

## SB0226S01 compared with SB0226

~~deleted text~~ shows text that was in SB0226 but was deleted in SB0226S01.

inserted text shows text that was not in SB0226 but was inserted into SB0226S01.

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Senator John D. Johnson proposes the following substitute bill:

### SCHOOL OF GENERAL EDUCATION ACT

2024 GENERAL SESSION

STATE OF UTAH

**Chief Sponsor: John D. Johnson**

House Sponsor: \_\_\_\_\_

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#### LONG TITLE

##### General Description:

This bill modifies higher education general education requirements by establishing an independent School of General Education within the University of Utah.

##### Highlighted Provisions:

This bill:

- ▶ defines terms;
- ▶ establishes the independent School of General Education within the University of Utah system;
- ▶ outlines the purpose, curriculum focus, responsibilities, and administration of the School of General Education;
- ▶ requires undergraduate students at the University of Utah to complete a 42-credit hour common core curriculum;

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- ▶ exempts the core curriculum from administrative policies on course content; and
- ▶ assigns the University of Utah board of trustees reporting and implementation responsibilities.

### Money Appropriated in this Bill:

None

### Other Special Clauses:

This bill provides a special effective date.

### Utah Code Sections Affected:

AMENDS:

**53E-1-201**, as last amended by Laws of Utah 2023, Chapters 1, 328 and 380

~~{ **63I-2-253 (Effective 07/01/24)**, as last amended by Laws of Utah 2023, Chapters 7, 21, 33, 142, 167, 168, 310, 380, 383, and 467~~

ENACTS:

**53B-17-1501**, Utah Code Annotated 1953

**53B-17-1502**, Utah Code Annotated 1953

**53B-17-1503**, Utah Code Annotated 1953

**53B-17-1504**, Utah Code Annotated 1953

**53B-17-1505**, Utah Code Annotated 1953

**53B-17-1506**, Utah Code Annotated 1953

**53B-17-1507**, Utah Code Annotated 1953

**53B-17-1508**, Utah Code Annotated 1953

**53B-17-1509**, Utah Code Annotated 1953

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*Be it enacted by the Legislature of the state of Utah:*

Section 1. Section **53B-17-1501** is enacted to read:

**53B-17-1501. Definitions.**

(1) "Board of trustees" means the University of Utah board of trustees established under Section 53B-2-103.

(2) "Core curriculum" means the required undergraduate general education courses established in Section 53B-17-1504 that students must complete to earn an associate or bachelor's degree.

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(3) "Dean" means the dean of the School of General Education, appointed under Section 53B-17-1503.

(4) "School of General Education" means the School of General Education unit created within the University of Utah in Section 53B-17-1502 that is responsible for teaching most general education courses.

(5) "Student" means an individual enrolled in an associate or bachelor's degree program at the University of Utah.

Section 2. Section **53B-17-1502** is enacted to read:

### **53B-17-1502. School of General Education -- Establishment.**

(1) There is established within the University of Utah the School of General Education as an independent academic unit.

(2) The purposes of the School of General Education are to:

(a) educate students:

(i) through the books and major debates which form the intellectual foundations of free countries, especially that of the United States;

(ii) through the principles, ideals, and institutions of law, liberty, and civic virtue that underpin the American constitutional order;

(iii) on the foundations of public-spirited leadership and informed citizenship;

(iv) on the books, major debates, history, and culture that have shaped ways of life and belief in western culture, especially the enduring culture of liberty;

(b) conduct teaching and research on the western tradition of liberal education, from ancient Greece to current theory and practice in the United States of America and Europe; and

(c) focus on best extending the tradition of classic liberal education to current undergraduate general education and secondary and continuing education.

Section 3. Section **53B-17-1503** is enacted to read:

### **53B-17-1503. School of General Education -- Duties and authority.**

(1) The School of General Education shall:

(a) establish bylaws consistent with the purposes stated in Section 53B-17-1502;

(b) offer instruction in topics aligned with the stated purposes, including:

(i) core curriculum general education courses designated to the school;

(ii) foundational texts and debates that have shaped western political and intellectual

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traditions;

- (iii) the theory and practice of liberal arts education; and
- (iv) extension of liberal education to secondary and continuing education.
- (2) The School of General Education has authority to:
  - (a) offer courses;
  - (b) develop programs leading to certificates, minors, majors, and graduate degrees;
  - (c) offer undergraduate and graduate degrees;
  - (d) appoint:
    - (i) tenure track faculty;
    - (ii) lecturers; and
    - (iii) adjunct faculty; and
  - (e) offer teaching positions to graduate students.

Section 4. Section **53B-17-1504** is enacted to read:

### **53B-17-1504. Appointment of dean -- Authority of dean -- Duties.**

- (1) (a) Before June 1, 2025, and subject to approval by the board of trustees, the university president will hire the dean.
  - (b) The university president is solely responsible for the hiring of the dean.
- (2) The dean reports directly to the university president.
- (3) The dean has authority to:
  - (a) manage the recruitment and hiring process for School of General Education faculty and staff;
  - (b) extend employment offers, subject to approval by the university president and the board of trustees;
  - (c) approve voluntary joint faculty appointments from other university departments for a term of up to three years, renewable at the discretion of the dean;
  - (d) oversee and approve the School of General Education's curriculum developed by the faculty; and
  - (e) ensure general education courses taught by the School of General Education faculty are consistent with this chapter.
- (4) Subject to approval by the board of trustees, each academic year the dean shall propose the number of positions for:

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(a) tenure-track faculty;

(b) lecturers;

(c) adjunct faculty; and

(d) graduate assistants.

Section 5. Section **53B-17-1505** is enacted to read:

### **53B-17-1505. Faculty.**

(1) Faculty appointed to the School of General Education may, but are not required to, hold joint appointments within other university departments.

(2) University of Utah faculty outside the School of General Education may not:

(a) block faculty hires or appointments into the School of General Education; or

(b) block the granting of tenure, promotion, or other conditions of employment for School of General Education faculty.

(3) Only faculty with appointments in the School of General Education may teach general education courses outside the areas of science, mathematics, economics, or foreign language.

Section 6. Section **53B-17-1506** is enacted to read:

### **53B-17-1506. Core curriculum -- General education requirements.**

(1) To earn an associate or bachelor's degree from ~~{an institution within }~~the ~~{state system}~~University of ~~{higher education}~~Utah, students shall complete a 42-credit hour core curriculum, including:

(a) a three semester credit hour course in rhetoric and English composition that includes:

(i) grammar;

(ii) logic;

(iii) rhetoric; and

(iv) substantial readings from classic works from a variety of eras devoted to rhetoric and composition;

(b) a three semester credit hour mathematics course, which may only be one of the following:

(i) precalculus;

(ii) mathematical logic;

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(iii) probability;

(iv) introduction to statistics; or

(v) calculus;

(c) a four semester credit hour laboratory science course, which may only be one of the following:

(i) introduction to biology;

(ii) introduction to chemistry; or

(iii) introduction to physics;

(d) a three semester credit hour course in Western history covering the time period from 3000 B.C. to 1450 that includes a broad survey with concentration on:

(i) Athens and the Greek polis to 404 B.C.;

(ii) the Roman Republic and Empire;

(iii) the rise of Christianity;

(iv) medieval Western Europe in the 12th and 13th centuries; and

(v) medieval English legal and constitutional history;

(e) a three semester credit hour course in Western history covering the time period from 1450 to 2000 that includes a broad survey with concentration on:

(i) the Renaissance;

(ii) the Reformation;

(iii) the development of parliamentary democracy in Britain;

(iv) the French Revolution;

(v) the Industrial Revolution in Britain;

(vi) Western science; and

(vii) the rise and fall of the Soviet state and Nazi Germany in the 20th century;

(f) a three semester credit hour course in United States history covering the time period from 1607 to 1877 that includes a broad survey exploring:

(i) the development of the United States of America's republican form of government from the colonial period through 1877;

(ii) issues of politics, economics, technological progress, war, and foreign policy; and

(iii) a comparison between the progress of democratic representation in the United States and the rest of the world;

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(g) a three semester credit hour course in United States government that explores:

(i) founding principles of natural rights, liberty, equality, representative democracy, separation of powers, checks and balances, federalism, and constitutional self-government; and

(ii) how those principles have played out over the United States' history, chiefly through the study of original source documents that established and explained the United States' independence and the United States Constitution, and later documents that illustrate the United States' constitutional history and structure;

(h) a three semester credit hour course in United States literature covering 1607 through 1914 that includes substantial selections from works considered to be of first-rank literary quality and of enduring literary influence;

(i) a three semester credit hour introduction to economics course that includes instruction on:

(i) supply and demand;

(ii) market competition;

(iii) economic growth;

(iv) trade;

(v) taxation;

(vi) externalities; and

(vii) public goods;

(j) a three semester credit hour course, which may be one of the following:

(i) a course on founding ideas of Western liberty that includes substantial selections from 17th through 19th century works on:

(A) political, religious, and economic liberty;

(B) common law;

(C) the nature of republican government; and

(D) the American fusion of liberty, republican government, civic virtue, and democracy;

(ii) a course on founding traditions of Western art that explores the history of Western fine arts from ancient Greece to the 20th century and exposes students to the study of exemplary masterpieces of Western fine arts in genres including music, painting, sculpture, and architecture; or

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(iii) a course on founding ideas of Western economics that explores 18th through 20th century influential works of economic theory;

(k) a four semester credit hour course in Western humanities covering 1000 B.C. through 1450 that includes:

(i) substantial selections from works considered to be of first-rank literary quality and of enduring literary and philosophical influence;

(ii) readings from the Hebrew Bible, the New Testament, Homeric epic, Greek philosophy, Greek tragedy, and medieval literature; and

(iii) a one semester credit hour component of English composition that aims to instruct students to produce correct and lucid academic writing on the works taught in the course;

(l) a four semester credit hour course in Western humanities covering 1450 through 1950 that includes:

(i) substantial selections from works considered to be of first-rank literary quality and of enduring literary and philosophical influence;

(ii) readings of Catholic and Protestant religious literature, drama, essays, poetry, and novels;

(iii) approximately equal coverage of each of the five centuries between 1450 and 1950; and

(iv) a one semester credit hour component of English composition that aims to instruct students to produce correct and lucid academic writing on the works taught in the course; and

(m) a three semester credit hour world civilizations course that:

(i) is a broad survey covering the distinctive history, culture, literature, and social structure of at least four nations or culture areas outside the United States, to be selected from among:

(A) China;

(B) India;

(C) the Middle East;

(D) Africa;

(E) Latin America;

(F) Russia;

(G) Japan; and



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(H) Southeast Asia; and

(ii) permits concentration on a representative country or countries if a given culture area is under consideration.

(2) As appropriate, humanities and social science general education courses shall highlight the theme of Western liberty and republican self-government, including:

(a) historical sources;

(b) strengths and weaknesses;

(c) 20th century challenges from communism and fascism;

(d) contrasts with non-Western systems of government;

(e) distinctive features in the United States; and

(f) spread beyond the West.

(3) The required core curriculum outlined in Subsection (1) is the only general education requirement for associate and bachelor's degrees, except that:

(a) the board of trustees may additionally require three to six foreign language credits for bachelor's degree students;

(b) more advanced alternatives may be approved to satisfy the laboratory science requirement for bachelor of science degrees; and

(c) students seeking to obtain bachelors of science degrees may choose to be exempted from the following course requirements:

(i) the course described in Subsection 53B-17-506(1)(l); and

(ii) the courses described in Subsection 53B-17-506(1)(j).

(4) Core curriculum courses shall not include, require, or award credit for student participation in civic advocacy, lobbying, or public policy activism.

(5) (a) As directed by the dean, the School of General Education shall develop consistent learning outcomes for the core curriculum.

(b) The learning outcomes developed under Subsection (5)(a) are exempted from external University of Utah administrative policies that affect course content.

(6) The School of General Education dean may approve satisfaction of core curriculum requirements using early college credit options.

Section 7. Section **53B-17-1507** is enacted to read:

**53B-17-1507. Transition of general education instruction and faculty.**

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(1) Beginning May 1, 2026, freshmen entering into the University of Utah shall be responsible for completing the following general education courses before graduation:

- (a) the mathematics course described in Subsection 53B-17-506(1)(b);
- (b) the laboratory science course described in Subsection 53B-17-506(1)(c);
- (c) the history courses described in Subsections 53B-17-506(1)(d), (e), and (f);
- (d) the economics course described in Subsection 53B-17-506(1)(i); and
- (e) the humanities courses described in Subsections 53B-17-506(1)(k) and (l).

(2) The School of General Education faculty shall teach the courses described in Subsection (1), except for science, mathematics, and economics courses.

(3) Beginning May 1, 2027:

(a) freshmen entering into the University of Utah shall be responsible for completing all general education requirements imposed under this chapter before graduation; and

(b) the School of General Education faculty shall begin teaching all general education courses for which the School of General Education is responsible under this chapter.

(4) As the size of the School of General Education faculty increases, the board of trustees shall correspondingly reduce faculty in departments outside of the School of General Education as necessary through:

- (a) program discontinuance; or
- (b) substantial curtailment.

(5) The board of trustees may discharge a faculty member and eliminate the position when the trustees consider the discharge necessary due to program changes under this chapter.

(6) Discharge decisions under Subsection (5) are the sole responsibility of the trustees and are not subject to faculty review.

Section 8. Section **53B-17-1508** is enacted to read:

### **53B-17-1508. Oversight and reporting requirements.**

(1) The board of trustees shall report to the Education Interim Committee by November 30, 2025, and once every two years after on:

(a) progress in aligning with the intent for general education reform described in this part; and

(b) factors affecting long-term sustainability of the School of General Education.

(2) The board of trustees shall coordinate with academic units outside the School of

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General Education to align staffing and program offerings with the teaching obligations and offerings of the school.

(3) (a) The dean shall submit an annual report to the Education Interim Committee by November 30 of each year.

(b) The report described in Subsection (3)(a) shall provide a full account of the school's budget, achievements, opportunities, challenges, and obstacles faced in the development of the school.

Section 9. Section **53B-17-1509** is enacted to read:

### **53B-17-1509. Severability.**

(1) If any provision of this part, or the application of any provision to any person or circumstance, is held invalid, the remainder of this part is given effect without the invalid provision or application.

(2) The provisions of this part are severable.

Section 10. Section **53E-1-201** is amended to read:

### **53E-1-201. Reports to and action required of the Education Interim Committee.**

(1) In accordance with applicable provisions and Section 68-3-14, the following recurring reports are due to the Education Interim Committee:

(a) the report described in Section 9-22-109 by the STEM Action Center Board, including the information described in Section 9-22-113 on the status of the computer science initiative and Section 9-22-114 on the Computing Partnerships Grants Program;

(b) the prioritized list of data research described in Section 53B-33-302 and the report on research and activities described in Section 53B-33-304 by the Utah Data Research Center;

(c) the report described in Section 35A-15-303 by the State Board of Education on preschool programs;

(d) the report described in Section 53B-1-402 by the Utah Board of Higher Education on career and technical education issues and addressing workforce needs;

(e) the annual report of the Utah Board of Higher Education described in Section 53B-1-402;

(f) the reports described in Section 53B-28-401 by the Utah Board of Higher Education regarding activities related to campus safety;

(g) the State Superintendent's Annual Report by the state board described in Section

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53E-1-203;

(h) the annual report described in Section 53E-2-202 by the state board on the strategic plan to improve student outcomes;

(i) the report described in Section 53E-8-204 by the state board on the Utah Schools for the Deaf and the Blind;

(j) the report described in Section 53E-10-703 by the Utah Leading through Effective, Actionable, and Dynamic Education director on research and other activities;

(k) the report described in Section 53F-2-522 regarding mental health screening programs;

(l) the report described in Section 53F-4-203 by the state board and the independent evaluator on an evaluation of early interactive reading software;

(m) the report described in Section 63N-20-107 by the Governor's Office of Economic Opportunity on UPSTART;

(n) the reports described in Sections 53F-5-214 and 53F-5-215 by the state board related to grants for professional learning and grants for an elementary teacher preparation assessment;

(o) upon request, the report described in Section 53F-5-219 by the state board on the Local Innovations Civics Education Pilot Program;

(p) the report described in Section 53F-5-405 by the State Board of Education regarding an evaluation of a partnership that receives a grant to improve educational outcomes for students who are low income;

(q) the report described in Section 53B-35-202 regarding the Higher Education and Corrections Council;

(r) the report described in Section 53G-7-221 by the State Board of Education regarding innovation plans;

(s) the annual report described in Section 63A-2-502 by the Educational Interpretation and Translation Service Procurement Advisory Council; ~~and~~

(t) the reports described in Section 53F-6-412 regarding the Utah Fits All Scholarship Program[-]; and

(u) the reports described in Section 53B-17-1508 regarding the School of General Education.

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(2) In accordance with applicable provisions and Section 68-3-14, the following occasional reports are due to the Education Interim Committee:

(a) the report described in Section 35A-15-303 by the School Readiness Board by November 30, 2020, on benchmarks for certain preschool programs;

(b) the report described in Section 53B-28-402 by the Utah Board of Higher Education on or before the Education Interim Committee's November 2021 meeting;

(c) if required, the report described in Section 53E-4-309 by the state board explaining the reasons for changing the grade level specification for the administration of specific assessments;

(d) if required, the report described in Section 53E-5-210 by the state board of an adjustment to the minimum level that demonstrates proficiency for each statewide assessment;

(e) in 2022 and in 2023, on or before November 30, the report described in Subsection 53E-10-309(5) related to the PRIME pilot program;

(f) the report described in Section 53E-10-702 by Utah Leading through Effective, Actionable, and Dynamic Education;

(g) if required, the report described in Section 53F-2-513 by the state board evaluating the effects of salary bonuses on the recruitment and retention of effective teachers in high poverty schools;

(h) the report described in Section 53F-5-210 by the state board on the Educational Improvement Opportunities Outside of the Regular School Day Grant Program;

(i) upon request, a report described in Section 53G-7-222 by an LEA regarding expenditure of a percentage of state restricted funds to support an innovative education program;

(j) the report described in Section 53G-7-503 by the state board regarding fees that LEAs charge during the 2020-2021 school year;

(k) the reports described in Section 53G-11-304 by the state board regarding proposed rules and results related to educator exit surveys; and

(l) the report described in Section 26B-5-113 by the Office of Substance Use and Mental Health, the State Board of Education, and the Department of Health and Human Service regarding recommendations related to Medicaid reimbursement for school-based health services.

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~~{ Section 11. Section 63I-2-253 (Effective 07/01/24) is amended to read:~~

~~63I-2-253 (Effective 07/01/24). Repeal dates: Titles 53 through 53G.~~

~~(1) Subsection 53-1-104(1)(b), regarding the Air Ambulance Committee, is repealed July 1, 2024.~~

~~(2) Section 53-1-118 is repealed on July 1, 2024.~~

~~(3) Section 53-1-120 is repealed on July 1, 2024.~~

~~(4) Section 53-2d-107, regarding the Air Ambulance Committee, is repealed July 1, 2024.~~

~~(5) In relation to the Air Ambulance Committee, on July 1, 2024, Subsection 53-2d-702(1)(a) is amended to read:~~

~~"(a) provide the patient or the patient's representative with the following information before contacting an air medical transport provider:~~

~~(i) which health insurers in the state the air medical transport provider contracts with;~~

~~(ii) if sufficient data is available, the average charge for air medical transport services for a patient who is uninsured or out of network; and~~

~~(iii) whether the air medical transport provider balance bills a patient for any charge not paid by the patient's health insurer; and"~~

~~(6) Section 53-7-109 is repealed on July 1, 2024.~~

~~(7) Section 53-22-104 is repealed December 31, 2023.~~

~~(8) Section 53B-6-105.7 is repealed July 1, 2024.~~

~~(9) Section 53B-7-707 regarding performance metrics for technical colleges is repealed July 1, 2023.~~

~~(10) Section 53B-8-114 is repealed July 1, 2024.~~

~~(11) The following provisions, regarding the Regents' scholarship program, are repealed on July 1, 2023:~~

~~(a) in Subsection 53B-8-105(12), the language that states, "or any scholarship established under Sections 53B-8-202 through 53B-8-205";~~

~~(b) Section 53B-8-202;~~

~~(c) Section 53B-8-203;~~

~~(d) Section 53B-8-204; and~~

~~(e) Section 53B-8-205.~~

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- ~~———— (12) Section 53B-10-101 is repealed on July 1, 2027.~~
- ~~———— (13) Subsection 53E-1-201(1)(s) regarding the report by the Educational Interpretation and Translation Services Procurement Advisory Council is repealed July 1, 2024.~~
- ~~———— (14) Section 53E-1-202.2, regarding a Public Education Appropriations Subcommittee evaluation and recommendations, is repealed January 1, 2024.~~
- ~~———— (15) Section 53F-2-209, regarding local education agency budgetary flexibility, is repealed July 1, 2024.~~
- ~~———— (16) Subsection 53F-2-314(4), relating to a one-time expenditure between the at-risk WPU add-on funding and previous at-risk funding, is repealed January 1, 2024.~~
- ~~———— (17) Section 53F-2-524, regarding teacher bonuses for extra work assignments, is repealed July 1, 2024.~~
- ~~———— (18) Section 53F-5-221, regarding a management of energy and water pilot program, is repealed July 1, 2028.~~
- ~~———— (19) Section 53F-9-401 is repealed on July 1, 2024.~~
- ~~———— (20) Section 53F-9-403 is repealed on July 1, 2024.~~
- ~~———— (21) On July 1, 2023, when making changes in this section, the Office of Legislative Research and General Counsel shall, in addition to the office's authority under Section 36-12-12, make corrections necessary to ensure that sections and subsections identified in this section are complete sentences and accurately reflect the office's perception of the Legislature's intent.~~

‡ Section ~~{12}~~ 11. **Effective date.**

This bill takes effect on July 1, 2024.