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EDUCATIONAL POLICIES COMMITTEE MINUTES
6 September 2012

A meeting of the Educational Policies Committee was held on 6 September 2012 at 3 p.m. in Old Main 136 (Champ Hall Conference Room)

Present: Larry Smith, Chair
 Ed Reeve, Curriculum Subcommittee Chair
 David Hole, Academic Standards Subcommittee Chair, Agriculture
 Norm Jones, General Education Subcommittee Chair
 Nicholas Morrison, Caine College of the Arts
 Stacey Hills, Huntsman School of Business
 Scott Bates, Emma Eccles Jones College of Education and Human
 Services
 Eddy Berry, College of Humanities and Social Sciences
 Nancy Mesner, College of Natural Resources
 Greg Benson, USU-Eastern-Vice Chancellor
 Christian Thrapp, ASUSU President
 Marci Smith, Registrar's Office (representing Roland Squire)
 Cathy Gerber, Registrar's Office

Absent: Thom Fronk, Engineering
 Travis Peterson, Regional Campuses and Distance Education
 Wendy Holliday, Libraries
 Graduate Council representative (TBD)
 Jordan Hunt, Academic Senate President
 Zach Portman, Graduate Studies Vice-President

Visitors: M. Scott Henrie, USU-Eastern, Criminal Justice Program
 Jessica Hansen, Registrar's Office

I. Approval of the minutes of the 5 April 2012 meeting

Eddy Berry moved to approve the minutes of the 5 April 2012 meeting. Richard Mueller seconded; motion approved.

II. Subcommittee Reports

A. Curriculum Subcommittee

Ed Reeve reviewed the Curriculum Subcommittee business.

All courses were approved.

The request from the Nutrition, Dietetics and Food Science Department to offer a Distance Dietetic Internship was withdrawn.

The request to create the USU-Eastern Center for Workforce Preparation was approved. (see below)

EPC and Curriculum Subcommittee Schedule for 2012-2013

Agenda Items Due

August 23, 2012
September 20, 2012
October 18, 2012
November 22, 2012
December 13, 2012
January 24, 2013
February 21, 2013
March 21, 2013

EPC and Curriculum Subcommittee Meetings

September 6, 2012
October 4, 2012
November 1, 2012
December 6, 2012
January 10, 2013
February 7, 2013
March 7, 2013
April 4, 2013

Update on Electronic Course Approval Form

The process to create an electronic Course Approval Form is still underway. We have **been** meeting throughout the summer to build this form and create the approval workflow. We will be meeting again after Labor Day to make more adjustments. Once the form is finished, work on finishing up the workflow approval process will take place. Testing on this form will be done this fall.

Information on EPC and its subcommittees, policies, forms, R401 proposal submission and more can be found at this site. Please take some time to familiarize yourself with this information. <http://www.usu.edu/epc/>

Clarification on signatures needed on the Course Approval Form. Signatures needed are: Dean, Department Head and the Curriculum Subcommittee representative.

Norm Jones moved to approve the business of the Curriculum Subcommittee. Stacey Hills seconded; motion approved.

B. Academic Standards Subcommittee (David Hole)

No Report

C. General Education Subcommittee (Norm Jones)

GENERAL EDUCATION COMMITTEE MINUTES

April 17, 2012 8:30 A.M.

Champ Hall Conference Room

Present: Christie Fox, Honors; Dick Mueller, Science; Kathy Chudoba, Business; Norm Jones, Chair; Michele Hillard, Secretary; Carolyn Cárdenas, Creative Arts; Wendy Holliday, Library; Nancy Mesner, Natural Resources; Charlie Huenemann, CHaSS; Roberta Herzberg, Social Sciences; Christian Thrapp/Erik Mikkelsen, ASUSU President; Stephanie Hamblin, University Advising; Mary Leavitt, Advising; Janet Anderson, Agriculture; Craig Petersen, American Institutions; Dan Coster, Quantitative Intensive; Susan Neel, USU Eastern; Larry Smith, Provost's Office;

Absent: Brian McCuskey, English; Ryan Dupont, Life & Physical Sciences; Cindy Dewey, Music; Travis Peterson, RCDE; Wynn Walker, Engineering; Brock Dethier, CHaSS; Rhonda Miller, Communications; John Mortensen, Registrar's Office; Vince Lafferty, Regional Campuses;

Call to Order - Norm Jones

Approval of Minutes - March 20, 2012

Motion to approve made by Kathy Chudoba, seconded by Nancy Mesner

Course Approvals

ARTH 3510 (CI) **APPROVED** Rhonda Miller

Motion to approve made by Carolyn Cárdenas, seconded by Wendy Holliday

ARTH 3630 (CI) **APPROVED** Rhonda Miller

Motion to approve made by Carolyn Cárdenas, seconded by Wendy Holliday

ARTH 3740 (CI) **APPROVED** Rhonda Miller

Motion to approve made by Carolyn Cárdenas, seconded by Wendy Holliday

ARTH 3750 (CI) **APPROVED** Rhonda Miller

Motion to approve made by Carolyn Cárdenas, seconded by Wendy Holliday

ARTH 3760 (CI) **PENDING** Rhonda Miller

AV 3720 (CI) **PENDING** Rhonda Miller

CS 3450 (CI) **PENDING** Rhonda Miller

LANG 2100 (BHU) **REJECTED** Brian McCuskey

This was rejected by committee on two grounds: first, the course was not rigorous enough, and second, it seems a better fit for BSS.

LANG 2100 (BSS) **APPROVED**..... Roberta Herzberg
Motion to approve made by Roberta Herzberg, seconded by Kathy Chudoba

WATS 4490/5490 (QI) **APPROVED** Dan Coster
Motion to approve made by Dan Coster, seconded by Nancy Mesner

Course Removals

N/A

Syllabi Approvals

USU 1330 (BCA) Troy Hunt/Susan Neel **PENDING** Carolyn Cardenas

USU 1330 David Wall **APPROVED** Carolyn Cardenas
Motion to approve made by Carolyn Cárdenas, seconded by Wendy Holliday

USU 1360 (BPS) Mark Noirot **PENDING** Ryan Dupont

Business

Enrollment History Link Norm Jones
A Link to the AAA site that tracks Gen Ed enrollment has been added to the Gen Ed website under Enrollment History http://aaa.usu.edu/btj/b_and_d/d1.asp.

2012-2013 Gen Ed Schedule Michele Hillard
The 2012-2013 meeting dates have been updated on the Gen Ed website. The membership list will be updated due to the following changes: Cindy Dewey will be on sabbatical, Carolyn Cardenas will be leaving the university and Janet Anderson will be looking for a replacement.

Review of Depth Courses **APPROVED** Nancy Mesner
Motion made by Roberta Herzberg, seconded by Janet Anderson
A proposal was brought forward for developing a process to review depth courses every 5 years. Records would be maintained electronically and the information would be provided to the appropriate department heads when a review is scheduled. The Gen Ed committee will provide oversight for this review and will also have the authority to approve or disapprove the designation.
(See below)

Election of Chair **APPROVED** Committee
Motion made by Dick Mueller, seconded by Charlie Huenemann
Norm Jones' name was submitted to serve as the Chair of the General Education committee. Voting was unanimous. Norm will resume his position as chair at the September 18 meeting.

Next Meeting

Tuesday, September 18, 2012 Champ Hall Conference Room
8:30 a.m.

All depth courses are to be evaluated every 5 years to assure that the courses continue to meet depth criteria. The General Education subcommittee of EPC will track the

status of depth courses, keep depth course applications on file, communicate with departments and instructors, and review the courses. If an acceptable response is not received, the depth designation may be dropped.

Review Process:

Five years after approval of a course, the committee will notify the instructor of record and their department head about the depth course review. The instructor and department head will be provided with the depth designation materials on file as well as a copy of the USU depth criteria.

The instructors will be asked to supply a current syllabus of the course and to note how the course continues to meet any changes in their course relevant to the depth criteria.

The subcommittee will review these responses and approve all courses that continue to meet the depth criteria. For courses that may have changed substantively, the subcommittee may ask for additional information and will work with the instructors to assure that the criteria are met before approving the course.

For courses that appear to have changed substantively, instructors will be asked to submit a new description of the course and an explanation of how the current course meets USU's depth criteria

Nancy Mesner moved to approve the business of the General Education Subcommittee. Eddy Berry seconded; motion approved.

III. Other Business

Faculty code states that a representative from each of the three regional campuses and extension are required at EPC. Brigham, Tooele, Uintah Basin and Noelle Cockett have been notified.

Meeting adjourned 3:15 p.m.

Larry Smith conducted the meeting.

Cathy Gerber recorded the minutes.

Cover/Signature Page - Abbreviated Template

Institution Submitting Request: USU Eastern

Proposed Title: Center for Workforce Development

School or Division or Location: Division of Workforce Education and Division of Professional and Technical Education, Price Campus

Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

R401-5		R401-6	
<i>Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.</i>		<i>Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.</i>	
Section #	Item	Section #	Item
4.15.2	<input type="checkbox"/> Minor*	6.1.1	<input type="checkbox"/> Reinstatement of Previously Suspended Program
5.1.1.1	<input type="checkbox"/> New Emphasis on an Existing Degree*	6.1.5	<input type="checkbox"/> Reinstatement of Previously Suspended Unit
5.1.2	<input type="checkbox"/> Certificate of Proficiency Not Eligible for Financial Aid		
5.1.3	<input type="checkbox"/> Out-of-Service Area Delivery of Programs		
5.1.4	<input type="checkbox"/> Name Change of Existing Programs		
	<input type="checkbox"/> Program Transfer		
5.1.5	<input type="checkbox"/> Program Restructure		
	<input type="checkbox"/> Program Consolidation		
5.1.6	<input type="checkbox"/> Program Discontinuation		
	<input type="checkbox"/> Program Suspension		
5.1.7	<input type="checkbox"/> Administrative Unit Creation		
	<input type="checkbox"/> Administrative Unit Transfer		
	<input type="checkbox"/> Administrative Unit Consolidation		
5.1.8	<input checked="" type="checkbox"/> New Center		
	<input type="checkbox"/> New Institute		
	<input type="checkbox"/> New Bureau		
5.1.9	<input type="checkbox"/> Graduate Certificate		

*Requires "Section VI: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature: I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____ **Signature Date:** *MM/DD/YEAR*

Printed Name: Dr. Ray Coward

Program Request - Abbreviated Template

USU Eastern, Center for Workforce Preparation

Section I: Request

USU Eastern requests approval to create a Center for Workforce Preparation.

A major part of the College's mission is to prepare a workforce that "creates and sustains" our region. Poor coordination with the local business community, lack of awareness and low visibility of CTE and workforce programs, and confusion with the other academic functions of the College often hamper complete success in this mission function.

The proposed "Center for Workforce Preparation," occupying a very prominent Price Campus location on a major traffic thoroughfare, will signal to the community and to students the prominence of this mission within the College's mission portfolio; will showcase program availability and recruit and enroll CTE and workforce students into degree and training programs that meet local workforce needs; and will stimulate interest and community engagement in aligning workforce supply and workplace demand.

The DWS and Vocational Rehabilitation are invited to partner in the proposed Center, with offices and services on site, functioning in tandem with USU Eastern's current Career Services and workforce-related academic programs. Also, economic development officers from Carbon and Emery Counties have participated in conceptualizing and promoting this request, and will play an ongoing role in planning.

The Center will focus on the following outcomes:

1. Provide more effective coordination among the DWS, Vocational Rehabilitation, the College, Economic Development officers and other related agencies.
2. Engage the employer-community and improve communication of specific workplace demands and needs.
3. Decrease local employers' need to recruit prospective employees from outside the region, and increase the likelihood that employers turn to the College as their preferred source for trained workers.
4. Enhance the likelihood that prospective students turn to the College to improve their economic prospects by seeking workforce training.
5. Transition regional residents from untrained and under-employed or unemployed, to trained and gainfully employed.
6. Align programs and encourage students to train for existing opportunities in the local workplace.
7. Increase enrollment and efficiency in CTE and workforce programs, as measured by the ratio of faculty FTE to student FTE in Workforce and CTE programs.
8. Provide career services to all enrolled students, encouraging them to establish and maintain their DWS database registration and profiles.

Section II: Need

To serve the regional economy, the College must engage partners, communicate, plan, and align CTE and workforce programs. Communication and planning must occur among the following:

- College faculty and staff.
- Prospective and currently enrolled students.
- Employers.
- The Department of Workforce Services and Vocational Rehabilitation.

At present, USU Eastern's Price Campus CTE and Workforce programs operate without widely recognized headquarters – geographically dispersed on campus among other general education, transfer, and upper-division programs. In fact, some students and community patrons say that the CTE and Workforce programs are “hidden” among other general education and transfer programs, with the result that there is low awareness of CTE and Workforce programs among College constituents.

The proposed Center is intended to be a prominent venue for promoting, planning, and aligning programs. It is intended to be –

- The recognized Price campus location for admission, registration, and advisement in workforce and CTE programs;
- The location for the College's career advisement activities;
- A public and employer reception, communication, and planning center;
- An administrative suite where credit and non-credit programs coordinate and leverage resources;
- A presence for DWS and Vocational Rehabilitation personnel to offer services that attract their various clienteles to the campus and increase the collaboration between workforce and educational agencies.

National sources point to the need for this sort of communication, planning, and alignment:

From Community College Times:

It is the question that puzzles community colleges, employers and workforce development officials around the country: How can an economy that has 14 million unemployed people have so many jobs that seemingly can't be filled? Call it the great jobs mismatch, the persistent and frustrating gap between idle workers and open jobs. The mismatch is hampering the economic recovery and severely impacting those without jobs. According to Georgetown University's Center on Education and the Workforce, the problem is rooted in the fact that many community colleges are not well-connected enough to their local communities to meet emerging job demands (Fixing the Jobs Mismatch).

From the Lumina Foundation:

If colleges expect to attract more students and graduate them prepared for sustainable careers, they must better align program offerings and course curricula to the needs of their

local labor markets. Decisions on which programs to offer and what to teach in class should correspond to employers' immediate and ongoing demand for workers in a particular occupation or with a specific set of skills.

Community colleges already take steps to address the workforce needs of local employers, but their efforts often are hampered by a lack of detailed, up-to-date information about occupations and skills in demand ([Aligning Community Colleges to their Local Labor Markets](#)).

Section III: Institutional Impact

USU Eastern will not hire new personnel as a result of the proposed Center. Instead, administrators and staff support personnel for non-credit Workforce Education and for credit CTE programs will co-locate in a newly remodeled space, alongside College-provided office space for DWS and Vocational Rehabilitation colleagues.

The proposed space is the Art Building on the Price Campus, a 5,000 square foot facility located adjacent and south of the current Student Center.

The Art Building currently provides space for a very small number of ceramics and three-dimensional design courses, totaling about six (6) student FTE per year. The College has no degree offerings in art, and no other programs are offered in the Art Building. A single adjunct instructor offers all of the courses that are taught in the Art Building. The College feels that, given the small enrollment in these art courses, this medium-sized facility can be put to more strategic use. Some art courses can be located in other locations, and others can be discontinued or deferred.

The College has identified funding for remodeling the Art Building, providing a new public entry, furnishings, signage, offices, and reception and meeting space. The remodeling is expected to be quite comprehensive, with upgrades and changes to most of the facility.

Section IV: Finances

The remodeling of the 5,000 square foot building is projected to cost \$300,000 one-time. The Art Building is currently on the campus's O & M inventory, and because no new space will be created, there will be no increase to O & M requests associated with the remodeling.

Another important financial impact relates to efficiency of CTE and Workforce programs at USU Eastern's Price Campus. Currently, the ratio of faculty to student FTE in these programs is approximately 1:8. With greater alignment, subscription, and enrollment growth, the College can achieve a higher ratio, leading to a higher number of program completers (who will fulfill the demands of the local labor market) without a substantial increase in fixed costs, especially those related to salary and benefits.