EDUCATIONAL POLICIES COMMITTEE AGENDA

9 January 2020

A meeting of the Educational Policies Committee will be held on 9 January 2020 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

1. **Approval of 5 December 2019 Minutes**

2. **Subcommittee Reports**
   a. **Curriculum Subcommittee** *(Nicholas Morrison)*
      Course Approvals - 154

      Program Proposals

      Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences requests approval to offer a Minor in Community-Based Education.

      Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to suspend the Sports Medicine Specialization in the Health and Human Movement Master of Science program.

      Request from the Departments of History and Political Science in the College of Humanities and Social Sciences to create a Certificate of Proficiency in Global Peacebuilding.

      Request from the Department of Biology in the College of Science requests approval to add a Human Biology Emphasis to the existing Bachelor of Arts degree in Biology.

   b. **Academic Standards Subcommittee** *(Renee Galliher)*
      Minutes – No December meeting to report

   c. **General Education Subcommittee** *(Lee Rickords)*
      Minutes – December 17, 2019

3. **Other Business**

   *Adjourn:*
EDUCATIONAL POLICIES COMMITTEE MINUTES

5 December 2019

A meeting of the Educational Policies Committee was held on 5 December 2019 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Frank Galey, Chair, Provost’s Office
        Paul Barr, Vice Provost
        Nicholas Morrison, Caine College of the Arts and Curriculum Subcommittee Chair
        Timothy Taylor, College of Engineering
        Cathy Bullock, College of Humanities and Social Sciences
        Dan Coster, College of Science
        Shana Geffeney, Statewide Campuses
        Michelle Fleck, USU Eastern
        Michele Hillard, Secretary
        Chenese Boyle, Academic and Instructional Services
        Bruce Miller for David Hole, College of Agriculture and Applied Sciences
        Lee Rickords, General Education Subcommittee Chair
        Rachel Wishkoski for Robert Heaton, University Libraries
        Robyn Peterson, Catalog Editor
        Christa Haring-Biel, Emma Eccles Jones College of Education and Human Services
        Dexton Lake, USUSA Executive Vice President
        Sterling Bone, Jon M. Huntsman School of Business
        Renee Galliher, Academic Standards Chair
        Adam Gleed, Registrar’s Office
        Richard Inouye, Graduate Council

Absent: Sami Ahmed, President USUSA
        Jared Fry, Graduate Studies Senator
        Karen Mock, S.J. & Jessie E. Quinney College of Natural Resources

Guests: N/A

I. Approval of 7 November 2019 Minutes

Motion to approve minutes as distributed made by Sterling Bone. Seconded by Cathy Bullock. 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 Lee Rickords. Report approved.

   Course Approvals – 94
   Courses withdrawn - 10
**Program Proposals**
Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to **discontinue the Bachelor of Science Environmental and Natural Resources Economics degree.**

Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to **change the Agricultural Economic Minor to Applied Economics.**

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to **redefine Career and Technical Education (CTE) programs offered by USU at three statewide campuses.**

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to **create a new emphasis in the Technology Systems Bachelor of Science degree for Quality and Reliability.**

Request from the Departments of Languages, Philosophy and Communication Studies and Political Science in the College of Humanities and Social Sciences to **create a Minor in Middle East Studies.**

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to **offer a Master of Science in Sports Management.**

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to **restructure the School of Applied Sciences, Technology and Education.**

**b. Academic Standards Subcommittee** (Renee Galliher)
Motion to approve the Academic Standards Subcommittee report made by Renee Galliher. Seconded by Nick Morrison. Report approved.

Minutes – November 14, 2019

**c. General Education Subcommittee** (Lee Rickords)
Motion to approve the General Education Subcommittee report made by Lee Rickords. Seconded by Dexton Lake. Report approved.

Minutes – November 19, 2019

**III. Other Business**
Reschedule January 2 Educational Policies Committee meeting to January 9.
Motion to move meeting to January 9 made by Timothy Taylor. Seconded by Cathy Bullock. Meeting moved to January 9.

**Adjourn: 3:10 pm**
College of Agriculture and Applied Sciences - School of Applied Sciences, Technology and Education

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Edward Reeve: Interim 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.

<table>
<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)*</th>
<th>College of Agriculture and Applied Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>School of Applied Sciences, Technology and Education</td>
</tr>
</tbody>
</table>

Current Title (if applicable)

Proposed Title  Community-Based Education Minor

Step 3: Enter the Correct CIP Code Using the Following Website:

https://usu.curriculog.com/proposal:10476/print
Classification Instructional Programs

CIP Code (6-digits) * 13.9999

Minimum Number of Credits (if applicable)* 14
Maximum Number of Credits (if applicable)* 18

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

Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- [ ] New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- [ ] 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
- [ ] New Center
Additional Approvals (if applicable)

Graduate Council* □ Yes
☑ No

Council on Teacher Education* □ Yes
☑ No

Section I: The Request

R401 Purpose* Utah State University requests approval to offer the following Minor Degree: Community-Based Education. Effective Fall 2020.

Section II: Program Proposal

Proposed Action & Rationale* USU seeks to add a minor degree within the School of Applied Sciences, Technology, and Education. Based on labor market demand and student interest in Community-Based Education (CBE), this minor with a focus on nonformal education is necessary. The CBE minor prepares students for careers in outreach, industry training and development, talent recruitment and preparation, and as education specialists in nonformal settings. Nonformal or informal education happens outside of the formal classroom, often in local communities and in partnership with government, private, or nonprofit organizations. Community-based career work frequently requires education techniques and skills for a wide variety of participants. With audiences from young children, to adolescent youth, to adults and aging adults. Many organizations are looking for people with active-learning instructional skills, the ability to manage volunteers, design teaching events, evaluate curriculum and program impacts, and create connection through teambuilding. The required courses for the minor support organizational and community needs for establishing the next generation of informal educators. It is designed to apply to a variety of students with different interest areas, who have a common desire to work officially or unofficially with community-driven programs.

Labor Market Demand (if applicable) A significant demand exists in Utah for nonformal and outreach educators. This career is among those with the fastest predicted growth rate, with a 4% increase in need before 2024. According to the Bureau of Labor Statistics, self-enrichment teachers may teach or instruct in areas of self-improvement, which may be non-vocational and/or non-academic subjects. They include nonformal educators who improve society by working within programs that provide public and private education through community education, youth development, adult literacy, and...
Curriculum

Education through community education, youth development, adult literacy, and land-grant Extension education. Nonformal educators fulfill a societal need by strengthening public skill-base, increasing motivation for higher personal achievement, and building capacity for economic growth at the community level. Additionally, occupational projections indicate a need in Utah for community-service leadership, nonformal instruction coordinators, and tourism educators and guides. For those students looking for a broader career path, a USDA report from 2015 predicted a shortage of 7,200 positions nationally in education, communication, and government services by 2020. These jobs include extension educators, government agency workers, and private and public nonformal educators.

Consistency with Institutional Mission & Institutional Impact*
The minor is consistent with USU's land-grant mission of education and outreach. Community-based education prepares students to "serve the public through learning, discovery and engagement." Because of USU's unique mission, the proposed minor does not overlap or conflict with any other USHE institution. The program will not be delivered outside of the designated service area. While some coursework may be offered online, most will be delivered at USU campuses.

Finances*
There will be no changes required to implement the CBE minor as it only incorporates existing courses, faculty, staff, and facilities. The CBE minor does not require the development of new courses and will be offered using current faculty resources. All courses offered as electives outside of the College of Agriculture have been approved for use within the minor by the respective program directors or department heads. The approvals have been documented.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

Eligibility Requirements:
New first-year students, transfer students, and students from other USU majors who have at least a 2.5 overall GPA qualify to enter the Community-Based Education (CBE) minor. The CBE minor requires a minimum of 14 credit hours. Students must complete all required courses, plus one elective course. The maximum number of credits that may be obtained for completion is 18. Students must obtain a grade of C or higher for all associated courses to be awarded the minor.

Students should determine if they meet the eligibility requirements then submit a one-page, double-spaced letter of intent to the program advisor. The letter should explain why they are interested in declaring for the minor and their intended career path. The letters will be reviewed and accepted by the Program Coordinator. Students are required to meet with the program advisor prior to declaring the minor to discuss the change and review their degree plan in DegreeWorks.

The elective courses have been selected to give each student the expertise to excel in careers associated with nonformal or community-based education. Students can determine their own individual focus based on personal preference for people and education, organizations and leadership, advocacy, or a mixture of.
for people and education, organizations and leadership, advocacy, or a mixture of these courses. It is recommended that students consider their elective choices carefully and seek for electives in multiple categories to ensure a well-rounded approach to community outreach. Students may ask the program coordinator about additional elective choices that will be considered on an individual basis.

Students working toward a BS degree in Agricultural or Family and Consumer Science Education are not eligible to complete the community-based education minor.

**Step 5: Attach** 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.
Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Edward Reeve: Interim 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.

<table>
<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)*</th>
<th>Emma Eccles Jones College of Education and Human Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Kinesiology and Health Science</td>
</tr>
<tr>
<td>Current Title (if applicable)</td>
<td>Health and Human Movement Sport Medicine Specialization</td>
</tr>
</tbody>
</table>

Step 3: Enter the Correct CIP Code Using the Following Website:

https://usu.curriculo.com/proposal:10921/print
Request

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

- **New Programs:**
  - New Certificates of Proficiency (except Institutional Certificates of Proficiency)
  - 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:**
  - New Center
Section I: The Request

R401 Purpose* The Kinesiology and Health Science Department is requesting the sports medicine specialization in the Health and Human Movement Master of Science program be suspended.

Section II: Program Proposal

Proposed Action & Rationale* The department is requesting the sports medicine specialization in the Health and Human Movement Master of Science program be suspended. This specialization was designed for students to work as certified athletic trainers serving the Division I sports of USU Aggie Athletics. This required that students were either already certified or were eligible to become a certified Athletic Trainer.

Within the Athletic Training profession there have been changes so that the professional degree in athletic training is a master's level, meaning that students will become eligible to become certified Athletic Trainers after completing a Masters' degree. Because of the conflict of the design of the program for this specialization with the profession changes, the specialization has transitioned to a resident program and will no longer be accepting students into the program at this time.

Consistency with Institutional Mission & Institutional Impact* The proposed changes should have little effect on enrollment as the specialization only had 4 or 5 spots available each year. Student would be able to apply to the exercise science specialization as well if they were interested. The USU Athletic Trainers, who the department has worked closely with, have recommended the transition of the program. Otherwise, there have been no affiliations with our departments or programs that would be affected by the removal of sports medicine
specialization in the Health and Human Movement Master of Science. No change in faculty, staff, physical facilities, or equipment would occur. This is primarily an administrative change.

Finances* There will be no budgetary impact on this program or any other program or unit with in the institution.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: Attach 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.
College of Humanities and Social Sciences - History Political Science

4.1.2 R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Edward Reeve: Interim 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.

Step 3: Enter the Correct CIP Code Using the Following Website: Classification Instructional Programs

CIP Code (6-digits) * 30.0501

Minimum Number of Credits (if applicable) 21

Maximum Number of Credits (if applicable) 27

Type of Degree: (BA, BS, etc.) Certificate of Proficiency

Request

Step 4: Select the Type of Change Being Requested.

New Programs: ✔ New Certificates of Proficiency (except Institutional Certificates of Proficiency)

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
Additional Approvals (if applicable)

Graduate Council - Yes
- No

Council on Teacher Education - Yes
- No

Section I: The Request

R401 Purpose* - We are requesting permission to create a Certificate of Proficiency in Global Peacebuilding. The proposal uses existing courses and faculty and develops a certificate that will enhance job prospects for students in many majors across the university.

Section II: Program Proposal

Proposed Action & Rationale* - Description of Certificate: The certificate provides focus on multi-disciplinary academic understanding of the historical and contemporary causes of conflict and efforts to create peace, while building practical skills in conflict resolution, mediation, and other forms of peacebuilding praxis.

Justification for Certificate: No current major, minor, or certificate focuses on the history and processes of creating peace between communal groups or countries. It will enable students to demonstrate an academic focus on peacebuilding and related practical skills and experience, that may be beneficial for those seeking employment in relevant non-governmental organizations, state agencies, or businesses.

Labor Market Demand (if applicable) - Many state agencies and non-governmental organizations seek qualified applicants who have theoretical and applied skills in peacebuilding and mediation.

Consistency with Institutional Mission & Institutional Impact* - The program emphasizes inter-disciplinary strengths within the College of Humanities and Social Sciences, bringing faculty from different academic units and programs together to deliver the certificate.

Finances* - No new funds or faculty are required. The program will package existing courses.

Section III: Curriculum (if applicable)
Minimum GPA for Admissions: 2.5 Cumulative
Minimum GPA for Graduation: 2.5 Cumulative
Number of Required Credits: 21

## Lower-Division Requirements

Students must complete one course (3 credits) at the 1000- or 2000-level from the following list of courses:

- CMST 1330 – Introduction to Global Communication (BSS) 3
- HIST 1510 – The Modern World (BHU) 3
- POLS 2100 – Introduction to International Politics 3
- POLS 2400 – Introduction to Geopolitics
- POLS 2500 – Introduction to International Studies 3
- RELS 1070 – Religion, Violence and Peace (BHU) 3
- RELS/ANTH 1090 – Introduction to Interfaith Leadership 3
- SOC 2650 – Globalization (BSS) 3

## Upper-Division Requirements

Students will complete two upper-division courses from each of the three areas (A, B, and C) below for a total of 18 credits.

### Area A. Global Conflict (6 credits required)
- HIST 3340 – The Holocaust in History and Memory (DHA) 3
- HIST 4815 – World War I: A Global Conflict (DHA) 3
- HIST 4820 – World War II in Europe 3
- HIST 4821 – World War II in Asia 3
- HIST 4822 – The Vietnam War (DHA) 3
- HIST 4825 – Historical Roots of the War on Terror 3
- POLS 3*** – Erosion of Democracy 3
- POLS 4220 – Ethnic Conflict and Cooperation 3
- POLS 4464/4990 International Security 3

### Area B. Peace and Human Rights (6 credits required)
- HIST/WGS 4520 – International Women’s Movements 3
- HIST 4720 – The Civil Rights Movements (DHA/CI) 3
- POLS 4210 – European Union Politics 3
- POLS 4500 – The Politics of Social Movements 3
- RELS/ANTH 3165 – Bridging Religious Difference in Theory and Practice 3

### Area C. Peacebuilding Skills and Career Development (6 credits required)
- CHSS 4250 – Advanced Internship/Co-op 3
- CHSS 5250 – Interdisciplinary Workshop; Peace Certificate Capstone Course 3

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**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.
College of Science - Biology

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

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<th>College of Science</th>
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</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Biology</td>
</tr>
<tr>
<td>Current Title (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Proposed Title</td>
<td>BA in Biology with Human Biology Emphasis</td>
</tr>
</tbody>
</table>

Step 3: Enter the Correct CIP Code Using the Following Website:
Classification Instructional Programs
Request

Step 4: Select the Type of Change Being Requested.

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

Existing Program Changes:
- [ ] Program Transfer
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- [ ] Administrative Unit Transfer
- [ ] Administrative Unit Restructure
- [ ] Administrative Unit Consolidation
- [ ] Reinstatement of Previously Suspended Administrative Units
- [ ] Other

Creation of Non-Administrative:
- [ ] New Center
Additional Approvals (if applicable)

Graduate Council* □ Yes □ No
Council on Teacher Education* □ Yes □ No

Section I: The Request

R401 Purpose* This requests a new Human Biology Emphasis be added to the existing Bachelor of Arts degree in Biology. A Bachelor of Science degree in the Human Biology Emphasis currently exists.

Section II: Program Proposal

Proposed Action & Rationale* There is student demand for a biology curriculum tailored to the interests of students wishing to pursue health-related careers. Many of these students are no longer pursuing biology majors. By creating a curriculum that continues to provide a strong grounding in biological sciences but with special emphasis in human-related areas, the Department of Biology will retain more pre-health students and will better serve all Biology majors who are interested in pursuing careers in various health professions. An important feature of the Human Biology Emphasis is that because it retains strength in the basic sciences, students who ultimately decide to pursue careers outside the health professions will still be well-prepared for graduate school or employment in basic or biomedical sciences.

The Human Biology emphasis for the Bachelor's degree in Biology is designed to increase elective flexibility while maintaining rigor. The Human Biology emphasis prepares students for professional schools by teaching them to be scientists, but also broadens their understanding of the human condition. Inclusion of social science and humanities requirements more closely aligns the Human Biology emphasis with new professional school admission requirements. For example, starting in 2015, the Medical College Admission Test (MCAT) will give equal weight to testing biological, biochemical, chemical and physical foundations and to testing psychological, social, and biological foundations of behavior.

The Human Biology emphasis parallels the Biology emphasis with the following differences:

Biology emphasis requirements NOT in the Human Biology emphasis:
Field Course requirement

Curriculum features NEW to the Human Biology emphasis:

- Required courses in Biology (not required for the Biology emphasis)
  - Freshman seminar course of either Pre-Health Professions or Biology Professions
- Required courses in Social Sciences and Humanities
  - General Psychology, Introductory Sociology, or Introduction to Social Problems
- Changes in elective choices
  - Allowance of human biology-related courses outside of Biology such as nutrition and osteology

<table>
<thead>
<tr>
<th><strong>Labor Market Demand (if applicable)</strong></th>
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<tr>
<td>Health care is a rapidly expanding field with numerous opportunities for our graduates.</td>
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<tr>
<th><strong>Consistency with Institutional Mission &amp; Institutional Impact</strong>*</th>
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<tbody>
<tr>
<td>The department currently teaches many of the courses taken by pre-health students. The Human Biology emphasis will help retain pre-health students as majors in the department while providing them with the most appropriate background for success in professional schools and careers in health. Additionally, the Department of Biology has an excellent working relationship with the pre-health advising staff whose feedback was solicited in the development of the Human Biology emphasis. The proposed change is not anticipated to significantly affect enrollments in any other instructional programs of affiliated departments or programs, nor will the proposed change affect any existing administrative structures. No changes in faculty or staff will be required, nor will any new physical facilities or modification to existing facilities be required. No equipment will need to be committed to initiate this change.</td>
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<tr>
<th><strong>Finances</strong>*</th>
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<tbody>
<tr>
<td>No additional costs or savings from this change are anticipated. No new funds are required. No budgetary impact on other programs is anticipated since the Biology Department teaches most of the courses taken by pre-health students.</td>
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**Section III: Curriculum (if applicable)**

<table>
<thead>
<tr>
<th>Program Curriculum</th>
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<tr>
<td>Degree Map attached</td>
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</table>
Step 5: Attach 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.
Call to Order – Lee Rickords

Approval of Minutes – November 19, 2019
Minutes approved as distributed.

Course Approvals/Removals/Syllabi Approvals

WILD 4100 (CI) APPROVED ................................................................. Robert Mueller
Motion to approve CI designation made by Bob Mueller. Seconded by Karen Mock. Designation approved.
RELS 3456/HIST 3456 (DHA) APPROVED ................................................... Charlie Huenemann
Motion to approve DHA designation made by Charlie Huenemann. Seconded by Matt Sanders. Designation approved.

ANTH 3240 (DSC) TABLED ...................................................................................... Ryan Dupont
Designation discussion tabled until January meeting.

ENGL 4230 (DSS) APPROVED ............................................................................. Ryan Bosworth
Motion to approve DSS designation made by Ryan Bosworth. Seconded by Matt Sanders. Designation approved.

POLS 4500 (DSS) APPROVED .............................................................................. Ryan Bosworth
Motion to approve DSC designation made by Ryan Bosworth. Seconded by Greg Podgorski. Designation approved.

**Business**

**Reviewing and Approving General Education Designation Proposals**

This discussion item was tabled at last month’s meeting. Some designation subcommittees are rejecting weak designation proposals and others are working from the syllabus and having off-line conversations with the faculty that might not be reflected in Curriculog. This is causing difficulties when the Gen Ed subcommittee as a whole is reviewing the proposals before a meeting, as they may not be getting all of the information that the designation subcommittees had when making their decisions.

After discussion, it was decided that when subcommittee chairs get a flimsy justification, the proposal needs to be returned to the Originator asking them to clearly define how courses are meeting the designation requirements. This is important for the work of this committee and for future assessment. The subcommittees may be able to read between the lines of the proposal, but the rest of the General Education committee will not be able to do this as they are not the subject matter experts in the field.

The committee decided that it would be helpful for Originators to have examples of exemplary proposals. Harrison Kleiner is working on a new General Education website that will have a student-facing page and a faculty-facing page. Right now, it’s hard for faculty to find information on General Education because it’s buried on the EPC website. Links to the criteria and exemplary proposals can be posted on the faculty-facing page of this new website. Additionally, updates were made to the Curriculog form that clarify how Originators should detail how each of the criteria are being met in their justification. Once the website is finished towards the end of February, the Curriculog form will direct Originators to the website for resources and examples which will hopefully be the first stop for faculty when proposing new General Education designations.

**Update from the Composition Assessment Working Group**

Harrison Kleiner explained that Communications Literacy 1 (CL1) and Communications Literacy 2 (CL2) General Education courses, traditionally met by English 1010 and English 2010, are not being assessed in the General Education assessment this year because they did not have
rubrics of learning outcomes that were assessable. Quantitative Literacy (QL) was in the same situation, but the QL subcommittee acted quickly last spring and were able to put the rubrics together and so they are being assessed this year. The accreditors were promised that CL1 and CL2 would be brought into the assessment plan for next year, so given the accreditation demand, Provost Galey asked for a deep dive into writing at USU to see what is currently being done and where improvements need to be made.

Beth Buyserie, Matt Sanders, and Harrison Kleiner have been working with English Department Head Jeannie Thomas and four of the star English lecturers to engage in a listening tour. They invited everyone who teaches CL1 and CL2, Library faculty and staff, Writing Fellows, Writing Center staff, and the Associate Deans to be involved in this listening tour and got a very good sense of what the courses currently are. The path now is to figure out what the courses should be and to define outcomes. In the foreseeable future, General Education assessment is going to be pushed out to the depth level. Currently the CI designation does not have assessable learning outcome rubrics and so the working group recommends that as these outcomes are defined, this is a good opportunity to think about CL1, CL2, and the CIs as an intentional sequence of courses where students learn to write across the curriculum. What needs to be determined is how far students need to get in CL1 and CL2 and then what remains for the majors to accomplish in the CI courses. Harrison’s suggestion is that a larger ad-hoc group should be convened and should include the existing working group, Lee Rickords as the chair of the General Education committee, the CI sub subcommittee members, and then one CI instructor from every college. The goal of this group will be to find out what the colleges want students who are coming into their majors to know, understand, and be able to do as it pertains to written communication. Getting these courses to talk to each other so that there is an intentional sequence of “handing the ball off” at each level will make a lot of sense. One of the CI outcomes will be something like, “a student learns how to write to the audiences unique to their discipline and the kinds of vocations that will follow from that discipline”. CL1 and CL2 give the students some foundational writing skills that are portable across all majors and audiences but in the CI students will learn how to write to the audiences specific to their fields.

This ad-hoc working group will be producing outcomes rubrics for CL1, CL2 and CI. These rubrics will be presented for vote to the General Education subcommittee to adopt these outcomes on behalf of the Faculty. The goal is to produce these outcomes before the end of March so that they can go live in the fall 2020 semester. Harrison will be reaching out to the committee and others for volunteers for this working group.

Adjourn - 9:32 AM