

Utah State University

DigitalCommons@USU

Educational Policies Committee

Faculty Senate

2-17-2015

General Education Subcommittee Minutes, February 17, 2015

Utah State University

Follow this and additional works at: https://digitalcommons.usu.edu/fs_edpol

Recommended Citation

Utah State University, "General Education Subcommittee Minutes, February 17, 2015" (2015). *Educational Policies Committee*. Paper 973.

https://digitalcommons.usu.edu/fs_edpol/973

This General Education Subcommittee Minutes is brought to you for free and open access by the Faculty Senate at DigitalCommons@USU. It has been accepted for inclusion in Educational Policies Committee by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.





GENERAL EDUCATION SUBCOMMITTEE MINUTES

February 17, 2015, 8:30 A.M.
Champ Hall Conference Room

Present: Norm Jones, Chair; Dean Adams, Engineering; Eddy Berry, Social Sciences; Stephanie Hamblin, University Advising; Harrison Kleiner, Connections; Mary Leavitt, Advising; Kacy Lundstrom, Library; Kris Miller, Honors; Melanie Nelson, USU Eastern; Lee Rickords, Agriculture and Applied Sciences; Michele Hillard, Secretary; Larry Smith, Provost's Office; Dawn Kirby, Humanities and Social Sciences; Shelley Lindauer, Education and Human Services; Doug Fiefia, USUAS President; Brian McCuskey, Humanities; Karen Mock, Natural Resources; Bob Mueller, Regional Campus

Absent: Kathy Chudoba, Business; Ryan Dupont, Life and Physical Sciences; Laura Gelfand, Arts; Dick Mueller, Science; Janet Anderson, Provost's Office; Lawrence Culver, American Institutions; Dan Coster, Quantitative Intensive; Brock Dethier, Writing Program; Cindy Dewey, Creative Arts; John Mortensen, Student Services

Call to Order – Norm Jones

Approval of Minutes – January 20, 2015

Motion to approve minutes from January 20, 2015 made by Dawn Kirby. Seconded by Dean Adams.

Course Approvals

N/A

Course/Designation Removals

N/A

Syllabi Approvals

ANTH 3110-001 (DSS) Judson Finley **PENDING** Eddy Berry

CMST 4570 (QI) Lisa Guntzviller **PENDING** Dan Coster

MUSC 3030 (DSS) Kevin Olson **PENDING** Eddy Berry

HIST 3230 (DHA) Bob Mueller **APPROVED** Brian McCuskey

Motion to approve made by Brian McCuskey. Seconded by Eddy Berry

PHIL 4410 (DHA) Charlie Huenemann **WITHDRAWN** Brian McCuskey

Business

The motion to approve this proposed change was carried forward from the previous meeting, when it was tabled for further discussion. A spread sheet showing all of the CI courses offered over the past two years was provided to the GE Committee to provide data about CI courses. *Motion to untable the CI motion made by Dawn Kirby. Seconded by Lee Rickords. The motion to approve the proposed change in policy language for CI was defeated, on a vote of 2 yea, 5 nay.*

The Committee then discussed whether to change the policy wording requiring CI depth courses to provide experiences in both written and oral communication. Ideally, we should require both, and employers want both, but in reality not all faculty members are trained to provide instruction in oral communication. Several members of the committee expressed concern that currently approved CI courses are not providing sufficient oral instruction, and that if we were to assess them, we would have to remove their designations. It was noted that the current language excludes courses that are exclusively writing intensive or exclusively oral intensive from consideration. Some expressed their belief that majors, knowing how their majors communicate, already provide instruction in appropriate areas of written and oral communication, but that our current criteria have prevented them from having their courses recognized as CI.

*Motion to amend the current CI Criteria statement, “**2. Require both written and oral communication**” to read “**2. Require written and/or oral communication,**” and to adopt this new language proposed by the CI committee clarifying “**Oral Communication.**” The motion replaces this section of the CI Criteria*

http://www.usu.edu/provost/academic_programs/geduc_univstud/doc/USU%20General%20Education-Communication%20Intensive.pdf

“Oral Communication:

Students may communicate orally in a wide variety of formats. Some examples include the following:

- 1. Make a formal presentation to a class or subgroup of a class, an outside audience, or the instructor.*
- 2. Make a formal presentation using video formator other presentation software.*
- 3. Perform in a dramatic presentation or other oral reading.*
- 4. Participate in structured in-class debates with assigned roles.*
- 5. Lead structured discussions synthesizing class materials and audience responses.”*

With this:

“Oral Communication:

Each applicant for the CI designation stressing oral communication should explain how the course in question gives students practice, feedback, and/or instruction in oral communication relevant and useful to the specific discipline. The following are some ways oral communication has been incorporated into courses, but this is not a complete list. The Communication Committee welcomes the use of discipline-appropriate ways of meeting the CI goals.

Students may communicate orally in a wide variety of formats. Some examples include the following:

- 1. Make a formal presentation to a class or subgroup of a class, an outside audience, or the instructor.*
- 2. Make a formal presentation using video format or other presentation software.*
- 3. Perform in a dramatic presentation or other oral reading.*
- 4. Participate in structured in-class debates with assigned roles.*
- 5. Lead structured discussions by doing such things as introducing the reading, synthesizing class materials and audience responses, summarizing at the end of class, or reading and paraphrasing important but not required articles.*
- 6. Have the class join or create a mock-conference with poster or PowerPoint presentations.*
- 7. Create podcasts or YouTube videos.”*

Moved by Dawn Kirby. Seconded by Karen Mock. Vote = 8 yea 4 nay. Motion carries.

Proposed revisions of the Regents' policy 470 Governing Gen Ed

The Regents' General Education Task Force is looking at possible revisions in the Regents' policy governing general education. In particular, the Task Force is looking at incorporating clear outcomes for Gen Ed areas. The Task Force is inviting feedback from USHE institutions. The current policy is found at http://higheredutah.org/wp-content/uploads/2014/05/R470-04_16.pdf/. (see attached).

Water Cluster for Gen Ed

We are exploring creating a Gen Ed pathway that focuses on water. All courses used would be existing courses. Invitations are going out to faculty soon, and any member of the Gen Ed Subcommittee who would like to be involved should let Norm know.

Mary Leavitt asked to be included and attend meetings regarding the Water Cluster for Gen Ed.

Adjourned at 9:25 am.

R470-1. Purpose: To assure reciprocity and consistency in the structure of Core requirements and Knowledge Areas requisite for General Education programs in the Utah System of Higher Education (USHE); to provide a lower- and upper-division course numbering code for the System, to establish common lower-division pre-major requirements and support timely progress toward student graduation; to provide policies and principles for the transfer of credit among System institutions; and to establish the credit by examination policy.

R470-2. References:

2.1. Utah Code §53B-2-106(2)(c) (Direction of Instruction, Examination, Admission and Classification of Students)

2.2. Utah Code §53B-16-102 (Changes in Curriculum)

2.3. Utah Code §53B-16-107 (Credit for military service and training -- Transferability – Reporting)

2.4. Definitions:

2.4.1. The Essential Learning Outcomes (ELOs) are skills, practices, and habits of mind identified by employers and educators as those needed to prepare graduates for academic, professional, and societal success. The Association of American Colleges and Universities (AAC&U) has organized these ELOs within the LEAP Initiative. They are grouped as follows: 1) Intellectual and Practical Skills, 2) Knowledge of Human Cultures and the Physical and Natural World, 3) Personal and Social Responsibility, and 4) Integrative Learning.

2.4.2. Competency is an achievement level used to describe the demonstration of foundational knowledge, skills and habits of mind beyond the high school level.

2.4.3. Proficiency is an achievement level along the continuum between competency and fluency. A level of Proficiency is the demonstration of knowledge, skills, and habits of mind sufficient to justify awarding the baccalaureate degree.

2.4.4. Fluency is the highest level of achievement that represents effortless and skillful demonstration of knowledge, skills, and habits of mind beyond the baccalaureate degree.

R470-3. General Education Policy: The purpose of General Education is to help students prepare for the 21st century by achieving competency in the Essential Learning Outcomes described in 2.4.1. This policy assures coherence and consistency in the structure of the Core Requirements and Knowledge Areas of General Education programs at all USHE institutions, and that institutions will grant total reciprocity for General Education programs completed at other USHE institutions.

3.1. General Education Requirement Overview: To assure full value and reciprocity among all USHE institutions, the number of credits required in General Education for each institution shall range from 30 to 39 semester credits. This includes at least four courses in the Core Requirements (Intensive Writing, Quantitative Reasoning, and American Institutions) and at least one course from each of the five Knowledge Areas

(fine arts, humanities, life sciences, physical sciences, social and behavioral sciences). Beginning in the freshmen year, and continuing towards successively higher levels of achievement, students should be able to demonstrate competency in the Essential Learning Outcomes, then continue to gain greater levels of proficiency. Prior to the awarding of an associate degree or the completion 60 hours in a four-year program, students should be provided learning experiences that include all of the ELOs. Institutions are encouraged to allow students who demonstrate adequate competencies by other means, such as Advanced Placement (AP) tests, International Baccalaureate (IB), College Level Examination Program (CLEP), Prior Learning Assessment, recognized assessment of military service, and departmental challenge examinations, to satisfy General Education requirements. The General Education Program prepares students for twenty-first century challenges by:

3.1.1. Gaining Knowledge of Human Cultures and the Physical and Natural Worlds Through study in the fine arts, humanities, life sciences, physical sciences, quantitative reasoning, social and behavioral sciences, focused by engagement with “big” questions – both contemporary and enduring.

3.1.2. Acquiring Intellectual and Practical Skills including inquiry and analysis, critical and creative thinking, communication (written, oral, visual, kinesthetic, design, aural), quantitative reasoning, information literacy, teamwork and problem solving that is practiced extensively across the GE curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

3.1.3. Developing Personal and Social Responsibility including civic knowledge and engagement (local and global), intercultural knowledge, ethical reasoning and action, foundations and skills for lifelong learning that are demonstrated through active involvement with diverse communities and real-world challenges.

3.1.4. Demonstrating Integrative and Applied 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.

3.2. General Education Core Requirements (12-16 credit hours): Students must satisfy all of the following General Education core requirements, which will be included at all USHE institutions: Students shall be required to complete at least: 1) two intensive writing courses (6 credits), 2) one quantitative reasoning course (3-4 credits), and 3) one American Institutions course (3 credits).

3.2.1. Intensive Writing (6 credits): Students may satisfy this requirement by completing at least two institutionally approved courses that clearly demonstrate composition skills that are above a high school level and appropriate for general education. Approved courses should address the following facets of the Communication ELO: 1) *Idea*: Express a unique perspective/idea, 2) *Organization*: Exhibit structure that is clear and consistently observable, skillfully encoded using proper conventions, 3) *Supporting Elements*: Properly use a

variety of high-quality sources, 4) *Command of Content*: Demonstrate thorough understanding and use of discipline specific content, and 5) *Presentation*: Produce deliverables that are clear, effective and compelling, with no distracting errors. Typically these outcomes are satisfied by completing English 1010/2010 or other institutionally approved equivalent courses.

3.2.2. Quantitative Reasoning (3-4 credits): Students may satisfy this requirement by completing at least one institutionally approved course that clearly demonstrates quantitative reasoning skills that are above a high school level and appropriate for general education. Approved courses should include the Quantitative Reasoning ELO, which is as follows: Students should be able to understand and create sophisticated arguments supported by quantitative evidence and clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate). In greater detail, students should be able to: 1) *Interpretation*: Explain information presented in mathematical forms (e.g., equations, graphs, diagrams and tables), 2) *Representation*: Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, and tables), 3) *Calculation*: Demonstrate the ability to successfully complete basic calculations to solve problems, 4) *Application/Analysis*: Make judgements and draw appropriate conclusions based on quantitative analysis of data; recognizing the limits of this analysis, 5) *Assumptions*: Make and evaluate important assumptions in estimation, modeling, and data analysis, and 6) *Communication*: Express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized). Typically these outcomes are satisfied by completing Mathematics 1030, Quantitative Literacy (3 credits), Mathematics 1040, Statistics (3 credits), or Mathematics 1050 (3 or 4 credits), College Algebra or other institutionally approved equivalent courses.

3.2.3. American Institutions (3-6 credits): Consistent with 2.2. Utah Code §53B-16-103(1b), Institutionally approved courses in this Core Area shall have the following learning outcome: “A student shall demonstrate a reasonable understanding of the history, principles, form of government, and economic system of the United States...”. An interdisciplinary integrated course or multiple courses that fulfills the outcome may also satisfy the requirement. Typically these outcomes are satisfied by completing 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) or other institutionally approved equivalent courses.

3.3. General Education Knowledge Area Requirements (17-26): In addition to completing all Core Area requirements described in 3.2., students will be required to complete 17 to 26 credits within five different Knowledge Areas. At least one course shall be taken from each of the Knowledge Areas, which are: 1) Fine Arts, 2) Humanities, 3) Social and Behavioral Sciences, 4) Life Sciences, and 5) Physical Sciences. USHE institutions may also create additional GE Knowledge Areas as they deem appropriate. Students transferring between USHE institutions would be required to complete these additional courses unless the transfer included a letter or certificate of GE completion

from another USHE institution (see R470-7 & 8). The development of courses within these Knowledge Areas is left to the discretion of the USHE institutions. The courses should reflect emphases of the institutions, strengths of faculties, and the varying interests of students. Disciplines that offer GE courses within the Knowledge Areas should be actively engaged in reaching out to similar disciplines at other USHE institutions to further establish and articulate specific course learning outcomes and objectives. The following learning outcomes, in addition to the Essential Learning Outcomes are intended to guide the USHE institutions in further defining the Knowledge Areas and are not intended to be fully represented in every course within the Knowledge Area. The individual institutions will determine where specific courses best fit within these general guidelines.

3.3.1. Fine Arts (at least one 3 credit course): Students will be able to: 1) discuss the scope and variety of works in the fine arts (i.e., art, music, theatre, and dance), 2) recognize the aesthetic standards used in making critical judgements in various artistic fields, 3) promote and invite creative ideas within the context of study, and 4) explain how the creative process is informed and limited by social and historical contexts.

3.3.2. Humanities (at least one 3 credit course): Students will be able to: 1) discuss changes in human thought through works of literature, theology, and/or philosophy, 2) describe how human processes are informed and limited by social, cultural, linguistic, and historical circumstances, and 3) compare and contrast different ideas both within and between historical periods, cultures, and/or civilizations.

3.3.3. Life Sciences (at least one 3 credit course): Students will be able to: 1) demonstrate understanding of science as a way of knowing about the natural world, 2) demonstrate basic understanding of how organisms live, grow, respond to their environment, and reproduce, 3) discuss the organization and flow of matter and energy through biological systems, 4) describe mechanisms of inheritance and variation of traits, 5) argue from evidence explanations of structural unity, adaptation, and diversity of life on Earth, and 6) describe how the life sciences have been shaped by historical, ethical, and social contexts.

3.3.4. Physical Sciences (at least one 3 credit course): Students will be able to: 1) demonstrate understanding of science as a way of knowing about the physical world, 2) describe matter and its basic interactions, 3) demonstrate understanding of forces in the physical world, 4) discuss forces and flow of matter and energy through systems (large and small in scale), 5) demonstrate understanding of Earth's place in the universe, 6) develop evidence-based arguments regarding the effect of human activity on the Earth, and 7) describe how the physical sciences have been shaped by historical, ethical, and social contexts.

3.3.5. Social and Behavioral Sciences (at least one 3 credit course): Students will be able to: 1) identify and explain the diversities and complexities of human life, 2) describe, analyze, and explain individual and collective human behavior and relationships, 3) develop an informed sense of self and others, and 4) utilize

the methods and theories of historians, social, and behavioral scientists to connect the informed sense of self to the world.

3.4. Pathways to Completion through Pre-Major Courses: Pre-major courses are those that are taken in lower- division, incorporating General Education, and that begin preparing students for their intended major course of study. The number of credits in a Pre-major set of courses is determined by both departmental faculty and the appropriate Major's committee (R470-6.). Pre-major courses should resemble those offered in four-year institutions leading to an approved major.

3.4.1. Lower-Division Pre-Major Requirements: In establishing policies and procedures to support ease of transfer and timely progress toward graduation for USHE students, the Board of Regents recognizes that Pre-Majors and emphases may differ because of the institutions' unique missions. Committees and procedures are therefore established to provide common lower-division Pre-Major requirements so that when students transfer or apply for upper-division majors, they will receive full value for their academic work.

3.5. Substitution of GE Courses:

3.5.1 Substitution in Pre-Major Area for GE Requirements: To encourage timely decisions by students to select Pre-Major areas while promoting educational breadth, institutions may allow students with declared Pre-Majors in areas listed in section 3.3. to substitute study and achievement in their Pre-Major area for General Education requirements. Students may achieve the required number of total General Education credits by completing additional coursework in other General Education areas. USHE transfer students who retain the same Pre-Major area will be allowed to maintain the substitution at the receiving institution and will not be required to complete additional General Education coursework.

3.5.2. Substitution of GE Courses as an Accommodation: Students who provide the requisite ADA documentation of a learning disability that would preclude the successful completion of a required course within a Core Area shall be provided alternative course(s) that will cumulatively fulfill the learning outcomes prescribed in that area.

3.6. Similar Names, Common Numbers, and Equal Credits for General Education Courses: To facilitate articulation, General Education courses at USHE institutions having essentially the same learning goals and similar content, rigor, and standards, should have similar names, common numbers, and equal credits. The Statewide Articulation Committee shall assure, through institutional action, that all courses satisfying General Education requirements at any USHE institution will be articulated to the fullest extent possible to satisfy comparable General Education requirements at all other USHE institutions.

3.7. General Education Common Competencies and Learning Goals Assessment: All General Education courses will be expected to address and assess student

achievement of the learning outcomes identified in this document and by other designated groups within the USHE.

3.7.1. Collaboration among Faculty: Faculty are expected to work collaboratively with their system-wide peers in order to further establish competencies and learning goals for General Education, Pre-Majors, and all lower-division courses and learning experiences.

3.7.2. Learning Expectations at the Culmination of the Two-year Level: Prior to associate degree completion or the completion of 60 hours in a four-year program, students should be provided with cumulative and integrative learning experiences in which they can demonstrate intellectual skills, specialized knowledge outlined in the Essential Learning Outcomes and institution-specific learning expectations.

R470-4. Committees for General Education Procedures: To implement the General Education policy, the following committees shall be established:

4.1. Regents' General Education Task Force: The Regent's' General Education Task Force will be comprised of one representative who oversees General Education on his/her campus, from each USHE institution, nominated by the Chief Academic Officer and appointed by the President, and non-voting or ex officio members as needed for expertise on particular issues. A member of the Commissioner's academic staff will sit with the General Education Task Force. This Task Force shall:

4.1.1. Establish overarching learning goals in the Core and Knowledge Areas of GE, based on the most current recommendations of accrediting bodies, national associations and societies who are considered leaders in general education, and by General Education faculty and Majors' Meeting groups.

4.1.2. Propose methods to assess student learning outcomes in General Education and submit those recommendations to the Chief Academic Officers and the USHE institutions.

4.1.3. Facilitate coordination with groups working on related tasks by appointing members of the Task Force to assist other USHE committees, such as the Statewide Articulation Committee, as requested and appropriate.

4.2. General Education Area Work Groups: The General Education Area Work Groups include Fine Arts, Humanities, Social and Behavioral Sciences, Life Sciences, and Physical Sciences, American Institutions, Composition, and Mathematics. These work groups may be comprised of two representatives from each USHE institution, nominated by the appropriate academic dean and appointed by the Academic Vice President, and non-voting or ex officio members as needed for expertise on particular issues. These work groups may be convened by the General Education Task Force as needed. These task forces shall:

4.2.1. Provide recommendations on competencies underlying each General Education area and suggestions on methods used to assess student learning

outcomes in relation to the competencies. These recommendations are to be submitted to the General Education Task Force for review.

4.2.2. Meet annually during the “What is an Educated Person?” conference and, as needed, review the General Education competencies and learning goals in each area, and discuss and compare programs.

4.2.3. Submit recommendations for review by the General Education Task Force.

R470-5. Course Numbering Code: Courses of similar level shall be given numbers in accordance with the following code.

5.1. Lower-Division Courses: This includes all USHE institutions. • 0001-0999

Remedial or preparatory courses—noncredit

- 1000-1999 Freshman courses
- 2000-2800 Sophomore courses
- 2800-2999 Lower-division independent study designation (directed reading, individual projects, seminars, special topics, workshops, private lessons, tutoring.)

5.2. Upper-Division Courses: This includes courses at the University of Utah, Utah State University, Weber State University, Southern Utah University, Utah Valley University, and Dixie State College of Utah. These numbers are meant to act as a guide.

- 3000-3999 Junior courses
- 4000-4800 Senior courses
- 4800-4999 Upper-division independent study designation (directed reading, individual projects, festivals, institutes, workshops, seminars, etc.)
- 4800 Individual research courses (1-5 credits)
- 4830 Directed reading courses (1-5 credits)
- 4860 Practicum courses (1-12 credits)
- 4890 Internship courses (1-12 credits)
- 4920 Workshops, festivals, institutes (1-5 credits)
- 4950 Field trips (1-5 credits)
- 4990 Seminars (1-5 credits)
- 5000-5799 Advanced upper-division and graduate courses (graduate credit allowed for department majors or by permission of student's department chair.)
- 5800-5999 Advanced upper-division and graduate independent study designations (seminars, directed reading, individual projects, et cetera - by permission of department chair.)

5.3. Honors Programs: These courses can be found at the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State College, and Utah Valley University.

- Honors courses will be clearly designated in institutional catalogs.

5.4. Graduate Courses: These can be found at the University of Utah, Utah State University, Weber State University, Southern Utah University, and Utah Valley University. These numbers are meant to act as a guide.

- 6000-7999 Graduate courses (students without baccalaureate degrees must obtain special permission to enroll)
- 6800-6899 Graduate seminars (including methodology and research seminars)
- 6900-6999 Directed reading, individual projects, thesis, etc.
- 6970-6979 Master's thesis research
- 6980-6989 Master's thesis faculty research consultation
- 6990 Master's thesis continuing registration
- 7800-7899 Advanced graduate seminars
- 7900-7969 Doctoral independent study, special topics, etc.
- 7970-7979 Doctoral dissertation and/or project research
- 7980-7989 Doctoral dissertation faculty research consultation
- 7990 Doctoral dissertation continuing registration

R470-6. Lower-Division Pre-Major Requirements: In establishing policies and procedures to support ease of transfer and timely progress toward graduation for USHE students, the Board of Regents recognizes that pre-majors and emphases may differ because of the institutions' unique missions. Committees and procedures are therefore established to provide common lower-division pre-major requirements so that when students transfer or apply for upper-division majors, they will receive full value for their academic work.

6.1. USHE Major Committees: To achieve these objectives, the Office of the Commissioner shall organize USHE Majors' Committees in each of the academic disciplines. Major departments at the universities are expected to work closely with the Majors' Committees in order to achieve the greatest possible congruence between pre-major emphases at community colleges and lower-division major requirements at four-year institutions.

6.1.1. The Chief Academic Officers of each institution shall nominate a faculty representative from his or her institution in each discipline area. If appropriate, the President may also nominate faculty representatives in major areas within a discipline.

6.1.2. Meetings of the Major Committees shall be organized by the Office of the Commissioner and be held at least annually.

6.2. Committee Responsibilities: It shall be the responsibility of each USHE Major Committee to:

6.2.1. Reach agreement on specific required lower-division pre-major courses that are common at all USHE institutions. It is important to note that equivalencies are based on content and mastery of subject matter, not only course level. Not all institutions offer all lower-division courses.

6.2.2. Continually review standards of skills and content matter that should be satisfied in required lower-division pre-major area courses to assure that students who complete the coursework will be fully prepared to successfully complete upper-division coursework.

6.2.3. Assure that in most major programs at USHE four-year institutions, courses numbered 3000 or higher are not required for lower-division students; and community colleges do not offer courses at the lower division that the Major Committee agrees should be taught at the upper-division level. Exceptions will be dealt with by the individual Major Committees.

6.2.4. Review lower-division courses now commonly numbered to assure they fulfill General Education and pre-major requirements. Additional lower-division courses may be considered for common numbering if they are similar in content, standard, and rigor as specified in the Utah Code.

6.3. Maximum Credits: Each committee will establish a maximum number of credits for lower-division pre-major coursework required in each discipline.

6.3.1. Generally, the number of credits required should be limited so that students may also complete required General Education coursework within the number of credits allowed for the AA or AS degree.

6.3.2. Exceptions may be made when mandated by accreditation, licensing, extra-departmental professional, or other institutional requirements. When exceptions are made, students may not be able to complete required General Education coursework within the number of credits allowed for the AA or AS degree.

6.3.3. If Major Committees determine additional lower-division credits are needed to prepare students to successfully complete upper-division coursework, the committee may recommend the delay of some General Education requirements until after transfer and/or acceptance to an upper-division major program. Under no circumstances will individual Major Committees be allowed to make exceptions to General Education requirements—a degree may not be awarded unless the General Education and program requirements for that degree are met.

6.4. Admission to Upper-Division Major Program: Completion of required lower-division pre-major coursework by transfer students from USHE community colleges and institutions also having a community college role shall not constitute an assurance that transfer students will be admitted into a specific major program at a USHE four-year institution. It must be understood that many programs have a limited number of openings and that admission may be highly competitive.

6.5. Disclosure of Partial Program: If an institution does not have the faculty or resources to offer, as part of its curriculum, all of the agreed-upon lower-division pre-major courses in a given discipline and emphasis, it will inform prospective students interested in that pre-major area that the institution does not offer all of the needed lower-division pre-major courses; students may consider attending another institution offering the required coursework or enroll in online courses offered elsewhere in the USHE .

R470-7. Transfer of Credit Policy: USHE colleges and universities shall facilitate transfer from institution to institution.

7.1. Transfer of General Education Credits

7.1.1. Transfer of Partially Completed General Education Credits: For transfer students from USHE institutions who have not fully satisfied the General Education requirements, all USHE receiving institutions shall accept at full value all General Education coursework approved by the sending institution, provided it meets the minimum letter grades accepted by the receiving institution. Receiving institutions shall only require transfer students to complete any additional coursework needed to satisfy the unmet requirements of the receiving institution.

7.1.2. Transfer of Completed General Education Credits through Program Completion: An AA or AS degree earned at any USHE institution will meet the General Education requirements of other USHE institutions. If a student
Revised 03-25-2011 Page 5 of 9 File: R470 2011.docx
has completed all institutional General Education requirements, a Letter of Completion (issued by the sending institution confirming General Education completion) should be accepted by the receiving USHE institution.

7.1.2.1. Letter of Completion Using non-USHE Credits/Courses:
Students who enter a USHE school with most of their General Education credits from a non-USHE regionally-accredited institution, and who want a Letter of Completion from the USHE institution, must complete at least nine credit hours or meet the minimum residency and grade point average requirements of the institution from which the Letter of Completion is requested.

7.1.2.2. Length of Time for Acceptance and Applicability of Credit:
USHE institutions must accept credit transferred from institutions within the System. Institutional colleges and departments may review courses taken over the prior 15 years, or over a time period in compliance with institutional policies, and make a determination of applicability to current requirements of a credential or degree based on the appropriateness of course content, rigor, and standards. Students may petition an institution's transcript office for an exception to the 15 year limit, and that office will consult with the appropriate academic departments before making a decision.

7.2. Transfer of Non-General Education Credits: Credit for courses numbered 1000 or above earned in the USHE, regardless of being General Education credits or not, is transferable within the USHE and will be carried on the student's transcript by the receiving institution.

7.2.1. Application of Credit: Acceptance of credit should not be confused with its application. Transfer applicants are entitled to a clear disclosure by the receiving institution of the difference between acceptance of credits and the application of credits toward a credential or degree. Transfer credit may or may not apply to the graduation requirements of an institution, regardless of the number of credits transferred. The receiving institution will apply credit based on

the appropriateness to a particular institution's specific degree program requirements and curricula.

7.2.2. Transfer with Upper-Division Status: Institutions shall enable community college students (if they fully complete an AA or AS degree and a prescribed pre-major area that comports and articulates with the receiving institution's pre-major requirements) to transfer with upper-division status to any USHE four-year institution without taking any lower-division pre-major courses at the receiving institution.

7.2.3. Exceptions to Applying Pre-Major Coursework Credit: Exceptions may occur when mandated by institutional requirements or other accreditation, licensing, or extra-departmental professional requirements, and as provided in 6.3.3, 6.4, and 6.5 above. In such cases, the transfer student will be expected to complete lower-division coursework required at the four-year institution.

R470-8. Credit Transfer Principles within USHE

8.1. Institutional Integrity: In order to promote institutional integrity, each institution is responsible for developing its own transfer policies and procedures consistent with the policies established by the Board of Regents to facilitate the transfer of credits within the USHE.

8.2. Transfer Statements: Because USHE institutions are part of a statewide system, institutions should clearly communicate online and in print reasonable and definitive transfer statements to avoid confusion and possible injustice to individual applicants and promote articulation within the USHE.

8.3. Minimum Standards: Course quality, content, level, and amount of credit earned should be comparable to those courses at the receiving institution.

8.4. Individual Student Consideration

8.4.1. Anticipated Program: Information of program and course requirements, including transfer and articulation agreements between two-year and four-year institutions, should be published online and/or in print and available to prospective students. Students should be encouraged to establish educational goals early in their educational program. Each student should request assistance from an academic advisor to assure the student's educational goals fit with the program at the institution to which that student intends to transfer. Transfer policies and practices should facilitate transfer once the student is prepared to enter, and has been accepted to, the anticipated program.

8.4.2. Accredited Institutions: A receiving institution should have reasonable confidence that students from recognized regionally-accredited institutions are qualified to undertake its educational program. Students from recognized national or specialized accredited institutions may need to demonstrate competency only in instances where academic attainment is uncertain.

8.4.2.1. Students Entering with Associates' degrees from Regionally Accredited non-USHE Institutions: Students, who enter USHE schools from regionally-accredited institutions and have completed the AA/AS degree, will have their transcripts reviewed to assure they have successfully completed relevant courses in the three core areas required of USHE students: mathematics, composition and American Institutions. While the USHE will honor associate degrees, deficiencies found in one or more of the three core areas may need to be addressed.

8.4.2.2. Students Entering from Regionally Accredited Institutions with Associates' degrees but without Pre- Major-specific Courses: Students who enter USHE institutions with the AA/AS degree but are deficient in pre- requisite courses required for their major course of study, may be required to successfully complete such courses at the lower-division level in order to prepare these students for success in their chosen major once they are accepted.

8.4.2.3. Students Entering from Regionally Accredited Institutions without Associates' degrees: Students who enter the USHE from regionally accredited institutions without having completed an associate's degree must have their transcripts evaluated by the receiving institution to determine if additional pre-major and/or General Education coursework will be required to meet USHE institutional requirements.

8.5. Institutions without Regional, National nor Specialized Accreditation:

Receiving institutions should evaluate on a case by case basis any credits earned at institutions that do not have regional, national, or specialized accreditation. Evaluation may be assisted by information provided by or about the unaccredited institution such as a catalog covering the years students attended, a description of courses the students completed, course syllabi, faculty credentials, and library facilities. Institutions may require verification of competency attainment through assessments or examinations.

8.5.1. Foreign Institutions and Proprietary Schools: In evaluating credits from foreign institutions and proprietary schools, the receiving institution should make equivalency and placement decisions in terms of its own policies and curricula.

8.6. Credits from Extra Institutional Settings: In order to expand the range of educational opportunities and to incorporate them into the credit exchange system, and in order to remove unnecessary restrictions to access, institutional policies should contain statements on credits earned in extra institutional settings (structured and non-structured) including the military, religious, career, and technical institutions.

8.7. Basic Responsibilities of All Institutions: The basic responsibilities of both sending and receiving institutions include:

8.7.1. Furnishing transcripts and course descriptions vital in judging the quality and quantity of transfer students' work,

8.7.2. Advising students as to the acceptability of credits shown on individual transcripts,

8.7.3. Making clear and prompt decisions on credit acceptance and application,

8.7.4. Informing potential students of services in the institution.

R470-9. Credit by Examination Policy: The Board of Regents accepts as valid the concept of credit by examination without equivalent previous college coursework. Because of the variety of testing programs, the domain of individual departments and General Education, the following specific policies shall apply:

9.1. Examinations that Replace Specific Coursework: Individual departments may use examinations/assessments consistent with the standards set in Major Committees to award credit that replaces specific General Education coursework.

9.1.1. Departmentally Devised Examinations: Each department may determine which of its offerings may be challenged by examination and should construct, administer, and evaluate appropriate and departmentally approved examinations upon the request of students.

9.1.2. External Standardized Examinations: External standardized examinations should be evaluated by individual departments as they become available, to determine their appropriateness, validity, and acceptable scores. When a transfer student has completed the General Education requirements of a USHE institution, the receiving institution will honor the sending institution's determination of General Education credit awarded, including credit granted for external standardized exams.

9.1.2.1. Advanced Placement Examinations: The following policies for the awarding of credit for Advanced Placement have been determined by a statewide committee with representatives from all USHE institutions:

9.1.2.1.1. Scores of 3, 4, or 5 may receive a maximum of 10 semester hours of credit for a foreign language exam, up to 8 semester hours of credit for a full year course, or up to 4 semester hours of credit for a half year course.

9.1.2.1.2. A score of 2 should be evaluated by the department to determine what, if any, credit should be awarded. **9.1.2.1.3.** A score of 1 should receive no credit.

9.1.2.2. CLEP (College Level Examination Program): CLEP General Examination credit should be recognized and a standard should be set based on the recommendations of the Statewide Articulation Committee and CLEP Examination Guidelines. A minimum score of 50 is required to award credit with 10 semester hours per test being the maximum number of credits allowed. Each institution shall award credit as it sees fit;

however, the following guidelines are for awarding General Education credit through the CLEP process.

9.1.2.2.1. Composition: The College Composition or College Composition Modular examination will satisfy the introduction to writing requirement.

9.1.2.2.2. Quantitative Literacy: College Algebra Subject examination or the Pre-Calculus Subject examination will satisfy the Quantitative Literacy requirement.

9.1.2.2.3. American Institutions: The American Government Subject examination or the American History Subject examination will satisfy the American Institutions requirement.

9.1.2.2.4. Life Science: The Biology Subject examination will satisfy the Life Science requirement.

9.1.2.2.5. Physical Science: The Chemistry Subject examination will satisfy the Physical Science requirement.

9.1.2.2.6. Humanities: The Analyzing and Interpreting Literature with Essay examination will satisfy the Humanities requirement.

9.1.2.2.7. Social and Behavioral Sciences: The Introductory Psychology or Introductory Sociology examinations will satisfy the Social and Behavioral Sciences requirement.

9.1.2.2.8. Other General Education: CLEP-verified General Education credit other than that for which specific guidelines are provided in this policy may be awarded as determined by each institution.

9.1.3. International Baccalaureate: Credit should be granted for International Baccalaureate examinations and/or diplomas as determined by each institution.

9.2. Prior Learning Assessments: Students may demonstrate that they have specific subject matter credit through the Prior Learning Assessment developed by the Council of Adult and Experiential Learning. Institutional departments should evaluate and accept such credit if it meets institutional and departmental standards.

9.3. Allowable Credit: Institutional limits may be imposed on the amount of General Education credit that may be earned by means other than taking courses directly from the institution. Institutional limits may also be imposed on the amount of credit that may be earned through departmentally devised or standardized subject area examinations.