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Educational Policies Committee Minutes, March 3, 2005

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EDUCATIONAL POLICIES COMMITTEE MINUTES
3 March 2005

A meeting of the Educational Policies Committee was held on 3 March 2005 at 3 p.m. in Old Main 136 (Champ Hall Conference Room).

Present:	David Luthy, Acting Chair
	Todd Crowl, Curriculum Subcommittee Chair, Natural Resources
	Jeff Walters, Academic Standards Subcommittee Chair
	Stan Allen, Agriculture
	Scot Allgood, Education and Human Services
	Paul Wheeler, Engineering
	Richard Cutler, Science
	Jennifer Duncan, Library
	Cathy Gerber, Staff
	Rachel Lewis, Staff
	Cindy Moulton, Staff
Absent:	David Olsen, Business
	Kathryn Fitzgerald, HASS, Budget and Faculty Welfare
	Committee representative
	Norm Jones, General Education Subcommittee Chair
	Ronda Menlove, CIDL
	A J Rounds, Graduate Council
	Les Essig, ASUSU President
	Heidi Evans, ASUSU Academic VP
Visitors:	Heidi Beck, Registrar's Office
	Robert Schmidt, Coordinator of Service Learning
	Kevin Reeve, FACT Center

I.   Minutes of the 3 February 2005 meeting

Scot Allgood moved to approve the minutes of the 3 February 2005 meeting. Todd Crowl seconded; motion carried.

II.   Subcommittee Reports

A. Curriculum Subcommittee

Todd Crowl reviewed the Curriculum Subcommittee business. He reported that all the course changes were approved with the following changes: SOC 4800 was tabled until the 7 April 2005 meeting; BIOL 1610 has the following course description change: To receive University Studies Breadth Life Sciences (BLS) credit, students must complete both BIOL 1610 and either BIOL 1620 or (for Biological or Environmental Engineering majors only) BIOL 3300; and BIOL 2060 was withdrawn from the agenda.

In order for proposals to be put on the agenda, departments must email the electronic version of proposals to Cathy Gerber (cathy.gerber@usu.edu) in the Registrar's Office and the originals must be sent to Cindy Moulton, TSC 246, with all signatures.

The update on inactive courses in the General Catalog was tabled until the 7 April 2005 meeting.

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

The request from the Marriage and Family Therapy program to allow transcripts for Plan A students who complete requirements to be posted with graduation on the date all requirements are met, was tabled until the 7 April 2005 meeting.

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) was approved.

The request from the Economics Department to change the names of the two areas of emphases within the Agribusiness Major was tabled until the 7 April 2005 meeting.

 The request to delete stand-alone teaching majors in the College of HASS was approved.

The proposal of the Administration of programs transferred from the Department of Business Information Systems to the Center for Independent and Distance Learning was removed.

The motion to use 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, was approved for State mandated course changes. Also, course numbers can now end in a number other than zero if needed.

Submission deadline for items to be effective Spring 2006 Semester is March 24, 2005 for the April 7, 2005 Curriculum Subcommittee meeting. Also, the April 7, 2005 meetings will be the last meetings for the Curriculum Subcommittee and EPC until September 2005.

Scot Allgood moved to approve the business of the Curriculum Subcommittee. Richard Cutler seconded; motion carried.

B. Academic Standards Subcommittee

The Academic Standards Subcommittee (ASC) met on February 10, 2005. The following issues were considered at this meeting:

USU Syllabus Resources and course syllabus content. The ASC reviewed the syllabus resource materials available on the Academic Affairs website (http://www.usu.edu/aia/academics/syllabusres.cfm). Following discussion the ASC adopted two recommendations with respect to the content posted there: 1) that any and all references to "University Grade Scale" be removed, and 2) that all other information presented therein be appropriately updated and included in the USU General Catalog.

Registration issues. Heidi Beck presented three issues on behalf of the Registrar's office dealing with policy language on 1) Fee Refunds; 2) Auditing Classes; and 3) Late Registration. The ASC recommends that the EPC approve the proposed change in the language on fee refunds (USU General Catalog, p.39), which is to delete the following language at the beginning of that section: "(1) Ten dollars of every registration fee and the insurance fee are nonrefundable. (2) After the $10 fee is deducted from the registration fee," The section would then begin with "(1) A proportionate share …" and the following items would be renumbered appropriately. The ASC still has the other two proposed changes under consideration.

Policy on course cancellation after the start of the term. The ASC deliberated on the implications and possible consequences of requiring specific actions by departments that administratively cancel courses after the start of the term. It was felt that it needs to undertake further review of the implications and effects of the procedures under consideration in order to avoid possible unintended consequences for students in the areas of financial aid eligibility and NCAA requirements.

GPA requirements for course registration. A committee member raised concern over a recent policy decision within the College of Business to require all students registering in certain courses offered by the college to have a 2.67 cumulative GPA. A number of academic programs outside the College of Business are impacted by this decision as they require business classes as part of their curricula, but specify lower GPA requirements for their majors (which may not reflect lower academic standards, but rather a tradition of stricter grading policies). According to College of Business Dean Karyn Beck-Dudley these changes were made in order to comply with accreditation standards. She further indicated that an alternative option would be to close business classes to non-Business students, citing similar actions already taken by the English and Instructional Technology Departments with the approval of the Curriculum Subcommittee and EPC as precedents. The ASC felt considerable concern about how actions such as these impact students and programs across campus, but concluded that it is an issue that properly lies in the domain of the Curriculum Subcommittee if it is to receive further in depth consideration.

Report submitted by:

Jeffrey L. Walters
Chair, Academic Standards Subcommittee

 Richard Cutler moved to approve the business of the Academic Standards Subcommittee. Scot Allgood seconded; motion carried.

C. General Education Subcommittee
No report.

Other Business

Robert Schmidt, Coordinator of Service Learning, gave an update on Service Learning.

A. Interdisciplinary Certificate in Service-Learning

Academic Service-Learning Program and Certificate

Coordinator: Robert H. Schmidt
Location: Student Center 316A
II. Phone: **(435) 797-7947**
FAX: (435) 797-2919
E-mail: rschmidt@cc.usu.edu

Vice President for Student Services: Juan N. Franco
Location: Student Center 220
Phone: (435) 797-1712
E-mail: juan.franco@usu.edu

Vice Provost for Undergraduate Studies and Research: Joyce Kinkead
Location: Main 142
Phone: (435) 797-1706
E-mail: joyce.kinkead@usu.edu

Assistant Director for Service and Leadership: Nellene Howard
Location: Student Center 326
Phone: (435) 797-7482
E-mail: nellene@cc.usu.edu

1. Service-Learning Scholars Program Description

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 is assisted by a steering committee made up of faculty, students, and staff.

2. 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.

3. 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.

4. 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.

Course Proposal Approval Form For
Service-Learning Courses

Please complete this form and submit to Juan N. Franco, Office of the Service-Learning Coordinator, UMC 0175. The proposal must first receive the approval of the department head and college dean.

1. Date: _____

2. Department submitting the proposal: _____

3. Instructor of course:_____ **phone** _____**UMC**_____

4. Course title: _____

5. Course prefix: _____   **Number:** _____   **Credit hours:** _____

6. This course is: proposed _____   **existing** _____
    If an existing course is, does it already have a SL component? Yes ___ No___

7. Brief description of course:

8. Describe how this course meets the requirements of Service-Learning courses as described in the attached "Criteria for Designation as a Service-Learning Course"

9. Please attach a copy of the course syllabus.

Approved:

Instructor: _____   **Date:** _____

Department Head: _____   **Date:**_____

Dean: _____   **Date:**_____

Service-Learning Coordinator: _____**Date:**_____

Robert Schmidt will report back to the Curriculum Subcommittee on April 7, 2005 concerning designating sections of courses for service learning.

Kevin Reeve reported on Electronic Delivery.

Electronic Delivery
Summary
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.

Meeting adjourned 4:15 p.m.
David Luthy conducted the meeting.
Cathy Gerber recorded the minutes.