EDUCATIONAL POLICIES COMMITTEE MINUTES
2 February 2012

A meeting of the Educational Policies Committee was held on 2 February 2012 at 3 p.m. in Old Main 136 (Champ Hall Conference Room)

Present: Larry Smith, Chair
Ed Reeve, Curriculum Subcommittee Chair, Engineering
Richard Mueller, Academic Standards Subcommittee Chair, Science
Richard Mueller, General Education Subcommittee Chair (representing Norm Jones)
Brian Warnick, College of Agriculture
Nancy Hills, Caine College of the Arts (representing Cory Evans)
Stacey Hills, Huntsman School of Business
Scott Bates, Emma Eccles Jones College of Education and Human Services
Patricia Gantt, College of Humanities and Social Sciences (representing Eddy Berry)
Nancy Mesner, College of Natural Resources
Keith Grant-Davie, Graduate Council
Travis Peterson, Regional Campuses and Distance Education
Jordan Hunt, ASUSU President (representing Erik Mikkelson)
Susan Neel, USU-Eastern
Jessica Hansen, Registrar’s Office (representing Roland Squire)
Cathy Gerber, Provost Office

Absent: Wendy Holliday, Libraries
Tanner Wright, Academic Senate President
Cami Jones, Graduate Studies Vice-President

Visitors: Michelle Larson, Vice Provost
Michele Hillard, Provost Office

I. Approval of the minutes of the 12 January 2012 meeting
Keith Grant-Davie moved to approve the minutes of the 12 January 2012 meeting. Brian Warnick seconded; motion approved.

II. Subcommittee Reports

A. Curriculum Subcommittee

Ed Reeve reviewed the Curriculum Subcommittee business.

All courses were approved with the following changes:
MIS 3200 will retain the CI designation and be effective Summer 2012
COMD 3010 will retain the CI designation and be effective Summer 2012
MATH 1050, prerequisite change effective Summer 2012
MATH 1060, prerequisite change effective Summer 2012
The request from the Department of Art and Design to offer the interior design specialization (as a Plan B option) within the Master of Fine Arts degree was withdrawn.

The request from the Departments of Landscape Architecture and Environmental Planning (College of Agriculture) and Environment and Society (College of Natural Resources) to create a Sustainable Systems Minor was withdrawn.

The request from Utah State University to establish a university-wide STE²M center was an EPC item and was not discussed at the Curriculum Subcommittee meeting.

Electronic Course Approval Form

Work continues on producing a form and a workflow approval process. The workflow approval process will be similar to the travel authorizations.
Milestones and dates:
Development complete by the first of April
Testing with Cathy complete by first of May
Pre-production testing with several volunteers complete by July 31st
Go-live in production on August 1st
Demonstration to the Curriculum Subcommittee on September 6th, 2012

Nancy Mesner moved to approve the business of the Curriculum Subcommittee. Stacey Hills seconded; motion approved.

B. Academic Standards Subcommittee (Richard Mueller)

ACADEMIC STANDARDS SUBCOMMITTEE MINUTES

January 13, 2012
4:00 p.m. – 5:00 p.m.
Champ Hall Conference Room

Present: Deborah Reece (Stephanie Hamblin); Richard Mueller; Michele Hillard; Eddy Berry; Stacey Hills; Roland Squire

Absent: John Barton; Scott Bates; Tanner Wright

Call to Order - Richard Mueller
Approval of Minutes
Business

Awarding an Associate’s Degree after a Bachelor’s Degree (Registrar’s Update) – APPROVED. Motion carried by Deborah Reece; seconded by Roland Squire.
Students who have already received a bachelor’s degree may not later apply for or receive an Associate of Science or an Associate of Arts degree.

Students who have already received an Association of Science (AS) degree, Associate of Arts (AA) degree, or a bachelor’s degree may later apply for an Associate of Applied Science Degree.

Applicants must file an application with the Admissions Office and obtain the recommendation of their academic dean prior to being admitted. This AAS degree is only available to those on whom the previous degree was conferred by a regionally-accredited institution. Students must complete all of the degree requirements not covered or satisfied by previous degrees. In addition, students must complete a minimum of 15 USU credits beyond those applied toward the previous degree. USU credits must be earned in courses completed at USU’s Logan campus or other designated centers, or through classes offered by Regional Campuses and Distance Education through USU.

_Earned F Grade – (Registrar’s Update) – APPROVED._

Motion carried by Eddy Berry; seconded by Stacey Hills.

To comply with Federal regulations the University needs to do a better job of tracking student participation in classes. The two paragraphs below should be inserted into the electronic catalog to help the Financial Aid office easily identify registered students who never participated. It is hoped that information can be pulled from Canvas to help with the last day of participation for all graded students to also assist with compliance.

Two grading options are available for instructors when posting grades for students who are to receive an F grade for a course. Students who attended or participated in a course at least one time will be given the traditional F grade, and the instructor is responsible for reporting the last day of attendance or participation. The grade of NF (Non Participation) is given when a student’s name appears on a final grade report, but there is no record of attendance or other evidence of participation in the course. The NF grade is treated as an F grad in calculating grade point averages.

Participation includes most documented forms of academic activity: attendance in class or labs, graded quizzes, tests, assignments, and participation in online discussions. However, simply logging into a system like Canvas does not constitute participation.

Adjourned: 4:50 pm

Next Meeting
Friday, February 10, 2012 Champ Hall Conference Room
4:00 pm

Brian Warnick moved to approve the business of the Academic Standards Subcommittee. Keith Grant-Davie seconded; motion approved.
C. General Education Subcommittee (Richard Mueller)

GENERAL EDUCATION SUBCOMMITTEE MINUTES
January 17, 2012 8:30 A.M.
Champ Hall Conference Room

Present: Christie Fox, Honors; Larry Smith, Provost’s Office; Dick Mueller, Science; Kathy Chudoba, Business; Norm Jones, Chair; Travis Peterson, RCDE; Susan Neel, USU Eastern; Michele Hillard, Secretary; Dan Coster, Quantitative Intensive; Carolyn Cárdenas, Creative Arts; Wendy Holliday, Library; Nancy Mesner, Natural Resources; Janet Anderson, Agriculture; Charlie Huenemann, CHaSS; Brock Dethier, CHaSS; Rhonda Miller, Communications; John Mortensen, Registrar’s Office; Roberta Herzberg, Social Sciences; Erik Mikkelsen, ASUSU President; Ryan Dupont, Life & Physical Sciences Literacy/Intensive

Absent: Brian McCuskey, English; Stephanie Hamblin, University Advising; Wynn Walker, Engineering; Craig Petersen, American Institutions

Call to Order - Norm Jones

Approval of Minutes - December 13, 2011 – APPROVED.
Motion carried made by Carolyn Cárdenas, seconded by Dan Coster.

Course Approvals
ARTH 3840 (CI) - PENDING ................................................................. Rhonda Miller
ARTH 4520 (CI) - PENDING ................................................................. Rhonda Miller

Course Removals
N/A

Syllabi Approvals
USU 1320 (BHU) - PENDING ................................................................. Brian McCuskey
USU 1350 (BLS) - APPROVED ................................................................. Ryan Dupont
Motion carried made by Ryan Dupont, seconded by Nancy Mesner.

Business
Update on proposed USU 1370/3070 ......................................................... Christie Fox
The committee was tasked with writing the catalog copy for this proposal (see below). The first section is what would actually go on the website. The committee decided that this course should not be offered for anything fewer than 5 credits. In order to fulfill 2 depth categories it must be 5-6 credits. The classes will typically be team taught and will require depth breadth requirements regardless of major. Any exception to team teaching needs to be approved or justified. Quantitative and communicative Communication Intensive skills must be integrated and the course should be designated as a DHS/DHI combo instead of making it a DI. It is anticipated that these courses have a higher learning outcome because they must meet rigorous requirements. It
was recommended that the committee look at the proposals/syllabus before anything moves forward. The committee will come back next month with a model to show the Gen Ed committee. A student must have completed their Gen Ed requirements before they can take the interdisciplinary course.

It was debated whether these courses should have a new, Depth Integration [DI], designation, or should be listed as fulfilling at least two of the three depth areas e.g. DSS/DSC. Concern was expressed that a DI designation would make it possible for students to avoid some of the desired breadth by taking a DI that allowed them for escape another course outside their area of interest. This concern was countered by those who feel that linking other disciplines to the major field will make the courses more relevant.

A meeting with the faculty who teach USU 1360 Faculty will be scheduled in February. Need to see if there is a common core. They will be discussing the common goals of the course.

Next Meeting
Tuesday, February 21, 2012 Champ Hall Conference Room
8:30 a.m.

USU/HONR 3070 Interdisciplinary Depth (DI)
Catalog copy:
USU/HONR 3070 (variable credit, 5-6 credits)
DI (interdisciplinary depth)

The DI (Interdisciplinary depth) course will combine at least two of the existing depth categories (DHA, DSS, DSC) in a longer format course of at least 5 credits. The class is traditionally team taught. This class will fulfill the student’s depth requirements, regardless of major. Students will integrate quantitative and communication skills.

Pre-requisite:
Repeatable for credit.

Semester traditionally offered: fall, spring

Approval requirements:
The application must specify which depth categories the class will integrate. The course should be rooted in more than one disciplinary convention and should explore the epistemology or ways of knowing in more than one discipline. In order to be approved, a DI course must ask students to utilize quantitative reasoning and communication skills (oral, visual, written, etc.). There is a strong expectation that the class will be team-taught and exceptions to that must be justified in the application.

One of the main goals of the DI course is to help students achieve the citizen scholar objectives. To that end, each DI course must meet these objectives:
understand processes of acquiring knowledge and information;
reason logically, critically, creatively, and independently, and be able to address problems in a broad context;

recognize different ways of thinking, creating, expressing, and communicating through a variety of media;

understand diversity in value systems and cultures in an interdependent world.

A successful DI course will:
be problem-based
be team-taught
be at least 5 credits
include two existing depth categories
require students to demonstrate quantitative and communication skills

The review committee will look favorably upon applications that incorporate service learning, undergraduate research, field-based learning, and other creative pedagogical approaches

Scott Bates moved to approve the business of the General Education Subcommittee. Ed Reeve seconded; motion approved.

III. Other Business

Ed Reeve moved to approve the request from Utah State University to establish a university-wide STE²M center. Scott Bates seconded; motion approved. Michelle Larson presented the request. (see below)

Meeting adjourned 3:30 p.m.
Larry Smith conducted the meeting.
Cathy Gerber recorded the minutes.
Section I: Request

Utah State University proposes to establish a university-wide center that builds on institutional strengths in both the STEM disciplines and in Education. The Science, Technology, Engineering, Education and Mathematics (STE²M) Center will be dedicated to achieving three objectives: (1) to increase the number of quality STEM professionals; (2) to increase the number of quality STEM educators; and (3) to conduct innovative research on best practices in STEM education.

Section II: Need

For over thirty years the United States has recognized the need for improvement and innovation in Science, Technology, Engineering, and Mathematics (STEM) education. Repeatedly, studies and reports suggest that test scores of American students in science and mathematics are steadily declining and fewer numbers of US citizens are choosing to pursue STEM careers. Many challenges contribute to these realities, including shortages of highly qualified teachers in K-12 mathematics and science education; few opportunities for students to be involved in meaningful ways with scientists and their research; and minimal articulation between researchers/employers and educational organizations on respective needs. During the next decade, U.S. demand for scientists and engineers is expected to increase at four times the rate for all other occupations. Scientists and engineers from the Apollo and Cold War eras are now retiring, and the pipeline of STEM-trained workers will not replace the aging workforce, nor meet the escalating demands of an ever-increasing technological world. Additionally, the nation’s diversity makeup is changing, and all STEM disciplines must make significant strides at diversifying the cohort of students who pursue STEM careers if we are to capitalize on the available intellectual talent that resides in our diverse nation.

Utah State University is strong in both Education and the STEM disciplines, and the proposed STE²M Center will facilitate collaborations among faculty in STEM as well as faculty in Education to address the national and state needs articulated above. The creation of a USU STE²M Center aligns with the mission of Utah State University and is consistent with the economic development goals of the State of Utah, which include a focus on STEM workforce needs. The Utah Governor’s economic development plan has an explicit goal to “Prioritize Education to Develop the Workforce of the Future” (Utah Economic Development Plan, Office of the Governor), and development of the STEM workforce is a priority of the Governor’s office, the Utah State Legislature and with Utah’s business owners, as articulated in the Salt Lake Chamber of Commerce’s Prosperity 2020 document.

Section III: Institutional Impact

Utah State University graduates students in science, technology, engineering and mathematics disciplines from four academic colleges: Agriculture, Engineering, Natural Resources, and Science. In addition, the USU Emma Eccles Jones College of Education and Human Services is ranked in the top 2% of graduate schools of education (currently 29th in a field of 1200; U.S. News and World Report) and is home to a strong, research-active group of STEM-educators. With these intellectual assets as a foundation, USU is well positioned to develop a university-wide STEM initiative intended to achieve three objectives: (1) increase the number of quality STEM professionals; (2) increase the number of quality STEM educators; and (3) conduct innovative research on best practices in STEM education.
A STE²M Center at Utah State University will help address needs in Science, Technology, Engineering and Mathematics education by coordinating the STEM efforts of the campus to maximize interdisciplinary activity and collaboration across STEM areas. The University has existing expertise in STEM education research, with over $19 Million in competitive research awards. Established strengths at USU, such as the National Center for Engineering and Technology Education (NCETE) funded by the National Science Foundation, provide a base of discipline expertise around which the STE²M Center will facilitate cross-disciplinary partnerships to address complex issues in STEM education. By creating an environment in which to collaborate, the STE²M Center will facilitate interdisciplinary opportunities among researchers and educators presently conducting innovative work in STEM areas. Collaborators from all colleges and departments on campus will be encouraged to continue to build upon the many synergistic activities already in existence throughout different parts of the university campus, while also leveraging STE²M Center collaborations to develop future activities.

Section IV: Finances

The Utah State University Foundation Board had made the establishment of the STE²M Center their number one philanthropic priority and has raised nearly $500,000 in start-up funds to help operate the center for the academic years 2012-2013 and 2013-2014. By July 1, 2014, the university will have in place a commitment of ongoing salary and operating funds ($250,000) to support the long-term success of the new center. In addition, through the generosity of the Emma Eccles Jones College of Education and Human Services, space has been identified in which the STEM Center will be located. As a result of this progress, a national search for the founding director of the STEM Center has been launched with the goal of recruiting a director to begin Summer 2012.