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GENERAL EDUCATION SUBCOMMITTEE MINUTES

September 18, 2018

9:30 a.m. – 10:30 a.m.

Distance Education – DE 423

- Present:** Lee Rickords, College of Agriculture and Applied Sciences (Chair)
Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
Thom Fronk, College of Engineering
Harrison Kleiner, College of Humanities and Social Sciences
Konrad Lee, Jon M. Huntsman School of Business
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Richard Mueller, College of Science
Robert Mueller, Regional Campus
Kacy Lundstrom, University Libraries
Melanie Nelson, USU Eastern
Lawrence Culver, American Institutions
Ryan Bosworth, Social Sciences
Charlie Huenemann, Humanities
David Brown, Quantitative Literacy/Intensive
Ed Reeve, Office of the Executive Vice President and Provost
Barbara Williams, Registrar's Office
John Mortensen, Academic and Instructional Services
Matt Sanders, Connections
Jaren Hunsaker, USUSA President
Amber Summers-Graham, Secretary
- Excused:** Ryan Dupont, Life and Physical Sciences
Stephanie Hamblin, Exploratory Advising
Mykel Beorchia, University Advising
Kristine Miller, University Honors Program

Call to Order –Lee Rickords

Approval of Minutes – [April 17, 2018](#)

Minutes approved as distributed.

Business

NWCCU Accreditation Review and General Education – Michael Torrens

The Northwest Commission on Colleges and Universities (NWCCU) oversees the regional accreditation for Utah State University. In 2013, NWCCU presented findings that said USU needed to establish and assess learning outcomes for all general education courses. In the spring of 2018, the accreditation Peer Review team highlighted a lack of systematic assessment

of the general education program at USU. Their letter stated that USU is doing assessment at the course level but not beyond that and an overall assessment plan is lacking. The only exception to this finding is the assessment that takes place in mathematics. The Peer Review team noted that the Board of Regents approved R470 lays out a solid approach to offer general education and is guided by learning outcomes that are very specific at each level. Because USU has been out of compliance with general education assessment, the University is now on a two-year clock to remedy this finding or USU could lose its regional accreditation. The University must create a special report by the fall of 2019 that explains the steps that have been taken towards general education assessment and how students are achieving the essential learning outcomes (ELOs) set aside in the R470.

There is not a specific ask of the General Education committee at this time, but the group needs to think about who needs to participate in this task moving forward. The Peer Review team noted that this is a collective action problem. They have tasked the University to develop, implement, and document an effective, regular and comprehensive system of assessment of student achievement of identified essential learning outcomes and ensure that faculty with teaching responsibilities take a collective responsibility. They feel that this is not an administrative responsibility but a faculty responsibility.

There was discussion about including assessment of the ELOs in the IDEA evaluations for courses with general education designations. Student evaluation data can be one part of the assessment but cannot count as the entire assessment because it is self-reported. Faculty should be assessing a student's achievement of the learning outcomes.

A committee member suggested that the assessment plan for accreditation should be seen as an opportunity to improve the programs at USU. This assessment should be done in a way that can ensure that the courses with approved general education designations are delivering what the committee wants them to deliver. This makes the courses better, gives opportunity for professional development with faculty, and provides better experiences for the students. Additionally, the committee must be aware that as this assessment happens, there are going to be many courses that do not meet the general education criteria. They will need to be addressed.

Michael Torrens reiterated that he is not coming to this committee with a specific ask at this time. Right now, the University is at an organizational point. He would like the General Education committee members to think about who the stakeholders are and who should be involved when deciding the path going forward. This group is likely to be tasked to do things as part of the assessment implementation. The structure of the University is such that the EPC and this committee determines programmatic requirements. A successful solution will come as a result of co-governance, leadership, and participation from the general education committee.

Depth Courses and Categorization of Majors - *John Mortensen*

In the University Studies requirements section of the catalog, there is a listing of major categorizations to help students determine which depth courses they are required to take. This information was outdated and so at the end of spring 2018 semester, it was decided by the committee that John Mortensen's staff would reach out to the colleges and departments and ask them to provide categorizations for the missing majors. Additionally, the catalog language was clarified for the students and currently reads, "The courses that must be taken to satisfy University Studies Depth requirements depend on the classification of the student's major. For example, Music is classified in the Creative Arts. Thus, a music major would not need to take a depth course in the Humanities and Creative Arts". The current list is attached in the minutes.

These categorization of majors are currently being used in the catalog:

CA—Creative Arts, HU—Humanities, LS—Life Sciences, PS—Physical Sciences, and SS—Social Sciences.

It was suggested that the committee cut the categories down to three to match the three general education depth designations. Behind the scenes, a comprehensive list would be maintained. This would make things consistent and easier for the students and the advisors.

One committee member suggested that instead of cutting the categories down to three, the DHA designation should actually be split into two separate designations. One for humanities and one for creative arts in the same way the breadth courses are classified. This is because the learning outcomes of an arts course are very different from the learning outcomes of a humanities course.

This topic is tabled until the next meeting so that the committee members from science can weigh in before a vote is taken.

Current Articulation of Credit by Examination of AP, CLEP, DANTES, and IBO by Breadth Area – *John Mortensen*

Each year, Brandy Reeves sends a list of credit by examination articulations out to departments for their approval. Over time, courses have evolved and may no longer be equated with a specific general education attribute. If a course doesn't articulate specifically with a predetermined breadth course, does a department have the authority to award general education credit with their articulations, or do these courses need to come back to the General Education committee? This topic will come back to the committee in the October meeting. John will bring a list of what other universities are doing so this committee can look at the information side-by-side.

Adjournment: 10:32 a.m.

Next meeting will be **Tuesday, October 16, 2018 at 9:30 am** in Champ Hall conference room. General Education requests for this meeting are due October 6, 2018.

Categorization of Majors

Following is the categorization of majors used for University Studies. These abbreviations are used: **CA**—**Creative Arts**, **HU**—**Humanities**, **LS**—**Life Sciences**, **PS**—**Physical Sciences**, and **SS**—**Social Sciences**.

College of Agriculture

Agribusiness, **SS**

Agribusiness and Agricultural Systems Technology Dual Major, **SS**

Agricultural Communication and Journalism, **LS**

Agricultural Education, **LS**

Agricultural Systems Technology, **LS**

Agricultural Systems Technology and Agribusiness (Composite), **LS**

Animal, Dairy and Veterinary Sciences (all emphases), **LS**

Applied Economics, **SS**

Aviation Technology (all areas), **PS**

Business Education, **SS**

Climate Science, **PS**

Environmental & Natural Resource Economics, **SS**

Family and Consumer Sciences Education, **SS**

Horticulture, **LS**

Land Plant Climate Systems, **LS**

Landscape Architecture, **CA**

Nutrition, Dietetics and Food Sciences, **LS**

Outdoor Product Design and Development, **CA**

Plant Science (all emphases), **LS**

Residential Landscape Design and Construction, **LS**

Technology and Engineering Education, **PS**

Technology Systems (all areas), **PS**

Caine College of the Arts

Art, **CA**

Art History, **CA**

Interior Design, **CA**

Music, **CA**

Music Therapy, **CA**

Theatre Arts, **CA**

Jon M. Huntsman School of Business

Accounting, **SS**

Business Administration, **SS**

Economics, **SS**

Finance, **SS**

International Business, **SS**

Management Information Systems, **SS**

Marketing, **SS**

Emma Eccles Jones College of Education and Human Services

Communicative Disorders and Deaf Education, **SS**

Early Childhood Education, (**category same as area of emphasis**)

Elementary Education, (**category same as area of emphasis**)

Family Life Studies, **SS**

Health Education and Promotion, **LS**

Human Development and Family Studies, **SS**

Human Movement Science, **LS**

Nursing, **LS**

Parks and Recreation, **SS**

Psychology, **SS**

Secondary Education, (**category same as teaching major category**)

Social Studies Composite Teaching, **SS**

Special Education, (**may use any category**)

College of Engineering

Biological Engineering, **PS**

Civil Engineering, **PS**

Computer Engineering, **PS**

Computer Science, **PS**

Electrical Engineering, **PS**

Environmental Engineering, **PS**

Mechanical Engineering, **PS**

College of Humanities and Social Sciences

Agricultural Communication and Journalism, **LS**

American Studies, **HU**

Anthropology, **SS**

Asian Studies, **HU**

Communication Studies, **HU**

English, **HU**

French, **HU**

German, **HU**

History, **HU**

International Studies, (**category same as area of emphasis**)

Journalism, **SS**

Law and Constitutional Studies, **SS**

Liberal Arts, **HU**

Philosophy, **HU**

Political Science, **SS**

Religious Studies, **HU**

Social Work, **SS**

Sociology, **SS**

Spanish, **HU**

S.J. & Jessie E. Quinney College of Natural Resources

Conservation and Restoration Ecology, **LS**

Environmental Studies, **SS**

Fisheries and Aquatic Sciences, **LS**

Forest Ecology and Management, **LS**

Geography, **SS**

Management and Restoration of Aquatic Ecosystems, **PS**

Rangeland Ecology and Management, **LS**

Recreation Resource Management, **SS**

Wildlife Ecology and Management, **LS**

College of Science

Biochemistry, **PS**

Biology, **LS**

Biological Science Composite Teaching, **LS**

Chemistry, **PS**

Earth Science Composite Teaching, **PS**

Geology, **PS**

Mathematics, **PS**

Physical Science Composite Teaching (Chemistry), **PS**

Physical Science Composite Teaching (Physics), **PS**

Physics, **PS**

Public Health, **LS**

Statistics, **PS**