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GENERAL EDUCATION SUBCOMMITTEE MINUTES

October 22, 2013, 8:30 A.M.
Champ Hall Conference Room

Present: Charlie Huenemann, CHaSS; Vince Lafferty, Regional Campuses; Kacy Lundstrom, Library; Norm Jones, Chair; Dick Mueller, Science; Dan McInerney, American Institutions; Laura Gelfand, Art; John Mortensen, Student Services; Stephanie Hamblin, University Advising; Ryan Dupont, Life & Physical Sciences; Larry Smith, Provost's Office; Doug Fiefia, ASUSU President; Lee Rickords, Agriculture; Harrison Kleiner, Connections; Melanie Nelson, USU Eastern; Cathy Gerber, Registrar's Office

Absent: Kathy Chudoba, Business; Michele Hillard, Secretary; Lezlie Park, Writing Program; Dan Coster, Quantitative Intensive; Dean Adams, Engineering; Nick Morrison, Honors; Mary Leavitt, Advising; Roberta Herzberg, Social Sciences; Karen Mock, Natural Resources; Brian McCuskey, Humanities; Shelley Lindauer, FCHD; Cindy Dewey, Creative Arts; Rhonda Miller, Communications

Call to Order- Norm Jones

Approval of Minutes- September 17, 2013
Approved as written

Course Approvals

CHEM 5720 (CI) **Approved**.....Rhonda Miller
Motion to approve made by Norm Jones; seconded by Dick Mueller

HIST 3560 (DHA) **Approved**.....Brian McCuskey/Rhonda Miller
(CI designation was removed for consideration)

PHIL 3820 (DHA) **Approved**.....Brian McCuskey
Motion to approve made by Charlie Huenemann; seconded by Dick Mueller

MUSC 3030 (DHA) **Pending**.....Cindy Dewey
Sent back to Department

RELS 3050(DHA/CI) **Pending**.....Brian McCuskey/Rhonda Miller
Sent back to Department

RELS 3820(CI) **Approved**.....Brian McCuskey/Rhonda Miller
(DHA designation was removed from consideration)

WGS 3010(CI) **Approved**.....Rhonda Miller
Motion was made to approve, seconded by Dick Mueller

Course/Designation Removals

THEA 2110 (Remove DHA Designation) **Approved**.....Norm Jones

Syllabi Approvals

HONR 3020(DHA) **Pending**.....Cindy Dewey
Sent back to department

USU 1300(BAI) Marko DeManjo **Pending**.....Dan McInerney

USU 1320(BHU) Ravi Gupta **Approved**.....Brian McCuskey

USU 1320(BHU) Robert McPherson **Approved**.....Brian McCuskey

USU 6900 Russ Price **Approved**.....Norm Jones
Motion made to approve by Dick Mueller, seconded by Kacy Lundstrom

Business

USU 1300, 1320 and 1360 criteria discussions

Packets were handed out showing the proposed changes to the web pages and criteria for USU 1300, 1320 and 1360. There was a discussion of the reformatting, and it was concluded that 1) Rubrics non-negotiable and all courses proposed must be judged by the rubrics; 2) Non-USU courses for Gen Ed breadth will be encouraged to look at the list of further criteria for inspiration.

Roberta Herzberg is leaving USU. We need a volunteer to chair and serve on the Social Sciences subcommittee.

Logan Campus Freshmen enrollment only down by 130. 1000 more students did deferments for missionary purposes than the year before. Admissions did a great job in recruiting and backfilling.

Next Meeting

Tuesday, November 19, 2013
Champ Hall Conference Room
8:30 a.m.

USU 1300 U.S. Institutions

[Click here](#) for example syllabus

[Click here](#) for the instructors' guide to information literacy assignments and activities

BAI Breadth American Institutions

3 credits

Asks students to acquire and demonstrate a reasonable understanding of the history, principles, form of government, and economic system of the United States.

Objectives:

- To meet the American Institutions requirement mandated by the state legislature:
"A student shall demonstrate a reasonable understanding of the history, principles, form of government, and economic system of the United States prior to receiving a bachelor's degree or teaching credential."
- To provide a multi-disciplinary introduction to the history, principles, form of government, and economic system of the United States.

Outcomes:

Content:

All American citizens should understand the history, principles, forms of government, and economic systems of the United States. In this course students will learn how historical forces, political structures, economic institutions, and conflicting beliefs have shaped the American experience.

The course should utilize a coherent theme or themes to provide continuity. The theme of tensions in the American experience, especially the tensions between conflicting values, is a possible way to integrate the course. Examples of these tensions include protection and freedom, freedom and equality, individual rights and the common good.

Pedagogy:

1. Students will be required to complete writing assignments.
2. Students will be required to participate in collaborative activities.
3. 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.
4. Opportunities will be provided for discussion.
5. The course proposal will include ways to assess achievement of the objectives for this course.

Approval Process:

Departments desiring to offer sections of integrated courses will submit a General Education Course Approval request and course syllabi to the Provost's Office, UMC 1435. The initial evaluation will be made by the faculty American Institutions Committee. The final decision will be made by the General Education Subcommittee and the Educational Policies Committee.

BREAK THE PAGE HERE. BEGIN A SEPARATE PAGE WITH A THIS TITLE:

CRITERIA FOR DEPARTMENTAL COURSES SEEKING APPROVAL AS BREADTH AMERICAN INSTITUTIONS [BAI] ALTERNATIVES

1. Courses must provide a broad and balanced perspective that meets the legally mandated objective of BAI courses, that students taking them "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.
2. They must conform to Regents' Policy R470.3: Students

shall satisfy this requirement by completing one of the following courses: Economics 1740, (3 credits); United States Economic History 1740, (3 credits); Political Science 1100, American Political Institutions (3 credits); or History 1700, American Civilization (3 credits). An interdisciplinary integrated course that satisfies comparable competencies may also satisfy therequirement. Some institutions may require a two course sequence in the areas of economics, political science, or history which satisfies comparable competencies

Specific Criteria: American Institutions

In evaluating courses for the American Institutions approved list, the factors listed below will be considered. Not all of these criteria must be met for course approval, but together they suggest what a "strong" course proposal should include.

1. The course must provide a broad and balanced perspective of U.S. history, U.S. political institutions, and/or U.S. economic institutions.
3. The course should help students to understand and evaluate original sources, e.g., original writings and/or presentations of data.
4. The course should require students to:
 - o Complete writing assignments.
 - o Participate in collaborative activities.
5. 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.
6. The course should provide opportunities for discussion.
7. The course proposal should include ways to assess achievement of the specific criteria listed above for this breadth area.

USU 1320 Civilization: Humanities

[Click here](#) for example syllabi

[Click here](#) for the instructors' guide to information literacy assignments and activities

BHU Breadth Humanities

3 credits

Provides basic understanding of a broad range of themes, which cut across human history and continue to be important in contemporary society.

Investigates big questions, controversies, and topics concerned with the experience of being human, using humanistic disciplines that emphasize reading critically, developing interpretations, and testing those interpretations against texts or evidence.

Objectives:

1. To develop understanding and awareness (e.g. cultural literacy) of civilizations.
2. To assist students in identifying broad themes that cut across human history and culture.
3. To provide an understanding of the nature, history, and methods of the humanities.

Proposals will be judged according to these criteria:

Breadth Humanities Rubric			
Criteria	Mastery	Competency	Incompetent
1. Learn about big questions, controversies, and topics concerned with the experience of being human, through the lens of one humanistic discipline.	Can articulate at least some of the big questions and issues and apply ideas learned in the course to contemporary personal and social questions.	Can provide an elementary account of at least some of the big questions and issues and recognize and explain application of ideas learned in the course to contemporary personal and social questions.	Unable to provide an elementary account of at least some of the big questions and issues and unable to see the connections between ideas covered in the course and contemporary personal and social questions.
2. Gain a basic understanding of how a humanistic discipline works: reading critically, developing interpretations, testing those interpretations against texts or evidence	Demonstrates a critical, humanistic approach to new texts as they are encountered.	Can articulate the discipline's methodology in general terms	Unable to articulate the discipline's methodology

3. Learn to read analytically - including being able to accurately summarize readings and explain with precision how they establish their theses	Articulates, with accuracy and precision, the main theses and specific content of texts	Summarizes the main ideas in a studied text in general terms.	Unable to summarize a given text
4. Learn to write coherent explanations with critical analyses of source materials	writes developed, articulated arguments with coherent explanations, critical analyses, and appropriate evidence.	writes coherent explanations and critical analyses with clear theses and appropriate evidence.	Inability to write coherent explanations and critical analysis.

Pedagogy:

1. Students will be required to complete writing assignments.
2. Students will be required to participate in collaborative activities.
3. 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.
4. Students will have opportunities for discussion.

BREAK THE PAGE HERE. BEGIN A SEPARATE PAGE WITH A THIS TITLE:

CRITERIA FOR DEPARTMENTAL COURSES SEEKING APPROVAL AS BREADTH HUMANITIES COURSES

1. Courses must provide a broad and balanced perspective of a major discipline.
2. Except for courses or examinations, which are part of the University Studies Competency Requirements (see page 9), breadth courses must have no prerequisites.
3. Courses should be offered at least once every school year.

Specific Criteria: Humanities

In evaluating courses for the Humanities approved list, the factors listed below will be considered. Not all of these criteria must be met for course approval, but together they suggest what a "strong" course proposal should include.

1. The course should address how people achieve human self-understanding through the mediums of language, oral tradition, literature, philosophy, ethics or other endeavors of self-explanation.
2. The course should explore how people have come to understand themselves and to explain their actions.
3. The course should create knowledge and promote self-understanding by comparing contrasting cultures, beliefs, and historical periods.

4. The course should help students understand origins and history of humanistic methods.
5. The courses should promote the following student learning goals:
 - Capacity for well-reasoned critical thought.
 - Capacity for an educated evaluation of alternative perspectives, thoughts, and approaches to the humanities.
 - Ability to integrate insights across the humanities.
6. The course should help students to understand and evaluate original sources, e.g. original writings and/or other creative works.
7. The course should require students to:
 - Complete writing assignments.
 - Participate in collaborative activities.
8. 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.
9. The course should provide opportunities for discussion.
10. The course proposal should include ways to access achievement of the specific criteria listed above for this breadth area.

Departments may propose both USU 1320 and BHU courses by submitting the following:

- (1) A completed General Education Course Approval Request form, with all requested information and required signatures;**
- (2) An extended course syllabus, which summarizes the major discussion questions/topics of the course, lists the readings, and explains the writing assignments and other activities;**
- (3) A detailed proposal (at least one single-spaced page long) that explains specifically and concretely how the course meets the Breadth Humanities Objectives and Criteria, listed below.**

Proposals will be reviewed in time for discussion at the *following* month's Gen Ed meeting.

USU 1360 Integrated Physical Science

[Click here](#) for example syllabi

[Click here](#) for example syllabi

[Click here](#) for the instructors' guide to information literacy assignments and activities

Objectives:

1. To improve students' understanding of science as a process and promote their ability to apply scientific methods of investigation.
2. To provide a fundamental understanding of the unifying principles of the physical sciences.
3. To examine the historical contexts of science, the evolution of science, its impact on society, the impact of society on the physical sciences, and how society and science are linked.
4. To help students evaluate the historical, social, and ethical contexts of science issues.

Content:

The course will focus on the basic unifying concepts of the physical sciences. Among the topics to be covered will be the structure of matter (from the atom to the earth to the universe, stressing the relevant associated length and time scales), the equivalence of mass and energy and their conservation in all known processes, and the magnitude and character of forces of nature. The course will emphasize how modeling, prediction, and observation lead to credible evidence, the contingent character of scientific knowledge, the use of mathematics and technology for describing the physical world, how that technology and its discoveries impact our daily lives, and that scientific discovery occurs within an ethical, historical and social context.

Pedagogy:

1. Students may be required to complete writing assignments.
2. Students may be required to complete a quantitative reasoning assignment.
3. Students may be required to participate in collaborative activities.
4. 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 physical sciences.
5. Opportunities will be provided for discussion.
6. The course proposal will include ways to assess achievement of the objectives for this course.

CRITERIA FOR APPROVED BREADTH COURSES: PHYSICAL SCIENCES

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

2. The course should provide a fundamental understanding of the unifying principles of physical science.
3. The course should assist students in understanding the human role in and impact on the physical environment.
4. 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.
5. The course should consider the historical, social, and ethical contexts of physical science issues.
6. The course should assist students in making informed decisions about personal and social issues related to physical sciences (human component).
7. The course should promote inquiry and teach problem solving skills and hypothesis formulation and testing.
8. The course should help student to understand and evaluate original sources, e.g., original writings and/or presentations of data.
9. The course should include laboratory, field, data analysis, and/or computer simulation experiences.
10. The course should require students to: a. Complete writing assignments; b. Participate in collaborative activities; c. Use quantitative reasoning methods.
11. 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.
12. The course should provide opportunities for discussion.
13. The course proposal should include ways to assess achievement of the specific criteria listed above for this breadth area .

Integrated courses will be taught by instructors from a variety of departments and may be team-taught. Student credit hours for each section will be attributed to the department, which provides the lead instructor for the section.

Although the specific content of these courses may vary somewhat, depending on the individual instructor, the criteria found on the following pages will be used to evaluate proposed physical sciences breadth courses.

USU 1360 Rubric			
Criteria	Above	Proficient	Below
Understand how the enterprise of science works (i.e., erecting testable hypotheses, refining hypotheses, reproducible results, etc.)	Able to apply the basic structure and methodology of scientific enterprise.	Able to articulate the basic structure and methodology of scientific enterprise.	Unable to articulate the basic structure and methodology of scientific enterprise.
Learn the key laws, concepts and processes that govern physical systems.	Know the key laws and concepts, and is able to apply them to novice problems.	Know the key laws and concepts and can articulate them.	Does not know the key laws and concepts beyond memorization.
Utilize quantitative methods to address a process or principle (i.e., computation, interpreting results (such as in a graph or table), understanding the meaning of accuracy, uncertainty, precision, and error).	Able to make, read, understand and explain a graph, table, or any quantitative series of data, and apply that understanding to a problem.	Able to make, read and understand a graph, table, or any quantitative data.	Not able to make, read or understand a graph, table, or quantitative series of data.
Evaluate the credibility of various sources of information about science-related issues.	Able to assess the credibility of sources of scientific information, and critique source as it applies to a scientific issue.	Able to assess credible sources of scientific information, and can articulate why they are credible.	Unable to assess credible sources for scientific information, or unable to determine credibility of sources.
Use written or visual communication to demonstrate knowledge of scientific findings.	Write and/or illustrate knowledge of a scientific idea or concept clearly, comprehensively, and concisely.	Write and/or illustrate knowledge of a scientific idea or concept.	Unable to convey knowledge.
Examine the relationship of the science learned to societal issues (such as sustainability, etc...)	Able to apply science concepts and societal issues to the greater question of the course.	Able to articulate the relationship between science concepts and societal issues.	Unable to recognize the links between social issues, and scientific findings.