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GENERAL EDUCATION COMMITTEE

September 21, 2021

9:30 a.m. – 10:30 a.m.

Zoom Meeting

Present:

- *Lee Rickords, College of Agriculture and Applied Sciences (Chair)
- *Charlie Huenemann, (what is Charlie's role or college)
- *Greg Podgorski, College of Science
- *Dory Rosenberg, University Libraries
- *Beth Buysie, Communications Intensive
- *Mykel Beorchia, University Advising
- *Kristine Miller, University Honors Program
- *John Mortensen, Academic and Instructional Services
- *Toni Gibbons, Registrar's Office
- *Thom Fronk, College of Engineering
- *Scott Findley, Jon M. Huntsman School of Business
- *David Wall, Creative Arts
- *Dave Brown, Quantitative Literacy/Intensive
- *Harrison Kleiner, College of Humanities and Social Science
- TBD, American Institutions
- *Karen Beard, S.J. & Jessie E. Quinney College of Natural Resources
- *Ryan Dupont, Life and Physical Sciences
- *Michelle Smith, Secretary

Excused: Shelley Lindauer
Matt Sanders
Robert Mueller
Christopher Scheer
Paul Barr
Lucas Stevens
Steve Nelson

Call to Order – Lee Rickords

Approval of Minutes – April 20, 2020

(<https://usu.box.com/s/sw6f99fngw08hm6mqmjju34kwf4duqcu>)

Motion to approve the minutes dated April 20, 2020, made by Greg Podgorski

Seconded by Karen Beard

Approved unanimously

Course Approvals/Removals/Syllabi Approvals <https://usu.curriculog.com/>

None at this time

Business

QL Catalog Language..... Harrison Kleiner

An issue came up regarding Gen Ed assessment and professors who said they didn't teach a QL course. There are currently five courses listed in the catalog that fulfill QL requirements along with a list of exam scores on AP/SAT/ACT tests. The catalog also states that any Math /Stats course that requires Math 1050 as a prerequisite also fulfills the QL requirement. There are four courses listed that require Math 1050 as a prerequisite but more exist than are mentioned. And some students are able to take one of those courses requiring Math 1050 as a prerequisite but didn't take Math 1050 and don't have a QL. They were waived into that higher course.

There are a couple of options:

- 1) Don't assess the "Or" courses that require Math 1050 as a prerequisite
- 2) Find out how many students were able to take a QI course without taking a QL course, submit a gen ed appeal, and waive those students out of QL courses if they do a QI course or take one of the courses requiring Math 1050 as a prerequisite and don't have Math 1050.

Toni stated they do have DegreeWorks programmed in to waive QL if students took one of the four courses requiring Math 1050 or if they take a QL course. Kristi Swainston can help provide a report to find out how many students may have taken one of those courses requiring Math 1050 as a prerequisite but don't have a QL fulfillment via another method. No one has really requested waiving a QL in appeal before using one of those courses. There are only a handful of students who had an exception granted on QL by advisors so far.

Greg – If they had Math 1050 or one course that had Math 1050 as a prerequisite and they took Math 1050 they should have QL.

Harrison said that it is possible they had a prerequisite waived and didn't have to take Math 1050, but that student didn't get a QL requirement fulfilled to get into a higher course. A student may have received a high enough score on the ALEKS test.

Greg – Does anyone who meets the QI requirement have the QL fulfilled? If a course is good enough to be a prerequisite for Math 1050, they should be able to meet the QL requirement.

Harrison – Yes, those students who enroll in a higher course than 1050 should have the advisor submit a request to waive the QL. DegreeWorks is only coded for courses listed in the catalog. Catalog says "such as..." and includes four courses on a list. There are more courses that require Math 1050 though.

Greg – can we change the catalog language that says that if a student has taken 1050 or are viewed as having a similar course, then they have satisfied the QL requirement.

John – There are 47 courses that the catalog says requires 1050 or equivalent but the catalog says it must be a Math/Stats course so Chemistry courses won't count. If a student takes AP they get QL counted, or if a student gets a high ACT score or SAT score, they can get QL waived. Most of these cases are from a high ACT score. But as far as gen ed assessment, if they already took a higher-level course than QL, they shouldn't be required to take a QL assessment.

David Brown said he believes Harrison is referring to those teaching the Calculus 2 course. Those faculty teaching a Calculus 2 course were being asked to assess as a QL course. There aren't many students who fall into this category. Most likely, 99% of students who took 1220 took a QL assessment.

Harrison told those faculty to forget the assessment until they figure it out.

David said that it's probably a homeschooling student who tests above 1050 on the ALEKS but didn't have a waiver.

Toni said there are two issues – the catalog language and the requirement. Harrison said that it may be best to strike the language stating QL can be fulfilled by a Math/Stats course requiring Math 1050. They just need to affirm the number of students that might require this exception each year in case it is a larger number.

John stated the biggest issue was with engineering students. When CIL was eliminated there was a band aid exploratory requirement. For engineering students, they must take one more breadth or QL course to satisfy the exploratory requirement. So, with their first enrollment in a higher math course, they can use that for QL and then enroll in another QL course and that course satisfies QL. They can do that within the major but they need to take a QL course without going over the 126 required credits. It may help to have a QL on those additional courses that require Math 1050 to benefit engineering students from having to take an additional course due to the high credit requirements within the Engineering major.

Thom mentioned he really prefers that the catalog not remove the language about taking a course that requires Math 1050 as a prerequisite for the QL requirement. Engineering already requires students to qualify for Math 1210 to enter the program and be calculus ready.

Harrison said most of them get their QL because of their entrance exam score. But they are actually counting six QL credits toward their gen ed. They are getting three credits for a course with a prerequisite of Math 1050 and counting that as Integrated Studies, while waiving the QL requirement due to their exam score (3 credits).

Beth stated that in English, they also have language in the catalog that states CL courses can be fulfilled by any course that requires English 1010. They don't assess students who meet the CL requirements in another way besides the designated CL1 and 2 courses. It may be best to focus the gen ed assessment on those courses designated as QL. There is no way to assess students who meet CL or QL via an entrance exam.

Toni said the catalog doesn't say "Or" it says, "Such as". The catalog language may need to be updated to state "Or" and list the four Math/Stats courses discussed. There are some courses requiring Math 1050 not on that list, though, it is not a comprehensive list.

Harrison – The least disruptive options might be 1) don't assess gen ed on courses with a prerequisite of Math 1050, (not many students use that method as QL fulfillment) or 2) take the "such as" list for QL in the catalog and make it comprehensive. That way DegreeWorks and the catalog can get aligned. The second method may be the least disruptive approach. Thom Fronk agreed.

Lee asked how many students are coming into Engineering each year?

Thom said 400-500 each year. Lee restated that 400-500 students come into Engineering ready for QL.

Thom said 300 – 350 do come in calculus ready. Others have to take prerequisite math to become calculus ready. Harrison mentioned that for those who take prerequisite courses get QL satisfied with their prerequisite math course and use the other QL course to fulfill their Integrated Studies requirement. Those who are ready use calculus to fulfill intensive requirement.

Engineering relies on math department to determine if they are calculus ready. There are several ways to determine who is ready using ACT, math scores, etc.

John stated if students take ALEKS exam and qualify for calculus, they don't get credit for QL. They just get placed into the higher class.

David said a score on the ALEKS exam doesn't get a QL credit. Students aren't calculus ready off the street. They had to qualify with an entrance exam or they took a previous credit that expired and were sent to 1210.

Thom said students who score an AP math score of 27, and then are away for a while and take the ALEKS test, don't get credit for the QL fulfillment.

Lee asked do we have a motion out of that discussion?

Harrison motioned to 1) agree to only do gen ed assessment of QL courses that are designated on the list, and 2) to alter the catalog so that it says "Or" one math/stats course requiring Math 1050 as a prerequisite and list the courses that could satisfy.

Toni said someone will need to submit a Curriculum proposal to make that change in the catalog for next year as this year's catalog is published.

Greg asked for those instructors teaching courses that they didn't think were designated as QL courses but technically will be in the future, what will be communicated to those instructors? What sort of assessment criteria would they be responsible for?

Harrison said according to the motion, they wouldn't need to do assessment for Gen Ed. They would already have the point of view that students in those courses already fulfilled the QL requirement.

Lee stated first component of motion is to only assess Gen Ed for those listed in the catalog as specific as a QL course, and second is to list a comprehensive set of courses that fulfill QL since they require a prerequisite of Math 1050.

Toni wanted to add that the list in the catalog should be courses that ONLY require Math 1050 as a prerequisite. There are also courses that can allow for placement with a high enough ALEKS, AP, ACT, or Math 1050 score. Those courses have several methods for qualifying for the course and would not need to be added to the list and programmed into DegreeWorks.

Vote on the motion passes unanimously.

Catalog QuestionToni Gibbons

Had a question from an advisor with a student that had a Music course upper division, that was a DHA and was only a one-credit course.

For depth courses there are five music courses that are one credit classes. Most DHA are three credits. The catalog states that students should take “one additional class” but doesn’t specify credits in that language. DegreeWorks looks for one additional class to fulfill DHA, not at the credit requirement. Should the catalog list the DHA requirement as three to four credits or as one additional course for integrated studies?

Greg asked what does the one-credit Music course look like and does it fulfill the spirit of integrated studies? Toni answered the course in question was a choral class.

Harrison said his initial impulse was that a one-credit class violates the spirit of what depth requires. For Gen Ed depth the requirement is at least two, for breadth at least three.

Toni listed the one-credit Music courses – Symphony Orchestra, Symphonic Band, University Choral, Chamber Singers, Wind Orchestra, and Marching Band. They require a lot of time but don’t fulfill many credits

John said there was a precedent with CCA 3330 Art Symposium where students took one credit one semester and the other credit the next semester, counted the classes as two credits, and they were allowed to fulfill the DHA requirement.

Harrison said depth courses only need to be two credits in the catalog.

John said there are other courses that are one credit. They need to take a one credit and then should take another one credit course of the same course, as in Chamber Singers, and the combination satisfies the requirement.

Harrison said it was worth noting the Music courses are repeatable for credit.

Toni wondered if it was worth changing the language to remove the three to four credit requirement and state that there must be a minimum of two credits coming from a depth course to fulfill that requirement, or remove the credits entirely.

Mykel asked Harrison regarding the reason for integrated studies. Isn't it to help add another 3 credits on top of USU's previously required 27 credits to make up the total 30 required by USHE?

Harrison said yes, the integrated studies was to offer a band aid solution but it's been in place for two decades now. He mentioned that maybe one solution is to punt because R470 is being revised and there will be new requirements to reconfigure learning outcomes and possible credits offered/required. When the new R470 comes down the committee can decide at that time.

Lee said that's his preference. Let's punt until we get more direction from USHE. Toni said she will tell advisor that student is fine for now until we get more direction.

USHE GE Task Force UpdateLee Rickords, Harrison Kleiner

Lee said the final topic is that USHE is revamping R470. The negative side is that most likely, USU will need to increase the number of credits being required for Gen Ed. Students and faculty may not be happy with that.

Harrison said that issue has come and gone, depending on the meeting you attend. Right now, the range is 30-39 credits. USU is at 30 credits. This doesn't include institution-specific requirements (CI, QI, Depth). Every other institution also had institution requirements but with different names and purposes. R470 addresses the six Breadth, the QL, and CL.

USU is on the low end for range of credits required. UVU is on the high end. The range is 30-36 right now being discussed. The range keeps changing each meeting.

John commented that in '98 when they went to semesters, the Gen Ed category was really wide. Depth requirements were huge and transfer students suffered, so USU separated Gen Ed and University Studies and changed their requirements.

Other schools have a requirement to take three Life Science and an additional requirement to take three classes in Humanities or Creative Arts instead of using depth. That gets them over the 30 credits. These classes don't have prerequisites that are necessary to enroll such as with upper-division courses at USU. If USU increases Gen Ed requirements, they have to decrease depth, especially in Engineering.

Harrison said when R470 comes down we will have to look at the whole. Other institutions keep Gen Ed and Depth clearly divided between lower and upper division but USU doesn't always do that.

Thom said it would help if they could have a table showing what other universities are doing with their Gen Ed and Depth requirements so they can compare apples to apples with what USU is doing. If they tried to squeeze anything or took out anything more from Engineering, they would struggle.

Lee commented that one of the main impetus to initiate the R470 discussion is to allow two-year associates degrees to transfer to another university and not have to take more courses and pay more tuition because not everything transfers between schools.

Thom said we shouldn't be letting UVU be the tail wagging the dog. Lee said that's correct, but that's why the requirement numbers keep vacillating based on who leads the discussion at USHE meetings.

Harrison said the trend is to streamline, not add requirements.

Thom said Engineering is well aware and they do have pressure to make it easier for engineering students to transfer. In '98 they went from 140 credits to 126 and squeezed it once before when they went to semesters. It is hard to prepare students for their profession if they take less than 126 credits.

Harrison said it's too early to worry about the R470 requirements yet. Already in the R470 there is a never-before-used structure where USHE can call majors meetings for the Gen Ed areas. Most have attended a majors meeting. There is a task group working on that revised R470. The task force wants to empower faculty to drive Gen Ed, not USHE bureaucrats, and amplify the majors meeting option. It's likely leaders in the areas for USHE R470 will start having a majors' meeting each year where area committees and faculty from institutions come to discuss.

One principle up for discussion is having a diversity/equity/inclusion requirement. Some institutions have that requirement already. The view that won out is that a DEI requirement would be a problem but should integrate DEI around breadth courses. They will have to revise breadth outcomes to include DEI language. Area committees' majors' meetings will need actual faculty to talk among themselves about what does that DEI component look like within a breadth course of a major? Want to have faculty decide what outcomes would be but must be coordinated at the USHE level and USU would be beholden to whatever the document is developed to say. USU needs to be well represented at those Gen Ed area majors' meetings to ensure we have a say in what the outcome will be. There will be additional work for the breadth area committees for USU Gen Ed coming up.

Adjourned at 10:15 a.m.