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October 3, 2024
8:30 – 9:30 a.m.
Champ Hall Conference Room
[Zoom](#) (Statewide)

AGENDA

Call to Order – Matt Sanders

Approval of Minutes – [September 5, 2024](#)

Course Approvals/Removals/Syllabi Approvals
BHU [PI-1010](#)

New Business

USHE 402 Policy Draft – Harrison Kleiner

[Final R470 Designation Outcomes](#) – Harrison Kleiner

Additional Items

Adjourn: 9:30 am



September 5, 2024

8:30 – 9:30 a.m.

Champ Hall Conference Room

Present: Matt Sanders, College of Humanities and Social Sciences (Chair)
Jim Bay, Life and Physical Sciences
David Wall, Creative Arts
Keri Holt, Humanities
Robert Mueller, Statewide Campuses
Christopher Scheer, Caine College of the Arts
Scott Findley, Jon M. Huntsman School of Business
Thomas Fronk, College of Engineering
Brynja Kohler, College of Science
Mateja Savoie Roskos, College of Agriculture and Applied Sciences
Peter Howe, S.J. & Jessie E. Quinney College of Natural Resources
Jared Colton, College of Humanities and Social Sciences
Sylvia Read, Emma Eccles Jones College of Education and Human Services
Kristine Miller, University Honors Program
Dory Rosenberg, University Libraries
Harrison Kleiner, Associate Vice Provost, Connections
Matthew Richey, USUSA President
Toni Gibbons, Registrar's Office
John Mortensen, Office of the Executive Vice President
Shelly Kotynek, University Advising
Michele Hillard, Secretary

Excused: Ryan Bosworth, American Institutions Chair
David Brown, Quantitative Literacy/Intensive
Beth Buyserie, Communications Literacy/Intensive
Scott Bates, Social Sciences
Steve Nelson, USU Eastern

Guest: Jeff Aird

Call to Order – Matt Sanders

Welcome and Introductions – Matt Sanders

Shelly Kotynek and Matthew Richey, were introduced. Following that, everyone on the committee introduced themselves. Additionally, Harrison Kleiner has taken on a new role as Vice Provost of Undergraduate Education and is now the chair of the Educational Policies Committee.



Approval of Minutes – No April Meeting

Course Approvals/Removals/Syllabi Approvals

N/A

New Business

Revised CL/CI Proposal Guidelines

Motion to approve revisions made by Mateja Savoie-Roskos. Seconded by Bob Mueller.

Revision approved.

Prerequisite Approval: Approval was given to make CL1 a prerequisite for CL2. The committee will vote at the next meeting on whether CL2 should also be a prerequisite for CI courses.

Word Count Guidance: The committee decided to revert to including a word count for submissions to clarify expectations. This measure will help provide direction and will be reviewed on a case-by-case basis.

Writing Emphasis: There was an emphasis on the importance of writing. If there are concerns about the provided instructions, committee members are encouraged to contact the subcommittee chairs.

Prerequisite Concerns: There was an amendment proposed to make CL2 a prerequisite for any CI (Communications Intensive) course. This change would be intended to honor the intention that CI courses would build upon the skills learned and practiced in CL2 courses.

Course Review: There are 29 CI courses that have not been taught since 2019, highlighting the need for a review and decision on how to proceed with these courses.

Course Complexity: The goal is to ensure that requiring foundational courses does not add unnecessary complexity to students' programs.

College Representatives: Representatives from various colleges are tasked with investigating if there are issues within their programs related to these changes.

Registrar's Report: The Registrar's Office will compile a report on the current state of these courses and present it at the next General Education meeting.

These steps are aimed at streamlining course requirements and ensuring that prerequisites are manageable and effective for students.



General Education Accreditation – Jeff Aird

Engage Key Individuals: Coordinate with Harrison and Matt to develop a unified narrative. This narrative should address:

- The progress made since the 2018 recommendation.
- The learning assessment cycle was established.
- The implementation of new assessment technologies and review processes.
- The challenges faced, particularly with general education data.

Training and Prep

- *Brief Individuals:* Prepare faculty and staff who will engage with auditors. Ensure they are familiar with:
 - The common narrative and key messages.
 - Specific improvements and changes since the 2018 evaluation.
 - How to address challenges honestly and constructively.

Mock Sessions: Conduct mock interviews or sessions to simulate the types of questions auditors may ask and practice responses.

Focus Areas for the Narrative

- *Learning Assessment:* Detail the assessment cycle, including:
 - Methods and technologies used.
 - How data is collected and analyzed.
 - Examples of changes or improvements made based on assessment results.
- *General Education:* Be transparent about the lack of usable data and discuss:
 - The efforts made to address this gap.
 - Plans for future improvements and how structural problems are being tackled.

Addressing Structural Issues

- *Acknowledge Challenges:* Be open about the institutional challenges and structural issues impacting meaningful assessment.
- *Improvements and Plans:* Highlight any ongoing efforts to address these issues and improve the assessment process.

Subcommittees and Faculty Involvement

- *Role of Subcommittees:* Decide whether subcommittees should play a more active role in the assessment process or remain as an approval body.
- *Faculty Involvement:* Propose ways to:
 - Include assessment responsibilities in faculty role statements.
 - Encourage departments to actively participate in reviewing course content and assessments.



Assessment Integration

- *Role Statements*: Update role statements to include assessment responsibilities for faculty.
- *Learning Outcomes*: Encourage faculty to conduct learning outcome assessments alongside students to ensure alignment and relevance.

Data Presentation

- *Office of Data Analytics*: Collaborate with the Office of Data Analytics to:
 - Prepare a positive and transparent presentation for NWCCU.
 - Ensure the presentation highlights progress and future plans.

Review and Feedback

- *Internal Review*: Conduct internal reviews of the narrative, presentation, and prep materials.
- *Feedback Loop*: Gather feedback from key stakeholders to refine the approach and ensure clarity.

Final Preparations

- *Logistics*: Ensure all logistical arrangements for the visit are in place.
- *Documentation*: Prepare all necessary documentation and evidence to support the narrative.

By focusing on these areas, we can ensure a coherent and comprehensive approach to the NWCCU visit, demonstrating both progress and a commitment to continuous improvement.

USHE “What is an Educated Person?” Gen Ed Conference

This year the conference is less focused on bringing outside people in and bringing subcommittee chairs in for discussions. October 25, 2024. The location TBD.

R470 Updates and Related Tasks for USU

Moved to next month's meeting.

Additional Items

N/A

Adjourn: 9:34

Proposed revised learning outcomes for R470 Appendix

Written Communication

Current	Proposed
<p>1. Written Communication: Over the course of six credit hours, students will demonstrate skill with the following:</p> <p>1.2 Context and Purpose for Writing: Includes consideration of audience, purpose, and the circumstances surrounding the writing task(s);</p> <p>1.3 Content Development: Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work;</p> <p>1.4 Genre and Disciplinary Conventions: Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, formatting, and stylistic choices;</p> <p>1.5 Sources and Evidence: Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing;</p> <p>1.6 Control of Syntax and Usage: Uses language that skillfully communicates meaning to readers with clarity and fluency; and</p> <p>1.7 Revision and Feedback: Shapes texts through the process of revision and feedback. Traditionally, this requirement has been fulfilled by completion of both ENGL 1010 Introduction to Writing, and either ENGL 2010 Intermediate Writing or ENGL 2100 Technical Writing.</p>	<p>Written Communication: Upon successful completion of the General Education Written Communication requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. <i>Sources and Evidence:</i> Locate, evaluate, and integrate credible and relevant sources to achieve various writing purposes. 2. <i>Genre Awareness:</i> Demonstrate critical and conceptual awareness of genre in reading and writing—including organization, content, presentation, formatting, and stylistic choices. 3. <i>Context and Purpose:</i> Analyze rhetorical situations and adapt to the audience, purpose, modalities, and the circumstances surrounding a range of reading and writing tasks. 4. <i>Language Awareness and Usage:</i> Recognize and make intentional, critical, and contextually-informed language choices across a range of rhetorical contexts/situations. 5. <i>Recursive Writing Processes:</i> Develop flexible, iterative, and reflective processes for invention, drafting, workshopping, and revision.

Quantitative Literacy

Current	Initial Proposed	Revised Proposed
<p>2. Quantitative Literacy: Students may satisfy this requirement by completing at least one institution-approved Quantitative Literacy course that clearly demonstrates quantitative reasoning skills beyond those found within required high school courses and that is at an appropriate introductory university level. Approved courses will significantly focus on the following:</p> <p>2.1 Interpretation: Explain information presented in mathematical forms, e.g., equations, graphs, diagrams, and tables;</p> <p>2.2 Representation: Convert relevant information into various mathematical forms, e.g., equations, graphs, diagrams, and tables;</p> <p>2.3 Calculation: Demonstrate the ability to successfully complete basic calculations to solve problems;</p> <p>2.4 Application/Analysis: Make judgments and draw appropriate conclusions based on quantitative analysis of data, recognizing the limits of this analysis;</p> <p>2.5 Assumption: Make and evaluate important assumptions in estimation, modeling, and data analysis;</p>	<p>Quantitative Literacy: Upon Successful Completion of the General Education Quantitative Literacy designation students will be able to:</p> <p>Students may satisfy this requirement by completing at least one institutionally-approved mathematics course that clearly demonstrates quantitative reasoning skills beyond Intermediate Algebra (MATH 1010 at USHE schools) and at the level historically found within MATH 1030, MATH 1040, or MATH 1050. Approved courses will significantly focus on the following:</p> <p>1 <i>Interpretation:</i> Students will be able to explain representations of quantitative relationships (e.g., equations, graphs, diagrams, tables, words) in written and/or oral language with correct terminology and proper notation, using quantitative evidence to support an argument, assertion, or purpose.</p> <p>2 <i>Mathematization:</i> Students will be able to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, and tables).</p>	<p>Quantitative Literacy: Upon successful completion of the General Education Quantitative Literacy requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. <i>Communicate:</i> Use correct terminology and proper notation to explain quantitative or mathematical relationships (equations, graphs, diagrams, tables, data) and to support an argument, assertion, or purpose using quantitative or mathematical evidence. 2. <i>Mathematization:</i> Convert quantitative or mathematical information into appropriate mathematical representations and/or models such as equations, graphs, diagrams, or tables, including making and evaluating important assumptions as needed. 3. <i>Calculation:</i> Use algebraic skills and techniques to solve problems, including the ability to identify and correct errors in calculations and understanding the role and proper use of technology in assisting with calculations. 4. <i>Analysis:</i> Draw appropriate conclusions through quantitative or mathematical analysis of data or models, including understanding and evaluating

<p>2.6 Communication: Express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized); and</p> <p>2.7 Creation: Demonstrate the ability to problem solve using quantitative literacy across multiple disciplines.</p> <p>Traditionally, this requirement has been fulfilled by completion of MATH 1030 Quantitative Reasoning, MATH or STAT 1040 Statistics, MATH 1050 College Algebra, or another institutionally approved course.</p>	<p>3 Calculation: Students will be able to demonstrate the ability to use algebraic skills and techniques to solve problems, understanding the role and proper use of technology in assisting with calculations. Students will also be able to identify and correct errors in calculations.</p> <p>4 Analysis: Students will be able to make judgments and draw appropriate conclusions based on quantitative analysis of data or models, recognizing the limits of this analysis. Students will also be able to make and evaluate important assumptions in estimation and modeling.</p> <p>5 Application/Creation: Students will be able to use quantitative literacy to solve concrete and abstract problems across multiple disciplines.</p>	<p>important assumptions in order to recognize the limits of the analysis.</p> <p>5. <i>Application / Creation:</i> Solve concrete and abstract problems across multiple disciplines.</p>
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American Institutions

Current	Proposed
<p>1. Use of Primary Documents: Analyze, contextualize, and use primary source documents to understand the history, principles, form of government, and economic system of the United States;</p> <p>2. Interpretation: Explain and use historically, politically, and economically relevant information;</p> <p>3. Communication: Communicate effectively about the history, principles, form of government, and economic system of the United States;</p> <p>4. Diversity: Engage a diversity of viewpoints in a constructive manner that contributes to a dialogue about the history, principles, form of government, and economic system of the United States; and</p> <p>5. Integration: Use historical, political, and economic methods to come to an understanding of the United States that integrates those viewpoints.</p>	<p>American Institutions: Upon successful completion of the General Education American Institutions requirement, students will be able to:</p> <ol style="list-style-type: none"> <i>Synthesize:</i> Analyze, contextualize, and interpret primary and secondary source documents to understand the history, principles, form of government, or economic system of the United States. <i>Sources and Evidence:</i> Locate, evaluate, and use historically, politically, or economically relevant information and data to develop and enhance information literacy and research skills. <i>Communicate:</i> Communicate effectively about the history, principles, form of government, multicultural populations, or economic system of the United States. <i>Examine:</i> Engage diverse viewpoints that contribute to a constructive dialogue about the history, principles, form of government, or economic system of the United States. <i>Apply:</i> Apply historical, political, and economic perspectives and methods as appropriate to address big questions or threshold concepts pertaining to the history, political system, or economic system of the United States.

Breadth Creative Arts

Current	Proposed
<p>4. General Education Breadth Areas</p> <p>4.1 Arts: Courses with the GE Arts designation will generally reflect criteria such as:</p> <p>4.1.1 Discuss the scope and variety of the fine arts, e.g., art, music, theatre, or dance;</p> <p>4.1.2 Recognize the aesthetic standards used in making critical judgments in various artistic fields;</p> <p>4.1.3 Analyze and articulate understanding of a range of artistic processes;</p> <p>4.1.4 Participate in and/or appreciate an introductory performance, production, or design experience in the arts; or</p> <p>4.1.5 Demonstrate how the creative process is informed and limited by social and historical contexts.</p>	<p>Creative Arts: Upon successful completion of the General Education Creative Arts requirement, students will be able to:</p> <ol style="list-style-type: none">1. <i>Understand:</i> Explain the creative artistic process as an iterative and recursive practice culminating in an expression of human experience and emotion through a medium2. <i>Appreciate:</i> Apply artistic concepts and ideas drawn from traditions of artistic creation and theory to better engage with, analyze and understand a creative work3. <i>Connect:</i> Examine connections between art and society and articulate how the arts are a historical and cultural phenomenon

Breadth Humanities

Current	Initial Proposed	Revised Proposed
<p>4.2 Humanities: Courses with the GE Humanities designation will generally reflect criteria such as:</p> <p>4.2.1 Derive evidence from primary sources regarding the complexities and changes in human experience through analytical reading and critical thought;</p> <p>4.2.2 Describe how human experience is shaped by social, cultural, linguistic, and/or historical circumstances;</p> <p>4.2.3 Demonstrate attentiveness to linguistic, visual, and/or audio texts when communicating meaning; or</p> <p>4.2.4 Use appropriate verbal, perceptual, or imaginative skills when organizing meanings, developing a sense of self, and balancing potentially disparate values.</p>	<p>Humanities: Upon Successful Completion of the General Education Humanities designation students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize and examine how humanities artifacts (such as oral narratives, literature, philosophy, media, and artworks) express the human condition. 2. Explain how humanities artifacts take on meaning within networks or systems (such as languages, cultures, values, and worldviews) that account for the complexities and uncertainties of the human condition. 3. Analyze humanities artifacts according to humanities methodologies, such as a close analysis, questioning, reasoning, creative and critical thinking. 4. Explain how humanities artifacts have been shaped by historical, philosophical, and/or sociopolitical contexts, and place them within a larger cultural context by comparing and contrasting them (for example, across cultures, communities, and/or time periods) to explore how people in different times and places make meaning of their lives. 5. Describe the value and role of humanities in preserving and conveying human experiences and apply humanities perspectives to their own lives, addressing the big questions related to aesthetics, values, meaning, and ethics. 	<p>Humanities: Upon successful completion of the General Education Humanities requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. <i>Examine:</i> Examine how humanities artifacts (such as oral narratives, literature, philosophy, media, and artworks) express the human condition. 2. <i>Explain:</i> Explain how humanities artifacts take on meaning within networks or systems (such as languages, cultures, values, and worldviews) that account for the complexities and uncertainties of the human condition. 3. <i>Analyze:</i> Analyze humanities artifacts according to humanities methodologies, such as a close analysis, questioning, reasoning, interpretation, and critical thinking 4. <i>Compare and Contrast:</i> Compare and contrast diverse humanistic perspectives across cultures, communities, and/or time periods to explain how people make meaning of their lives. 5. <i>Apply:</i> Using humanities perspectives, reflect on big questions related to aesthetics, values, meaning, and ethics and how those apply to their own lives.

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Breadth Life Science

Current	Initial Proposed	Revised Proposed
<p>4.3 Life Sciences: Courses with the GE Life Sciences designation will generally reflect criteria such as:</p> <p>4.3.1 Demonstrate understanding of science as a way of knowing about the natural world;</p> <p>4.3.2 Demonstrate a basic understanding of how organisms live, grow, respond to their environment, and reproduce;</p> <p>4.3.3 Discuss the organization and flow of matter and energy through biological systems;</p> <p>4.3.4 Explain from evidence patterns of inheritance, structural unity, adaptation, and diversity of life on Earth; or</p> <p>4.3.5 Describe how the life sciences have shaped and been shaped by historical, ethical, and social contexts.</p>	<p>1. Students will be able to describe and apply approaches to scientific discovery and interpretation of experimental data.</p> <p>2. Students will be able to discuss the flow and transformation of matter and energy through biological systems.</p> <p>3. Students will be able to describe and apply evolutionary concepts in terms of inheritance, adaptation, and diversity of life.</p> <p>4. Students will be able to explain the mechanisms of information storage, expression, and exchange in living organisms.</p> <p>5. Students will be able to discuss on the relevance of life sciences in a broader context.</p>	<p>Life Science: Upon successful completion of the General Education Life Science requirement, students will be able to:</p> <p>1. <i>Apply Scientific Methods:</i> Describe and apply approaches to scientific discovery and interpretation of experimental data.</p> <p>2. <i>Understand:</i> Demonstrate understanding of matter, energy, and their influence on biological systems.</p> <p>3. <i>Apply Knowledge:</i> Describe and apply evolutionary concepts in terms of inheritance, adaptation, and diversity of life.</p> <p>4. <i>Explain:</i> Explain the mechanisms of information storage, expression, and exchange in living organisms or eco-systems.</p> <p>5. <i>Reflect:</i> Reflect on the relevance of life sciences in a broader context.</p>

There was a lot of discussion about boundary control, of not defining too broadly or too narrowly. For example, about half support having the word “genetics” to the fourth ELO and other discussion around this not being to ‘biology-centric’.

Breadth Physical Science

Current	Proposed
<p>4.4 Physical Sciences: Courses with the GE Physical Sciences designation will generally reflect criteria such as:</p> <p>4.4.1 Demonstrate understanding of science as a way of knowing about the physical world;</p> <p>4.4.2 Demonstrate understanding of forces in the physical world;</p> <p>Discuss the flow of matter and energy through systems (in large and small scales);</p> <p>4.4.3 Develop evidence-based arguments regarding the effect of human activity on the Earth; or</p> <p>4.4.4 Describe how the physical sciences have shaped and been shaped by historical, ethical, and social contexts.</p>	<p>Physical Science: Upon successful completion of the General Education Physical Science requirement, students will be able to:</p> <ol style="list-style-type: none">1. <i>Explain scientific methods:</i> Explain science as a process and as a way of understanding the physical world;2. <i>Understand:</i> Demonstrate understanding of matter, energy, and their influence on physical systems;3. <i>Evaluate:</i> Evaluate the credibility of various sources of information about science-related issues; and4. <i>Apply:</i> Describe how the Physical Sciences utilize their foundational principles to confront and solve pressing local and global challenges, shaping historical, ethical, or social landscapes in the process.

Breadth Social Science

Current	Proposed
<p>4.5 Social and Behavioral Sciences: Courses with the GE Social and Behavioral Sciences designation will generally reflect criteria such as:</p> <p>4.5.1 Demonstrate understanding of social and behavioral science methods, concepts, and theories;</p> <p>4.5.2 Formulate basic questions about social behavior and phenomena through interpretive and systematic analyses;</p> <p>4.5.3 Develop empirically-derived and theoretically-informed explanations of human behavior in both its individual and collective dimensions; or</p> <p>4.5.4 Demonstrate a critically-reasoned understanding of social patterns and individual variation congruent with and divergent from those patterns.</p>	<p>Social and Behavioral Sciences: Upon successful completion of the General Education Social and Behavioral Sciences requirement, students will be able to:</p> <ol style="list-style-type: none">1. <i>Examine</i>: Examine institutions and human behavior through social and behavioral concepts, methods, or theories.2. <i>Analyze</i>: Identify diverse perspectives to explore and examine social and behavioral phenomena.3. <i>Apply</i>: Apply discipline-relevant and scientific theories and methods to make inferences about or applications to social and behavioral phenomena at personal, institutional, or cultural levels.