

EDUCATIONAL POLICIES COMMITTEE ANNUAL REPORT **2004-2005**

The major function of this committee shall be to serve as the Senate committee on educational policy, including program discontinuance for academic reasons (Policy 406.2). In addition to conducting studies and making recommendations as specifically instructed by the Senate, the Committee itself may initiate such activities. Routine actions taken under established policy, such as approval for specific course changes, additions, or deletions, shall be submitted to the Senate as information items. All policy recommendations and major actions shall be referred to the Senate for approval or disapproval. Specific duties of the Educational Policies Committee shall include consideration of standards and requirements for University designated honors such as *cum laude*, *magna cum laude*, and *summa cum laude*. (Policy 402.12.6)

The Educational Policies Committee met monthly from September 2004 – April 2005 and considered the business of its four subcommittees.

Membership

Membership on EPC consists of the Provost or designee, one faculty representative from each college, one faculty representative from Extension, one faculty representative from the Library, two student officers from ASUSU, and one student officer from GSS. The faculty representatives are elected to the committee in accordance with USU Policy Manual, Section 402.11.2.

Joyce Kinkead, Provost Office, Chair
Stanley Allen, Agriculture [07]
Scot Allgood, Education and Human Services [07]
Todd Crowl, Natural Resources [05]
Richard Cutler, Science [06]
Jennifer Duncan, Libraries [07]
Les Essig, ASUSU President [05]
Heidi Evans, ASUSU Academic VP [05]
Kathy Fitzgerald, HASS [05]
David Luthy, DEED Chair [05]
Ronda Menlove, Extension [07]
David Olsen, Business [06]
A.J. Rounds, GSS President [05]
Jeff Walters, ASC Chair [05]
Paul Wheeler, Engineering [05]

Business

All formal actions taken by EPC through its subcommittees are described under the appropriate subcommittee report.

ACADEMIC STANDARD SUBCOMMITTEE ANNUAL REPORT **2004 –2005**

The Academic Standards Subcommittee (a) recommends policy on all matters pertaining to academic evaluation of students, including admission, retention, grade assignment, and graduation; (b) recommends discipline policy regarding student academic dishonesty; and (c) approves the process for discipline regarding alleged academic violations by students and for grievance hearings in cases of alleged student academic dishonesty. The subcommittee shall consist of four faculty members and one student appointed from the Educational Policies Committee. Their terms will correspond to their Educational Policies Committee terms. Additional members may be appointed to the subcommittee for two-year terms by the Educational Policies Committee to lend expertise. (Policy 402.12.6(7))

Membership

Jeffrey Walters, Chair, Agriculture, ADVS
 Allan, Vicki (2022) SCI
 Allen, Stan (1900) AG
 Allgood, Scott (7433) EHS
 Beck, Heidi (3734) Registrar's Office
 Crapo, Richley (1080) HASS
 Evans, Heidi (1726) ASUSU
 Israelsen, Dwight (2298) BUS
 Mortensen, John (9303) Advising & Transfer Services
 Peterson, Sydney (1170) Provost's Office
 Replaced by Gary Straquadine mid-year
 Van Miegroet, Helga (7317) NR
 Wheeler, Paul (2803) ENG

Business

The Academic Standards Sub Committee met on the following days from 3:30 - 5:00 pm in Ag Sci 241. Issues considered by the ASSC this year were as follows:

September 13, 2004

Articulation of Credit from Non-Accredited Sources: The Associate Deans' Council has recommended that USU not grant any credit for non-institutional learning experiences, and this has been accepted by the Provost's office.

Articulation of Credit from Less-Accredited Institutions and the Credit Recommendation Process: Rachel Lewis indicated that this was being presented as an information item, since the Associate Deans were scheduled to meet tomorrow to finalize their recommendations on this issue. She circulated a summary of the preliminary recommendations generated made by the Associate Deans at their July 19,

2004 meeting. This included a flow chart for the process for evaluating and accepting credit of this nature for articulation with USU courses. This process will be managed by Rachel Lewis on behalf of the Advising & Transfer Services office. Rachel noted that one other decision from this meeting was to immediately begin articulating transfer credit from Southern Virginia University on the same basis as credit from fully accredited institutions. Vicki Allan expressed concern about the University articulating transfer credit from non-accredited institutions as fulfilling General Education/Universities Studies requirements when program accreditation in her department among others includes this component as well as coursework in the area of specialization. There was also concern expressed about circumstances in which a student changes major after the unit offering the previous major has approved articulation of this kind of credit.

Military Credit: John Mortensen circulated a document (Evaluation of Credit for Military Service) detailing procedures for articulating credit earned through programs offered by the military services. He explained that this applies only to academic credit; USU will not articulate military credit of a vocational nature. The process is the same as one already in place, except that it has been expanded to include programs offered by the Navy/Marine Corps, as well as the Army. It was moved by Dwight Israelsen and seconded by Heidi Beck that the ASC endorse the procedures contained in the document that John Mortensen had circulated. *The motion was adopted.*

Definition of 'Good Standing': Jeff Walters summarized for the committee our previous deliberations on this issue and the types of information we had requested assigned members to collect for us over the summer. Sydney Peterson informed the committee that the Board of Regents has no policy of its own regarding 'Good Standing'. She further observed that the Regents were at the point for rescinding their freeze on proposals for new academic programs, but that if we were to look in this direction to resolve the concerns raised regarding this issue, it would take about three years to get a new academic program up and running.

Heidi Beck circulated a summary of the GPA status of students enrolled in the Interdisciplinary Studies (IDS) program, noting that the program is in transition from having all majors advised by the Science/HASS Advising Center to being advised within their own individual colleges. Most IDS students have GPA's well above 2.0 and are pursuing bona fide programs that cross the traditional boundaries of individual academic disciplines. However, there is some evidence that there are a few students who are using this program as a salvage operation to qualify for graduation when they are unable to satisfy the requirements of traditional programs. There was considerable discussion of the original intent and nature of the Interdisciplinary Studies program. There was general agreement that this program can offer a vehicle for students to earn a degree when other avenues appear to be closed to them due to a variety of circumstances.

There was also concern expressed that students might not realize in a timely manner that they are encountering the possibility of not being able to graduate in their current major if it is one that imposes rising expectations as a student advances through the

program (e.g., a degree program that allows Freshmen to enter with a 2.0 GPA, but requires a 2.5 GPA for advanced standing, and a 3.0 GPA for graduation). John Mortensen moved, seconded by Vicki Allan, that the ASC recommend that each academic unit be requested to review the status of its majors each semester and notify individual students or put registration holds in place when it appears they are at risk of not being able to meet program GPA standards. *The motion was adopted.*

October 11, 2004

Articulation of credit from less-accredited institutions: Janalee Johnson was not provided the information concerning this topic, so John Mortensen reported that Rachel Lewis has prepared a flow chart detailing the procedures a student must follow in order to have transfer credit from a non-accredited institution accepted by USU. A packet would be sent to the associate deans so they could make a determination if the student's credit could be accepted. The General Education requirements would be sent to the colleges for review. Each student's articulation would be reviewed by the associate dean. Paul Wheeler questioned if the committee should vote on this.

John Mortensen moved and Dwight Israelsen seconded the motion that "The process that has been presented for reviewing the acceptance, evaluation, and articulation of transfer credits from "other" accredited institutions" be approved. The motion carried. NOTE: "other accredited institutions" has been proposed as a preferable designation to "less accredited institutions" that was employed in earlier discussions of this issue.

Definition of 'Good Standing': The University accepts a 2.0 GPA as evidence of good standing with only Math, Geology, and Interdisciplinary Studies also accepting this GPA for graduation. Sydney Peterson read the Board of Regents policy #461. Transfer students come in with a 2.5 GPA; then they can fall down to a 2.0 GPA and remain in good standing. Departments need to be more proactive and keep track of each student's GPA. J. Walters felt this had to be done by each department for its own majors. However, John Mortensen informed the committee that other developments are occurring related to this issue and it might be advisable for the ASC to defer adopting recommendations on this matter. It has been proposed that as sophomores undeclared students who do not have a major must decide what major to go into. The committee decided to suspend further consideration of this issue pending further developments.

Academic accommodation for students fulfilling civic/military obligations:

A draft Resolution on this issue that is under consideration by ASUSU was distributed to the Committee members. Heidi Evans indicated that the ASUSU would be voting on the Resolution on Tuesday, October 12, 2004. She asked if the Committee wished to recommend changes in the Resolution. The committee felt that on line 29 the phrase "with unfair grading practices" following "penalized" should be removed, and replaced with "as long as the student follows procedures." Line 51 should read "date" instead of "grade."

Lines 52 to 56 should indicate that the student should inform the professor, but not necessarily an advisor, and should get back to the professor if the student is actually assigned jury duty. It was felt that lines 60 and 61 should be altered to indicate “students who are absent from class owing to jury duty may be subject to receiving an incomplete grade until any work missed is completed.”

Impact of state mandates on course repeat policy: John Mortensen indicated USU allows students to repeat a class twice to receive a better grade. The state has a policy to double the cost for a class repeated a second time. The consensus of the Committee was that USU was entitled to maintain its current repeat policy for academic reasons and make tuition adjustments as mandated when the implementation of the state policy is clarified.

Simultaneous awarding of multiple bachelor’s degrees: Sydney Peterson reviewed the university policy. The University is not set up to award two B.S. degrees simultaneously. If a student has two separate majors or dual majors the policy is to award a single degree if they are completed at the same time. A second B.S. degree with 30 credits above the first one can be awarded. It was decided to wait until Heidi Beck was present before further discussion on this subject.

Other business: John Mortensen introduced a draft policy providing that “If, prior to or after taking an AP, CLEP, IBO, or DSST examination, a student receives credit for any coursework equivalent to the subject matter of an AP, CLEP, IBO, or DSST examination, the number of credits earned for the course will be deducted from the credits awarded for the examination.” After explaining and responding to questions on the purpose of the policy and how it would be put into practice, John Mortensen moved that the proposal he presented to allocate examination credit and course credit be approved, and Richley Crapo seconded. *The committee adopted the motion.*

November 8, 2004

Definition of “Good Standing”: John Mortensen reported that it is planned that students in the Undeclared program will be required to attain GPAs of 2.25 and 2.50 as they accumulate credits within the program so that they will be able to make a smooth and successful transition once they declare a major, and that the maximum limit of 60 credits while undeclared will be strictly adhered to. This should resolve many of the concerns the ASC has articulated about the problems posed by a University definition of a 2.0 GPA for academic Good Standing and the higher GPA standards for graduation in most degree programs. Sydney Peterson added that efforts are being made to facilitate accommodation of a more diverse range of students in the Interdisciplinary Studies major, which does have a 2.0 GPA standard for graduation.

Academic accommodation for students fulfilling civic or military obligations: Heidi Evans was not in attendance, so the Committee received no update on the ASUSU’s deliberations on this issue or its current status with them. Vice Provost Joyce

Kinkead has indicated that the concerns that have been expressed by the students could probably be addressed within the scope of the existing incomplete policy. John Mortensen felt it might require an extension beyond the one-year limit for resolving incomplete grades that is specified by the current policy. It was suggested that this issue be carried over to a future meeting.

Simultaneous awarding of multiple bachelor's degrees: Janalee Johnson indicated that if a student simultaneously earned two bachelor's degrees with separate designations, such as a BFA and a BS, it is necessary to award two bachelor's degree diplomas. This represents an exception to the stated policy that a student who earns two bachelor's degrees simultaneously should be awarded only a single diploma covering both degrees (dual bachelor's degree). John Mortensen felt the policy needed to be modified. The dual degree means working on two degrees at the same time, but receiving only one diploma. To receive a second bachelor's degree one must have been awarded one of them before a second could be completed. A composite bachelor's degree means one degree with mixed courses from two majors, but not fulfilling all the requirements of each of them, and is counted as a single bachelor's degree. If a student has two separate majors or dual majors the policy is to award a single diploma if they are completed at the same time. A second bachelor's degree with 30 credits above the first one can be awarded. However, the departments control the final decision concerning a dual degree. Sydney Peterson wondered how big a problem this was. Janalee Johnson indicated that the system cannot post dual degrees, but can for two bachelor's degrees. Paul Wheeler recommended that dual majors receive two separate diplomas. The student would be required to fulfill all requirements of each major. Vicki Allen seconded the motion. John Mortensen felt that the Committee required further information on this issue before taking action, and moved to postpone consideration of the pending motion until the next meeting so that the Committee could receive feedback from advisors. Sydney Peterson seconded the motion and the motion carried.

Weldon Sleight proposed the dual major be dropped and that candidates who work on a second bachelor's degree simultaneously be awarded separate and simultaneous diplomas for each if they meet the requirement of completing at least 30 credits beyond the first degree (which would mean a total of at least 150 credits for two bachelor's degrees). The advisor(s) would need to approve the fulfillment of requirements for each of them. Scot Allgood felt the committee should check with the Regents' policy based on situations that had arisen in his college, and Sydney Peterson said she would check on it.

Helga Van Miegroet suggested that the Second Bachelor's Degree policy as stated in the catalog should be amended by striking the sentence "A second bachelor's degree is available only to those on whom a first bachelor's degree has been conferred." Weldon Sleight seconded the motion and it was carried.

John Mortensen moved that students who simultaneously complete the requirements for two bachelor's degree programs with distinct degree designations (e.g., BA, BS,

BFA, BLA, BM) should be awarded two diplomas. Stan Allen seconded the motion. *The motion was adopted.*

December 13, 2004

Academic accommodation for students fulfilling civic obligations: Heidi Beck was unavailable to provide additional feedback from the students concerning this matter. Vice Provost Joyce Kinkead had felt this could be addressed within the scope of the existing incomplete policy. This issue would be carried over to a future meeting.

Simultaneous awarding of multiple bachelor's degrees: Heidi Beck supported the requests being made by students who earn two bachelor's degrees at the same time, and felt they should receive two diplomas, even in cases when both degrees are the same (i.e., two BA's or two BS's). She suggested that this could be achieved by a motion to the effect that "Students who complete dual majors will be awarded two separate diplomas." If this was approved then Heidi Beck indicated it could be implemented for Fall Semester 2005. The Committee discussed this proposal in light of the two motions on this issue that were adopted at last month's meeting. There was concern expressed that there was a need to maintain a distinction between the scenarios involved in a Dual Major program (two bachelor's degrees awarded simultaneously) and a Second Bachelor's degree program (two bachelor's degrees awarded sequentially, the first one not necessarily by USU). In order to clarify the situation it was moved by Dwight Israelsen and seconded by Scot Allgood that the motion adopted at the November 8, 2004 ASC meeting recommending deletion of the sentence in the existing Second Bachelor's Degree policy that reads "A second Bachelor's degree is available only to those on whom a first bachelor's degree has been conferred." The motion to reconsider was adopted. Following further discussion, on the revote the motion under reconsideration was defeated (i.e., it was repealed). The Committee will make inquiries into the implications of Heidi Beck's proposal before giving it formal consideration at next month's meeting.

Limits on the number of majors/minors a Student can pursue simultaneously: Heidi Beck wondered if through the application for graduation process multiple degrees (3+ majors / 3+ minors) should be allowed. If a student wishes to declare more than two majors or minors, should this be approved by the dean? If so, how can this be tracked? The committee felt the students must declare their multiple majors or minors and have them approved by the dean before the Application for Graduation is accepted (6-9 months prior to graduation). The Banner program will force students to be matriculated. Two majors and two minors are maximum requirements students can obtain without authorization. If the student needs a third minor or major it must be approved by the college dean. Any disagreements would be forwarded to the Provost's office. Heidi would bring up these procedures at the associate dean's meeting on December 14, 2004.

Priority Registration / Good Standing: John Mortensen discussed the General Studies Program where the midterm grade reports would show if a student had F

grades. If the student's GPA was a 2.0 or higher, then they would receive priority to register for the next semester. However, students with lower GPA's might be unable to get into classes. Heidi Beck felt that students need to prove themselves before they can continue. The committee felt this issue should be explored further at a future meeting.

Scheduling ASC meetings for Spring Semester 2005: Chairman Walters would contact committee members concerning scheduling meetings for the next three months in the Spring Semester.

January 28, 2005

Academic accommodation for students fulfilling civic obligations: Heidi Evans was not present to discuss this topic.

Simultaneous awarding of multiple bachelor's degrees: It was decided at the December meeting that the catalog language dealing with second B.S. remain untouched and that any student earning more than one bachelor's degree simultaneously should receive a separate diploma for each of them. A report concerning this matter would be given at next month's meeting of the EPC.

Limits on the number of majors/minors a Student can pursue simultaneously: The Associate Deans do not wish to become involved in this. John Mortensen was to follow through with advisers to see how they felt on this subject. Scot Allgood was concerned how this would affect "career" students. Paul Wheeler proposed that there be no policy limiting the number of majors or minors a student could pursue simultaneously. Vicki Allan seconded the motion. The motion was adopted.

Priority Registration / Good Standing: This topic would be discussed at a later meeting when John Mortensen is available.

Policy defining FERPA compliance: Heidi Beck reviewed the handout "Use and Release of Student Records – Policy and Procedures for Utah State University," which had been developed 9 years ago and adopted by the USU Administrative Council. It was felt by the committee that now is an appropriate time for the relevant executive agencies of the university to review and revise it as necessary. It was moved by Heidi Beck, seconded by Scot Allgood that the policy and procedure should be user friendly; parents should be able to take care of the paperwork for their children without undue hassle, and that the EPC should be advised to encourage the appropriate unit or agent within the university to review this issue. The motion was adopted. Heidi Beck felt the registrar's Office should not be involved in this.

Policy on Student Honor Code in course syllabi: Heidi Beck stated that the Associate Deans through Dallin J. Phillips felt that the "Honor Code or Academic Violations" needed to be included in all class syllabi. Also that a signature by each student is needed to indicate that they have read and agreed to the Honor Code. Heidi Beck moved that this issue be tabled until the Faculty Senate could be made aware of

this proposal. Scot Allgood recommended that the committee check and review the web site <http://www.usu.edu/aia/ACADEMIC/syllabusres.ctm>, or on the USU homepage click on 'INDEX', then click on 'Academic Affairs', then place pointer on 'For Faculty' and click on 'Faculty Syllabus Resources' to review existing material that the university recommends for inclusion in course syllabi.

Policy on course cancellation: Heidi Beck indicated that each department was responsible for the cancellation of its courses, and would need to contact students or have Banner do it. The committee felt that this issue was administrative and not the responsibility of the individual student. Some students were taking their Breadth classes and needed the course to graduate, only to have them cancelled after the start of the semester without alternatives being available. Jeff Walters would review this with the EPC.

February 10, 2005

Academic accommodation for student fulfilling civic obligation: Heidi Evans was not present to discuss this topic. The committee felt this issue should be either tabled or cancelled.

USU Syllabus Resources (<http://www.usu.edu/aia/academics/syllabusres.cfm>) and course syllabus content: The committee reviewed the handout from the academic Affairs website which indicated various resources which could be included in syllabi. Several committee members questioned the wording "encouraged to share with students in their classes" as applied to the items listed. Paul Wheeler felt the syllabus was between the faculty and students. There was discussion regarding whether inclusion any of this material in syllabi is actually mandatory. The committee felt the grade scale needed to be removed. Gary Straquadine indicated he would review the wording of "encourage" or "choose" with the Provost's Office. Heidi Beck moved, and Helga Van Miegroet seconded the motion, that it be recommended to the EPC that the University Grade Scale be removed and the words "are encouraged to" be replaced by "may." The motion carried. Stan Allen moved that all this information be appropriately brought up to date and inserted in the catalog, and Vicki Allan seconded. The motion carried.

Policy on course cancellation after start of the term: Heidi Beck reviewed this issue. She indicated that departments don't follow through to alert students, which causes various problems. This issue can cause financial aid problems for athletes, International, and graduate students. Paul Wheeler felt if the department cancelled a course in the first week of the semester, then the department must notify students by letter or telephone since many students don't check their e-mail often; and then notify the registrar's office by the second or third week of the semester. The latter is intended to allow time for students to adjust their schedules in order to avoid adverse consequences. Heidi Beck stated that the Registrar's Office would refund 100% if the department cancelled. Scot Allgood felt that the Athletics and Financial Aid offices

needed to be contacted concerning this matter. Jeff Walters indicated he would report to the EPC that the committee was pursuing the details and implications relating to this policy.

GPA requirements for course registration: Vicki Allan reviewed a handout, which indicated that Business had changed its policy so that everyone taking certain of their classes must have a B- in the prerequisites and a B- cumulative GPA. This policy would make other colleges have to change their GPA standards in order for their students to be able to take these Business classes. Requiring a certain GPA in prerequisites seems valid, but not overall GPA requirements for non-majors. Business Dean Caryn Beck-Dudley indicated that because of accreditation issues their other option would be to close business classes to all students who are not accepted into the College. Dean Beck-Dudley stated that English and Instructional Technology had closed most of their classes to non-majors, too.

Paul Wheeler felt it was an issue of accreditation, faculty, and student ratio. A department with stricter grading standards would be disadvantaged in placing their students in courses offered by other units that impose GPA prerequisites based on their own standards. Heidi Beck felt that the Curriculum Subcommittee needed to handle this, and Weldon Sleight suggested it should be turned over to the EPC.

Other Business: Heidi Beck passed out a handout dealing with three topics.

(1) *Auditing Classes, (p. 33 of GC):* It was proposed that the last sentence of the first paragraph be changed from “Students are not permitted to register as auditors during Priority Registration,” to “Students are not permitted to register as auditors until the first day of the semester.” The committee decided to discuss this in a future meeting.

(2) *Late Registration, (p. 33 of GC):* There seemed to be a Banner problem with respect to the existing policy. There were various comments made concerning this topic. John Mortensen wanted to check the on-line catalog. It came out of EPC. There were suggestions to change the deadline date to the second week, or drop the fee altogether. The committee finally decided to withhold a recommendation pending further review.

(3) *Fee Refunds. (p. 39 of GC):* The proposal was to delete item (1) and the first phrase of item (2) so it begins “a proportionate share . . .” Heidi proposed that the language be approved, seconded by Scot Allgood. The motion carried. Jeff Walters asked the committee to consider who should be chosen to serve as the chair of the ASC committee for 2005-6. He felt this position needed to be rotated to someone else since he had held it for six years. A discussion was held regarding the terms of committee members. There is a rotation for EPC members appointed to serve; a college appointment carries no specific term limit. John Mortensen questioned why there was no representative attending from ASUSU or HASS. The ASUSU Academic VP is an ex officio member of the ASC. Neither of these individuals has been regular in their attendance this year. Jeff Walters will convey the committee members’ concerns to Vice-Provost Kinkead.

CURRICULUM SUBCOMMITTEE ANNUAL REPORT **2004-2005**

The Curriculum Subcommittee will formulate recommendations on curricular matters, such as course changes, and forward the same to the Educational Policies Committee. This subcommittee shall consist of the eight chairs of the college curriculum committees, three faculty members appointed from the elected membership of the Educational Policies Committee, one faculty representative from the Libraries, and two students, one from the ASUSU and one from the GSS. The terms of Educational Policies Committee members on the subcommittee will correspond to their terms on the Educational Policies Committee. The term of office for student members shall be one year and shall coincide with the term of ASUSU and GSS officers. The subcommittee shall elect a chair annually. (Policy 402.12.6(5))

Membership

Todd Crawl, Chair, Natural Resources
 Scot Allgood, Education and Human Services
 Mark Brunson, Natural Resources
 Jennifer Duncan, Libraries
 Heidi Evans, ASUSU Academic VP
 Christine Hult, HASS
 Norm Jones, General Education Chair
 Ronda Menlove, Extension
 Richard Mueller, Science
 William Rahmeyer, Engineering
 A.J. Rounds, GSS President
 Clifford Skousen, Business
 Don Snyder, Agriculture

Business

The Curriculum Sub Committee meets the first Thursday of the month at 2:00 PM in the Champ Hall Conference Room, Old Main.

The meetings of the Curriculum Subcommittee dealt mainly with the course additions, course changes, and deletions requested in refining departmental curricula.

Number of courses by department reviewed by the subcommittee:

College of Agriculture	
Agricultural Systems Technology and Education	9
Animal, Dairy and Veterinary Science	5
Nutrition and Food Science	0
Plants, Soils, and Biometeorology	2
<u>Total College of Agriculture</u>	<u>16</u>

College of Business	7
Business Administration	22
Business Information Systems	3
School of Accountancy	2
Management and Human Resources	9
<u>Total College of Business</u>	<u>43</u>
College of Education and Human Services	
Communicative Disorders and Deaf Education	3
Elementary Education	1
Family, Consumer, and Human Development	1
Health, Physical Education and Recreation	5
Instructional Technology	
Psychology	9
Secondary Education	2
Special Education and Rehabilitation	1
<u>Total College of Education</u>	<u>22</u>
College of Engineering	1
Biological and Irrigation Engineering	7
Civil and Environmental Engineering	17
Electrical and Computer Engineering	19
Engineering and Technology Education	35
Mechanical and Aerospace Engineering	6
<u>Total College of Engineering</u>	<u>85</u>
College of Humanities, Arts, and Social Sciences	
Aerospace	0
Art	17
English	25
History	10
Intensive English Language Institute	0
Interdisciplinary Studies	0
Interior Design	0
Journalism and Communication	6
Landscape Architecture and Environmental Planning	0
Languages, Philosophy and Speech Communication	22
Liberal Arts and Sciences Program	3
Military Science	0
Music	4
Political Science	6
Sociology, Social Work and Anthropology	17

Theatre Arts	21
<u>Total College of Humanities, Arts, and Social Sciences</u>	<u>131</u>
College of Natural Resources	7
Aquatic, Watershed, and Earth Resources	1
Environment & Society	7
Forest Range & Wildlife Science	8
<u>Total College of Natural Resources</u>	<u>23</u>
College of Science	
Biology	31
Chemistry and Biochemistry	11
Computer Science	15
Geology	5
Mathematics and Statistics	5
Physics	8
<u>Total College of Science</u>	<u>75</u>
Jointly Administrated	
Economics	6
<u>Total Jointly Administrated</u>	<u>6</u>
Honors	0
University Studies	1
<u>GRAND TOTAL</u>	<u>402</u>

During the 2004-2005 the Curriculum Subcommittee approved the following changes:

September 2, 2004

The Department of Industrial Technology and Education (ITE) has changed its name to Engineering and Technology Education (ETE). The new department name will appear in the Spring 2005 and Summer 2005 Schedule of Classes. The new course prefixes will appear in the Fall 2005 Schedule of Classes. Maurice Thomas, Department Head, has sent a memo listing the new course prefixes.

October 7, 2004

Approve the following composite majors within the College of Education and Human Services.

- * Composite Elementary Education/Special Education -Mild/Moderate
- * Composite Special Education - Mild/Moderate/Elementary Education
- * Composite Elementary Education/Special Education - Severe
- * Composite Special Education - Severe/Elementary Education
- * Composite Early Childhood Education/Special Education - Early Childhood
- * Composite Special Education - Early Childhood/Early Childhood Education
- * Composite Elementary Education/Deaf Education
- * Composite Deaf Education/Elementary Education
- * Composite Early Childhood Education/Deaf Education
- * Composite Deaf Education/Early Childhood Education
- * Composite Secondary Education/Special Education - Mild/Moderate
- * Composite Special Education - Mild/Moderate/Secondary Education
- * Composite Secondary Education/Special Education - Severe
- * Composite Special Education - Severe/Secondary Education

November 4, 2004

Approve the request to add an emphasis in the area of Computational Engineering to the existing Bachelor of Science degree in Mechanical Engineering.

Approve the request for the Composite Mathematics/Statistics major from the Mathematics and Statistics Department.

Approve the request for the Composite Agricultural Systems Technology/Agribusiness major from the College of Agriculture.

Approve the request from the Department of Languages, Philosophy, and Speech Communication to award up to 16 lower-division foreign language credits to students who have two-year proficiency in languages not taught at USU.

Approve the recommendation that the third week and end of term reports show the student credit hours for multiple-listed courses as credited to the department of the instructor.

December 2, 2004

Approve the grading of 6970 and 7970 thesis and dissertation courses as Pass/Fail only. A grade of "I" will be submitted until successful completion of the project or termination of the program, starting Summer 2005.

January 13, 2005

The request to delete the approval of the composite majors of Secondary Education/Special Education-Mild/Moderate, Secondary Education/Special Education-Severe, Special Education-Mild/Moderate/Secondary Education, and Special Education-Severe/Secondary Education from the College of Education and Human Services was approved. These will be dual majors.

Should all **approved** courses be listed in the General Catalog? It was proposed that inactive courses should be noted as inactive, and courses for which these inactive courses are prerequisites have a course approval form with a prerequisite change or deletion of the inactive course. It was suggested that inactivation and reactivation of courses should be requested on a Course Approval Form and submitted through EPC. The course approval form will need to be revised. It was also proposed that the semester in which courses are taught should be eliminated from the General Catalog.

February 3, 2005

Approve the request to establish a School of the Arts as a new administrative structure within the College of Humanities, Arts and Social Sciences.

March 3, 2005

The request for minor changes in the names of two specialization areas listed under the PhD in Sociology was approved.

Approve the request from the Department of Instructional Technology to change the name of the Center for Online Education (COLE) to the Center for Open and Sustainable Learning (COSL).

Approve the request to delete stand-alone teaching majors in the College of HASS.

Approve the use of course numbers that have not been used for five years, even though USU has a policy which states we can not reuse course numbers until they have been dead for five years. We will forego this policy for State-mandated course changes. Also, course numbers can now end in a number other than zero if needed.

Service-Learning Scholars Program Description: EPC invited Robert Schmidt, Coordinator of Service Learning to explain the program. Utah State University has implemented an Academic Service-Learning Program that leads to a Certificate in Service-Learning. This program provides a much needed and desired academic component complementing the extensive public service efforts of many USU students. It supports broader state and national movements promoting more civic engagement among college and university students. It also supports USU's undergraduate education

mission, which is to prepare citizen scholars “...*who participate and lead in local, regional, national, and global communities.*”

Service-Learning is a well-researched and highly effective teaching pedagogy, which incorporates community service into the course curriculum. Academic Service-Learning is a credit bearing educational experience where students: (1) gain a broader understanding of course content, (2) earn a deeper appreciation of the discipline, (3) help meet community needs, (4) reflect on service activities, and (5) develop an enhanced sense of civic responsibility. Many opportunities for service learning are available for USU students. Courses with the “SL” designation will signify that these courses have been approved by the Service-Learning Steering Committee to meet the criteria listed above.

The program is housed organizationally in the Office of the Provost, with oversight by the Vice Provost for Undergraduate Studies and Research. The program’s faculty and staff work very closely with the ASUSU Service Vice President, the Val R. Christensen Service Center program directors, and the Vice-President for Student Services. The Service-Learning Coordinator (Dr. Robert Schmidt) is assisted by a steering committee made up of faculty, students, and staff.

Certificate: Service-Learning Scholars are awarded a Service-Learning Certificate, recorded on a student’s official transcript, so employers and graduate programs can see evidence of a student’s determination to go the extra mile. As a Service-Learning Scholar, students will also be recognized at graduation with a banquet in their honor, cords to wear during commencement, and their name in the graduation program.

Admission Requirements: Service-Learning Scholars at USU are an elite group of students dedicated to making a difference in their community. Each year 25 students will be admitted to the program. Admission to the program is competitive and is limited to a maximum of 100 students at any one time. In order to be admitted to the program, students must submit an application, have a 3.0 grade point average or better, and submit a written essay detailing their interest in Service-Learning and their dedication to community engagement.

Certificate Requirements: To receive a Service-Learning Certificate, a student must:

- Apply and be accepted in the Service-Learning Scholars Program.
- Take a minimum of nine SL designated credit hours (with a grade of B or better in each course)
- Perform a *minimum* of 400 service hours.
- Develop and complete an approved capstone project.
- Maintain and present a reflective portfolio. The nine credit hours must come from an approved list of Service-Learning courses.

Course adaptations will be considered by the Service-Learning Coordinator (for example, an instructor may work with one student in a non-SL course to complete the SL requirement). Contact the Service-Learning Coordinator for an up-to-date list of approved SL courses, program applications, or any questions.

Criteria for Designation as a Service-Learning Course: Academic Service-Learning is a credit bearing educational experience where students: (1) gain a broader understanding of course content, (2) earn a deeper appreciation of the discipline, (3) help meet community needs, (4) reflect on service activities, and (5) develop an enhanced sense of civic responsibility.

Courses that meet the criteria listed below may be designated as Service-Learning (SL) and be so designated in the course catalog. The designation process is simple: after being approved by the department and college (and their respective curriculum committees where appropriate), the faculty member or department submits the proposed course to the Service-Learning Coordinator, Val R. Christensen Service Center. The Coordinator will submit the proposal to the Service-Learning Faculty Steering Committee which will determine if the course meets SL criteria. The Committee will work with interested faculty to help ensure the course meets the criteria.

The following **criteria** must be met in order to be considered for SL designation:

- The course must include a Service-Learning activity which comprises a significant component of the course. This service-learning activity must be considered as part of the grade earned by the student in the class (normally the SL activity will comprise 10 to 20 % of the course grade).
- The course integrates action and reflection. The course will combine a substantial service-learning activity with critical examination of theory or application of disciplinary concepts and skills relevant to that activity. Students will be required to write a reflective paper (or comparable exercise e.g. an oral discourse) in which they relate the activity to the disciplinary content being discussed in the course. It is also expected that some class time will be devoted to discussions of what students learned through the activity and how it relates to course content.
- Students in the class provide an instructor approved needed service to the community (which could include community organizations or individuals).
- Students need to abide by the rules of the organization in which they are participating and are to refrain from forcing their personal views and values on individuals they may be working with.

Electronic Delivery Summary: Kevin Reeve, Supervisor, FACT Center, gave a brief summary on the following:

Quick Facts

- WebCT was brought to campus in 1998
- Utah State University is a WebCT Institute
- ~18,000 - 20,000 enrollments each semester in WebCT
- includes ~4k Continuing Education students (fully online – satellite)
- includes year long, concurrent enrollment, international courses
- includes some research & outreach projects not part of Continuing Education
- Over 100 fully online courses offered through WebCT
- Only a small handful of fully online courses offered through campus

- 98% of campus WebCT courses are blended (face-to-face with online components)
- Unknown number of enrollments in Syllabase (English Department)

Issues

Current system of getting enrollment data into WebCT from SIS plus is outdated and problematic. The Banner Student BPA did not include the integration of WebCT with Banner. Currently working on ideas for a solution.

Some faculty are interested in giving online exams for campus courses but there is no testing center on campus. Test integrity and security are an issue.

Course evaluation instrument does not address electronic delivery or supplements. There is no mechanism/policy in place to evaluate fully online courses.

Does the promotion and tenure process at USU encourage and recognize the value of and significant faculty time in creating online course materials?

Ownership of online courses and components. Can a department head request access to a WebCT course without the instructor's permission?

Is FACT (WebCT administration) responsible for keeping academic performance data (grades, assignments, etc) from WebCT beyond the current semester?

State-wide initiative to fund WebCT Vista (enterprise edition) failed.

DISTANCE AND ELECTRONIC EDUCATION COMMITTEE
2004-2005

The subcommittee will make recommendations to the EPC on matters pertaining to distance and electronic education. It will also assist the faculty and administration in identifying problems, trends, and opportunities for USU in these areas. The subcommittee shall consist of an elected representative from each college plus a representative from each of the following: Instructional Support, Information Technology, Continuing Education, and ASUSU or the GSS. Additional members may be appointed to the subcommittee by the Educational Policies Committee to lend academic expertise. The terms of Educational Policies Committee members on the subcommittee will correspond to their terms on the Educational Policies Committee. Other members will serve a 2-year term. The term of office for student members shall be one year and coincide with the term of ASUSU and GSS officers. The subcommittee shall elect a chair annually. (Policy 402.12.6(8))

Membership

David Luthy, Chair, Business, Accountancy
Les Essig, ASUSU President

Business

The Distance and Electronic Education Committee did not meet. The committee structure was reviewed by Faculty Senate Executive Committee, and recommendations were made for re-constituting this committee with a revised charge.

GENERAL EDUCATION SUBCOMMITTEE REPORT **2004-2005**

The General Education Subcommittee formulates and reviews policy with respect to general education. The subcommittee shall consist of three faculty members and one student appointed from the Educational Policies Committee. Their terms will correspond to their Educational Policies Committee terms. Additional members may be appointed to the subcommittee for two-year terms by the Educational Policies Committee to lend academic expertise to the areas of emphasis in the general education program of the University. Recommendations developed by the General Education Subcommittee will be submitted to the Educational Policies Committee. The subcommittee shall elect a chair annually. (Policy 402.12.6(6))

Membership

Norm Jones, Chair, HASS, History
 Tyler Bowles, Business, Economics
 Mark Brunson, Natural Resources, Watershed Science
 Richard Cutler, Science, Math and Statistics
 Glenn Davis, Registrar
 Ryan Dupont, Engineering, Environmental Engineering
 Heidi Evans, ASUSU Academic VP
 Staci Gomm, Computer and Information Literacy (CIL)
 Wendy Holliday, Libraries, Reference Services
 Joyce Kinkead, Vice Provost for Undergraduate Studies & Research
 John Lackstrom, HASS, Languages & Philosophy
 Mary Leavitt, Science/HASS Advising Center
 Shelley Lindauer, Education, FCHD
 John Mortensen, Advising & Transition Services
 Cindy Moulton, Scheduling
 Richard Mueller, Science, Biology
 Tom Peterson, HASS, Interior Design
 Vince Lafferty, Extension/Continuing Education
 Jeff Smitten, HASS, English

Business

The General Education Sub Committee meets the second Tuesday of the month at 8:30 AM in the Champ Hall Conference Room, Old Main.

October 12, 2004

Concurrent Enrollment fulfilling General Education requirements: Should students who have completed their 6 breadth courses via concurrent enrollment be required to take two additional USU-prefix courses when they come to campus. Vince Lafferty

noted that offering USU-prefix courses in the high schools might be feasible, but transferability has been an issue for the state office of education. Requiring additional classes could lengthen time to graduation. Students who take concurrent enrollment courses will not be held to the two USU-prefix course rule, which will result in concurrent enrollment students being treated the same as transfer students. A problem occurs when the remaining courses to be taken for breadth are dictated by the major department, so the students then are required still to meet the USU-prefix courses plus the breadth courses.

November 9, 2004

Discussion of submission process and forms to accompany proposed courses:

Add to the current "form" on the Provost home page a second page that lists (or links) the criteria for the breadth and depth area and requests that a memo be submitted along with the cover form plus syllabus.

December 14, 2004

Two depth requirement for transfer students: affirmed the depth requirement for all students, including transfer students.

January 11, 2005

Update on the system-wide course renumbering: John Mortensen reported that his office will prepare the course approval forms to comply with the changes legislated that will occur summer 2006 in order to move the courses efficiently through the EPC system. In essence, this will move the easy courses through the system, leaving the more difficult ones for later in the process.

Courses Approved 2004-2005

The General Education Subcommittee reviewed courses for General Education designation, recommended policy on University Studies and General Education and examined the General Education program.

PHYX 2220 – BPS
CHEM 1110 – BPS
ART 3130 – DHA
ART 3140 – DHA
ART 3720 – DHA
POLS 4310 – CI

Status of Program Approvals Sent to the Board of Regents

New programs are listed on one of two matrixes when they are in the development state on campus; the first matrix anticipates programs that will come forward within one year's time while the second matrix lists programs that may be coming forward within three years' time.

For new degree programs, the Regents first receive a Letter of Intent (LOI), a brief version of the R401 document—the full proposal—that is reviewed locally and by Trustees. Any LOI proposal is reviewed by Chief Academic Officers (CAOs) plus the staff of the Commission on Higher Education for Utah. Passing that scrutiny, LOIs then are reviewed by the Regent-based Program Review Committee (PRC) and may proceed through the regular approval system if approved at that level—either on regular schedule or on fast-track. Vice Provost Joyce Kinkead assumed the oversight of responsibilities for representing USU on the CAO group following Sydney Peterson's move from Assistant Provost to Chief of Staff for the President.

Over the past year, the following programs have been reviewed, and their status appears below:

- B.S. in Biochemistry: approved by Board of Regents on June 10, 2005
- General Business Major for Distance Education: approved by Board of Regents June 10, 2005
- Ph.D. in Geology: LOI approved; full proposal to be reviewed October 27 by Regents
- Doctorate of Audiology: New Program Review required in 2005 and submitted July 2005
- School of the Arts: on agenda for August Regents meeting as an Information Item
- Creative Writing Emphasis in English: on agenda for August Regents meeting as an information item
- Computational Engineering Emphasis: on agenda for August Regents meeting as an information item
- Degree programs in Religious Studies: LOI was returned for further clarification before proceeding to PRC
- Ph.D. in Business: LOI was returned for further clarification before proceeding to PRC
- Notice of two programs to be considered for suspension sent to Commissioner's office: Culinary Arts in Nutrition and Food Sciences and Electrical Engineer in Electrical and Computer Engineering
- Renaming of Center for On-Line Education: at Trustees for approval and follow up in August
- Names changes on emphases in Ph.D. in Sociology: at Trustees for approval and follow up in August
- Composite majors in College of Education & Human Services deleted: at Trustees for approval and follow up in August
- Delete the stand-alone teaching majors in favor of the teaching emphases within the majors: at Trustees for approval and follow up in August

