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## General Education Agenda February 21, 2023

Utah State University

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February 21, 2023  
8:30 – 9:30 a.m.  
Champ Hall Conference Room  
[Zoom](#) (Statewide)

## AGENDA

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*Call to Order* – Matt Sanders

*Approval of Minutes* – [January 17, 2023](#)

*Course Approvals/Removals/Syllabi Approvals*

<https://usu.curriculog.com/agenda:545/form>

BSS-SW-1010

CI-LAEP-6060

CI DHA-Creative Art-ARTH-3215

DHA-Humanities-ENGL-3060

DHA-Humanities-ENGL-4650

DSS-ANTH-4650

### *New Business*

Vote on policy proposals-review page 1 of attachment

### *Additional Items*

Discussion of breadth criteria-review page 2 of attachment

**Adjourn:**

General Education Subcommittee Proposals for Consideration  
February 2023

Proposal 1:

Dual Designations for Depth Courses:

- If a single course holds two depth designations, it must be at least 4 credits and team taught with faculty whose expertise aligns with the designations in order to satisfy credit and expertise requirements.
- Cross-listed courses with two designations (i.e., Honors model; e.g., ENGL 4650 DHA and ANTH 4650 DSS) must be a minimum of 3 credits, must be team taught with faculty whose expertise aligns with the designations, and students must enroll for and receive one designation or the other (but not both).

Proposal 2:

General Education Meeting and Designation Approval Cycles

- Move the General Education Subcommittee meeting to the first Thursday of the month at 9 am to align with EPC deadlines and meetings.
- Proposals for new designations will be open July 1 through December 1. This allows time for all proposals to be reviewed and approved by the General Education Subcommittee and EPC in February.
- This timeline allows all new designations to be included in the Catalog for the following academic year.
  - Currently, designations that are approved after the Catalog deadline have to wait until the following Catalog year. In the meantime, students can petition for a newly designated course to meet the general education designation, but this creates inequities as those more comfortable with self-advocacy or who have savvy faculty or advisors can take advantage of this while others may not be aware. This results in courses where some students get a designation and others do not which is fundamentally unfair.

Proposal 3:

Expertise in Designation Areas

- Programs can only apply for breadth general education and depth university studies designations that 1) match their department's depth designation or 2) when the program has faculty in multiple designation areas (e.g., interdisciplinary programs like Environment and Society, Political Science, Communication Studies).

## Discussion Item: Determining What “Breadth” Means

Subcommittees and proposal submitters have different understandings of what breadth means and how to interpret that. We need some clarity on what this means and how to communicate it better. Please review these outcomes of the five breadth areas and be prepared to discuss how we can interpret the outcomes highlighted in yellow.

BLS - A general education in the life sciences will teach students to:

- Improve their understanding of science as a process and promote their ability to apply scientific methods of investigation.
- Provide a fundamental understanding of the unifying principles of the life sciences.
- Examine the historical contexts of life science, the evolution of the life sciences, their impact on society, the impact of society on the life sciences, and how society and life sciences are linked.
- Help students evaluate the historical, social, and ethical contexts of life science issues.

BPS - A general education in the physical sciences will teach students to:

- Understand science as a process and promote their ability to apply scientific methods of investigation.
- Have a fundamental understanding of the unifying principles of the physical sciences.
- Examine the historical contexts of science, the evolution of science, its impact on society, the impact of society on the physical sciences, and how society and science are linked.
- Evaluate the historical, social, and ethical contexts of science issues.

BSS - A general education in the social sciences will teach students to:

- Compare and contrast different ideas both within and between historical periods, cultures, and/or civilizations
- Identify questions and issues that cut across human history and culture
- Connect those questions and issues to their own experience
- Exercise their faculty of reason and develop their capacity for critical thought
- Evaluate interpretations and test arguments, including their own
- Understand the history, practice, and purpose of social science methods.

BHU - A general education in the humanities will teach students:

- To compare and contrast different ideas both within and between historical periods, cultures, and/or civilizations
- To identify questions and issues that cut across human history and culture
- To connect those questions and issues to their own experience
- To exercise their faculty of reason and develop their capacity for critical thought
- To evaluate interpretations and test arguments, including their own
- To understand the history, practice, and purpose of humanistic methods

BCA - A general education in the creative arts will teach students to:

- Understand the significance of creative art
- Demonstrate skills of critical and aesthetic judgment.
- Students will understand the creative art as a means of personal and social expression.
- Demonstrate an understanding of artistic processes.
- Demonstrate an understanding of the arts as historical and cultural phenomena.