

**General Education  
Arts & Sciences**

**February 7, 2008**

Task Force: Vicki Clegg, Greg Eiselein, Sara Kearns, Melody Lehew, Yacoub Najjar,  
Notes prepared by: Sara Kearns

Q: Balance of UGE courses are taught in A&S. How would that play out with GenEd?

A: Currently A&S teach the bulk (70%) of current GenEd. Don't think that will change. Don't expect the proportion to shift in any dramatic way. But new system will permit more courses to count as general education.

Q: What are the 8 content areas?

Q: How will courses be designated?

A: Going from the UGE diamond to tags. All courses that can be appropriately tagged will be tagged for general education. Can have up to two different tags for a course. Departments will be charged to tag their own courses. Standard for tagging will not be percentage, but will present the standard that it should be part of the SLOs, assessment, and/or course description.

Q: How fixed are the descriptions for the 8 areas

A: Two are going to be revised (past and future, aesthetic understanding). Potential for others to be edited/revised based on feedback.

Q (Follow-up): Thought about one entry: that's so last century. Not what I want students to learn in the 21<sup>st</sup> century. How to give feedback on the descriptions?

A: Gave information.

Q: How does this affect the students? Will they have to take a certain number of courses or type of courses?

A: Not changing the number of hours they need to take. Changing the number of courses need for each area. For A&S, pretty much already require students to do so. Change will be more bureaucratic.

Q: Can a student take 6 courses, 2 of them having 2 tags?

A: Want to prevent abuse by double-dipping. Currently is forbidden in our working document. Need to work with advisor to determine which can meet requirements.

Q: Will there be a limit on number of tags for a course?

A: Two. Some have asked if courses can be tagged with 3.

Q: Why can't a student get credit for 2 tags if there are two tags in a course.

A: Goal is for students to have a breadth of experiences in classes. If students double-dip, that will narrow their experience.

Q: Will also count for a social-sciences course . . . **(Greg, can you clarify this question?)**

A: Will still meet the A&S requirements easily.

Q: Current GenEd allows students who study abroad to get GenEd credit.

A: This would continue that practice.

Q: Currently transfer students have fewer GenEd hours. Will that continue?

A: Students who graduate from K-State will have to complete all eight areas, but the courses will transfer. Four of the areas must be met by courses at K-State.

Q: Any requirements as to the level of the class.

A: No. Right now we have a bottleneck with UGE. Hopefully allowing a wider range will solve the problem.

Q: Will a number of one hour classes be created by colleges so that students can get their credit in that class.

A: Yes, can combine experiences. But would require them to be an equivalent to a 3 credit experience for a content area.

Q:  $3 \times 8 = 24$  so we are adding credits.

A: 2 inside program/degree, but the remaining 6 will be outside the program of study.

Q: How are we going to assess/evaluate students? Exam in, exam out?

A: We initially considered capstone courses and the evaluation of student work at end of career. On the other hand, forces outside GenEd are starting to push for standardized tests. Don't want to proliferate assessment requirements. Want to streamline. Want to work with colleges and departments with their existing assessment requirements. Want them to be able to use those requirements for general education. Faculty senate will probably not be voting on a specific assessment program but more generic, let's do assessment.

Q: Probably better to have UGE courses at a higher level than a lower level to accommodate assessment if we are talking about capstone classes. Right now all of the speakers are at a 100 level.

A: Right now the focus of assessment should be on the five university SLO's. GenEd assessment should be on integration of the general education and that's why we liked the capstone. Unfortunately some of the standardized testing may focus on the specific subjects.

Comment (Dean White) remember when GenEd was started. Rigid, sign name in blood to teach. This program is more flexible. Thinks committee has done an excellent job.