UtahState University

EDUCATIONAL POLICIES COMMITTEE AGENDA
7 January 2021
3:00 – 4:00 p.m.
Zoom Meeting

Agenda

1. ***Approval of*** *3 December 2020 Minutes*

2. ***Subcommittee Reports***
   a. ***Curriculum Subcommittee*** *(Nicholas Morrison)*
      Course Approvals – 54

      Program Proposals
      Request from the Department of Music in the Caine College of Arts proposes offering a Piano Pedagogy Minor.

      Request from the Department of Theatre Arts in the Caine College of the Arts proposes suspending the program Theatre Education Applied Option – Bachelor of Fine Arts.

      Request from the Department of Marketing and Strategy in the Jon M. Huntsman School of Business proposes creating an emphasis in Leadership within the existing Master of Business Administration degree.

      Request from the Department of Geosciences in the College of Science proposes discontinuing the Geoarchaeology emphasis to the Bachelor's degree program in Geology.

   b. ***Academic Standards Subcommittee*** *(Renee Galliher)*
      Minutes – 10 December 2020

   c. ***General Education Subcommittee*** *(Lee Rickords)*
      Minutes – 15 December 2020

3. ***Other Business***

Adjourn: 4:00 pm

Utah State University

EDUCATIONAL POLICIES COMMITTEE MINUTES
3 December 2020
3:00 – 4:00 p.m.
Zoom Meeting

Minutes

Present: Paul Barr, Chair, Provost's Office
Mateja Savoie Roskos, College of Agriculture and Applied Sciences
Nicholas Morrison, Caine College of the Arts and Curriculum Subcommittee Chair
Kat Oertle, Emma Eccles Jones College of Education and Human Services
Matt Sanders, College of Humanities and Social Sciences
Dan Coster, College of Science
Lee Rickords, General Education Subcommittee Chair
Shana Geffeney, Statewide Campuses
Robert Heaton, University Libraries
Richard Cutler, Graduate Council
Mike Conover, S.J. & Jessie E. Quinney College of Natural Resources
Fran Hopkin, Registrar's Office
Michele Hillard, Secretary
Jason Marshall, USU Eastern
Renee Galliher, Academic Standards Chair
Sterling Bone, Jon M. Huntsman School of Business
Robyn Peterson, Catalog Editor

Absent: Alex Braeger, Graduate Studies Senator
Timothy Taylor, College of Engineering
Chenese Boyle, Academic and Instructional Services
Lucas Stevens, USUSA Executive Vice President
Harrison Kleiner, GE Assessment
Sami Ahmed, President USUSA

Guests: N/A

I. *Approval of 5 November 2020 Minutes*
    Minutes approved as distributed.

II. *Subcommittee Reports*
    a. *Curriculum Subcommittee (Nicholas Morrison)*
       *Motion to approve the Curriculum Subcommittee Report made by Matt Sanders.
       Seconded by Lee Rickords. Report approved.*

Course Approvals – 76

Program Proposals
Request from the Department of Theatre Arts in the Caine College of the Arts to offer an Associates of Arts in Theatre.

Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to create an Institutional Certificate of Proficiency in the area of small firm management.

Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to change the name of the minor to be more reflective of the course emphasis and to be more in line with the emphasis that students in the minor.

Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to modify the name of the existing degree program in the Management Information Systems and to require that students complete an approved emphasis within the degree program.

Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to establish an emphasis in Cybersecurity within the IS undergraduate degree program.

Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to establish an emphasis in Data Engineering within the IS undergraduate degree program.

Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to establish an emphasis in Web Development within the IS undergraduate Degree program.

Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Service to offer an Educational Paraprofessional Certificate of Completion.

Request from the Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services to restructure and change the name from Special Education and Rehabilitation Counseling Certificate of Proficiency to Certificate in Rehabilitation and Disability.

Request from the Center for Intersectional Gender Studies & Research in the College of Humanities and Social Sciences to discontinue the Women and Gender Studies minor.

Request from the Departments of English and Journalism and Communication in the College of Humanities and Social Sciences to create a Certificate of Proficiency in Digital Writing and Publication.

Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to create a new Department of Social Work by dividing the Department of Sociology, Social Work and anthropology into the Department of Social Work and the Department of Sociology and Anthropology.

Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to create a Certificate of Proficiency in Social Analytics.

Request from the Departments of Languages, Philosophy and Communication Studies, Political Science and Economics and Finance in the College of Humanities and Socials Sciences and the Jon M. Huntsman School of Business to create a Certificate of Proficiency in Philosophy, Politics and Economics.

Request from the Department of Geosciences in the College of Science to add a new GeoWorkforce emphasis to the existing Bachelor of Arts and Bachelor of Science degree in Geology.

b. **Academic Standards Subcommittee** *(Renee Galliher)*
Motion to approve the Academic Standards Subcommittee report made by Sterling Bone. Seconded by Nick Morrison. Report approved.
Minutes – 12 November 2020

The School of Graduate Studies has resolved to discontinue the GRE exam. This is sometimes an impediment to underrepresented groups but does not preclude programs or departments from using the exam. There will need to be some adjustments as to how some fellowships will be looked at and may need to come up with alternative criteria. Many programs across the country have discontinued the GRE during COVID but will be reinstating it afterwards.

c. **General Education Subcommittee** *(Lee Rickords)*
Motion to approve the General Education Subcommittee report made by Dan Coster. Seconded by Matt Sanders. Report approved.
Minutes – 17 November 2020

Had one item of business ARTH 4260 – DHA which was approved. Discussed being able to receive designations for short-term study abroad courses. If a course meets for one to two weeks should its designation be accepted? As long as it meets the designation rubrics it could be approved. Communication Intensive (CI) subgroup has been working on the main working components for CI and Communication Literacy (CL) designations. Courses for Quantitative Intensive (QI) designations and are being assessed because there has not been a definitive list or rubrics. All classifications will now have a good working model and rubric.

III.   *Other Business*
Curriculog New Course Justification Language – Mateja Savoie Roskos
(Briefly explain the role this course would play in your overall program curriculum and how this course would be used to achieve program learning outcomes). This verbiage will be added to the 2.1 forms in Curriculog.

Curriculog R401 Full Template Language – Robert Heaton
(Describe the library resources required to offer the proposed program, including those needed for new courses or research areas. Include specialized resources that the Library already provides as well as new resources that would need to be acquired (with funding sources detailed in Appendix D). If you need assistance in completeting this section, contact your departments assigned liaison librarian.) This verbiage will be added to the 4.1.b form in Curriculog.

Adjourn: 4:05 pm

UtahState University

EDUCATIONAL POLICIES COMMITTEE MINUTES
5 November 2020
3:00 – 4:00 p.m.
Zoom Meeting

Minutes

Present: Paul Barr, Chair, Provost's Office
Mateja Savoie Roskos, College of Agriculture and Applied Sciences
Nicholas Morrison, Caine College of the Arts and Curriculum Subcommittee Chair
Kat Oertle, Emma Eccles Jones College of Education and Human Services
Matt Sanders, College of Humanities and Social Sciences
Dan Coster, College of Science
Lee Rickords, General Education Subcommittee Chair
Shana Geffeney, Statewide Campuses
Robert Heaton, University Libraries
Richard Cutler, Graduate Council
Alex Braeger, Graduate Studies Senator
Fran Hopkin, Registrar's Office
Michele Hillard, Secretary
Jason Marshall, USU Eastern
Renee Galliher, Academic Standards Chair
Sterling Bone, Jon M. Huntsman School of Business
Robyn Peterson, Catalog Editor

Absent: Timothy Taylor, College of Engineering
Chenese Boyle, Academic and Instructional Services
Lucas Stevens, USUSA Executive Vice President
Mike Conover, S.J. & Jessie E. Quinney College of Natural Resources
Harrison Kleiner, GE Assessment
Sami Ahmed, President USUSA

Guests: N/A

I. *Approval of 1 October 2020 Minutes*
Minutes approved as distributed.

II. *Subcommittee Reports*
   a. *Curriculum Subcommittee (Nicholas Morrison)*
   Motion to approve the Curriculum Subcommittee Report made by Dan Coster.
   Seconded by Richard Cutler. Report approved.

Course Approvals – 134

Program Proposals
Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to correct the acronym from Police Officers Standards and Training to Peace Officer Standards and Training.

Request from the Department of Art and Design in the Caine College of the Arts to offer an Associate of Arts in Art at the USU Eastern campus.

Request from the Department of Marketing and Strategy in the Jon M. Huntsman School of Business to create a new Consulting Minor.

Request from the Center for Persons with Disabilities in the Emma Eccles Jones College of Education and Human Services to change the name of the Center for Persons with Disabilities to the Institute for Disability Research, Policy and Practice.

Request from the Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences to create a certificate of proficiency in Teaching English to Speakers of Other Languages.

Request from the Department of Biology in the College of Sciences to discontinue the Bachelor of Arts and Science in Biology Ecology/Biodiversity as well as the Biology: Environmental Bachelor of Arts and Science emphasis.
Withdrew proposal.

Request from the Department of Biology in the College of Science to discontinue the Biology: Environmental program – current listed as "not currently offered".

Request from the Department of Biology in the College of Science to change the emphasis program name from Ecology/Biodiversity in the Bachelor of Arts and Bachelor of Science to Ecology and Evolutionary Biology.

Request from the Department of Computer Science in the College of Science to restructure the current Master of Computer Science program to a 33-credit professional, coursework-only degree.

b. **Academic Standards Subcommittee** *(Renee Galliher)*
Motion to approve the Academic Standards Subcommittee Report made by Sterling Bone. Seconded by Richard Cutler. Report approved.

Minutes – 8 October 2020
Two recommendations have been brought to the committee from the Registrar's Office. The first was to adjust the amount of time that students can be involved in a leave of absence (LOA) before they apply for returning to the university. Most leaves take more than one year and extra effort is needed to accommodate the students. Discussed both drawbacks and advantages. The second item is a discussion on a process for accepting non-regional school credits. Focusing on any credit but specifically if it comes in as a block from one program to another. We have seen an increase in outside entities wanting to send us their program and they are not currently accredited. The overall institutional goals are not being considered and if these are accepted they may have widespread impact on the institution. Inform the

Provost's Office regarding this. The university needs to take a broader look at the applicability of bringing in these experiences to USU.

c. *General Education Subcommittee* (Lee Rickords)
Minutes – No Meeting – nothing to report.

III. ***Other Business***
Calendar Committee – Spring 2021 Calendar
As the institution looked at the Spring semester there were several competing concerns due to COVID. The start date was shifted right after the MLK holiday and then the elimination of spring break. Eliminating Spring Break allowed us to shift the start date back. One concern that has come out of these changes is the mental health of students and faculty during the long stretch of continued academic instruction. A proposal to insert a couple of days back into the spring semester has been brought forward. Right now, the University is at 70 instruction days. Adding two additional break days brings us down to 68 instruction days and USU feels that with the feedback that was receiving it won't impact any accreditation issues for this one-time change. Originally proposed a Friday in March and a Friday in April. As this was circulated there was concern on the impact of Monday-Wednesday-Friday classes. The second proposal is that the April Friday will attend Friday classes on Thursday.

Revised EPC/Curriculum Handbook
The handbook has been updated and posted to the website. Some updates are grammatical and others are suggestions/questions that we need to look at further. Because it is an EPC/Curriculum handbook we will make changes and bring it back to both committees for review and approval. Looking for anyone that might want to assist in updating the handbook. Hope to start after we go remote in November and would like to finish up in January.

Course Objectives (email-minutes)

Curriculog Justification Language – Mateja Savoie Roskos
Move to December agenda.

Graduate School Updated – Richard Cutler
Discussed in the Graduate Council requirements for the GRE exam. The last time we voted on a motion to remove the GRE exam and allow departments to decide whether they wanted to require GRE and this received unanimous support. The excellence waiver will need to be looked at and reviewed. This could also impact scholarships that come through the colleges. There are still details that need to be worked out. Will vote on this as a committee possibly as soon as December. Have an overall strategy to communicate with graduate students. Utilizing email and townhalls regarding COVID related issues. Have also conducted a graduate student survey. This is the third in the series. The most recent one closed last Wednesday. The Graduate Studies Office is using this to gauge the impact of COVID on the graduate students. Shared preliminary results of the Graduate Student Survey. CAPS is providing mental health help for students. The USU COVID testing will be extended to all adult dependents. Not available to test children since USU can't get past the privacy issues to test children. Trying to be open and transparent regarding the insurance issue with Grad Student dependents. Have to figure out what we can and cannot do and afford. Working on proposal for insurance. The RFP specifically asks for bids with and without dependent care as well as dental and vision. Once we receive the proposals we will sit everyone down and let them know what the university can and cannot afford.

IDEA Evaluations for 7-Week Courses – Fran Hopkin
Question came forward about when faculty could see IDEA results for the first 7-week courses. Faculty wanted to see them but AAA didn't want them to be seen until after grades. Encourage faculty to put in grades within the same timeframe after the 7-week course ends. It is best for the students and faculty if the Registrar's Office reminds the faculty to put in grades immediately after the 7-weeks. Moving forward that is what faculty will see. They will receive an email reminder of getting their grades in.

Adjourn: 4:02 pm

Meeting held November 12, 2020 from 3:00-4:00 p.m. via Zoom.

MEMBERS

Present:

- Renee Galliher, Chair, Associate Vice Provost
- Mykel Beorchia, Advising
- Sterling Bone, Jon M. Huntsman School of Business
- Dan Coster, College of Science
- Kacy Lundstrom, University Libraries
- Robyn Peterson, subcommittee secretary (ex officio; not a voting member)

Absent:

- Fran Hopkin, Registrar's Office
- Lucas Stevens, USUSA

Guests:

- Paul Barr

AGENDA

1. New Business
    a. "Elimination of the Graduate Record Examinations (GRE) as a Requirement for Graduate Study at USU" presented by Richard Cutler (see attached synopsis).
        i. Richard Cutler presented a recommendation by the Graduate Council to eliminate the GRE as a School of Graduate Studies requirement and grant departments the autonomy to require the exam or not. The restricted value of the GRE in the graduate admission process was discussed, as well as the limitations of the current predictive value of the exam. Drawbacks of requiring the GRE in the graduate school's application process were considered, including adverse effects on underrepresented or marginalized populations. Departments would have the ability to decide which elements of the GRE (or other exams, such as the GMAT and MAT) they would incorporate in determining applicant eligibility for their programs. Concerns with the proposition included current scholarship metrics and recruiting protocols that incorporate the GRE as an essential component.

Motion to support the Graduate Council recommendation and forward the item to the Educational Policies Committee agenda made by Dan Coster. Seconded by Kacy Lundstrom. Motion approved unanimously.

Old Business

- Discussion regarding the revisions to the [Excused Absences](#) policy will be made at the December meeting of the Academic Standards Subcommittee.

Other Business

- N/A

Adjourn: 3:13 p.m.

Agenda Item Synopsis (provided by Richard Cutler):

Elimination of the Graduate Record Examinations (GRE) as a Requirement for Graduate Study at USU

At the Graduate Council meeting on October 14 the Council voted unanimously to eliminate the GRE as a School of Graduate Studies requirement for graduate study and to allow individual departments to decide if the GRE should be used as a requirement for some or all of their programs.

The discussion in Graduate Council focused on two main issues. First, the GRE is a very poor predictor of success in graduate programs. In the late 1990s researchers at Yale and Cornell found that the GRE did poorly even as a predictor of first year success in academic programs, and many studies that have followed have shown a weak association at best between GRE scores and success in graduate programs.

The second issue about the GRE that was discussed in Graduate Council was that it discourages underrepresented groups and that in some cases it is a financial hardship for low income students. In 2014 researchers from Vanderbilt University and the University of South Miami published an article in *Nature* arguing that the GRE harms student diversity.

School of Graduate Studies looked at graduate school requirements in regional research intensive universities. All follow the same model that Graduate Council is proposing for USU. That is, the GRE is not a "global" requirement for graduate study but individual departments may require the GRE for some or all of their programs.

Page Break

UtahState UNIVERSITY

GENERAL EDUCATION COMMITTEE

September 15, 2020
8:30 a.m. – 9:30 a.m.
Zoom Meeting

Present: Lee Rickords, College of Agriculture and Applied Sciences (Chair)
Christopher Scheer, Caine College of the Arts
Greg Podgorski, College of Science
Matt Sanders, Connections
Dory Rosenberg, University Libraries
Robert Mueller, Statewide Campuses/Communications Intensive
Charlie Huenemann, Humanities
Ryan Bosworth, Social Sciences
Robyn Peterson, Registrar's Office
Mykel Beorchia, University Advising
Kristine Miller, University Honors Program
Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
John Mortensen, Academic and Instructional Services
Thom Fronk, College of Engineering
Steve Nelson, USU Eastern
Daniel Holland, Jon M. Huntsman School of Business
David Wall, Creative Arts
Harrison Kleiner, College of Humanities and Social Science
Lawrence Culver, American Institutions
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
David Brown, Quantitative Literacy/Intensive
Michelle Smith, Secretary

Excused: Paul Barr, Office of the Executive Vice President and Provost
Sami Ahmed, USUSA President
Ryan Dupont, Life and Physical Sciences

Call to Order – Lee Rickords

Approval of Minutes – September 15, 2020
Motion to approve the September 15, 2020 minutes made by Charlie Huenemann
Seconded by Shelley Lindauer and David Wall
Approved unanimously

Course Approvals/Removals/Syllabi Approvals https://usu.curriculog.com/

ARTH 4260 (CI) .... Robert Mueller

Robert stated this designation was approved in September

ARTH 4260 (DHA) **APPROVED** .... *Charlie Huenemann*
Recomended by Charlie Hueneman
Seconded by David Wall
Approved unanimously

Business

PSC 2040 (BPS)……………………………………………………………………Ryan Dupont
Recommended by BPS subcommittee to receive BPS and seconded by Robert Mueller.
Greg feels uncomfortable moving forward without having more information from Ryan because there isn't enough information on the course.
Lee also wants to ask for more information in order to make a decision.
Kris also stated that if Ryan couldn't make it, someone else could also present.
Harrison said that he read what was in Curriculog, and Ryan said that it was a good course.
Robyn pointed out that the new timeline for approving designations is once a year, so it would need to be effective in summer.
John Mortensen said that there is another offering in Spring.
Robyn agreed to find out from Paul if the course could be approved and given a designation earlier than summer.
Harrison also stated that there are links in Curriculog to the course, the proposal includes the syllabus, and that info on the course is on the proposal.
Claudia pointed out that it is only approved at the department head level, not at the dean level.
Michelle Smith explained why it was just a business item and approvals had not been finished.
Harrison gave some more information on the reason it was a business item.
Lee agreed it was best to wait until Ryan Dupont could present the course. He withdrew the recommendation and the second, and it will be on the agenda for December.

Ryan Bosworth explained that there was a course that fits the designation rubric for DSS, SOC 4440. The course is a study-abroad course that fits the rubric, but he wasn't aware if there was a precedent to have a study-abroad course as a gen ed course.
Harrison explained there was a precedent with a WATS course that was approved.
Ryan Bosworth said that with that precedent, they will move ahead to approve the course and present it at the next meeting.
Robert pointed out that if it fits the rubric, it fits the rubric.
Harrison explained there might be more study-abroad courses with designations forthcoming, because the study abroad office might pursue gen ed designations to help create more interest in study abroad courses.

Update on CI Outcomes ………………………………..…………..……………………. Harrison Kleiner
Harrison stated there is a group meeting several times, with great length, with stakeholders from across the university teaching CI courses and members of the CI Committee. Neither CL nor CI designations had an outcome rubric in the way the other breadth and depth designations have a rubric. It is still difficult to assess the CL English 1010 and 2020 courses.

The approach was to think of the CL1, CL2, and CI courses as a progressive outcome. The working group began creating the rubric backwards, to come up with what the CI requirements should be, and then work on the CL requirements. The process is going well and the sequence of outcomes should be finished by the end of this semester. Provost Galey asked Harrison to

work on supports for instructors of the CL and CI outcomes in Spring semester. In January, the CL/CI working group will present the outcomes to the committee.

Dave Brown asked if there was a timeline for the QI outcome to be produced.
Harrison said no because the CI/CL outcomes were put on a high priority, but if Dave would like to work on that process, he'd be willing to start.
Greg also mentioned that now is the time. There is a course trying to come up with a QI designation but there is no rubric, and the originators had trouble. While there is a draft for the rubric, it isn't set. He feels that it is time to obtain a QI designation.
Dave said that he is concerned with how long it might take to get a QI designation. Right now, the draft is the closest thing to what is available, but there are questions that need to be answered. Past QI courses have been approved without a rubric.
Greg said that he feels more comfortable having a rubric in place.
Harrison said it isn't necessary to stop QI considerations, but if he and Dave get together, they could have a QI rubric in place by March. It would be available for Fall.

Lee asked Harrison if there would be any documentation on the CL/CI designation rubric for the committee to review ahead of the January meeting.
Harrison said that he should be able to have documentation available. They are on target for a timeline that would allow them to present the information in January.

Adjourned at 8:55 a.m.

CCA - Music - Piano Pedagogy Minor

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: <u>Turn</u> on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: <u>Select</u> the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*	CCA

DEPARTMENT (include all cross listed departments)*	Music

Current Title (if applicable)*	None

Proposed Title*	Piano Pedagogy Minor

Step 3: <u>Enter</u> the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) *	50.0912

Minimum Number of Credits (if applicable)*	22

Maximum Number of Credits (if applicable)*	22

Type of Degree: (BA, BS, etc.)*	Minor

Request

Step 4: <u>Select</u> the Type of Change Being Requested.

New Programs:
- ☐ Certificates of Completion
- ☐ Certificates of Proficiency
- ☐ Certificates of Proficiency - except Institutional Certificates
- ☐ Emphases within an Approved Degree
- ☐ Institutional Certificates of Proficiency
- ☐ K-12 Endorsements
- ☑ Minors
- ☐ Post-Baccalaureate and Post-Masters Certificates
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units

☐ Other

Creation of Non-Administrative Units:
☐ New Center
☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*
☐ Yes
☑ No

Council on Teacher Education*
☐ Yes
☑ No

Section I: The Request

R401 Purpose*

The purpose of this R401 is to propose creation of a Piano Pedagogy minor for non-music major students at Utah State University.

Section II: Program Proposal

Proposed Action & Rationale*

There has been consistent interest in piano pedagogy courses from non-music majors who have experience as pianists, and who want training to teach piano in an independent studio. Offering piano pedagogy as a minor will fill this demand, while offering Utah State University's piano majors the opportunity to interact with other pianists outside the Department of Music, adding energy and diversity to some of the piano courses offered.

Labor Market Demand (if applicable)

Integrating piano performance and pedagogy will prepare students to be solo and collaborative performers, as well as instructors for individuals and groups at a variety of proficiencies and settings. Independent piano studio teachers continue to be in demand around the United States, with an estimate of over 200,000 teachers nationwide (https://pianoeducation.org/pnotomem.html). The US Bureau of Labor Statistics reported a median annual salary in 2016 of $68,650, and a projected 12% increase in jobs from 2016-2026 for all art, drama and music teachers at the postsecondary level

Consistency with Institutional Mission & Institutional Impact*	A minor in piano pedagogy would fulfill Utah State University's goal as a land-grant institution by "educating the state" and offering training for piano teachers who will interact directly with the community.

Finances*	There will be no impact on faculty loads or salary. All courses in the proposed minor are offered as part of regular faculty loads.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

The minor in Piano Pedagogy intends to train piano instructors in giving professional-level instruction to pianists from beginning through advanced levels. Instruction will include training on their own piano skills, as well as courses in pedagogy, and general music analysis and history. Minor requirements are as follows:

- MUSC 1010 - Introduction to Music (BCA) (3 credits)

- MUSC 1100 - Fundamentals of Music for Non-Music Majors (BCA) OR MUSC 1110 - Music Theory I (BCA) (by instructor permission) (3 credits)

- MUSC 1430 - Piano Pedagogy I (3 credits)

- MUSC 1440 - Piano Pedagogy II (3 credits)

- Select 6 credits from the following options:

  - MUSC 1420 - Pedagogy Practicum (3 credits)

  - MUSC 2420 - Piano Literature I (3 credits)

  - MUSC 2430 - Piano Literature II (3 credits)

  - MUSC 2440 - Piano Literature III (3 credits)

  - MUSC 3410 - Collaborative Piano in Ensemble (1 credit)

  - MUSC 4410 - Special Topics in Performance and Pedagogy (1 credit)

  - MUSC 1480 - Individual Piano Instruction for Nonmusic Majors (4 credits total)

Four semesters, each for 1 credit hour. Because of the nature of applied study, the faculty recommends taking all 4 semesters consecutively.

Total Credits Required: 22

Step 5: **Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files 🗋 icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch ▶ icon to launch your proposal.

CCA - Theatre Arts - Theatre Education Applied Option - BFA

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: <u>Turn</u> on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: <u>Select</u> the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*	CCA

DEPARTMENT (include all cross listed departments)*	Theatre Arts

Current Title (if applicable)*	Theatre Education Applied Option - BFA

Proposed Title*	Theatre Education Applied Option - BFA

Step 3: <u>Enter</u> the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

| CIP Code (6-digits) * | 50.0501 |

| Minimum Number of Credits (if applicable)* | 120 |

| Maximum Number of Credits (if applicable)* | 120 |

| Type of Degree: (BA, BS, etc.)* | BFA |

Request

Step 4: <u>Select</u> the Type of Change Being Requested.

New Programs:
- ☐ Certificates of Completion
- ☐ Certificates of Proficiency
- ☐ Certificates of Proficiency - except Institutional Certificates
- ☐ Emphases within an Approved Degree
- ☐ Institutional Certificates of Proficiency
- ☐ K-12 Endorsements
- ☐ Minors
- ☐ Post-Baccalaureate and Post-Masters Certificates
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☑ Program Suspension
- ☐ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units

☐ Other

Creation of Non-Administrative Units:
☐ New Center
☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council *
☐ Yes
☑ No

Council on Teacher Education *
☐ Yes
☑ No

Section I: The Request

R401 Purpose *

The purpose of this proposal is to suspend the program "Theatre Education Applied Option – BFA" at Utah State University. It has been prepared and submitted by the Department of Theatre Arts.

Section II: Program Proposal

Proposed Action & Rationale *

The proposed action is suspension of the program "Theatre Education Applied Option – BFA." The reason for this change is consistently low enrollment and the existence of a similar program that will continue. In terms of enrollment: only 2 students are enrolled this semester (fall 2020) and both of those students will graduate this spring. Further, the department will continue the existing program in "Theatre Education – Certification Option – BFA." This continuing program is similar to the option being suspended, and the department believes that future students will be served by this continuing program; we therefore anticipate total student enrollment in the department will be not be affected. No courses will be added, deleted, changed in frequency, or otherwise affected by this change. No changes to current faculty teaching loads will result from this change.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*	Given the program's very limited enrollment and the continuation of a similar program, we do not believe this program suspension will have a significant institutional impact.

Finances*	The suspension of this program will have no or minimal impact on finances. There will be no changes in the department in terms of courses offered or faculty teaching those courses. Because the "Theatre Education – Certification" option will continue, we anticipate new theatre education students will enroll in this program. Given this, we do not anticipate the total enrollment in the department will be affected.

Section III: Curriculum (if applicable)

Program Curriculum Narrative	

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.

HSB - Marketing and Strategy - Leadership

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

    [Writing Guidelines/Suggestions](#)

    [USHE R401 Policy](#)

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

    Select the College(s) this proposal involves.

    Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges) *	HSB

DEPARTMENT (include all cross listed departments) *	Marketing and Strategy

Current Title (if applicable) *	None

Proposed Title *	Leadership

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) *	52.0201

Minimum Number of Credits (if applicable)*	9

Maximum Number of Credits (if applicable)*	9

Type of Degree: (BA, BS, etc.)*	Master of Business Administration (MBA)

Request

Step 4: **Select** the Type of Change Being Requested.

New Programs:
- ☐ New Certificates of Proficiency-except Institutional Certificates
- ☐ New Certificates of Completion
- ☐ New Post-Baccalaureate and Post-Masters Certificates
- ☐ New Minors
- ☑ New Emphases within an Approved Degree
- ☐ New K-12 Endorsements
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units
- ☐ Other

Creation of Non-Administrative Units:	☐ New Center
	☐ New Institute
	☐ New Bureau
	☐ Other

| Other: (explain change) | |

Additional Approvals (if applicable)

| Graduate Council* | ☑ Yes |
| | ☐ No |

| Council on Teacher Education* | ☐ Yes |
| | ☑ No |

Section I: The Request

R401 Purpose*

The Jon M. Huntsman School of Business at Utah State University, in conjunction with the Stephen R. Covey Leadership Center, proposes the creation of an emphasis in leadership within the existing Master of Business Administration (MBA) degree. The Covey Leadership Center was created to support the mission of the Huntsman School which is to "develop leaders of distinction in commerce and public affairs." This proposed leadership emphasis within the MBA supports the mission of the Huntsman School and the Covey Leadership Center.

Section II: Program Proposal

Proposed Action & Rationale*

The proposed action is to create a new emphasis in leadership within the existing Master of Business Administration (MBA) degree. The emphasis will consist of three courses:

- MSLE 6741 Leadership Development

- MSLE 6645 Innovative and Inclusive Leadership

- MSLE 6200 Executive Influence

Offering an emphasis in leadership aligns with the mission of the Huntsman School and provides distinction for both the School and the MBA program. The purpose of creating an emphasis within the MBA is to add value to the students' degree and offer them a focused set of courses in leadership. It is imperative that we continue to innovate and enhance the curriculum in order to add value to the MBA program for our students.

The MBA program is currently 36 credits. With the addition of MSLE 6645 Innovative and Inclusive Leadership (3 credits), the emphasis will be created by bundling MSLE 6645 with two other existing leadership courses within the existing MBA curriculum. Dr. Susan Madsen has been recently hired as a full professor of leadership and this course will be part of her regular teaching assignment.

Labor Market Demand (if applicable)

National demand for generic MBA programs has been leveling off (Forbes: MBA in Crisis. Aug 20, 2019) in favor of graduate business education that offers specializations. Several major universities have recently eliminated their resident MBA programs, including Purdue University and the University of Illinois at Urbana-Champaign. Students and employers are interested in both breadth, which is included in the traditional MBA, and depth. The emphasis in leadership provides a specialized focus in addition to the breadth courses offered in the MBA.

Consistency with Institutional Mission & Institutional Impact*

The Huntsman MBA and the proposed emphasis in leadership are consistent with the institutional mission of Utah State University. This proposed leadership emphasis is also consistent with the missions of the Jon M. Huntsman School of Business and Stephen R. Covey Leadership Center as mentioned above. The MSLE 6645 Innovative and Inclusive

Leadership course specifically supports USU's mission in "cultivating diversity."

Finances*

There is no financial impact. No new staff or faculty are required. In addition to the existing courses already offered in the MBA, a new course has been created for this new emphasis that will be taught by existing faculty with no additional resources needed.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

The emphasis in leadership consists of three courses for a total of 9 credits:

 - MSLE 6741 Leadership Development (3 credits). This course increases students' self-awareness with regard to their own leadership strengths, weaknesses, and style. It also helps students understand how to develop leadership skills in others. The course bridges the practice of leadership with the philosophy of leadership. Students create their own signature leadership development plan.

 - MSLE 6645 Innovative and Inclusive Leadership (3 credits). This course focuses on building innovative leaders who can effectively navigate complex environments, manage constant change, and engage tomorrow's dynamic workforce. Through research-based tools, concepts, and frameworks, students will learn how leaders effectively utilize strategies for leveraging innovation, diversity, equity, and inclusion.

 - MSLE 6200 Executive Influence (3 credits). This course focuses on theoretical models and practical strategies that executives utilize to influence outcomes, create value, find common ground, negotiate terms, and implement decisions. The course is designed to help students create value by developing influence skills to move individuals, groups, and organizations from disagreement and conflict toward agreement and shared vision.

Step 5: **Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: <u>Submit</u>

Click on the save all changes button below.

Scroll to the top left and click on the launch ▶ icon to launch your proposal.

COS - Geosciences - Geology BA BS - Geoarchaeology Emphasis

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*	COS

DEPARTMENT (include all cross listed departments)*	Geosciences

Current Title (if applicable)*	Geology BA BS - Geoarchaeology Emphasis

Proposed Title*	Geology BA BS - Geoarchaeology Emphasis

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) *	40.0699

Minimum Number of Credits (if applicable)*	120

Maximum Number of Credits (if applicable)*	126

Type of Degree: (BA, BS, etc.)*	BA, BS

Request

Step 4: <u>Select</u> the Type of Change Being Requested.

New Programs:
- ☐ Certificates of Completion
- ☐ Certificates of Proficiency
- ☐ Certificates of Proficiency - except Institutional Certificates
- ☐ Emphases within an Approved Degree
- ☐ Institutional Certificates of Proficiency
- ☐ K-12 Endorsements
- ☐ Minors
- ☐ Post-Baccalaureate and Post-Masters Certificates
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☑ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units

☐ Other

Creation of Non-Administrative Units:
☐ New Center
☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*
☐ Yes
☑ No

Council on Teacher Education*
☐ Yes
☑ No

Section I: The Request

R401 Purpose*

The Department of Geosciences at Utah State University requests to discontinue the Geoarchaeology emphasis to the bachelor's degree program in Geology.

Section II: Program Proposal

Proposed Action & Rationale*

The Geoarchaeology emphasis for the Geology bachelor's degree has not been a popular option with students since the Applied Environmental Geoscience emphasis was introduced during the 2011-2012 academic year. During the past five academic years (2015/16 through 2019/20), there has been only one student who pursued this emphasis, and that student no longer is a Geology major. The last student to graduate with this emphasis did so in 2015, and was the first such student since 2012. Consequently, the department would like to discontinue the emphasis due to a lack of student interest.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

This field does not seem applicable because the emphasis is being discontinued. Consequently, there would not seem to be any institutional impact.

This field also does not seem applicable because the emphasis is being discontinued. Consequently, there should be no financial ramifications.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: **Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch ▶ icon to launch your proposal.

Meeting held December 12, 2020 from 3-4 p.m. via Zoom

MEMBERS

Present:

- Renee Galliher, Chair, Associate Vice Provost
- Mykel Beorchia, Advising
- Sterling Bone, Jon M. Huntsman School of Business
- Dan Coster, College of Science
- Fran Hopkin, Registrar's Office
- Kacy Lundstrom, University Libraries
- Robyn Peterson, subcommittee secretary (ex officio; not a voting member)

Absent:

- Lucas Stevens, USUSA

Guests:

- Paul Barr

AGENDA

1. New Business
   a. Proposed amendment to Student Code: Excused Absences (see attached Item #1).
      i. Renee Galliher presented a proposed wording amendment to the Excused Absences policy per a meeting held between Renee Galliher and Hilary Renshaw (the Utah State University Title IX Coordinator) on November 5, 2020 (see Item #1 below). Renee reviewed the proposed changes to the policy with the committee. The committee discussed the definition of "3 or more days" mentioned in the "Injury, Illness, Medical Condition/Status" portion of the policy (class meetings versus calendar days, application to online courses, etc.). They reviewed how the time period for missed class mentioned in this policy differed from the time period included in the Incomplete (I) Grade policy. The committee examined how the three-day illness or injury related to the number of instruction days in any given semester. The committee discussed faculty roles in the policy's enforcement. The committee also discussed the 20% deadline mentioned in the policy and its influence on athletics. The committee explored class attendance versus class participation,

documentation from medical providers, etc. The committee discussed making changes to the current policy that would allow it to be more succinct while covering a broader range of issues. The committee examined the fourth item under "Other Allowable Reasons" but decided to not make any changes to the item at this time. Renee offered to provide a write-up of discussed changes and distribute the proposed amendments to the committee by Thursday evening. The committee agreed to review the proposed changes and provide feedback to Renee.

ii. Sterling Bone, Fran Hopkin, Kacy Lundstrom, and Daniel Coster emailed their support of the proposed changes on 12/11/20. The proposed changes (please see Item #2) will be sent on to the EPC next month.

Adjourn: 3:38 p.m.

Item #1 - Original Proposed Amendment (**please see Item #2 for final changes**):

[Excused Absences](#)

Reasons

A student requesting an excused absence is responsible for providing evidence to the instructor substantiating the reason for absence.

Excused absences may not exceed 20% of the class meetings.

Among the reasons absences are considered excused by the university are the following. ~~Note that in accordance with Title IX of the Educational Amendments of 1972, Utah State University shall treat pregnancy and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician. Questions about Title IX should be directed to the University Title IX Coordinator.~~

University Supported Participation

1. Participation in a university-sponsored or sanctioned activity.
2. Mandatory participation as a student-athlete in NCAA-sanctioned competition.

Injury, Illness, Medical Condition/Status

1. Injury, illness, or medical condition/status that is too severe or contagious for the student to attend class
   o **Injury or illness of 3 or more days.** For injury or illness that requires a student to be absent from classes for three or more class meetings, the

student should obtain a medical confirmation note from his or her medical provider. The Student Health & Wellness Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. Medical documentation can be collected after the absence has occurred. The medical confirmation note must contain the date and time of the visit for the injury or illness and the medical professional's confirmation of needed absence.

- o **Injury or illness less than 3 days.** Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than 3 or more class meetings. At the discretion of the faculty member, as outlined in the course syllabus, injury or illness confirmation may be obtained through a note from a health care professional affirming the date and time of visit. Medical documentation can be collected after the absence has occurred.
- o An absence for a non-acute (e.g., elective) medical service does not constitute an excused absence.

2. Major injury, illness, or medical condition/status in a student's immediate family (as defined in Policy 346.1 of the USU Policies Manual).

3. A death in a student's immediate family (as defined in Policy 346.1 of the USU Policies Manual).

Other Allowable Reasons

1. Required participation in military duties, including mandatory medical appointments for veterans and military personnel.

2. Mandatory admissions interviews for professional or graduate school, or internships, that cannot be rescheduled.

3. Religious holy day.

4. Participation in legal proceedings or administrative procedures that require a student's presence.

5. Accommodation or other support requests, as negotiated with student service offices, such as the Disability Resource Center, Office of Student Conduct.

6. Supportive measures requested through the Office of Equity related to sexual misconduct and/or discriminative (see USU Policy 339).

7. In accordance with Title IX of the Educational Amendments of 1972, pregnancy and related conditions are a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician.

Item #2 - Final Proposed Amendment (to be proposed at the upcoming EPC meeting):

Excused Absences

Reasons

A student requesting an excused absence is responsible for providing evidence to the instructor substantiating the reason for missed class or course deadlines/due dates.

Excused absences may not exceed 20% of the class meetings.

Acceptable reasons for absences and other missed course requirements include the following.

University Supported Participation

1. Participation in a university-sponsored or sanctioned activity.
2. Mandatory participation as a student-athlete in NCAA-sanctioned competition.

Injury, Illness, Medical Condition/Status

1. Injury, illness, or medical condition/status that is too severe or contagious for the student to participate in class.
   - At the discretion of the faculty member, as outlined in the course syllabus, injury or illness confirmation may be obtained through a note from a health care professional affirming the date and time of visit. The Student Health & Wellness Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. Medical documentation can be collected after the missed participation has occurred.
   - An absence for a non-acute (e.g., elective) medical service does not constitute an excused absence.
2. Major injury, illness, or medical condition/status in a student's immediate family (as defined in Policy 346.1 of the USU Policies Manual).
3. A death in a student's immediate family (as defined in Policy 346.1 of the USU Policies Manual).

Other Allowable Reasons

1. Required participation in military duties, including mandatory medical appointments for veterans and military personnel.
2. Mandatory admissions interviews for professional or graduate school, or internships, that cannot be rescheduled.
3. Religious holy day.
4. Participation in legal proceedings or administrative procedures that require a student's presence.
5. Accommodation or other support requests, as negotiated with student service offices, such as the Disability Resource Center or Office of Student Conduct.

6. Supportive measures requested through the Office of Equity related to sexual misconduct and/or discrimination (see USU Policy 339).

7. In accordance with Title IX of the Educational Amendments of 1972, pregnancy and related conditions are a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician.

UtahState UNIVERSITY

GENERAL EDUCATION COMMITTEE

December 15, 2020
8:30 a.m. – 9:30 a.m
Zoom Meeting

Present: Lee Rickords, College of Agriculture and Applied Sciences (Chair)
Christopher Scheer, Caine College of the Arts
Greg Podgorski, College of Science
Matt Sanders, Connections
Dory Rosenberg, University Libraries
Robert Mueller, Statewide Campuses/Communications Intensive
Charlie Huenemann, Humanities
Ryan Bosworth, Social Sciences
Toni Gibbons, Registrar's Office
Mykel Beorchia, University Advising
Kristine Miller, University Honors Program
Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
John Mortensen, Academic and Instructional Services
Thom Fronk, College of Engineering
Harrison Kleiner, College of Humanities and Social Sciences
Paul Barr, Office of the Executive Vice President and Provost
Lawrence Culver, American Institutions
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
David Brown, Quantitative Literacy/Intensive
Beth Buyserie, Communications Intensive Subcommittee Member
Michelle Smith, Secretary

Excused: David Wall, Creative Arts
Steve Nelson, USU Eastern
Daniel Holland, Jon M. Huntsman School of Business
Sami Ahmed, USUSA President
Ryan Dupont, Life and Physical Sciences

Call to Order – Lee Rickords, 8:31 a.m.

Approval of Minutes – November 17, 2020
Motion: Shelley Lindauer
Second: Christopher Scheer
Minutes approved unanimously

Course Approvals/Removals/Syllabi Approvals
https://usu.curriculog.com/

ARTH 4260 (CI) *APPROVED*.. *Robert Mueller*
Discussion: Explained by Bob Mueller
Motion to approve made by Bob Mueller
Seconded: Greg Podgorski
Approved unanimously

SOC 3320 (DSS) *APPROVED*...Ryan Bosworth*
Discussion: Explained by Ryan Bosworth
Motion to approve made by Ryan Bosworth
Seconded: Bob Mueller
Approved unanimously

SOC 3750 (DSS) *APPROVED*...Ryan Bosworth*
Discussion: Explained by Ryan Bosworth
Motion to approve made by Ryan Bosworth
Seconded: Bob Mueller
Approved unanimously

SOC 4440 (DSS) *APPROVED*...Ryan Bosworth*
Discussion: Explained by Ryan Bosworth. A study-abroad class, was discussed in November.
Motion to approve made by Ryan Bosworth
Seconded: Charlie Huenemann
Approved unanimously

APEC 3020 (DSS Removal) *APPROVED*...Ryan Bosworth*
Discussion: Class will be a 2000-level class and can't have designation.
As it no longer meets designation criteria, removal is informational only. No vote needed.

GEO 3200 (DSC Removal) *APPROVED*...Ryan Bosworth*
Discussion: Greg Podgorski explained it will be a 2000-level class.
As it no longer meets designation criteria, removal is informational only. No vote needed.
Harrison pointed out that these courses could be breadth level requirements as long as scope
isn't too narrow. There will be more depth designations dropped to align with USHE's move to
help align general education in the future, so that may be something to look at.

PSC 2040 (BPS) *APPROVED* ....Ryan Dupont*
Discussion: Ryan Dupont not present at committee meeting. Michelle explained the basic
course outline. Greg also explained he had looked it over carefully and it looked to be a good
course for the designation. Bob also said he'd looked at it and felt it met the criteria.
Motion to approve made by David Brown
Seconded: Bob Mueller
Approved by most, Charlie Huenemann opposed. Charlie explained that he hadn't looked at it,
but he was against it because the chair wasn't there to provide background and hadn't informed
the chairman. Without access to the chair of the subcommittee, he didn't want to approve. No
abstentions.

GEO 5570 (QI) *APPROVED* ....David Brown*
Discussion: Explained GEO 5570. Was on docket previously but removed for edits and updates,
and was later added back. QI rubric was being developed and is available. Greg explained he

didn't approve it as dean and he felt uncomfortable moving it forward. He asked for edits to make sure the proposal was aligned with the rubric.
Motion to approve made by Ryan Dupont
Seconded: Greg Podgorski
Approved unanimously

Business

Gen Ed Task Force Updates

The state wants institutions' General Ed requirements to be more cohesive for transfer students and to ensure students from Technical colleges will be able to enter four-year programs at all universities without being penalized. USU will need to add more Gen Ed courses/credit requirements to meet the upcoming mandate from USHE.

If USHE raises the minimum Gen Ed requirements to 35 credits, USU will have to design co-requisite courses that would qualify for Gen Ed designations. It will be difficult in some departments to add five more credits to their coursework to meet the Gen Ed mandate. Many departments, such as those in the College of Science, Agriculture, Arts, and Engineering, will be in a difficult position to meet this requirement.

Some suggestions for addressing this impact of a change or mandate from USHE for Gen Ed requirements were to add classes in majors/departments into the Gen Ed scope such as at some other universities. Other institutions also require three types or categories of classes and call them Gen Ed, and include a list of courses much larger than USU currently offers within those types of courses for students to choose from.

There is some concern that such a mandate could erode the value of a General Education as USU has worked to create.

Harrison Kleiner pointed out that there are squeezes on both ends of a USHE mandate – institutions that have to drop their Gen Ed requirements will also be hurting. Our issue is an easier one to solve than theirs. We have only 27 credits and adding a temporary option gets us to 30. If we have to go up to 33, we have six credits that are fillers. This is a challenge to not harm students and departments. The committee should look intentionally at those six credits. How do we help students use those credits to be more and do more? We already had to address this with the integrated options. Now it is time to have that discussion/conversation to make Gen Ed better, not watered down. You have to make sure that students meet Learning Objectives, not credits. Are students achieving proficiency in outcomes for Gen Ed? Credits are an antiquated way to measure that.

John commented that if you look at the whole package, USU has a strong package with Univ studies and depth and breadth classes. We could look at increasing Gen Ed and lowering Univ studies. Other universities have a diversity requirement. Some institutions have students take three areas of courses, such as quantitative, humanities, and science. We can't require high depth requirements and still meet the Gen Ed requirements.

Lee stated that those making decisions for USHE are looking from the viewpoint of students trying to transfer from a two-year or technical college to a four-year institution and how to make the first two years more transferrable without penalties for transferring.

Paul said that Gen Ed and University Studies are two different requirements. There might be some changes for depth requirements with changes in Gen Ed requirements. Diversity is also on the table as a requirement at USU.

Composition Outcomes

Harrison stated that he and Beth have been looking at the whole CI/CL sequence for over a year. They have been working with a group of CI instructors and committee members to come up with rubrics. They are ready to put them forward.

CL1 and CL2 (Eng 1010 & 2010), and other CI rubrics were a stumbling block when accreditors were assessing USU. Making a CL rubric helped satisfy their demands. The working group started with CI – what do students need to understand and do and then how can CL2 and CL1 outcomes meet that effort? It has been a collaborative effort to make this rubric.

The sequence CI, CL2, and CL1 rubrics are to be presented for adoption to the committee in the future.

Lee pointed out that it will not be voted on today, it will be explained and then we will vote next month so people can ask more questions.

Harrison presented differences with the former rubrics and current suggestions. One change was in Outcome #5. The CI committee decided to remove information literacy from CI. It remains in CL1 and CL2.

A concern was expressed regarding removing information literacy. How can the rubric be revised to recognize that students are going to use information in communications skills for their literacy? Is there a way to make sure that all classes meet the four points in the generalized description of General Education? There is a meaningful way to include information literacy as part of a rubric requirement and it is an important skill all students should be expected to learn.

Another concern was language used to evaluate proficiency. The language emphasized positive outcomes, but did not use words such as "lacking". If students felt they were meeting the rubric requirements because they were "satisfactory" and didn't really value or understand the desire was to be "proficient", would the rubric be followed or provide impetus for improvement? Such language would also make proposals for the General Education designation harder to assess.

Harrison stated the General Education description will be revised. He also mentioned that information literacy occurs in every major but didn't feel it needed to be in the CI course rubric, such as with creative writing courses.

The Communications Intensive Committee will look at the feedback and determine how to make necessary revisions to the rubric.

Lee said that those with suggestions and questions should communicate them to Harrison.

Harrison also said that since there is a break coming up, he doesn't know if he'll have made substantive progress in revisions by January. He prefers for the rubric to be on the docket for February.

Course Fee Approval Timeline

Michelle and Toni explained that changes made to courses for designations need to be approved through the EPC by February so that changes to course designations can be added to the catalog for summer term.

Paul explained that the timeline for designations was changed to benefit students so that any changes are published the same across all areas, such as in the catalog and online. The designations are changed once, not semester by semester so there are no inconsistencies.

Lee thanked the committee.

Adjourn at 9:35 a.m.