

General Education Webinar Questions

Jan 20 Webinar

1. Why wasn't there a bucket for business or technology?
There is no recollection that an institution expressed a desire for such a bucket; however, this type of class could potentially fit in the institutionally designated bucket area.
2. Just confirming that it is enrollment for students admitted with the Fall 2024 academic year/catalog year - correct? There has been confusion with the FAQ that indicates enrollment and March of 2024 as our current students start enrolling in March/April of 2024 but the majority would not have this new requirement based on their prior admit term and degree completion tracks.
Yes, first-time students and incoming transfer students with an admit-term for Fall 2024 will be the first group of students who are advised and enroll under the new GE.
3. What percentage of graduates (rather than majors) are in majors that don't require calculus.
We will aim to get this information as we dig deeper into math pathways.
4. What (math course) is recommended for education majors?
No math pathways have been established in Kansas yet, so this will be determined in the future. The slide displayed in the PowerPoint was what math pathways could potentially look like.
5. Doesn't the math pathway idea complicate the transferability of general education as a unit, if people change majors, or haven't decided on a major within the Associates level?
We hope good advising and some flexibility on application will help alleviate much of this. While most of the professional development regarding math pathways will be devoted to faculty, we will also include some professional development for academic advisors. The numbers should also be clarified here. While each respective math course will be paired with a meta-major, it is anticipated that all three math pathway classes will likely be acceptable for all majors not requiring calculus, which would cover an estimated 80% of majors.
6. Just for clarification, would we need to require specifically 6 hours in Social & Behavioral; Arts & Humanities; Institutionally Designated, or would be within the parameters if we required 2 courses in each but still held the students to 34 total hours in the General Education Program?
At least six hours must be completed in both the arts and humanities and social and behavioral sciences buckets. The use of spill-over credit hours into the institutionally designated bucket (eight hours are taken in the social and behavioral sciences bucket, so there are two extra hours) would not conflict with the policy and guidance issued to this point. However, BAASC could potentially issue more guidance on this bucket in the near future.

7. If a priority of an institution is flexibility for both transfer and native students, can bucket 7 be left as free electives?

This does not conflict with the policy and guidance issued to this point; thus, I did not express a concern about employing this concept during the webinar. While this is the case, please note that the Board of Academic Affairs Standing Committee (BAASC) will likely discuss the institutionally designated bucket (bucket 7) at its January 31 meeting or in February. As such, please note that there may be additional guidance from BAASC on bucket seven in the very near future.

8. I'd like to advocate for flexibility in math pathways. It would be a shame to force students into statistics, for example, when their intended career path from that major would be better served with a different math course or set of courses. Will arts and humanities be allowed to accept algebra as meeting the math requirement?

Yes, it is anticipated that college algebra would still be acceptable for majors on the other math pathways that do not ultimately require calculus.

9. Will KBOR permit institutions to have only open or free electives in bucket #7?

This does not conflict with the policy and guidance issued to this point; thus, I did not express a concern about employing this concept during the webinar. While this is the case, please note that the Board of Academic Affairs Standing Committee (BAASC) will likely discuss the institutionally designated bucket (bucket 7) at its January 31 meeting or in February. As such, please note that there may be additional guidance from BAASC on bucket seven in the very near future.

10. With the proposed math pathways, what would happen if a student starts out in a major that doesn't require higher math and completes lower math options. If that student goes on and changes, it is a possibility that the student would go over 120 hours. Would that be allowed?

Yes, if a student started out as a music major and took contemporary math and later switched to a major that ultimately required calculus, the student would most likely need to take college algebra to prepare for calculus. There is nothing that prohibits this issue.

11. As institutions may have some of their own unique courses in their buckets, how will incoming transfer institutions (institution B) know which buckets were filled at the initial institution (institution A) for each student that didn't complete the GE Framework.

There will be bucket course inventories (each institution will report the courses that fall under each respective bucket) that we will be collecting annually. The receiving institutions are encouraged to apply courses in the same manner as the awarding institution, whenever possible.

12. If a particular program cannot meet accreditation requirements, these GenEd requirements, and remain within their total credit hour limit, will KBOR allow an exception or increase their exception to the credit hour limit? Sacrificing a bucket would seem to undermine the intention of the systemwide transfer program if the decision comes down to that choice.

All requests for exception will be reviewed on a case-by-case basis.

13. Will we be informed of exceptional cases prior to the Fall 2024 rollout deadline?

Yes.

14. Will there be a form or template for requesting exceptions?

Yes.

15. Credit by Exam or Test Credit like AP can be problematic because we all don't show that the same on our transcripts. It is not always clear it was test credit or in some cases all we see is Advanced Placement with a total of 6 credits as transfer work but it doesn't list the course - for some of us that might be a huge technical lift to change the transcript - so I hear that we are required to show the actual course, credit and grade for all credit by exam on our transcript - just want to confirm

Yes. The course information and credit should consistently be posted on the transcript to ensure that the student does not have to go through the process of ordering and paying for another copy of the official scores.

16. Are we required to transfer AP credit from community colleges or only from other regents institutions?

Yes, both sectors.

17. Regarding Bucket 7, the website used to have some verbiage to the effect that Bucket 7 was to allow flexibility for institutional priorities, but that free electives was an option. Now that verbiage regarding free electives has been removed. So for clarification, are unrestricted electives allowed in Bucket 7 if that's what an institution chooses?

This does not conflict with the policy and guidance issued to this point; thus, I did not express a concern about employing this concept during the webinar. While this is the case, please note that the Board of Academic Affairs Standing Committee (BAASC) will likely discuss the institutionally designated bucket (bucket 7) at its January 31 meeting or in February. As such, please note that there may be additional guidance from BAASC on bucket seven in the very near future.

18. Would it be possible for schools to create a KBOR Gen Ed Certificate? Would help us with notating this on the transcript. This might be possible. I think some kind of metric that is tied to GE completions will likely be developed.

19. Have all of the CC's confirmed they are following the same cut scores for AP? Thought they had the option rather than the requirement?

Not yet. But as part of the implementation process, institutions will have to provide evidence of their on-campus credit-by-exam policies, which will include requisite AP, CLEP, and IB scores and the corresponding GE credit that a student is eligible for.

Zoom Registration Questions:

1. If a student does not complete Biology with Lab as a general education course yet their transcripts notes they have completed the KBOR GE program, what does a university do if the program the student has chosen requires Biology with Lab as a program requirement?

Only an approved exception would allow a program to continue requiring - and not waive - a specific course required in its GE section of the degree when a transfer student completed the systemwide GE or completed the applicable discipline bucket requirement through systemwide transfer coursework.

If a program wishes for a transfer student - who completed the systemwide GE or applicable GE bucket - to complete a specific course in the GE section of the degree that is needed as a prerequisite to prepare for a postrequisite course in the major section of the degree (content knowledge in the prerequisite GE course is necessary to succeed in a postrequisite course in the academic discipline area that is associated with the student's major), the institution can make such a request through an expedited review process (provide prerequisite course information, postrequisite course information, and major).

A case not covered under prerequisites would require the formal review detailed in policy and it is anticipated that only cases involving a need to require a specific course to meet a licensure or accreditation requirement will be approved.

2. Can different degrees have different requirements for gen ed? For example, could we require two lower division composition courses for associates degrees and a lower division and an upper division composition class for bachelors degrees, as long as we accepted that students who earned an associates degree first would be exempt from having to take the upper division course if they also decided to pursue a bachelors?

It's our understanding that this specific question relates to the Washburn English course titled Advanced College Writing (EN 300). With this in mind, the following would be acceptable.

- EN 300 would only be required for Washburn native baccalaureate-degree seeking students, transfer baccalaureate-degree seeking students with no English transfer credit, and transfer baccalaureate-degree seeking students who only completed Comp I but not Comp II.

- Transfer baccalaureate-degree seeking students who completed the systemwide GE or completed Comp I and Comp II with a C or better would not be required to take EN 300.
 - Associate degree students would take comp I and II and not EN 300.
3. A rumor is circulating that if a course that happens to count as gen ed is required for a degree, that we have to apply for an exception for that program. For example, biology is required by the Nursing program and is also a gen ed. If the student happens to take the biology course before they have the science gen ed fulfilled, it would count for both the gen ed and program requirement. However, if the student already fulfilled their science gen ed with, say, astronomy, the student would still have to take biology as a program requirement for Nursing. If it is in the degree plan as a program requirement, and program requirements AND the gen ed package can still be done in 120 hours, does this need an exception? If so, the vast majority of degrees at WU would need an exception."

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If a program wishes for a transfer student – who completed the systemwide GE or applicable GE bucket – to complete a specific course in the GE section of the degree that is needed as a prerequisite to prepare for a postrequisite course in the major section of the degree (content knowledge in the prerequisite GE course is necessary to succeed in a postrequisite course in the academic discipline area that is associated with the student's major), the institution can make such a request through an expedited review process (provide prerequisite course information, postrequisite course information, and major).

A case not covered under prerequisites would require the formal review detailed in policy and it is anticipated that only cases involving a need to require a specific course to meet a licensure or accreditation requirement will be approved.

4. Is there a listing, designation on systemwide courses, or definition of performance courses that will be common at all schools?
 Not at this time, but this could likely be developed in the future.
5. Will KBOR allow institutions to choose 6 hours of open electives (all 100 & 200 level courses), for bucket #7? The verbiage for bucket #7 doesn't say you can, but it also doesn't say you can't.
 This does not conflict with the policy and guidance issued to this point; thus, I did not express a concern about employing this concept during the webinar. While this is the case, please note that the Board of Academic Affairs Standing Committee (BAASC) will likely discuss the institutionally designated bucket (bucket 7) at its January 31 meeting or in February. As such, please note that there may be additional guidance from BAASC on bucket seven in the very near future.

6. Is it the Regent's intent that each institution should allow all 100 and 200-level courses with the prefix they have outlined in the bucket to be allowed to be used in the respective bucket (i.e. all ART prefix courses count in bucket #6), and then to only add institution specific courses that may meet the intent of the bucket to their own list of eligible courses for each bucket? Or...is the expectation that each course, outside of the systemwide transfer courses identified as meeting a specific bucket, be reviewed by each institution (i.e. each ART class needs reviewed). "

The policy does not address this issue. Policy emphasizes the application of systemwide transfer courses that fall within each respective bucket should be utilized toward completing GE bucket requirements. The application of courses outside of systemwide transfer is at the discretion of the receiving institution. In the end, institutions are encouraged to be flexible, when possible, in applying GE transfer-type courses that are not designated as systemwide transfer courses.