

General Education Committee

10 February 2025

Brittany Lockhard, Chair
Jan Wolcutt
Sam Cocoran
Sandy Sipes
Carolyn Shaw
Angie Paul
Julie Henderson
Josh Mallard

Motion to approve minutes from last meeting. Approved. 7-0

FYMU 102D. Global Music Cultures. Approved. 7-0

Faculty Senate Executive Committee meeting

- George Dehner approached the Senate Excom with a complaint that the Gen Ed committee had exceeded its charge and any changes to GE criteria need to be approved by the Faculty Senate. Dehner wanted to invoke an appeals process. ExCom decided the GE committee was within its purview and that there did not need to be an appeal process. Our decision was made with representative membership on the committee and was not taken maliciously. The program framework has changed due to systemwide changes and we are acting within that framework. George will be invited to speak at the next ExCom meeting with an invitation coming from Matt Muether.
- Executive committee would like the committee to continue to develop criteria for all GE classes, and has asked the committee to move ahead.

General Education Criteria

- Sandy
 - Syllabus follows university template
 - Freshmen and sophomores can clearly understand the requirements of the course.
 - Student learning outcomes are clear and measurable.
 - Workload is appropriate for freshmen and sophomores.
- Carolyn
 - I have thoughts about both content and curriculum design. Here are my ideas for identifying an ideal GE course (that fits within the parameters established by KBOR), that is not a foundation course (ENGL 101, COMM 111, MATH 111/131). I'm assuming a GE model based on breadth rather than one based on depth.
 - Content is geared towards students with no previous coursework in the discipline (introductory level) and who are non-majors (linked to issues of broader societal relevance).

- Course has no pre-requisites.
- Content includes key concepts / theoretical approaches to the discipline
- Assignments include some low stakes, formative assessments given early in the semester.
- Graded work includes written assignments as well as tests (enhances written communication skills).
- Course design includes opportunities for students to engage with the materials through small group discussions, oral presentations, group work or other collaborative assignments (enhances oral communication skills).
- Preferred: Promotes civic engagement, global awareness, or applied problem-solving
- Preferred: materials represent a broad array of scholars/approaches to the subject matter – ie diverse scholars -theoretically, demographically, etc.]
- Discussion:
 - Should syllabi have a table showing how the objectives are aligned with the assignments?
 - There are two different sets of objectives for GE and FYS. So we would need to confirm use of the correct objectives.
 - Could it just be included as a separate attachment in CIM or does it have to be in the syllabus itself?
 - Instructions in CIM can be specific to include the table in the syllabus.
 - The Senate Academic Affairs committee may be revisiting the syllabus template. **Brittany will follow up with Matthew Muether and Raina Rutti to see if the committee has been given this charge already and what the status is.**
 - Should we allow courses to have foundation courses as prereqs (Ex ENGL 101)? Yes.
 - When a course comes through CIM, how do we know which bucket it goes in?
 - RO assigns the correct divisional attribute before it comes to the GE committee. This is determined by KBOR based on the department offering the course.
 - Does the committee need to make sure a course is transferrable in the system before approving it?
 - No. This is a separate process. Courses flagged for system-wide transfer go through the core outcomes process to align learning outcomes across institutions. This is different than getting institution-specific gen ed classes approved by KBOR.
 - There 126 courses are in system wide transfer now.
 - RO keeps track of these courses in two different systems.
 - Students can see these courses that are system wide transfer courses. These are marked in the catalog.

- Linnea: If a student completes a course at another school that KBOR has applied to a bucket, we have to count it in that bucket. Ex: interpersonal communication is in bucket 2. Our only WSU course in bucket 2 is COMM 111, but if someone comes in with interpersonal communication. We have to count that course in bucket 2 instead of making them take COMM 111.
- Are we looking for every metric to be met 100% or a majority of them?
- Can less traditional courses count toward gen ed (ex fine arts, engineering)? KBOR left it up to institutions to decide if "performance based" courses could count toward GE. WSU decided a long time ago that we would not count these, but other schools do have some performance courses in their GE course lists.
- This begs a broader question about purpose of GE. Do students take GE classes to explore new areas such as the fine arts or engineering and does that serve them and our community well? Language below about being "well rounded" seems to suggest we could broaden the disciplines that offer GE classes.
 - "Wichita State strives to offer the most complete college experience possible to produce well-rounded, successful Shocker graduates. Through general education courses, students explore subjects outside of their major, expanding their knowledge, perspective and skills and making a positive impact on their career and life." from webpage.
- How many freshmen take 500 level courses?
 - **Gina can pull data on how many freshmen take 500 level courses.** This could be helpful information to know.
 - The system has a restriction on freshmen enrolling in 500 level course. They have to get permission to enroll.
 - These 500 courses are legacy courses in the system when we had an Issues and Perspectives requirement in the GE program. This was a program that had depth as a goal for Gen Ed.
- What timing do we need to pay attention to when approving documents?
 - We have to submit changes to KBOR once a year in January. These have to be approved by KBOR in order to count as GE. If they don't approve it then students who take it before the formal approval will not be able to count it for gen ed credit.
 - Committee might work on GE assessment work in spring and do course approvals in Fall for the following Fall.
 - It would be helpful to have the catalog and KBOR deadline dates at the same time.

Proposed language to accept lab courses that are 3 instead of 5 credit hours

- Suggested language from Sally Fiscus: "The Fall 2024 KBOR system-wide General Education Program currently requires 4-5 credit hours of approved general education natural or physical science course(s). This requirement can be satisfied by taking one course that contains a lab or a two-course sequence with lecture and lab. Transfer students on a catalog term of Fall 2024 or higher will be allowed to use a 3-hour

lecture/lab course that is equivalent to a WSU approved general education lecture/lab course. Students that use a 3-credit hour transfer course to complete bucket 4 of the General Education Program could complete all general education requirements with 33 hours instead of 34. The student will not be required to make up the one credit hour in the General Education Program but must still reach the overall hours for the degree."

- Linnea expressed concern about 33 instead of 34 hours.
 - Wants to clarify that this is applying *only* to students from Non-KBOR institutions. All KBOR institutions are offering 4 or 5 cr hrs of science (not 3).
- Students don't have a 1 credit hour option. They will have to take 3 more hours and this will put them over 34 hours, potentially creating a barrier.
- Exceptions committee is seeing cases where students have 120 hours, but only 33 GE hours. They would prefer the GE committee to decide if it is ok to short GE hours in these situations.
- **Discussion tabled until next meeting.**