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Anthropology (ANTH)

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Articulation

There were questions about the common course number for Northern Native American Studies. The finalized number was put on the grid. SUU plans to offer a lower-division linguistics course; they will use the 1040 number to articulate.

The group discussed what constitutes a 2000-level class: 1000-level classes are introductory survey courses; 2000-level is also survey but will go into more depth. There were discussions in the past about standardizing the content of the levels at all schools but there is no consistency now, especially in the upper-division courses.

There was a long discussion about 1000-level courses being offered for non-Anthropology majors. Several other departments require their majors to take an Anthropology class (Business, Nursing, and Social Work). Does there need to be a class that these students can take (a class numbered 1000) and another class (number 1010) for majors? They decided to make no changes this year but want to discuss this next year.

Problems for students transferring from CEU and SLCC to WSU were discussed. These schools will collaborate.

Issues from 2007

High School Visits – nothing was done about this, but they all agree it's a great idea.

Concurrent Enrollment/Distance Ed – UVU offers a distance-delivered Anthropology class; WSU does not offer its classes as concurrent enrollment any more.

Certificate in Native American Studies – USU offers this at its San Juan County site – SLCC will offer a 10 day field experience class at this campus starting this year; WSU offers a minor in this; SLCC will start to move toward a Native American Studies program by offering Navajo language classes. The group would like to discuss articulation of Native American Studies classes at the next meeting.

Essential Learning Outcomes

Several schools are contemplating revamping their entire curriculum to reflect new learning outcomes. The group decided not to focus on quantifiable aspects of assessment at this meeting but rather to look at philosophical issues. All schools have learning outcomes in place because of accreditation (except the U of U). Anthropology is holistic and comparative by its nature. Each representative will go back to his/her school and match learning outcomes with each of their classes and then will email Pam Miller.

Anthropology classes incorporate all the Intellectual and Practical Skills most schools require, especially in their capstone course. Those schools without a capstone feel that students develop these skills in upper-division courses. Princeton offers a national final test for graduates in Anthropology – no Utah school is using this at this time. Portfolios – very time consuming (SLCC uses them for some of their Anthropology classes).

Anthropology emphasizes development of the skills and knowledge listed under "Personal and Social Responsibility." Anthropology has a global focus, involving students in service-learning classes, field schools, and internships. It teaches toleration and diversity appreciation. Ethical issues often come up in the study of cultural anthropology.

Assessment of LEAP outcomes are achieved in a variety of ways: exit interviews, surveys given to Gen Ed classes, senior projects, evaluation of patterns in grading in key classes, Utah Undergraduate Research in Anthropology Conference, alumni surveys, and reviewing grad school acceptance rates.

GPA

No schools let a student clear a departmental requirement with a “D” grade.

Retention

Retention is not the issue in Anthropology; it is recruitment! Anthropology graduation rates are generally higher than university averages. Retention efforts include: student clubs and research opportunities.

Other

No issues were identified.

Art (ART) and Art History (ARTH)

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Articulation

The grid for common ART and ARTH courses was passed around the table and corrected.

Issues from 2007

- Upper-division course prerequisites are up to each institution.
- Snow faculty presented a proposal for a new Associate of Fine Arts (AFA) in Visual Arts. Snow’s representatives requested feedback from the group before taking the proposal to the Board of Regents for approval. Input from the group included concerns about transferring, articulation, and Gen Ed requirements. Snow faculty explained their proposal is intended, in part, to address issues with concurrent enrollment. As it is now, there are many students who complete Gen Ed requirements and earn an associate’s degree concurrently with graduating from high school. Snow is concerned about the students it is losing through this program.
- AP: Each institution needs to decide what scores are accepted and if they apply to Gen Ed or the major, or both.

Essential Learning Outcomes

- Strong support was voiced for visual communication and visual literacy taking an equal position to other forms of communication and literacy in the LEAP document’s list of Intellectual and Practical Skills.
- In today’s world, visual art– design in particular – is a powerful influence on people’s choices and emotions. To make critical decisions as consumers of global consumer culture and as shapers of the environment, students need to learn to think visually and become engaged in their own and others’ artistic efforts.
- Yet Art is usually one of the first programs to get cut in public education.
- Participants were encouraged to attend the Snowbird conference on November 7th.
- Cooperation among departments is needed to meet a demand to incorporate art within other disciplines. The University of Oklahoma has integrated art across the university. With curricular integration, such as internships, has come greater understanding and appreciation of artistic efforts. The demand is not being met, however, because of territorial issues among the disciplines.

- How do we assess visual literacy/communication? Studio courses include ways to measure individual work against a disciplinary or course standard. These include portfolio reviews, critiques, exhibitions, and teamwork.

GPA

There is inconsistency throughout the USHE about which grades are accepted for transfer students and which grades are acceptable for students within the institution. A passing grade in a Gen Ed course is a "D-." Students who take these courses as requirements in the major the grade is a "C" or a "C-" creating a double standard.

Retention

Various strategies addressing this issue are in place. Some schools have early alert systems, especially for freshmen. Some schools call students who have not re-registered. The U of U has instituted mandatory advising for all students each semester. The department places holds on students' registrations until they meet with an advisor.

Other

Differences in the number of contact hours required for classes that give equivalent credits; variance in the teaching loads of faculty for each institution; and how these matters relate to articulation need to be addressed.

Biology (BIOL)

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Articulation

SLCC offers Biology 1610 and 1620 – this change was marked on the grid at the meeting. Both U of U and SLCC offer BIOL 2020, Cell Biology – these changes were marked on the grid at the meeting.

Articulation of BIOL 1210 and 2010 from the U of U with BIOL I and II (1610/1620 and BIOL 1620/1625) from the other schools was confirmed.

Genetics is a problem in 2-year to 4-year transfers. Some schools have articulation agreements and some do not. The problem is that it is an upper-division class at some of the 4-year schools and the students need the upper-division credit to graduate. This issue was not resolved at this meeting.

Virtual labs were discussed at length – none of the schools will accept these. All representatives wanted virtual labs marked on the transcripts. Since there is pressure at many of the schools to develop online labs, they wanted to establish a common course number to designate virtual labs. All virtual labs will have a course number ending in "3." The definition of a virtual lab is any lab that is not a "wet lab." Any subject in Biology that by its nature needs to have lab work done on a computer (i.e. BioStats) does not have to use the "3" number.

BYU has virtual labs that are identified as such on the transcript. CEU has virtual labs in BIOL 1010 and 1015. It is not marked in any way but the class title is "Virtual Lab." CEU offers this class only for high school students and the students are told the class is not transferrable. SUU has an online lab that is attached to a Gen Ed course.

There was discussion about the creation of a required Biology common core. Two-year schools would have a harder time offering the entire core because of 2-year time limitations. There was talk about which schools offer different possible core classes: Principles of Biology I and II; Evolution classes; Genetics; Ecology; and Cell Biology.

Issues from 2007

Since all schools but the U of U use Banner, there was some discussion of tracking transfer Biology students to see if schools are preparing their students well. No real action plan was agreed upon in this area.

Essential Learning Outcomes

- Many schools maintained that they must evaluate any Biology classes that will be offered for Gen Ed on the basis of criteria similar to the learning outcomes on the blue sheet.
- Most schools also said they evaluated most of their classes for similar outcomes during accreditation processes. The participants decided that as long as their departments were prepared for accreditation, they would be okay.
- SLCC offered a list of objectives and learning outcomes that they use for accreditation as a possible way to describe the discipline's contributions to the learning outcomes. The group voted to turn in SLCC's learning outcomes as their contribution to LEAP.
- A concern: too much standardization of curriculum might result from adoption of the learning outcomes. They want flexibility and saw much value in developing a diverse body of knowledge among Biology majors.
- It was suggested that the group look at the learning outcomes laid out by the National Academy of Science and the National Science Education Standards.
- Some problems in achieving some of the learning outcomes include: lack of lab space for hands-on learning; lack of communication between educators and employers to see which skills need to be developed/improved; not enough data on whether good scores on standardized tests (i.e. GRE) translates into real skills

GPA

All schools treat transfer grades as native grades as far as acceptance for filling requirements (most require a "C-").

Retention

- Enrollment is up at most schools. Open enrollment schools have a harder time with retention.
- UVU gives placement tests to all students to identify which ones need remedial work. SLCC is moving to require assessment of math and reading levels needed to be successful in every class. DSC does this already.
- SLCC has BIOL 1617 which is a Biology "help" class for students taking the Biology 1610 class.
- SUU does 5th week reports on student grades so students know if they are in trouble early in the semester.

Other

UVU has a Capitol Reef National Park field station available to all schools for field trips (contact Rene VanBuren).

Business

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Articulation

The USHE and UBAAN grids were reviewed. The grids need to be addressed annually for evaluation and changes.

Betty Tucker addressed the ASB degree transferring from the community colleges. The group believes the associate's degree is working well, with the pre-business courses taken as part of the program.

There was a question about statistics I and II from SLCC and how it transfers to the other schools. Russ Goodrich indicated that the 1st statistics course is the course that is evaluated as a transfer course (statewide), not the second statistics course. It is recommended that the 2nd statistics course be stricken from the grid for articulation.

A question was raised concerning the addition of a grammar exam as part of the pre-business requirements. USU offers such an exam (via computer) to all USU students. If their students achieve an 80% or better, they may take the ENGL course for the major. Each school handles ENGL 1010 placement differently.

Issues from 2007

No issues were identified.

Essential Learning Outcomes

Intellectual and Practical Skills—

- Inquiry and Analysis: U of U handles assessment in the capstone course, MGMT 5770. DSC looks at courses individually. Dean Templin (SUU) spoke to the aspects of AACSB, how accreditation drives the assessment and how each institution will select their desired outcomes. The Dean of each school was identified as the contact.
- Creative and Critical Thinking – DSC, SLCC, UVU, SUU and the U of U mentioned that creative and critical thinking is addressed by simulations in capstone courses or courses at some level.
- Written and Oral Communication – All are doing this.
- Quantitative Literacy – All require at least 3 math courses – some require 4. The U of U, USU, WSU, and SUU use upper-division courses or the ETS Field Exam for verification of quantitative literacy.
- Information Literacy – All are requiring proficiency at this level. An issue arose concerning the CIL computer course and the 2000-level business course, if we can have the UEC offer a 1000-level CIL approved course for transfer students. This can be done. It requires some discussion among affected faculty.
- Teamwork and Problem Solving – Job Shadowing, entrepreneurship – Team building skills are used throughout the curriculum at most of the institutions. A lot of group work is required on the business campuses. Internships should be expanded to help reach this goal.

Personal and Social Responsibility—

- Civic Knowledge and Engagement – AACSB requires ethics, service learning, etc. SUU, WSU, and DSC offer a business ethics course. DSC offers bimonthly lectures through its Institute for Business Integrity. Many the business clubs help with the personal and social responsibility aspect of the curriculum.
- Intercultural Knowledge and Competence – Study abroad, international course requirement (finance, business, marketing, IT) are ways that many courses are achieving this goal.

- Ethical Reasoning and Action – Moral and ethical judgment should be emphasized in the business curriculum to enforce the need statewide. Dr. Donald McCabe is speaking to SUU this Tuesday concerning Ethics/Judgment. Moral Courage Inventory and DIT2 test are validated tests given to students to assess their ethical commitment versus other institutional results. This will be the foundation for Academic Integrity platform and Code of Conduct for the SUU Business students. Dean Templin spoke to the group about the need to implement ethics in state business programs, showcasing Utah business students as being a very ethically-based student body.

Integrative Learning – Synthesis and advanced accomplishment across general and specialized studies: What courses require a specific GPA at transfer? Computer course requires a “B”; the business writing class must be 80% for transfer. At the U of U, MATH 1050 or 1100 should be a “B” or better and a COMM course should be a “B.” Each university requires a specific course or grade in the pre-business core of “C” or better. Each university has individual requirements, but students are handled the same whether they are a native student or transfer student.

Russ Goodrich asked how the shelf-life of math is affecting business unit requirements. Each school indicates they adhere to the math department’s rules unless the upper-level math courses are taught in the schools of business.

GPA

No issues were identified.

Retention

UVU – Enrollments are up at UVU, Snow, SUU, and WSU. Class sizes are up (no defined numbers) at USU. Upper-division business numbers are up at DSC. Business enrollments up slightly at SLCC. CEU’s numbers are down slightly more than campus numbers. Enrollment is down at U of U.

Many campuses use “deferral” to solidify students returning to their campus (missions, personal issues, etc.).

Why are students leaving campus? We need to give/receive from campus personnel information on student’s circumstance prior to leaving campus. Many campuses use mandatory advisement to aid in the retention of students.

CEU, SUU, Snow, USU, DSC, and WSU have an Early Alert system to identify students who are struggling so direct contact can be made. SUU (week 5) and SLCC (week 3) require assessment reports to identify problem grades. UVU uses an Intense Interactive program with students. DSC uses freshman orientation, barbeques, and faculty involvement to increase retention. SLCC’s School of Business uses incentives for retaining students. SLCC uses Student Services for contact. U of U freshmen get priority registration if they meet with an advisor and holds are placed on students’ files if they don’t. U of U uses guarantee plans for students putting together 4 year plans. WSU uses orientation as an incentive for early registration.

Other

No issues were identified.

Chemistry (CHEM)

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Articulation

The group would like a way to mark on transcripts virtual labs so registrars can spot them easier. Faculty need to be aware of the issues regarding virtual labs. U of U – Nursing Chemistry lab is waived but may consider a split in the future. USU – Fewer than half of the students do not require labs. USU does have 3005, but WSU does not. Labs for 3000 are rolled into class for everyone else. WSU offers the 1110/1120 series with virtual lab and 1050, but not all sections of 1110. WSU's is rolled together so it would be hard to differentiate on transcripts since not all sections do virtual labs. CEU – Intro 1010 uses virtual lab. U of U does not accept 1110 with virtual lab for nursing. SUU stated that students cannot do simple experiment models when they come from having taken a virtual model lab.

Issues from 2007

No issues were identified.

Essential Learning Outcomes

How do you know students learn? Assessment is a hard science. Learning Outcomes are not science. Learning Outcomes shouldn't just be Assessment. Doing this for Gen Ed would be an easier task than to the whole program for each institution. Outcomes used to look at retention, but now we look at retention with outcomes. Very broad outcomes are very un-assessable. Scientists believe that the quantifiable should be used in assessing outcomes. Outcome is what is projecting; assessment is what already happened.

Three things with Gen Ed that a student knows: what a chemist does; how to solve problems; and how chemistry relates to their lives. These are for the Gen Ed classes/program:

Intellectual and Practical Skills: Exhibit a general understanding of chemical concepts and skills. Develop critical thinking skills through the introduction of the scientific method. Ability to communicate quantitative and qualitative principles orally and in writing. Apply problem solving using quantitative and qualitative chemical information.

Personal and Social Responsibility: understanding the role of the chemical sciences in the world. Integrative Learning: chemistry provides a venue for integrative learning.

GPA

No issues were identified.

Retention

How underprepared are our students for Chemistry 1210? This is a good chemistry high school class. U of U doesn't enforce pre-requisites. Would it be worth creating a boot camp for Chemistry online? Instead of traditional courses, one school tried to do a sampling approach at the sophomore level.

DSC enforces its Math 1050 requirement. The Master in Chemistry requires quantitative questions that complement conceptual thinking. There needs to be good engagement in class. DSC likes "Master in Chemistry" because it forces students to have tutorials when they are not as prepared.

SUU has a drop down policy: if they failed CHEM 1210 then they go down to a lower-level class. WSU has a placement exam. Snow uses a placement exam the first week of school to tell if a student should go down a class (old ACS exam). It lets the student make the decision.

WSU enforces prerequisite of MATH 1010 (Int. Alg.) through its enrollment system. So is Chemistry 1210. Students need a Chemistry background. UVU, SLCC, USU, and SUU enforce a MATH 1050 prerequisite. CEU does not enforce a MATH 1050 prerequisite. SUU requires AP Chemistry or 2 years of high school algebra.

Other

U of U credit hour increase did not happen. The curriculum committee and the College of Science did not want it. However, U of U did successfully double the lab fee. The U of U will buy a new instrument each year with the increase of lab fees. This will impact quality of education. \$70-80 at U of U. WSU will not allow money to be used for different classes. The money has to go to that class the fee is assigned. SUU makes these decisions at Dean's council level. Proposals must show how the need serves the majority.

Spring ACS meeting is in Salt Lake. WSU brought up concern about significant accreditation changes that are in the book which we will need to address in future meetings.

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Articulation

Each participant made changes on the common course numbers grid.

Issues from 2007

All agreed that transfer of lower-division courses for upper-division credit should be determined case-by-case.

Essential Learning Outcomes

Nick asked if including Communication theory as an outcome was possible.

- Students individually and/or in groups will demonstrate the ability to gather and synthesis information from a variety of sources to produce messages for particular audiences and purposes. This process involves inquiry and analysis; critical and creative thinking; and written and oral communication.
- Students individually and/or in groups will effectively and appropriately demonstrate the ability to receive, process, and understand messages within a variety of contexts such as historical, cultural, critical, and social.
- Students will demonstrate the ability to manage problem solving including social and task dimensions in groups and teams to meet short and long term goals. This covers teamwork and problem solving. Outcomes include group cohesion, all voices being heard, and task accomplished.

GPA

There are differences in grades required to transfer courses. Some schools want a C, others want C+. Schools deal with this issue on a case-by-case basis. Members agreed to pay attention to this problem and address it next time.

Retention

The group talked about the retention rates for face-to-face classes versus online courses. Some schools have an early alert system to help students that are struggling.

Other

SLCC and Snow have COMM courses as part of their Gen Ed.

Computer Science (CS)

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Articulation

WSU cannot use 2800 numbers based upon institutional issues. All agreed SUU's "CSIS" was ok as a prefix. The U of U will not change from upper-division but will accept other schools' 2810. USU will change their 2810 but will still accept others. CEU is developing a CS 2810 to be in place next fall.

Issues from 2007

Faculty discussed "enticing" students into CS enrollments for this fall. WSU, U of U, and SUU are up. UVU is down with day enrollments but up with night enrollments. DSC is down a little. CEU is the same.

Tracking students for Engineering Initiative: some schools are receiving monies.

Essential Learning Outcomes

What is Computer Literacy? Is it just software? For around 50% of students this is something they need but are not aware; the other 50% are bored. Three kinds of courses: Intro CS majors course (not part of Gen Ed) and Intro CS survey courses attract potential new majors. Courses could include ethical, moral, business, etc. issues. How would we work this with existing Gen Ed areas – would it be a core or distribution course and what are the politics of this?

The problem that many schools encounter is that CS is not considered a "science." This may be the opening CS needs for getting in the door for Gen Ed. The initiative should also include all departments in STEM.

Look at critical/computational thinking; thought processes; big pictures – encourage students to think in different ways using a multitude of everyday problems (see as a 2nd year course). Assessment paper/presentation incorporating the computational skills selected from a group of sample problems to include a thorough analysis. Some members also mentioned a survey of technology course.

Would like to continue this discussion between the institutions via email/internet over at least the next few weeks. Don Cooley indicated he would do this. Make sure to include Bill Evenson, Interim Gen Ed chair from USHE.

Existing Gen Ed courses: USU's Integrated Physical Science (1360) taught by CS faculty; content about big challenges we face today. U of U has a CS 1060 course which is also a Gen Ed course.

GPA

Difference in GPA within lower-division Gen Ed courses: Who enforces/makes the decision? At what administrative level? Faculty agreed that departments have autonomy over grades for major courses even if they are also Gen Ed.

Retention

Most departments do not know what their retention rates are; some are told by the college but are concerned that the data they are receiving are inaccurate. General enrollments are showing an increase. Noted that there seems to be a cyclical pattern. CEU – high retention for the school. DSC has a pre-CS class using a more visual approach and it appears to be working to keep/get students excited. USU's Computer Science enrollment is up around 10%.

How do you handle those who take a two year break?

There remains concern about low numbers of females in the programs. Faculty expressed concern about the working environment of putting in 50-60 hours a week and raising a family, especially in Utah County. Faculty stated that it is hard to impact the high schools. We should focus on retaining females once they are in the program. Faculty want to look at faculty demographic for role models/mentors.

Other

Take advantage of your media relations officers.

Most schools are besieged by employers to have students; also, many are increasing their number of interns.

Criminal Justice (CJ)

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Articulation

All courses are listed accurately on the grid; no changes.

Issues from 2007

CEU provided a syllabus electronically to the committee for a new course, CJ 2988, Ethics in Criminal Justice. The course is not designated to replace the upper-division ethics course, but the hope is the course will give a better ethical background for students in the AAS/AS degree program or pursuing certification or career improvement.

CEU asked about how the course would be accepted and applied to the CJ degree.

- SUU, WSU, and UVU will not accept the course as equivalent CJ 4200 Ethical Issues in Criminal Justice.
- UVU will accept it as elective credit; it will apply to the degree as a degree elective.
- WSU will accept it as elective credit; it will not apply to the degree. WSU is also concerned that students will take the course and expect it to transfer as equivalent to CJ 4200 and then WSU will have to deal with the frustration.
- SUU will accept it as elective credit; it may apply to the degree depending on individual student's evaluation. SUU is concerned that they will be penalized by the amount of credits students bring with them in transfer. Faculty must maintain their degree requirements, but see that approximately 70% of transfer students bring with them 70 credits and then graduate with 130+ credits. SUU fears that they will be held accountable for these students who are graduating with credits exceeding the 120 as defined by USHE. They are fearful that by adding more courses at the 2000-level, the BS granting programs could be punished for the higher credits at graduation.

- CEU may add "Introduction to" to the title of the course and details in the syllabus about the transferability of the course for students moving into BS programs. CEU will collect data and student feedback about the course that can be reviewed at next year's major's meeting. There are currently 5 students enrolled in the course for fall '08.

Deficiency in writing and communication: The committee agrees that they are seeing students with a general lack of reading, writing, and communication skills that are broader than the discipline. CJ students also need to develop technical and practical skills unique to the discipline. SLCC is developing a 2000-level course, CJ 2xxx Law Enforcement Documentation, with content specific to writing in the discipline to be offered spring 2009. This course will teach academic writing needed by police officers who fill reports and other documents; it will build on the skills from ENGL 1010 and 2010 specific to CJ. Until a course syllabus is analyzed, transferability cannot be decided. John Minichino will distribute the syllabus electronically to the committee. SUU and WSU need more information to make a decision. UVU would accept this course as a degree elective and may look to develop a similar one in its curriculum.

Essential Learning Outcomes

Snow recently developed course improvement plans to accommodate an accrediting agency's audit. Part of this plan includes department and course learning objectives and outcomes. (Paul circulated an example grid.) The committee stated that each department and course have learning outcomes and that some may contain campus wide objectives. After discussion, it was agreed that each institution will send their departmental/divisional learning outcomes to Rachel Lewis and she will create a master document to share and formalize CJ learning outcomes.

GPA

No issues were identified.

Retention

Snow saw the lowest number of enrollments ever this fall semester. Enrollment at CEU is flat on an institutional level, but CJ is growing and is now about the second largest discipline based on enrollment.

Is there a trend that people entering careers in Criminal Justice "jump-over" academia to enter the workforce directly? Utah Police Officers Association would like to add the requirement of a BS for all applicants, but they have a distinct battle between rural and metro forces. However, promotion requires education and credentials.

Other

A pilot program exists where students graduating with a degree in CJ will also have POST certification – both academic and practice. CEU is meeting with POST on October 8, will ask about this program, and will follow-up with this committee. Faculty would like to schedule a meeting with POST to discuss this and other issues.

Awarding credit for POST certification varies by institution. If the POST certification is the same, and the degree requirements are essentially the same, then shouldn't the amount of credit awarded in transfer also be the same across the USHE?

Kay Gillespie, WSU, would like to host a conference in Ogden about CJ and higher education and professionalizing the program. He will invite guest speakers from across the country to present on current topics. The committee agreed the best time for this would be in late February. Other law enforcement auxiliaries (Corrections, Utah Police Officers Assoc, POST, etc.) should be included in this conference.

The Utah Criminal Justice Collaborative degree needs some attention. Since travel budgets have shrunk and participation from all is needed, a meeting of the UTCJ will be set-up via Wimba or IVC within the next month. Campus contacts were identified and meeting details will go to them.

Dance (DANC)

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Articulation

Faculty primarily review students on a case-by-case basis. When common courses are not commonly numbered, faculty will email the specific school with the different number and ask for a change. Group members were concerned about direct articulation of courses on the grid. Some numbers are different and may or may not be equivalents. Suggestion was made that each school look at its course on the articulation database and ensure that there is a footnote or disclaimer noting that the course may or may not transfer, depending on audition skills. Articulations may need to be updated by articulation person at each school to indicate this.

Tap I is consistent throughout the USHE except the U of U – email them to change. Could Tap II be made a 2000-level? Only SUU and SLCC offer this. SLCC is PE 1590 and SUU uses 2120; the group decided to remove Tap II from the grid. The content seems very different between 2120 and 1590.

Difference between PE 1010 and PE 1075 Content – 1010 is Dance in Culture, and 1075 is a survey of Western theatrical stage forms, based more on choreography and creativity. DSC 1010 is designated as their Gen Ed course. They do not have a 1075. They requested that DSC's Dance 1075 be deleted on the grid.

Issues from 2007

Four-year schools require prerequisites for Kinesiology, but will accept Human Biology, to be evaluated on a school-by-school, student-by-student basis. Kinesiology prerequisites: UVU requires Human Anatomy; SUU requires Human Biology; WSU requires Nutrition (Health/Nutrition cross-listed course); and U of U has no pre-requisites but is two semesters instead of one. Two-year schools should advise students to take Anatomy or a Human Biology course.

Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World: Understand Dance as a world and cultural phenomenon and as an identifier of cultural norms and social values. Dance allows students to communicate more deeply and more effectively crossing over cultural or other barriers with non-verbal communication. Develop a context in which to understand dance's relationship to society, culture and history. Students write response papers analyzing performances. Dance helps increase perception.

Intellectual and Practical Skills: Synthesize material, understand the significance of what students are investigating in Dance (reading, interviewing, physically exploring, etc.). Respond in a creative/artistic/imaginative manner through Dance. Problem solving, finding imaginative solutions, working together, and moving together creates a "different lens" to relate to others. Dance can be a method of symbols and interactions and a kinesthetic intelligence. Assignments include research and presentations utilizing computer and library resources and technology. Teamwork and problem solving group projects, group choreography, improvisation studies, group creative problem solving.

Quantitative literacy is felt to be non-applicable for Gen Ed undergraduate Dance program.

Personal and Social Responsibility: Students are learning interactive skills to communicate with other cultures through Dance. Many different Gen Ed topics are covered through lectures and class discussions. Students are learning to be nonjudgmental as they work with others. Students are learning the tools to participate in an art as well as be introduced to different forms of Dance, keeping their bodies healthy and firm for the remainder of their lives.

Students are more competent, have increased awareness, and are able to accept one another and their bodies. Focus is enhanced; students become engaged in something valuable.

Integrative Learning: Capstone presentations and final projects are synthesis for Gen Ed outcomes. Dance applies to world events by preparation, participation, and reflection of world events.

Dance 1010 and 1075 make contributions to the Gen Ed Learning Outcomes.

In Dance, the following assessment procedures are currently being used: Assessment strategies (gather information!); e-portfolios; class work and concert performance self-assessment; videos; peers assess one another (assessment approved by department); capstone projects; class work, rehearsal process, concert performance assessment by faculty; value added assessment (pre and post); oral presentations; hands-on anatomical and kinesthetic feedback; written evaluations of teaching experiences; journaling; and observation.

GPA

The group recommends looking at a catalog for GPA requirements. But, generally: SUU allows nothing below a C; UVU requires a 2.5; SLCC, CEU, Snow, and WSU have no requirements; and WSU allows nothing below a C, general overall CPA 2.5

Retention

Once accepted into the program, faculty continue their efforts to keep the students in the program. The following are retention ideas in use: one-on-one advising designed to keep records over time; mentoring; student mentors; checklists; regular, mandatory majors meetings; once-a-month brown bag open forum; performance opportunities; and scholarships. All students have the opportunity to perform once during the school year.

Other

No issues were identified.

Developmental Mathematics (???)

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Articulation

The Developmental Math faculty do not yet have a grid but intend to create one—with common numbers. If we are going to have same numbers, we need to have the same content taught.

SLCC changed numbers, but Snow hasn't changed. CEU is the same, but not the same hours.

SLCC had the most courses so the group decided to match SLCC: Math 0900, Introductory Algebra; Math 0920, hybrid of 0900 and 0950; Math 0950, Pre algebra; Math 0970, hybrid of 0950 and 0990; Math 0990, Elementary Algebra; and Math 1000. However, since they are non-transferrable, does it matter if they are the same number?

Four schools have Elementary Algebra as four credits: Snow, SLCC, UVU, and DSC. Three schools have it as three credits: CEU, WSU, and U of U.

Hours – some have math everyday because it is good for developmental students.

Is Algebra 2 aligned with Math 1010? Committee formed earlier at Math meeting. Students who have taken Algebra 2 still struggle in Math 1010. Math 1010 is offered at UVU and SLCC as Concurrent Enrollment.

Math 0990 and 1010 sound like the same course. However, success rate is very low **in both**. Separate curriculum a little better to increase success rate for students. Faculty think it is the same course because both use the same book – Sullivan. They use the 1st half for 0990 and 2nd half for 1010. This is a problem for UVU. However, repetition isn't there, and repetition is good for retention of information. Also, with repetition the rigor increases.

Issues from 2007

We establish prerequisites. There is an 18-23% increase in developmental math at SLCC and UVU.

Essential Learning Outcomes

- Students are able to interpret quantitative information (i.e., formulas, graphs, tables, models, and schematics) and draw inferences from them.
- Given a quantitative problem, students are able to formulate the problem quantitatively and use appropriate arithmetical, algebraic, and/or statistical methods to solve the problem.
- Students are able to evaluate logical arguments using quantitative reasoning.
- Students are able to communicate and present quantitative results effectively.

Taken from <https://assessment.gmu.edu/Genedassessment/outcomes.cfm> on 9/26/2008.

GPA

Passing is a "C" or higher. At the next meeting, UVU and WSU will quantify the grades received by those in subsequent classes after they have taken developmental classes.

WSU's pass rate on the 6 credit 0955 class demonstrates a bell curve: pass rate was 55%, 60% without UW, 76% if drop E's. All four classes are the same. WSU does not allow students to drop a developmental math class.

Most failed UVU's 6 credit developmental math class: fall – 58% passed; spring – 65% passed; summer – 71% passed. Students must take a test and earn 80%. If they don't get 80%, they must take the workshop. If they get 80% on next test, they will not require the workshop. UVU is working to keep kids retained and with higher pass rates.

SLCC – for those that took 0990 and then took 1010, 72% passed. Of those who just took 1010, 69% passed. The workshops are optional, one credit class that is 2 hours per week. Questions are taken from test, homework, and an open setting, without structure. It is based on helping student with what they need.

Retention

CEU, Snow, and UVU use MyMathLab. If the student puts the effort in, then their results are higher than other students. It is helping at both institutions (UVU did a study and found students who used MyMathLab did 5% higher on final). It is mandatory for students at Snow, optional for CEU and UVU students.

Assessment – Outcome of experiments changes the next experiment, but outcome of class doesn't necessarily change the way we teach. Retention – we are a bottleneck to the rest of school.

Other

DSC allows calculator use at times. SLCC is the same as DSC—and does not allow with fractions. U of U and UVU do not allow calculators. Snow and CEU allow the teacher to decide—but only if it is a non-graphing calculator.

Generally, the expiration date is 1 or 2 years from the most recent ACT or Accuplacer or successful completion of Math course (with a "C" or better). CEU has no expiration of courses or test score. Snow, UVU, U of U, and DSC give 2 years. SLCC and USU only allow 1 year. WSU allows 2 years on the Act and 1 year on Accuplacer.

Most have an 18 ACT cutoff for Math 1010. UVU's cutoff is 19 on the ACT for Math 1010, but will only go to 18 with a placement test. UVU will move to Accuplacer in the fall. All should send their Accuplacer cut off to UVU (to Ben).

Students at the U of U pay out of state tuition on repeats.

If 70% of our students need developmental math, when are we raising the issue that we must change our approach to math? There is way too much emphasis on memory. 8th graders are being taught algebra when they are at 2nd grade math functioning. We need to look at what we do...we need to teach students better. We need to think through if we need to take curriculum apart and redo it. We need students to retain information 6 months after course is over.

WSU wrote down 30 ideas to teach algebra differently. If you make math common sense, it makes better sense. Waterford is doing teacher training workshops with their elementary teachers. The group would like to work together to discuss these changes in Math during the coming year, through email.

SLCC has mandatory placement. WSU has mandatory placement; students must take Math within the first 2 semesters. Once they start the sequencing, they must finish QL. Signing up for math allows them to register for any other course, but without it, they will not be able to get into any other class.

Economics (ECON)

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Articulation

USU still is going to teach ECON 1500 (Macroeconomics and American Institution Requirement) and will keep it as is for now. It may change in a couple of years. WSU indicated that they are taking ECON 1500 for their macroeconomics and their AI requirement. The other institutions were not taking the ECON 1500 from USU as two course requirements, only one.

WSU and DSC use ECON 2010 (microeconomics) as a prerequisite for ECON 2020 (macroeconomics). CEU, WSU, and UVU require MATH 1050 for ECON 2010.

The group discussed how to bring "non-math" people to take ECON 2010 if MATH 1050 is a prerequisite. There were mixed comments. Many of the schools require algebra, statistics and calculus prior to taking intermediate Economics, but not for the introductory-level micro and macroeconomics.

SLCC does not give Gen Ed credit for ECON 2010 and 2020. UVU gives Gen Ed credit for 2010 only.

Issues from 2007

No issues were identified.

Essential Learning Outcomes

How are we determining if we are producing good economists? Some institutions use 1000 and 2000-level courses to teach initial concepts and then require a second course using thought provoking and critical thinking exercises to learn the concepts from the beginning economics course. Others use pre-test/post-test scores to evaluate learning.

Some of us recently attended the Education Person's Conference where the Regents began discussions on a process for evaluating the learning outcomes assessment process for Gen Ed courses across the USHE. There might be value in extending that outcomes process to discipline learning as well but there is little enough shared documentation of the value of the "outcomes process."

A uniform methodology of learning outcomes is unique to departmental faculty, discipline and the students involved in each college. The unique characteristics of each item above help define the learning process. How do we prove how well we are doing? Assessment will give us an idea but may not give us a direct cause-and-effect relationship between the teaching and the learning. How can we effectively evaluate assessments?

GPA

The following are the GPA requirements for graduation. SUU requires a "D" average, but a 2.5 in the major. Snow, U of U (in major), and USU require a "C." WSU, SLCC, DSC, CEU, and UVU all require a "C-" to graduate.

Faculty didn't quite know how to standardize acceptable course grade since learning outcomes vary from school to school and transfer schools vary on their requirements. The group discussed requiring a higher GPA in the major than the GPA needed to graduate from the university. The U of U definitely thought that the GPA should be the same to graduate in the major. Others disagreed.

Retention

The U of U, SLCC, and CEU have a pattern that is flat or slightly down. UVU, SUU, WSU, and Snow have increased enrollments. DSC had a 30% increase in the School of Business.

Retention efforts vary from first year mandatory advisement, student success courses, faculty interaction and/or 3rd and 5th week reporting of at-risk students. Common time for students to drop out of a program is after the 1st or 2nd year. Usually, students reaching their 3rd and 4th year stay at that institution. Retention is enhanced with flexibility of the major and the fewer number of pre-requisites. In addition, the group discussed reaching out to community college transfer students at a personal level, not only at an institutional transfer level. Attracting transfer students should be initiated by helping students know how they will fit into the transfer program and what it has to offer.

The group wants the regents' office to track the students by transfer patterns. We need to do a better job (across the USHE) to evaluate student retention (rather than from campus to campus). Is there any way that we can track the individual student to see how they are transferring and why? Who is evaluating the flow of where students are obtaining the education that they are receiving? The Commissioner's Office should share its findings with us and take advantage of our disciplinary specialties in systems analysis, data analysis, incentive systems and feedback loops. Retention at the departmental level is of trivial interest in contrast to retention at the system level.

Other

Another issue was how many times a course can be repeated. UVU drops students from the major after the third attempt. USU and U of U can retake a course repeatedly. SUU allows a course to be repeated twice.

Elementary Education (???)

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Articulation

SLCC has recently added 8 new education courses to line up with U of U courses to facilitate transfer articulation.

Encourage students to keep syllabi for non-articulated courses. Inform advisors of best routes for students and why this is best. This can help prevent issues of courses needing to be repeated and will facilitate early planning.

Departments can contact colleagues across the state when developing new courses to make sure that courses will be accepted, even before being formally articulated. The exceptions are Music courses. Compare to UD teaching methods courses elsewhere, can accept as long as student will still meet UD course requirements.

Issues from 2007

- WSU is working on 2 + 2 and wants students to come with an AS in education, hopefully by September 2009.
- Intro of Integrated Science Curriculum – Rich Tolman was not present. No discussion.
- The group is concerned with concurrent enrollment. Even if students are in program courses on a college rather than on a high school campus, there are maturity issues that often prevent optimal course experience.

Essential Learning Outcomes

How do introductory courses address learning outcomes? It will be helpful to frame learning outcomes by INTASC standards for accreditation purposes. History of the world integrates with education history. Focus in this program is often on intellectual and practical skills. Oral presentations, information literacy/educational technology, team work and problem solving are all requirements.

Knowledge of personal and social responsibility is required. Civic knowledge is basic as a way to understand school board/politics, economy and budget impacts, legal and ethical liabilities. Ethics classes are not solely academic, rather practical for future teachers ("this can get me sued"); service learning courses can also address this area.

Ways to better use the Gen Ed to meet outcomes: DSC has a 1360 course, integrated physical science for science Gen Ed which is strongly recommended for students. The problem is that it is 4 hours plus lab time; the cost is higher so the students aren't as interested. SUU has an outdoor recreation class for teacher educators, which is a field experience using the Utah science core. The course is used as elective after students are admitted to the program.

GPA

"D" credit never transfers. "C" often doesn't in pre-requisite courses. SLCC mostly transfers out, but will accept "D" or higher. Faculty tell students to get a "B" for transfer purposes.

WSU has gone to "B-" to enter its program and is in sync with other departments. DSC requires a 2.75 to enter the program with prerequisite grades of 3.0; once in the program, students must maintain a 3.0. U of U requires 3.0 in program of study and "C" or better in each course. USU takes an AS straight across regardless of grades; it will look

at teacher education classes with minimum grades and treat native and transfer students the same. SUU will accept AS if courses in teacher education are "C" or above. Minimums for acceptance are varied and can change when enrollment is low, except WSU which is now at 2.5 cumulative; DSC 2.75 cumulative, pre-requisite courses often 3.0.

Retention

USU is up. U of U is up 25% secondary, 30% elementary, and special education is up, but is difficult to quantify based on interdisciplinary nature. UVU is the same but spread over cohorts. DSC is the same. WSU is experiencing a large bubble in special education with 30 students in intro and continues through program. In Utah dropouts from teaching are often found to be young women leaving to start families.

- DSC's cohort system for support is not flexible, but graduation rates are high.
- UVU's formal leave of absence program provides a chance for follow up if a student doesn't return as planned.
- UVU Latino Educators of Tomorrow: high school juniors and seniors take concurrent education classes to start connecting to the education program. The program is new and hopes to increase students and graduates.
- UVU – If a student is failing, develop a student professional development plan. Most students follow through.
- U of U peer mentor program – 10 outstanding senior students will mentor group of 10-15 students. They meet monthly to gather information and work with students. Mentors receive stipends and are supported by faculty.
- SLCC recruits high school seniors from minority areas for a minority teacher recruitment scholars program. During their first year they get tuition waivers and school districts pay fees and books. Students take 1 credit course each semester to learn about school resources, and then can be mentors the following year. Graded based on attendance. Students and parents are invited to the initial event. Often students are first generation.
- WSU focuses on people working as aides in schools who come back to college to complete a teaching degree before returning to schools. Grant funded on a federal level.
- USU has a student representative is at all undergraduate staff/faculty meetings to keep communication open. DSC has a similar system, called cohort presidents.
- DSC and U of U hold kick off events at the beginning of year and send emails to students.
- DSC checks minimum grades each term. If a student falls below a 3.0 cumulative program GPA, that student is notified of probationary status and has to meet with department chair/advisor regularly.

Many schools will do a disposition rating at various checkpoints to determine non-academic components.

All 4-years have closed admission programs requiring application. Acceptable failure rates are when students aren't a good fit for the program, they are not retained, or don't persist in career. This can be addressed to some degree by allowing large hands – one component early in their academic program to allow student to determine fit.

Other

SUU has correlated national and INTASC standards for each course, and has included it on the course syllabi. Western Governors has a strong disposition evaluation document. NAEP has a Code of Ethics. The State Board of Education is a good resource. NAEYC has a brochure on code of ethics for teachers, or state board rule and standards based on ethics, but has legal implications. Linda Alder from the State Board of Education would like to send links for information to be sent out to group including many of the rules/resources for ethics and legal issues in teacher behavior. She will send this to Amanda Hatton to pass on to group either directly or via Teddi Safman. These will be guidelines that use language that is more accessible and usable than the direct rules.

Statewide UTEAAC meetings will look at accreditation issues and meets the same day as the education deans. Next meeting is at WSU (second Thursday of each month October 9 at 10 a.m.). All 4-years with teacher education programs (including Westminster, BYU, Western Governors, and U of Phoenix) are currently represented.

It seems that some school districts prefer emergency hires of ARL candidates.

Will students be required to repeat a course completed at another institution, even if it is successfully completed at the host school? This does not appear to be the case with in-state courses. Westminster sometimes limits repeats to 2 per course and then requires students to appeal to faculty committee. Most need course within 5 years (time limits).

DSC is going to an exclusive K-6 certification in January 09. They only have 1 certification level, no bachelor's degree in early childhood, only AS. UVU is going to a K-6 certification. As of fall 2009, ECFS courses will all be in EDU, allied areas such as psychology going to social sciences. Courses will still be offered, just listed differently. USU added K-6 certification/licensure this semester and is still offering K-3 and 1-6(8). Schools can still recommend licensure for K-3, K-6, or 1-8 for elementary ed or some combination. Special ed can recommend for birth to age 5.

Engineering

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Articulation

- CCN for Statics and Strength of Materials should be 1300 with only U of U having this class.
- CCN 2250 Electrical Circuits USU, CEU, WSU, Snow; DSC will change from 2270 to 2250. UVU will keep 2270.
- CCN 2225 Electrical Circuits Lab Snow, CEU, DSC will change from 2275 to 2255.
- CCN 2260 Analog Major Circuits U of U and SLCC.
- CCN 2450 U of U has MEEN 2450 and USU now has MAE/ENGR 2450.

The faculty agreed that common course pre-fixes are not required or possible.

Issues from 2007

No agreed-upon lower-division common curriculum.

Essential Learning Outcomes

Engineering programs are already doing this through ABET Accreditation. Below is listed how ABET A-K Criteria tie in to LEAP (learning outcomes). It is recommended that teamwork and problem solving be listed as separate criteria.

ABET Criteria	LEAP	ABET Criteria	LEAP
A – Apply knowledge in math, science and engineering	1, 2, 3, 5	G – Communicate effectively	4,6
B – Design, Conduct Experiments	2	H – Understand engineering in a global context	1,8,9
C – Design a system or process	12	I – Lifelong Learning	11
D – Function on multidisciplinary teams	7	J – Contemporary Issues	6,8,9
E – Identify and Solve problems	3,7	K – Use skills, techniques for modern engineering practice	12
F – Professional and Ethical responsibility	10		

GPA

There are no GPA differences for Gen Ed; faculty follow college grade criteria. Type and number of Gen Ed courses are dependent upon department and ABET interpretation.

Retention

Engineering student societies allow major students to become mentors. Does better recruiting lead to better retention? Perhaps. We should focus on why kids drop out; factors may be natural ability in math and sciences and work ethic. Faculty should convince students that the reward is worth the effort. Give students information early and get them involved. Identify students who are having difficulty and get assistance. Early warning systems are helpful.

It is difficult to even get the numbers for retention rates; the problem is how students are classified which can be either as full majors or pre-majors, and if the pre-majors are considered engineers or undecided students.

Other

No issues were identified.

English (ENGL)

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Articulation

- WRTG 1010 and WRTG 2010 at U of U will not change the prefix due to the split-nature of the department.
- USU will change ENGL 1120, Intro to Grammar, to ENGL 1410 with a reminder sent to Dr. Smitten.
- ENGL 1120 at SUU might be unique when compared to the content of the other 1120 courses and could stand alone. SUU will submit a syllabus to the chair for review and evaluation.
- ENGL 2030 Discourse Studies may be different in content and should not share a similar number.
 - o ENGL 2030 at CEU is Great Books and Ideas – CEU will look to change the number to 2310.
 - o SLCC and UVU will exchange syllabi to determine equivalencies.
- ENGL 2700's title is Introduction to Critical Theory

Snow allows students to test out of English 1010 with an ACT score of 29 or higher and a writing examination.

Issues from 2007

Update on English 2600: An overview of ENGL 2600 commonalities was distributed by Stephen Ruffus. Within the role of critical theory, U of U's course is lacking critical reading perspectives and resembles ENGL 2200. But, due to preexisting transfer issues (primarily with SLCC), the course will remain 2600. An overview of ENGL 2200 was also distributed to the committee. The U of U's 2600 focuses on critical reading and literature in different genres but is not an introduction to theory and criticism which are covered in upper-division major courses.

Essential Learning Outcomes

The committee reviewed the learning outcomes as summarized and agreed that the English discipline already addresses each of them due to the nature of the discipline. The learning outcomes are built into each course and shown by the individual student's written evidences. Inquiry and analysis, critical and creative thinking, written and oral communication (listed under Intellectual and Practical Skills) are addressed in each English class, but especially

manifest in the first year composition series (Introduction to and Intermediate Writing). Literature courses encompass intercultural knowledge and competence and ethical reasoning and action (listed under Personal and Social Responsibility) by introducing students to a variety of authors' voices and genres.

The chair requests that each institution submit to him its learning outcomes, either on a course syllabus and/or curriculum outline for the following courses. Send them to Stephen Ruffus at stephen.ruffus@slcc.edu.

- ENGL 1010 and ENGL 2010 first year composition series
- ENGL 1410 Introduction to Grammar
- ENGL 2210, 2220, 2230, 2240, 2290 Introduction to topics

GPA

English recommends a "C" or better as an acceptable GPA for English courses (and all English work in transfer).

Retention

English departments through the USHE are seeing higher enrollment, especially in creative and technical writing fields. English teaching is dropping, but not significantly.

Other

Kathy Herndon from WSU reported that as the individual at WSU who reviews transfer work for equivalencies, she is seeing courses that are 10 – 20, and even 30 years old. She asked if there is a point in time when the credit does not transfer and cannot meet Gen Ed requirements – especially the ENGL 1010, communications literacy. R470 governs the transferability of credit and the acceptance of Gen Ed in transfer, but does not address time limits.

Proposed solution: after ten years, a student must take an assessment, or placement exam, for an English Composition 1 course to be accepted as and applied to the Communications Literacy Gen Ed requirement.

MyAccess.com: Mary Beth Clark from the State Office of Education shared a writing analysis product that, pending funding, will be implemented in K-12 classrooms; more likely in the 5-12 classrooms. MyAccess.com is an online writing software and assessment program that is trait-based with an analytical domain evaluation. It houses a 1000+ writing prompt bank and essays are telemetrically scored. It is designed to provide instant feedback and demonstrated to be extremely consistent with human scoring. Each student would be provided an individual license that would follow him/her through his/her K-12 academic career. Mary Beth explained that the tool is extremely valuable for practice and is not designed to replace a teacher. Teachers could use the feedback as an additional personalized teaching tool. MyAccess.com has the capacity to create an individualized e-portfolio. Mary Beth asked that the committee ponder the value of a student's e-portfolio as he/she enters higher education as well as the value of the practice. The committee would like to participate in a demonstration of the product as volunteered by USOE.

Mary Beth was asked if the USOE would develop a writing endorsement. She will return to public education with that recommendation from the committee and start the discussion.

Exercise & Sports Science/Physical Ed. (PE__)

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Articulation

Changes to be made on grid: add PE1098 (3 credits) to SUU; delete PE1098 from WSU.

Fitness for is Life 1 credit, 2 credits, or 3 credits. The solution is different course numbering or using PEP for academic courses. SUU's class needs 3 credits to transfer for it to count because it is a required class for the majors and also counts for Gen Ed; it doesn't at other institutions.

Issues from 2007

Competencies for Anatomy/Physiology PE versus Exercise Science have different requirements. Is the intro class sufficient? Each school has very different prerequisites for each program. Are students prepared to transfer when there are different requirements for the above?

Essential Learning Outcomes

Some want to create a grid with all the classes to show which classes fit the criteria and how undergraduate research fits into all of these criteria. Basically all the classes can fit the criteria one way or another

- Intellectual and practical skills are increased through personal ability, skill analysis, labs, writing curriculum, technology course grading, rubrics, the writing curriculum, teaching, group work, and teaching.
- Personal and social responsibility is increased with service learning, field experience, state conventions, civic engagement courses, pedagogy for serving children, and labs for serving the community.
- Integrative learning is the focus of senior seminar, the e-portfolio, and undergraduate research.

Use National Standards for Beginning Teachers or NASPE standards.

There isn't a standardized test to use for Exercise Science. We could use acceptance rates and GRE for graduate school applicants, but how can this information be used to assess our programs? Some use a questionnaire but these cannot be generalized. How do individual instructors evaluate student grades based on student learning outcomes (departmental rather than national assessment)? Could require and record certifications and pass rates.

Everyone wants to know the pass rate for Praxis test; we need better access to information on Praxis
<http://www.ets.org/portal/site/ets/menuitem>. This information is available at <http://www.pepraxis.com/index.html>

How to better prepare students to be equal with students across the state?

Need to show what we are doing because assessment is huge nationally to show administrators and tax-payers that our students are meeting the learning expectations. Undergraduate research is a good way to show the public. E-portfolios can be used to assess students and learning outcomes. However, assessment in general is hard because there are so many different types of students in so many different classes going into so many different careers.

GPA

Issue of requiring course repeats need a "C" or better for it to count toward major. The group discussed transfer and articulation process and how to know which classes count for SI or upper-division when transferring. Issues that are related to standardizing acceptable GPAs are 1) the specific course, and 2) when it was taken.

Retention

No discussion about enrollment patterns. No discussion on typical failure rates and how to address them.

What are the retention rates for specific programs? It is hard to find that information. Some are using exit surveys, but that does not catch all students that quit or change majors. Use student surveys to learn what important programs are and then talk to the provost to get more funding for adjuncts for activity classes. Health and wellness is a top priority to students according to certain surveys which allows more funding.

Are many students coming or going to and from the program? Is the larger number from athletes? Athletes stay in the program throughout.

Other

Undergraduate research: UT Academy for Arts, Science and Letters in late March at BYU; UAHPERD Nov 14-15 at WSU; NCUR in Wisconsin; and UCUR Feb 20 at Westminster.

Many want to open up the conversation to communicate between schools to help students transfer. (This is important.)

Family and Human Development

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Articulation

- Practicum courses (2610 lab) have not yet been officially articulated and should not be used on the course grid.
- PSY 1100 "Life Span" is equivalent to 1500 "Human Development."
- Transfer UD courses satisfy content and requirement everywhere except U of U due to programming constraints.

Issues from 2007

What's with 1100? Is acceptance consistency possible? Perhaps the problem is the PSY rather than EDU heading.

What is being done to better prepare students to enter the FHD major? USU has added EC training to all EDU programs. U of U is keeping K-3 and K-6 certificates, but has to work hard to sell K-3 to students who think they are going to be more marketable with a K-6. How do we help students realize they are just as marketable with a K-3?

Many 1-6 teachers are coming back for K. Teddi Safman explained that the statewide push towards more K-6 rather than K-3 is due to rural areas not having enough teachers; they want to be able to move teachers from K to 6 or 6 to 2. It appears the only answer is to incorporate early childhood (EC) into K-6. Does there need to be documentation to USOE outlining how schools are planning to integrate EC classes into their K-6 programs? Teddi was not aware of a formal report; rather, deans have to show they are doing it. No state-identified training measure is currently in place.

When these standards are reviewed, the K-3 versus K-6 issue needs to be addressed by the state. Tim Eicher will draft a letter for the committee to review and send to the USOE. There was supposed to be a discussion regarding licensure for birth-K; this never occurred. Instead, the K-6 decision was strong-armed through without any input.

Essential Learning Outcomes

UVU has a formal plan to measure each course against learning outcome goals. Genan Anderson will send electronic copy to panel members. Tim Eicher showed grid used at DSC to measure outcomes for all classes. A recommendation was made to gather data (i.e., NCATE standards, accreditation standards, objectives, NTASC, NAYC standards, etc.) to see what exists among all schools and establish common grid.

Diversity, life span, human development, and natural science courses increase students' knowledge of cultures and the physical/natural world. Research methods and statistics, written and oral communication courses, statistics, UD communication writing classes, math for elementary teachers, computer classes, technology classes, practicum courses, and service learning all increase students' intellectual and practical skills. Personal and social responsibility is increased by conference attendance/presentations, service learning, diversity courses, research methods courses, and portfolio requirements. Integrative learning is increased through labs and service learning opportunities.

NAEYC Standard	Description
1	Promoting child development & learning
2	Building family & community relationships
3	Observing, documenting, & assessing to support young children & families
4	Teaching & Learning. a: Connecting with children & families. b: Using developmentally effective approaches. c: Understanding content knowledge in early education. d: Building meaningful curriculum
5	Becoming a professional

EDEC 2300 Including Young Diverse Learners: Course Objectives	NAEYC
Describe special ed federal & state laws, & how they apply to policies & best practices for educating young children with special needs, including service coordination, child find, evaluation, & ongoing assessment.	1
Describe state & fed laws & how they apply to policies & best practices for educating young children of various linguistic & ethnic heritages.	1
Describe how to create an anti-bias, inclusive early childhood environment.	1
Demonstrate awareness of inclusive, anti-bias classroom strategies & adaptations for supporting learning & devel.	1
Describe variations of devel & disability & their implications for the early childhood classroom.	1
Assess & monitor the devel of children who are evidencing or who are at risk for devel-al delays & be able to join in an IFSP or IEP meeting.	3
Find resources for teaching young children of any ethnic background or having any special need.	1
Describe the effects of various cultures of atypical devel on infant/care giver & other family interactions.	2
Describe the develal contributions of culture, ethnicity, & race.	1
EDEC 2500 Child Devel Birth to Eight Years: Course Objectives	NAEYC
Demonstrate knowledge of growth & devel of infants to 8 yrs across cognitive physical, social, emotional, moral, & creative domains.	1
Recognize significant milestones & variations of early devel.	1
Explain the importance of understanding the variations in children's devel, interests, & temperament.	1
Explain the influence of out-of-home care, early schooling, the role of play, socialization, nutrition, feeding & toilet routines, & child guidance	1
Demonstrate competence in focused observation & assessment	3
Explain the interactions of the culture of the child & their family on other aspects of their devel; i.e. socialization, cognitive develop	2
Begin to be able to identify behaviors that fall beyond normative range.	3
EDEC 2600 Introduction to Early Childhood Ed: Course Objectives	NAEYC
Critically evaluate the question, "Why do I want to be a teacher of young children?"	5
Explain programs, philosophies, & historical backgrounds of early childhood ed to assist in formulating a personal belief about how children best learn & how they should be taught.	1, 5
Understand the value of early childhood ed & the importance of the role of teacher, parent, family, & community in the child's edal process	1, 2
Distinguish between different curriculum models that meet the diverse needs, including cultural, gender, socioeconomic & special needs.	1, 2
Discriminate measures of quality found in early childhood programs & develop skills in evaluating programs	1
Become familiar with the term "Develally Appropriate Practice" & describe how it applies to the 0-8 age population	1
Understand the roles that early childhood profs encounter, including ethics, public policy, & working with other agencies & businesses.	5
Examine & collaboratively discuss early childhood issues & have field experiences	3, 5
EDEC 2610 Child Guidance: Course Objectives	NAEYC
Come to understand that guiding children's learning is chiefly based on knowledge of child devel principles (cognitive, social, emot. & lang).	1
Appreciate the adult's role in the guidance process: understanding that practices can facilitate or impede social & emotional growth.	1
Be acquainted with techs of observing & recording behaviors for the purpose of creating learning envir, assessing devel & guiding behavior.	2, 3
Environments conducive in meeting the devel-al & diverse needs of children; including cultural, gender, socioeconomic, & special needs.	5

Be actively involved in forming their own philosophy of guiding, managing, directing & influencing children's behavior in accordance with NAEYC guidelines; emphasizing self-esteem, self-control & concern for others in a young child's devel.	1
Be exposed to devel-al principles & techs that assure inquiry, independence promoted situations, divergent thinking, & choice making skills.	1
Discover that child guidance is partially technique & largely attitude.	1
Develop collaborative skills in observing & assessing children's social & emotional devel.	2, 3
EDEC 2620 Early Childhood Curriculum: Course Objective	NAEYC
Explain why play, physical environments & learning centers, math, art, science & develally appropriate practice are important to devel.	1, 4c
Cultivate scientific inquiry & methodology in young children.	1, 4a, 4b, 4c, 4d
Explain the role of a teacher in implementing curriculum.	1, 4b, 4d
Develop, demonstrate, & participate in devel-ally appropriate activities in specific curriculum areas.	4b, 4c, 4d, 5
Apply information on how children learn to the devel of learning plans.	1, 3, 4a, 4c, 4d, 5
Write appropriate curriculum learning plans with clear develal objectives & concepts, evaluate presentations.	1, 3, 4a, 4c, 4d, 5
EDEC 2640 Literacy & Literature for Early Childhood: Course Objectives	NAEYC
Implement instructional strategies appropriate to young children through grade three.	4b, 4d
Demonstrate an understanding of the practical aspects of fostering literacy.	1, 4c
Recognize the major theorists & theories of language & literacy devel.	1, 4c
Demonstrate understanding of emergent & early literacy behaviors in children ages 0-8 years.	1, 4c
Understand the role children's literature & environmental print play in early literacy devel.	1, 4c, 4d
Assess young children's literacy devel.	3
EDEC 2700 Early Childhood Practicum: Course Objectives	NAEYC
Design & implement integrated activities which are develally appropriate for young children	1, 4b, 4c, 4d
Contrast & compare observations of young children with develal theories	1
Design & implement instructional strategies which are appropriate to a pre-K classroom & a develal understanding of young children	1, 4b, 4c, 4d
Model appropriate affect & instructional strategy for young children to peers & supervisors	4a, 5
Use assessment information to evaluate & revise instructional activities	4d, 5
Develop & implement ways of involving parents in the ed of their children.	2, 4a, 5
EDEC 2720 Early Childhood Assessment: Course Objectives	NAEYC
Write objective anecdotal assessments of young children's learning in the domains of physical, social, language, literacy, & cognitive devel	3
Include checklist assessment in curriculum learning plans	3
Implement event sampling & center logs to guide curriculum	3
Prepare child portfolio assessment to include anecdotal assessment, artifacts & photos	3
Connect daily assessment to curriculum; use assessment information to evaluate & revise instructional activities	3, 4a, 4b, 4c, 4d
Prepare professional portfolio assessment	5

GPA

It was agreed that standards are not being lowered for majors. Transfer "D"s will be accepted but will not count towards completion of major requirements.

Retention

Enrollment patterns are declining! There is a lack of focus on K-3 licensure. Another issue is vague major identification (advisors need to be educated to articulate all the options available to students). Offices that work with undeclared students need to be educated to identify potential students and direct them towards ECE, FHD majors.

There was a discussion on how to track students who leave. USU (Marilyn Kruse) tracks students and the reason why they leave. Continuing efforts to address retention (working/not working).

Other

No issues were identified.

Geography (GEOG)

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Articulation

No changes need to be made to the grid, currently. But, GIS 1800 might be changing at SLCC to GEOG/GIS 1800.

Issues from 2007

Have SLCC GIS courses included more theory for articulation to the U of U? Yes, they covered the theory they expected to transfer into upper-division at the U of U, using the same book as the U of U and synchronizing similar information. Are students having taken the hands-on GIS prepared at transfer for GIS? The theory is now being added to the hands-on classes with labs, by using similar books as the U of U.

Should 3000-level classes without prerequisites be 2000-level courses? The group agreed that they don't really need prerequisites for 3000-level courses because they are not sequenced-based like science or math classes. The classes that are 3000-level are more for depth classes, and they do not need to be changed to 2000-level courses.

Essential Learning Outcomes

In the near future evaluate the ELOs for the Geography discipline to be a little more specific. At this time faculty feel that all of these are covered in their major.

Geography covers the knowledge of human cultures and the physical natural world. Geography covers many intellectual and practical skills like inquiry and analysis – example map analysis and spatial aspect (if a student understands geography they will be better historians, etc.). Critical thinking evaluators of statistics and media, etc. Problem solving is accomplished through labs with hands-on experience. A student should walk away with all the ELOs. Geography also meets personal and social responsibility. All of the courses fit into the ELOs.

By using all the same books or similar outcomes standardized learning can be met all across the board. Are you sure you want to standardize? You can arrive at assessing for competency without standardization. Assessment will come later. Ethical reasoning and action is touched on in the movement class.

GPA

If a student gets a "D" in Geography at one school as part of their Gen Ed and then they transfer to another institution and the receiving institution accepts that grade for their Gen Ed, but the major requires a minimum of "C-," students will have to repeat the course. This is based on the departmental requirements, not the institution's policies.

Retention

As the economy dips, more students enter or return to school. However, we are losing resources to retain students.

One idea is to expose undergraduates to introductory Geography courses to interest them by taking Gen Ed requirements that will be fulfilled by Geography courses.

The later classes during the evenings are getting more enrollments. This seems to be related to students' jobs. Their employers might be paying for those classes as they are more job-specific.

Other

SLCC is now envied for software for their students in their maps and measurements course.

USU may not offer a teaching Geography major. The professor who teaches Geography at the U of U is leaving. U of U and WSU offer the course. Could USU still offer a teaching Geography major by taking it as an online course?

Geology (GEO)

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Articulation

- USU 1010 is actually an introductory course for non majors. USU did the paperwork to make the name change Geology of National Parks. We need to look into this because name change was submitted.
- USU 1120 is no longer offered as a course. Delete from course grid.
- USU Oceanography is upper-division to fulfill a depth requirement. Transferring this course into USU cannot count as a depth requirement. The group discussed why it can't transfer straight across. 1080 and 1085 should have names changed to "Introduction to Oceanography."
- UVU GEO 102H, faculty member doesn't know what that class is. The group questioned what "H" is on the end of the course number. Honors? We need to check on this.

Issues from 2007

Should there be a lab in GEOL 1010? Departments have limited resources to do this. What is GEOL 1010 without a lab? Positioning is important. This may lower enrollment because students don't want to come back to a lab. We will explore during learning outcomes.

Is there a relatively common core? Yes, there is a common core.

Essential Learning Outcomes

The three big questions in Geology regard knowledge of human cultures: time and change; evolution of life and the earth; and interaction of humans with natural environment (energy, global warning, hazards, etc.). There should be a lab required in Gen Ed PS/LS with the understanding that there would be adequate resources, thus enhancing intellectual and practical skills. Integrative learning is increased as students use capstone projects for majors. Geology contributes to all outcomes to some extent depending on the class. All courses contribute, but to what extent depends on the class. Discussion continued on using portfolios to measure assessment outcomes; they need assignments other than exams to show that students are meeting goals.

GPA

Gen Ed depends on whether the students transfer with an AS or not. There is standardization in each school but not statewide. Geology majors must repeat any required major courses that are transferred with a grade of "C" or below.

Retention

Faculty need data to be able to see exact retention rates of Geology classes. Engagement isn't the question; students can't seem to meet measures to succeed in classes. Retention is about economic issues and wanting to be there, not engagement. **Contradiction?** Geology helps with retention by engaging students and teaching practical skills.

Other

No issues were identified.

History (HIST)

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Articulation

Everyone noted changes, and the grid was submitted at the end of the meeting. Reviewed History Transfer Chart prepared by the Regents Office.

Issues from 2007

Should 2-year students be encouraged to take language for the BA degree? History group is committed to encourage majors to take language whether it's a teaching degree or not. Governor's World Language Summit is going in the right direction. U of U – Only has BA degree; students with AS have to take language. CEU – Students wanting to go into History Teaching have to do the BS degree. UVU – the BS is for Teachers; the BS is for History Majors. USU – They have made changes to the BS degree.

Concurrent Issues: CEU – World History not eligible for concurrent because it's a 2 semester course; it creates a concurrent problem. USU – History Teaching majors must take HIST 2700 and 2710, not HIST 1700 for AI. U of U – Gen Ed AI is HIST 1700. Majors must take 2700 + 2710. SLCC – We make them take all three.

Essential Learning Outcomes

Human cultures and the physical and natural world

- HIST 1700 is generally taught across the country as a survey course versus chronological asking the big questions – Why did we have to have a civil war or revolutionary war? The History discipline requires specific critical thinking. How history works on other majors.
- USU does big question Gen Ed courses which are taught cross discipline with a broad survey approach versus chronological order. Norm gets money from the Provost's Office.
- WSU's first year courses haven't been made interdisciplinary due to 2 problems, credit hours and BANNER.
- U of U – HIST 1700 teachers are the best History teachers.
- CEU – Challenge of History applying to trades students.

Intellectual and Practical Skills

- WSU – History should take the lead to articulate and decide how we assess it. Historians are writers. Our culture puts less emphasis on the need to make cogent, passionate arguments. The History discipline is about reading, writing and historical perspective.
- SLCC – We have capped HIST 1700 at 35 students per section. Require writing/document analysis with about 80% essay. Lots of adjunct training. SLCC has college-wide learning outcomes.
- U of U – Can't cap classes due to economics, eliminated discussion sections. Small sections of about 40 students are taught by advanced doctoral students. (Honors capped at 25.) Spring 2008 began online class which is the largest course, moving that direction for survey courses.
- USU – We teach reading, writing and thinking but need more resources. Sections are about 110+ students (except Honors sections).

Personal and Social Responsibility

- There is a national argument for civic engagement beyond working at the soup kitchen. For example, why there is a soup kitchen in the first place?

- WSU – poll students on a perspective, have visits from experts, and poll again.
- UVU – Has an internship course to collect histories from Crandall Canyon people; funded through a \$2.5K grant.
- U of U – the U's Neighborhood Partners link training to develop materials to help immigrants tell their stories. Then, the class presents the oral history back to the community to get feedback to ensure it is right. Students are in contact with Westside leaders through the Westside Leadership Institute.
- SLCC – Living museum project is on the back burner due to funding issues.
- CEU – As part of their proposed ELOs, they included the ability to act responsibly and effectively in informed and disciplined habits of working and living; ethical reasoning and action and civic knowledge and engagement.

Integrative Learning

- How does the History discipline contribute?
- UVU – creating interdisciplinary studies minors across departments and schools, such as American Studies, Cinema Studies, Class Studies, Senior Capstone class.
- U of U – the capstone experience is their primary assessment tool. Interdisciplinary programs create an upper-division challenge when students have only taken HIST 1700. It encourages faculty to create 2 sets of courses, one for majors and one for interdisciplinary students. History courses are good integrative courses.

GPA

Students with an AS/AA degree who earn a "D-" will have this accepted for Gen Ed. A "C" is required for majors.

Retention

- The majority of students typically graduate from the same institution in which they first enrolled.
- UVU – new program with advising to do a midterm grade report with select courses.
- SLCC – with courses capped at 35, instructors call students at home who are not showing up or doing poorly. Personal contact has made a huge difference. SLCC loses students between the first and second semester because students who place into Dev Ed bypass that coursework and do poorly in college-level coursework. (Utah research does not support this statement) SLCC has a new assessment initiative where students must complete placement testing to finalize the admissions decision. Fall 2010: students who place into developmental education must begin coursework there.
- USU – new early alert system where faculty sets a standard. For example, if students earn below a "C" grade on the first paper, faculty alert the Retention Office.
- U of U – Students can declare a pre-History major. Department contacts students about declaring the major.

Other

- U of U students who participate in study abroad are really good students.
- Historiography is being offered at 3 schools, UVU, WSU and SUU.
- Discipline is under assault regarding its value.
- USOE Grades 3-6 are not teaching History. It's not on the test although the USOE is trying to include it in Language Arts.
- Next Year:
 - o Online issues with HIST 2700 and 2710
 - o Discuss models of online instruction.
 - o How to evaluate Personal Social Responsibility with online courses.
 - o How do you prove that students are learning what you say they are learning?

Mathematics (MATH)

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Articulation

SLCC now offers MATH 2040, 2270, and 2280. CEU MATH 2220 is CEU's discrete Math for transfer to USU Engineering. The discrete Math classes should be distinguished by the prerequisite course required (see grid). Certain Math classes will always have a different prefix (and sometimes number, too) because they are taught in other departments. Grid submitted to Andrea Hales 9/29/08.

Issues from 2007

Will pre-calculus be included in the Trigonometry course? DSC and Snow teach a combination course. If MATH 1060 is only 2 credit hours instead of 3 credit hours, can Math 1060 with 2 credit hours fulfill the requirement? No: Regent policy requires 3 credit hours of Quantitative Literacy. Also, some institutions have Math 1010 as the prerequisite for Math 1060; Regent policy states "Math 1050 or any class for which Math 1050 is a prerequisite."

Should Algebra II/MATH 1010 be offered with less breadth and more depth? The high school Algebra II contains statistics and trigonometry, and doesn't cover factoring. The two classes have different purposes. Per the UVU comparison of two years ago, there are 17 competencies covered in Math 1010 that are not covered in Algebra II, yet Algebra II is considered preparatory for MATH 1050. This is a mismatch between high school and post-secondary. Another issue that illustrates this "mismatch" is scheduling. High school students learn at a slower pace and cover less than those who are learning faster. Also, students who come from high schools are dependent on calculators. Could it be we are starting from a false assumption that Algebra II should prepare students for MATH 1050? Taking MATH 1010 allows students to segue into college mathematics. There are political issues with this thinking. The legislature expects Algebra II to "equate" to MATH 1010. Perhaps we should move, yet again, to make MATH 1010 remedial. Previously, the CAOs resisted this idea. They may be more amenable now. Making MATH 1010 a remedial course may create problems for programs where accrediting agencies require credit courses. Also, a credit-bearing number distinguishes this course from arithmetic courses. If USHE could provide the research to USOE, public education math teachers and counselors may embrace the notion that Algebra II and MATH 1010 are misaligned. USHE and USOE should meet to review Algebra II and MATH 1010 competencies in depth.

There has been an increase in asking about the differences between concurrent enrollment and AP. With AP there is one test which you either pass or don't. If you earn a "C" in MATH 1050 concurrent, you get 4 university credits.

Is a master's degree in Math acceptable for concurrent adjunct status? Institutions have unique but similar standards. SLCC wants a master's degree and 18 hours beyond calculus, preferably calculus II or Level 4 licensure. DSC requires a master's degree with 18 hours above 1220. UVU is a master's degree and 18 hours of graduate mathematics. USU requires Level 4 certification. Level 4 is a common standard for MATH 1050 or 1060.

If MATH 1050 is not appropriate for a major, is there a hybrid that is? SLCC, SUU, and U of U offer MATH 1090. There is concern for students taking MATH 1090 in a non-calculus bound major and then switching majors. If a major does not want to require MATH 1050, why not require MATH 1030/1040? This is an institutional issue of promoting awareness of the option. There will be resistance and limited adoption for the reason stated above.

Essential Learning Outcomes

Math departments are in varying stages of creating ELOs. Departments will send their learning outcomes to Cyd. The Math discipline contributes to inquiry and analysis, critical and creative thinking, QL, and teamwork and problem solving. All MATH Gen Ed and major courses contribute to and support these ELOs.

Assessment strategies –

- When multiple people are involved in rating/grading, what measures are in place to ensure inter-rater reliability? How do you measure how teachers prepare students for success? Can institutions share grading rubrics among institutions to see if they are “on the same page”? We should be looking at where students are performing poorly such that instruction can be adjusted.
- Another issue of differing strategies is how institutions administer finals. At several institutions, finals are given at exactly the same time in rooms across the campus, often using the same test versus different versions of the test. There are extreme cases where students pass all midterms graded by an instructor, but fare poorly on the final graded by a different instructor. Can the committee suggest best practice for ensuring consistent grading? BYU had a departmental calculus exam. Different professors graded all exams for questions 1-10, for example.
- U of U is thinking about giving a sampling of graduation students an exit exam (students will be compensated to take an entrance and exit exam). If a group of students did poorly on stats, for example, which stats class did they take? The U of U will also track whether the class was taken in a traditional classroom or online.

GPA

Regent policy states students retaking a class multiple times must pay the full cost of instruction. The majority of students repeating courses take the class and fail, retake and pass. A small number of students repeat multiple times. This group often never shows up for class. At UVU, about 1,500 MATH 1050 students in 10 years (out of 20,000) took a Math class twice. Third attempt 600. Fourth attempt 25. At USU, the placement test is accurately placing students and reducing repeated classes, thus helping retention.

USHE institutions have the same GPA requirements for prerequisite courses but different GPA requirements for Gen Ed completion. Math departments have no control over Gen Ed GPA requirements. Gen Ed requirements may state the class that counts as the QL must have a “D-.” This is problematic for transfer. A “D-” in MATH 1010 from SLCC won’t transfer unless the student completes the AS/AA. At what GPA do you get credit for the class versus what GPA is needed for a prerequisite versus what GPA will transfer?

Retention

At USU, placement testing is positively impacting bottlenecks like MATH 1050. Placement is distributing students and creating new bottlenecks by placing more students in preparatory classes. There has been a loss of enrollment in more advanced classes. It is assumed that this is temporary until students complete their preparatory classes and then move on through Math sequences. USOE’s state initiative to use the Accuplacer in 10th grade (Blue Ribbon Committee) may also impact retention.

Accuplacer placement testing across the USHE is improving retention because students are being properly placed. Proper placement is also reducing the number of students repeating classes. Failure rates are also decreasing.

The whole prerequisite issue, aging test or prerequisite class for Math classes, may be perceived by some as sabotaging retention. Math departments need to inform advisors of the value of placement testing and the various options for being successful in Math classes including placement, tutoring, and preparatory instruction. The committee could request a state mandate that students start their Math sequences early. WSU requires students to start Math classes by the second semester. USU started early and met often with advisors, the registrar, and related groups to orient them to Accuplacer placement testing. The USU math coordinator goes to monthly advisor meetings.

EU and UW are artificially inflating failure rates. Placement testing across the USHE is positively impacting failure rates. Data are being gathered that should show this.

Other

WSU Philosophy course which counts at WSU as QL: WSU has added a statement that the class will not transfer. This has reduced enrollments from 150 to 80 a semester.

Music (MUSC)

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Articulation

- MUSC 1100 Elements of Music/Music Fundamentals/Rudiments: SLCC offers it. Class is only for majors at U of U and is taught online (MUSC 1460 counts for Gen Ed). At Snow, USU and UVU – used for Gen Ed credit. At UVU, only 2 credit hours; students must take 1 hour ensemble class in conjunction for Gen Ed credit. At WSU and SLCC, only 2 credit hours.
- Several schools are moving toward proposing ensemble classes that count for Gen Ed credit.
- MUSC 2120 Theory 4: Not taught at U of U or CEU. U of U offers MUSC 3550 20th Century Technique instead.
- Piano Proficiency: All require piano proficiency; not necessarily class hours (they can test out). Numbering systems are different, but hours transferring between institutions is a non-issue.
- Sight Singing/Ear Training: UVU does not have 3rd and 4th semester (2130 and 2140), but is working toward having these courses. UVU will use same course numbers. All others require them.
- MUSC 2350 Fundamentals of Conducting: All except WSU offer this. WSU offers 2 upper-division courses (choral 3872-3882 and instrumental conducting 3822-23) instead. WSU would require a student to take these courses even if the student took MUSC 2350 at another institution unless he/she is able to show competency.

Issues from 2007

No issues were identified.

Essential Learning Outcomes

The group discussed the Voluntary System of Accountability (VSA) Pre-emptive strike against No Child Left Behind on the higher education level. U of U, USU, and UVU are the three Utah schools involved with this. Wondering how LDS missions affect how Utah schools are compared with other colleges nationwide.

- Gen Ed courses that contribute to fulfilling knowledge of human cultures and the physical and natural world: Intro to Music; Survey of Jazz; World Music; Masterpieces of Music (Music History for Non-majors); American Popular Music; Ensembles; and Intro to Music Technology – SLCC.
- Gen Ed courses that contribute to fulfilling intellectual and practical skills: Music Theory – 20th Century Theory; Aural Skills; Diction; Band/Orchestra/Choir/small ensembles; Composition; Education courses; Applied Music Courses; Music History; Pedagogy/Methods; and Conducting.
- Gen Ed courses that contribute to fulfilling personal and social responsibility: Ensembles; Applied music; Chamber music; Music Education; Music Therapy; Music in Religion; World Music; and Survey of Jazz. Any music class contributes to lifelong learning!!
- Gen Ed courses that contribute to fulfilling integrative learning: Intro to Music Technology; Conducting; Intro to Music Courses; Form and Analysis; Recitals; Student Teaching; and Concerts.

How can we create music experiences that satisfy Gen Ed requirements and keep high standards for music majors?

SLCC is developing a commercial music side of the program and is working with Communication and Film departments to integrate/collaborate on a projects class. This will offer a real world working opportunity. This will bring together interdisciplinary experiences/collaboration, academic and non-academic.

Some schools teach Arts in Cultural Context/Civilizations courses – integrated courses combining art forms (for example, studying 1940's in music, dance, theatre, film, art) – and culminating in final project. These courses are more effective than courses that teach one arts discipline at a time and do not integrate the other art forms.

GPA

Most schools require a "C" in major courses. U of U → "C+." USU → "C-." Minimum "B" in applied music for majors. No institution is sure about Gen Ed because it is not an issue. This should be addressed by Gen Ed people.

Retention

- Snow is trying to ascertain why a student comes to college. Adjusting what success means based on what students want/expect. Some students don't necessarily want a degree – just an "away from home" experience.
- Many students love Music, start in Music, and then realize they may not want a career in Music. All schools see drop off w/Music Theory.
- Schools that offer minors may have TAs/Grad Assistants teach private lessons.
- Several schools offer First Year Music Experience/How to be a Music Major.

Other

- DSC is planning and raising funds for a new building which will include a choral rehearsal room, Music library, and practice rooms.
- Some schools require Music students to take specific Music courses to fulfill fine arts requirements for Gen Ed. Others assume students get enough fine arts as a major in fine arts and don't require specifics.
- NASM accreditation NASM in Seattle is the week before Thanksgiving.
- Private lesson fees 1 credit hour \$380 at U of U, \$350 at WSU and DSC, \$370 at Snow, \$315 at UVU, \$357.50 at USU, \$320 at SUU (or \$200 for 30 minutes), \$240 at SLCC (will raise soon), 14 or 12 one-hour lessons per semester; some offer weekly master class in conjunction with the studio classes.

Nutrition (NUTR/NFS)

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Articulation

Many schools are using a textbook by Melvin Williams for sport nutrition. SLCC will look into using this text.

Issues from 2007

Pre-requisites for 4020

- SUU – Nutrition 1020, 2020, Chem. 1210/1220.
- USU – Nutrition 1020, BIOL 2420, CHEM 1210/1220/2310/2320/CHEM 3700.
- U of U course # for Advanced Nutrition is not 4020, but 4440, pre-requisites are 1020, BIOL 1210.
- USU has 4440 as different course, Food Science, Fundamentals of Food Engineering.

- USU will not accept NUTR 4020 from other schools unless there is a biochemistry prerequisite to the course.

Even though this was a concern, the courses are different and situations seem isolated (since course is 4000-level and students are less likely to transfer after that) that they should be dealt with on an individual basis.

Essential Learning Outcomes

The scientific content in the Nutrition courses, the diversity of learning tools, and the opportunities to apply knowledge develops a variety of learning abilities which ultimately produces professionals who will continue to learn, live healthy lifestyles, contribute to their professional organizations, and influence positively the lives of many.

Students who complete the minor in Nutrition Education (WSU) are able to perform diet analysis, design diets, educate with multicultural sensitivity, research the current scientific literature, assimilate the nutrition information and communicate competently in written and oral form using presentation software.

The Online Lifespan Nutrition Emphasis offered at WSU through the BIS program provides nutrition education during the lifespan, with emphases for the athlete, and for those with nutritionally-related chronic diseases. Students who complete the online emphasis area in Lifespan Nutrition are able to perform diet analysis, design diets, and are knowledgeable in human lifespan nutritional issues, including the recognition of credible nutrition information, community nutrition resources, and can use their knowledge base to improve the health and lifestyles of many.

Student portfolios include the evidence of the students' skills, knowledge and competencies. Each nutrition course identifies in the course syllabus the portfolio pieces the student should include in his or her portfolio.

Currently the NUTR LS 1020 course provides Life Science Gen Ed fulfillment at most institutions of higher education in Utah. The goals, objectives and competencies of the course reflect the contribution that this course makes to the Gen Ed program. Through homework assignments, student projects and examination, the influence that the chemical composition of food has on the living system is explored. The genetic engineering of crops, production of food and food safety issues provides further opportunities to integrate discussions of the environmental impact on our society.

- The course goals are to:
 - o Provide the student with basic science and critical lifestyle information that will augment the personal ability to sustain life-long health and learning.
 - o Serve as the foundation course for subsequent course work in the area of nutrition.
 - o Satisfy a life science Gen Ed course requirement.
- The course objectives are to:
 - o Introduce nutritional sciences and the methods used in the discipline.
 - o Plan, evaluate, and manage diets that support life-long health. Learn how to consume a healthy diet.
 - o Utilize USDA database and diet analysis software to determine nutrient values of food.
 - o Learn how the body processes food and utilizes nutrients with reference to energy balance and weight.
 - o Understand the association of nutrition, exercise and lifestyle in relation to health.
 - o Become aware of the food industry and practice the basics of food safety.
- The course competencies are to:
 - o Evaluate food package label information. Discern the reliability of nutrition information.
 - o Apply dietary patterning techniques to determine the nutritional adequacy of diets. Utilize diet analysis software and food composition information to perform dietary analysis and evaluate diets for nutritional adequacy and chronic disease risk.
 - o Make recommendations for improving dietary intake based on dietary analysis results.
 - o Evaluate laboratory and anthropometrical data in relation to chronic disease risk.
 - o Prevent food borne illness by adopting good food handling techniques.

Course evaluations ensure that the course goals, objectives and competencies are met. In addition, the College of Science Gen Ed committee assesses the course. Students who took the course and faculty who teach the course respond to a survey that solicits their perception of the course meeting the LS Gen Ed course criteria. The data are compared to all courses offered for LS Gen Ed to insure that all courses continue to meet the criteria.

- Student portfolios demonstrate what they can do, what they know (WSU, U of U for grad program).
- Use I-Clickers “test your knowledge” activities during class.
- Passage rates of Registered Dietitian exam (USU).
- Professional research assignment to analyze journal article. Critical Analysis of popular press.
- Assignments including case study analysis.
- Abstract writing in smaller courses.
- Exams in courses (some focus on cognitive learning, some on critical thinking).
- Dietary analysis.

GPA

All schools accept “C” or better for major/minor.

Retention

Enrollment patterns are mostly up or steady; strong retention because of recruiting and advising efforts (both by staff, faculty, and peer advisors). USU realigned Nutrition sciences with pre-med, and enrollment doubled.

Faculty don’t seem concerned with failure and see an early failure as an indication of lack of preparedness or inclination towards field. If students do not do well in initial class, they should not continue on to advanced work. When students are encountering this issue, faculty or advisors try to work with them to find alternate major options, rather than having them leaving the institution.

Other

Multicultural Nutrition courses offered across institutions: SUU – SCI 2120 multicultural nutrition – service learning trip to Mexico; WSU NUTR 3420 – multicultural health and nutrition; USU 5830, no prerequisites; U of U – 3000-level Cultural Aspects of Food.

Philosophy (PHIL)

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Articulation

- Philosophy of Religion(s) changed to Philosophy of Religion. New numbering on grid. Philosophy of Religion U of U 3600; USU will change to 3600 (change from 3700). CEU will change 2350. SLCC 2350. UVU 3600
- USU will change 1200 to 1250.
- SLCC will teach 1250 and Human 2300
- U of U 2600 to 3640
- SLCC’s 1120 Social Ethics changed to 1130 Personal Ethics because it changed to a Diversity requirement.
- Agreement to accept 1130 Personal Ethics across the board as 1120 Social Ethics

Issues from 2007

An update on the Website with hot buttons was given. Each agreed to develop their own BlogSpot, then later will try to link all of them together. Charlie will send his link usuphilosophy.com.

Essential Learning Outcomes

Assessment strategies used by USU department that fit ELOs, they use a 5 point scale while evaluating 11 ELOs. All of the courses majors and Gen Ed classes cover learning outcomes.

- SLCC gave Student Learning Outcomes
- Acquire substantive knowledge in the discipline of their choice sufficient for further study and think critically.
- Communicate effectively.
- Develop quantitative literacies necessary for their chosen field of study.
- Develop the knowledge and skills to be civically engaged, and/or to work with others in a professional and constructive manner.

GPA

Feel okay with students repeating classes as of now.

Retention

All of these efforts to address retention are good ideas; however it depends on the student you are trying to reach.

- Developing online classes to increase enrollment because of gas prices, people not wanting to travel, and students needing certain credits. Technology used Blackboard, WebCT, etc.
- Advising office contacts philosophy students when they are not doing well.
- Using Facebook accounts to give resources to students (create connection w/ students and advertise).
- Talking with students develop connections with students, letters, notes on papers, emails.
- Arriving to school "Connections" helps students arrive a week or a couple days before school to get comfortable.
- U of U Graduation Guarantee helps students returning to the U of U program.

The group feels that the impact is positive on institutional retention rates, it might retain students to the discipline, and the worst is the student doesn't major in Philosophy. Introductory courses helping with retention.

Other

Undergrad conferences: Spring 09 UVU undergrad conference (in April); fall 09 SLCC undergrad conference; November 7 SLCC conference, "To Kill?"; and Ethics Bowl at WSU on November 15th.

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Articulation

- PHYS 1010 "Elementary Physics): called "The Way Things Work" at U of U; called "Intro to Physics by Hands-On Exploration" at USU (4 credit hours).
- USU's PHYS 1200 uses the same text as most other 1010 courses; articulation needs to be reviewed – possibly renumbered as 1010.
- PHYS 1070 is only taught at UVU.

- PHYS 1080 "Life in the Universe" available at USU, but not on grid.
- PHYS 1500 "Preparatory Physics" taught at U of U only (may discontinue; encouraged for students who have no physics background).
- PHYS 2110 and 2120: Content not uniform across all schools. U of U's 2110 (for Physics majors only) appears to be higher-level course. Possible renumbering?
- PHYS 1020, 2090, and 1800 are intended to be Gen Ed courses. Consider common number? Perhaps two separate classes (1000- and 2000-levels)?
- U of U offers two 3000-level energy classes with pre-reqs.
- UVU's PHYS 3800 and U of U's PHYS 3150 have similar course content. Should consider common course numbering; however, this is a less urgent issue since they are UD courses.

Issues from 2007

- What is status of 1000-level energy course? Agreed that PHYS 1020 be called "Energy: _____" at all institutions. Will seek for Gen Ed credit.
- PHYS 1030 instead of 1020 for "Meteorology"? To be discussed in the future.
- High school visits
 - o WSU and USU do not do concurrent enrollment.
 - o SLCC working with 5-6 schools.
 - o USU may consider CE for PHYS 1200.
 - o CE teachers are adjunct faculty and need to understand expectations and teach with same level of quality.
 - o Regional campus classes create problems for USU.
 - o U of U is visiting 60 local high schools and 40 in Las Vegas. Lynn Higgs passed out a recruiting DVD.

Consistency in acceptance of AP scores (or not). It was agreed that each institution will send Larry Smith a 3-D table/matrix with AP breakdown, in hopes of creating greater consistency. There is concern that AP teachers teach to the test, not focusing on content. Students come to college without adequate knowledge/application skills. College Board folks are working to correct this problem. Textbook and test have been dummed down.

Essential Learning Outcomes

Is there a distinction between 'physical' and 'natural'? Should there be? It was agreed that the distinction between the two areas should stay.

Inquiry, analysis, information literacy, critical and creative thinking, and integrative learning are inherent in all Physics courses. Quantitative literacy: emphasize ability to estimate scale, depth, impact of a problem, solution; interrelationship (China steel mill case). From a physicist's standpoint, teamwork and problem solving are separate.

(Why?)

All energy courses apply to personal and social responsibility. Scientific components in valid arguments can be made pertaining to civic issues, recognizing the impact of science in regional, national and global issues (using science to evaluate constraints on policy). All science deans in Utah are meeting to work on increasing science literacy in the state and adequately train teachers. Physics courses address environmental responsibility and safe lifestyle issues.

Areas for improvement: written and oral communication (not inherent in Gen Ed classes; instructor dependent); intercultural knowledge; and ethical reasoning and action (needs to be articulated better to students).

GPA

Issues related to standardizing acceptable GPAs: Engineering schools will only accept transfer "C" grades (but will accept Gen Ed requisites as met). This information is spelled out in articulation guides and is deemed to be primarily

an advisement issue. There was discussion about formulating a matrix or "Get Ready Guide" (U of U's version). This is only a problem if students don't get the information. The key is to know requirements and treat all situations alike.

Retention

Enrollment primarily remains stable. UVU is slowly growing. The U of U is up 15% in large part as a result of a heavy advertising campaign. 50-60% of WSU's majors graduate. BYU and U of U graduate about 40% of their majors.

Continuing efforts to address retention

- There is a need to educate high school counselors to direct more students towards science.
- WSU has had success with "Physics Night."
- U of U holds public lectures; they work primarily with AP teachers, offering students credit for attendance.
- USU has a Physics Bowl with prizes.
- The U of U gets students involved in research and/or undergraduate seminars to build a sense of community.
- USU has good retention efforts with a designated Physics advisor and "Gee Whiz" sessions with faculty.
- WSU and U of U have a "major's room" with lockers, books, tables, chairs, etc.

It is hard to assess first- and second-year students; however, once students get into their UD work, they tend to stay. Is it possible to create a database of Physics graduates? This would serve as a great recruitment and retention tool. Phil Matheson (UVU) will act as repository.

Other

No issues were identified.

Political Science (POLS)

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John Jones	DSC	jones@dixie.edu			

Articulation

No problems with grid.

The group discussed new courses at SLCC: Peace and Conflict Studies program with two new courses Peace and Conflict; and Domestic and Peace and Conflict. There are new minors at WSU – international politics and public administration. SUU offers certificates in international relations and public administration. For information purposes, the chair asked all departments to list their programs.

Gen Ed POLS 2100 and 2200 are BF at U of U but not at other institutions; POLS 2300 is HF at U of U but BF at SLCC.

Issues from 2007

UVU is still in the process of getting POLS 2350 changed to POLS 2300.

The group raised questions about the consistency in AP. Two levels of question 1) AP Government for AI; 2) AP Government for major. USU and UVU both accept AP US Government for POLS 1100 credit in the major. Should U of U pressure its department to change policies to accept POLS 1100? Other universities felt that U of U should have

to change; rather it should be an internal decision within each program. U of U advisor will present information on AP policies to the department chair and faculty for consideration of changes.

The group discussed how to promote and support diverse students. The U of U department provides materials in department office that cover a wide-range of student services and programs.

Essential Learning Outcomes

Michael Petersen from UEN discussed the use of Blackboard/WebCT and learning object repository in conjunction with learning outcomes. Could we develop a set of learning outcomes and then specific learning objects that could be collected in this repository system that could then be used by faculty across universities in their courses? Is their interest in doing this particularly for POLS 1100, to seek funding and organize group of faculty to put these object materials together? Questions were raised about what exactly a "learning object" would be – would these be standards that would dictate course content? Michael's response – not really; idea would be to collect and produce a set of materials that cover typical topics and would be available as tools for faculty to use. Questions were raised about whether this would be a unique contribution – don't publishers and others provide these kinds of resources? – and whether trying to put this together would be feasible (in terms of time, resources, etc) and worth the expense of time/money. There was interest among the group in using such a resource. However, the group questioned who would be involved in its production. It was mentioned that this could be of particular value for adjuncts, who may not have as many resources or time to gather materials to improve their courses. For faculty who might be interested in participating, write Mike at mpetersen@media.utah.edu.

What institutions have identified or are in the process of identifying learning outcomes? SLCC and WSU have done it; DSC is in process. The meeting chair asked other university representatives to continue working on this and we would all communicate over email to refine and further develop ideas about ELOs and assessments. Concerns were raised about how consistent assessments need to be across universities.

The group questioned which of the stated ELOs does our discipline not address? Two levels 1) which ELOs don't seem to fit the discipline; 2) which ELOs would be difficult to measure/assess? (For example, how do we assess "ethical reasoning" as an objective?) Discussion developed around questions about what exactly counts as "assessment." Those who had been involved in the process explained options that have been implemented pre- and post-tests that focus on one ELO in particular semester or class; field exams; content analysis of papers; etc.

- Teamwork – discussion centered on what counts – group projects? Small group discussion? Does it occur enough in certain classes to be considered important for discipline as a whole?
- Foundations and skills for lifelong learning – how would you measure? Suggestions included alumni surveys. But is this an important/valuable outcome that can be meaningfully assessed? Seems that "skills" are already represented by the other ELOs, making this ELO redundant (and the "lifelong learning" piece would be nearly impossible to measure).
- Problem-solving – is this something distinct from critical and creative thinking?

Each representative will email Laurie with their assessment of ELOs; Laurie and Jess will compile responses and communicate with group to move forward towards agreement.

GPA

The group held a brief discussion of grade requirements for the major. It was made clear that there is no discrimination between transfers and institution – grade requirements are standard across students. Representatives from two-year schools emphasized the need to make sure that all requirements for majors (including GPAs and course grades) at four-year schools are well-publicized and made clear to potential transfers. Most universities require "C-" or better in introductory courses. WSU requires a "C."

Retention

Efforts to address retention and “at-risk” students: some universities require mid-terms grades to be reported, and have advisors contact those students who are at risk of failing to provide resources and advice. Outreach to students is provided through organizations like Pi Sigma Alpha and Student Advisory Committees. Another important retention factor is improving student access to faculty. Students can access other departmental organizations, common areas/lounges for majors, events, etc – things that create collegiality and feelings of community within departments.

“Alternative” classes, such as online, can be tools for retention. The group discussed positives and negatives of online classes. Online classes may appeal to students who have difficulty getting to campus. There are perceptions, or misperceptions, that online classes are less time-consuming or challenging than regular classes. The group also discussed night and weekend courses. The group agreed that flexible scheduling can be useful in retaining students.

Other

No issues were identified.

Psychology (PSY)

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Articulation

Changes were made on the grid and inconsistencies identified. The only issue in numbers not aligning was with Human Development across the Life Span (PSY 1100). All Institutions that offer this course within a Psychology Department do so with the 1100 number. The U of U, WSU and Snow offer the course in the Family and Consumer Sciences Department and do so with a 1500 number. Snow will offer an 1100 PSY course so their HFST 1500 can be replaced with PSY 1100.

The group agreed that when courses are offered outside a Psychology department, Psychology faculty have no power to change or align course numbers and are, in fact, constrained.

PSY 2010 needs to be added to the matrix. This is a Science and Professional course that is offered at WSU, U of U, SUU, and SUU. Snow and SLCC are looking at adding it for the upcoming year. Check catalogues for 2009 meeting.

Issues from 2007

The group discussed (a) if abnormal and social psychology should be taught at the 3000-level, and (b) how transfer students are handled who take these at the 2000-level. SLCC is the only institution that has 2000-level abnormal and social psychology courses. The other institutions expressed that they need to not offer it anymore because students have to re-take the course at the 3000-level if they transfer. The discussion may be less about what SLCC does and more about ensuring that the 2000-level version of these courses are not redundant in depth and workload. This also affects other departments that require these courses at the 3000-level (e.g. Nursing).

The question “What introductory course would benefit lower-division students” was raised. Many institutions already have such a course in place (PSY 2010) or a career exploration course (PSY 2950). Courses such as Psychology of Adjustment (WSU PSY 1540) and Interpersonal Relationships (WSU PSY 2000) could be offered at SLCC and transferred to other USHE institutions.

Essential Learning Outcomes

Most core courses in Psychology cover knowledge of human cultures and the physical and natural world and intellectual and practical skills. Additionally, APA (American Psychological Association) has standards that closely match those areas. History and Systems and Capstone/Seminars Courses cover integrative learning. More work needs to be done on how particular courses or course aspects match personal and social responsibility. The U of U's field experience course and its service learning modes combine Psychology content with community placements.

GPA

The group discussed the issue of requiring course repeats and those related to standardizing acceptable GPAs.

Faculty reported that they did not have different GPA requirements for transfer students and native students. Most require a "C-" or "C" (U of U and WSU) or better although there was some variation among the departments.

Retention

The group discussed enrollment patterns, continuing efforts to address retention, how this discipline impacts institutional retention and typical failure rates and how to address them. U of U is losing numbers in 1010. WSU is working on showing students what a degree in Psychology can provide in order to attract and keep more students. USU is asked to put a statement about "retention and early learning" in their syllabus.

Other

No issues were identified.

Social Work (SW)

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Articulation

There were no changes made to the grid nor were any inconsistencies noted.

Issues from 2007

Attendees did not believe there was an issue or question regarding adding a lower-division values course. Values content is required in existing courses in all programs.

Improving writing skills at the lower-division elicited many suggestions. They included (a) better junior high school preparation of students before they ever come to the university; (b) improving the quality of training in writing given by university English or writing programs; (c) creating an writing course within the Social Work program; (d) mentoring students with identified writing problems.

Essential Learning Outcomes

The Council on Social Work Education's recently adopted competency requirements which apply to all accredited baccalaureate and master's programs and covered many of the same learning outcomes identified in the AAC&U document. Grafton offered to prepare a matrix that showed the relationship between these competencies and those from the AAC&U document. This will be shared with attendees who will identify which of their courses contribute to the learning outcomes. The final document will be sent to Teddi.

Assessment strategies used by Social Work were identified although they varied by school. They included use of graduation examinations, capstone papers, self-evaluations by students, participation in the Baccalaureate Educational Assessment Project (BEAP) which includes exit surveys, alumni surveys, employer surveys, and soon a knowledge test that can be used as a pre-post measure of change in students, field supervisor evaluations during practicum, and a knowledge test used at both program admission and admission to the practicum.

CSWE Required Competencies	Corresponding LEAP ELOs
2.1.1 – Identify as a professional social worker and conduct oneself accordingly: advocate for client access to social work services; practice personal reflection and self-correction to assure continual professional development; attend to professional roles and boundaries; demonstrate professional demeanor in behavior, appearance, & communication; engage in career-long learning; use supervision and consultation	Foundations & skills for lifelong learning
2.1.2 – Apply social work ethical principles to guide professional practice: recognize/manage personal values, allowing professional values to guide practice; make ethical decisions by applying the NASW Code of Ethics and, if applicable, other recognized ethical principles; tolerate ambiguity in resolving ethical conflicts; apply ethical reasoning strategies to arrive at principled decisions	Ethical reasoning & action
2.1.3 – Apply critical thinking to inform and communicate professional judgments: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; analyze models of assessment, prevention, intervention, and evaluation; demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	Critical & creative thinking: Inquiry & analysis; Synthesis & advanced accomplishment across general & specialized studies; Written & oral communication
2.1.4 – Engage diversity and difference in practice: recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; recognize and communicate understanding of the importance of difference in shaping life experiences; view selves as learners and engage those with whom they work as informants	Knowledge of human cultures & the physical & natural world; Interpersonal knowledge & competence
2.1.5 – Advance human rights and social and economic justice: understand the forms and mechanisms of oppression and discrimination; advocate for human rights and social and economic justice; engage in practices that advance social and economic justice	
2.1.6 – Engage in research-informed practice and practice-informed research: use practice experience to inform scientific inquiry; use research evidence to inform practice	Quantitative literacy, Information literacy
2.1.7 – Apply knowledge of human behavior and the social environment: utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; critique and apply knowledge to understand person and environment	Knowledge of human cultures & the physical & natural world; Intercultural knowledge & competence
2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services: analyze, formulate, and advocate for policies that advance social well-being; collaborate with colleagues & clients for effective policy action	Teamwork & problem solving
2.1.9 – Respond to contexts that shape practice: continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	Civic knowledge & engagement—local & global
2.1.10(a)–(d) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities: substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; use empathy and other interpersonal skills; develop a mutually agreed-on focus of work and desired outcomes; collect, organize, and interpret client data; assess client strengths and limitations; develop mutually agreed-on intervention goals and objectives; select appropriate intervention strategies; initiate actions to achieve organizational goals; implement prevention interventions that enhance client capacities; help clients resolve problems; negotiate, mediate, and advocate for clients; facilitate transitions and endings; critically analyze, monitor, and evaluate interventions	

GPA

Lower-division GPA from Gen Ed courses is not an issue for Social Work.

Retention

The group identified no significant problems within any of the Social Work programs. Admissions numbers were stable and students who are admitted to the programs seem to finish successfully. It was estimated that students who do not complete the major once admitted range from no more than 2% to a high of 10%. However, some of those who did not graduate were dismissed from the program for violations involving behavior, unprofessional acts, or academic failure. Since programs are charged with gate keeping for the profession, such losses were considered desirable or necessary. Generally speaking, retention in Social Work is better than for the university as a whole.

Other

No issues were identified.

Sociology (SOC)

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Articulation

The course grid was sent around, people made changes, and the grid was submitted at the end of the meeting.

Gender Studies (SUU) wants to change the title and make it a 3000-level course; UVU wants to re-title it, but 2370 is the common number for Gender Studies. The trend has been to move it to upper-division which creates a problem at 2-year schools; there are not enough lower-division courses to get students interested in Sociology. SLCC, UVU and SUU will coordinate the title. CEU calls theirs SOC 2910. Faculty asked if this can be changed.

Faculty did not know that there is a CLEP Test for SOC 1010. The group discussed whether or not to accept it, and, if so, what score cutoff is acceptable. Faculty agreed that it is school prerogative to accept or not. WSU will send to everyone a rationale on why they don't accept it. Currently, WSU faculty do not know the content of the tests.

Issues from 2007

People who mentioned the issues on the agenda aren't here this year.

Essential Learning Outcomes

Faculty determined that they do not need to have every outcome. Sociology is based on the ability of people to make a distinction between personal troubles and public issues, what C Wright Mills called "the sociological imagination."

Sociology covers knowledge of human cultures. Sociology covers intellectual and practical skills, though teamwork in larger courses is more difficult. The USOE representative indicated that grades 3-6 follow what is on the blue paper and call it Essential Enduring Understandings. Personal and social responsibility is the nature of the discipline; ethical reasoning and action through research and lifelong learning is in all courses.

We will need to show that students have learned what we said they would learn. WSU assesses integrative learning by embedding 5 common questions in exams across the board. The score is averaged and sent to Gen Ed. A pre and post test of Sociological Theory is given. SLCC and DSC do pre and post testing. UVU has students display their work at the end of the semester. USU's assessments are specific to courses – see their website under Assessment on the right side. WSU does exit interviews for the major and asks how much have you improved in (5 skills)?

GPA

Majors require a "C" or better in major courses. Should Soc Gen Ed courses have a grade requirement?

Retention

- WSU has a Sociology club and in 1010 courses, faculty discuss what students can do with a Sociology degree, including jobs to get students interested.
- SUU is a member of the United Chapter of Alpha Kappa Delta (AKD), the international Sociology Honor Society. This club serves as a platform to enhance students' academic goals, knowledge, and extracurricular activities.

SUU also has “What can I do with a Sociology Major?” information. Faculty discuss and distribute to individuals and classes pamphlets that explain job and career opportunities.

- SLCC has a handout it gives at the end of the semester discussing the degree and jobs; their enrollments have tripled. For example, if students were interested in chapter 3 the next class on that is ____ or if they liked chapter 6 the next class on that topic is _____.
- UVU has a behavioral science orientation course that helps students learn about the department, the professors, the courses, and career opportunities with a degree in behavioral science.

There is no extra funding for additional faculty, no reward. USU has great teachers. Upper-division courses are capped at 60 students. USU has many students and courses in demand. When more students show up in classes, the department is penalized because there is no way to add classes. Instead, they keep getting larger even though they try to cap upper-division courses at 60 students.

Mostly Sociology retains the unconventional students. Many students who believe they aren't good at anything find they are good at something, Sociology.

Other

The group will discuss a diversity course next year. Definitions of diversity are different at each school. Some schools have embedded it in Gen Ed and some have it as a graduation requirement.

Theatre (THEA)

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Articulation

- THEA 1113 Voice and Diction - Not taught at U of U or Snow. Voice and Diction taught at SLCC as FILM 1110 – Faculty are working to get it cross – listed under Theatre as THEA 1113.
- WSU has 1030 Voice and Movement – Students transferring in will be evaluated individually. Students transferring in with courses in either Movement or Voice and Diction will receive credit for WSU's course.
- THEA 2033 Acting II - USU has had a different course numbering scheme. They are going to renumber.
- Theatre history course numbers differ. Not all Theatre history courses were listed on the grid.
- DSC, UVU, and USU offer Musical Theatre courses not listed on the grid (course numbers differ.)

Issues from 2007

No issues were identified.

Essential Learning Outcomes

There is a difference between what is critical and what is desirable. We often are doing the right assessment activities, but don't articulate that we are. We need to justify ourselves. Either we define learning outcomes as Theatre faculty or others (elected public officials) will define them for us. Accountability!

Students will be able to identify the function of the arts in society. Do we want to change stated outcomes? It's an ongoing discussion. Why reinvent the wheel? Look at other consortia and collaborative Theatre groups as examples.

The following help meet the knowledge of human cultures and the physical world ELOs: Intro to Theatre; themes of plays performed or studied in various classes; performing a part – mimesis – personal engagement in lives of others; Black theatre; American political theatre; gay and lesbian theatre; dialect work; and primary and biographical research.

Intellectual and practical skills are increased through communication, collaboration, and research.

Personal and social responsibility is increased through service learning – SUU Shakespeare competition; discussing issues in talkback sessions after shows – guest expert speakers; taking shows to public to educate; and organization, self-discipline, deadlines, collaboration.

Integrative learning is met through senior projects/capstone experiences – developing new materials; research; NYC auditions for acting students/professional showcase; freshman and junior seminars – start students on portfolio building; touring; design, direct, choreograph; ACTF; and prep for auditions, grad school, interviews/applications, internships, juries.

GPA

SUU – minimum GPA 3.0 for BFA. Most others 2.0; USU is 2.6.

Gen Ed Classes: All offer intro/survey of Theatre. Some offer acting, political theatre, black theatre, gay and lesbian theatre. WSU offers Introduction to Acting and Introduction to Film as Gen Ed.

Retention

- Helps:
 - o Personal touch is #1.
 - o 25% are transfer students. 87% majors at U of U were Utah residents – similar for others.
 - o Mentoring and creation of a home!!! Advisors who understand the discipline.
 - o Tuition waivers/scholarships. Work-study jobs.
 - o Academic problems hinder – especially for open admissions campuses.
 - o Pros and cons depending on when/how auditions are set up and shows are selected.
 - o Student organizations – Theatre Arts Guild through university student government.
 - o Creating a sense of community – barbecues, etc. General meeting/town meeting for majors each semester.
 - o Brown bag meeting after show opens.
 - o Food! (Cast parties).

- Hindrances:
 - o Lack of money – scholarships, jobs.
 - o SCH (student credit hour) model of funding – difficult for the U of U.

Other

Measurement of success: Reviews, feedback, responses from employers for interns, the Kennedy Center American College Theatre Festival (KCACTF), admissions to grad schools, who hires the graduates, applause!

BS versus BA versus BFA: which schools offer what and why? WSU offers the BS and BA in Theatre. NAST Certification – U of U is in the process.