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GENERAL EDUCATION SUBCOMMITTEE MINUTES

November 20, 2018

8:30 a.m. – 9:30 a.m.

Champ Hall Conference Room – OM 136

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

Excused: Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
 Vance Grange, Jon M. Huntsman School of Business
 Jaren Hunsaker, USUSA President

Call to Order –Lee Rickords

Approval of Minutes – [October 16, 2018](#)

Minutes approved as distributed.

Course Approvals/Removals/Syllabi Approvals

MUSC 1050 (BCA) **APPROVED** Christopher Scheer
Motion to approve BCA designation made by Christopher Scheer. Seconded by Richard Mueller. Designation approved.

BIOL 3200 (CI) **APPROVED** Robert Mueller
Motion to approve CI designation made by Robert Mueller. Seconded by Richard Mueller. Designation approved.

ELED 4031 (CI) **APPROVED** Robert Mueller
*Motion to approve CI designation made by Robert Mueller. Seconded by Richard Mueller.
Designation approved.*

SOC 2120 (QI) **APPROVED**David Brown
*Motion to approve QI designation made by David Brown. Seconded by Charlie Huenemann.
Designation approved.*

Business

FCSE 1350 and FIN 1010 BSS Discussion – Ryan Bosworth

The Social Sciences subcommittee has received some pushback after rejecting a few course proposals recently. The courses are well done and cover some important financial literacy information, but do not align with the social science designation rubrics. The Social Sciences subcommittee has fielded questions about how financial literacy courses could incorporate enough social science to meet the general education requirements.

The General Education committee recognized the importance of ensuring that students are financially prepared for adulthood, but worried about general education courses that are proposed under the logic of saying, “what can be done to make this fit the rubric?” There is a methodology focus when creating a general education course. It is possible that a financial literacy course could organize itself in such a way that it could meet the social sciences rubric requirements, but this is a problem related to the issue faced by the Humanities subcommittee.

There needs to be a broader policy or way of dealing with the issue at hand. The general education categories should not be seen as “bins” that classes are assigned to according to what designation they most closely resemble. There was recognition by the committee that there seems to be an underlying pressure to build general education courses into a student’s degree.

Additionally, faculty can map their courses onto the rubric in their proposal justification, but if their syllabi do not reflect the rubric requirements through class assignments and activities, the subcommittee members should feel empowered to ask for additional information from faculty about how the rubric requirements are going to be met in the classroom before a decision is reached. The rubrics are the standards that courses need to meet and the subcommittees must have enough information to be able to assess whether or not the course will meet the requirements. This is particularly important as the General Education Task Force begins the program assessment process. The General Education subcommittee must demonstrate that there is concrete information being measured. The rubrics provide this. The important message to bring to the faculty member is the importance of measurable learning outcomes and not simply trying to fit a course into the mold of a general education designation.

The committee will work to provide faculty with easy access to rubric information and instructions from within Curriculog as a means to mitigate some of these problems.

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. 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. This topic was tabled at the September meeting until the full committee could be present to weigh in and vote on the change.

The motion to simplify the categorization from five to three categories was made by Ryan Dupont. Seconded by Ryan Bosworth. The catalog change was approved.

Current Articulation of Credit by Examination of AP, CLEP, DANTEs, and IBO – John Mortensen

Currently, articulations are being made at the departmental level including whether or not courses are given general education designations. Many course articulations are double counting for students and it becomes a credit game. By the time a transcript is articulated, it is possible that a student could have the same general education designation covered in multiple ways whereas other universities might give the student credit once. This gives USU an advantage over other schools because USU grants more credits, but while it may be an advantage in the way of cutting costs for students, it is not an advantage in the student's educational experience. There is not a specific action item for the committee on this issue other than providing direction moving forward and possible council for the departments. It was suggested that this issue be taken to the Departmental Curriculum committees, Associate Deans, and the Academic Standards committee. The recommendation from the General Education committee would be to curb the excessive counting of credits in a phased way for the consideration of the academic advisors. A lot of work will need to be done with the high school counselors in advance of any change because students are being promised that they are entering USU with a certain number of credits. Students pay a lot of money to take the examinations for these credits. It was suggested that informational handouts be created for high schools to guide students about the best way to manage their advanced placement courses.

Adjournment 9:37 a.m.

Next meeting will be **Thursday, December 13, 2018 at 8:30** am in Champ Hall conference room. This is a change from the originally scheduled December 18, 2018 meeting. General Education requests for this meeting are due **December 8, 2018**.