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GENERAL EDUCATION SUBCOMMITTEE

Meeting Minutes

January 20, 2009 - 8:30 a.m.

Champ Hall Conference Room #136

Present: Richard Mueller (Chair), Larry Smith, Wendy Holliday, Craig Petersen, Rhonda Miller, Cathy Hartman, Brian McCuskey, Christie Fox, John Mortensen, Brock Dethier, Wynn Walker, Vince Lafferty, Gary Straquadine, Dan Coster, Rob Barton, Jackson Olsen (for Grady Brimley), Richard Cutler (guest)

Absent: Shelley Lindauer, Nancy Mesner, Ryan Dupont, Tom Peterson, Stephanie Hamblin, Mary Leavitt

I. Approval of Minutes

Brian McCuskey motioned that the minutes of December 16, 2008, be approved as submitted. The motion was seconded by Rhonda Miller and was unanimously approved.

II. Course Approval

- a. *PEP 4100: Edward Heath, Exercise Physiology*
Pending revisions to Rhonda Miller's subcommittee
- b. *THEA 3230: Colin Johnson, Survey of Western Theatre*
Pending revisions to Rhonda Miller's subcommittee
- c. *COMD 3100: Dee Child, Anatomy of the Speech Mechanism*
Pending review by Ryan Dupont's subcommittee
- d. *NFS 5410: Korry Hintze*
Pending review by Rhonda Miller's subcommittee
- e. *PRP 4100: unknown instructor*
Pending review by Rhonda Miller's subcommittee
- f. *PRP 3050: unknown instructor*
Pending review by Dan Coster's subcommittee

III. Syllabus Approval

- a. *USU 1330: All Syllabi, Creative Arts*
Dick Mueller reported that Tom Peterson is still working on getting more information from the instructors. Item is to be removed from agenda until further notice.
- b. *USU 1330: David Sidwell, Creative Arts*
Pending revisions
- c. *USU 1330: Victoria Berry and Elaine Thatcher, Creative Arts*
Dick Mueller reported that Tom Peterson said that this may be withdrawn. He is awaiting a reply and will talk to the HASS dean to see if she wants to continue with this request.

IV. Other Business

- a. **CIL Faculty Survey.** Rob Barton stated the survey is almost done and will be sent to this subcommittee for their review and comments this week. Dick will write a cover letter to be sent out through the Provost's office. Cathy suggested announcing it at Faculty Senate too.

Jackson Olson stated he was representing Grady Brimley. He stated that last month the ASUSU Executive Council and Academic Senate passed a resolution against mandating the CIL exam for graduation. Dick stated that when it was presented at Staters Council the President and Provost told him that they could not act on the resolution until it had been reviewed by the proper channels. One of them is the General Education Subcommittee and that is what we are doing this year. Jackson stated that the two major issues were cost and irrelevance. Dick asked that if Grady had any more information to share on the subject that it be sent to him and he would put it on the agenda.

- b. **Integrating Information Literacy into Breadth Courses.** Wendy Holliday stated that a few years ago the library collected course syllabi from most general education breadth and depth courses to see if information literacy was being included. In many cases they found that it was not. Last year they reviewed the wording requirements for information literacy and found that the language seemed too broad and did not require any action. They proposed the following change: Students will develop their information literacy skills by **completing a project (or assignment) that requires them to explore** the nature, organization, and methods of access and evaluation of electronic or traditional resources in the subject area. See attached document for the rationale. Dick stated that if the change was adopted, the resource webpage (<http://libguides.usu.edu/gened>) should be linked to the General Education webpage. Please discuss this change with your subcommittees for their input and we will discuss it again next month.
- c. **Modification to General Education Subcommittee Course and Syllabus Approval Process to Include Distance Delivery Concerns.** Last month Dick proposed adding wording regarding online delivery to the General Education Subcommittee Course and Syllabus Approval Process instruction sheet. Vince suggested adding pedagogy and the same criteria for all classes, not just distance education. Dick stated that it was discussed last month at the Curriculum Subcommittee meeting and they felt that the pedagogy criteria in terms of team work were less addressed in RCDE proposals due to the difficulty of students in different places and they did not want to incorporate anything like that into the general approval process. They thought it was more specific to the USU type courses that come through this committee. It is not singling them out for extra work; it is asking them to address the criteria ahead of time so as not to delay the approval process. It is not to hold them to a different standard, but to make it more explicit what needs to be done. The proposed change was withdrawn without any action.
- d. **Modification to QL/QI Accommodation Process.** Last month Dick distributed suggested changes to a document called Guidelines for Students Encountering Challenges in Meeting the University Studies Quantitative Literacy and Quantitative Intensive Requirements for everyone's review. It establishes a formal process for students to petition the General Education Subcommittee chair if they have a documented quantitative disability. Dan Coster motioned approval. The motion was seconded by Rhonda Miller and was unanimously approved. It will now go to the EPC and Faculty Senate for their review.
- e. **Math 1030, 1050 and Stat 1040 Scheduling.** Richard Cutler stated that due to budget cuts they are discontinuing Math 1030 after this academic year and changing five

courses into a large lecture format and adding mandatory recitation sections for Stat 1040, Stat 3000, Math1100, Math 2250, and Math 1050. Some of these courses are offered through RCDE for students that have scheduling issues.

- f. **Sustainability Criteria Update.** Breadth Designation Subcommittee Chairs reported that they are not getting buy-in on this language from their subcommittees. They are fine with the general initiative, but not having it mandated. The objective is to incorporate sustainability into course curriculum, but it may already be happening. Perhaps incorporating it into the college's exit interview would reveal whether it is happening or not. It was decided that more study and discussion is required.
- g. **LEAP Learning Outcomes and USU Citizen Scholar Objectives.** Please review the documents before our next meeting so we can discuss whether there is a need to update our citizen scholar objectives.

V. **Next Meeting – February 17, 2009 – in the large HASS Conference Room (Old Main 338).**

Breadth Course Information Literacy Requirement Proposed Changes

Existing language:

Students will develop their information literacy skills, including an understanding of the nature, organization, and methods of access and evaluation of both electronic and traditional resources in the subject area.

Proposed change (change highlighted):

Students will develop their information literacy skills by **completing a project that requires them to explore** the nature, organization, and methods of access and evaluation of electronic or traditional resources in the subject area.

Rationale:

In 2006 librarians completed an analysis of syllabi for approved general education courses. The analysis found that only around half of the syllabi contained any assignment or instruction that supported the required information literacy pedagogy. Faculty who teach general education courses noted that one barrier to meeting the requirement was the broad nature of the language. The existing language does not require a specific kind of activity to take place. The language also suggests that students should master some fairly complicated skills about information in specific disciplines.

In 2008 the library selected three faculty members to serve as Information Literacy Fellows and help librarians design instruction to better integrate information literacy into breadth courses. They also worked with librarians to propose new language for the information literacy requirement. The proposed changes highlight the introductory and exploratory nature of teaching information literacy at the breadth level and the need for students to actually complete some kind of project that requires them to "roll around" in the information sources relevant to particular disciplines.

To further clarify the proposed change to the information literacy requirement, librarians and faculty developed more specific language outlining what students should be able to do or understand in the context of information literacy, by the end of a breadth course and guidelines for creating meaningful and effective instructional activities and assignments. These guidelines can be found at <http://libguides.usu.edu/gened>.

- Students need to understand, preferably through hands-on use, that there are a variety of information sources, many available only through the library.
- Students need to have a very basic understanding of how information gets produced and disseminated in a discipline in order to differentiate between opinion, informed opinion, research-based findings, etc.
- Students need to be introduced to librarians who specialize in different subjects so that they understand that librarians are available for help.

GENERAL EDUCATION SUBCOMMITTEE COURSE AND SYLLABUS APPROVAL PROCESS

The following procedures apply for approval of, or changes to, General Education courses.

1. For a **new course** with general education designation, the following must be submitted:
 - a. General Education Course Approval Request form (<http://www.usu.edu/provost/forms/>).
 - b. EPC Semester Course Approval form (<http://www.usu.edu/provost/forms/>). Detailed instructions on how to complete the forms are found in the Handbook for the Curriculum Subcommittee, pages 21-25.
 - c. A complete and detailed syllabus.
 - d. An explanation of how the course meets the criteria for the University Studies designation being requested. If the course is to be offered online, or by self-study, or distance delivery, the proposal should address how pedagogy and content criteria will be met given the constraints of these formats.
(see http://www.usu.edu/provost/academic_initiatives/geduc_univstud.cfm).

2. To make a **change** (adding or deleting a general education course designation) to an existing course, the following must be submitted:
 - a. General Education Course Approval Request form (<http://www.usu.edu/provost/forms/>).
 - b. EPC Semester Course Approval form (<http://www.usu.edu/provost/forms/>). Detailed instructions on how to complete the forms are found in the Handbook for the Curriculum Subcommittee, pages 21-25.
 - c. A complete and detailed syllabus.
 - d. An explanation of how the course meets (or no longer meets, for a deletion) the criteria for the University Studies designation being requested (see http://www.usu.edu/provost/academic_initiatives/geduc_univstud.cfm). If the course is to be offered online, or by self-study, or distance delivery, the proposal should address how pedagogy and content criteria will be met given the constraints of these formats.

3. For approval of a **new section of USU 1300-1360 breadth courses**, the following must be submitted:
 - a. General Education Course Approval Request form (<http://www.usu.edu/provost/forms/>).
 - b. A complete and detailed syllabus.
 - c. An explanation of how the course meets the criteria for the University Studies designation being requested (see http://www.usu.edu/provost/academic_initiatives/geduc_univstud.cfm). If the course is to be offered online, or by self-study, or distance delivery, the proposal should address how pedagogy and content criteria will be met given the constraints of these formats.

4. A USU breadth course instructor or a department (in the case of other courses with a General Education designation), **wishing to make a significant change to their existing curriculum** must submit their syllabus for review. This action does **not** require the submittal of a *General Education Course Approval Request Form* or a *Semester Course Approval Form*.

All required information must be submitted electronically to the General Education Subcommittee Chair, Richard Mueller (2008-2009), and the General Education Subcommittee Staff Assistant, Tammy Firth.

- i. The General Education Subcommittee Staff Assistant will forward the information to the appropriate designation (e.g. Humanities) subcommittee for review.

- ii. The designation subcommittee chair will email the General Education Subcommittee Chair and General Education Subcommittee Staff Assistant their findings, recommendation for approval or denial, and request that the item be placed on the next General Education Subcommittee Meeting agenda.
- iii. The designation subcommittee chair will verbally summarize their findings at the General Education Subcommittee Meeting and request approval. If the designation subcommittee chair is unable to attend the meeting, the General Education Subcommittee Chair will present their findings at the meeting.
- iv. The instructor/department will be notified that the request was approved or denied.
- v. All approved courses/designations will be signed by the General Education Subcommittee Chair and sent to the Educational Policies Committee (EPC) Staff Assistant, Cathy Gerber, for inclusion on the next Curriculum and EPC agendas.

All approved forms will be signed by the EPC Chair, Larry Smith, and will be filed with syllabi and supporting paperwork in the Provost's office for a period of three years. After that time, they will be archived in the library. The EPC Chair will prepare a report and request that all approved items be placed on the next agenda for the Faculty Senate Executive Committee and Faculty Senate.

Guidelines for Students Encountering Challenges in Meeting the University Studies Quantitative Literacy & Quantitative Intensive Requirements

Advice to Students

The University Studies program, along with study in the major, is designed to assist students in achieving the Citizen Scholar Objectives. The University enacted these requirements to ensure that all Utah State University undergraduate students develop intellectually, personally, and culturally, so that they may serve the people of Utah, the nation, and the world. USU prepares citizen-scholars who participate and lead in local, regional, national, and global communities. The University Studies program is intended to help students learn how to learn not just for the present but also for the future. A critical element of the program is demonstrated competency in Quantitative Literacy (Math 1030, Math 1050, Stat 1040, satisfactory test score, or more advance Math/Stat course) and Quantitative Intensive courses.

The vast majority of students who experience difficulty in fulfilling the Quantitative Competencies will experience success by employing a number of academic support and/or advising strategies. Advice to students is provided below.

Quantitative Literacy Requirement

Students may encounter challenges in fulfilling the QL (Quantitative Literacy) requirements due to lack of adequate preparation, anxious reactions to math content/exams, and/or disability-related difficulties, among other reasons. Despite these challenges, such students are often able to fulfill the University's QL requirements by utilizing instructional support available to *all* USU students, including:

Courses taught at the Bridgerland Applied Technology College at their Academic Learning Center

- Math 0800 Fundamentals of Math
- Math 0850 Foundations of Algebra
- Math 0900 Elements of Algebra
- Math 1010 Intermediate Algebra
- Math 1050 College Algebra

Courses taught at Utah State University

- Math 0900 Elements of Algebra
- Math 1010 Intermediate Algebra
- Math 1030 Quantitative Reasoning
- Math 1050 College Algebra
- Stats 1040 Intro to Statistics
- Math 0920 Math Review

Tutoring services through the Academic Resource Center
(10 Week ARC – Strategies for Success Group)

Meetings with the instructor and/or private math tutors

Enrollment in Student Support Services/courses if eligible

Reduced course load

REACH Peer Relaxation Training

- Stress Management Workshop at the Counseling Center
- Mindfulness Training at the Counseling Center

Academic Accommodation

In a limited number of cases involving a significant disability the graduation expectations for the quantitative skills has been a barrier to degree completion. In an effort to respond to the extraordinary circumstances of some students while maintaining the academic integrity of University Studies program requirements, the University has established a policy and procedures for considering academic accommodation to these requirements that would remove this barrier. It should be noted that the University provides a range of academic support for all students and provides appropriate support and reasonable accommodations for students with documented disabilities as defined by state and federal statutes.

Academic accommodations are only considered after a student has demonstrated that he or she is unable to complete the competency at the University. These situations will involve a student with a significant disability whose documentation and educational history provide compelling evidence that an academic accommodation is reasonable. Academic accommodations are granted only when it is clear that the completion of the requirement is impossible due to a disability. Waivers of University Studies competencies are never granted.

Academic accommodations are granted on a case-by-case basis and may include the substitution of an approved alternative course for a required course. Each academic accommodation will be based on the individual case and should not compromise the academic integrity of the requirements for a specific major or degree.

The following rules will apply:

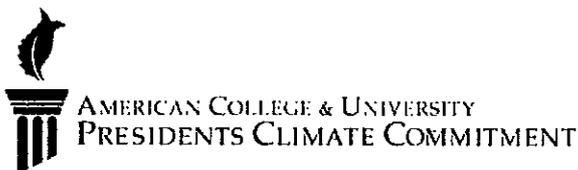
If quantitative competency is deemed as an essential element of a program or course of study, then a substitution is not permitted. The question of "essential element" will be decided by the _____ Department Head.

Academic accommodation will not reduce the number of courses/credits normally required to complete the University Studies requirements.

If the student changes his or her college, major, or program of study, academic accommodations will be reviewed by the appropriate Department Head in the new college.

Students should submit a petition for accommodation to his or her Academic Advisor, who will forward it along with a formal recommendation to the Chair of General Education. All decisions involving academic accommodations will be determined by the Chair of General Education in consultation with the Academic Advisor and/or Department Head. Decisions will be communicated in writing to the student and his or her Advisor.

It is in the best interest of the student to determine at the earliest possible time whether to apply for an academic accommodation. Failure to do so in a timely fashion may delay graduation.



American College & University Presidents Climate Commitment

We, the undersigned presidents and chancellors of colleges and universities, are deeply concerned about the unprecedented scale and speed of global warming and its potential for large-scale, adverse health, social, economic and ecological effects. We recognize the scientific consensus that global warming is real and is largely being caused by humans. We further recognize the need to reduce the global emission of greenhouse gases by 80% by mid-century at the latest, in order to avert the worst impacts of global warming and to reestablish the more stable climatic conditions that have made human progress over the last 10,000 years possible.

While we understand that there might be short-term challenges associated with this effort, we believe that there will be great short-, medium-, and long-term economic, health, social and environmental benefits, including achieving energy independence for the U.S. as quickly as possible.

We believe colleges and universities must exercise leadership in their communities and throughout society by modeling ways to minimize global warming emissions, and by providing the knowledge and the educated graduates to achieve climate neutrality. Campuses that address the climate challenge by reducing global warming emissions and by integrating sustainability into their curriculum will better serve their students and meet their social mandate to help create a thriving, ethical and civil society. These colleges and universities will be providing students with the knowledge and skills needed to address the critical, systemic challenges faced by the world in this new century and enable them to benefit from the economic opportunities that will arise as a result of solutions they develop.

We further believe that colleges and universities that exert leadership in addressing climate change will stabilize and reduce their long-term energy costs, attract excellent students and faculty, attract new sources of funding, and increase the support of alumni and local communities.

Accordingly, we commit our institutions to taking the following steps in pursuit of climate neutrality:

1. Initiate the development of a comprehensive plan to achieve climate neutrality as soon as possible.
 - a. Within two months of signing this document, create institutional structures to guide the development and implementation of the plan.
 - b. Within one year of signing this document, complete a comprehensive inventory of all greenhouse gas emissions (including emissions from electricity, heating, commuting, and air travel) and update the inventory every other year thereafter.
 - c. Within two years of signing this document, develop an institutional action plan for becoming climate neutral, which will include:
 - i. A target date for achieving climate neutrality as soon as possible.
 - ii. Interim targets for goals and actions that will lead to climate neutrality.
 - iii. Actions to make climate neutrality and sustainability a part of the curriculum and other educational experience for all students.
 - iv. Actions to expand research or other efforts necessary to achieve climate neutrality.
 - v. Mechanisms for tracking progress on goals and actions.

(continued...)

2. Initiate two or more of the following tangible actions to reduce greenhouse gases while the more comprehensive plan is being developed.
 - a. Establish a policy that all new campus construction will be built to at least the U.S. Green Building Council's LEED Silver standard or equivalent.
 - b. Adopt an energy-efficient appliance purchasing policy requiring purchase of ENERGY STAR certified products in all areas for which such ratings exist.
 - c. Establish a policy of offsetting all greenhouse gas emissions generated by air travel paid for by our institution.
 - d. Encourage use of and provide access to public transportation for all faculty, staff, students and visitors at our institution.
 - e. Within one year of signing this document, begin purchasing or producing at least 15% of our institution's electricity consumption from renewable sources.
 - f. Establish a policy or a committee that supports climate and sustainability shareholder proposals at companies where our institution's endowment is invested.
 - g. Participate in the Waste Minimization component of the national RecycleMania competition, and adopt 3 or more associated measures to reduce waste.
3. Make the action plan, inventory, and periodic progress reports publicly available by providing them to the Association for the Advancement of Sustainability in Higher Education (AASHE) for posting and dissemination.

In recognition of the need to build support for this effort among college and university administrations across America, we will encourage other presidents to join this effort and become signatories to this commitment.

Signed,

President/ Chancellor Signature

President/ Chancellor Name

College or University

Date

Please send the signed commitment document to:

Presidents' Climate Commitment
c/o Second Nature
18 Tremont St., Suite 1120
Boston, MA 02108

or fax to: 320-451-1612
or scan & email to: ACUPCC@secondnature.org

Number 106: Subject: Sustainability Policy

Effective Date: April 20, 2007

106.1 PURPOSE

Utah State University (USU) is one of the nation's premier, student-centered, land-grant, and space-grant universities. The University is committed to enhancing the quality of life for individuals and communities by promoting sustainability in its operations and academic and service missions.

USU will develop appropriate systems for managing environmental, social, and economic sustainability programs with specific goals and objectives. This policy supports the goal of the USU statewide system to prepare students, faculty, and staff to proactively contribute to a high quality of life for present and future generations.

Defining Sustainability (<http://www.arch.wsu.edu/09%20publications/sustain/defnsust.htm>):

The most popular definition of sustainability can be traced to a 1987 UN conference. It defined sustainable developments as those that "meet present needs without compromising the ability of future generations to meet their needs"(WECD, 1987). Robert Gillman, editor of the *In Context* magazine, extends this goal oriented definition by stating "sustainability refers to a very old and simple concept (The Golden Rule)...do onto future generations as you would have them do onto you."

These well-established definitions set an ideal premise, but do not clarify specific human and environmental parameters for modeling and measuring sustainable developments. The following definitions are more specific:

"Sustainable means using methods, systems and materials that won't deplete resources or harm natural cycles" (Rosenbaum, 1993).

Sustainability "identifies a concept and attitude in development that looks at a site's natural land, water, and energy resources as integral aspects of the development" (Vieira, 1993)

"Sustainability integrates natural systems with human patterns and celebrates continuity, uniqueness and placemaking" (Early, 1993)

In review of the plurality of these definitions, the site or the environmental context is an important variable to most working definitions of sustainability. This emphasis is expressed in the following composite definition:

Sustainable developments are those which fulfill present and future needs (WECD, 1987) while [only] using and not harming renewable resources and unique human-environmental systems of a site: [air], water, land, energy, and human ecology and/or those of other [off-site] sustainable systems (Rosenbaum 1993 and Vieira 1993).

These fundamental human-environmental exchanges of the community's "site" were found very useful in developing critical "input - output" modeling techniques or indicators which directs the community's regenerative process. This selected network of a community's human and environmental interrelationships were measured and placed in balance by the selected set of integrated design and planning strategies.

Other Resources:

Association for the Advancement of Sustainability in Higher Education: <http://www.aashe.org/index.php>

Second Nature: <http://www.secondnature.org/>

Higher Education Association Sustainability Consortium: <http://www.aashe.org/heasc/index.php>

Draft Recommendations of Education Subcommittee of Sustainability Council

September 11, 2008

Charge to the committee:

“To make climate neutrality and sustainability a part of the curriculum and other educational experience for all students”

Recommendations to the Sustainability Council:

1. Introduce climate and sustainability in the Connections curriculum for incoming freshman. Connections curriculum has created information pages for Connections instructor manual and student manual. Instructors receive information on sustainability issues and suggestions for incorporating activities into the Connections curriculum.
2. Sustainability information has been included in the New Student Planner. During SOAR students are being directed to the information and opportunities to be included in sustainability efforts.
- * 3. Modify the objectives and criteria for USU Breadth Courses (see attached list) to encourage faculty to include climate and sustainability components into all newly approved General Education Breadth courses. These modifications are ready to be sent to the General Education subcommittee of EPC for their consideration.
- * 4. Encourage faculty to include components of climate and sustainability into newly approved Depth Courses as indicated in the proposed criteria for USU Breadth Courses. Encourage the development of new USU Depth Courses with emphasis in areas of climate and sustainability.
- * 5. Review existing General Education Courses on a 5-year cycle using the newly revised criteria to include issues of climate and sustainability.
6. Include specific questions on sustainability in the freshman/sophomore survey and the survey of recent USU graduates. Collaborate with Craig Peterson to include questions on assessment of the effectiveness of our curriculum in improving students' knowledge of sustainability issues and in modifying students' lifestyles to reduce individuals' impacts on environmental resources.
7. Create a position for someone to collect and disseminate information on courses and other educational experiences presently offered at USU that relate to climate and sustainability. The person in this position could maintain a list of courses taught at USU that relate to climate and sustainability issues, provide guidance for students interested in focusing their degree work on sustainability issues, and promote and market campus and community activities that support sustainable lifestyles. This person could provide support for the inclusion of educational resources on the USU Sustainability web site.
8. Include sustainability in the service learning projects associated with general education courses.
9. The members of the education subcommittee support the development of a Climate Minor at USU.

Suggested modifications to USU Breadth Courses from the Educational Subcommittee of the Sustainability Council and the Council

Note: different groups modified one or all of the Content, Objectives, and Specific Criteria, changes in italics and underlined

USU 1300 U.S. INSTITUTIONS

Specific Criteria:

The course should make a significant contribution toward meeting the legislative intent that students "shall demonstrate a reasonable understanding of the history, principles, form of government, and economic system of the United States . . ." To satisfy this mandate, the course must provide a broad and balanced perspective of U.S. history, U.S. political institutions, and/or U.S. economic institutions.

The course should help students to understand how U.S. political and economic institutions are changing current environmental conditions.

The course should help student to understand how U.S. societal institutions are promoting or restricting the achievement of environmental and economic sustainability.

The course should help students to understand and evaluate original sources, e.g., original writings and/or presentations of data.

The course should require students to:

Complete writing assignments.

Participate in collaborative activities.

The course should further the development of information literacy skills, including an understanding of the nature, organization, and methods of access and evaluation of both electronic and traditional resources in the subject area.

The course should provide opportunities for discussion.

The course proposal should include ways to assess achievement of the specific criteria listed above for this breadth area.

USU 1320 CIVILIZATION: HUMANITIES

Objectives:

To develop understanding and awareness (e.g. cultural literacy) of civilizations in different times and in different environments.

To assist students in understanding the effects that various civilizations have had upon their environments that affected their sustainability or collapse.

To assist students in identifying broad themes that cut across human history and culture.

To provide an understanding of the nature, history, and methods of the humanities and an understanding of environments in which cultures have flourished or declined.

USU 1330 CIVILIZATION: CREATIVE ARTS

Specific Criteria:

The course should promote the following student learning goals:

Capacity for informed and well-reasoned aesthetic judgments

Educated appreciation for artistic performances

Understanding of an art discipline's nature, history, and methods

The course should address the issues of what is art and what functions art serves.

The course should explore the effects of art on the human experience.

The course should consider art in its historical, environmental, and social contexts.

The course should address the degree to which the creative arts have been influenced and inspired by the natural world.

The course should compare art forms in different societies or time periods.

The course should consider relationships between different art forms.

The course should require students to attend events outside of class, e.g., lectures, performances, and exhibitions.

The course should help students to understand and evaluate original sources, e.g., original writings and/or other creative works.

The course should require students to:

Complete writing assignments.

Participate in collaborative activities.

The course should further the development of information literacy skills, including an understanding of the nature, organization, and methods of access and evaluation of both electronic and traditional resources in the subject area.

The course should provide opportunities for discussion.

The course proposal should include ways to assess achievement of the specific criteria listed above for this breadth area.

USU 1340 SOCIAL SYSTEMS AND ISSUES

Objectives:

To assist students in understanding the nature, history, theories, and methods of the social sciences.

To develop a comparative perspective (i.e., the ability to discern similarities and differences among individuals at different life stages, between individuals, between social groups within a society, between societies, and between historical periods).

To develop an understanding and awareness of important issues in the social sciences and to comprehend debates about the relational, cultural, historical, and *environmental* contexts that shape the human experience.

To provide perspectives of different disciplines on important issues in the social sciences.

To examine the role of the social sciences in promoting or restricting sustainability of the economy, the environment, and social equity.

Content:

This course will not emphasize the acquisition of facts nor will it be an introduction to a specific discipline. Material will be selected based on its importance, interest value, coherence, and relevance to the course objectives. The course will focus on how social sciences *analyze and approach* the world and current issues. It will provide students *with views* of non-Western as well as Western society.

Specific Criteria:

1. The course should promote the following student learning goals:
 - a. Ability to understand the nature, history, theories, and methods of the social sciences.
 - b. Ability to comprehend debates about the relational, cultural, historical, and *environmental* contexts that shape the human experience *and promote or restrict societal sustainability*.
 - c. Development of a comparative perspective, i.e., the ability to discern similarities and differences among individuals at different life stages, between individuals, between social groups within a society, between societies, and between historical periods.
2. Ability to understand ways in which human societies affect environmental conditions and influence the sustainability of their cultures.

(others unchanged)

USU 1350 INTEGRATED LIFE SCIENCE

CRITERIA FOR APPROVED BREADTH COURSES:

- The course should improve student's understanding of science as a process and promote their ability to apply scientific methods of investigation.
- The course should provide a fundamental understanding of the unifying principles of life science including: evolution, genetic continuity and reproduction, chemical and physical components and processes of life, behavior, interactions with the environment, and growth and development.
- The course should assist students in understanding the human role in and impact on the biosphere as a closed system with finite resources. This understanding should include the importance of biodiversity and the sustainability of ecosystems, developing the perspective that all organisms, including humans, live within ecosystems and that achieving a sustainable relationship between humans and their physical and biological environments is essential to our health and survival.
- The course should help students understand the role of technology as a factor that affects the development of life science and brings life science knowledge to our daily lives.
- The course should consider the historical, social, and ethical contexts of life science issues.
- The course should assist students in making informed decisions about personal and social issues related to life sciences (human biology component).
- The course should promote inquiry and teach problem solving skills and hypothesis formulation and testing.
- The course should help students to understand and evaluate original sources, e.g., original writings and/or presentations of data.
- The course should include laboratory, field, data analysis, and/or computer simulation experiences.
- The course should require students to: a. Complete writing assignments; b. Participate in collaborative activities; c. Use quantitative reasoning methods.
- This course should further the development of information literacy skills, including an understanding of the nature, organization, and method of access and evaluation of both electronic and traditional resources in the subject area.
- The course should provide opportunities for discussion.
- The course proposal should include ways to assess achievement of the specific criteria listed above for this breadth area.

USU 1360 INTEGRATED PHYSICAL SCIENCE

CRITERIA FOR APPROVED BREADTH COURSES:

The course should improve student's understanding of science as a process and promote their ability to apply scientific methods of investigation.

The course should provide a fundamental understanding of the unifying principles of physical science.

The course should assist students in understanding how physical laws and processes interact with human activities to impact the Earth.

The course should help students understand the role of technology as a factor that affects the development of physical science and brings physical science knowledge to our daily lives.

The course should consider the historical, social, and ethical contexts of physical science issues.

The course should explore how physical processes place constraints or boundaries on human actions that would sustain a favorable environment for life on Earth.

The course should explore how our manipulation of physical processes can constrain or promote future sustainability of environmental conditions favorable to human life.

The course should promote inquiry and teach problem solving skills and hypothesis formulation and testing.

The course should help student to understand and evaluate original sources, e.g., original writings and/or presentations of data.

The course should include laboratory, field, data analysis, and/or computer simulation experiences.

The course should require students to: a. Complete writing assignments; b. Participate in collaborative activities; c. Use quantitative reasoning methods.

This course should further the development of information literacy skills, including an understanding of the nature, organization, and method of access and evaluation of both electronic and traditional resources in the subject area.

The course should provide opportunities for discussion.

The course proposal should include ways to assess achievement of the specific criteria listed above for this breadth area.

UTAH SYSTEM OF HIGHER EDUCATION ESSENTIAL LEARNING OUTCOMES*

Students prepare for twenty-first century challenges by gaining

- **Knowledge of Human Cultures and the Physical and Natural World**
 - Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
 - Appreciation, description, explanation, and interpretation across time and space

Focused by engagement with big questions, both contemporary and enduring

- **Intellectual and Practical Skills, including**
 - Inquiry and analysis
 - Critical and creative thinking
 - Written, oral, visual, musical, and kinesthetic communication
 - Quantitative literacy
 - Pattern recognition
 - Information literacy
 - Problem solving
 - Teamwork

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

- **Personal and Social Responsibility, including**
 - Civic knowledge and engagement—local and global
 - Intercultural knowledge and competence
 - Ethical reasoning and action, including the ability to act responsibly and effectively in informed and disciplined habits of working and living
 - Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

- **Integrative Learning, including**
 - Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

*Adapted in a collaborative faculty effort from the American Association of Colleges & Universities' LEAP Project Essential Learning Outcomes

University Studies Objectives - The Citizen Scholar

The mission of undergraduate education at Utah State University is to help students develop intellectually, personally, and culturally, so that they may serve the people of Utah, the nation, and the world. USU prepares citizen-scholars who participate and lead in local, regional, national, and global communities. University Studies is an integral part of every student's experience-in both lower-division and upper-division courses. A solid University Studies foundation, combined with concentrated study in a major discipline and interdisciplinary studies, provides the breadth and depth of knowledge qualifying USU graduates as educated citizens.

The University Studies program is intended to help students learn how to learn-not just for the present, but also for the future. No individual can master all, or even a small portion, of society's knowledge, but students can learn the basic patterns used to obtain and organize information, enabling them to discover or recover knowledge. University Studies involves a series of interrelated educational experiences which stimulate and assist students in becoming self-reliant scholars and individuals. The ultimate objective is for general and discipline-specific education to complement each other in helping students to:

1. understand processes of acquiring knowledge and information;
2. reason logically, critically, creatively, and independently, and be able to address problems in a broad context;
3. recognize different ways of thinking, creating, expressing, and communicating through a variety of media;
4. understand diversity in value systems and cultures in an interdependent world; and
5. develop a capacity for self-assessment and lifelong learning.

By introducing ideas and issues in human thought and experience, University Studies courses help students achieve the intellectual integration and awareness needed to meet the challenges they will face in their personal, social, and professional lives. University Studies courses emphasize how knowledge is achieved and applied in different domains. Collectively, they provide a foundation and perspective for:

1. understanding the nature, history, and methods of the arts and humanities, as well as the natural and physical sciences;
2. understanding the cultural, historical, and natural contexts shaping the human experience; and
3. interpreting the important cultural, socio-economic, scientific, and technological issues of the diverse global community in which we live.

A university education prepares students to work and live meaningfully in today's rapidly changing global society. Together, general and discipline-specific education help students master the essential competencies making this goal possible. These competencies include:

1. reading, listening, and viewing for comprehension;
2. communicating effectively for various purposes and audiences;
3. understanding and applying mathematics and other quantitative reasoning techniques;
4. using various technologies competently; and
5. working effectively, both collaboratively and individually.

