

FHSU CORE Program Policies and Procedures

Approved by the General Education Committee 3/28/19, 4/4/19, and 10/3/19

Approved by Faculty Senate 11/4/19

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.
- **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:

- As part of the University's commitment to academic excellence, the General Education Committee will review (1) its administrative policies and procedures and (2) the common learning outcomes on alternate years. These reviews will engage faculty, administrators, students, and other stakeholders. The results of the reviews and any recommendations for change will be approved by Faculty Senate.
- Candidates for bachelor's degrees are required to fulfill all FHSU CORE common learning outcomes, unless they qualify for the Transfer Agreement and Articulation Guide 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 1 and 2 for Objective 1.5 are to be fulfilled by a lower-division course.
- 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.
- Courses proposed to fulfill outcome set 1.1-A must have ENG 101 English Composition I and ENG 102 English Composition II as prerequisites.

- Courses proposed to fulfill outcome 3 for Objective 1.5 must have a course fulfilling outcomes 1 and 2 for Objective 1.5 as a prerequisite.

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 rubric submitted 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 II—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. Procedures for reporting assessment data will be developed after the review is complete.*

POLICIES FOR COURSE APPROVAL:

NOTE: These Course Approval Policies address only the portion of the University Course Approval Procedure that applies to submissions to the General Education Committee for courses to be included in the General Education Program. These policies have no impact on other stages of the Course Approval Process.

- 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.
- A department is limited to offering courses that satisfy outcomes sets from no more than 2 Modes of Inquiry. Exceptions to this policy can be granted to departments that are conjoined, multidisciplinary units.
- 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 will be reviewed by Faculty Advisory Panels. Panels will advise the General Education Committee as to whether proposed assignments demonstrate students' fulfillment of outcomes. Like other stages in the FHSU Course Approval Process, the Faculty Advisory Panel will submit a review letter to the General Education Committee. Where necessary, review letters should specify revisions that would improve the course proposal.
- Faculty Advisory Panels will be made up of no fewer than three faculty members, appointed by and reporting to the General Education Committee. Faculty Advisory Panel members will be nominated by FHSU Deans of divisions relevant to the particular outcome set.
- Faculty Advisory 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 APPROVAL:

- When a department seeks approval for a course to fulfill a CORE outcome set, the department initiates a Workday Course Event process (or Lotus Notes Course Approval process), either as "Edit Course" or as "Create Course." The Course Event process will 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 Advisory Panel.
- The Faculty Advisory Panel can advise the department on revisions or improvements and will generate a review letter to be submitted to the General Education Committee.
- In accordance with current policy and procedure, the General Education Committee will review the proposal and generate a review letter for the Faculty Senate Academic Affairs Committee.
- In accordance with current policy and procedure, the General Education Committee has no authority to reject a proposed course. If the General Education Committee determines that a proposed course is in some way deficient or otherwise not worthy of a positive review, the General Education Committee is expected to advise the department on how the proposal ought to be revised in order to receive a more favorable review from the General Education Committee.