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GENERAL EDUCATION COMMITTEE

December 17, 2019
8:30 a.m. – 9:30 a.m.
Champ Hall Conference Room – OM 136

Present: Lee Rickords, College of Agriculture and Applied Sciences (Chair)
Thom Fronk, College of Engineering
Harrison Kleiner, College of Humanities and Social Sciences
Karen Mock for Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Greg Podgorski, College of Science
Matt Sanders, Connections
Paul Barr, Office of the Executive Vice President and Provost
Dory Rosenberg, University Libraries
Robert Mueller, Statewide Campuses/Communications Intensive
David Wall, Creative Arts
Charlie Huenemann, Humanities
Ryan Bosworth, Social Sciences
David Brown, Quantitative Literacy/Intensive
Robyn Peterson, Registrar’s Office
Mykel Beorchia, University Advising
Amber Summers-Graham, Secretary

Excused: Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
Christopher Scheer, Caine College of the Arts
Daniel Holland, Jon M. Huntsman School of Business
Steve Nelson, USU Eastern
Sami Ahmed, USUSA President
Lawrence Culver, American Institutions
Ryan Dupont, Life and Physical Sciences
John Mortensen, Academic and Instructional Services
Kristine Miller, University Honors Program

Call to Order – Lee Rickords

Approval of Minutes – [November 19, 2019](#)
Minutes approved as distributed.

Course Approvals/Removals/Syllabi Approvals

WILD 4100 (CI) **APPROVED** Robert Mueller
Motion to approve CI designation made by Bob Mueller. Seconded by Karen Mock. Designation approved.

RELS 3456/HIST 3456 (DHA) **APPROVED** Charlie Huenemann
*Motion to approve DHA designation made by Charlie Huenemann. Seconded by Matt Sanders.
Designation approved.*

ANTH 3240 (DSC) **TABLED** Ryan Dupont
Designation discussion tabled until January meeting.

ENGL 4230 (DSS) **APPROVED** Ryan Bosworth
*Motion to approve DSS designation made by Ryan Bosworth. Seconded by Matt Sanders.
Designation approved.*

POLS 4500 (DSS) **APPROVED** Ryan Bosworth
*Motion to approve DSC designation made by Ryan Bosworth. Seconded by Greg Podgorski.
Designation approved.*

Business

Reviewing and Approving General Education Designation Proposals

This discussion item was tabled at last month's meeting. Some designation subcommittees are rejecting weak designation proposals and others are working from the syllabus and having off-line conversations with the faculty that might not be reflected in Curriculog. This is causing difficulties when the Gen Ed subcommittee as a whole is reviewing the proposals before a meeting, as they may not be getting all of the information that the designation subcommittees had when making their decisions.

After discussion, it was decided that when subcommittee chairs get a flimsy justification, the proposal needs to be returned to the Originator asking them to clearly define how courses are meeting the designation requirements. This is important for the work of this committee and for future assessment. The subcommittees may be able to read between the lines of the proposal, but the rest of the General Education committee will not be able to do this as they are not the subject matter experts in the field.

The committee decided that it would be helpful for Originators to have examples of exemplary proposals. Harrison Kleiner is working on a new General Education website that will have a student-facing page and a faculty-facing page. Right now, it's hard for faculty to find information on General Education because it's buried on the EPC website. Links to the criteria and exemplary proposals can be posted on the faculty-facing page of this new website. Additionally, updates were made to the Curriculog form that clarify how Originators should detail how each of the criteria are being met in their justification. Once the website is finished towards the end of February, the Curriculog form will direct Originators to the website for resources and examples which will hopefully be the first stop for faculty when proposing new General Education designations.

Update from the Composition Assessment Working Group

Harrison Kleiner explained that Communications Literacy 1 (CL1) and Communications Literacy 2 (CL2) General Education courses, traditionally met by English 1010 and English 2010, are not being assessed in the General Education assessment this year because they did not have

rubrics of learning outcomes that were assessable. Quantitative Literacy (QL) was in the same situation, but the QL subcommittee acted quickly last spring and were able to put the rubrics together and so they are being assessed this year. The accreditors were promised that CL1 and CL2 would be brought into the assessment plan for next year, so given the accreditation demand, Provost Galey asked for a deep dive into writing at USU to see what is currently being done and where improvements need to be made.

Beth Buyserie, Matt Sanders, and Harrison Kleiner have been working with English Department Head Jeannie Thomas and four of the star English lecturers to engage in a listening tour. They invited everyone who teaches CL1 and CL2, Library faculty and staff, Writing Fellows, Writing Center staff, and the Associate Deans to be involved in this listening tour and got a very good sense of what the courses currently are. The path now is to figure out what the courses should be and to define outcomes. In the foreseeable future, General Education assessment is going to be pushed out to the depth level. Currently the CI designation does not have assessable learning outcome rubrics and so the working group recommends that as these outcomes are defined, this is a good opportunity to think about CL1, CL2, and the CIs as an intentional sequence of courses where students learn to write across the curriculum. What needs to be determined is how far students need to get in CL1 and CL2 and then what remains for the majors to accomplish in the CI courses. Harrison's suggestion is that a larger ad-hoc group should be convened and should include the existing working group, Lee Rickords as the chair of the General Education committee, the CI sub subcommittee members, and then one CI instructor from every college. The goal of this group will be to find out what the colleges want students who are coming into their majors to know, understand, and be able to do as it pertains to written communication. Getting these courses to talk to each other so that there is an intentional sequence of "handing the ball off" at each level will make a lot of sense. One of the CI outcomes will be something like, "a student learns how to write to the audiences unique to their discipline and the kinds of vocations that will follow from that discipline". CL1 and CL2 give the students some foundational writing skills that are portable across all majors and audiences but in the CI students will learn how to write to the audiences specific to their fields.

This ad-hoc working group will be producing outcomes rubrics for CL1, CL2 and CI. These rubrics will be presented for vote to the General Education subcommittee to adopt these outcomes on behalf of the Faculty. The goal is to produce these outcomes before the end of March so that they can go live in the fall 2020 semester. Harrison will be reaching out to the committee and others for volunteers for this working group.

Adjourn - 9:32 AM