

FHSU General Education Committee

Minutes

Meeting Called by

Bradley Will, Chair

Date: Thursday March 21, 2019

Time: 3:30-5:00

Location: Smoky Hill Room, Union

Members

Douglas Drabkin (AHSS)

Marcella Marez (AHSS)

Jessica Heronemus (BE)

David Schmidt (BE)

Sarah Broman (Ed)

Kevin Splichal (Ed)

Trey Hill (HBS)

Glen McNeil (HBS)

Joe Chretien (STM)

Tom Schafer (STM)

Robyn Hartman (Lib)

Helen Miles (Senate)

Adam Schibi (SGA)

Cheryl Duffy (Goss Engl)

Tanya Smith (Grad Sch)

3:32 (1 minute) All members were present with the exception of Chretien, Duffy, Hartman, Hill, Schibi, and Smith. Heronemus served as proxy for Hill and Hartman. Determined that a quorum was met.

3:33 (10 minutes) Chair informed the committee of some technical issues involving the Workday system that are complicating setting up the course approval process for the FHSU CORE program. One prominent one is that, as of now, Workday cannot allow attaching documents to the course approval form. Instead, the Workday representatives propose putting documents into a "shared drive" through which documents can be accessed. The trouble with this is that documents accessed through a shared drive can be altered by whomever has access to them. In our current course approval process, when documents are submitted as part of the approval package, they are in a unalterable form that can then be discussed, evaluated, and judged. If we want to keep this procedural feature going forward, either we will have to find a way to lock down shared-drive documents, or we will have to get the people at Workday to enable document attachments.

3:43 (73 minutes) The bulk of the meeting was dedicated to ironing out some of the difficulties identified last week having to do with the CORE course approval policies and procedures document that we want to get before faculty senate at their April 1 meeting. Long story short, the committee approved, through a series of three votes with no more than one member voting no, the language marked in **green** in the Appendix below. In addition to these decisions, we discovered a significant gap in the policies and procedures document having to do with the objective 1.2 outcomes (quantitative literacy); we have nothing indicating what the math department is supposed to do to get their college

algebra and liberal arts mathematics courses CORE ready, and whether any other departments are being invited to submit proposals for this outcome set. This will have to be addressed at our meeting next week, our last before the April senate meeting.

4:56 The meeting ended. The committee will next meet on Thursday March 28 in the Smoky Hill Room of Memorial Union.

Submitted by D. Drabkin, Recording Secretary



Appendix:

Draft of the
COURSE APPROVAL POLICIES AND PROCEDURES
FOR THE FHSU CORE PROGRAM
3/22/19

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.
- SATISFYING REQUIREMENTS: a student's successful completion of a course designated as fulfilling an outcome set, earning credit for having satisfied the respective FHSU CORE requirement
- RUBRIC: a document identifying the standards for proficiency used in assessing the level of student achievement of particular outcomes
- MODE OF INQUIRY COURSE: a 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.
- 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 1.5.3 (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 COURSE APPROVAL:

- 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.
- At this time, the following outcome sets are satisfied by the specific designated courses:
 - Outcomes 1.1-B: COMM 100 Fundamentals of Oral Communication
 - 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
- 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 can and should 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 outcomes 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 C: Mathematical 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 2.1-A: Aesthetic Mode of Inquiry

Objective 3.2: Intercultural Competence

Objective 3.3: Engaged Global Citizens

- A department is limited to offering courses that satisfy outcome 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 2.1 Modes of Inquiry, 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. The 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 should 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 APPROVAL:

- When a department seeks approval for a course to fulfill a CORE outcome set, the department initiates the course proposal, either as a Significant Course Change or as a New Course. The proposal must 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.