

FHSU General Education Committee

Minutes

Meeting Called by

Glen McNeil, Chair

Date:

Thursday November 10, 2022

Time:

3:30-4:30

Location:

Rarick 107

Members

Douglas Drabkin (AHSS)
Marcella Marez (AHSS)
Christina Glenn (BE)
David Schmidt (BE)
Sarah Broman Miller (Ed)
Sohyun Yang (Ed)
Denise Orth (HBS)
Tanya Smith (HBS)
C.D. Clark (STM)
Todd Moore (STM)
Robyn Hartman (Lib)
Justin Greenleaf (Senate)
Emma Day (SGA)
Cheryl Duffy (Goss Engl)

3:30 (1 minute) All members were present, with the exception of Drabkin, Miller, and Orth. Schmidt served as proxy for Miller, and Duffy served as proxy for Drabkin. It was determined that a quorum was met. Guests from the Academic Affairs side of the KBOR-CORE taskforce were Linda Feldstein, Ginger Loggins, and Matthew Smalley. Provost Jill Arensdorf also attended.

3:31 (12 minutes) The six members of the KBOR-CORE taskforce used a PowerPoint to outline the key elements of their recommended framework, as introduced on pages 3-5 of their *FHSU General Education Program Recommendations* (pdf emailed previously to GenEd Committee members).

3:43 (16 minutes) The floor was opened for questions. Duffy asked for clarification that the discipline-specific writing outcome and the information literacy outcomes—which are proposed together as a graduation requirement to be met within a student’s major—could be met together or separately, as some discipline-specific documents might not require formal research and documentation. Taskforce members confirmed that yes, departments would have flexibility to decide whether to meet those outcomes together or separately.

Glenn wondered about the time required for outcomes to be rewritten and for new courses to be proposed and approved. Clark reassured that courses already approved under older outcomes would move forward—with time to adapt to new outcomes down the road. Glenn also expressed concern about the Institutionally Designated (ID) areas—Critical Thinking (3 hrs) and Personal and Professional Development (3 hrs). Her concern was that courses like Personal Wellness, Personal Finance, and Introduction to Computer Information Systems—and the skills they teach—will be overlooked. Clark noted that, with the extra room in the GenEd

program (now just 34-35 hours), departments could require such courses as cognates for their majors. McNeil also expressed concern about having a required Critical Thinking course, arguing that not all FHSU students need to be critical thinkers because there are other valuable forms of thinking. Others present noted that departments could offer a critical thinking course tailored to their discipline to meet the Critical Thinking course requirement. Provost Arensdorf confirmed that whatever program is approved will remain flexible and responsive to student needs.

3:59 (10 minutes) Discussion ensued regarding next steps. The process is for the taskforce to make its recommendations to the GenEd Committee, which they did today. The GenEd Committee will discuss and vote on the recommendations at our next meeting. Whatever the GenEd Committee approves will move forward to the Academic Affairs Committee for approval, then to Faculty Senate, then to the Provost. Any changes made by Academic Affairs would need to come back to the GenEd Committee for approval. During this discussion, it was confirmed that any previously approved CORE courses will move forward to serve as course options within the approved KBOR-CORE framework. As for the split of the writing outcomes (“persuasive” writing to be included in the Critical Thinking course and “discipline-specific” writing to be met as a graduation requirement within the major), Smalley referred anyone with questions to Appendix B within the *FHSU General Education Program Recommendations* pdf.

4:09 Provost Arensdorf praised the work of the taskforce and thanked its members for their commitment to thinking at the *University* level and not at the departmental or programmatic level. As a final suggestion, she recommended that a date be put on the *FHSU General Education Program Recommendations* document.

4:14 The meeting ended. Our next meeting is scheduled for Thursday, November 17, same time, same place. **Appendices attached to these minutes are from the KBOR-CORE taskforce.**

Submitted by Cheryl Duffy, Recording Secretary Serving in Doug Drabkin’s Absence



Appendix A (notes from the KBOR-CORE working group's sixth meeting):

We now have a general plan for moving forward with the KBOR Gen Ed Framework and our current CORE. We feel that it will be important to provide some context/justification/rationale for the decisions we have arrived at in our recommendation. There was some work in the last week to start writing these up.

The group received a letter from the Department of Health and Human Performance regarding a potential "Health and Wellness Dimension" category. See attachment.

Most of this meeting was spent discussing how to best present our recommendation and the rationale behind it and considering any recommendations we want to make on policy.

Intercultural Competence

There was a discussion about the Intercultural Competence (IC) Outcome set. The reality is that it does not really fit very well anywhere in the new framework. However, the group feels that intercultural competence is important, and it does not feel right to simply drop it.

We think it might be possible to fold it into the Engaged Global Citizen (EGC) outcome set, which would put it in the Social and Behavioral Science Discipline Area. This would likely require a new outcome set to be written in a way that covered both. It was noted that this could be a good thing since both the EGC and IC outcome sets have been particularly challenging for courses to get approved for. Perhaps a rewrite with what we have learned from experience in the implementation process would be beneficial, even if the two were not merged.

In the end, we felt that combining these two outcome sets or recommending precisely how they be combined is beyond the scope of our work. The recommendation will likely be that EGC be put under the Social and Behavioral Science Designated Area as is for now, but we recommend that the outcome set be reworked, by GenEd, in a way that includes an aspect of IC.

Classes addressing multiple outcome sets

There was discussion about whether or not classes should be allowed to "double dip" or cover more than one outcome set.

By "double dipping" we mean allowing a class to count for both a General Education requirement *and* a program requirement. This was not allowed in the previous General Education program, but is allowed with the current CORE, and is actually part of the CORE program's design. The CORE outcome sets represent 55 hours. In order to reduce this number, courses are allowed to cover multiple outcome sets, and programs are allowed to cover outcome sets within the major. The group does not seem to have any strong feeling about this and is currently not opposed to allowing courses to count for both a General Education and Program requirement. Concerning one class covering multiple outcome sets, it was noted that there had been courses submitted for CORE that attempt to cover many outcome sets, and even cover outcomes sets that would not traditionally be considered in the department's discipline area. There is some concern that courses will try to "meet" an outcome set by spending a few weeks on the topic and doing an assessment. The CORE was intended to be outcomes-based, rather than a distribution model, so there are no rules on which departments can offer what General Education courses.

The outcome sets had to be written general enough to allow a variety of courses to use them for assessment, but it seems obvious that a science course is not appropriate to meet the aesthetic mode of inquiry outcome set. With the KBOR policy, nothing restricts a course from satisfying multiple outcomes. However, it was noted that there will likely not be any advantage in doing so. The KBOR framework is a traditional distribution model, so science classes would not be allowed to satisfy the aesthetic mode outcome set because that outcome set is used to assess courses in the Arts & Humanities Discipline Area. The KBOR framework also has an hour requirement. For example, there are 6 hours required in the Arts & Humanities Discipline Area. So even if a course covered the aesthetic and historical modes of inquiry, which we recommend be used to assess classes in

the Arts & Humanities Discipline Area A&HDA, students would still be required to take another course in the same area.

Institutionally Designated Area

The KBOR framework identifies 7 discipline areas

- English
- Communication
- Math and Statistics
- Natural and Physical Sciences
- Social and Behavioral Sciences
- Art and Humanities
- Institutionally Designated

For all but the Institutionally Designated Area, whether or not a course can be used to satisfy a requirement is determined by the courses department. The Math and Statistics requirement must be satisfied with a math class. The Natural and Physical Sciences requirement must be satisfied with a Biology, Chemistry, Geosciences, or Physics course. It was noted that the possible exception to this would be the Interdisciplinary Studies courses that were part of the old General Education program.

The IDA is the only area that could potentially be satisfied with classes from any department. We believe this area should be allowed to change/evolve as needed.

In our last meeting (see the previous summary), we discussed an idea that would combine the critical thinking and persuasive essay outcomes together and make them a requirement in the IDA section, with the other three hours being a choice (by the student or program) from the computer literacy, financial literacy, and dimensions of wellness outcome sets. We discussed this idea some more, and specifically what we like about it. We feel that this idea provides a nice compromise for several parties

1. All members of the group agree that Critical Thinking is important in their field, so it makes sense to keep this as a standalone outcome.
2. With the persuasive writing outcome set attached to Critical Thinking, it makes sense for it to be required.
3. With the persuasive writing requirement separated from the senior-level writing requirement, it will be easier for programs to meet the writing outcome. We expect that most programs will be able to identify or develop a course that requires the students to write a significant document that is related to the discipline and incorporates/requires information literacy. If a program cannot (or does not want to) cover either upper-level writing or information literacy, they can have their students take classes outside of the program (for example, UNIV 301).
4. The Writing Across the Curriculum committee feels that persuasive writing is important and should be required of all students. They have been working toward this goal for some time now, combining this outcome set with critical thinking gives persuasive writing a home and does not discard this work.
5. With Critical Thinking under the IDA, it will be possible for other departments to offer their own critical thinking courses. It should be made clear that the Critical Thinking outcome set is not tied to Critical Thinking the class (PHIL 100). Currently, that is the only class approved for the outcome set. However, other departments should be able to propose courses that focus on developing students' critical thinking skills within their discipline.

Appendix B (notes from the KBOR-CORE working group's seventh meeting):

The group received two more letters from departments giving rationale for including the Personal Finance and Intercultural Competence outcome sets. See attached.

The majority of this meeting was spent editing the draft recommendation documents. Robyn has created a nicely organized, detailed document that provides background information, our recommendation for each of the KBOR-specified Discipline Areas (including “immediate” and “next steps” recommendations along with rationale and guidance for each), and recommended policies.

We also have a document detailing the rationale for our recommended organization of Critical Thinking, Persuasive Writing, Senior-level Writing, and Information Literacy.

And finally, we have a cover letter that gives a brief overview of the recommendation.

With the new KBOR framework, the courses that are allowed to be offered in each discipline area are determined by the course prefix. During discussion of the Social and Behavioral Science Discipline Area it was noted that many of the old Interdisciplinary Studies courses (IDS) would probably work well in the area under the Globally Engaged Citizens outcome set (or a combined Globally Engaged Citizens and Intercultural Competence outcome set), and perhaps even the Social Scientific Mode of Inquiry outcome set. So, our recommendation will be to list the IDS course prefix as a “subjects that the offering institution determines fit within the social sciences area”.

There was also some discussion about including leadership studies here as well, which is what the original starting point had done. We felt that there are leadership studies courses that would be good candidates for this area, but that the solution is to list those courses under the IDS prefix.

During discussion of recommended policies, we considered various transfer scenarios. Under the new framework, any student that completes the General Education program at another KBOR institution and transfers to FHSU will not be required to take any additional GenEd courses.

For students that have not completed the GenEd program prior to transferring to FHSU, credit toward the GenEd program will depend on the class.

Courses that have transfer equivalencies at FHSU and are in our GenEd program will satisfy the same requirement. E.g. any class that FHSU considers equivalent to PHIL 100 will count toward the Critical Thinking and Persuasive Writing section of IDA.

Courses that are not in our GenEd program, but are KBOR System Wide Transfer (SWT) courses, will count toward the Discipline Area identified by KBOR. E.g. If a student transfers in statistics, it will count for the Math and Statistics Discipline Area, even though it is not (currently) in our program.

At this point, we feel that our recommendation is mostly complete. What’s left to do is edit the draft recommendation to its final form, which requires another round of proof reading and adding clarification where needed. We hope to have these documents ready to share in the next week or so.

Appendix C (Letter from Health and Human Performance):



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HEALTH AND HUMAN PERFORMANCE

10/20/2022

Dear General Education/Faculty Senate Academic Affairs Taskforce:

The purpose of this note is to provide support for the recommendations proposed by the Academic Council and delineated in the working document that was shared with the select General Education/Faculty Senate Academic Affairs Taskforce. I support the whole concept including the new areas within the Institutionally Designated Area (six credit hours) and the proposed new FHSU Graduation Requirement including Senior Level Written Communication and Critical Thinking in the academic major.

I would like to address one of the components in the “Institutionally Designated Area – the Health and Wellness Dimension.” I think that without a long discourse and vast amounts of data and documentation, especially after the last several years, the most of us could agree that concepts, principles, and skills associated with health and wellness are critical issues in American society. The new Health and Wellness Dimension would appear to address these issues, as well as represent a core value of the university or institutional priority by the dissemination of knowledge that leads to intellectual, social and economic advancements and sets the foundation for an engaged global citizen.

I embrace the new three credit hour, Health and Wellness Dimension and a new outcome that would be written to encompass a broader scope of health and wellness including the seven dimensions of wellness: mental, physical, social, financial, spiritual, environmental, and vocational. I believe this holistic approach would lead to more student choice of health/wellness content and courses that may target their needs and interests.

As complex as we may want to make this this argument, I believe it can be simplified. A quote from the ancient Greek physician Herophilus, (also known as to as Herophilus of Chalcedon, and is sometimes referred to as “The Father of Anatomy”) may best describe my position:

“When health is absent, wisdom cannot reveal itself, strength cannot fight, intelligence cannot be applied, art cannot become manifest, wealth becomes useless”

Thank you for your efforts on the taskforce. If you have any questions, please let me know.

Sincerely,



Steve Sedbrook, Ed.D.

Chair, Department of Health and Human Performance

Appendix D (Letter of support for FIN 205):



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ECONOMICS, FINANCE AND ACCOUNTING

October 25, 2022

General Education Committee and Task Force
Fort Hays State University
Hays, KS 67601

To Whom It May Concern:

Please accept this letter in support of FIN 205 Principles of Personal Finance to be a requirement of all Fort Hays State University students in the General Education program. Financial literacy is required in only fifteen states and Kansas is not one of those fifteen. It is important that we pick up the slack and help our students with the knowledge and tools to achieve their financial goals and objectives.

Financial literacy is a very important topic for all citizens of the United States and Kansas. What is financial literacy? As stated in the textbook that we use in Personal Finance, "Some have described financial literacy as financial education or being knowledgeable. Some think financial literacy is the same as having a background in economics. Others see financial literacy as being a streetwise consumer. In actuality, financial literacy can mean any and all of these things, plus a whole lot more, including:

- Realizing how personal and economic factors impact a household's financial situation.
- Being able to apply basic time value of money concepts.
- Developing a personal balance sheet.
- Creating a budget and then tracking income and expenses on a monthly basis.
- Calculating and managing personal taxes.
- Knowing the costs and benefits of borrowing money.
- Determining basic saving and investing choices.
- Understanding the important role insurance plays in managing uncertainty.
- Planning for unforeseen life and death issues.
- Being able to navigate effectively through the financial marketplace."

FIN 205 Principles of Personal Finance covers a variety of topics covering the list above and more, including: budgeting; time value of money; personal income and taxation; personal credit including costs of borrowing, student loan debt, credit cards, housing and mortgage loans; saving for the future; investments; insurance (health, disability, life, automobile, homeowner's and rent, long-term care); retirement planning; and estate planning. It is essential that students have the necessary knowledge and tools to achieve their financial objectives.

How important are these topics today? Preparing for retirement is something that everyone must do. According to a recent survey of U.S. citizens:

- 64% of workers have saved for retirement,
- 45% of workers have less than \$25,000 in total savings and investments (includes home),
- 26% of workers have less than \$1,000 in total savings and investments,
- 38% of workers have completed a retirement needs analysis or calculation,
- The % of workers who expected to retire after age 65 increased from 11% in 1991 to 48% in 2018.

Student loan debt is another hot topic in the U.S. today. In 2022, total student loan debt amounts to about \$1.75 trillion with the average amount borrowed being \$28,950. 55% of all students at public four-year universities borrowed to assist financing school. Students have difficulty understanding the implications of borrowing money.

In 2020, over 2000 Fort Hays State University students were given a survey about financial literacy by Ohio State University. In most financial literacy knowledge categories, FHSU students were below national averages. The survey also included questions about the impacts on student academics because of financial concerns. Because of financial concerns, 36.5% of students indicated they neglected their classes, 22.5% indicated they were considering transferring to another university, 39.8% considered dropping out of college, 33.7% decided to change their plans after graduation. These are retention issues caused by financial issues, which is a university concern.

The data above are just a sample of issues faced by our students. Personal finance is an issue that is important for every student now and in the future. It is imperative that we provide the needed knowledge and tools to help our students become better financial stewards.

Sincerely,



Dosse Toulaboe, Ph.D.
Professor of Economics



Emily Breit, Ph.D.
Professor of Finance



Tom Johansen, Ph.D.
Professor of Finance and
Financial Planning Program Director



Christina Glenn, Ph.D., CFP®
Assistant Professor of Financial Planning

Appendix E (Letter of support for retaining the Intercultural Competence outcome set):



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- Maintaining balance between culturally diverse norms and values.
- Facilitating an open system of communication with mutual respect to all members at any given social setting.
- Advocating and creating programs that promote intercultural competency.
- Case studies of interculturally competent practices and policies.

On behalf of the Sociology faculty, we appreciate that your work is difficult, and we thank you for your service and consideration.

Sincerely,

Pelgy Vaz, Ph.D.
Professor of Sociology
pvaz@fhsu.edu
X-5359

Brett Zollinger, Ph.D.
Professor and Chair of Sociology
bazollinger@fhsu.edu
X-5881