

# University Graduate Curriculum Committee & Graduate Council

Minutes | April 10, 2020 | 3:00 PM | via Zoom

## APPROVED 09/25/2020

**Attendees:** John Allred, Daniel Anderegg, Robin Boneck, Kim Craft, Cynthia Kimball Davis, Mark DeBeliso, Kenneth Hall, Shalini Kesar, Caitlin Gerrity Kime, Katya Konkle, Michael Kroff, Roger LaMarca, Rachel Parker, Tony Pellegrini, Angela Pool-Funai, James Sage, Nathan Slaughter, Kevin Stein, Lisa Swanson

**Guests:** Grant Corser, Jonathan Roberts

**Not Present:** Emily Reed, Skip Jones

- I. Approval of prior meeting minutes (January 31, 2020)
  - A. Accepted by consensus.
- II. Curriculum Proposals
  - A. Motion to bundle and approve all curriculum proposals: Mark DeBeliso
    1. School of Business
      - a) Course Modifications
        - i. FIN 6750 – Investments (**prerequisite**)
        - ii. FIN 6850 – Valuation (**prerequisite**)
        - iii. MGMT 6260 – Effective Teams (**prerequisite**)
      - b) Program Modifications
        - i. Master of Business Administration – Cybersecurity Emphasis
    2. College of Education and Human Development
      - a) Course Modifications
        - i. EDUC 5034 – Schools, Society, and Diversity (**title, transcript title, description**)
        - ii. EDUC 5120 – Student Behaviors and Classroom Management (**title, transcript title, description**)
        - iii. EDUC 5160 – Assessment for Learning and Data Driven Decisions (**title, transcript title, description**)
        - iv. SCED 5720 – Content Area Literacy and Common Core (**title, transcript title, description**)
        - v. SPED 5030 – Educating Exceptional Students (**title, transcript title, description**)
      - b) Program Modifications
        - i. Master of Education – All Emphases (M.Ed.)
    3. College of Humanities and Social Sciences
      - a) Program Modifications
        - i. Master of Interdisciplinary Studies (M.I.S.)
    4. College of Performing and Visual Arts
      - a) Course Modifications
        - i. MUSC 6613 – Audio for Interactive Entertainment (**description**)
        - ii. MUSC 6633 – Music for Interactive Entertainment (**prerequisite, description**)
        - iii. MUSC 6890 – Special Projects in Music Technology (**credits, repeatability**)
        - iv. MUSC 6953 – Special Topics: Music Studio Technology (**description**)
        - v. MUSC 6963 – Special Topics: Music Performance Technology (**description**)
        - vi. MUSC 6973 – Capstone Project Presentation (**prerequisites, repeatability**)
  - B. Second: Rachel Parker

- C. Discussion
    - 1. Some of the courses in the MBA and MMT programs have asked to add prerequisites. They have agreed to add “or graduate program director approval” to each course to allow for students who don’t have the new prerequisites an option for registration.
  - D. **Approved unanimously**
- III. Graduate Council
- A. Check-in (Roundtable)
    - 1. Master of Interdisciplinary Studies (Cynthia Kimball Davis)
      - a) The program is doing well. It was already mostly online so they were prepared for the remote teaching shift.
      - b) They are somewhat struggling to adjust to the 7-week course format, especially with student capstones.
    - 2. Master of Arts in Professional Communication (Kevin Stein)
      - a) The program is working well with the 7-week sessions.
      - b) Some students are experiencing stress-related issues and will not finish their theses/projects this term, but will continue and finish into the summer.
      - c) Each in-person and online section of the same course is taught by the same instructor so moving to remote teaching has been a pretty seamless transition.
      - d) The program doesn’t talk about students’ continuation options very often (such as continuous enrollment until theses/project is finished), so students often don’t know about it and have been concerned with how to move forward. The program doesn’t want students to take a long time to finish but students should also have all the information they need to make a decision.
        - i. Faculty have recommended to students that they sign up for their capstone course in the “B” session, which would allow the students to start on their capstone a little earlier in the “A” session.
      - e) They have noticed a dip in enrollment since COVID-19 began and are waiting for the AP partnership to pay some dividends.
        - i. The program has removed some obstacles to student recruitment (GRE requirements, etc.) but has not yet seen any evidence that it has worked.
    - 3. Master of Business Administration (Kenneth Hall)
      - a) Teaching for the first two terms has gone well and they have gained experience working with AP’s academic coaches. They are pleasantly surprised with how well it’s gone.
      - b) Summer “A” course enrollment is currently 88 students and overall enrollment is picking up.
      - c) The program is nervous about how COVID-19 will affect enrollments.
      - d) There is still a lot of work to do to get classes developed and converted to the 7-week format, but Online Teaching and Learning’s support has been fantastic.
    - 4. Master of Music in Music Technology (Daniel Anderegg)
      - a) Since January, the program has had some successes and some barriers, but they are overcoming the challenges.
      - b) The OTL team has been valuable.
      - c) There has been some unexpected turnover in faculty.
      - d) AP’s course carousel has been working so far, but it is very different from how the program was originally structured. In order for it to really work, AP will need to increase enrollment to support six entry points per year. If the courses do not fill, the program wants to go back to three entry points.
        - i. The program was originally able to be completed in 12 months but now it’s more like 15 months.
    - 5. Master of Science in Cyber Security and Information Assurance (Shalini Kesar)

- a) Most of the program's students are working cybersecurity professionals, and so the COVID-19 crisis has impacted students' ability to submit assignments because they're working so much for their jobs.
    - i. The program's challenge is how to not compromise on the quality of assignments but still be flexible for students. They are compromising on assignment deadlines.
    - ii. At least 15 of the program's students have lost their jobs and can no longer afford Fall 2020 courses.
  - b) Last year the program had 6 graduates and this year will have 14.
    - i. With so many students graduating, the program is worried about making the minimum course enrollment numbers.
  - c) The Office of Teaching and Learning has been phenomenal!
6. Master of Science in Sports Conditioning and Performance (Mark DeBeliso)
- a) The MSSCP program already uses an additional credit to continuously enroll students who don't finish their theses in one semester.
  - b) Everything is pretty much the same at the moment, but the faculty have worked to move the summer residential component to online.
  - c) The department is in the middle of an external program review.
7. Master of Athletic Training (Nathan Slaughter)
- a) The program is working on enrollments for the second cohort.
  - b) They are moving the first cohort's courses around to accommodate classes more easily done online in summer, and more hands-on in fall.
  - c) As sports teams are on hiatus, the second cohort's arrival on campus will be shifted back but they will still start with some online courses in July.
  - d) The program just completed their exit interview for their accreditation review team. It went well, and the only identified weakness is low enrollment numbers.
8. Master of Education (Tony Pellegrini)
- a) The program has had to be creative with their administrative interns, but they realize there will only be more of these types of activities in the future.
  - b) They are hopeful and optimistic that people will look for education in an economic recession, as they did in 2008-2009.
  - c) 55 students have been admitted for the summer program and they have had to find adjuncts to help teach courses.
9. Library Media Endorsement (Caitlin Gerrity Kime)
- a) Students have been very adaptable, and the program has worked with the State Board of Education to make some changes to the practicum course.
  - b) The program is majority online already, so there have been no issues with the transition to remote instruction.
  - c) They are halfway through the transition to 7-week courses; OTL has been a fantastic resource.
    - i. All the instructors feel that their courses are better overall for being able to go through the curriculum redesign process.
    - ii. The last 14-week offerings will be in Fall 2020 and they will transition fully to 7-week starting Spring 2020.
  - d) AP enrollments are not high, but the 7-week format will likely be popular for potential students who want to complete the program quickly.
10. Master of Accountancy (Robin Boneck)
- a) Enrollments are higher this summer than last, up over 100 students. (This number includes live, online, undergrad, and graduate students total.)
  - b) Conversion to remote instruction hasn't hurt the program as it already had a thriving online program.
11. Master of Science in Business Administration (Kim Craft)

- a) Applications are up from the first year, but not as high as expecting or hoping. Most applications are from international students, so if they can't come to campus the program won't be very big.
  - b) Maybe they could use some extra advertising dollars from Roger LaMarca's team to help promote the program to domestic students?
12. Arts Administration (Rachel Parker)
- a) The instructors have been checking in with their students to make sure they're healthy.
  - b) Moving face-to-face courses to remote instruction was a hassle, but like the MAPC program, the same professors teach both the in-person and online sections, which eased the transition
  - c) Students' assistantships in SUMA, USF, etc., are still working remotely.
  - d) Graduating students have capstone experiences out in the world and half of those are closed, so the program is scrambling to find these students other opportunities.
    - i. The University's rescheduled graduation ceremony is in the middle of their students' capstones. The program is looking to have a separate hooding ceremony.
13. Master of Music Education (Thomas Herb)
- a) The program has a big enrollment uptick for the upcoming summer session.
  - b) All instructors have indicated their willingness to teach the 3-week in-person kickoff via Zoom. They are still figuring out how to do face-to-face workshops (e.g., instrument repair is difficult to do online without the instruments in hand).
  - c) Assignments have had to be adjusted because many students don't themselves have students to teach, but overall digital submissions have worked very well.
14. Master of Public Administration (Angela Pool-Funai)
- a) The program only has a few face-to-face classes this semester, so the transition to remote instruction has been smooth.
  - b) Enrollment numbers are up from last summer.
  - c) Some students have had their full-time job duties increase as a response to COVID-19 and need adjustments to their assignments.
  - d) The graduate recruiting folks are doing a great job!
- B. COVID-19 Responses/Planning
1. Admittance Requirements
- a) If programs are willing to be flexible in admitting graduate students, please communication that with the recruiters (Roger LaMarca and Jonathan Roberts).
    - i. Students may not have as high a GPA if they take "P" grades, they may not be able to take the GRE, etc.
    - ii. Students could be admitted on a provisional basis for the first semester.
      - A. MSSCP does this and it doesn't hurt their program.
      - B. MAPC has seen mixed success with provisionally admitted students. The ones who do the best are those who had low GPAS in college but come in with lots of professional experience.
  - b) The P/NC option has been extended to graduate courses; please counsel students to select the right option for their circumstances and future plans.
    - i. A Dashboard app will list all the student's courses for this semester. At the end of instruction, students can choose to keep the letter grade they have earned in each course on their schedule, or choose a "P" grade (for grades "A," "B," or "C" (2.0)). We recommend that students consult their academic advisors before making a decision to adopt a P/NC grade (taking into account any adjustments made to accommodate remote instruction). Students who opted for P/NC grading and have earned a "C-," or lower, will be given "NC" grade. Neither P or NC have any impact on a student's GPA or eligibility for scholarships. Students who have earned a "UW" in a course may not choose P/NC grading. Students

need to choose P/NC or letter grading by May 6, 2020 and they may opt to change the grade mode until August 7, 2020.

- ii. Anything "C" or above is eligible for the "P" grade, even if program don't accept C grades normally. Advising students is crucial in these instances.

#### C. Graduate Waivers

##### 1. FY20 – Fiscal Year 2020 (Current Year)

- a) We have some unused tuition waiver allocations that have been assigned to programs. If any programs will not be using theirs, let Lisa Swanson, Allison Bulloch, and/or James Sage know so they can be returned to the central pot and redistributed. There is no harm in forfeiting unused dollars.
- b) Programs can only use these remaining allocations for Summer A of Full session courses. The waivers have to be posted to the student's account before June 30. Due to the fact that waivers post no earlier than 10 days before the start of a term, 2nd part of term courses will be moved to FY-21 to correspond with the fiscal year the majority of expense will incur under.
  - i. Waivers can be used for Summer A and B terms. However, Summer A waivers will come from FY-20 allocations while Summer B will come from FY-21 allocations.
- c) Waivers can be an important strategy to use for recruiting and retention and keeping enrollments up.
- d) MAT and MSBA have requested additional waivers from the slush fund to help recruit students for next year; if they are unused by June 1, the allocations will be returned to slush fund for others to access.

##### 2. FY21 – Fiscal Year 2021 (Next Year)

- a) The January 31 Graduate Council meeting approved the allocation model for FY21.
- b) Lisa and Allison have created spreadsheets for each program, as in previous years. There is a new part in the form to indicate if the recipient is receiving an assistantship or waiver so SUU can report accurate information to USHE.
  - i. In the past we have been reporting these waivers as "assistantships" to the state but they haven't necessarily been used as assistantships.
  - ii. Assistantships are a taxable income benefit to students.
  - iii. Once an assistantship or waiver has been allocated to a student, it cannot be removed for the agreed upon amount of time, regardless of performance. Directors can halt awarding additional allocations moving forward if performance does not meet expectations.
    - A. Stipends (such as for teaching undergraduate courses) are different and can be removed based on work performance.
    - B. Assistantships act exactly like a waiver but the program expects work from the student. A waiver does not confer any work requirements/expectations.

#### IV. Adjourned at 4:30 PM