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EDUCATIONAL POLICIES COMMITTEE MINUTES

8 January 2015

A meeting of the Educational Policies Committee was held on 8 January 2015 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Larry Smith, Chair
Heidi Kesler, Curriculum Retention
Michele Hillard, Secretary
Richard Mueller, College of Science
Roland Squire, Registrar's Office
Kevin Olson, Caine College of the Arts
Kacy Lundstrom, Libraries
Ed Reeve, Curriculum Subcommittee Chair
Melanie Nelson, USU-Eastern
Eddy Berry, Humanities and Social Sciences
Norm Jones, General Education Subcommittee Chair
Kelly Fadel, Huntsman School of Business
Thom Fronk, Engineering
Scott Bates, Academic Standards Subcommittee Chair
Janet Anderson, Provost's Office

Absent: Scott DeBerard, Graduate Council
Derek Hastings, Graduate Studies Senator
Doug Fiefia, USUSA President
Karen Mock, Quinney College of Natural Resources
Jared Schultz, Education and Human Services
Nathan Straight, Regional Campuses

Visitors: Dawn Kirby, Assoc. Dean, Humanities and Social Sciences
Kristine Miller, Honors
Debra Spielmaker, Applied Sciences, Technology, and Education

I. Approval of the minutes of the 4 December 2014 meeting (see below)

Approved

II. Subcommittee Reports

a. Curriculum Subcommittee (Ed Reeve)

Motion to approve made by Norm Jones. Seconded by Kelly Fadel.

Course Approvals

Request from the School of Applied Sciences, Technology and Education to restructure the Agricultural Systems Technology MS degree. (see below)

Request from the Department of Engineering Education to discontinue the Associates of Pre-Engineering (APE) degree at the Regional and USU Eastern campuses. (see below)

b. Academic Standards Subcommittee (Scott Bates)

Motion to approve made by Scott Bates. Seconded by Ed Reeve.

Motion to change Due Dates for final exams from 120 hours to Thursdays at 5:00 pm made by Richard Mueller. Seconded by Norm Jones. Motion Approved

A meeting of the Academic Standards Subcommittee was held on 11 December 2014 at 2:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Scott Bates, Chair, Emma Eccles Jones College of Education & Human Services
Roland Squire, Registrar's Office (represented by Eric Humphrey)
Heidi Kesler, Curriculum Retention
Deidri Nielson, Secretary
Dawn Kirby, College of Humanities & Social Sciences
Doug Fiefia, USUSA President
Thom Fronk, Engineering
Nathan Straight, Regional Campuses
Marci Smith, Registrar's Office

Absent: Stephanie Hamblin, Advising
Karen Mock, Quinney College of Natural Resources

Visitors: Brandy Reeves, Student Services

Approval of Minutes

The minutes from the November 11, 2014, meeting were approved as adjusted by the educational policy committee (which modified the grading policy to say that grades are due 120 hours after the last final of the semester).

International Baccalaureate Organization (IBO) Awarding of Credit Policy

Brandy Reeves reviewed the policies of all the state institutions and found that Utah State University's current IBO policy was misaligned; this is potentially problematic given articulation agreements. The discussion centered on changes necessary to the current policy to bring USU not to just the standard level but to a higher level in the state's scoring requirements; edits and additions are reflected in the accepted new IBO policy which will go into effect immediately. (see below)

Dawn Kirby motioned to accept revisions to IBO; Eric Humphrey seconded.
Outcome: motion passed.

Excused Absence Policy

Scott Bates started the discussion by stating that the current excused absence policy is found in two places: the student code and the USU catalog. There is discussion to remove the excused absence policy from the student code, therefore, in the future the new excused absence policy will only be found in the catalog. Scott is working from Texas A&M's excused absence policy as a starting point for discussion.

Some questions/concerns were:

- Several members raised questions about limits on excused time from class "meetings." The current draft policy refers to business days.
- Nathan Straight brought up a concern for faculty working with students in classes that meet once-per-week; if they miss a class it is two and half hours of class time. He suggested that accreditation may inform this new policy.
- Question was raised by Dawn Kirby: should there be specific language about time away for internships. Follow-on question raised by Doug Fiefia: should there be language about job interviews?
- Compliance with Title IX is currently not in the USU excused absence policy. It is include in the revised policy.
- Procedures for the excused absence policy surrounding grievances should involve -Deans, VP of Athletics, or VP Student Services
- Several members raised questions about the policy and how it fits with existing policies (e.g., incomplete, semester withdrawal, academic record adjustment).

Scott Bates requested additional feedback on the proposed policy change and will bring a revised draft Excused Absence policy that incorporates feedback to the next sub-committee meeting.

The January 9, 2015 meeting is cancelled. We will look for another date and notify the committee.

c. General Education Subcommittee (Norm Jones)

Motion to approve made by Norm Jones. Seconded by Eddy Berry.

December 9, 2014, 8:30 A.M.

Champ Hall Conference Room

Present: Norm Jones, Chair; Dean Adams, Engineering; Janet Anderson, Provost's Office; Eddy Berry, Social Sciences; Lawrence Culver, American Institutions; Richard Cutler (for Dan Coster), Quantitative Intensive; Ryan Dupont, Life and Physical Sciences; Doug Fiefia, USUAS President; Laura Gelfand, Arts; Stephanie Hamblin, University Advising; Harrison Kleiner, Connections; Mary Leavitt, Advising; Kacy Lundstrom, Library; Brian McCuskey, Humanities; Kris Miller, Honors; Karen Mock, Natural Resources; Bob Mueller, Regional Campus; Dick Mueller, Science; Melanie Nelson, USU Eastern; Lee Rickords, Agriculture and

Applied Sciences; Lauren Skousen (for Michele Hillard), Secretary; Larry Smith, Provost's Office

Absent: Kathy Chudoba, Business; Brock Dethier, Writing Program; Cindy Dewey, Creative Arts; Dawn Kirby, Humanities and Social Sciences; Shelley Lindauer, Education and Human Services; John Mortensen, Student Services

Call to Order – Norm Jones

Approval of Minutes – November 18, 2014

Motion to approve made by Dean Adams. Seconded by Dick Mueller, minutes approved.

Course Approvals

MATH 2010 (QI) **APPROVED** Richard Cutler
Motion to approve made by Richard Cutler. Seconded by Dick Mueller.

MATH 2020 (QI) **APPROVED** Richard Cutler
Motion to approve made by Richard Cutler. Seconded by Dick Mueller.

Course/Designation Removals

N/A

Syllabi Approvals

ART 1020 (BCA) Mark Koven **PENDING**..... Cindy Dewey
PHIL 4300 (DHA) Charlie Huenemann **APPROVED** Brian McCuskey
Motion to approve made by Brian McCuskey. Seconded by Dick Mueller.

PHIL 4410 (DHA) Charlie Huenemann **PENDING**..... Brian McCuskey
RELS/HIST 3020 (DHA) Ravi Gupta **APPROVED** Brian McCuskey
Motion to approve made by Brian McCuskey. Seconded by Kris Miller.

Business

CI Oral Component Suggestions – Brock Dethier/Brad Hall/Bob Mueller/Kelsey Hall
Conversation carried to January's meeting due to Brock Dethier's excused absence.

Students may communicate orally in a wide variety of formats. Some examples include the following:

1. Make a formal presentation to a class or subgroup of a class, an outside audience, or the instructor.
2. Make a formal presentation using video format or other presentation software.
3. Perform in a dramatic presentation or other oral reading.
4. Participate in structured in-class debates with assigned roles.
5. Lead structured discussions by doing such things as introducing the reading, Synthesizing class materials and audience responses, summarizing at the end of class, or reading and paraphrasing important but not required articles.
6. Have the class join or create a mock-conference with poster or PowerPoint

presentations.

7. Create podcasts or YouTube videos.

Fifteen Year Proposed Policy Change - Janet Anderson

Courses taken to satisfy specific General Education (or University Studies) requirements will be deemed as acceptable for satisfying that requirement without review for a maximum of 15 years from the time the course was completed. Students who have not completed the baccalaureate requirements within 15 years after taking General Education (or University Studies) courses must have their courses evaluated and approved by ~~their department head or dean~~ **the Provost's Office or a designee** in order for the courses to satisfy current General Education (or University Studies) requirements.

Motion to approve made by Dick Mueller. Seconded by Dean Adams.

Meeting adjourned at 8:50 a.m.

III. Other Business

Motion to accept and approve this proposal made by Richard Mueller. Seconded by Norm Jones.

PROPOSAL from the University Honors Program (Kristine Miller, director): *to create a new "Global Engagement Scholar" transcript designation*

DESCRIPTION: The University Honors Program proposes to offer its students the opportunity to ground their Honors work in topics of global concern. Focusing on both academic understanding and practical application, Global Engagement Scholars would be students who have learned to think deeply and to engage thoughtfully with the international issues that shape their disciplines. The resulting transcript designation of "Global Engagement Scholar" will communicate to future employers and/or graduate programs the student's commitment to international communication and understanding.

PROPOSED REQUIREMENTS (and alignment with existing requirements for Honors):

- **Foreign language competence**: Students will need to complete two years of course work (or equivalent competency testing) in a second language.
 - *Not a current Honors requirement, but many Honors students choose to complete this work.*
- **9 credits/points of Study Abroad and other Practical Application Work**: All Global Engagement Scholars will complete six credits (or two contracts for six Honors points) of course and/or internship work during at least one term abroad (fall, spring, or summer). Students earn the additional three credits/points in Honors Practical Application work by completing a contract that explores and produces work on a specific topic of global concern.

- *Honors students are required to complete 9 credits of “practical application” work, which may include various types of academic work beyond the classroom; this requirement focuses that work on topics of global concern and study abroad.*
- **Returning Traveler Presentation:** The semester of their return from study-abroad, Global Engagement Scholars will present to the Honors community a 30-minute PowerPoint presentation outlining a specific international issue that informed their study abroad and articulating how that issue has extended and shaped their academic study here at USU.
- *Honors students must have a final product for any practical application work; this requirement advertises the program and creates a venue for their final products.*
- **Honors Capstone/Thesis:** The final capstone or thesis project will need to demonstrate substantial engagement with global issues in the student’s discipline. Like other Honors students, Global Engagement Scholars will enroll in a one-credit thesis proposal course before completing the thesis. The faculty mentor, any committee members, departmental Honors advisor, and Honors program director must approve not only the thesis proposal itself but also its Global Engagement emphasis.
- *Honors students must all complete a thesis or capstone project; once again, this transcript designation would focus that work on global issues.*

Adjourned: 3:46 pm

EDUCATIONAL POLICIES COMMITTEE MINUTES

4 December 2014

A meeting of the Educational Policies Committee was held on 4 December 2014 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Larry Smith, Chair
Heidi Kesler, Curriculum Retention
Michele Hillard, Secretary (represented by Lauren Skousen & Barbara Williams)
Richard Mueller, College of Science (represented by Dennis Welker)
Karen Mock, Quinney College of Natural Resources
Kevin Olson, Caine College of the Arts
Kacy Lundstrom, Libraries
Ed Reeve, Curriculum Subcommittee Chair (represented by Janet Anderson)
Melanie Nelson, USU-Eastern
Eddy Berry, Humanities and Social Sciences
Jared Schultz, Education and Human Services
Norm Jones, General Education Subcommittee Chair
Nathan Straight, Regional Campuses
Kelly Fadel, Huntsman School of Business
Thom Fronk, Engineering
Scott Bates, Academic Standards Subcommittee Chair

Absent: Roland Squire, Registrar's Office
Scott DeBerard, Graduate Council
Derek Hastings, Graduate Studies Senator
Doug Fiefia, USUSA President

Visitors: Laura Gelfand, Department Head, Art & Design
Dawn Kirby, Assoc. Dean, Humanities and Social Sciences

I. Approval of the minutes of the 6 November 2014 meeting

Eddy Berry moved to approve the minutes from the November 6 meeting. Karen Mock seconded; minutes approved.

II. Subcommittee Reports

a. Curriculum Subcommittee (Ed Reeve)

Course Approvals

Proposal put on hold pending BFW. Request from the School of Applied Sciences, Technology and Education to restructure the Agricultural Systems Technology MS degree.

Norm Jones moved to approve the business of the Curriculum Subcommittee. Janet Anderson seconded; motion approved.

b. Academic Standards Subcommittee (Scott Bates)

Meeting held November 13th, 2014 from 2 - 3:30 p.m. in Champ Hall Conference Room

Present: Scott Bates, Chair, Emma Eccles Jones College of Education & Human Services
Stephanie Hamblin, Advising
Dawn Kirby, College of Humanities & Social Sciences
Karen Mock, College of Natural Resources (represented by *Chris Lant - ENVIS*)
Roland Squire, Registrar's Office, (represented by Eric Humphrey)
Nathan Straight, Regional Campuses
Marci Smith, Registrar's Office
Heidi Kesler, Curriculum Retention

Absent: Doug Fiefla, USUSA President
Thomas Fronk, Engineering

Visitor: Kristine Miller – Director of Honors Program

AGENDA NOVEMBER 13TH, 2014

OLD BUSINESS

This was the first meeting of the Academic year.

NEW BUSINESS

I. Records Hold Policy was discussed. Marci Smith proposed adding language to the current “records hold” policy to align with current practice. (*proposed language added*)

A “Records Hold” ~~will be~~ is placed on a student’s record ~~when for an outstanding unresolved~~ financial obligation or disciplinary action. ~~has been reported.~~

When a “hold” is placed on a record, the following results may occur: (1) An official and/or unofficial transcript may not be issued; (2) *a diploma and/or certificate may not be issued*; (3) registration privileges may be suspended; (4) other student services may be revoked. The “hold” will remain effective until removed by the initiating office. It is the student’s responsibility to clear the conditions causing the “hold.”

Chris Lant moved to accept changes to the “Records Hold” Policy; Dawn Kirby seconded. Outcome: motion passed.

a. Grading Policy was discussed. The discussion centered on clarification for when the grades must be submitted. (*Proposed wording added*)

Grading is the main symbolic method of recording the evaluation of a student’s academic performance. This academic evaluation is both the responsibility and the prerogative of the individual instructor. Where appropriate, the instructor may delegate authority but not responsibility in this matter. The instructor is the ultimate arbiter of grades in the course. *All grades must be submitted 120 hours after the last final examination on Friday.*

The instructor of record of a course has the responsibility for any grade reported. Once a grade has been reported to the Office of the Registrar, it may be changed upon the signed authorization of the instructor of record who issued the original [grade or a request sent via the instructor's USU email account](#). In case the instructor is not available, the department head or [associate dean](#) has authority to change the grade. This applies also to the grade of Incomplete (I). A change of grade after more than one year also requires the signature of the academic dean of the college in which the course is offered.

The establishment of grading policy devolves on the Faculty Senate as the representative of the individual instructor. The Faculty Senate Committee charged with the establishment and review of grading policy is the Academic Standards Subcommittee of the Educational Policies Committee, which has student representatives, since students are directly affected by changes in grading policy. All matters regarding grading policy throughout the University shall, therefore, be referred to this subcommittee.

Chris Lant moved to accept edits to the Grading Policy; Dawn Kirby seconded. Outcome: motion passed.

- II. Academic Standing Policy** was discussed. The discussion involved including verbiage in sections: “Semester GPA Warning”, “Academic Warning”, and “Academic Probation”. (edits are included)

Academic Standing Policy

Continued enrollment at Utah State University is dependent upon an undergraduate student maintaining satisfactory academic progress toward attaining a degree. To assist students in maintaining satisfactory progress, Utah State University has adopted academic standards designed to provide early identification of students who are experiencing academic difficulty, and to provide timely intervention through academic advising and academic support programs.

Academic standing at Utah State University is dependent upon the total number of credits a student has attempted, the student's semester grade point average (GPA), and the student's cumulative USU GPA.

Undergraduate students are placed on semester GPA warning, academic warning, or academic probation as a warning that their academic progress is not satisfactory, and that they should take steps to improve their academic performance to avoid suspension from the University. Students who are placed on semester GPA warning, academic warning or academic probation should immediately seek assistance in academic improvement from such sources as academic advisors, instructors, and the Academic Resource Center.

Good Standing

An undergraduate student is considered by the University to be in *good standing* when his or her semester GPA is 2.00 or higher and the USU cumulative GPA is 2.00 or higher. At the end of a semester, one of the following actions will be taken for students who began the term in good standing:

- Students will continue in good standing if they earn at least a 2.00 semester GPA and the USU cumulative GPA is higher than 2.00, **or**

- Students who have a semester GPA below 2.00, but maintain a USU cumulative GPA that is 2.00 or higher, will be placed on semester GPA warning, which will appear as a blank on the transcript, **or**
- Students will be placed on academic warning if the USU cumulative GPA falls below 2.00 and the cumulative attempted hours are less than 36 credits, **or**
- Students will be placed on academic probation if the USU cumulative GPA falls below 2.00 and the cumulative attempted hours are 36 credits or more.

Concurrent Enrollment Credit

Students who are taking courses through USU concurrent enrollment will not have academic standing noted on their transcripts until they have attempted 9 or more credits.

Semester GPA Warning

An undergraduate student with a term GPA *less than 2.00*, but whose USU cumulative GPA is or higher, will be placed on semester GPA warning. Students **who are** on semester GPA warning, **but were in good standing the previous semester**, will NOT have this status designated on the transcript, but the academic standing will appear blank, rather than indicating good standing. At the end of a semester, one of the following actions will be taken for students who began the term on semester GPA warning:

- Students will be placed in good standing if they earn at least a 2.00 semester GPA and the USU cumulative GPA is higher than 2.00, **or**
- ~~Students will remain on semester GPA warning status, and the standing will be posted on the transcript, if the semester GPA is below 2.00 and the USU cumulative GPA is 2.00 or higher. (Note: For students who graduate at the end of the semester, the academic standing will appear as a blank on the transcript when graduation is closed out),~~ **or**
- Students will be placed on academic warning status if the semester GPA is below 2.00, the USU cumulative GPA falls below 2.00, and the cumulative attempted hours are less than 36 credits.
- Students will be placed on academic probation if their semester GPA is below 2.00, the USU cumulative GPA falls below 2.00 and the cumulative attempted hours are 36 credits or more.

Consequences of Semester GPA Warning

The academic unit associated with the student's major has the authority to determine the consequences of semester GPA warning. These consequences may include one or more of the following, but are not limited to: placing a registration hold on a student's record, requiring a meeting with an academic advisor, and requiring the student to sign a contract. A contract may require specific actions to be taken by the student, and an expected level of performance in the classroom, in order for the student to continue in his or her current degree program. A contract may include, but is not limited to, things such as: meeting with an advisor in the Academic Resource Center, participating in a workshop, attending tutoring sessions, participating in supplemental instruction, taking specific courses and achieving a specified minimum grade, and meeting regularly with an advisor. Failure to fulfill the contract may lead to dismissal from a program of study.

The consequences outlined here are also applicable to students placed on academic warning or academic probation.

Academic Warning

An undergraduate student with less than 36 attempted hours and with a USU cumulative GPA of *less than 2.00* is placed on academic warning. An undergraduate student on semester GPA warning who has another consecutive semester with a semester GPA below 2.00, while retaining a USU cumulative GPA of 2.00 or higher, will be placed on academic warning, regardless of the number of credits attempted. Students on academic warning who complete all graduation requirements (which includes a cumulative GPA of 2.00 or higher) will have the standing in the last term changed from academic warning to semester GPA warning, which appears as a blank on the transcript. Academic warning serves as a reminder that future semesters with a GPA below 2.00 could result in more serious consequences.

At the end of the next semester of enrollment, one of the following actions will be taken for students who began the term on academic warning status:

- Students will be removed from academic warning status and placed in good standing if they earn at least a 2.00 semester GPA and the USU cumulative GPA is higher than 2.0, **or**
- ~~Students will be placed on semester GPA warning status, and the standing will be posted on the transcript, if the semester GPA is below 2.00 and the USU cumulative GPA is 2.00 or higher. (Note: For students who graduate at the end of the semester, the academic standing will appear as a blank on the transcript when graduation is closed out), or~~
- Students will remain on academic warning status if they earn at least a 2.00 semester GPA, but the USU cumulative GPA remains below 2.00, and the cumulative attempted hours are less than 36 credits, **or**
- Students will remain on academic warning status if they earn less than a 2.00 semester GPA, but the USU cumulative GPA rises above 2.00, **or**
- Students will be placed on academic probation if the USU cumulative GPA remains below 2.00 and the cumulative attempted hours are 36 credits or more, **or**
- Students will be placed on academic probation if they earn less than a 2.00 semester GPA, and the USU cumulative GPA remains below 2.0.

Academic Probation

An undergraduate student with 36 or more attempted hours with a USU cumulative GPA of *less than 2.00* is placed on academic probation. A student ~~with~~ who is on academic warning and has a semester GPA of *less than 2.00* is also placed on academic probation. Academic probation serves as a warning to students that their academic progress is not satisfactory, and that they should take steps to improve their academic performance to avoid suspension from the University. Academic probation is an indication of *very serious academic difficulty, which* may result in suspension from the University. Undergraduate students may be placed on academic probation as a result of either semester GPA, cumulative GPA, or both.

At the end of the next semester of enrollment, one of the following actions will be taken for students who began the term on academic probation status:

- Students will be removed from academic probation status and placed in good standing if they earn at least a 2.00 semester GPA and the USU cumulative GPA is

- higher than 2.00, **or**
- Students will be placed on semester GPA warning status, ~~and the standing will be posted on the transcript~~, if the semester GPA is below 2.00 and the USU cumulative GPA is 2.00 or higher. ~~(Note: For students who graduate at the end of the semester, the academic standing will appear as a blank on the transcript when graduation is closed out)~~, **or**
 - Students will remain on academic probation status if they earn at least a 2.00 semester GPA, but the USU cumulative GPA remains below 2.00, **or**
 - Students will be placed on academic suspension if they ~~fail to~~ earn ~~less than at least~~ a 2.00 semester GPA, ~~and the USU cumulative GPA remains below 2.0~~.

A student who is on academic probation and receives an incomplete grade in one or more classes may register for classes in the subsequent semester, provided the grades received from his or her other classes are high enough to prevent the student from being placed on academic suspension. A student in this situation, prior to making up the incomplete grade, may enroll in *only one* subsequent semester. A Registrar's Office hold will then be placed on the student's record, preventing him or her from registering for a second additional semester. Additional registration holds may be placed on a student's record by an academic advisor. The Registrar's Office hold will not be removed until the incomplete grade is changed to a letter grade. If the resulting grade does not cause the student to be placed on academic suspension, the Registrar's Office hold will be removed. Other registration holds, such as an advisor hold, will need to be removed by the office placing the hold.

Exceptions to the one subsequent semester limitation may be made (1) if receiving the grade that accompanies the incomplete grade (e.g., a student who receives an *IF* grade would receive an *F* if no additional work was completed) would not cause the student to be placed on academic suspension for the semester in which the incomplete grade was originally received, or (2) by memo of justification from the course instructor who submitted the incomplete grade. Any exceptions must be requested through the Registrar's Office.

Dawn Kirby moved to accept edited language to the Grading Policy; Chris Lant seconded. Outcome: motion passed.

IV. Marci Smith brought up a concern about students being able to pursue dual majors from the same department with overlapping courses. It was decided that was a discussion for the curriculum committee.

V. Kristine Miller would like to develop a Global Engagement transcript designation and asked the committee for direction on where to begin discussions. It was decided that she needed to take it to the curriculum committee.

VI. Time ran short to discuss the Excused Absence policy – tabled until next meeting

FUTURE BUSINESS

Discussion on Excused Absence Policy

NEXT MEETING

The next meeting of the Academic Standards Subcommittee of the EPC will be December 11,

2014.

*Norm Jones moved to approve the business of the Academic Standards Subcommittee.
Richard Muller seconded; motion approved pending amendments*

*Norm Jones moved to approve the amendments. Eddy Berry seconded the amendments.
Motion approved.*

c. General Education Subcommittee (Norm Jones)

November 18, 2014, 8:30 A.M.
Champ Hall Conference Room

Present: Norm Jones, Chair; Dean Adams, Engineering; Eddy Berry, Social Sciences; Dan Coster, Quantitative Intensive; Brock Dethier, Writing Program; Laura Gelfand, Arts; Dawn Kirby, Humanities and Social Sciences; Harrison Kleiner, Connections; Pam Martin (for Kacy Lundstrom), Library; Brian McCuskey, Humanities; Kris Miller, Honors; Karen Mock, Natural Resources; Bob Mueller, Regional Campus; Dick Mueller, Science; Michele Hillard, Secretary; Larry Smith, Provost's Office; Lawrence Culver, American Institutions; Mary Leavitt, Advising; Cindy Dewey, Creative Arts; John Mortensen, Student Services; Janet Anderson, Provost's Office;

Absent: Kathy Chudoba, Business; Stephanie Hamblin, University Advising; Lee Rickords, Agriculture and Applied Sciences; Doug Fiefia, USUAS President; Melanie Nelson, USU Eastern; Ryan Dupont, Life and Physical Sciences; Shelley Lindauer, Education and Human Services

Call to Order – Norm Jones

Approval of Minutes – October 21, 2014

Motion to approve made by Dean Adams. Seconded by Dawn Kirby, minutes approved.

Course Approvals

Course/Designation Removals

HIST 4650 (DHA) **APPROVED** Brian McCuskey

Motion to approve made by Brian McCuskey. Seconded by Dawn Kirby.

Syllabi Approvals

ART 1020 (BCA) Mark Koven **PENDING**Cindy Dewey

CMST 1330 (BSS) Jason Gilmore **APPROVED** Eddy Berry

Motion to approve made by Eddy Berry. Seconded by Dawn Kirby.

HIST 3670 (CI) James Sanders **APPROVED**Brock Dethier

Motion to approve made by Brock Dethier. Seconded by Cindy Dewey.

MUSC 1110 (BCA) Tim Chenette **APPROVED**Cindy Dewey

Motion to approve made by Cindy Dewey. Seconded by Eddy Berry.

PHIL 4300 (DHA) Charlie Huenemann **PENDING** Brian McCuskey

PHIL 4410 (DHA) Charlie Huenemann **PENDING** Brian McCuskey

THEA 1033 (BCA) Jason Spelbring **APPROVED**Cindy Dewey
Motion to approve made by Cindy Dewey. Seconded by Eddy Berry

THEA 1513 (BCA) Matthew Stowe **APPROVED**Cindy Dewey
Motion to approve made by Cindy Dewey. Seconded by Eddy Berry.

THEA 1713 (BHU) Richie Call **APPROVED** Brian McCuskey
Motion to approve made by Brian McCuskey. Seconded by Dean Adams.

USU 1300 (BAI) Jeff Bateman **APPROVED** Lawrence Culver
Motion to approve made by Lawrence Culver. Seconded by Dawn Kirby.

WILD 5700 (CI) **APPROVED** Brock Dethier
Motion to approve made by Brock Dethier. Seconded by Karen Mock

Business

The oral vs. written component for Communications Intensive courses was opened up for discussion. Brock Dethier and Bob Mueller will work as a subcommittee to provide suggestions for next month's meeting on whether the criteria should be revised and if so, the wording that should be included.

Janet Anderson gave an update on the General Education appeal process and the Qualtrics survey she is working on. Wording in the policy should be changed so that the approval comes from the Provost's office, not the Dean or Department Head. Norm and Janet will work on drafting this language.

Reminder that the next Gen Ed meeting will take place on Tuesday, December 9.

Meeting adjourned at 9:25 a.m.

Kelly Fadel moved to approve the business of the General Education Subcommittee. Kacy Lundstrom seconded. Motion approved.

III. Other Business

PROPOSAL from the University Honors Program (Kristine Miller, director): *to create a new "Global Engagement Scholar" transcript designation*

DESCRIPTION: The University Honors Program proposes to offer its students the opportunity to ground their Honors work in topics of global concern. Focusing on both academic understanding and practical application, Global Engagement Scholars would be students who have learned to think deeply and to engage thoughtfully with the international issues that shape their disciplines. The resulting transcript designation of "Global Engagement Scholar" will communicate to future employers and/or graduate programs the student's commitment to international communication and understanding.

PROPOSED REQUIREMENTS (and alignment with existing requirements for Honors):

- **Foreign language competence**: Students will need to complete two years of

course work (or equivalent competency testing) in a second language.

- *Not a current Honors requirement, but many Honors students choose to complete this work.*
- **9 credits/points of Study Abroad and other Practical Application Work:** All Global Engagement Scholars will complete six credits (or two contracts for six Honors points) of course and/or internship work during at least one term abroad (fall, spring, or summer). Students earn the additional three credits/points in Honors Practical Application work by completing a contract that explores and produces work on a specific topic of global concern.
 - *Honors students are required to complete 9 credits of “practical application” work, which may include various types of academic work beyond the classroom; this requirement focuses that work on topics of global concern and study abroad.*
- **Returning Traveler Presentation:** The semester of their return from study-abroad, Global Engagement Scholars will present to the Honors community a 30-minute PowerPoint presentation outlining a specific international issue that informed their study abroad and articulating how that issue has extended and shaped their academic study here at USU.
 - *Honors students must have a final product for any practical application work; this requirement advertises the program and creates a venue for their final products.*
- **Honors Capstone/Thesis:** The final capstone or thesis project will need to demonstrate substantial engagement with global issues in the student’s discipline. Like other Honors students, Global Engagement Scholars will enroll in a one-credit thesis proposal course before completing the thesis. The faculty mentor, any committee members, departmental Honors advisor, and Honors program director must approve not only the thesis proposal itself but also its Global Engagement emphasis.
 - *Honors students must all complete a thesis or capstone project; once again, this transcript designation would focus that work on global issues.*

Item tabled until January meeting. Invite Kristine Miller and Janis Boettinger to attend.

Adjourned at 3:45 pm

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: Utah State University

Proposed Title: Agricultural Extension and Education - Master of Science Degree (AEE MS) and Family and Consumer Sciences Education and Extension - Master of Science Degree (FCSEE MS)

Currently Approved Title: Agricultural Systems Technology - Master of Science Degree

School or Division or Location: School of Applied Sciences, Technology & Education / USU Main

Department(s) or Area(s) Location: School of Applied Sciences, Technology & Education / USU Main

Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs):

AEE MS: 01.0801 and FCSEE MS: 19.0101 (This is a restructure splitting one degree into two.)

Current Classification of Instructional Programs (CIP) Code (for existing programs): 01.0801

Proposed Beginning Date (for new programs): 08/01/2015

Institutional Board of Trustees' Approval Date: 04/01/2015

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input checked="" type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input checked="" type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

*Requires "Section V: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date:

Printed Name: Noelle Cockett

**Program Request - Abbreviated Template
Higher Education Institution**

Restructuring the Agricultural Systems Technology - Master of Science Degree into two degrees:

**Agricultural Extension and Education - Master of Science Degree
AND
Family and Consumer Sciences Education and Extension - Master of Science Degree**

08/15/2014

Section I: Request

The School of Applied Sciences, Technology and Education is requesting changes to the existing Agricultural Systems Technology - Master of Science Degree. Currently this degree offers three areas of specialization. This R401 application seeks to collapse two of the specializations, (1) Agricultural Extension Education and (2) Secondary and Postsecondary Agricultural Education, into one Master of Science degree titled: Agricultural Extension and Education. The current third area of specialization in Family and Consumer Sciences would become the Master of Science degree in Family and Consumer Sciences Education and Extension. These proposed changes will not impact or require changes to instructional activities or course offerings.

Section II: Need

This degree restructuring and resulting name changes are needed for the following reasons: (1) the proposed names are more congruent with degrees offered in these areas at other institutions, regionally and nationally. Based on Internet searches, all but one western state (WA) offers a degree using "education" in the title for similar agricultural education and extension degrees. In addition, all states offering a graduate degree in the area of Family and Consumer Sciences Education do not use agriculture or systems in their graduate titles; (2) as most institutions use similar titles, these proposed titles are what potential students use when searching for degree offering institutions; (3) these titles are more descriptive of the course work and program; (4) these titles are reflective of the type of employment graduates are prepared for upon graduation; and (5) marketing and recruiting with these more descriptive titles allows prospective students to easily recognize the graduate programs.

Section III: Institutional Impact

It is anticipated that this restructuring (division of a general degree name into two more specific degree names) will increase enrollment in the graduate degree programs as the degrees will be easily found/returned with online searches. These two MS programs will provide graduates with the advanced degrees for teaching in secondary and post-secondary institutions and/or meet the graduate degree requirements for employment as a university Extension educator. The name changes in this degree program will not affect the administration, structure, faculty or staff within the School of Applied Sciences, Technology and Education. No additional physical facilities, modifications to facilities, or equipment will be needed. The current "specialization" courses will become the required courses for the specific degrees. For a side-by-side comparison, see the attached list of courses for the current and proposed degree programs in Tables 1 and 2 that accompany this document.

Section IV: Finances

The proposed degree title will not incur any costs or savings; however this change has the potential to increase revenue.

Section V: Program Curriculum

*****THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY*****

This section does not apply to this request

School of Applied Sciences, Technology and Education

Master of Science Degree Program Courses

30 Credits Required

Courses are available on campus as well as through interactive broadcast to USU Regional Campuses and Centers throughout Utah. Some courses may be delivered completely online. Most students in this graduate program complete two courses (6 credits) per semester and students who follow this course completion schedule can graduate in approximately 2 years (6 semesters).

Table 1: Current and Proposed Courses: Agricultural Extension and Education

Current Agriculture Systems Technology Degree (leading to Extension or Education Specialization)	Proposed Agricultural Extension and Education - Master of Science Degree
<p>Foundation Core Required Courses (6 credits, each course is 3 credits)</p> <ul style="list-style-type: none"> • ASTE 6160 - Foundations of Adult Education (F even years) • FCSE 6180 - Administration and Program Planning (F odd years) 	<p>Foundation Core Required Courses (6 credits, each course is 3 credits)</p> <ul style="list-style-type: none"> • ASTE 6160 - Foundations of Adult Education (F even years) • FCSE 6180 - Administration and Program Planning (F odd years)
<p>Research Core Required Courses (Select 6 credits, each course is 3 credits)</p> <ul style="list-style-type: none"> • ASTE 6100/TEE 6750 - Research Methods (ASTE 6100 F odd, TEE 6750 Su even; Prerequisite: STAT 2000, STAT 3000, SOC 3120, or PSY 2800) • STAT 5200 - Experimental Design (Sp; Prerequisite: STAT 2000, or STAT 3000) • ASTE 6120 - Data Analysis (Sp; Prerequisite: ASTE 6100, TEE 6750, or STAT 5200) • ASTE 6170 - Program Evaluation (Su odd; Prerequisite: ASTE 6100, ASTE 6140, TEE 6750, or STAT 5200) 	<p>Research Core Required Courses (Select 6 credits, each course is 3 credits)</p> <ul style="list-style-type: none"> • ASTE 6100/TEE 6750 - Research Methods (ASTE 6100 F odd, TEE 6750 Su even; Prerequisite: STAT 2000, STAT 3000, SOC 3120, or PSY 2800) • STAT 5200 - Experimental Design (Sp; Prerequisite: STAT 2000, or STAT 3000) • ASTE 6120 - Data Analysis (Sp; Prerequisite: ASTE 6100, TEE 6750, or STAT 5200) • ASTE 6170 - Program Evaluation (Su odd; Prerequisite: ASTE 6100, ASTE 6140, TEE 6750, or STAT 5200)
<p>Thesis- Required (6 credits)</p> <ul style="list-style-type: none"> • ASTE 6970 - Research and Thesis (6 credits - Complete a research thesis that will be presented to your department and defended to your committee.) 	<p>Thesis- Required (6 credits)</p> <ul style="list-style-type: none"> • ASTE 6970 - Research and Thesis (6 credits - Complete a research thesis that will be presented to your department and defended to your committee.)
<p>Current requirements continued on next page.</p>	<p>Subtotal: 18 Credits Proposed requirements continued on next page.</p>

<p>Current Specializations (two)</p> <p>1. Agricultural Extension Education (12 credits, each course is 3 credits - a minimum of 3 of the following courses recommended):</p> <ul style="list-style-type: none"> • ASTE 6200 - Principles and Practices of Extension Education (Sp odd years) • ASTE 6220 - Volunteer Programs and Partnerships (Su even years) • ASTE 6260 - Environmental Impacts of Ag Systems (F) • FCSE 6950 - Graduate Internship (required) (F, Sp, Su) • ASTE 7500 - Diffusion of Innovations (Sp even years) <p>2. Agricultural Education (12 credits, each course is 3 credits - a minimum of 3 of the following courses recommended):</p> <ul style="list-style-type: none"> • ASTE/FCSE 6300 - Advanced Teaching Strategies (Su even years) • ASTE/FCSE 6320 - Classroom Management (F even) • TEE 6090 – Program Design (Sp odd years) • ASTE/FCSE 6380 - Mentoring and Supervision (F odd years) 	<p>Proposed Agricultural Extension and Education (Select 12 credits, each course is 3 credits)</p> <ul style="list-style-type: none"> • ASTE 6200 - Principles and Practices of Extension Education (Sp odd years) • ASTE 6220 - Volunteer Programs and Partnerships (Su even years) • ASTE 6260 - Environmental Impacts of Ag Systems (F) • FCSE 6950 - Graduate Internship (required) (F, Sp, Su) • ASTE 7500 - Diffusion of Innovations (Sp even years) • ASTE/FCSE 6300 - Advanced Teaching Strategies (Su even years) • ASTE/FCSE 6320 - Classroom Management (F even) • TEE 6090 – Program Design (Sp odd years) • ASTE/FCSE 6380 - Mentoring and Supervision (F odd years) <p>Total: 30 Credits</p>
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Table 2: Current and Proposed Courses - Family and Consumer Sciences Education and Extension

Current Agriculture Systems Technology Degree Requirements (leading to Family and Consumer Sciences Specialization)	Proposed Family and Consumer Sciences Education and Extension - Master of Science Degree
<p>Foundation Core Required Courses (6 credits, each course is 3 credits)</p> <ul style="list-style-type: none"> • ASTE 6160 - Foundations of Adult Education (F even years) • FCSE 6180 - Administration and Program Planning (F odd years) <p>Research Core Required Courses (Select 6 credits, each course is 3 credits)</p> <ul style="list-style-type: none"> • ASTE 6100/TEE 6750 - Research Methods (ASTE 6100 F odd, TEE 6750 Su even; Prerequisite: STAT 2000, STAT 3000, SOC 3120, or PSY 2800) • STAT 5200 - Experimental Design (Sp; Prerequisite: STAT 2000, or STAT 3000) • ASTE 6120 - Data Analysis (Sp; Prerequisite: ASTE 6100, TEE 6750, or STAT 5200) • ASTE 6170 - Program Evaluation (Su odd; Prerequisite: ASTE 6100, ASTE 6140, TEE 6750, or STAT 5200) <p>Thesis- Required (6 credits)</p> <ul style="list-style-type: none"> • ASTE 6970 - Research and Thesis (6 credits - Complete a research thesis that will be presented to your department and defended to your committee.) <p>Current requirements continued on next page.</p>	<p>Foundation Core Required Courses (6 credits, each course is 3 credits)</p> <ul style="list-style-type: none"> • ASTE 6160 - Foundations of Adult Education (F even years) • FCSE 6180 - Administration and Program Planning (F odd years) <p>Research Core Required Courses (Select 6 credits, each course is 3 credits)</p> <ul style="list-style-type: none"> • ASTE 6100/TEE 6750 - Research Methods (ASTE 6100 F odd, TEE 6750 Su even; Prerequisite: STAT 2000, STAT 3000, SOC 3120, or PSY 2800) • STAT 5200 - Experimental Design (Sp; Prerequisite: STAT 2000, or STAT 3000) • ASTE 6120 - Data Analysis (Sp; Prerequisite: ASTE 6100, TEE 6750, or STAT 5200) • ASTE 6170 - Program Evaluation (Su odd; Prerequisite: ASTE 6100, ASTE 6140, TEE 6750, or STAT 5200) <p>Thesis- Required (6 credits)</p> <ul style="list-style-type: none"> • ASTE 6970 - Research and Thesis (6 credits - Complete a research thesis that will be presented to your department and defended to your committee.) <p>Subtotal: 18 Credits Proposed requirements continued on next page.</p>

<p>Current Specialization</p> <p>Family Consumer Sciences and Education and Extension (12 credits, each course is 3 credits):</p> <p>Extension Track (select 12 credits, each course is three credits unless noted otherwise)</p> <ul style="list-style-type: none"> • ASTE 6200 - Principles and Practices of Extension Education (Sp odd years) • ASTE 6220 - Volunteer Programs and Partnerships (Su even years) • ASTE 6260 - Environmental Impacts of Ag Systems (F) • FCSE 6950 - Graduate Internship (required) (1-6 credits F, Sp, Su) • ASTE 7500 - Diffusion of Innovations (Sp even years) <p>Education Track (a minimum of 3 of the following courses recommended, each course is three credits)</p> <ul style="list-style-type: none"> • ASTE/FCSE 6300 - Advanced Teaching Strategies (Su even years) • ASTE/FCSE 6320 - Classroom Management (F even years) • TEE 6090 – Program Design (Sp odd) • ASTE/FCSE 6380 - Mentoring and Supervision (F odd years) 	<p>Proposed Family and Consumer Sciences Education and Extension (12 credits, each course is 3 credits):</p> <p>Extension Track (select 12 credits, each course is three credits unless noted otherwise)</p> <ul style="list-style-type: none"> • ASTE 6200 - Principles and Practices of Extension Education (Sp odd years) • ASTE 6220 - Volunteer Programs and Partnerships (Su even years) • ASTE 6260 - Environmental Impacts of Ag Systems (F) • FCSE 6950 - Graduate Internship (required) (1-6 credits F, Sp, Su) • ASTE 7500 - Diffusion of Innovations (Sp even years) • Elective <p>Education Track (select 12 credits, each course is three credits)</p> <ul style="list-style-type: none"> • ASTE/FCSE 6300 - Advanced Teaching Strategies (Su even years) • ASTE/FCSE 6320 - Classroom Management (F even years) • TEE 6090 – Program Design (Sp odd) • ASTE/FCSE 6380 - Mentoring and Supervision (F odd years) • Elective <p>Total: 30 Credits</p>
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International Baccalaureate Organization (IBO) Awarding of Credit Policy:

USU recognizes the International Baccalaureate program. Students who enter **USU** with International Baccalaureate credits are encouraged to apply to the Honors Program. Students who present an International Baccalaureate diploma will be awarded **no more than the number of credits earned** with a maximum of 30 credits. These credits will waive the appropriate Breadth and Communications Literacy requirements, but students will still be required to complete the Quantitative Literacy requirement, unless individual scores on IB exams waive those requirements. Each student's transcript will be evaluated individually, based on the courses completed. Students who have not completed the International Baccalaureate diploma may receive **up to 8 credits** for scores of 5 to 7 on higher-level exams (as shown below), up to a maximum of 30 credits.

Individual departments and/or colleges may specify the exact courses necessary to fulfill program requirements. Please note that more than the minimum General Education requirements may be necessary. For instance, **some** departments and colleges require specific coursework for General Education, and the IBO exams may not satisfy these requirements, in which case additional courses may be required.

If, prior to (or after) taking an IBO examination, a student receives credit (including AP credit) **for any coursework equivalent to the subject matter** of an IBO examination, the IBO credits equivalent to the course will be deducted.

USU recognizes that other institutions have policies differing from those of USU and that those institutions may evaluate the IBO transcript differently than USU. For this reason, please note that transfer students with IBO credits posted to another institution's transcript, but who have less than an associate degree, will have their IBO credits reevaluated based on USU's standards.