thinking	PHIL 10x and Senior-level course in major (likely same course as 1.1-A above).*	3 CH

Total 18 CH

Goal 2: Broad and Integrative Knowledge

Objective 2.1: Knowledge of the Liberal Arts		
2.1-A: Aesthetic Mode of Inquiry	One course of student's choice from approved list.	3 CH
2.1-B: Historical Mode of Inquiry	One course of student's choice from approved list.	3 CH
2.1-C: Mathematical Mode of Inquiry	Requirement fulfilled by the same course the student chooses for Objective 1.2: Quantitative Literacy.	
2.1-D: Natural Scientific Mode of Inquiry	One course of student's choice from approved list.	3 CH
2.1-E: Philosophical Mode of Inquiry	One course of student's choice from approved list.	3 CH
2.1-F: Social Scientific Mode of Inquiry	One course of student's choice from approved list.	3 CH

Two Outcome sets from Goal 2 can be fulfilled by courses that also fulfill a Major requirement from the student's degree program, possibly reducing the total credit hours by 6.

Total 9–15 CH

Goal 3: Practical Applications

Objective 3.1: Health and Wealth		
3.1-A: Dimensions of Wellness	HHP 200	3 CH
3.1-B: Financial Health	FIN 205	3 CH
Objective 3.2 Intercultural Competence	One course of student's choice from approved list.	3 CH
Objective 3.3 Engaged Global Citizens	One course of student's choice from approved list.	3 CH

One Outcome set from Goal 3 can be fulfilled by a course that also fulfills Major requirements from the student's degree program, possibly reducing the total credit hours by 3.

Total 9–12 CH

Grand Total 36–45 CH

*Written Communication and Critical Thinking each have an outcome to be fulfilled at the Senior level and in the context of the student's major program. These outcomes would likely be fulfilled in one capstone course. If a major program lacks such a course, and the associated department prefers not to create such a course, the outcome will be fulfilled by a course from a different but associated discipline or by a non-discipline-specific writing and critical-thinking course offered under the UNIV designation.

Similarly, the Information Literacy outcomes are to be fulfilled at the Sophomore or Junior level, in the context of the specific Information Literacy needs of the student's major program. If a major program lacks such a course, and the associated department prefers not to create such a course, the outcome will be fulfilled by a course from a different but associated discipline or by a non-discipline-specific information-literacy course offered under the UNIV designation.

PREAMBLE

The current Fort Hays State University General Education Program was adopted by the FHSU Faculty Senate in 1992. The program has been reviewed and revised since then—most notably by a General Education Review Task force in 1998. Nevertheless, the General Education Program in place today is largely the same as when it was adopted more than a quarter century ago. The Goals, Objectives, and Outcomes below are the product of an ongoing, multiyear effort and represent the next step toward revising the FHSU General Education program.

Timeline

December 2018	Faculty Senate approves outcomes
December 2018	General Education Committee identifies groups of faculty members to develop outcome-assessment rubrics
February 2019	Faculty Senate approves policies and procedures for CORE Program implementation
Spring 2019	Faculty teams develop outcome-assessment rubrics
Spring 2019	Departments propose courses to fulfill Outcomes and meet CORE requirements
October 2019	course schedule is set for Fall 2020
Spring 2020	Advising sheet for CORE Program distributed to advisors
August 2020	FHSU CORE program launches; students enroll in classes

History of Process

In 2015, then President Mirta Martin reconstituted the General Education Committee as the Liberal Education Committee, charged with developing a new Liberal Education Program to replace the current General Education Program. The committee was chaired by Dr. Chapman Rackaway and began with a needs assessment that included numerous town-hall meetings and listening sessions, as well as an extensive survey of faculty needs and expectations.

In the fall of 2016, Dr. Shala Mills was appointed Director of Liberal Education and Chair of the Liberal Education Committee. The committee's work focused on using the information gathered from meetings and the survey to develop an appropriate set of Goals and Objectives for the new program.

In spring of 2017, under the direction of Dr. Cheryl Duffy, the Writing Across the Curriculum Subgroup developed measurable learning outcomes for the Written Communication segment of Objective 1.1 Written and Oral Communication. Notably, these outcomes specify a level of achievement appropriate for students earning Bachelor's Degrees and particularly indicating that upon graduation, the students' writing ability should be judged in terms of their disciplines and major programs. The WAC subgroup would go on to develop and pilot a writing assessment rubric suitable for use in courses across the University.

In the fall of 2017, Dr. Bradley Will was appointed Director of Liberal Education and Chair of the Liberal Education Committee. At this point, the committee shifted its focus to developing measurable learning outcomes for each of the Objectives identified for the program. A subgroup was identified for each Objective. A Liberal Education Committee member was appointed to meet with a small segment of each subgroup in order to draft measurable learning outcomes for the respective Objectives. Each draft set of measurable learning outcomes was approved by the Liberal Education Committee (with revisions as deemed necessary), and those draft outcomes were submitted to the subgroup and their response to the outcomes was solicited through an anonymous survey. The Liberal Education Committee carefully considered the survey responses, further revised the measurable learning outcomes where indicated, and finalized the measurable learning outcomes for each Objective. This process was concluded in September of 2018.

Additionally, in the fall of 2018, the committee voted to discard the "Liberal Education" designation and readopt the name and title General Education Committee and Director of General Education.

Scope

This revision of the General Education Program does not apply to the General Education Requirements specified by the Kansas Board of Regents Transfer Agreement and Articulation Guide, the General Education Requirements specified for

students earning a Bachelor of General Studies degree, or the General Education Requirements established for students earning Bachelor's degrees through International Partnership Programs.

Common Learning Outcomes

FHSU's regionally accrediting body is the Higher Learning Commission. With HLC's recent dissolution of the AQIP accreditation pathway, FHSU has moved to a ten-year Open Pathway. A key element of this accreditation (and the previous AQIP accreditation) requires that the University assess and document how well Common Learning Outcomes are achieved by students earning Bachelor's degrees.

The current General Education Program does not specify Common Learning Outcomes, and in fact, the current structure negates the possibility of establishing Common Learning Outcomes. For example, the current program requires that all students complete 9 credit hours of coursework from among a list of approved courses in Social and Behavioral Sciences. A student might fulfill this requirement by completing HIS 110 World Civilization to 1500, POLS 230 Introduction to International Relations, and ECON 202 Principles of Macroeconomics. Another student might fulfill this same requirement by completing IDS 350 Diversity in the US, SOC 388 Sociology of the Family in America, and POLS 101 American Government. A third student might fulfill the requirement with PSY 300 Abnormal Psychology, PSY 340 Social Psychology, and POLS 105 Current Political Issues. Though all three students have successfully fulfilled the Social and Behavioral Sciences distribution requirement, they have achieved no Common Learning Outcomes. At best the University can assure the Higher Learning Commission that all three have spent a considerable amount of time studying Social and Behavioral Sciences, but the University cannot identify a Common Learning Outcome that they have all achieved, making assessment of achievement of a Common Learning Outcome impossible. With this structure, the University cannot fulfill a key requirement set by its accrediting body.

To solve this problem, the FHSU CORE replaces the distribution requirements with 6 Modes of Inquiry (see Objective 2.1 Knowledge of the Liberal Arts, below). Two Modes of Inquiry are relevant to our example above: Social Scientific Mode of Inquiry and Historical Mode of Inquiry. The FHSU CORE will require every student to take a course that meets the 3 outcomes specified for the Social Scientific Mode of Inquiry and a course that meets the 3 outcomes specified for the Historical Mode of Inquiry. Assuming that the courses are slightly revised to specifically meet the required outcomes, a student might complete HIS 110 World Civilization to 1500 and POLS 230 Introduction to International Relations. Another Student might complete HIS 130 United States History to 1877 and SOC 388 Sociology of the Family in America. A third student might complete HIS 131 United States History since 1877 and PSY 300 Abnormal Psychology. Though all three of these students are still selecting from a broad array of possible courses, if each course meets the 3 measurable learning outcomes for its respective Mode of Inquiry, then the students will have all achieved Common Learning Outcomes as required by HLC. Further, because each of those learning outcomes is measurable, the professors teaching the courses will be able to report the level at which each student achieves each outcome, and the University will be able to assess and report levels of achievement to HLC, fulfilling a key requirement of accreditation.

Limitations of Kansas System-Wide Transfer and Transferability in General

The structure of the FHSU CORE program has been limited by the necessity of providing students efficient means to transfer both into and out of FHSU. A significant number of our students begin work at other institutions, such as community colleges, before transferring that work to FHSU in order to complete their Bachelor's Degree. Additionally, many students begin work at FHSU and later transfer to other four-year institutions to complete their degrees. In order for FHSU to viably continue to benefit from the robust economy of transferring credits, the FHSU CORE must remain similar enough to other General Education Programs to allow students to efficiently transfer both to and from our institution. The measurable learning outcomes below are, where appropriate, compatible with the learning outcomes specified by the Kansas Core Outcomes Project.

Discipline-Specific Achievement

Common Learning Outcomes indicate what students should be able to achieve upon graduation with a Bachelor's degree. Where outcomes such as those for writing and critical-thinking skills might be introduced in first-year classes

such as English Composition I and II and a Critical-Thinking course, students will fulfill the outcome at the appropriate level during their final year of study. The final outcome for Objective 1.1-A states that by graduation a student will “produce a discipline-specific document judged proficient according to a department-approved rubric in the student’s major.” Similarly, the final outcome for Objective 1.5 states that by graduation a student will “produce a written document on a difficult question involving the disciplinary content of the student’s major that subjects the student’s reasoning to sustained, intelligent criticism according to the standards of that discipline.” Therefore, the current working plan for attaining the writing and critical-thinking outcomes imagines fulfillment in a senior-level capstone class as part of the student’s major. The major-program capstone class will fulfill a general-education requirement. If programs elect to opt out of offering a capstone class to fulfill this requirement, the University will offer a general, non-major, senior-level class to ensure that students have the opportunity to fulfill the outcomes at the appropriate level.

Similarly, outcomes associated with Objective 1.4: Information Literacy specify that the student will meet discipline-specific standards, so these outcomes should also be achieved in a course within the student’s major program of study. However, these outcomes are associated with skills and abilities useful to students prior to graduation. Therefore, the major-program course that satisfies this requirement should be taken earlier in the student’s course of study, most likely during the sophomore or junior year.

Flexibility with Major Programs

The possibility—as indicated above—of a major-program course fulfilling a general-education requirement will extend beyond the capstone course and information literacy course. The current General Education Program stipulates that a course cannot fulfill both a requirement in the major program and a requirement for general education. The FHSU CORE will have no such stipulation. Courses required for major programs will also be able to fulfill CORE requirements. For example, a course such as ENG 307 Introduction to Literary Analysis and Theory, which is required of English majors, might also address the measurable learning outcomes for the Aesthetic Mode of Inquiry (Outcome set 2.1-A below), fulfilling the requirement for that Objective. The degree to which a program integrates major courses with general-education outcomes is subject to specific limitations. Goal 1 assumes that major courses will fulfill outcomes for information literacy and senior-level writing and senior-level critical thinking. The number of FHSU CORE objectives from Goal 2 that can be fulfilled through courses that also satisfy requirements from the student’s degree program is limited to 2 (6 credit hours), and the number from Goal 3 is limited to 1 (3 credit hours).

Outcomes Assessment Required

Faculty teaching courses that fulfill CORE requirements will be required to report the level at which each student achieves each of the outcomes. The outcomes for each Objective will be delineated on a simple four-column rubric, similar in structure to the rubric piloted by the Writing Across the Curriculum Subgroup. Faculty will not be required to use this rubric for grading. The CORE program does not have the authority to stipulate how faculty grade students. However, a student will be required to pass the associated course before they will be considered to have successfully achieved the measurable learning outcomes and fulfilled the CORE requirement.

Frequently Asked Questions

- **How will the transition period be handled? Will students be grandfathered?**

Yes. Students admitted prior to the Fall 2020 semester will be permitted to use the old (current) program. Conceivably, a student using the current program might benefit by changing to the FHSU CORE Program. At this time, a student would be permitted to elect to change to the FHSU CORE. This and other such policies have yet to be codified, and are not part of the current proposal of Goals, Objectives, and Outcomes.

- **How will courses currently in the General Education Program fit in the new FHSU CORE program?**

Some courses currently approved for fulfilling General Education Requirements will continue to do so with no change. Many courses will require only slight changes to add the new learning outcomes.

The document below indicates where many courses from the current program will likely fulfill requirements of the FHSU CORE.

- **How will the FHSU CORE affect transfer to and from FHSU?**

Transferability, both to and from FHSU, has been a key consideration in formulating these outcomes. FHSU CORE courses and requirements will remain compatible with the KBOR Statewide Transfer System. Students who transfer in to FHSU with an Associate's degree or at least 45 credit hours will still use the Transfer Agreement General Education Program rather than the FHSU CORE.

- **Will the General Education Committee determine what classes will fulfill outcomes?**

As with the current process, departments will propose courses to the General Education Committee, who will make recommendations to the Academic Affairs Committee.

- **Will the program allow "Double Dipping?"**

Yes, with limitations. The number of FHSU CORE objectives that can be fulfilled through courses that also satisfy requirements from the student's degree program is limited to 2 (6 credit hours) from Goal 2, and 1 (3 credit hours) from Goal 3.

- **Will FHSU CORE courses have to be available to all students, or can courses have prerequisites that might narrow the pool of students eligible to enroll?**

Courses designed for students of a specific major will be able to satisfy requirements of the FHSU CORE. Such courses will be able to retain their prerequisites, corequisites, and required permissions. If, for example, enrollment in a course is restricted to majors, such as with Global Nursing, the course can fulfill FHSU CORE requirements and still be open only to Nursing majors.

- **How will departments submit courses to the General Education Committee for inclusion in the FSHU CORE?**

As indicated above, policies and procedures have yet to be codified, and are not part of the current proposal of Goals, Objectives, and Outcomes. However, the current Course Approval Process will be retained. A large number of courses to be included in the FHSU CORE will require only slight additions to their outcomes, so the Course Approval Process might be revised to allow the Minor Course Change Process to include general-education approval. First-year courses will be prioritized for timeliness.

Additionally, to be approved as a course fulfilling FHSU CORE requirements, Course Approval submissions will be required to indicate which assignments will fulfill the required FHSU CORE Outcomes.

- **What about Freshman Seminar?**

The Freshman Seminar is not a general-education course and is not part of the FHSU CORE.

- **How will outcomes be assessed?**

The tentative plan for outcomes assessment (not part of this proposal regarding Goals, Objectives, and Outcomes) has student learning outcomes measured through faculty reporting each student's achievement for each outcome met by their class. Each outcome set will have an associated rubric that faculty will use to report student achievement on a four-point scale, as is standard for assessment at FHSU. Faculty will be required to use the rubric for FHSU CORE assessment, but faculty will not be required to use the rubric for grading. Faculty will report student achievement through Tiger Central with a mechanism similar to the current system for reporting midterm and final grades.

- **Who will collect the assessment data?**

Like Program Learning Outcome Assessment, assessment data for FHSU CORE classes will be collected by the Office of Institutional Effectiveness and Quality Improvement, headed by Dr. Sangki Min, Assistant Vice President.

- **What outcomes are departments responsible for meeting?**

Please see the section headed “Discipline-Specific Achievement” above.

- **Will there be faculty development to help with the new FHSU CORE?**

Yes. Faculty-development events will cover advising changes, assessment procedures, and methods for incorporating outcomes for writing, critical thinking, and information literacy into existing major courses.

GOAL 1: CORE SKILLS

Objective 1.1: Written and Oral Communication

Students will effectively develop, express, and exchange ideas in the English language, both in writing and speaking, with clarity and coherence.

Outcomes 1.1-A: Written Communication

By graduation, students will ...

1. Write a persuasive essay that includes the following:
 - a. a clear and debatable thesis,
 - b. fully developed and supported ideas,
 - c. clear organizational structure,
 - d. effective consideration of opposing arguments,
 - e. use of credible sources,
 - f. appropriate documentation of sources,
 - g. consideration of a target audience,
 - h. conventional grammar and mechanics.
2. Produce a discipline-specific document judged proficient according to a department-approved rubric in the student's major.

Courses Expected to Fulfill These Outcomes:

ENG 101, English Composition I (included here as a prerequisite for ENG 102)

AND

ENG 102, English Composition II (fulfills Outcome 1)

AND

A senior-level course in the student's major certified as fulfilling Outcome 2. If a major program lacks such a course, and the associated department prefers not to create such a course, the outcome will be fulfilled by a course from a different, but associated discipline or by a non-discipline-specific writing and critical-thinking course offered under the UNIV designation.

Outcomes 1.1-B: Oral Communication

By graduation, students will ...

1. Present orally an original message that effectively addresses an assigned purpose;
2. Present orally an original message that effectively addresses a specified audience;
3. Demonstrate effective critical listening.

Courses Expected to Fulfill These Outcomes:

COMM 100, Fundamentals of Oral Communication.

Objective 1.2: Quantitative Literacy

Students will recognize quantitative relationships, use multiple approaches to analyze these relationships, and apply knowledge of these relationships to solve practical problems.

Outcomes 1.2: Quantitative Literacy

By graduation, students will ...

1. Communicate mathematical concepts using appropriate notation and terminology;
2. Solve problems graphically, numerically, and algebraically;
3. Apply linear and non-linear models to real-world situations.

Courses Expected to Fulfill These Outcomes:

One of:

MATH 101, Liberal Arts Mathematics, or
MATH 110, College Algebra, or
MATH 234, Analytic Geometry and Calculus I, or
MATH 331, Calculus Methods.

[Note: The Department of Mathematics has established that these outcomes will be met by the course also used to satisfy Objective 2.1-C: Mathematical Mode of Inquiry]

Objective 1.3: Computing Literacy

Students will effectively and responsibly use appropriate computer applications for communication, scholarship, and problem solving.

Outcomes 1.3: Computing Literacy

By graduation, students will ...

1. Effectively perform data analysis using appropriate technology such as spreadsheets or database applications;
2. Effectively format documents such as reports, essays, or resumes using appropriate technology;
3. Design effective presentations using appropriate technology;
4. Successfully perform a task with others using collaborative technology;
5. Identify the ethical and legal standards of conduct regarding the use of data and technology.

Courses Expected to Fulfill These Outcomes:

INF 101, Introduction to Computer Information Systems.

Objective 1.4: Information Literacy

Students will effectively and responsibly gather, evaluate, and use information for scholarship and problem solving.

Outcomes 1.4: Information Literacy

By graduation, students will ...

1. Design a research plan that:
 - a. Incorporates a clear research question;
 - b. Identifies appropriate information resources;
2. Produce a research log that clearly demonstrates the application of appropriate keyword search criteria, such as Boolean operators, source types, and filters;
3. Write an annotated bibliography that:
 - a. Critically analyzes the context, relevance, and authority of an information source, particularly in light of new perspectives, additional voices, and changes in schools of thought;
 - b. Applies appropriate disciplinary conventions of citation.

Courses Expected to Fulfill These Outcomes:

A sophomore- or junior-level course in the student's major certified as fulfilling these outcomes, possibly a "Methods" or "Research" course. If a major program lacks such a course, and the associated department prefers not to create such a course, the outcome will be fulfilled by a course from a different, but associated discipline or by a non-discipline-specific general information-literacy course offered under the UNIV designation.

Objective 1.5: Critical Thinking

Students will recognize, analyze, criticize, evaluate, and formulate arguments in ways characterized by intellectual courage and reflective self criticism.

Outcomes 1.5: Critical Thinking

By graduation, students will ...

1. Sort claims according to the kinds of evidence that could be used to establish their truth, and the kinds of expertise that would be relevant to evaluating this evidence;
2. Evaluate arguments of various kinds (identify when an argument is being made, what its conclusion is, what the logical relation between premises and conclusion is purported to be, whether the premises are plausible, and whether the conclusion is established);
3. Produce a written document on a difficult question involving the disciplinary content of the student's major that subjects the student's reasoning to sustained, intelligent criticism according to the standards of that discipline.

Courses Expected to Fulfill These Outcomes:

PHIL 10x, Critical Thinking (new course, serving as a corequisite of ENG 102.

AND

A senior-level course in the student's major certified as fulfilling Outcome 3.

GOAL 2: BROAD AND INTEGRATIVE KNOWLEDGE

[Note: No more than 2 outcome sets (6 credit hours) from Goal 2 can be fulfilled through courses that also satisfy requirements from the student's degree program.]

Objective 2.1: Knowledge of the Liberal Arts

Students will possess a broad understanding of how to think about the world, having studied the modes of inquiry characteristic of humanities, mathematics, natural sciences, and social and behavioral sciences.

Outcomes 2.1-A: Aesthetic Mode of Inquiry

By graduation, students will:

1. Identify concepts and characteristics that illustrate their appreciation and interpretation of an artistic work;
2. Compose a written work that explores artistic expression by use of critical thinking, analysis, and interpretation of an artistic work;
3. Explain how reflection on an artistic work can clarify personal and cultural values, beliefs, and attitudes.

Courses That Might Possibly Fulfill These Outcomes:

One of:

ART 180, Fundamentals & Appreciation of Art,
ART 201, Survey of Art History I,
ART 202, Survey of Art History II,
ART 280, Approaches to Creativity,
COMM 125, Introduction to Motion Pictures,
ENG 125, World Literature and the Human Experience,
ENG 126, Introduction to Literature,
ENG 327, Literature Matters,
MUS 120, Introduction to Theatre,
MUS 161, Listening to Music,
MUS 391, Jazz,
or a new or existing course proposed by a department.

Outcomes 2.1-B: Historical Mode of Inquiry

By graduation, students will:

1. Identify distinguishing characteristics of historical questions;
2. Interpret historical events by contextualizing primary and secondary sources;
3. Advance a historical argument grounded in the scholarly application of evidence, reasoning, and organization.

Courses That Might Possibly Fulfill These Outcomes:

One of:

HIST 110, World Civilization to 1500,
HIST 111, Modern World Civilization,
HIST 130, United States History to 1877,
HIST 131, United States History since 1877,
or a new or existing course proposed by a department.

Outcomes 2.1-C: Mathematical Mode of Inquiry

By graduation, students will:

1. Express real-world situations using mathematical language (numerals and symbols);

2. Apply appropriate methods to solve mathematical problems;
3. Correctly interpret the solutions of mathematical problems.

[Note: The Department of Mathematics has established that these outcomes will be met by the course also used to satisfy Objective 1.2: Quantitative Literacy (Liberal Arts Mathematics, College Algebra, Analytic Geometry and Calculus I, or Calculus Methods)]

Outcomes 2.1-D: Natural Scientific Mode of Inquiry

By graduation, students will ...

1. Identify essential characteristics of natural science questions (questions of empirical study and applications of scientific methodologies);
2. Evaluate the merits of examples of natural scientific research at the level of an informed citizen;
3. Apply scientific methodology to a natural science question to increase understanding, make an informed decision, and/or solve a problem.

Courses That Might Possibly Fulfill These Outcomes:

One of:

BIOL 100, Human Biology,
BIOL 200, Humans and the Environment,
BIOL 300, Human Heredity,
CHEM 100, Chemist's View of the World,
CHEM 112 General Chemistry I,
CHEM 114 General Chemistry II,
GSCI 100, Introduction to Geology,
GSCI 101, Physical Geography
GSCI 340, Environmental Geology,
PHYS 102, Physical Science,
PHYS 208 Elementary Meteorology,
PHYS 309 Descriptive Astronomy,
or a new or existing course proposed by a department.

Outcomes 2.1-E: Philosophical Mode of Inquiry

By graduation, students will ...

1. Identify the distinguishing characteristics of philosophical questions (non-empirical questions suitable for being approached dialectically);
2. Compose an essay that accurately captures someone else's reasoning in support of their answer to a philosophical question;
3. Compose an essay that accurately captures a significant objection to a clearly formulated philosophical argument and explains why the objection is significant.

Courses That Might Possibly Fulfill These Outcomes:

One of:

ACCT 409, Ethics for Accountants,
COMM 349, Strategic Writing and Ethics,
CRJ 245, Ethics in Criminal Justice,
IDS 400, Bioethics,
MGT 475, Business, Society, and Ethics
PHIL 120, Introduction to Philosophy,
PHIL 340, Introduction to Ethics,
or a new or existing course proposed by a department.

Outcomes 2.1-F: Social Scientific Mode of Inquiry

By graduation, students will ...

1. Identify, within a given scenario, applicable frameworks for explaining social phenomena;
2. Evaluate the merits of social science research, with respect to factors such as sample size, study design, and validity, at the level of an informed citizen;
3. Compare and contrast human behavior among various cultures using social science concepts.

Courses That Might Possibly Fulfill These Outcomes:

One of:

ECON 201, Principles of Microeconomics,
ECON 202, Principles of Macroeconomics,
GSCI 110, World Geography
POLS 101, American Government,
POLS 230, Introduction to International Relations,
PSY 100, General Psychology,
PSY 300, Abnormal Psychology,
PSY 340, Social Psychology,
SOC 140, Understanding Society,
SOC 355, Sociology of Death and Dying,
SOC 388, Sociology of the Family in America
or a new or existing course proposed by a department.

GOAL 3: PRACTICAL APPLICATIONS

[Note: No more than 1 outcome set (3 credit hours) from Goal 3 can be fulfilled through courses that also satisfy requirements from the student's degree program.]

Objective 3.1: Health and Wealth

Students will understand the likely consequences of personal choices with respect to the dimensions of wellness, including financial health.

Outcomes 3.1-A: Dimensions of Wellness

By graduation, students will ...

1. Evaluate their current wellness status through a variety of self-assessments;
2. Analyze how personal choices are likely to affect wellness in its various dimensions;
3. Formulate a healthy-living plan based on the dimensions of wellness.

Course Expected to Fulfill These Outcomes:

HHP 200, Personal Wellness.

Outcomes 3.1-B: Financial Health

By graduation, students will ...

1. Compare their current financial position to recognized standards of financial health;
2. Analyze how personal choices are likely to affect their financial health;
3. Formulate a plan for the management of their financial health.

Course Expected to Fulfill These Outcomes:

FIN 205, Theory and Practice of Personal Finance.

Objective 3.2: Intercultural Competence

Students will understand their own and others' cultures and possess skills necessary to engage constructively with all kinds of people.

Outcomes 3.2: Intercultural Competence

By graduation, students will ...

1. Produce an exploratory or investigative work based upon a personal interaction such as a conversation, an interview, or a service-learning experience that compares and contrasts the culture of an individual or group outside of the student's own identity community with the student's own culture;
2. Produce an exploratory or investigative work that elucidates multiple aspects of a culture outside of the student's own identity community.

Courses That Might Possibly Fulfill These Outcomes:

One of:

- GSCI 11, World Geography
- IDS 350, Diversity in the US
- an approved, credit-bearing study-abroad course
- a beginning 1 course in a non-native language,
- or a new or existing course proposed by a department.

Objective 3.3: Engaged Global Citizens

Students will appreciate the world's complexity; the interdependence of natural, social, economic, and political factors; and the deep challenges that can arise both on a local and global scale. Students will

possess the knowledge, skills, and attitudes necessary to engage civically and work in cooperation with others toward creative responses to these challenges.

Outcomes 3.3: Engaged Global Citizens

By graduation, students will ...

1. Describe complex, boundary-spanning issues that involve diverse interests;
2. Analyze a complex boundary-spanning issue, taking into account the various perspectives of those involved;
3. Design a project in cooperation with others that addresses a complex, boundary-spanning issue.

Courses That Might Possibly Fulfill These Outcomes:

One of:

IDS 407, Global Challenges,

IDS 499, Global Environmental Issues,

or a new or existing course proposed by a department.

FHSU CORE Program Policies and Procedures

Approved by the General Education Committee, 3/28/19 and 4/4/19

Policies Requiring Senate Approval Marked in Blue

DEFINITIONS:

- COMMON LEARNING OUTCOMES: a term used by the Higher Learning Commission, FHSU's accrediting body, to identify the measurable general-education achievements attained by graduates of an institution
- GOAL: an achievement attained by meeting objectives
- OBJECTIVE: a benchmark all students are expected to achieve
- OUTCOME SET: a group of common learning outcomes organized under an objective, typically fulfilled by a specific course.
- RUBRIC: a document identifying the standards for proficiency used in assessing the level of student achievement of particular outcomes
- MODE OF INQUIRY COURSE: an FHSU CORE course that fulfills the outcome-set for one of the six Modes of Inquiry identified under objective 2.1
- GENERAL EDUCATION COMMITTEE: the Provost's committee that oversees FHSU general-education programs and makes recommendations to the Academic Affairs Committee

GENERAL POLICIES:

- Candidates for bachelor's degrees are required to fulfill all FHSU CORE common learning outcomes, unless they qualify for the Transfer and Articulation General Education Program, the Bachelor of General Studies General Education Program, or the International Partnerships General Education Program.
- FHSU CORE common learning outcomes are fulfilled by successful completion of approved courses.
- At this time, the following outcome sets are satisfied by these courses, pending review:
 - Outcomes 1.1-B:
 - COMM 100 Fundamentals of Oral Communication
 - Outcomes 1.2, and 2.1-C:
 - Any one of the following, MATH 101 Liberal Arts Mathematics, or MATH 110 College Algebra, or MATH 130 Pre-Calculus Mathematics, or MATH 234 Analytic Geometry and Calculus I, or MATH 331 Calculus Methods
 - Outcomes 1.3:
 - INF 101 Introduction to Computer Information Systems
 - Outcomes 1.5 1–2:
 - PHIL 100 Critical Thinking
 - Outcomes 3.1-A:
 - HHP 200 Personal Wellness
 - Outcomes 3.1-B:
 - FIN 205 Theory and Practice of Personal Finance

- Outcome 2.1-D.3 (Natural Scientific Mode of Inquiry) must be satisfied by a lab or field course of at least 1 credit hour in addition to and separate from the course that satisfies outcomes 1 and 2 of Objective 2.1-D.
- Outcomes for Objective 1.4, Information Literacy, are to be fulfilled by a sophomore or junior level course—ideally, but not necessarily, from the student’s major program of study.
- Outcomes for Objective 1.1-A and outcome 3 for Objective 1.5 (discipline-specific criticism of the student’s own reasoning) are to be fulfilled by an upper-division course—ideally, but not necessarily, at the senior level from the student’s major program of study.
- ENG 101 English Composition I and ENG 102 English Composition II are required prerequisites for all courses fulfilling outcomes for Objective 1.1-A. Therefore, ENG 101 English Composition I and ENG 102 English Composition II are included among the courses necessary for fulfilling the FHSU CORE requirements.

POLICIES FOR ASSESSMENT OF LEARNING OUTCOMES:

- Because the Higher Learning Commission—the accrediting body for Fort Hays State University—requires the University to report student achievement of Common Learning Outcomes, student achievement for each FHSU CORE learning outcome must be assessed and reported to the office of Institutional Effectiveness and Quality Improvement.
- Each course designated as satisfying FHSU CORE outcomes must have specified the assignment whereby students will demonstrate their proficiency with the outcomes satisfied by the course. Additionally, each course must have specified a rubric whereby faculty can measure student achievement on each relevant outcome.
- All faculty teaching courses that fulfill FHSU CORE Outcomes will use the FHSU CORE Assessment Rubric associated with their course to measure the outcome achievement of each student completing the course with a passing grade.
- Faculty will be able to enter assessment data at any point in the semester. The deadline for faculty to report FHSU CORE Assessment Data will be 48 hours after the deadline to report final grades for the semester.
- Two courses—ENG 101 English Composition I and ENG 102 English Composition 2—contribute to, but do not ultimately fulfill FHSU CORE Learning Outcomes. Assessment for these courses will continue to use the established biennial pre- and post-test writing assessment and Paired T-Test statistical analysis to measure student progress toward the relevant outcomes.

TENTATIVE PROCEDURE FOR ASSESSMENT OF FHSU CORE LEARNING OUTCOMES:

- *Currently, FHSU is reviewing assessment-reporting systems. That review will directly determine the procedure for reporting assessment data. Until the review is complete, this plan can only be considered tentative.*
- *Lacking a standard assessment-reporting system, a tentative procedure utilizing the Tiger Central system is in development.*

POLICIES FOR COURSE PROPOSAL:

- FHSU CORE course proposals must include the specific assignment used to measure student achievement of each learning outcome within the FHSU CORE outcome set. Proposals must also include the rubric used to assess student achievement on the applicable CORE outcomes.
- Some FHSU CORE outcome sets are articulated such that they can be attained through a number of different courses with significantly different content and subject matter. FHSU will offer multiple different opportunities whereby students can fulfill these outcomes and meet the associated FHSU CORE requirements.

Departments are encouraged to submit proposals for courses to fulfill outcome sets for the following objectives:

Objective 1.1-A: Written Communication AND

Objective 1.5, Outcome 3: Critical Thinking (see General Policies above)

Objective 1.4: Information Literacy (see General Policies above)

Objective 2.1-A: Aesthetic Mode of Inquiry

Objective 2.1-B: Historical Mode of Inquiry

Objective 2.1-D: Natural Scientific Mode of Inquiry

Objective 2.1-E: Philosophical Mode of Inquiry

Objective 2.1-F: Social Scientific Mode of Inquiry

Objective 3.2: Intercultural Competence

Objective 3.3: Engaged Global Citizens

- A department is limited to offering courses that satisfy outcomes sets from no more than 2 Modes of Inquiry.
- A course can fulfill more than one outcome set. However, no course will be certified to fulfill the outcome sets for more than one Mode of Inquiry.
- Courses that satisfy requirements for the FHSU CORE can also satisfy degree-program requirements.
- Proposals for courses fulfilling outcome sets under Objective 1.1-A Written Communication, Objective 1.4 Information Literacy, Objective 1.5 Critical Thinking (outcome 3), Objective 2.1 Knowledge of the Liberal Arts, Objective 3.2 Intercultural Competence, and Objective 3.3 Engaged Global Citizens will be reviewed by Faculty Review Panels made up of no fewer than three faculty members appointed by and reporting to the General Education Committee. Panels will judge whether proposed assignments demonstrate students' fulfillment of outcomes, and make recommendations to the General Education Committee regarding FHSU CORE course proposals
- Faculty Review Panels will be available to work with faculty and departments on the development of assignments and rubrics, and to give clarification and guidance for revision and development of FHSU CORE course proposals.

PROCEDURE FOR COURSE PROPOSAL:

- When a department seeks approval for a course to fulfill a CORE outcome set, the department initiates a Workday Course Event process, either as "Edit Course" or as "Create Course." The Course Event process include the assignments and rubric described in the Policies for Course Approval.
- The Director of General Education will direct the proposal to the appropriate Faculty Review Panel.

- The Faculty Review Panel can advise the department on revisions or improvements and will generate a review letter to be submitted to the General Education Committee.
- The General Education Committee will review the proposal and generate a review letter for the Faculty Senate Academic Affairs Committee.
- A department can revise its proposal for reconsideration by the General Education Committee.