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GENERAL EDUCATION COMMITTEE MINUTES

December 13, 2011 8:30 A.M.
Champ Hall Conference Room

Present: Christie Fox, Honors; Larry Smith, Provost’s Office; Brian McCuskey, English; Dick Mueller, Science; Kathy Chudoba (Bob Mills), Business; Norm Jones, Chair; Vince Lafferty, RCDE; Susan Neel, USU Eastern; Michele Hillard, Secretary; Dan Coster, Quantitative Intensive; Carolyn Cárdenas, Creative Arts; Wendy Holliday, Library; Nancy Mesner, Natural Resources; Tom Bunch, Agriculture;

Absent: Stephanie Hamblin, University Advising; Ryan Dupont, Life & Physical Sciences Literacy/Intensive; Wynn Walker, Engineering; Rhonda Miller, Communications; Brock Dethier, HASS; Roberta Herzberg, Social Sciences; Erik Mikkelsen, ASUSU President; John Mortensen, Registrar’s Office; Charlie Huenemann, HASS; Craig Petersen, American Institutions; Bruce Saperston, Arts;

Call to Order - Norm Jones

Approval of Minutes - November 15, 2011. Moved by Dick Mueller, seconded by Dan Coster, motion carried.

Course Approvals

ARTH 3840 (CI) - Pending..... Rhonda Miller
ARTH 4520 (CI) - Pending..... Rhonda Miller

Course Removals

N/A

Syllabi Approvals

USU 1320 (BHU) - Pending..... Brian McCuskey
USU 1350 (BLS) - Pending..... Ryan Dupont

Business

Report on CI discussions - Pending..... Rhonda Miller
Degree Qualification Profiles - Pending Norm Jones

Report on proposed USU 1370/3070..... Christie Fox
The committee has been working on integrating multiple disciplines within one course. Right now the focus is being put on depth courses because they tend to be smaller in class size. Students having to take two depth courses would benefit from one integrated course that would fulfill the requirement. There is the possibility of offering a two semester course. Instructors should be allowed to propose a two semester course or a course that is one semester with five credits. If a

problem based learning model is utilized moving to an interdisciplinary mode will appeal to a broader based group. In order for this to work we need to ensure flexibility in the program and not spend time over defining all aspects. Provide a clear, concise description of the class for the general catalog and be prepared to advertise this change at least one semester in advance.

This proposal is timely as it looks at streamlining the curriculum and making faculty teaching more efficient. In researching this further, there could be a role for the new STEM center. Some concerns are: team teaching – easy to do it within your department, much more difficult to get faculty from different departments; and how do we include undergraduate research and service learning. Christie Fox will take recommendations back to the committee and they will clarify and finalize a process/policy before it proceeds to EPC. (See below)

Senator Urquhart DiscussionsNorm Jones
Senator Urquhart is the chair of the Senate’s Higher Education Finance Committee. He met with the Regents’ General Education Task Force on December 12. He feels like the one thing we can change, or have control of is the preparation of students we accept. He feels, strongly, that we need to get students better prepared to come to the universities. His particular focus is on math preparation. Parents and incoming students need to know what kinds of skills/competencies they should have in order to succeed in college. He believes the system is spending too much time on remediation. There are two groups for remediation: the K12 who didn’t get it; and those who have been out of school for a while and need updating. Remediation would be far more effective if we did it with a statewide on-line tool. Take remediation off the campuses and put it somewhere else and let students know that if they want to come to college there are certain things they need to have/know. It was also suggested that we do placement assessments sooner, ideally, when students are juniors. The ACT is not diagnostic and that is why the Senator prefers the acuplacer. NROC Math is a model that interests him.

He believes higher ed should take a firm stand on making sure that students are prepared, if they aren’t they shouldn’t be accepted until they are up to speed, since unprepared students are the least likely to graduate. He wants the system to take a stand and enforce it. Mission standards will be looked at for admission to higher education.

Norm Jones will circulate the legislative audit to the committee. http://le.utah.gov/audit/11_15rpt.pdf

Next Meeting

Tuesday, January 17, 2012 Champ Hall Conference Room
8:30 a.m.

Proposal to create new general education course, USU/HONR 3070

The committee determined that the best path to helping students experience an enhanced general education courses may be through USU's depth courses.

Our goal is to create a depth course that would count for the two depth categories the student must take.

We feel there is particular pressure on depth courses, with students often scrambling to find a depth course they can and wish to take. A quick survey of depth courses shows fewer than 100 depth courses total being taught in Fall 2011-Spring 2012.

DHA: 28 *unique* courses; 5 have only one 1 credit, and thus would require students to take another course.

DSC: 13 *unique* courses; several require specialized knowledge (e.g., Computational Science, python and perl programming); one has a cap of 300.

DSS: 31 *unique* courses; one has a cap of 485.

I. Depth course USU/HONR 3070

The USU General Catalog states that students must have "4 credits minimum completed in two or more courses" to complete their depth requirement.

This would mean that a course could have as few as 4 credits to fulfill **both** depth categories.

USU/HONR 3070 would then be variable credit (4-6).

The committee feels strongly that this course should not be two separate content areas forced together into a smaller space, but a true interdisciplinary experience, perhaps focusing on **problem-based learning**.

(If approved, Honors could offer such a course in the 12-13 AY, as a pilot program.)

II. Another suggestion is that we create a fourth category of depth course, "interdisciplinary depth" and that students must then complete two of four:

DHA

DSS

DSC

DI (depth interdisciplinary)

III. Issues remaining

1. If team-teaching is desired, how to manage team teaching across colleges and departments.
2. Faculty compensation: could we bring back the course development grant?

3. Including service learning and/or undergraduate research.
4. How might this class work in an online environment?
5. How might this class work in the summer?