

# Fort Hays State University General Education Program Recommendations



**General Education–Academic Affairs  
Joint Task Force**

# Executive Summary

Our joint General Education and Academic Affairs Task Force was tasked by Provost Arensdorf with finding a way to fit many of the current FHSU Common Outcomes for Relevant Education (CORE) outcome sets used for assessment into the state-wide general education framework that KBOR is enacting.

This state-wide framework will replace the current FHSU CORE program. The current CORE determines which courses would be part of the program based on their outcomes and objectives. These outcomes are also part of a university-wide assessment program required by the HLC accrediting body.

The KBOR framework determines which courses will be part of the program based on their discipline area (or buckets) and the course department or prefix (e.g., sociology, biology). In matching CORE outcome sets to KBOR discipline areas, we want to emphasize that these outcomes are to assess the courses, not the students. Grades assess if and how well students complete a general education class.

Provost Arensdorf guided us at the start of this process:

- She gave us a framework draft to facilitate starting this alignment process.
- She encouraged us to think about this process at the university level and not just at our college or department level.
- She encouraged us to focus on what is best for today's students.
- She emphasized that the Institutionally Designated Area (IDA) should be flexible and frequently revised to meet the current needs of FHSU students.
- She recognized that some requirements in the CORE program might have to be cut in the KBOR framework.

In the end, we have found that most of the current outcomes could fit into the new framework.

- In two discipline areas, English and Communication, KBOR has designated the only courses to fulfill that requirement.
- In several discipline areas, there were obvious matches between the CORE outcome sets and the KBOR framework, such as Math and Natural Science, with classes coming from subject-specific departments.

- Other outcome sets, such as Intercultural Competence, were more difficult to include and would require revisions or new outcomes to be created.
- There is an opportunity for some outcome sets to be revised to align better with the intentions of the CORE and Framework General Education programs.
- Creating a new University Graduation Requirement would allow for a Writing, Reasoning, and Research Sequence that scaffolds key skills throughout the curriculum.

Whether or not our suggestions for the discipline areas and CORE assessment are accepted, we think what we suggest would meet the unique needs of our students and provide the basic skills those students would need to become engaged global citizen-leaders.

This task force would like to thank everyone who contributed to this process with their ideas, conversations, information, arguments, and examples. We value your time, expertise, and concern for the education of our Fort Hays State University students.

# Program At a Glance



## English

ENG 101 English Composition I prerequisite to  
ENG 102 English Composition II

**Recommendation:** Begin using the persuasive essay portion of the Written Communication outcome set of the Written and Oral Communication CORE Objective to assess this Discipline Area at the end of the introductory English Composition course sequence.



## Communication

COMM 100 Fundamentals of Oral Communication

**Recommendation:** Begin using the Oral Communication outcome set of the Written and Oral Communication CORE Objective to assess this Discipline Area in COMM 100.



## Math and Statistics

One course

### **Recommendation:**

Begin using the Quantitative Literacy and Mathematical Mode of Inquiry outcome sets to assess courses in the Discipline Area. Then, work with the Math department to revise and merge the two outcome sets and to include Statistics in the General Education program.



### **Natural and Physical Sciences**

One course and a lab

#### **Recommendation:**

Begin using the Natural Scientific Mode of Inquiry outcome set to assess courses in the discipline area. Then, work with WCoSTM to revise the outcomes to align with the introductory level courses for both majors and non-majors.



### **Social and Behavioral Sciences**

One course from each area:

- Social Science
- Engaged Global Citizens

#### **Recommendation:**

Require 3 credit hours from the Social Sciences area and 3 credit hours from a revised Engaged Global Citizens area from different departments/course prefixes. Begin using the current Engaged Global Citizens and Social Scientific Mode of Inquiry outcome sets to assess courses in this Discipline Area. Then, revise the Engaged Global Citizens outcome set to incorporate Intercultural Competence. Work with the social science departments to revise the Social Scientific Mode of Inquiry outcome set to allow more classes to be considered and easily approved for this area.



### **Arts and Humanities**

One course from two different areas:

- Aesthetic
- Historical
- Philosophical

#### **Recommendation:**

Begin using the Aesthetic, Historical, and Philosophical Mode of Inquiry outcome sets to assess courses in this Discipline Area with students required to take a course from two different outcome sets.

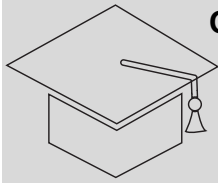


### **Institutionally Designated**

One course from each area:

- Critical Thinking
- Personal and Professional Development

**Recommendation:** Use a revised Critical Thinking outcomes set (see below) and a new Personal and Professional Development outcomes set (to be written) to assess courses in the Discipline Area with students required to take one course from each.



### **Graduation Requirement *not part of the General Education Program***

- Discipline Specific Writing and Information Literacy

**Recommendation:** Separate the discipline-specific document outcome from the Written Communication CORE Outcome set. Revise the Information Literacy Outcome set to be more flexible for various disciplines. Combine the two outcome sets. This new set should be assessed in an upper-level program course or other designated courses.





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# Joint Task Force

- C.D. Clark (Werth College of Science, Technology, and Mathematics, General Education Committee)
- Linda Feldstein (College of Education, Faculty Senate)
- Robyn Hartman (Forsyth Library, General Education Committee)
- Ginger Loggins (Robbins College of Business and Entrepreneurship, Faculty Senate)
- Matthew Smalley (College of Arts, Humanities, and Social Sciences, Faculty Senate)
- Tanya Smith (College of Health and Behavioral Sciences, General Education Committee)

A small group made up of six members from the General Education and Faculty Senate Academic Affairs Committees was formed by Provost Arensdorf to work on shifting the existing FHSU CORE into the new KBOR Systemwide General Education framework. While we have until fall 2024 to fully implement the KBOR Framework, the goal at FHSU is to implement it for fall 2023. Thus, the group of six worked on this framework to be presented in late fall to the General Education and Faculty Senate bodies for voting.

*Summaries of the Task Force meetings can be found in the minutes for the [General Education](#) and Academic Affairs committees.*



# FHSU CORE Overview

The FHSU Common Outcomes for Relevant Education (CORE) General Education program, launched in the Fall of 2022, focuses on students achieving specific, required learning outcomes. The program represents FHSU's commitment to providing meaningful, productive education to students.

The Higher Learning Commission—the accrediting body for FHSU— requires the University to report student achievement of Common Learning Outcomes. Therefore student achievement for each FHSU CORE learning outcome is to be assessed and reported to the office of Institutional Effectiveness and Quality Improvement. Each CORE course has common assessments and rubrics throughout its sections.

## GOAL 1: CORE SKILLS

- Objective 1.1: Written and Oral Communication
  - Outcomes 1.1-A: Written Communication
  - Outcomes 1.1-B: Oral Communication
- Objective 1.2: Quantitative Literacy
- Objective 1.3: Computing Literacy
- Objective 1.4: Information Literacy
- Objective 1.5: Critical Thinking

## GOAL 2: BROAD AND INTEGRATIVE KNOWLEDGE

- Objective 2.1: Knowledge of the Liberal Arts
  - Outcomes 2.1-A: Aesthetic Mode of Inquiry
  - Outcomes 2.1-B: Historical Mode of Inquiry
  - Outcomes 2.1-C: Mathematical Mode of Inquiry
  - Outcomes 2.1-D: Natural Scientific Mode of Inquiry
  - Outcomes 2.1-E: Philosophical Mode of Inquiry
  - Outcomes 2.1-F: Social Scientific Mode of Inquiry

## GOAL 3: PRACTICAL APPLICATIONS

- Objective 3.1: Health and Wealth
  - Outcomes 3.1-A: Dimensions of Wellness
  - Outcomes 3.1-B: Financial Health
- Objective 3.2: Intercultural Competence

[View all the FHSU CORE Goals, Objectives, and Outcomes here.](#)

***As an outcomes-based program, students are not required to take a set number of credit hours or classes to complete the CORE.***

***Instead, they can fulfill the outcomes through a combination of general education classes, classes in their major program, and classes that integrate more than one outcome set into a course.***

***Because of this flexibility, students can expect to complete the FHSU CORE in about 42-54 credit hours.***

# Kansas Board of Regents Framework Overview

The systemwide general education program policy creates a systemwide GE for the state universities, community colleges, and Washburn University. Comprised of 34-35 credit hours organized in seven discipline-based "buckets," a student who satisfies all seven buckets will complete the systemwide GE program. This framework should be implemented by institutions by the Fall of 2024. Find more information on KBOR's website [https://kansasregents.org/academic\\_affairs/general-education](https://kansasregents.org/academic_affairs/general-education)

## Bucket #1: English Discipline Area



6 Hours of English Courses

## Bucket #2 Communications Discipline Area



3 Hours of Communications Courses

## Bucket #3: Mathematics & Statistics Discipline Area



3 Hours of Math or Statistics Courses

## Bucket # 4 Natural & Physical Sciences Discipline Area



4-5 Hours from One Subject (must include a lab)

Anatomy  
Astronomy  
Biochemistry  
Biology  
Botany  
Chemistry  
Earth Science  
Ecology  
Environmental Science  
Geology  
Meteorology  
Microbiology  
Physical Geography  
Physical Sciences  
Physics  
Physiology  
Zoology  
Other subjects that the offering institution determines fit within the natural and physical sciences area

## Bucket #5 Social & Behavioral Sciences Discipline Area



6 Hours in at Least Two Courses from Two Subject Areas

Anthropology  
Criminal Justice  
Economics  
Ethnic and/or Gender Studies  
Geography  
Political Science  
Psychology  
Social Work  
Sociology  
Other subjects that the offering institution determines fit within the social sciences area

## Bucket # 6 Arts and Humanities Discipline Area



6 Hours in at Least Two Courses from Two Subject Areas

Art \*  
Communications  
Cultural Studies  
Dance\*  
English  
General Humanities  
History  
Literature  
Modern and Classical Languages  
Music\*  
Philosophy  
Religion  
Theater\*  
Other subjects that the offering institution determines fit within the arts and humanities  
\*The application of performance courses in this subject area is at the discretion of the institution.

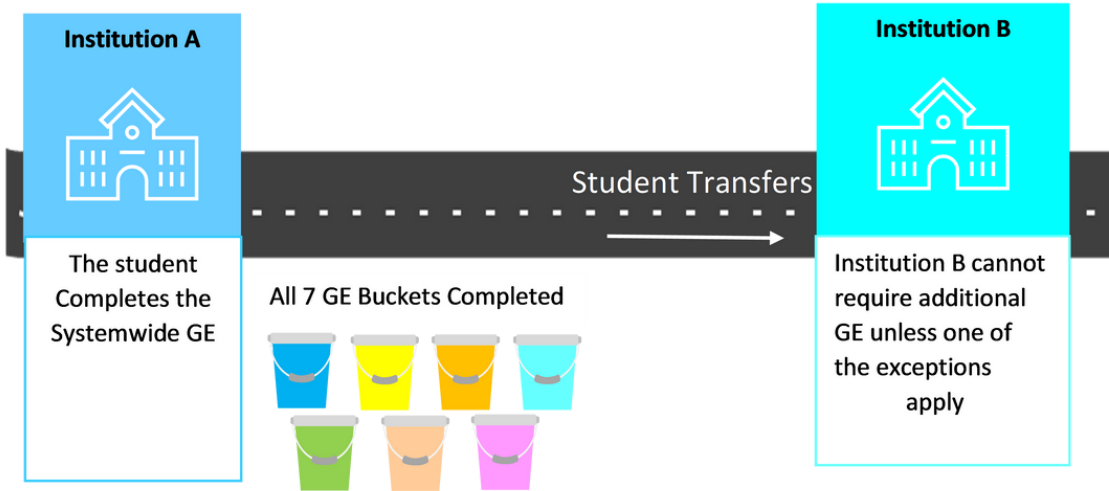
## Bucket #7 Institutionally Designated Area



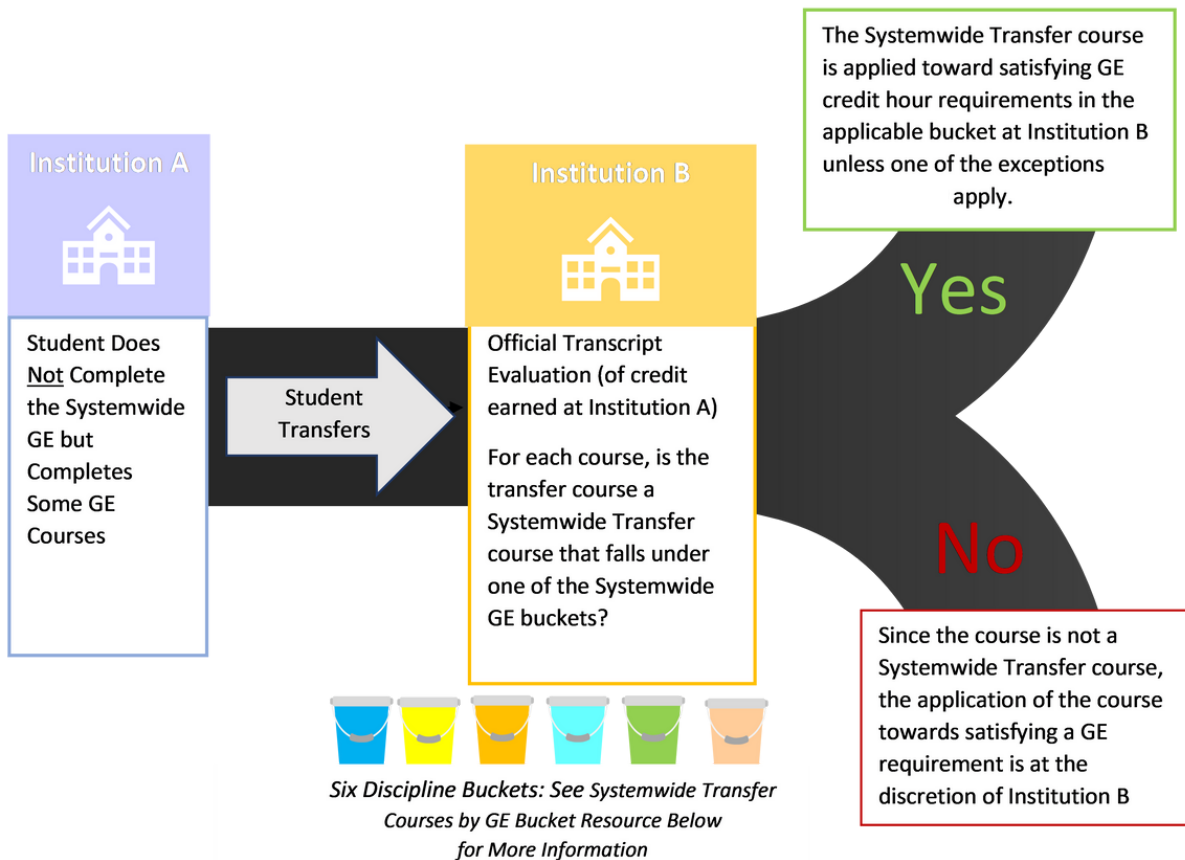
6 Hours Determined by the Institution.

This area provides flexibility for each institution to define requirements to account for societal issues, local needs, and institutional priorities (Intermediate Algebra shall not be applied toward meeting this area).

**How does this Work for Transfer Students Who Completed the Systemwide GE?**



**How Does this Work for Transfer Students Who Did Not Complete the Systemwide GE?**



[Systemwide Transfer Courses by GE Bucket Resource](https://kansasregents.org/resources/Systemwide_GE/Bucket_SWT_Courses1.pdf)

[https://kansasregents.org/resources/Systemwide\\_GE/Bucket\\_SWT\\_Courses1.pdf](https://kansasregents.org/resources/Systemwide_GE/Bucket_SWT_Courses1.pdf)

# Program In Depth



**English**  
ENG 101 English Composition I  
prerequisite to  
ENG 102 English Composition II



**Communication**  
COMM 100 Fundamentals  
of Oral Communication



**Math and Statistics**  
One course



**Natural and Physical  
Sciences**  
One course and a lab



**Social and Behavioral Sciences**  
One course from each area:  

- Social Science
- Engaged Global Citizens



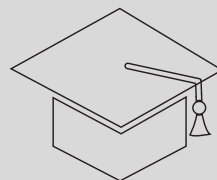
**Arts and Humanities**  
One course from two  
different areas:  

- Aesthetic
- Historical
- Philosophical



**Institutionally Designated**  
One course from each area:  

- Critical Thinking
- Personal and Professional  
Development



**Graduation  
Requirement**  
*not part of the General  
Education program*

- Discipline Specific Writing and  
Information Literacy

# English Discipline Area



Per KBOR, fulfilled only by:

- ENG 101 English Composition I\*, prerequisite to
- ENG 102 English Composition II\*

KBOR Systemwide Transfer Courses:

- English Composition I
- English Composition II

\*FHSU System-Wide Transfer Course

## Recommendation:

Separate the Written Communication outcomes from the Oral Communication outcomes. Begin using the persuasive essay portion of the Written Communication outcome set of the Written and Oral Communication CORE Objective to assess this Discipline Area at the end of the introductory English Composition course sequence. See the example below.

## Reasoning & Guidance:

KBOR has designated ENGF 101 and 102 as the only courses to fulfill this discipline area. See the outcome revision explanation in the [Writing, Reasoning, and Research Sequence](#).

**CORE Assessment:** Written Communication revised outcome set

*Written Communication Revision Example:*

Introductory Written Communication

By the end of the composition sequence, students will demonstrate an introductory proficiency in:

1. Writing 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.



# Communication Discipline Area

Per KBOR, fulfilled only by:

COMM 100 Fundamentals of Oral Communication\*

KBOR Systemwide Transfer Courses:

- Public Speaking
- Interpersonal Communication



\*FHSU System-Wide Transfer Course

## Recommendation:

Separate from the Written Communication outcomes. Begin using the Oral Communication outcome set to assess this Discipline Area in COMM 100.

## Reasoning & Guidance:

KBOR has designated COMM 100 as the only course to fulfill this discipline area.

**CORE Assessment:** Oral Communication outcome set

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. Present orally an original message that effectively demonstrates appropriate vocal variety that achieves congruence with and enhancement of verbal intent;
4. Present orally an original message that demonstrates nonverbal behavior that effectively supports the verbal message during an oral presentation;
5. Present orally an original message that demonstrates their ability to locate and select appropriate support based on the topic, audience, setting, and purpose;
6. Demonstrate effective critical listening;
7. Effectively review and critique a peer speaker's purpose and organization of ideas and information.



## Math and Statistics Discipline Area



Per KBOR must be college level. Intermediate algebra shall not meet any of the math degree requirements.

KBOR Systemwide Transfer Courses: Clear and concrete paths for each major will be defined in the [Math Pathways Work](#). After the math pathways are identified, specific systemwide transfer courses will be listed.

### FHSU Courses approved as of Oct 2022:

MATH 101 Contemporary Mathematics\*  
MATH 105 College Algebra with Review\*  
MATH 110 College Algebra\*  
MATH 130 Pre-Calculus Mathematics  
MATH 234 Analytic Geometry and Calculus I\*  
MATH 331 Calculus Methods\*

### Anticipated after outcome revision:

MATH 250 Elements of Statistics\*

\*Currently an FHSU System-Wide Transfer Course

### Recommendation:

*Immediate:* Begin using the Quantitative Literacy and Mathematical Mode of Inquiry outcome sets to assess courses in the Discipline Area.

*Next Steps:* Work with the Math department to merge the Quantitative Literacy and Mathematical Mode of Inquiry outcome sets so that Statistics can be included and use them to assess the Math and Statistics Discipline Area.

### Reasoning & Guidance:

The Mathematical Mode of Inquiry outcome set currently contains one or two outcomes that the Math department does not feel can be addressed in Elements of Statistics since all of the courses proposed by the Math department for CORE address both the Quantitative Literacy and Mathematical Mode of Inquiry outcome sets, Elements of Statistics is not approved for the CORE.

The KBOR framework explicitly includes statistics courses in this area, and the Math department would be happy to offer statistics courses as a General Education class. Therefore, we feel that the outcome set used to assess this discipline area should allow statistics to be included so that Math can submit a proposal.

# Math and Statistics Discipline Area continued

**CORE Assessment:** Merged and revised Math and Statistics outcome set

*Quantitative Literacy and Mathematical Mode of Inquiry sets to be merged and revised:*

## 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.

## 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.

# Natural and Physical Sciences

## Discipline Area



One course and a lab from the following subject areas:

Anatomy, Astronomy, Biochemistry, Biology, Botany, Chemistry, Earth Science, Ecology, Environmental Science, Geology, Meteorology, Microbiology, Physical Geography, Physical Sciences, Physics, Physiology, Zoology

KBOR Systemwide Transfer Courses:

- Anatomy & Physiology (5 cr hr or 8 cr hr)
- Biology I & Lab for Majors
- Biology II & Lab for Majors
- Chemistry I & Lab for Majors
- Chemistry II & Lab for Majors
- Descriptive Astronomy Lecture & Lab
- Engineering Physics I with Lab
- Engineering Physics II with Lab
- Environmental Science Lecture & Lab
- General Biology & Lab for Non-majors
- General Chemistry & Lab for Non-Majors
- Meteorology Lecture & Lab
- Microbiology & Lab
- Physical Geology Lecture & Lab
- Physical Science & Lab
- Physics I & Lab
- Physics II & Lab

### FHSU Lecture Courses approved as of Oct 2022:

BIOL 100 Human Biology\*  
BIOL 180 Principles of Biology\*  
BIOL 200 Humans and the Environment  
PHYS 102 Physical Science  
PHYS 208 Elementary Meteorology

### FHSU Lab Courses approved as of Oct 2022:

BIOL 102 Laboratory Experiences in Biology\*  
BIOL 180L Principles of Biology Laboratory\*  
GSCI 102 Introduction to Geology Laboratory  
PHYS 103 Physical Science Laboratory

\*FHSU System-Wide Transfer Course

# Natural and Physical Sciences

## Discipline Area continued

### **Recommendation:**

*Immediate:* Begin using the Natural Scientific Mode of Inquiry outcome set to assess courses in the discipline area.

*Next Steps:* Work with WCoSTM to rewrite the outcomes to align with the introductory level courses for both majors and non-majors to allow more classes to be considered and easily approved for this area.

### **Reasoning & Guidance:**

The Natural Scientific Mode of Inquiry outcome set has been challenging to get science courses approved. The issue seems to be an impedance mismatch between what the outcome expects to be taught in the introductory sciences classes and what is actually taught. Most courses approved for this outcome set have had to add new assignments or projects to satisfy the review committee.

We feel that all of the science courses identified by KBOR should be able to submit proposals for this area and, in most cases (if not all), should be able to identify existing assignments to use for the assessment. The outcome set needs to be rewritten to capture what is common among the science courses currently being taught.

**CORE Assessment:** Natural and Physical Sciences Revised outcome set

*Natural Scientific Mode of Inquiry Set to be revised:*

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.

# Social and Behavioral Sciences

## Discipline Area



A minimum of two courses from two of the following subject areas:

Anthropology, Communications (FHSU department categorizes as Soc and Beh), Criminal Justice, Economics, Ethnic and/or Gender Studies, Geography, Political Science, Psychology, Social Work, Sociology

KBOR Systemwide Transfer Courses:

- American Government
- Childhood Growth & Development
- Comparative Politics
- Criminal Law
- Cultural Diversity & Ethnicity
- Human Lifespan/Developmental Psychology
- International Relations
- Introduction to Criminal Justice
- Introduction to Cultural Anthropology
- Introduction to Linguistic Anthropology
- Introduction to Political Science
- Introduction to Psychology
- Introduction to Social Work
- Introduction to Sociology
- Introduction to Women's Studies
- Macroeconomics
- Marriage & Family
- Microeconomics
- Social Problems
- State & Local Government
- World Regional Geography

### Recommendation:

Require 3 credit hours from the Social Sciences area and 3 credit hours from a revised Engaged Global Citizens area from different departments/course prefixes.



Social  
Science

AND



Engaged  
Global  
Citizens

# Social and Behavioral Sciences Discipline Area continued

## Social Science

### FHSU Courses approved as of Oct 2022:

CRJ 360 (IDS 360) Social Justice: Action and Policy  
ECON 201 Principles of Microeconomics\*  
LDRS 200 Discovering Leadership  
POLS 101 American Government\*  
POLS 103 State and Local Government \*  
PSY 100 General Psychology \*  
SOC 140 Understanding Society: Introductory Sociology\*  
SOC 310 Gender and Society  
SOC 388 Sociology of the Family in America\*

## Engaged Global Citizens

### FHSU Courses approved as of Oct 2022:

CRJ 310 Comparative Justice Systems  
ECON 300 (IDS 300) Economic Ideas and Current Issues  
GSCI 110 World Geography \*  
IDS 407 Global Challenges  
POLS 105 Current Political Issues  
POLS 111 Political Thinking for the Greater Good  
SOC 333 Global Forces in a Changing World  
TECS 391 (IDS 390) Technology in Society

### Anticipated after outcome revision:

GSCI 105 Cultural Geography  
PSY 340 Social Psychology  
SOC 376 (IDS 350) Diversity in the US  
SOC 460 Comparative Cultures and Societies

\*FHSU System-Wide Transfer Course



# Social and Behavioral Sciences Discipline Area continued

## **Recommendation:**

*Immediate:* Begin using the current Engaged Global Citizens and Social Scientific Mode of Inquiry outcome sets to assess courses in this area, with students being required to take one course from each outcome set.

*Next Steps:* Revise the Engaged Global Citizens outcome set to incorporate Intercultural Competence to include the currently approved social science and interdisciplinary courses (modern language courses in the Intercultural Competence outcome set would be categorized in a different area). Work with the social science departments to revise the Social Scientific Mode of Inquiry outcome set to allow more classes to be considered and easily approved for this area. Consider retaining the Interdisciplinary Studies (IDS) course prefix and include this in the “other subjects the offering institutions determine fit within the social [and behavioral] science area.”

## **Reasoning & Guidance:**

The Social Scientific Mode of Inquiry is a good fit for the Social & Behavioral Sciences Discipline Area. However, there have been similar issues with getting courses that are clearly social science classes approved for this outcome set, similar to the Natural Scientific Mode of Inquiry. This outcome set should be revised to align with what these courses are currently teaching.

The committee noticed that the courses approved for the Engaged Global Citizens outcomes largely came from disciplines that KBOR designated as the Social and Behavioral Sciences. Many courses approved for the Intercultural Competence outcome set also fall in this discipline area. Revising Engaged Global Citizen to incorporate those Intercultural social and behavioral science courses will provide more options to students to fulfill this area.

## **CORE Assessment:**

- Social Science revised outcome set
- Engaged Global Citizen revised outcome set

# Social and Behavioral Sciences Discipline Area continued

*Social Science outcome set to be revised:*

By graduation, students will:

- Identify, within a given scenario, applicable frameworks for explaining social phenomena;
- 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;
- Compare and contrast human behavior among various cultures using social science concepts.

*Engaged Global Citizens and Intercultural Competence outcome sets to be merged and revised:*

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

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.

## Arts and Humanities Discipline Area



A minimum of two courses from two of the following subject areas: Art \*, Communications, Cultural Studies, Dance\*, English, General Humanities, History, Literature, Modern and Classical Languages, Music\*, Philosophy, Religion, Theater\*

\*The application of performance courses in this subject area is at the discretion of the institution.

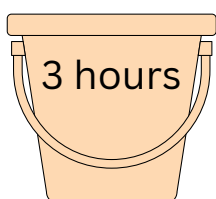
KBOR Systemwide Transfer Courses:

- American Literature I
- American Literature II
- Art Appreciation
- Art History I
- Art History II
- Ethics
- French I
- French II
- Intro to Mass Communications
- Introduction to Literature
- Introduction to Philosophy
- Logic & Critical Thinking
- Music Appreciation
- New Testament
- Old Testament
- Spanish I
- Spanish II
- Spanish III
- Theatre Appreciation
- US History since 1877
- US History to 1877
- World History 1500 to Present
- World History to 1500
- World/Comparative Religions

*Note: Systemwide Transfer performance courses in art, music, and theater are not listed but may also apply in the arts and humanities bucket. When a student has not completed the systemwide GE, the application of such performance courses is at the discretion of the receiving institution.*

### Recommendation:

Begin using the Aesthetic, Historical, and Philosophical Mode of Inquiry outcome sets to assess courses in this Discipline Area with students required to take a course from two different outcome sets.



Aesthetic

OR



Historical

OR



Philosophical

# Arts and Humanities Discipline Area continued

## Aesthetic

### FHSU Courses approved as of Oct 2022:

ART 180 Fundamental and Appreciation of Art\*  
ART 201 Survey of Art History I\*  
ART 202 Survey of Art History II\*  
ENG 125 World Literature  
ENG 126 Introduction to Literature\*  
ENG 327 Literature Matters  
MUS 161 Listening to Music\*  
MUS 291 American Popular Music  
MUS 361 World Music  
MUS 391 Jazz  
THTR 120 Introduction to Theatre\*  
THTR 122 Acting\*

## Historical

### FHSU Courses approved as of Oct 2022:

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\*

## Philosophical

### FHSU Courses approved as of Oct 2022:

PHIL 120 Introduction to Philosophy\*  
PHIL 170 World Religions  
PHIL 201 Political Philosophy  
PHIL 330 Bioethics  
PHIL 331 Ethical Issues in the Professions and Business  
PHIL 335 Conceptions of the Mind  
PHIL 340 Ethics\*

\*FHSU System-Wide Transfer Course

## Reasoning & Guidance:

The subjects for this area easily include the Aesthetic, Historical, and Philosophical outcome sets. The committee was concerned with spreading this area too thin over too many outcome sets and did not include Intercultural Competence, which would mostly be fulfilled in the Social and Behavioral Sciences Area if the Engaged Global Citizens outcome set is revised. If a new Personal and Professional Development outcome set is created, it can also be written to include areas such as Modern Languages and Cultural Studies that do not fit into the Social and Behavioral Sciences disciplines.

# Arts and Humanities Discipline Area continued

## CORE Assessment:

- Aesthetic outcome set
- Historical outcome set
- Philosophical outcome set

### Aesthetic

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.

### Historical

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.

### Philosophical

By graduation, students will:

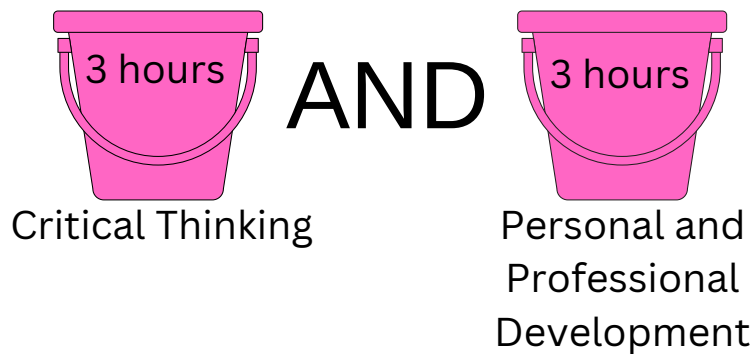
1. Identify the distinguishing characteristics of philosophical questions (non-empirical questions suitable for being approached dialectically);
2. Compose an essay that accurately captures someone else's reasoning in support of their answer to a philosophical question;
3. Compose an essay that accurately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

# Institutionally Designated Area

This area provides flexibility for each Kansas public institution to define requirements to account for societal issues, local needs, and institutional priorities (Intermediate algebra shall not meet any of the requirements in this area).



Require 3 credit hours from each area, from different departments/course prefixes:



## Critical Thinking

**FHSU Courses approved as of Oct 2022:**

PHIL 100 Critical Thinking\*

## Personal and Professional Development

**FHSU Courses approved as of Oct 2022:**

GSCI 240 Introduction to Geographic Information Systems

INF 101 Introduction to Computer Information Systems\*

HHP 200 Personal Wellness\*

FIN 205 Theory and Practice of Personal Finance

\*FHSU System-Wide Transfer Course



# Institutionally Designated Area continued

## **Recommendation:**

*Immediate:* Revise the Critical Thinking outcome set to remove the upper-level outcome and include elements of persuasive writing (example below), with ENG102 as a prerequisite. Make this new outcome set a requirement for this Designated Area and begin assessing courses with it.

Create a new outcome set for Personal and Professional Development that incorporates the ideals behind the original Wellness, Financial, and Computing outcome sets, as well as including Modern Languages/sign language and allows for other courses to fulfill personal and professional development, such as nutrition, mental health, professional ethics, or leadership.

## **Reasoning & Guidance:**

For Critical Thinking, see the explanation for the [Writing, Reasoning, and Research Sequence](#).

*Note that it is our expectation that, while there is currently one course approved for the Critical Thinking outcome set (which will need to be approved for the Persuasive Writing outcome set), other departments will offer courses that meet this outcome set.*

For now, any one class that fits the Dimensions of Wellness Outcomes, the Financial Health Outcomes, or the Computing Literacy Outcomes could work for the Personal and Professional Development required credits.

## **CORE Assessment:**

- Revised Critical Thinking outcome set with a persuasive writing component
- New Personal and Professional Development outcome set

# Institutionally Designated Area continued

*Critical Thinking Revision Example:*

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. Write a persuasive essay that includes the following:
  - 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.

*An example Personal and Professional Development outcome set is being researched and developed by Task Force members. Ideas and input from faculty are encouraged.*



# Policy Recommendations

## Course Requirements and Approval

- The courses eligible for each discipline area are determined by the course prefix.
  - The exception is the Institutionally Designated Area courses.
- For an FHSU course to count as a general education course, it must be assessed by an approved CORE outcome set.
  - The exception is the English discipline area, which will be assessed at the end of ENG 102.
- Courses approved for the General Education program must have an appropriate discipline area prefix and be assessed with a CORE outcome set.
- As the outcome sets used to assess General Education courses are updated, courses in the program will be updated and re-approved for the new outcome set. We recommend that courses may continue to use the old outcome set for a period of 2 years but must submit a proposal to update to the new outcome set within that time, or else be dropped from the program.
- *It is expected that the IDA will be available to all departments.* No single department or class should have exclusive rights to this area or individual outcome sets. Any course that makes a robust and genuine attempt to cover an IDA outcome set should be considered for approval, even if the course duplicates large portions of another course. I.e., course duplication should not be a consideration for courses proposed for this area.

## **Transfer Policies per KBOR**

- Students that transfer to FHSU having completed the 35-hour general education program at their previous institution will have satisfied the FHSU General Education program.
- Any courses transferred to FHSU with an existing equivalency (either through the KBOR systemwide transfer agreement or other agreements) approved for CORE shall satisfy the same core requirement.
  - For example, the Critical Thinking requirement In IDA will be satisfied by any course in the “Logic and Critical Thinking” KBOR SWT list.
- Any KBOR Systemwide Transfer courses transferred to FHSU that are not approved for CORE, but are identified by KBOR in a discipline area, shall satisfy a requirement for that discipline area.
  - For example, if a student transfers to Statistics, it will count for the Math and Statistics Discipline Area, even if FHSU’s offering of Statistics is not approved. Similarly, if a student transfers “Introduction to Criminal Justice” and “Introduction to Social Work,” the student’s Social and Behavioral Science Discipline Area requirement will be complete.

*More information on KBOR policies can be found at*

[https://kansasregents.org/academic\\_affairs/general-education](https://kansasregents.org/academic_affairs/general-education)

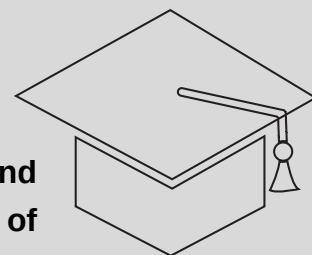
## **Other Policy Recommendations**

- Courses can count as both general education and other (e.g., program, major, minor) requirements.
- In Arts & Humanities, continue with the existing policy to not allow performance courses to be General Education courses in this area.

# Appendix A: University Graduation Requirement

Upper-level Discipline Specific Writing and Information Literacy to be assessed in the major, discipline, or other approved courses.

**This requirement is not part of the General Education Program and is created and approved via the Academic Council and the Office of the Provost.**



## **Recommendation:**

Separate the discipline-specific document outcome from the Written Communication CORE Outcome set. Revise the Information Literacy Outcome set to be more flexible for various disciplines (see example below). Combine the two outcome sets as Discipline Specific Writing and Information Literacy. This new set should be assessed in an upper-level program course or other designated courses.

## **Reasoning & Guidance:**

See the explanation for the [Writing, Reasoning, and Research Sequence](#).

Graduation Requirement Outcome: Revised and merged Discipline Specific Writing and Information Literacy outcome set.

# University Graduation Requirement continued

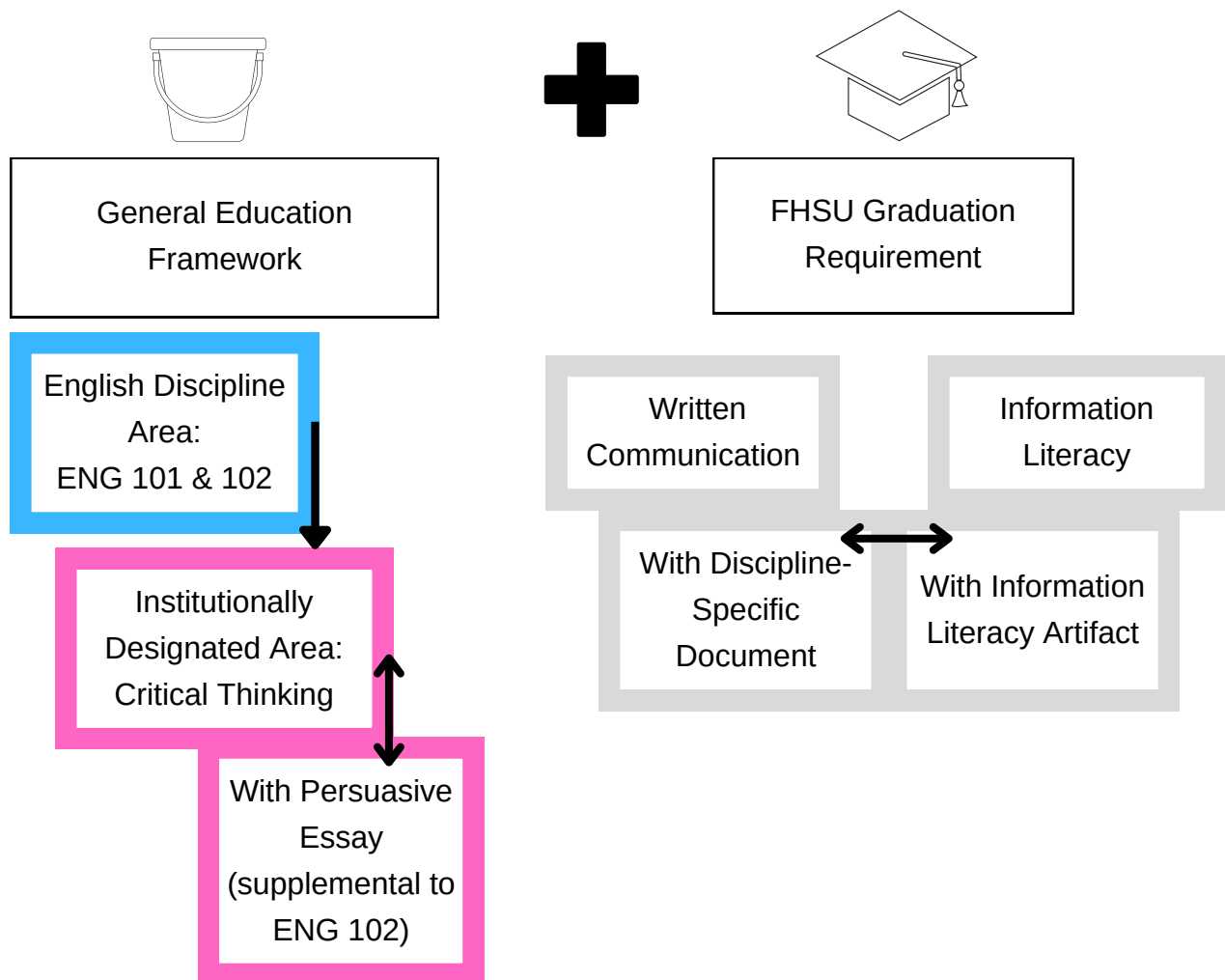
## *Discipline Specific Writing and Information Literacy Example:*

By graduation, students will:

- Produce a discipline-specific written document, judged proficient according to a department-approved rubric in the student's major that includes:
  - fully developed and supported ideas,
  - clear organizational structure,
  - consideration of a target audience,
  - disciplinary-appropriate grammar and mechanics.
- Produce an integrated or supporting artifact that demonstrates the proficient use of information resources related to the discipline-specific written document that includes:
  - identification and location of information sources,
  - evaluation of sources according to discipline-appropriate criteria,
  - disciplinary-appropriate documentation of sources



# Appendix B: The Writing, Reasoning, and Research Sequence



## **The Writing, Reasoning, and Research Sequence**

General Education serves as the element of the FHSU curriculum that provides wide-ranging, highly transferable skills and exposure to different modes of inquiry. Central to this foundational element of the curriculum is students' development of skills in the interlocking areas of written communication, critical thinking, and information literacy. The cultivation of these skills is supported in the FHSU CORE, and many faculty members across numerous departments have expressed their support for including these skills in the new General Education Framework. This brief document aims to offer an overview of the current formulation of the FHSU CORE, several curricular issues that arose because of that formulation, and an outline of a streamlined sequence that addresses these issues.

## **The Current FHSU CORE and Related Curricular Issues**

In the current FHSU CORE:

- The Written Communication outcome set (CORE 1.1.A) is fulfilled in an upper-division course in the student's major, with Composition I and II as prerequisites. The outcomes ask students to produce both a persuasive essay and a discipline-specific document.
- The third element of the Critical Thinking outcome is fulfilled separately from the first two outcomes. This upper-division outcome asks students to "produce a written document on a difficult question involving the disciplinary content of the student's major" (CORE 1.5.3).
- The Information Literacy outcome set (CORE 1.4) is also intended to be fulfilled through integration into a student's major program.

While developing courses for the CORE General Education program (launched in Fall 2022), the persuasive essay element of the Written Communication outcome and upper-division Critical Thinking outcome became linked in many faculty members' minds. Persuasive essays have long been understood as deeply linked to critical thinking because critical thinking and persuasive writing involve the nuanced formulation of arguments; the consideration of opposing viewpoints; and the ability to announce, sustain, and support a main claim using appropriate forms of reasoning and evidence. For many disciplines, these outcomes worked in tandem and produced no problem. Several departments, however, found that these outcomes became a sticking point in course development because their discipline did not readily lend itself to writing persuasive essays. A similar problem arose for the Information Literacy outcome set because not all disciplines could easily incorporate the specific artifacts called for in those outcomes (e.g., annotated bibliography).

Two courses, UNIV 301 Information Literacy and UNIV 402 Senior-Level Writing were developed to address these departmental situations, with the idea that students in departments that found these outcomes problematic could fulfill these outcomes in these upper-level UNIV courses. As the task force began discussing our goals, it realized that addressing this ongoing source of curricular frustration and creating a smoother process should be a high priority.

## **The Recommended FHSU CORE Reading, Writing, and Research Sequence**

### *English Discipline Area*

For the English Discipline Area of the new General Education Framework, KBOR prescribed that this be fulfilled only by ENG 101: Composition I and ENG 102: Composition II. Since these courses are lower-division courses, we recommend removing the discipline-specific document from the CORE outcome assessment. We also recommend amending the persuasive essay outcome to indicate that this should be fulfilled at an introductory level. Students should not be expected to have mastered these skills in these two lower-division courses that cover a broad range of composition topics. ENG 102 would then be a prerequisite to later courses in the sequence.

### *Institutionally Designated Area*

To fulfill the persuasive essay outcome at a level beyond that required by ENG 102, we recommend making the often-implicit link between critical thinking and persuasive writing explicit. We recommend requiring a Critical Thinking class and revising outcome 1.5.3 by replacing it with outcome 1.1-A1, as this outcome set could be fulfilled within or outside the student's major. This change would relieve departments of the expectation to integrate a persuasive essay and discipline-specific critical thinking essay into their program. Moreover, interested departments should, in consultation with their colleagues in the Philosophy Department and the General Education Committee, develop courses that would satisfy the Critical Thinking outcome. We recommend that courses fulfilling the Critical Thinking outcome set have ENG 102 as a prerequisite and have a similar enrollment cap.

## *University Graduation Requirement*

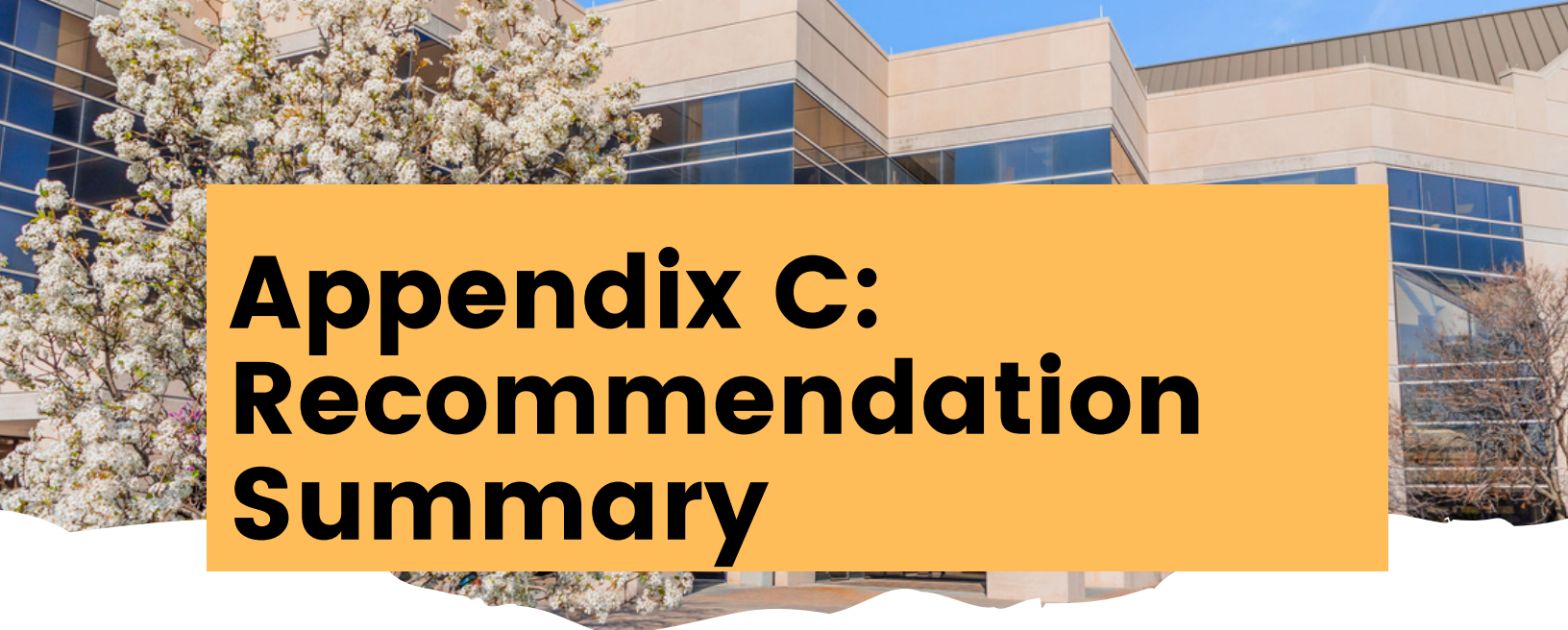
This task force does not recommend removing the discipline-specific document outcome or the Information Literacy outcome entirely from the student's curriculum. We recommend revising and linking these as a university graduation requirement outside the General Education Framework. We recommend revising the Information Literacy outcome set to be more flexible for various disciplines. Like written communication, the department should choose an artifact to demonstrate a student's mastery of effectively gathering, evaluating, and using information. This artifact would be integrated into, or supplementary to, the departmentally designated discipline-specific document. This new outcome set would be assessed in upper-level courses in a student's major. As with the CORE, programs can require students to take UNIV 301 and/or 402 to fulfill this requirement. Alternatively, interested departments should, in consultation with their colleagues at Forsyth Library and the General Education Committee, develop classes that enable students to master Information Literacy in one or more courses in the major or scaffold the instruction throughout the program.

### **Conclusion**

In summary, the proposed Writing, Reasoning, and Research sequence would involve the following three elements:

1. ENG 101/ENG 102 [General Education Program]
2. Critical Thinking (w/ 102 as a Prerequisite & with a Persuasive Essay) [General Education Program]
3. Discipline-Specific Writing and Information Literacy [Graduation Requirement]

Overall, the General Education Framework that we have proposed offers considerable flexibility at multiple points; however, we chose, with this Writing, Reasoning, and Research Sequence, to balance that flexibility with a prescriptive approach because it ensures that our students will have the opportunity to develop these highly transferrable, wide-ranging skills that are hallmarks of a liberal education. We believe this will be a significant asset to our students in their programs of study, careers, and lives as engaged citizens.



# Appendix C: Recommendation Summary

## CORE Assessment Outcome Set Recommendations

### *Immediate:*

- Separate the Written Communication and Oral Communication outcome sets.
- Revise the Written Communication outcome to indicate that the outcomes should be assessed at the end of the introductory English Composition course sequence.
- Begin using the Quantitative Literacy and Mathematical Mode of Inquiry outcome sets to assess courses in the Discipline Area.
- Begin using the Natural Mode of Inquiry outcome set to assess courses in the discipline area.
- Begin using the current Engaged Global Citizens and Social Scientific Mode of Inquiry outcome sets to assess courses in this area, with students being required to take one course from each outcome set.
- Revise the Critical Thinking outcome set to remove the upper-level outcome and include elements of persuasive writing, with ENG102 as a prerequisite. Make this new outcome set a requirement for this Designated Area and begin assessing courses with it.
- Create a new outcome set for Personal and Professional Development that incorporates the ideals behind the original Wellness, Financial, and Computing outcome sets, as well as including Modern Languages/sign language and allows for other courses to fulfill personal and professional development, such as nutrition, mental health, professional ethics, or leadership.

## **CORE Assessment Outcome Set Recommendations continued**

### *Immediate:*

- Separate the discipline-specific document outcome from the Written Communication CORE Outcome set.
- Revise the Information Literacy Outcome set to be more flexible for various disciplines.
- Combine the two in a revised Discipline Specific Writing and Information Literacy outcome sets. This new set should be assessed in an upper-level program course or other designated courses.

### *Next Steps:*

- Work with the Math department to merge the Quantitative Literacy, and Mathematical Mode of Inquiry outcome sets so that Statistics could be included and use them to assess the Math and Statistics Discipline Area.
- Work with WCoSTM to rewrite the Natural Scientific outcomes to align with the introductory level courses for majors and non-majors to allow more classes to be considered and easily approved for this area.
- Revise the Engaged Global Citizens outcome set to incorporate Intercultural Competence in a way that would include the currently approved social science and interdisciplinary courses (Modern Language courses in the Intercultural Competence outcome set would be categorized in a different area).
- Work with the social science departments to revise the Social Scientific Mode of Inquiry outcome set to allow more classes in this Discipline Area to be considered and easily approved for this area.

## Discipline Area Recommendations

- The Social and Behavioral Sciences Discipline Area requires one course from Social Science and one from Engaged Global Citizen (revised) courses.
- Consider retaining the Interdisciplinary Studies (IDS) course prefix and include this in the “other subjects the offering institutions determine fit within the social [and behavioral] science area.”
- The Arts & Humanities Discipline Area requires two courses from two different areas (Aesthetic, Historical, and Philosophical) from different departments/course prefixes.
- In Arts & Humanities, continue with the existing policy to not allow performance courses to be General Education courses in this area.
- Require ENG102 as a prerequisite to any course meeting the Critical Thinking IDA outcome sets.
- Courses meeting the Critical Thinking IDA outcome sets should receive an enrollment cap that mirrors the caps provided in English 102.
- Per KBOR, the six discipline bucket names identified in the seven-bucket framework should be used by all institutions. Each institution can issue a name for the seventh, institutionally designated area (IDA) bucket.

## Course Requirements and Approval

- The courses eligible for each discipline area are determined by the course prefix (except the Institutionally Designated Area).
- For an FHSU course to count as a general education course, it must be assessed by an approved CORE outcome set. One exception is the English discipline area, which will be assessed at the end of ENG 102.
- Courses approved for the General Education program must have an appropriate discipline area prefix and be assessed with a CORE outcome set.
- As the outcome sets used to assess General Education courses are updated, courses in the program will be updated and re-approved for the new outcome set. We recommend that courses may continue to use the old outcome set for a period of 2 years but must submit a proposal to update to the new outcome set within that time, or else be dropped from the program.
- *It is expected that the IDA will be available to all departments.* No single department or class should have exclusive rights to this area or individual outcome sets. Any course that makes a robust and genuine attempt to cover an IDA outcome set should be considered for approval, even if the course duplicates large portions of another course. I.e., course duplication should not be a consideration for courses proposed for this area.

## **Transfer Policies per KBOR**

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- More information on KBOR policies can be found at [https://kansasregents.org/academic\\_affairs/general-education](https://kansasregents.org/academic_affairs/general-education)

## **Other Recommendations**

- Courses can count as both general education and other (e.g., program, major, minor) requirements.
- Create a new university graduation requirement incorporating the ideas of the upper-level written communication and information literacy outcome sets.



