Academic Council Minutes

February 5, 2013
3:00 p.m.
South Administration Conference Room

Chair: Don Hinton
Present: Kathy Bailey, Robert Carlson, Bill Christensen, AmiJo Corneford, Mo Eckroth, Addison Everett, Brent Hanson, Assunta Hardy, Victor Hasfurther, JD Robertson, David Roos, Brenda Sabey, Daphne Selbert, Becky Smith, Julie Stender, Brandon Price, Sheila Bastian
Absent: Andrea Brown, Del Beatty, Debra Bryant, Carole Grady, Carlene Holm, Frank Lojko, Pam Montrallo
Visitors: Sue Bennett

<table>
<thead>
<tr>
<th>AGENDA ITEMS</th>
<th>MOTIONS</th>
<th>VOTE RESULTS</th>
<th>ACTION/DISCUSSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Council Minutes</td>
<td>M: Brent Hanson</td>
<td>APPROVED</td>
<td>MOTION BY BRENT HANSON, SECONDED BY DAPHNE SELBERT, TO APPROVE THE MINUTES OF THE ACADEMIC COUNCIL MEETING HELD ON DECEMBER 11, 2012, AS PRESENTED. (Action Approved)</td>
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<td>(December 11, 2012)</td>
<td>S: Daphne Selbert</td>
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<tr>
<td>Curriculum Committee Minutes</td>
<td>M: Daphne Selbert</td>
<td>APPROVED</td>
<td>MOTION BY DAPHNE SELBERT, SECONDED BY ADDISON EVERETT, TO APPROVE THE MINUTES OF THE CURRICULUM COMMITTEE MEETING HELD ON DECEMBER 14, 2012, AS PRESENTED. (Action: Approved)</td>
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<td>(December 14, 2012)</td>
<td>S: Addison Everett</td>
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<td>Approved Curriculum Committee Action Items</td>
<td>M: Brenda Sabey</td>
<td>APPROVED</td>
<td>MOTION BY BRENT HANSON, SECONDED BY DAPHNE SELBERT, FOR THE ACADEMIC COUNCIL TO ACCEPT THE APPROVED ACTION ITEMS THAT THE CURRICULUM COMMITTEE SET FORTH IN THE MEETING HELD ON JANUARY 22, 2013. AMENDED MOTION BY ROBERT CARLSON, ACCEPTED BY BRENDA SABEY, TO EXCLUSIVELY MODIFY THE ORIGINAL MOTION TO TAKE OUT OF THE CURRICULUM COMMITTEE ACTIONS THE BA/BS GENERAL STUDIES PROPOSAL, AS IT IS LISTED BELOW AS A SEPARATE AGENDA ITEM ON TODAY’S AGENDA. (Action: Approved)</td>
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<td>(January 22, 2013)</td>
<td>S: Daphne Selbert</td>
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<td>M: Robert Carlson</td>
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<td>Accepted by: Brenda Sabey</td>
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<td>OLD BUSINESS (Action Items)</td>
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<td>Dance Emphasis in Integrated Studies</td>
<td>M: Brent Hanson</td>
<td>APPROVED</td>
<td>Assunta Hardy presented to the Council a request to offer a Dance emphasis in the Integrated Studies baccalaureate program beginning July 1, 2013. The emphasis is comprised of 28 credits in addition to other Integrated Studies program requirements, which include a core curriculum (12 credits) and a second emphasis (21-31 credits). Emphasis requirements focus</td>
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<td>S: Brenda Sabey</td>
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on Dance courses, including foundation courses in dance technique, theory, and pedagogy that will prepare students for Integrated Studies senior project.

**MOTION BY BRENT HANSON, SECONDED BY BRENDA SABEY, TO APPROVE THE DANCE EMPHASIS IN INTEGRATED STUDIES PROPOSAL, AS PRESENTED.**  
(Revision: Approved)

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**Education Department’s Five-Year Program Review:**

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<tr>
<th>M: Brenda Sabey</th>
<th>S: Daphne Selbert</th>
<th>APPROVED</th>
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Assunta presented to the Council the Education Department’s Five-Year Program Review for Elementary and Secondary Education. The Education Programs mission is to facilitate the preparation of professional educators for service in teaching positions locally, regionally, and nationally. There are two programs in the department of Education: the Bachelors of Science in Elementary Education and the Secondary Education Teaching (SET) Licensure program. The programs emphasize a strong connection between theory and practice with extensive practica and other field-based experiences. Both programs recently completed the process of becoming nationally accredited and were successful in their efforts.

**MOTION BY BRENDA SABEY, SECONDED BY DAPHNE SELBERT, TO APPROVE THE EDUCATION DEPARTMENT’S FIVE-YEAR PROGRAM REVIEW, AS PRESENTED.**  
(Revision: Approved)

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**Study Abroad Procedures**

| TABLED |

Tabled until the next Academic Council Meeting.

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**Priority Registration for Honors Students**

| M: Brenda Sabey | S: Addison Everett | APPROVED |

Sue Bennett said students accepted into the Honors Program will have the privilege to register with the seniors at early registration. **March 1, 2013 is the deadline date for students to apply for the Honors Program.** Victor asked if Sue was going to limit the number of students in the program. Sue said at this point, she doesn’t know how many students will apply for the first time for registration in this program.

**MOTION BY BRENDA SABEY, SECONDED BY ADDISON EVERETT, TO APPROVE PRIORITY REGISTRATION FOR HONORS STUDENTS.**  
(Revision: Approved)

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**NEW BUSINESS (Information Items)**

**Proposed Curriculum Submission Process**

Don Hinton presented the following proposal:

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**Proposed Curriculum Submission Process**  
February 4, 2013

Note: Proposal preparation (new degrees/emphases/new Centers or Institutes, etc.) will be completed by the department in consultation with Assunta Hardy. Those proposals will only enter this process when jointly they feel that the proposal is ready to be submitted. At that time they will follow this process.

1. Proposals and course change forms will be submitted to each School’s Administrative Assistant who will ensure that the course change forms are technically correct. (Note: It is recommended that the School Administrative Assistant be sure that the faculty
member refines the proposal rather than doing the course change forms for the faculty.) When the form is technically ready to submit, the School Administrative Assistant will inform the faculty member when they can expect the form to appear on the Curriculum Committee agenda. (Note: If there is a critical need for a form or proposal to be processed more rapidly but the deadline for the next Curriculum Committee has passed, the School Administrative Assistant will discuss the faculty member's need for haste with the head of the Curriculum Committee to see if an additional Curriculum Committee meeting needs to be scheduled.)

(2) School Administrative Assistants will ensure that Course Change Forms and Proposals are signed off by the Department Chair and Dean before submission.

(3) School Administrative Assistants will submit proposals and Course Change Forms to the Curriculum Committee Secretary who will provide a second technical scan and use the submissions to prepare the Curriculum Committee Agenda.

(4) If the proposal/Curriculum Change Form raises no questions, it will be posted for the upcoming meeting. Program or emphasis proposals or program changes will always go through the Technical Review.

(5) In the case of program or emphasis related proposals or proposals with problems, the Curriculum Committee Secretary will forward these proposals/forms to the Technical Reviewer, and the Technical Reviewer will do the technical review of the proposal and consult with the Department Chair for major adjustments.

(6) The Technical Reviewer will forward the recommended changes to The Dean who will, in consultation with the Chair, consider the recommendations and sign off on the proposal. If the recommendations are ignored by the Dean, those issues will be noted on the form or proposal and discussed during the approval process in Curriculum Committee.

(7) The forms so reviewed will be reviewed by the Technical Review Committee before the meeting—and The Curriculum Committee Secretary will post them.

(8) The Curriculum Committee Secretary will have proposals posted one week before the Curriculum Committee meeting. Items not posted will not be considered by that meeting of the Curriculum Committee.

(9) Items approved by the Curriculum Committee will be forwarded to the Academic Vice President's Administrative Assistant for inclusion in the next Academic Council.
Assunta presented the following New Programs Follow-up Report Template:

- The New Programs Follow-up Report Template should be used for those items identified as needing the Report Template in R401-4.1 and listed as possible items to check on the Cover/Signature Page below.

  - Refer to the questions outlined in the template as a guide to writing the Three-Year Follow-up Report

- Prepare the Three- (or two-) Year Follow-Up Report per R401-6 instructions as a Word document (no PDF formats). When descriptions of the content required for each section appear in this font color, the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to the OCHE.

  NOTE: Two-year templates are required for certificates approved on the Fast Track. All other programs require a three-year follow-up report.

- The CAO or his/her designated representatives should e-mail the completed Abbreviated Template (including electronic signature) to academicaffairs@utahsbr.edu.

- The institution is responsible for maintaining a record of the submission as the OCHE Academic Affairs office is not responsible for storing electronic copies of submitted proposals.

### 3-Year Report Timeline (PPT + Word Document)

The following timeline was presented to the Council by Assunta Hardy:

**Timeline - Spring Semester:**

**Phase 1 – Pre-Program Review Orientation Training**

The Office of Academic Services informs Academic Unit Dean, Associate Dean, Department Chair/Program Directors, the Office of Institutional Research, and the Office of Business Services of upcoming 3-year follow-up reports. Academic Unit Dean, Associate Dean, and Chair/Program Directors are invited to attend an orientation training session, where they will also receive supporting material to help write the report.

**Spring/Summer Semester:**

**Phase 2 – Data Gathering and Writing the Follow-up Report**
The Office of Institutional Research provides the department with student data that will be analyzed in the report (e.g., enrollment, full-time equivalent, number of majors, degrees awarded).

The Office of Business Services provides the department with the most current financial data available that will be included in the report.

The Academic Unit has access to faculty data and assessment data that will be integrated into the report. (Assessment data will also be made available on the Assessment website soon.)

Academic Unit reviews the approved program proposal, examines the annual departmental assessment data, and considers all the current student, faculty, and financial data to evaluate where the unit is in relation to what it intended to accomplish, particularly with respect to improvement of student learning.

Program faculty conducts a departmental self-study and produces a report within the guidelines provided in the R401 Appendix D Follow-up Report template.

- A draft of the report will be submitted to the Office of Academic Services by September 1.
- Fall Semester:

  Phase 3 – Internal Review

  Institutional Strategic Assessment and Accreditation Committee (ISAAC) reviews report and provides feedback in relation to content requirements and assessment of student learning as required by the Follow-up Report template.

  Program faculty responds to internal evaluation and/or makes revisions to the report, if necessary.

  In December, the Office of Business Services provides updated financial data.

Spring Semester:

  Phase 4 – Complete the Program Self-Study

  Program faculty integrates the updated financial data provided by the Office of Business Services into the program review.

  - A final version of the program review will be submitted to the Office of Academic Services by January 31.

  Program faculty uses the Comprehensive Plan for the Future section of the 3-Year Follow-up Report as the basis for implementing program improvements for the next five-year cycle.

Spring Semester:

  Phase 5 – Internal and External Approval Process

  VP of Academic Services recommends the 3-Year Follow-up Report to Academic Council for approval.

  VP of Academic Services recommends the 3-Year Follow-up Report to College Council for approval.
VP of Academic Services recommends the 3-Year Follow-up Report to the Board of Trustees for review and approval.

Board of Trustees notifies the Board of Regents of the completed 3-Year Follow-up Report.
- The Office of Academic Services coordinates responses to any inquiries brought forward by the Commissioner's staff from the Board of Regents.

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<tr>
<th>5-Year Program Review Timeline (PPT + Word Document)</th>
<th>Spring Semester</th>
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<tr>
<td><strong>Spring Semester</strong></td>
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<tr>
<td><strong>Phase 1 – Pre-Program Review Orientation Training</strong></td>
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<tr>
<td>The Office of Academic Services informs Academic Unit Dean, Associate Dean, Department Chair/Program Directors, the Office of Institutional Research, and the Office of Business Services of upcoming 5-year program reviews. Academic Unit Dean, Associate Dean, and Chair/Program Directors are invited to attend an orientation training session about the program review process, where they will also receive supporting material to help write the self-study.</td>
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<tr>
<td><strong>Spring/Summer Semester</strong></td>
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<tr>
<td><strong>Phase 2 – Data Gathering and Writing the Program Review Self-Study</strong></td>
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<tr>
<td>The Office of Institutional Research provides the department with student data that will be analyzed in the program review self-study (e.g., enrollment, full-time equivalent, number of majors, degrees awarded). The Office of Business Services provides the department with the most current financial data available that will be analyzed in the program review self-study. The Academic Unit has access to the previous program review, faculty data, and assessment data that will be integrated into the self-study. (Program review and assessment data will also be made available on the Assessment website soon.) Academic Unit reviews the previous program review action plan and recommendations, examines the annual departmental assessment data, and considers all the current student, faculty, and financial data to evaluate where the unit is in relation to what it intended to accomplish, particularly with respect to improvement of student learning. Program faculty conduct a departmental self-study and produce a program review within the guidelines provided in the program review template. A draft of the program review will be submitted to the Office of Academic Services by September 1.</td>
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<td><strong>Fall Semester</strong></td>
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<td><strong>Phase 3 – Internal and External Review</strong></td>
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<td>Institutional Strategic Assessment and Accreditation Committee (ISAAAC) reviews self-study and provide feedback in relation to content and assessment of student learning as required by the program review template. Academic Unit Dean decides on an external evaluator to review the program.</td>
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**External evaluator** reads the program review self-study and additional relevant documentation, conducts a site visit, and prepares a written report of findings.

**Program faculty** responds to internal and external evaluation and/or makes revisions to the program review, if necessary.

In December, the **Office of Business Services** provides updated financial data.

### Spring Semester

**Phase 4 – Complete the Program Review Self-Study**

**Program faculty** integrates the updated financial data provided by the Office of Business Services into the program review.

- A final version of the program review will be submitted to the Office of Academic Services by **January 31**.

**Program faculty** begins to implement some of the proposed improvements.

### Spring Semester

**Phase 5 – Memorandum of Understanding with Action Plan**

**VP of Academic Services** meets with Dean, Associate Dean, and Chair/Program Director to review accomplishments and deficiencies of program and to create a plan for improvement.

**VP of Academic Services** writes an institutional response.

**Office of Academic Services** writes an executive summary. This document is used to guide the internal and external approval process.

**Office of Academic Services** posts the program review and external evaluation to the Assessment website.

**Program faculty** continues to implement proposed improvements to program.

### Spring-Summer Semester

**Phase 6 – Internal and External Approval Process**

**VP of Academic Services** recommends the PR to Academic Council for approval.

**VP of Academic Services** recommends the PR to College Council for approval.

**VP of Academic Services** recommends the PR to the Board of Trustees for review and approval.

**Board of Trustees** notifies the Board of Regents of the completed program review.

- The **Office of Academic Services** coordinates responses to any inquiries brought forward by the Commissioner’s staff from the Board of Regents.

### Fall Semester

**Phase 7 – Program Review Implementation and Follow-up**

**Program faculty** uses the program review as the basis for implementing program improvements for the next five-year cycle.
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<thead>
<tr>
<th>Topic</th>
<th>Details</th>
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<tr>
<td>Midterm Grading – Proposed Change</td>
<td>David Roos presented the following changes to 5-14 Student Records policy:</td>
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<td>VI. <strong>Midterm Grades</strong></td>
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<td>A. Instructors teaching freshmen level courses (course numbers &lt; 2000) are required to submit midterm grades.</td>
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<td>B. Instructors teaching courses with course numbers &gt; 2000 are strongly encouraged to submit midterm grades.</td>
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<td>C. The deadline for submitting midterm grades will be included in the semester calendar.</td>
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<td>Summer 2014 Calendar and the 2015-2016 Calendar (Julie Stender)</td>
<td>Julie Stender presented to the Council the Summer 2012 Calendar and the 2015-2016 Calendar. Julie asked Council members to review the two calendars and come prepared to take action on them at the March 5th Academic Council Meeting.</td>
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<td>Proposed Changes for AP Credit (Julie Stender)</td>
<td>Julie reviewed proposed changes for AP Credits. Council members were asked to look over the changes and come prepared to vote on this item at the March 5th Academic Council Meeting. Julie said in English she is not finding a lot of students taking both tests. The English language test gives them credit for English 1010 and 3 elective credits. The English Literature test gives them English 1010 and English 2200. Julie also said that she has looked at other colleges throughout the west and is seeing that a lot of them can either get credit for the language composition class, or the literature composition class test, but not both. Don asked Ami Comeford to check into this issue. Julie told the Council that she would appreciate it if the departments would look over the proposed AP Credit changes and see if they still agree with the way we are giving credit for the AP tests. Julie recommended to Addison Everett, now that we have Chinese, we may want to add a Chinese AP test.</td>
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<td>General Studies BA/BS</td>
<td>Brenda Sabey reviewed the General Studies BA/BS degree proposal with the Council. Brenda said this degree is for the most part meant to address returning students who either have been to college and received some college credit and then went off to work and are now coming back to finish a degree, or people who have been working for a while and want to come back and get a degree. Brenda also said this is a very deliberate degree where students need to have a very cohesive purpose program with the idea that we know they come to us with something already. The other piece of this degree is we can’t find that there’s another degree on campus that will meet their same needs. Brenda asked Council members to review this proposal and be ready to take action at the March 5, 2012 Academic Council Meeting.</td>
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| FCS 1500 and PSYC 1100                     | Brenda Sabey said that it recently came to her attention that the policy we have for FCS 1500 and PSYC 1100 is not the same across campus. In the catalog under course description these two courses have something at the end of them that basically says you can count one or the other but not both. Brenda said these courses are basically the same. They’re both lifespan classes Mo said that the Athletic Department does not allow their students take more than one
of these courses. Dana Kelvington told Brenda that advisement encourages students take both and they count both courses. Brenda said that she doesn’t care what direction we go but we need to figure out what the policy is for these two courses and make it uniform across campus.

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<th>Adjourned: 5:25 pm</th>
<th>M: Addison Everett</th>
<th>APPROVED</th>
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<tbody>
<tr>
<td>S: Becky Smith</td>
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