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EDUCATIONAL POLICIES COMMITTEE MINUTES
5 February 2009

A meeting of the Educational Policies Committee was held on 5 February 2009 at 3 p.m. in Old Main 136 (Champ Hall Conference Room).

Present: Larry Smith, Chair
Ed Reeve, Curriculum Subcommittee Chair and Engineering
Scot Allgood, Academic Standards Subcommittee Chair and
Emma Eccles Jones College of Education and Human Services
Richard Mueller, General Education Subcommittee Chair and
Science
David Hole, Agriculture
David Olsen, Business
Christine Hult, HASS
Nancy Mesner, Natural Resources
Flora Shrode, Libraries (representing Erin Davis)
Bill Strong, Regional Campuses and Distance Education
(representing Ronda Menlove)
Jeremy Jennings, ASUSU Academic Senate President
Adam Fowles, Graduate Student Senate President
Bill Jensen, Registrar's Office
Cathy Gerber, Registrar's Office

Absent: Susan Crowley, Graduate Council
Grady Brimley, ASUSU President

Visitors: Michael Freeman, Associate Dean, Emma Eccles Jones College of
Education and Human Services
Vince Lafferty, Executive Director, RCDE

I. Minutes of the 8 January 2009 meeting

Nancy Mesner moved to approve the minutes of the 8 January 2009 meeting. Richard Mueller seconded; motion carried

II. Subcommittee Reports

A. Curriculum Subcommittee

Ed Reeve reviewed the Curriculum Subcommittee business.

All courses were approved. HIST 4840, 4841 and ID 4730 were removed from the agenda. The request from the Management Information Systems Department to revise the curriculum for the BS/MIS degree by changing from three emphases to a single designation as an MIS major was approved.

The request from the Department of Economics and Finance that an emphasis in International Economics and Trade be added to the existing Bachelor of Science Degree in Economics was approved with advisory comments.

The request from the School of Teacher Education and Leadership to create a specialization in Instructional Leadership within the Masters of Education Program was approved.

Jeremy Jennings moved to approve the business of the Curriculum Subcommittee. Scot Allgood seconded; motion carried.

B. Academic Standards Subcommittee

January 13, 2009 3 p.m.
Snow Room, Family Life Building

The meeting was called to order by Scot Allgood at 3 p.m.

Attendance: Vincent Lafferty, Ed Glatfelter, Chris Call, Pete Campbell, Ann Roemer, Scot Allgood, John Mortensen, Janis Winkler, Michael Lyons

The minutes from the last meeting held November 13, 2008 were approved.

Action Items:

1. TOEFL – IELTS discussion led by Ann Roemer-
A motion was made and passed to raise the test scores to the following effective 2010-2011:
TOEFL- IBT- 71
TOEFL- PBT- 525
IELTS – 6.0 with a minimum of 5 on each of the four subscales
(listening, reading, writing, speaking)

2. Associate of Science Degree discussion led by Vince Lafferty
It is anticipated that this policy will affect less than 100 students per year. The Associates degree as currently constructed is not meeting its intended purpose-serving as a transition degree for off campus students. Students who complete this degree anticipate that they will only need two years to complete a Bachelor's degree and this is seldom the case.

At the present time, in order to fulfill the requirements for the AS degree a student must:

1. Complete all of the current General Education courses in the different areas including the CIL exam.
2. Have a cumulative GPA of 2.0.
3. Complete up to sixty (60) credits.

Students that complete the minimum requirements listed above are not ready to declare a major which must occur at USU after 60 credits and usually are not any closer to graduation with a bachelor's degree than students that complete General Education only.

Proposed Change: The request is to change the requirements to attain the AS degree to:

1. Complete all of the current General Education courses in the different areas including the CIL exam.
2. Have a cumulative GPA of 2.0.
3. Complete up to sixty (60) credits of which **20 credits must be in the major requirements of an approved bachelor's degree or at the 2000 level or above.**

Rationale: This change will force students who wish to complete a Bachelors degree to think carefully about a major to transition into as well as spur students to complete the required courses that allow them to declare a major. This in turn not only helps retention but time to graduation. A student who majors in Engineering or Business might be encouraged to complete the entry level Calculus series, for instance, or entry level engineering courses.

This change in the AS degree has been discussed with the Executive Director of the Branch Campuses and the Vice Provost for Regional Campuses. All are in agreement.

It should also be noted that a letter of completion (Gen Ed and 60 hours) is still available and will qualify high school students for the New Century Scholarships.

The motion was made and passed to approve the above changes to the Associates degree.

Bill Strong moved to approve the business of the Academic Standards Subcommittee. Ed Reeve seconded; motion carried with revision of the third proposed change to the AS degree.

C. General Education Subcommittee

Meeting Minutes January 20, 2009 - 8:30 a.m. Champ Hall Conference Room #136

Present: Richard Mueller (Chair), Larry Smith, Wendy Holliday, Craig Petersen, Rhonda Miller, Cathy Hartman, Brian McCuskey, Christie Fox, John Mortensen, Brock Dethier, Wynn Walker, Vince Lafferty, Gary Straquadine, Dan Coster, Rob Barton, Jackson Olsen (for Grady Brimley), Richard Cutler (guest)

Absent: Shelley Lindauer, Nancy Mesner, Ryan Dupont, Tom Peterson, Stephanie Hamblin, Mary Leavitt

I. Approval of Minutes

Brian McCuskey motioned that the minutes of December 16, 2008, be approved as submitted. The motion was seconded by Rhonda Miller and was unanimously approved.

II. Course Approval

- a. *PEP 4100: Edward Heath, Exercise Physiology*
Pending revisions to Rhonda Miller's subcommittee
- b. *THEA 3230: Colin Johnson, Survey of Western Theatre*
Pending revisions to Rhonda Miller's subcommittee
- c. *COMD 3100: Dee Child, Anatomy of the Speech Mechanism*
Pending review by Ryan Dupont's subcommittee
- d. *NFS 5410: Korry Hintze*
Pending review by Rhonda Miller's subcommittee
- e. *PRP 4100: unknown instructor*
Pending review by Rhonda Miller's subcommittee
- f. *PRP 3050: unknown instructor*
Pending review by Dan Coster's subcommittee

III. Syllabus Approval

- a. *USU 1330: All Syllabi, Creative Arts*
Dick Mueller reported that Tom Peterson is still working on getting more information from the instructors. Item is to be removed from agenda until further notice.
- b. *USU 1330: David Sidwell, Creative Arts*
Pending revisions
- c. *USU 1330: Victoria Berry and Elaine Thatcher, Creative Arts*
Dick Mueller reported that Tom Peterson said that this may be withdrawn. He is awaiting a reply and will talk to the HASS dean to see if she wants to continue with this request.

IV. Other Business

- a. **CIL Faculty Survey.** Rob Barton stated the survey is almost done and will be sent to this subcommittee for their review and comments this week. Dick will write a cover letter to be sent out through the Provost's office. Cathy suggested announcing it at Faculty Senate too. Jackson Olson stated he was representing Grady Brimley. He stated that last month the ASUSU Executive Council and Academic Senate passed a resolution against mandating the CIL exam for graduation. Dick stated that when it was presented at Staters Council the President and Provost told him that they could not act on the resolution until it had been reviewed by the proper channels. One of them is the General Education Subcommittee and that is what we are doing this year. Jackson stated that the two major issues were cost and irrelevance. Dick asked that if Grady had any more information to share on the subject that it be sent to him and he would put it on the agenda.

- b. **Integrating Information Literacy into Breadth Courses.** Wendy Holliday stated that a few years ago the library collected course syllabi from most general education breadth and depth courses to see if information literacy was being included. In many cases they found that it was not. Last year they reviewed the wording requirements for information literacy and found that the language seemed too broad and did not require any action. They proposed the following change: Students will develop their information literacy skills by **completing a project (or assignment) that requires them to explore** the nature, organization, and methods of access and evaluation of electronic or traditional resources in the subject area. See attached document for the rationale. Dick stated that if the change was adopted, the resource webpage (<http://libguides.usu.edu/gened>) should be linked to the General Education webpage. Please discuss this change with your subcommittees for their input and we will discuss it again next month.
- c. **Modification to General Education Subcommittee Course and Syllabus Approval Process to Include Distance Delivery Concerns.** Last month Dick proposed adding wording regarding online delivery to the General Education Subcommittee Course and Syllabus Approval Process instruction sheet. Vince suggested adding pedagogy and the same criteria for all classes, not just distance education. Dick stated that it was discussed last month at the Curriculum Subcommittee meeting and they felt that the pedagogy criteria in terms of team work were less addressed in RCDE proposals due to the difficulty of students in different places and they did not want to incorporate anything like that into the general approval process. They thought it was more specific to the USU type courses that come through this committee. It is not singling them out for extra work; it is asking them to address the criteria ahead of time so as not to delay the approval process. It is not to hold them to a different standard, but to make it more explicit what needs to be done. The proposed change was withdrawn without any action.
- d. **Modification to QL/QI Accommodation Process.** Last month Dick distributed suggested changes to a document called Guidelines for Students Encountering Challenges in Meeting the University Studies Quantitative Literacy and Quantitative Intensive Requirements for everyone's review. It establishes a formal process for students to petition the General Education Subcommittee chair if they have a documented quantitative disability. Dan Coster motioned approval. The motion was seconded by Rhonda Miller and was unanimously approved. It will now go to the EPC and Faculty Senate for their review.
- e. **Math 1030, 1050 and Stat 1040 Scheduling.** Richard Cutler stated that due to budget cuts they are discontinuing Math 1030 after this academic year and changing five courses into a large lecture format and adding mandatory recitation sections for Stat 1040, Stat 3000, Math 1100, Math 2250, and Math 1050. Some of these courses are offered through RCDE for students that have scheduling issues.
- f. **Sustainability Criteria Update.** Breadth Designation Subcommittee Chairs reported that they are not getting buy-in on this language from their subcommittees. They are fine with the general initiative, but not having it mandated. The objective is to incorporate sustainability into course curriculum, but it may already be happening. Perhaps incorporating it into the college's exit interview would reveal whether it is happening or not. It was decided that more study and discussion is required.
- g. **LEAP Learning Outcomes and USU Citizen Scholar Objectives.** Please review the

documents before our next meeting so we can discuss whether there is a need to update our citizen scholar objectives.

- V. **Next Meeting – February 17, 2009 – in the large HASS Conference Room (Old Main 338).**

Breadth Course Information Literacy Requirement Proposed Changes

Existing language:

Students will develop their information literacy skills, including an understanding of the nature, organization, and methods of access and evaluation of both electronic and traditional resources in the subject area.

Proposed change (change highlighted):

Students will develop their information literacy skills by **completing a project that requires them to explore** the nature, organization, and methods of access and evaluation of electronic or traditional resources in the subject area.

Rationale:

In 2006 librarians completed an analysis of syllabi for approved general education courses. The analysis found that only around half of the syllabi contained any assignment or instruction that supported the required information literacy pedagogy. Faculty who teach general education courses noted that one barrier to meeting the requirement was the broad nature of the language. The existing language does not require a specific kind of activity to take place. The language also suggests that students should master some fairly complicated skills about information in specific disciplines.

In 2008 the library selected three faculty members to serve as Information Literacy Fellows and help librarians design instruction to better integrate information literacy into breadth courses. They also worked with librarians to propose new language for the information literacy requirement. The proposed changes highlight the introductory and exploratory nature of teaching information literacy at the breadth level and the need for students to actually complete some kind of project that requires them to “roll around” in the information sources relevant to particular disciplines.

To further clarify the proposed changed to the information literacy requirement, librarians and faculty developed more specific language outlining what students should be able to do or understand in the context of information literacy, by the end of a breadth course and guidelines for creating meaningful and effective instructional activities and assignments. These guidelines can be found at <http://libguides.usu.edu/gened>.

- Students need to understand, preferably through hands-on use, that there are a variety of information sources, many available only through the library.
- Students need to have a very basic understanding of how information gets produced and disseminated in a discipline in order to differentiate between opinion, informed opinion, research-based findings, etc.

- Students need to be introduced to librarians who specialize in different subjects so that they understand that librarians are available for help.

Guidelines for Students Encountering Challenges in Meeting the [University Studies](#) Quantitative Literacy & Quantitative [Intensive Requirements](#)

Advice to Students

The [University Studies](#) program, along with study in the major, is designed to assist students in achieving the Citizen Scholar Objectives. The University enacted [these](#) requirements to ensure that all Utah State University undergraduate students develop intellectually, personally, and culturally, so that they may serve the people of Utah, the nation, and the world. USU prepares citizen-scholars who participate and lead in local, regional, national, and global communities. The University Studies program is intended to help students learn how to learn not just for the present but also for the future. A critical element of [the program](#) is demonstrated competency in Quantitative Literacy ([Math 1030, Math 1050, Stat 1040, satisfactory test score, or more advance Math/Stat course](#)) and [Quantitative Intensive courses](#),

The vast majority of students who experience difficulty in fulfilling the Quantitative Competencies will experience success by employing a number of academic support and/or advising strategies. Advice to students is provided below.

Quantitative Literacy Requirement

Students may encounter challenges in fulfilling the QL (Quantitative Literacy) requirements due to lack of adequate preparation, anxious reactions to math content/exams, and/or disability-related difficulties, among other reasons. Despite these challenges, such students are often able to fulfill the University's QL requirements by utilizing instructional support available to *all* USU students, including:

Courses taught at the Bridgerland Applied Technology College at their Academic Learning Center

- Math 0800 Fundamentals of Math
- Math 0850 Foundations of Algebra
- Math 0900 Elements of Algebra
- Math 1010 Intermediate Algebra
- Math 1050 College Algebra

Courses taught at Utah State University

- Math 0900 Elements of Algebra
- Math 1010 Intermediate Algebra
- Math 1030 Quantitative Reasoning
- Math 1050 College Algebra
- Stats 1040 Intro to Statistics
- Math 0920 Math Review

Tutoring services through the Academic Resource Center
(10 Week ARC – Strategies for Success Group)

Meetings with the instructor and/or private math tutors

Enrollment in Student Support Services/courses if eligible

Reduced course load

REACH Peer Relaxation Training

Stress Management Workshop at the Counseling Center

Mindfulness Training at the Counseling Center

Academic Accommodation

In a limited number of cases involving a significant disability the graduation expectations for the quantitative skills has been a barrier to degree completion. In an effort to respond to the extraordinary circumstances of some students while maintaining the academic integrity of [University Studies](#) program requirements, the University has established a policy and procedures for considering academic accommodation to [these](#) requirements that would remove this barrier. It should be noted that the University provides a range of academic support for all students and provides appropriate support and reasonable accommodations for students with documented disabilities as defined by state and federal statutes.

Academic accommodations are only considered after a student has demonstrated that he or she is unable to complete the competency at the University. These situations will involve a student with a significant disability whose documentation and educational history provide compelling evidence that an academic accommodation is reasonable. Academic accommodations are granted only when it is clear that the completion of the requirement is impossible due to a disability. Waivers of [University Studies](#) [c](#)ompetencies are never granted.

Academic accommodations are granted on a case-by-case basis and may include [the substitution of](#) an approved alternative course for a required course. Each academic accommodation will be based on the individual case and should not compromise the academic integrity of the requirements for a specific major or degree.

The following rules will apply:

If quantitative competency is deemed as an essential element of a program or course of study, then a substitution is not permitted. The question of "essential element" will be decided by the _____ Department Head.

Academic accommodation will not reduce the number of courses/credits normally required to complete the [University Studies](#) requirements.

If the student changes his or her college, major, or program of study, academic accommodations will be reviewed by the appropriate [Department Head](#) in the new college.

Students should submit a petition for accommodation to his or her Academic Advisor, who will forward it along with a formal recommendation to the Chair of General Education. All decisions involving academic accommodations will be determined by the [Chair of General Education in consultation with the](#) Academic Advisor [and/or](#) Department [H](#)ead. Decisions will be communicated in writing to the student and his or her [Advisor](#).

It is in the best interest of the student to determine at the earliest possible time whether to apply for an academic accommodation. Failure to do so in a timely fashion may delay graduation.

PETITION FOR STUDENTS SEEKING AN ACADEMIC ACCOMMODATION TO
THE UNIVERSITY STUDIES QUANTITATIVE COMPETENCY REQUIREMENTS

Academic Accommodation Petition Checklist

- ___ A signed *Academic Accommodation Petition* cover sheet (this page)
- ___ A personal statement outlining the reasons for the request and an explanation of the difficulties you have experienced in quantitative courses
- ___ A complete listing of the quantitative courses you have attempted to date
- ___ Unofficial transcripts from all colleges and high schools you have attended
- ___ Evidence that you have actively pursued academic support; which may include letters of support from professors, high school teachers, tutors, math instructors, lab instructors, Student Support Services, Disability Resource Center, Academic Resource Center and/or academic advisors
- ___ A letter with a student release of information form documenting your need for an academic accommodation from the Disability Resource Center.

Procedures

Consideration for an academic accommodation is done on a case-by-case basis. You should initiate the process through your Academic Advisor as soon as it is apparent that an academic adjustment needs to be considered and after a plan of study has been selected.

This *Academic Accommodation Petition* should be prepared as early as possible in your undergraduate career and certainly no later than the semester prior to your last year so that you will have ample time to complete the requirements, whether accommodation or not. You should submit all materials to your Academic Advisor, who will then forward them to the Chair of General Education. Please note that academic accommodations if granted do not guarantee a degree especially if you later change majors or institutions.

Student Name: _____
[First] [Middle] [Last]

Student Major: _____

Student banner ID _____

Student Contact Information:

Phone: _____

Mailing Address: _____

Email Address: _____

Student Signature [date]

Advisor Signature [date]
(indicating awareness of submission of this petition)

Bill Strong moved to approve the business of the General Education Subcommittee. Scot Allgood seconded; motion carried.

Meeting adjourned at 4:05 p.m.

Larry Smith conducted the meeting.

Cathy Gerber recorded the minutes.