Educational Policies Committee Agenda, November 1, 2018

Utah State University
EDUCATIONAL POLICIES COMMITTEE AGENDA

1 November 2018

A meeting of the Educational Policies Committee will be held on 1 November 2018 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

1. Approval of 4 October 2018 Minutes

2. Subcommittee Reports
   
   a. Curriculum Subcommittee (Nicholas Morrison)
      Course Approvals - 110

      Program Proposals
      Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to add School Based and Community Based Emphases in Family and Consumer Sciences Education.

      Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer an Emphasis in Farm and Ranch Operations.

      Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to change the name from Agricultural Communication and Journalism to Agricultural Communication.

      Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to offer an Elementary Mathematics Specialist Graduate Certificate.

      Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to establish an I-System Institute for Transdisciplinary Studies.

      Request from USU Eastern-Blanding to offer an Associate of Applied Science degree in Surgical Technology.

   b. Academic Standards Subcommittee (Scott Bates)
      Minutes – October 17, 2018

   c. General Education Subcommittee (Lee Rickords)
      Minutes – October 16, 2018

3. Other Business
   N/A
Adjourn:
EDUCATIONAL POLICIES COMMITTEE MINUTES

4 October 2018

A meeting of the Educational Policies Committee was held on 4 October 2018 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Ed Reeve, Chair, College of Agriculture and Applied Sciences
Cathy Bullock, College of Humanities and Social Sciences
Sterling Bone, Jon M. Huntsman School of Business
Nancy Mesner for Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Dan Coster, College of Science
Lee Rickords, General Education Subcommittee Chair
Kacy Lundstrom, University Libraries
Melanie Nelson for Michelle Fleck, USU Eastern
Fran Hopkin, Registrar’s Office
Michele Hillard, Secretary
Frank Galey, Provost
Shana Geffeney, Regional Campuses
Chenese Boyle, Academic and Instructional Services

Excused: Timothy Taylor, College of Engineering
Nicholas Flann, Graduate Council
Kristin Hall, Graduate Studies Senator
Scott Bates, Academic Standards Subcommittee Chair
Allie Haas, USUSA Executive Vice President
David Hole, College of Agriculture and Applied Sciences
Christa Haring, Emma Eccles Jones College of Education and Human Services
Jaren Hunsaker, USUSA President
Nicholas Morrison, Caine College of the Arts and Curriculum Subcommittee Chair

I. Approval of 6 September 2018 Minutes
Motion to approve minutes made by Nancy Mesner. Seconded by Dan Coster. Minutes approved as distributed.

II. Subcommittee Reports

   a. Curriculum Subcommittee (Nicholas Morrison)
   Course Approvals – 131 reviewed. Eight Aggie Elevated Courses returned to originator.

   Program Proposals
   Request from the Department of History in the College of Humanities and Social Sciences to offer a Masters in Ancient Languages and Cultures.

   Request from the Department of English in the College of Humanities and Social Sciences to change name from American Studies to Folklore and American Studies. Restructure Folklore and American Studies.
Request from the Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences to offer a Baccalaureate degree in Chinese.

Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to establish an I-System Institute for Transdisciplinary Studies. Postponed for additional information until the department head can attend the next meeting. (Proposal tabled until Department Head can attend Curriculum Committee meeting to answer questions.)

Motion to approve the Curriculum Subcommittee report made by Sterling Bone. Seconded by Cathy Bullock. Report approved.

b. Academic Standards Subcommittee (Scott Bates)
   Minutes – No meeting (nothing to report).

c. General Education Subcommittee (Lee Rickords)
   Minutes – September 18, 2018
   Motion to approve the General Education Subcommittee report made by Sterling Bone. Seconded by Dan Coster. Report approved.

III. Other Business
    N/A

Adjourn: 3:24 pm
Institution Submitting Request: Utah State University

Proposed or Current Program Title: Add School-Based and Community-Based Emphases to the Bachelor of Science degree in Family and Consumer Sciences Education

Sponsoring School, College, or Division: College of Agriculture and Applied Sciences

Sponsoring Academic Department(s) or Unit(s): School of Applied Sciences Technology and Education

Classification of Instructional Program Code\(^1\): 13.1308

Min/Max Credit Hours Required of Full Program: 120 / 120

Proposed Beginning Term\(^2\): Fall 2019

Institutional Board of Trustees' Approval Date:

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<th>Entry-level CTE CP</th>
<th>Mid-level CP</th>
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**NEW Emphasis for Regent-Approved Program**

Current Program BOR Approval Date: 01/01/1919

Proposed Emphasis Title: School-Based Family and Consumer Sciences Education

Credit Hours for NEW Emphasis Only: 120 / 120

Proposed Emphasis Title: Community-Based Family and Consumer Sciences Education

Credit Hours for NEW Emphasis Only: 120 / 120

Propose a NEW Emphasis

Out of Service Area Delivery Program

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\(^2\) “Proposed Beginning Term” refers to first term after Regent approval that students may declare this program.
Chief Academic Officer (or Designee) Signature:
I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name __________________________ Date:

☐ I understand that checking this box constitutes my legal signature.
Utah State University requests approval to offer the following Degree: Add School-Based and Community-Based Emphases to the Bachelor of Science degree in Family and Consumer Sciences Education with emphases effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale
Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

USU requests approval to add the emphasis areas of school-based and community-based to the Bachelor of Science in Family and Consumer Sciences Education effective Fall 2019. The current focus is teacher licensure for public schools, which will be encompassed by the proposed school-based emphasis. Based on labor market demand and student interest, a community-based emphasis without a focus on teacher licensure requirements is necessary and can provide additional opportunities for students in extension, community, nonformal, and corporate education roles.

Labor Market Demand
Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

A significant shortage of high school family and consumer sciences teachers exists in Utah and across the nation. The school-based emphasis will continue to address this need. Utah and several surrounding states have expressed concern that a majority of current university extension faculty are nearing retirement age. The community-based emphasis can help address needs for extension educators, government agency workers, and private and corporate educators. A USDA report from 2015 predicted a shortage of 7,200 positions nationally in the education, communication, and government services by 2020.

Consistency with Institutional Mission/Impact on Other USHE Institutions
Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policy315/.

These emphasis areas are consistent with USU's land-grant mission of education and outreach. Both the school-based and community-based education emphases prepare students to serve "the public through learning, discovery and engagement." Because of USU's unique mission, the proposed emphasis areas do not overlap or conflict with any other USHE institution. This 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
What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

There will be no changes required to implement the school-based emphasis as this is the program currently offered. The community-based emphasis will require the development of a few new courses, which could be offered using current faculty resources.
Section III: Curriculum

Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. For NEW Emphases, skip to emphases tables below.

For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>NEW Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>General Education Courses (list specific courses if recommended for this program on Degree Map)</td>
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<td>Required Courses</td>
<td>General Education Credit Hour Sub-Total</td>
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<td>Required Course Credit Hour Sub-Total</td>
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<td>Elective Credit Hour Sub-Total</td>
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<tr>
<td></td>
<td>Elective Courses</td>
<td>Core Curriculum Credit Hour Sub-Total</td>
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Can students complete this degree without emphases? Yes or No

Yes or No

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<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>FCSE 2510</td>
<td>Orientation to FCSE</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 1500</td>
<td>Human Development (BSS)</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 2400</td>
<td>Marriage and Family Relationships</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1050</td>
<td>College Algebra (QL)</td>
<td>4</td>
</tr>
<tr>
<td>NDFS 1020</td>
<td>Science and Application of Human Nutrition (BLS)</td>
<td>3</td>
</tr>
<tr>
<td>NDFS 1260</td>
<td>Food Literacy</td>
<td>3</td>
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<tr>
<td>CHEM 1110</td>
<td>General Chemistry I (BPS)</td>
<td>4</td>
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<tr>
<td>CHEM 1120</td>
<td>General Chemistry II</td>
<td>4</td>
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<td>FCSE 2520</td>
<td>Managing FCCLA</td>
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<td>FCSE 3080</td>
<td>Dress and Humanity</td>
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<td>HDFS 3350</td>
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<td>FCSE 3030</td>
<td>Textile Science (DSC/QI)</td>
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<tr>
<td>FCSE 2040</td>
<td>Clothing Production Principles</td>
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<td>HDFS 4550</td>
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<td>SPED 4000</td>
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<td>FCSE 3300</td>
<td>FCSE Clinical Experience</td>
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<td>FCSE Teaching Methods I</td>
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<td>NDFS 3070</td>
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<td>FCSE 4350</td>
<td>Advanced Family Finance</td>
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<td>Motivation and Classroom Management</td>
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<td>FCSE 4040</td>
<td>Advanced Clothing: Couture and Tailoring</td>
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**Emphasis Credit Hour Sub-Total** 101

**Total Number of Credits to Complete Program** 120
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<td>Family Crises and Interventions</td>
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<td>Any Elective</td>
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<td>Any elective</td>
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Choose 5 of the following courses:

**Emphasis Credit Hour Sub-Total** 101

**Total Number of Credits to Complete Program** 120

Remove this emphasis

Propose a NEW Emphasis to an existing Regent approved program

**Program Curriculum Narrative**

*Describe any variable credits. You may also include additional curriculum information, as needed.*

Both emphasis areas require the same core courses in Family and Consumer Sciences Education. The primary differences between the two emphasis areas are in the pedagogy coursework areas. Several of the courses required in these two emphasis areas have general education designations, thus reducing the number of general education courses students select beyond the major courses to 15 credit hours.
**Degree Map**

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see [http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf](http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf) (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

The degree map below is for the community-based Family and Consumer Sciences Education emphasis. The school-based Family and Consumer Sciences Education emphasis can be found in the current USU Catalog at [http://catalog.usu.edu/preview_program.php?catoid=12&poid=9452&hl=Family+and+Consumer+Sciences+Education&returnto=search](http://catalog.usu.edu/preview_program.php?catoid=12&poid=9452&hl=Family+and+Consumer+Sciences+Education&returnto=search).

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<th>Cr. Hr</th>
<th>First Year Spring</th>
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</tr>
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<td>FCSE 2510</td>
<td>3</td>
<td>HDFS 2400</td>
<td>3</td>
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<tr>
<td>ENGL 1010 (CL1)</td>
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<td>MATH 1050 (QL)</td>
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<td>HDFS 1500 (BSS)</td>
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<td>ASTE 5220/6220</td>
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<td>FCSE 3790</td>
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<td>ASTE 5XXX (Youth Development)</td>
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<td>ITLS 5500</td>
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<td>ASTE 5XXX (Outreach and Nonformal Teaching)</td>
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<td>ASTE 3XXX (Internship I in Ag Ed/FCSE)</td>
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<td>ASTE 4XXX (Internship II in Ag Ed/FCSE)</td>
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<td>Elective Credits</td>
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</table>
Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Utah State University

Proposed or Current Program Title: Agricultural Systems Technology Emphasis in Farm and Ranch Operations

Sponsoring School, College, or Division: College of Agriculture and Applied Sciences

Sponsoring Academic Department(s) or Unit(s): Applied Sciences, Technology & Education

Classification of Instructional Program Code¹: 01.0301

Min/Max Credit Hours Required of Full Program: 120 / 120

Proposed Beginning Term²: Fall 2019

Institutional Board of Trustees’ Approval Date:

- Certificate of Proficiency
- Certificate of Completion
- Minor
- Graduate Certificate
- K-12 Endorsement Program

- NEW Emphasis for Regent-Approved Program
  - Current Program BOR Approval Date: 01/01/1991
  - Proposed Emphasis Title: Farm and Ranch Operations
  - Credit Hours for NEW Emphasis Only: 25 / 25

- Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name ___________________________ Date: ___________________________

☐ I understand that checking this box constitutes my legal signature.

² “Proposed Beginning Term” refers to first term after Regent approval that students may declare this program.
Utah System of Higher Education
Program Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to offer the following Degree: Agricultural Systems Technology Emphasis in Farm and Ranch Operations with emphases effective Fall 2019. This program was approved by the institutional Board of Trustees on.

Section II: Program Proposal/Needs Assessment

Program Description/Rationale
Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

The Agricultural Systems Technology degree has provided a career path for students entering production agriculture since inception of the degree in 1991. The degree has existing emphases in Agribusiness, and Mechanization. The proposed additional emphasis in Farm and Ranch Operations codifies a path some students have worked towards who were wanting to customize a degree plan to meet their individual career plan (i.e., returning to make a positive contribution on a multi-generation farm and/or ranch). This emphasis will provide a clear degree path for students who wish to efficiently operate a crop or livestock production operation. In addition to the core requirements of this major, which includes classes in agribusiness and technology, students in this emphasis will choose from classes in production animal science, and plant science. This 8-course emphasis will strengthen knowledge and ability in those areas to meet the variety of challenges in agriculture today.

Labor Market Demand
Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wiu/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

According to the United States Department of Labor - Bureau of Labor Statistics, (https://www.bls.gov/ooh/management/farmers-ranchers-and-other-agricultural-managers.htm, retrieved September 11, 2018) Employment of farmers, ranchers, and other agricultural managers is projected to show little or no change from 2016 to 2026. Over the past several decades, the efficiencies of large-scale crop production have led to the consolidation of acreage under fewer, but larger, farms. This emphasis will continue to provide students to efficiently operate farms and ranches in the Great Basin region.

Consistency with Institutional Mission/Impact on Other USHE Institutions
Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/.

These emphasis areas are consistent with USU's land-grant mission of education and outreach in agriculture. This emphasis clarifies the degree option for students seeking careers in production agriculture. Because of USU's unique mission, the proposed emphasis area does not overlap or conflict with any other USHE institution. This program will not be delivered outside of the designated service area and many of the courses in the degree plan have laboratory sections with dedicated space on the USU-Logan campus.
Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

No impact to funding is anticipated as all courses are already available and used within the degree program. This request codifies program design that have been tailored to meet student needs.
## Section III: Curriculum

### Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.

Can students complete this degree without emphases?  Yes or ❌ No

<table>
<thead>
<tr>
<th>Course Number</th>
<th>NEW Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td></td>
<td></td>
<td>General Education Courses (list specific courses if recommended for this program on Degree Map)</td>
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</tr>
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<td></td>
<td></td>
<td>General Education Credit Hour Sub-Total</td>
<td>0</td>
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<td></td>
<td>Required Courses</td>
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<td>Choose of the following courses:</td>
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<td></td>
<td></td>
<td>Required Course Credit Hour Sub-Total</td>
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<td></td>
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<td>Elective Courses</td>
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<td>Elective Credit Hour Sub-Total</td>
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<td>Core Curriculum Credit Hour Sub-Total</td>
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<tr>
<td></td>
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<td>Name of Emphasis: Farm and Ranch Operations</td>
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<tr>
<td>+ -</td>
<td>ADVS 1110</td>
<td>Introduction to Animal Science</td>
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<tr>
<td>+ -</td>
<td>ADVS 2080</td>
<td>Beef &amp; Dairy Herd Heath and Production</td>
<td>3</td>
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<tr>
<td>+ -</td>
<td>ADVS 5030</td>
<td>Sustainable Agriculture Production Systems with Animals</td>
<td>3</td>
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<tr>
<td>+ -</td>
<td>ASTE 3100</td>
<td>Personal and Team Leadership</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>ASTE 3600</td>
<td>Management of Agricultural Machinery Systems (QI)</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>PSC 2010</td>
<td>Soils, Waters and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>PSC 4280</td>
<td>Field Crops</td>
<td>3</td>
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<tr>
<td>+ -</td>
<td>PSC 4550</td>
<td>Weed Management</td>
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</table>

| Emphasis Credit Hour Sub-Total | 25 |
| Total Number of Credits to Complete Program | 25 |

Remove this emphasis
Propose a NEW Emphasis to an existing Regent approved program

Program Curriculum Narrative

*Describe any variable credits. You may also include additional curriculum information, as needed.*

Other elective course choices are available to meet the needs of students’ career goals. Those courses will be selected with input from faculty and advisor, based on students’ career goals.
Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see [http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf](http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf) (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below

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<tr>
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<tr>
<td>Farm &amp; Ranch Designated Elective - ADVS 111</td>
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<tr>
<td>ASTE 1010: Intro to Agricultural Systems Tech</td>
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<td>APEC 1600: Natural Resources and American</td>
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<td>ENGL 1010: Intro to Writing</td>
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<td>ASTE 3030: Metal Welding Processes and Tech</td>
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<td>CHEM 1110: General Chemistry I (BPS)</td>
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<td>ENGL 2010: Intermediate Writing: Research Wr</td>
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<tr>
<td>ASTE 3050: Technical and Professional Comm</td>
<td>3</td>
<td>ASTE 2900: Food Matters, Ethics, Economics</td>
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<tr>
<td>PSC 3000: Fundamentals of Soil Science</td>
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<td>Farm &amp; Ranch Designated Elective - ASTE 3600</td>
<td>3</td>
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<tr>
<td>USU 1350: Integrated Life Science (BLS)</td>
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<td>ASTE 4100: Agricultural Structures and Environment</td>
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<td>Depth Humanities and Creative Arts Course (DH)</td>
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Institution Submitting Request: Utah State University

Program Title: Agricultural Communication and Journalism

Sponsoring School, College, or Division: College of Agriculture and Applied Sciences

Sponsoring Academic Department(s) or Unit(s): School of Applied Sciences, Technology, and Education

Classification of Instruction Program Code1: 01.0802

Min/Max Credit Hours for Full Program Required: 120 / 120 Min Cr Hr / Max Cr Hr

Proposed Effective Term for Program Change2: Fall 2019

Institutional Board of Trustees’ Approval Date: 

Award Type: BS

Program Change Type (check all that apply):

- [x] Name Change of Existing Program
- [ ] Program Restructure with or without Consolidation
- [ ] Program Transfer to a new academic department or unit
- [ ] Program Suspension
- [ ] Program Discontinuation
- [ ] Reinstatement of Previously Suspended Program
- [ ] Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name __________________________ Date: 

[ ] I understand that checking this box constitutes my legal signature.

2 “Proposed Effective Term” refers to term when change to program is published. For Suspensions and Discontinuations, “effective term” refers to the term the program will suspend admissions.
Program Change Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to change name from Agricultural Communication and Journalism to Agricultural Communication effective Fall 2019. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Change Description/Rationale

Present a brief program change description. Describe the institutional procedures used to arrive at a decision for the change. Briefly indicate why such a change should be initiated. State how the institution and the USHE benefit by the change.

The School of Applied Sciences, Technology, and Education requests to change the name of the the Agricultural Communication and Journalism major to Agricultural Communication. This program is designed as a dual major degree program with the Journalism and Communication Department, and student's programs are designed to also earn a B.S. in Journalism. The inclusion of journalism in both degree names has lead to some confused students. Faculty recognize the diversity of communication techniques are evolving with demand for agricultural communication specialists with broad expertise in marketing communication and digital communication skills. The faculty have worked to integrate stackable degree approaches focused on digital media and marketing communication skills which also lends support to this request to change the name of the degree. This request removes the redundancy of journalism from the major's name and will appeal to students less interested in print and broadcast journalism careers.

Consistency with Institutional Mission/Institutional Impact

Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Will faculty or staff structures be impacted by the proposed change?

Utah State University is a student-centered land-grant and space grant university, so this name change would appeal to more students who are interested in studying agricultural communications and entering into careers related to print, broadcast, public relations, electronic communication, science communication, and marketing.

Finances

What costs or savings are anticipated from this change? If new funds are required to implement the change, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

No costs or savings are anticipated from changing the degree program name. However, the new degree would appeal to more students, which would potentially increase enrollment in the agricultural communication program at Utah State University.
Institution Submitting Request: Utah State University
Proposed or Current Program Title: Elementary Mathematics Specialist Certificate
Sponsoring School, College, or Division: College of Education and Human Services
Sponsoring Academic Department(s) or Unit(s): School of Teacher Education and Leadership
Classification of Instructional Program Code¹: 13.1299
Min/Max Credit Hours Required of Full Program: 24 credits / 24 credits
Proposed Beginning Term²: Summer 2019

Chief Academic Officer (or Designee) Signature:
I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name __________________________ Date: ____________________

☐ I understand that checking this box constitutes my legal signature.

² “Proposed Beginning Term” refers to first term after Regent approval that students may declare this program.
Utah System of Higher Education
Program Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to offer the following Graduate Certificate: Elementary Mathematics Specialist Certificate effective Summer 2019. This program was approved by the institutional Board of Trustees on.

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

The School of Teacher Education and Leadership is requesting approval of an online Post Baccalaureate Certificate for Elementary Mathematics Specialists. Elementary Mathematics Specialists are defined by the Association of Mathematics Teacher Educators (AMTE) as “teachers, teacher leaders, or coaches who are responsible for supporting effective mathematics instruction and student learning at the classroom, school, district, or state levels.” This program will provide the opportunity for professionals with bachelor's degrees and teacher certification to obtain the requisite education to become certified mathematics leaders at the elementary level. The purpose of this proposal is to organize existing elementary mathematics education courses, and add one new elementary mathematics education course, in the current Elementary Mathematics Education program into a Post Baccalaureate Certificate that meets the national standards for Elementary Mathematics Specialists. This proposed certificate program will benefit Utah State University and the USHE system by providing the only Post Baccalaureate Certificate for Elementary Mathematics Specialists in the state of Utah delivered entirely online.

A number of national education reports indicate that elementary school teachers are not adequately prepared to take on the demands of teaching mathematics at the K-6 elementary school level (National Council of Teachers of Mathematics, 2000; National Mathematics Advisory Panel, 2008). To respond to the need to strengthen elementary school teachers' mathematics knowledge for teaching, many states, including Utah, have developed Elementary Mathematics Endorsement Programs. In Utah, this sequence of 6 courses is designed to improve the mathematics knowledge of K-6 elementary school teachers. As of May 2018, only 10% of elementary educators (840 of 8364) in Utah schools had earned an Elementary Mathematics Endorsement. According to the Bureau of Labor Statistics, there is a greater need in the elementary school for Instructional Coordinators and Leaders of Mathematics. There is a need to strengthen mathematics leadership among elementary school teachers and leaders, so that they can take on the role as mathematics teacher leaders and coaches that support other elementary teachers and provide leadership for selecting mathematics curriculum and designing mathematics assessments. To address this need for elementary-level mathematics leaders, the Association of Mathematics Teacher Educators (AMTE) developed standards for the certification and training of Elementary Mathematics Specialists.
The proposed Post Baccalaureate Certificate for Elementary Mathematics Specialists program will build on seven existing courses at Utah State University that meet the AMTE certification guidelines, and add one new course that focuses on strengthening teacher leadership at the elementary level. This set of eight courses (24 credits) directly aligns with the AMTE Standards for Elementary Mathematics Specialists. The proposed certificate provides Utah teachers with the opportunity to strengthen their own mathematics knowledge at the elementary level, and to also provide leadership and support to colleagues in their schools that strengthens mathematics teaching for the children in their schools. For example, the AMTE Standards report the following information about Elementary Mathematics Specialists:

Recent studies of states with a corps of EMS professionals show evidence of a positive impact on student learning. For example, the Vermont Mathematics Initiative (VMI) has built a corps of K-8 mathematics teacher leaders across the state who can support other teachers in their schools and districts (Kessel, 2009, pp. 36-38). (AMTE, EMS Standards, 2013, p. 2)

The AMTE Standards provide clear guidelines and standards for establishing Elementary Mathematics Specialists programs (AMTE, 2013). The prerequisites for entering the program are teacher certification and three years of mathematics teaching experience. The recommended program content is 24 credit hours focused on content knowledge for teaching elementary mathematics, pedagogical knowledge for teaching elementary mathematics, and leadership knowledge and skills. To obtain the Post Baccalaureate Certificate as an Elementary Mathematics Specialist, students in USU’s proposed program will complete the following graduate-level coursework: TEAL 6521: Mathematics for Teaching K-8 Numbers and Operations (3 credits), TEAL 6522: Mathematics for Teaching K-8 Rational Numbers and Proportional Reasoning (3 credits), TEAL 6523: Mathematics for Teaching K-8 Algebraic Reasoning (3 credits), TEAL 6524: Mathematics for Teaching K-8 Geometry and Measurement (3 credits), TEAL 6525: Mathematics for Teaching K-8 Data Analysis and Problem Solving (3 credits), TEAL 6300: Workshop in Mathematics Education (3 credits), TEAL 6551: Mathematics for Teaching K-8 Assessment and Intervention (3 credits), and TEAL 6552: Mathematics Education Leadership Knowledge and Skills (3 credits). All of these course are existing courses, except TEAL 6552, which will be a newly developed course to address the requirements of the AMTE Standards. All of these courses are offered online every semester, which provides great flexibility for busy professionals interested in developing their knowledge and skills in elementary mathematics and leadership.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalimis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

In the AMTE 2015 report, only 20 states offered the EMS license or certificate, even though these leaders are needed in every state throughout the country. In Utah, these elementary mathematics leaders are called “Education Specialists” and “Curriculum Specialists” because there is currently no certification for Elementary Mathematics Specialists. By establishing a Post Baccalaureate Certificate for Elementary Mathematics Specialists, this provides incentives for elementary teachers to strengthen their mathematics knowledge and leadership skills. It will also bring teacher leaders formal recognition that they
have met national guidelines for Elementary Mathematics Specialists. Schools in, and beyond, Utah will be better able to fill leadership positions in their schools by being able to identify highly-qualified personnel that have met the national guidelines for Elementary Mathematics Specialist Certification.

Elementary Mathematics Specialists fall under the broader general heading of Instructional Coordinators. According to the Bureau of Labor Statistics, the employment of Instructional Coordinators is projected to grow 11% from 2016 to 2026 (faster than average for all occupations). Data by state indicates that Utah is #2 in the country with the highest concentration of jobs and location quotients in the occupation of Instructional Coordinators. Data by metropolitan areas indicates that Salt Lake City is #10 in the country with the highest employment level for the occupation of Instructional Coordinators. The Utah Department of Workforce Services states the following information about the occupation, Instructional Coordinators: "This occupation is expected to experience about average employment growth with a moderate volume of annual job openings. Expansion, as opposed to the need for replacements, will provide the majority of job openings in the coming decade. Employment growth is expected as schools focus on evaluating and improving curricula and teachers’ effectiveness." Note that this estimate is only for individuals who have the title of Instructional Coordinators as their full-time positions, and it does not account for the many teachers and teacher leaders in Utah schools who serve in these positions as Elementary Mathematics Specialists in addition to their regular instructional duties. In other words, many teachers and teacher leaders need the training and skills to support their schools as Elementary Mathematics Specialists, even though they do not have the job title as a full-time Elementary Mathematics Specialist.

Utah State University (USU) has been offering the six required courses in the EME program since 2011 when the program was launched by the Utah State Board of Education (USBE). The EME program includes the following six courses at USU: TEAL 6521, 6522, 6523, 6524, 6525, 6551. In 2015, USU began offering these six EME courses online. Offering the courses online meets the needs of busy Utah teachers and allows them much greater flexibility to earn the endorsement. Since launching the six courses online, there has been a steady number of teachers enrolled in the program and USU has partnered with several school districts to acquire grants and offer the EME courses to teachers (e.g., Logan SD, Cache County SD, Weber SD). As of spring 2018, over 200 teachers participated in USU’s EME courses online, with an average of 43 teachers per semester enrolling in the courses. The proposed Certificate for Elementary Mathematics Specialists will include these six EME courses. These six courses, offered completely online, have shown steady enrollment over the past four years, demonstrating that Utah teachers are interested in the quality and availability of courses in USU's online format. Past interest in the six EME courses at USU is a strong predictor of interest in the Elementary Mathematics Specialist (EMS) Certificate because these six courses make up 75% of the proposed Certificate program.

The proposed Post Baccalaureate Certificate for Elementary Mathematics Specialists program meets a need that is not currently being met for the elementary teachers of the state. In addition, by offering the courses in the program in an online format, teachers outside of Utah may also be interested in earning the Post Baccalaureate Certificate. For example, many states do not offer Elementary Mathematics Specialist programs. This Post Baccalaureate Certificate could support the needs of teachers in other states as well. There are also many job opportunities for educators with elementary mathematics leadership training. For example, in a recent search on Google, there were position announcements for Math Specialist Teaching, Elementary Licensed Specialist, Elementary Math Instructional Specialist, Instructional Coach – Elementary Math, and Math Enrichment Tutor. These job titles are all the types of positions that a person with a Certificate as an Elementary Mathematics Specialists would be qualified to fill, and demonstrate the high need for individuals with this training and skills. The interest by teachers in Utah State University’s current Elementary Mathematics courses for professional development, and the national and state trends showing the growing need for Instructional Coordinators in elementary mathematics provides strong evidence of the labor market demand for the proposed Post Baccalaureate Certificate for Elementary Mathematics Specialists that will be provided by the Utah State University EMS program.

Consistency with Institutional Mission/Impact on Other USHE Institutions

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/ . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ .*

Currently, various USHE institutions (including Weber State, BYU, UVU, and SUU) offer the
six courses that satisfy the USBE requirements for an Elementary Mathematics Endorsement (EME), but no USHE institutions offer the proposed Elementary Mathematics Specialist (EMS) Certificate. While various USHE institutions offer the EME courses face-to-face, Utah State University is the only US institution that offers the EME courses online. In summer 2018, the USBE began the two-year process of revising the six EME course frameworks and has plans to develop the course frameworks for the additional courses in the Elementary Mathematics Specialist Endorsement by 2020. Once these frameworks are established by USBE, other USHE institutions (including Weber State, BYU, UVU, and SUU) will begin offering the two new courses. However, no USHE institution has plans to offer the Elementary Mathematics Specialist Certificate online. When launched in summer 2019, Utah State University will be the first Post Baccalaureate Certificate for Elementary Mathematics Specialists in the state of Utah, and the only USHE institution that offers the Certificate online, thereby fulfilling our land-grant mission of outreach to all teacher populations and communities.

According to the Association of Mathematics Teacher Educators (https://amte.net/ems), only six of the thirteen states in the Western Interstate Commission for Higher Education (WICHE) region have an Elementary Mathematics Specialists or an Elementary Mathematics Endorsement program (e.g., Arizona, California, Idaho, Oregon, South Dakota, and Utah). Because the proposed Certificate for Elementary Mathematics Specialists program at USU will be offered completely online, this may provide additional professional development options for teachers and elementary leaders in states in the WICHE region that do not currently have the Elementary Mathematics Specialists program in their states. Teachers who choose to participate in USU’s Post Baccalaureate Certificate for Elementary Mathematics Specialists will be able to complete their certificate completely online.

As a land-grant institution, Utah State University serves the public, and in particular, serves public schools, by supporting the mathematics professional development of elementary teachers and teacher leaders by providing high-quality instructional programs to educators in Utah and beyond. By providing mathematics education programs in the online environment, USU supports educators in reaching their professional development and professional advancement goals. The Certificate will expand employment opportunities for many elementary teachers to take on leadership roles in elementary mathematics in their local schools and at the Utah State Board of Education.

**Finances**

*What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.*

There are no new funds required to add the proposed Post Baccalaureate Certificate to the existing Mathematics Education Programs in the School of Teacher Education and Leadership, and no additional faculty will be needed. Current online course offerings are supported by distance education tuition return to the department. A distance education contract will support the development of one new course required for the program to meet the national guidelines for Elementary Mathematics Specialists. The proposed certificate will not affect current base budgets or programs in the department or at the university. There are currently existing administrative processes in place that are sufficient to ensure the delivery of the proposed
certificate program, including registration, advising, instruction, and marketing. No new administrative structures, faculty or staff will be required to deliver the proposed certificate program.

The financial analysis below shows the projected enrollments each year for the next five years (approximately 30+ teachers per year). The distance education tuition return to the department covers the cost of instruction for the courses in the EMS Certificate program.

**Financial Analysis Form for Elementary Mathematics Specialist Certificate**

<table>
<thead>
<tr>
<th>Students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Enrollments</td>
<td>30</td>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>Projected Student Credit Hours (SCH)</td>
<td>90</td>
<td>93</td>
<td>96</td>
<td>99</td>
<td>102</td>
</tr>
<tr>
<td>Projected Tuition $^1$</td>
<td>34,110</td>
<td>36,642</td>
<td>39,360</td>
<td>42,174</td>
<td>45,186</td>
</tr>
</tbody>
</table>

**Projected Tuition**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Tuition</td>
<td>34,110</td>
<td>36,642</td>
<td>39,360</td>
<td>42,174</td>
<td>45,186</td>
</tr>
<tr>
<td>Tuition to Program $^2$</td>
<td>18,540</td>
<td>19,902</td>
<td>21,408</td>
<td>22,968</td>
<td>24,582</td>
</tr>
</tbody>
</table>

**5 Year Budget Projection**

<table>
<thead>
<tr>
<th>Expense</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Benefits</td>
<td>4,600</td>
<td>4,600</td>
<td>4,600</td>
<td>4,600</td>
<td>4,600</td>
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<tr>
<td>Total Personnel</td>
<td>14,600</td>
<td>14,600</td>
<td>14,600</td>
<td>14,600</td>
<td>14,600</td>
</tr>
<tr>
<td>Current Expense</td>
<td>3,940</td>
<td>5,302</td>
<td>6,808</td>
<td>8,368</td>
<td>9,982</td>
</tr>
<tr>
<td>Total Expense</td>
<td>18,540</td>
<td>19,902</td>
<td>21,408</td>
<td>22,968</td>
<td>24,582</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition to Program</td>
<td>18,540</td>
<td>19,902</td>
<td>21,408</td>
<td>22,968</td>
<td>24,582</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>18,540</td>
<td>19,902</td>
<td>21,408</td>
<td>22,968</td>
<td>24,582</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difference</th>
<th>Revenue - Expenses</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
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<tr>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Comments**

$^1$ Gross Tuition based on current average per SCH tuition rate of 2017-2018 Elementary Math Endorsement enrollments of $355/SCH, with a 4% annual increase.
2 Tuition to program based on current 2018-2019 transfer rate of $198.50/SCH with a 4% increase each year. Actual increase will match the annual Board of Regents approved tuition increase.
## Section III: Curriculum

### Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>NEW Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>General Education Courses (list specific courses if recommended for this program on Degree Map)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>General Education Credit Hour Sub-Total</strong></td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑</td>
<td>TEAL 6521</td>
<td>Mathematics for Teaching K-8: Numbers &amp; Operations</td>
<td>3</td>
</tr>
<tr>
<td>☑</td>
<td>TEAL 6522</td>
<td>Mathematics for Teaching K-8: Rational Numbers &amp; Proportional</td>
<td>3</td>
</tr>
<tr>
<td>☑</td>
<td>TEAL 6523</td>
<td>Mathematics for Teaching K-8: Algebraic Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>☑</td>
<td>TEAL 6524</td>
<td>Mathematics for Teaching K-8: Geometry &amp; Measurement</td>
<td>3</td>
</tr>
<tr>
<td>☑</td>
<td>TEAL 6525</td>
<td>Mathematics for Teaching K-8: Data Analysis &amp; Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>☑</td>
<td>TEAL 6551</td>
<td>Mathematics for Teaching K-8: Assessment &amp; Intervention</td>
<td>3</td>
</tr>
<tr>
<td>☑</td>
<td>TEAL 6552</td>
<td>Mathematics Education Leadership Knowledge &amp; Skills</td>
<td>3</td>
</tr>
<tr>
<td>☑</td>
<td>TEAL 6300</td>
<td>Workshop in Math Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Course Credit Hour Sub-Total**: 24

| Elective Courses | | | |
|------------------| | | |
|                  | | | |
|                  | | | |
|                  | | | |
|                  | | | |
|                  | | | |
|                  | | | |

**Elective Credit Hour Sub-Total**: 24

### Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information, as needed.
The AMTE Standards provide clear guidelines and standards for establishing Elementary Mathematics Specialists certification programs (AMTE, 2013). The prerequisites for entering the program are teacher certification and three years of mathematics teaching experience. The program content should be 24 credit hours focused on content knowledge for teaching elementary mathematics, pedagogical knowledge for teaching elementary mathematics, and leadership knowledge and skills. To obtain the Post Baccalaureate Certificate as an Elementary Mathematics Specialist, students will complete the following graduate-level coursework:

**TEAL 6521: Mathematics for Teaching K-8 Numbers and Operations (3 credits):** This course, for K-8 teachers, will cover the content of Number and Operations to develop comprehensive understanding of our number system and relate its structure to computation, arithmetic, algebra, and problem solving.

**TEAL 6522: Mathematics for Teaching K-8 Rational Numbers and Proportional Reasoning (3 credits):** This course, for K-8 teachers, will provide practicing teachers a deeper understanding of rational numbers, operations with rational numbers, and proportionality, and instructional strategies to facilitate the instruction of this content for elementary students.

**TEAL 6523: Mathematics for Teaching K-8 Algebraic Reasoning (3 credits):** This course, for K-8 teachers, will provide practicing teachers a deeper understanding of algebraic expressions, equations, functions, real numbers, and instructional strategies to facilitate the instruction of this content for elementary students.

**TEAL 6524: Mathematics for Teaching K-8 Geometry and Measurement (3 credits):** This course, for K-8 teachers, will provide practicing teachers a deeper understanding of the geometry and measurement context that exists in the state core and instructional strategies to facilitate the instruction of this content.

**TEAL 6525: Mathematics for Teaching K-8 Data Analysis and Problem Solving (3 credits):** This course, for K-8 teachers, will provide practicing teachers a deeper understanding of probability and data representation and analysis through problem solving.

**TEAL 6300: Workshop in Mathematics Education (3 credits):** This course, for K-8 teachers, will provide practicing teachers with pedagogical knowledge for teaching mathematics, including an understanding of elementary learners and learning, elementary teaching, and elementary mathematics curriculum.

**TEAL 6551: Mathematics for Teaching K-8 Assessment and Intervention (3 credits):** This course, for K-8 teachers, will provide practicing teachers a deeper understanding of the various types of assessment and their appropriate use for guiding instruction, intervention, and evaluation of student learning.
TEAL 6552: Mathematics Education Leadership Knowledge and Skills (3 credits): This course develops the following mathematics education leadership knowledge and skills: policy and curriculum issues; research informing instructional practice; implementation and evaluation of professional development; evaluation of educational structures that affect equity; and responsibilities of math coaches and mentors.

All of these course are existing courses, except TEAL 6552, which will be a newly developed course to address the requirements of the AMTE Standards for Elementary Mathematics Specialists. All of these courses are offered online every semester, which provides great flexibility for busy professionals interested in earning the certificate. Prospective students can complete the Certificate program in one or two years, depending on the number of courses they select to take each semester. Students can apply the coursework in the Certificate program to the Master's Degree in Education - Elementary Mathematics emphasis.
Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below
Utah System of Higher Education  
New Administrative Unit Proposal  
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Utah State University

Proposed Effective Date¹: 10/01/2018

Institutional Board of Trustees' Approval Date:

Proposed Unit Title: I-System Institute for Transdisciplinary Studies

Sponsoring School, College, or Division: College of Humanities and Social Sciences

Sponsoring Academic Department(s) or Unit(s): Sociology, Social Work and Anthropology

Proposed Unit Type:

- [ ] New Administrative Unit
- [ ] New Center
- [X] New Institute
- [ ] New Bureau
- [ ] Conditional Three-Year Approval for New Center, Institute, or Bureau

Chief Academic Officer (or Designee) Signature:
I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name __________________________ Date: ______________________

[ ] I understand that checking this box constitutes my legal signature.

¹“Proposed Effective Date” refers to date after Regent approval when new unit is operational or change to unit is published.
New Unit Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to establish I-System Institute for Transdisciplinary Studies effective 10/01/2018. This action was approved by the institutional Board of Trustees on.

Section II: Program Proposal

Administrative Unit Description/Rationale
Present a brief description of the unit. Describe the institutional procedures used to arrive at the action being proposed. Briefly indicate why a new administrative unit or change to the unit is justified. Are similar units offered elsewhere in the USHE or the State? State how the institution and the USHE benefit from the proposed unit or unit change.

In 2018, Dr. Stan and Carolyn Block provided USU with an expendable gift of $350,000 to establish the I-System Institute for Transdisciplinary Studies within the Department of Sociology, Social Work, and Anthropology in the College of Humanities and Social Sciences. The Blocks also funded an $800,000 endowment to sustain the Institute. They also donated certain I-System and Mind-Body Bridging Intellectual Property (IP) to the Institute. The Institute's mission is to provide a public service to USU students and to larger communities and social units through the broadest outreach of education, training, and research using the I-System model and Mind-Body Bridging model IP Assets.

The Blocks developed the I-System Model to optimize health, wellness, and human performance. The I-System Model embraces a holistic approach to healing and wellness. Mind-Body Bridging is an evidence-based therapeutic modality based on the I-System and current neuroscience research. Health and mental health clinicians can through the Institute become certified to use Mind-Body Bridging with individuals and groups in clinical settings. The Blocks together with a group of clinicians and researchers developed the clinical modality of Mind-Body Bridging (MBB) through their work with individuals and groups suffering from addiction, violence, trauma, PTSD, cancer, pain, and other health and mental health disorders. The I-System model can also be used to improve organizational functioning through the Productive Mind program, a version of MBB for businesses and other goal-oriented organizations.

No other similar unit is found within USHE or Utah. Both USU, USHE, and Utah will benefit from the Institute's work to increase well-being, decrease suffering, and increase productivity and creativity.

Consistency with Institutional Mission/Institutional Impact
Explain how the unit is consistent with the institution's Regents-approved mission, roles, and goals. Describe how the existing administrative structures support the proposed unit and identify new organizational structures that may be needed. What changes in faculty and staff will be required?

The Institute's mission is consistent with USU's mission (i.e., education, research, service). No new faculty will be required. The director position will be filled by a current faculty member (Derric Tollefson) who will dedicate a portion (25%) of his time to the Institute. A full-time staff-level Associate Director will be hired to assist the director. Department and college staff will provide additional administrative support.

Finances
What costs or savings are anticipated with the actions proposed? What new facilities or modifications to existing facilities or equipment are needed? Describe any budgetary impact on other programs or units within the institution. If new funds are required, describe expected sources of funds.

The Institute is funded by a generous gift from Stan and Carolyn Block. These funds will support a full-time Associate Director, a part-time Director and cover operating costs. No other USU funds will be used to support the Institute. It is anticipated that the Institute will generate funds to help support its growth over time.
Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Full Template

Institution Submitting Request: Utah State University  
Proposed Program Title: Associate of Applied Science in Surgical Technology  
Sponsoring School, College, or Division: Utah State University Blanding  
Sponsoring Academic Department(s) or Unit(s): Health Professions  
Classification of Instructional Program Code1: 51.0909  
Min/Max Credit Hours Required of Full Program: 68 / 69  
Proposed Beginning Term2: Spring 2019  
Institutional Board of Trustees' Approval Date: 03/12/2018

Program Type (check all that apply):

<table>
<thead>
<tr>
<th></th>
<th>(AAS)</th>
<th>Associate of Applied Science Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(AA)</td>
<td>Associate of Arts Degree</td>
</tr>
<tr>
<td></td>
<td>(AS)</td>
<td>Associate of Science Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specialized Associate Degree (specify award type3: )</td>
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<td></td>
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<td></td>
<td>(BA)</td>
<td>Bachelor of Arts Degree</td>
</tr>
<tr>
<td></td>
<td>(BS)</td>
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<td></td>
<td></td>
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<td></td>
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<td>(MS)</td>
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<td>K-12 School Personnel Program</td>
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<tr>
<td></td>
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<td>Out of Service Area Delivery Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Out of Mission Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NEW Profess. School</td>
</tr>
</tbody>
</table>

Chief Academic Officer (or Designee) Signature:
I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Frank Galey Date: October 10, 2018

☒ I understand that checking this box constitutes my legal signature.

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1 For CIP code classifications, please see [CIP code classifications](https://nces.ed.gov/collegenavigator/Default.aspx?r=69).
2 "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.
3 Please indicate award such as APE, BFA, MBA, MEd, EdD, JD
Section I: The Request
Utah State University requests approval to offer the following Associate’s degree(s): Associate of Applied Science in Surgical Technology effective Spring 2019. This program was approved by the institutional Board of Trustees on 03/12/2018.

Section II: Program Proposal

Program Description
Present a complete, formal program description.
The Surgical Technician Program is an Associate of Applied Science degree program offered in the southeastern Utah region on USU Blanding, USU Price, and USU Moab campuses. This program will be offered face-to-face on the Blanding campus with lecture broadcast to the Moab and Price campuses. Lab assistant will be available on all campuses for face-to-face instruction. This program can be completed in two years in addition to one semester of prerequisites and a minimum of 120 surgical cases in increasing complexity throughout the course of the program. The program prepares and trains individuals for a career in surgical technology. Surgical Technicians assist in operations under the supervision of surgeons, registered nurses and other surgical personnel. Upon the successful completion of course work, students receive an Associate of Applied Science in Surgical Technology degree from Utah State University (USU). At that time, students who have graduated from an accredited school are eligible to submit an application and, if accepted, sit for the exam administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA) to become a Certified Surgical Technologist (CST).

A GPA of 3.0 is required for admission into the Surgical Technician (ST) Program. Throughout the ST Program, the student must complete course work at a "B" grade or higher to meet USU Surgical Technician Program standards and guidelines.

Consistency with Institutional Mission
Explain how the program is consistent with the institution’s Regents-approved mission, roles, and goals (see mission and roles at highered.utah.org/policies/policy312) or, for "out of mission" program requests, the rationale for the request.

In accordance with Utah State System of Higher Education, Policy 312-6, regarding Land Grant Institutions (Utah State University) as USU Blanding, Moab, and Price campuses acting as a community college through its extension efforts, students are granted open admission to Associate Degree Programs with appropriate academic preparatory support. In accordance to Policy 321-4.4, this community college role is to transmit knowledge and skills through transfer education at the Associate of Arts and Associate of Science degree level along with offering Associate of Applied Science degrees, career and technical education, customized training for employers, developmental education, and strong student services to support these functions.

By these policies, the implementation of the Surgical Technician Associate of Applied Science Degree Program to expand the offerings and job training options in the Health Professions area is an excellent fit.

Section III: Needs Assessment

Program Rationale
Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The ST Program was developed to compliment other career pathways in the Health Professions Programming established at USU Blanding, Moab and Price campuses. This program along with other successfully established programs in the Health Professions roster allows a viable and alternative career pathway in the National, State and Regional employment opportunities for health care workers. It assists in expanding career training placement not available to many potential students in the highly competitive selected process of traditional nursing programs. The program was originally approved as a certificate program consisting of one semester of prerequisites and two semesters of ST classes. In order for ST students to gain national certification through American Surgical Technologists (AST), they must graduate from an accredited institution. USU seeks
accreditation through the Accrediting Bureau of Health Education Schools (ABHES). On July 25, 2018, ABHES sent a nationwide letter to all accredited schools or those schools seeking accreditation through their organization, notifying them that they must meet the programmatic requirements outlined in Chapter VII-ST of the accreditation manual in addition to aligning the programs' curricula with the Core Curriculum for Surgical Technology, 6th edition, published by the Association of Surgical Technologists (AST). The ABHES commission now requires that all surgical technology programs confer an Associate Degree by July 1, 2020. Therefore, the Department of Nursing and Health Professions is submitting a proposal to align our ST Program curriculum with the required curricula as outlined by ABHES and AST and to offer an Associate of Applied Science Degree in Surgical Technology.

Reasons for requesting this program:
1. Primary reason for requesting this program is to address the workforce shortages currently being experienced by the healthcare industry nationally and in the service area of the university. In addition, it is a proactive effort to offset the growing shortages for skilled health care workers projected over the next several years.
2. The secondary reason is to create a meaningful degree that will increase student enrollment, student success and student completion that leads to employment and a pathway into healthcare careers.

Labor Market Demand
Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalms/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/ooh/).

Labor Market data has been collected through examination of Federal Department of Labor Statistics data bank as well as the Utah Department of Workforce Services data bank (Utah Occupational Report for Surgical Technologists). The federal data indicates a 12% job growth from 2016-2026, which is much faster than average for the current decade. The State of Utah Occupational Report indicates the job rating of 3-stars for a moderate to strong employment outlook with moderate wages. According to 2016 US Census Data, the median household income in San Juan County, UT, is $41,108.00, while the State of Utah Occupational Outlook Data for eastern Utah indicates median annual salary for Surgical Technologists to be $32,540.00. The following are data transcribed directly from federal and state data sites as reference:

Federal Bureau of Labor Statistics
Utah Occupational Report for Surgical Technologists
Occupational Code: 29-2055
Report contents
Occupational Description Star Rating

Student Demand
Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Although the Surgical Technician certificate program was approved in March 2018, and the initial intent was to begin the program in fall 2018, after receiving the ABHES letter stating that all accredited programs or programs seeking accreditation would have to confer an Associate Degree, the program was postponed until spring 2019. This allowed time to align the curriculum required by NBTSTA within the USU Surgical Technology Program. The program had advertised initial openings in the fall and so the program received applicants and inquiries for the fall semester. Because the program was postponed, students were notified and applications were retained.

Presently the program has three applicants on the Price campus, one applicant in Moab and two applicants for the Blanding campus.

Similar Programs
Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?
Presently, there are seven colleges offering the Surgical Technician Program in the State of Utah. These include: Salt Lake Community College; Mountainland Technical College; Davis Technical College; Stevens-Henager College; AmeriTech College; and Dixie State College. All of the programs are offered on the Wasatch Front with the exception of Dixie State College in St. George, UT. USU offers the ST Program on the Blanding, Moab and Price campuses and there are not any other programs in the southeastern part of the state.

The Surgical Technician program has already been approved by the Board of Regents as a certificate program. However, USU and all schools seeking accreditation through either ABHES or CAAHEP nationally must comply with the order to confer an associate degree surgical technician program. In order for graduates to be able to sit for the national certification exam (CST), USU must be an accredited school.

Collaboration with and Impact on Other USHE Institutions
Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed. USU ST Program will boost the enrollment in several other USU departments, including: math, English, and biology as these courses are prerequisites to the program. The program should not have any direct effect on other USHE institutions as most of the Surgical Technology programs in the state are located on the Wasatch Front and in St. George. No other programs are offered in southeastern Utah.

External Review and Accreditation
Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

While building the USU ST Program outside consultants in the surgical technology field were used. They were consulted for their input on textbooks, lab set-up, equipment purchases, and curriculum development. The outside consultants included: Chris Olsen, BSN, CST, Operating Room Manager, San Antonio, TX; Betsy Bradley, BSN, Clinical Outreach Coordinator, University of Utah, SLC, UT; Peggy Denton, FNP, Carlsbad, NM; Robert Koepper, MD, Orthopedic Surgeon, Seattle, WA.

The USU ST program has also formed an advisory board to review student surveys, graduation rates, national certification exam pass rates, yearly curriculum, clinical rotations and help to oversee the program. The Advisory Board consists of:

James Bonds, MD, Surgeon
Alyse Clements, RN, Operating Room (OR) Manager for San Juan Hospital, Monticello, UT
Kris Haskell, LPN, OR Manager for Blue Mountain Hospital, Blanding, UT
Current student (To be assigned)
Tamarah Bonds, BSN, CST, Instructor
Graduate student from the first graduating class (To be assigned)
Utah Education Network (UEN) advisor from Salt Lake City, UT
Michele Lyman, MS, PA-C, Director of Health Professions for USU

The USU ST program will seek professional accreditation through ABHES and will apply for accreditation as soon as the first co-hort enrolls. The accreditation anticipated costs are approximately $23,000 for three sites, (Blanding, Moab and Price), and the estimated accreditation review date will be in fall 2020.

Section IV: Program Details

Graduation Standards and Number of Credits
Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.
According to the instructions for filling out a R401, an Associate of Applied Science (AAS) degree should include the following:

Programs of study that include limited general education, course work in a subject, and are intended to prepare students for entry-level careers. These degrees require a minimum of 63 and a maximum of 69 semester credit hours. General education requirements are less extensive than in AA or AS degrees - generally 9 hours in composition, computation and human relations. General education courses may be embedded within a course in the discipline, but must be identifiable. Institutions structure AAS degrees to enable students to complete requirements and electives without upper-division course work.

According to the proposed AAS curriculum there should be 9+ credits of general education. Our program has 11-12 credits of general education which include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2060 - Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1050 - College Algebra</td>
<td>4 credits OR</td>
</tr>
<tr>
<td>STAT 1045 - Statistics with Elements of Algebra</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 1010 - Introduction to Writing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total General Education Credits</strong></td>
<td><strong>11-12</strong></td>
</tr>
</tbody>
</table>

The total number of credits for this program is 68. This number was needed to incorporate all required core curriculum mandated by NBSTSA and ABHES.

**Admission Requirements**

*List admission requirements specific to the proposed program.*

Each student is given an application requirements checklist prior to admittance into the program. The requirements include:

1. Complete Surgical Technician application packet and return it to the Health Professions staff assistant.
2. Students must have a minimum GPA of 3.0 for admittance and maintain a 3.0 GPA throughout the program.
3. Complete an application packet. Be accepted into the program and provide all required documents prior to registering for classes. Each student packet will be reviewed by the Health Professions (HP) Director and staff assistant and advising will be provided as needed.
4. Students are instructed to visit the USU Blanding, Moab or Price websites for registration information.
5. Complete background check and drug screen prior to admittance into the program and each student is given instruction on how to obtain each.
6. List of required immunizations is included in the application packet and must be completed prior to admittance into the program.
7. Students must take a CPR class and receive their CPR card in order to meet this requirement.

**Curriculum and Degree Map**

*Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.*

**Section V: Institution, Faculty, and Staff Support**

**Institutional Readiness**

*How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?*

The Health Professions Department has administration in place to support the USU ST Program. The program is under the direction of Michele Lyman, M.S., PA-C, Director of Health Professions for USU. The program director and lead instructor is Tamarah (Tammy) Bonds, BSN, CST. The curriculum and lab is in place and the application has been started for accreditation. No new organization structures will need to be implemented except for a classroom with IVC capabilities in the new Health Professions Building.
Faculty
Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

The HP program has secured instructors for the two new programs (Surgical Technician and Pharmacy Technician) to be offered spring semester 2019. Additional faculty will be needed on the Price campus for the ST lab instructor. This position will be part-time requiring the applicant to teach lab skills twice a week for two hours per lab. The instructor will be paid adjunct pay which will be covered through the program division offset by direct tuition.

Staff
Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

USU has entrusted the HP programs to Michele Lyman, MS, PA-C. Michele has been part of the medical community for going on 30 years. She is a practicing physician assistant for Utah Navao Health Systems, Inc. and the Director of USU Health Professions. Michele has been responsible for writing new programs, submitting them through the proper committees, including the University curriculum committees, departments and the Utah Board of Regents. She is available for student and faculty concerns and has taught numerous courses associated with the HP Program.

In July 2018, USU Blanding hired Tamarah (Tammy) Bonds, RN, BSN. She is a veteran RN with 30 years experience in critical care, nursing education, surgical first assist and surgical nursing. Tammy has the necessary experience and skills to facilitate ST student learning and academic achievement. She is well acquainted with the full aspect of care of the surgical patient including pre-operative, and post-operative period as well as post-discharge from the hospital.

Tara Dawn Olsen has been the staff assistant for the USU HP Programs for the past three years. She has gained experience and knowledge in the workings of the programs and has gained student trust. She currently works at advising students, maintaining student and faculty files and assisting the Director of Health Professions with accreditation and development of programs.

The didactic portion of the program will be broadcast to the Moab and Price sites. Clinical lab assistants will be hired to teach lab skills to students prior to their entry in the clinical setting.

All faculty of the HP Programs are required to attend the Empowering Teaching Excellence (ETE) Conference each year in August. They are required to attend at least one distance education course and one instructional design course. The Director also supports continuing professional development of the faculty through conference, faculty in-service meetings and supplemental materials, textbooks and instructional products to support teaching and curriculum.

Student Advisement
Describe how students in the proposed program will be advised.

Students of the Health Profession programs will be advised from within the Health Profession programs. Advisement will be given through the staff assistant, instructors, and director of the programs. Also, the campus advising counselors will be utilized. The curriculum for all HP programs has been standardized across all campuses where the programs are offered and an application is in place for all HP programs. The application process not only lists prerequisites and required program courses, but also gives step-by-step instructions on each phase of the program from admissions to graduation.

Library and Information Resources
Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

A new learning system curriculum for the ST program will be purchased through Syngage and the program is entitled Mine Tap. This will incorporate five textbooks with virtual labs, student activities and curriculum for the price of $238.00/student for the two year program. This program will also include national certification review practice exams. The library on the Blanding campus
as well as the libraries on the Price and Moab campuses meet or exceed all infra-structure requirements for the Surgical Technician Program. The library offers further resources such as textbooks, periodicals, movies and CDs.

Projected Enrollment and Finance
Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment
Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The goals of the Health Professions program is to provide career paths, gainful employment, and allow students to return to their communities to serve in health care capacities.

Each program has been developed according to National Curriculum Standards. Curriculum has been standardized across all campuses and the programs are evaluated using student satisfaction surveys, employer surveys, graduate surveys and clinical site surveys. This information is used to evaluate the efficacy of the AAS Program in Surgical Technology and to make changes and improvements where needed.

The HP programs all seek accreditation through national organizations to ensure that the programs are in keeping with national standards and quality controls.

Student Standards of Performance
List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

The ST program combines course work and practical experience necessary to prepare students for careers as surgical technicians. Students who complete the program will receive an Associate Degree of Applied Science in Surgical Technology and will be qualified to sit for the national certification exam administered by the NBSTSA.

Practice settings for surgical technicians include surgical out-patient clinics, hospitals medical products companies, managing sterile environments working as office managers, working as anesthesia technologist, working for surgeon co-ops, and working with organ procurement teams.

Duties of a surgical technician include: preparing operating rooms for surgery; sterilizing the equipment; ensuring adequate supplies for surgery; preparing patients for surgery by washing and disinfecting incision sites; helping surgeons during surgery by passing instruments and other sterile supplies; counting supplies such as sponges and instruments to maintain a sterile environment.

These standards and competencies are the required core curriculum of the Association of Surgical Technologist (AST) and NBSTSA. Through the accreditation process, this is the core curriculum that is required and will be evaluated by ABHES. Only by meeting these standards can USU students graduate from an accredited program allowing them to sit for the national certification exam administered through NBSTSA.

Formative and summative assessment measures are outlined in the curriculum through AST and NBSTSA and these are the guidelines we will use for this program.
Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>NEW Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses (list specific courses if recommended for this program on Degree Map)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Education Credit Hour Sub-Total</td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 2060</td>
<td></td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>NURS 1008</td>
<td></td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>MATH 1050</td>
<td></td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 1010</td>
<td></td>
<td>Introduction to Writing</td>
<td>3</td>
</tr>
<tr>
<td>SURG 1030</td>
<td></td>
<td>Surgical Technology I</td>
<td>6</td>
</tr>
<tr>
<td>SURG 1035</td>
<td></td>
<td>Surgical Technology I Lab</td>
<td>4</td>
</tr>
<tr>
<td>SURG 1600</td>
<td></td>
<td>Surgical Technology Clinical Competencies I</td>
<td>2</td>
</tr>
<tr>
<td>HEAL 1500</td>
<td></td>
<td>Anatomy and Physiology for Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>SURG 1040</td>
<td></td>
<td>Surgical Technology II</td>
<td>6</td>
</tr>
<tr>
<td>SURG 1045</td>
<td></td>
<td>Surgical Technology II Lab</td>
<td>2</td>
</tr>
<tr>
<td>SURG 1700</td>
<td></td>
<td>Surgical Technology Clinical Competencies II</td>
<td>4</td>
</tr>
<tr>
<td>SURG 1050</td>
<td></td>
<td>Surgical Technology III</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Surgical Technology III Lab</td>
<td>2</td>
</tr>
<tr>
<td>SURG 1800</td>
<td></td>
<td>Surgical Technology Clinical Competencies III</td>
<td>6</td>
</tr>
<tr>
<td>SURG 1060</td>
<td></td>
<td>Surgical Technology IV</td>
<td>6</td>
</tr>
<tr>
<td>SURG 1065</td>
<td></td>
<td>Surgical Technology IV Lab</td>
<td>2</td>
</tr>
<tr>
<td>SURG 1900</td>
<td></td>
<td>Surgical Technology Clinical Competencies IV</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required Course Credit Hour Sub-Total</td>
<td>68</td>
</tr>
</tbody>
</table>

Elective Courses

| | | | |
| Elective Credit Hour Sub-Total | | | |
Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

Students are given the option of taking MATH 1050-College Algebra (4 credits) or STAT 1045-Statistics with Elements of Algebra (5 credits). Students taking the latter option will complete the program with 69 credit hours. Students who take MATH 1050 will complete with 68 credit hours.
## Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see [http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf](http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf) (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

<table>
<thead>
<tr>
<th>First Year Fall</th>
<th>Cr. Hr.</th>
<th>First Year Spring</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1060 Microbiology</td>
<td>4</td>
<td>SURG 1030 Surgical Technology I</td>
<td>6</td>
</tr>
<tr>
<td>NURS 1008 Medical Terminology</td>
<td>2</td>
<td>SURG 1035 Surgical Technology I Lab</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1050 College Algebra</td>
<td>4</td>
<td>SURG 1800 Surgical Tech Clinical Comp I</td>
<td>2</td>
</tr>
<tr>
<td>ENGL 1010 Introduction to Writing</td>
<td>3</td>
<td>HEAL 1500 Anatomy and Physiology for HP</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If student takes STAT 1045 Statistics w/Algebra | 4 |

| Total | 15    |

<table>
<thead>
<tr>
<th>Second Year Fall</th>
<th>Cr. Hr.</th>
<th>Second Year Spring</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG 1040 Surgical Technology II</td>
<td>6</td>
<td>SURG 1050 Surgical Technology III</td>
<td>6</td>
</tr>
<tr>
<td>SURG 1045 Surgical Technology II Lab</td>
<td>2</td>
<td>SURG 1055 Surgical Technology III Lab</td>
<td>2</td>
</tr>
<tr>
<td>SURG 1700 Surgical Tech Clinical Comp II</td>
<td>4</td>
<td>SURG 1800 Surgical Tech Clinical Comp III</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>Total</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year Fall</th>
<th>Cr. Hr.</th>
<th>Third Year Spring</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG 1060 Surgical Technology IV</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SURG 1065 Surgical Technology IV Lab</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SURG 1900 Surgical Tech Clinical Comp IV</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year Fall</th>
<th>Cr. Hr.</th>
<th>Fourth Year Spring</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix C: Current and New Faculty / Staff Information

#### Part I: Department Faculty / Staff
Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

<table>
<thead>
<tr>
<th></th>
<th># Tenured</th>
<th># Tenure-Track</th>
<th># Non - Tenure Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty: Full Time with Doctorate</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Faculty: Part Time with Doctorate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Full Time with Masters</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Faculty: Part Time with Masters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Full Time with Baccalaureate</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Part Time with Baccalaureate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching / Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff: Full Time</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff: Part Time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Part II: Proposed Program Faculty Profiles
List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Tenure (T) / Tenure Track (TT) / Other</th>
<th>Degree</th>
<th>Institution where Credential was Earned</th>
<th>Est. % of time faculty member will dedicate to proposed program</th>
<th>If &quot;Other,&quot; describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carla</td>
<td>Endres</td>
<td>T</td>
<td>Ph.D.</td>
<td>Oregon State University</td>
<td>14.81%</td>
<td></td>
</tr>
<tr>
<td>Mariaa</td>
<td>Black</td>
<td>Other</td>
<td>R.N.</td>
<td>College of Eastern Utah (Now USU)</td>
<td>31.6%</td>
<td>Prof Prac In</td>
</tr>
<tr>
<td>Shane</td>
<td>Brewer</td>
<td>T</td>
<td>Ed.D.</td>
<td>Utah State University</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>Josie</td>
<td>Russell</td>
<td>T</td>
<td>M.A.</td>
<td>Brigham Young University</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Tamarah</td>
<td>Bonds</td>
<td>Other</td>
<td>B.S.N</td>
<td>University of Alabama</td>
<td>90%</td>
<td>Prof Prac In</td>
</tr>
</tbody>
</table>

#### Part III: New Faculty / Staff Projections for Proposed Program
Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

<table>
<thead>
<tr>
<th></th>
<th># Tenured</th>
<th># Tenure-Track</th>
<th># Non - Tenure Track</th>
<th>Academic or Industry Credentials Needed</th>
<th>Est. % of time to be dedicated to proposed program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty: Full Time with Doctorate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Part Time with Doctorate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Full Time with Masters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Part Time with Masters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Full Time with Baccalaureate</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Part Time with Baccalaureate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching / Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff: Full Time</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff: Part Time</td>
<td># Tenured</td>
<td># Tenure-Track</td>
<td># Non-Tenure Track</td>
<td>Academic or Industry Credentials Needed</td>
<td>Est. % of time to be dedicated to proposed program</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------</td>
<td>----------------</td>
<td>-------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
</tbody>
</table>


Appendix D: Projected Program Participation and Finance

Part I.
Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

<table>
<thead>
<tr>
<th>Three Year Projection: Program Participation and Department Budget</th>
<th>Year Preceding Implementation</th>
<th>New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
</tr>
<tr>
<td><strong>Student Data</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Majors in Department                                         4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td># of Majors in Proposed Program(s)                               1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td># of Graduates from Department                                    26</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td># Graduates in New Program(s)                                     4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td><strong>Department Financial Data</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, &quot;Faculty Projections.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPENSES – nature of additional costs required for proposed program(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel (Faculty &amp; Staff Salary &amp; Benefits)</td>
<td>$170,629</td>
<td>$80,300</td>
</tr>
<tr>
<td>Operating Expenses (equipment, travel, resources)</td>
<td>$8,500</td>
<td>$11,050</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL PROGRAM EXPENSES</td>
<td>$88,800</td>
<td>$93,759</td>
</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td>$170,629</td>
<td>$259,429</td>
</tr>
<tr>
<td><strong>FUNDING – source of funding to cover additional costs generated by proposed program(s)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Reallocation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriation</td>
<td>$56,210</td>
<td>$57,896</td>
</tr>
<tr>
<td>Special Legislative Appropriation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>$24,090</td>
<td>$24,812</td>
</tr>
<tr>
<td>Differential Tuition (requires Regents approval)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROPOSED PROGRAM FUNDING</td>
<td>$80,300</td>
<td>$82,708</td>
</tr>
<tr>
<td>TOTAL DEPARTMENT FUNDING</td>
<td>$0</td>
<td>$80,300</td>
</tr>
<tr>
<td>Difference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding - Expense</td>
<td>($170,629)</td>
<td>($179,129)</td>
</tr>
</tbody>
</table>
Part II: Expense explanation

Expense Narrative
Describe expenses associated with the proposed program.
The funding required to acquire the extensive and necessary roster of surgical instruments and supporting materials was captured through a competitive grant sponsored by the State of Utah Department of Workforce Services (DWS) through the Utah Cluster Acceleration Program (UCAP). This allowed dedicated grant funds of $110,000 to purchase all required items to properly furnish reusable instruments and consumables for one year to support the surgical technician training on the Blanding campus. The current facilities and equipment are adequate. Consumables will need to be ordered in the 2nd year. The program may also require occasional instruments be ordered.

Part III: Describe funding sources

Revenue Narrative 1
Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.
N/A

Revenue Narrative 2
Describe new funding sources and plans to acquire the funds.
Tuition and E&G appropriations will be used for this program. Also, differential fees will be used. As the program proves successful, proposals will be submitted for grant awards.
ACADEMIC STANDARDS SUBCOMMITTEE OF THE EDUCATION POLICIES COMMITTEE

Meeting held October 17, 2018 from 3-3:45 p.m. in Champ Hall

Attended

- Scott Bates, Chair, Emma Eccles Jones College of Education & Human Services
- Sally Petersen (CCA) for Mykel Beorchia, Advising
- Dan Coster, College of Science
- Fran Hopkins, Registrar’s Office
- Kacy Lundstrom, University Libraries
- Cathy Bullock, College of Humanities and Social Sciences
- Barbara Williams, subcommittee secretary (ex officio; not a voting member)

Not Attending

- Allie Haas, USUSA
- Christa Haring, Emma Eccles Jones College of Education & Human Services
- Ed Reeve, EPC Chair (ex officio; not a voting member)

AGENDA

New business

- Scott introduced the purpose of the Academic Standards Subcommittee of the EPC, how it works, and each member introduced themselves.

- Barbara Williams presented changes to the University Terminology and Definitions page in the catalog as requested by Kevin Shanley (see attached language).
  - There was discussion about several of the proposed definitions and who defines the different course types, in addition to questions about removing “Independent Study” from the definitions when it is still used in course descriptions.
  - The committee would like to have Kevin Shanley or Jessica Hansen come in to present the changes and answer questions. It’s also possible that these changes should be reviewed by the policies task force. Fran Hopkin and Dan Coster seconded the motion. The committee voted unanimously to approve the motion to table this proposal.

Other Business

- Fran Hopkin discussed the possibility of creating a new grade type. The “T” grade would work as a placeholder for courses that do not fit neatly into the semesters, such as Thesis courses. Currently “I” grades are being misused for this purpose. It would be only on specified courses.

- Scott recommends presenting the idea to Grad Council. The committee also recommended stakeholders such as Service Learning, Lead Advisors, Continuing Grad Advisement, Grad Program Coordinators, and Study Abroad.
ACADEMIC STANDARDS SUBCOMMITTEE OF THE EDUCATION POLICIES COMMITTEE

Meeting to be held October 17, 2018 from 3-4 p.m. in Champ Hall

Members

- Scott Bates, Chair, Emma Eccles Jones College of Education & Human Services
- Mykel Beorchia, Advising
- Dan Coster, College of Science
- Allie Haas, USUSA
- Christa Haring, Emma Eccles Jones College of Education & Human Services
- Fran Hopkins, Registrar’s Office
- Kacy Lundstrom, University Libraries
- Cathy Bullock, College of Humanities and Social Sciences
- Ed Reeve, EPC Chair (ex officio; not a voting member)
- Barbara Williams, subcommittee secretary (ex officio; not a voting member)

AGENDA

New business

- Academic Standards Subcommittee of the EPC
- University Terminology and Definitions (Barbara Williams)

Old Business

- none

Other Business

- none
ACADEMIC STANDARDS SUBCOMMITTEE OF THE EDUCATION POLICIES COMMITTEE

PURPOSE OF THE SUBCOMMITTEE:

The Academic Standards Subcommittee: (a) recommends policy on all matters pertaining to academic evaluation of students, including admission, retention, grade assignment, and graduation; (b) recommends discipline policy regarding student academic dishonesty; and (c) approves the process for discipline regarding alleged academic violations by students and for grievance hearings in cases of alleged student academic dishonesty. Policy 402.12.6(7)

MAKEUP OF THE SUBCOMMITTEE:

The subcommittee shall consist of four faculty members and one student appointed from the Educational Policies Committee. Their terms will correspond to their Educational Policies Committee terms. Additional members may be appointed to the subcommittee for two-year terms by the Educational Policies Committee to lend expertise. Policy 402.12.6(7)

MEETING SCHEDULE FOR THE SUBCOMMITTEE: 2018-19

Meetings of the Academic Standards Subcommittee of the Educational Policies Committee will be held on the third Wednesday of every month, from 3pm - 4pm, in Champ Hall. This includes the following dates:

- October 17, 2018
- November 19, 2018 (note: Monday)
- December 19, 2018
- January 16, 2019
- February 20, 2019
- March 20, 2019

SUBCOMMITTEE AGENDAS

Each agenda will include New Business, Old Business, and Other Business. Other Business will include discussion items upon which no votes are taken, or information items.

Agenda items are welcome from any member. They are submitted to the chair.

Agenda items may be proposed to the chair by anybody in the USU community. When an agenda is proposed to the chair, it is at the discretion of the chair to include it on a subcommittee meeting agenda.

Complete agenda items (including documentation) must be submitted to the chair eight days prior to the meeting.

The subcommittee meeting agenda will be distributed to members seven days before each meeting.

SUBCOMMITTEE MINUTES

Meeting minutes will be taken by the subcommittee secretary and revised in conjunction with the subcommittee chair. Draft minutes will be distributed to the subcommittee no later than three business days after the meeting is held. The committee will have four days from distribution to review minutes, which will stand approved in not revised in that process.
MEETING PROCEDURES

There are seven voting members of the subcommittee, four of whom must be present at a meeting for quorum. If a subcommittee member is unable to attend a meeting, the subcommittee member should identify an alternate who will stand-in and vote by proxy, and notify the chair ahead of the meeting.

PROCESSES WITH EDUCATIONAL POLICIES COMMITTEE & FACULTY SENATE

The Academic Standards Subcommittee is a subcommittee of the Educational Policies Committee. As such, minutes from each subcommittee meeting are presented by the subcommittee chair at the next meeting of the Educational Policies Committee. If the subcommittee report is approved by the Educational Policies Committee, the minutes of EPC—including the minutes from the subcommittee—are forwarded to the Faculty Senate for approval.

Upon approval of the EPC report to the Faculty Senate, policy changes are implemented and appropriate materials (e.g., university catalog, websites) are updated. The timing of implementation of any actions by the committee follows these guidelines: (1) Any action by the committee that is to students’ advantage will be implemented immediately in banner but may not be updated in the General Catalog until the next catalog year; (2) any action by the committee that creates additional requirements for students will not be implemented until the next academic calendar year (summer term).

DISTRIBUTION

All documents (e.g., agendas, agenda items, and minutes) will be distribute via box.

MEMBERSHIP: 2018-2019

Membership for the 2018-19 academic year includes:

<table>
<thead>
<tr>
<th>Scott Bates, Chair</th>
<th>Emma Eccles Jones College of Education and Human Services</th>
<th><a href="mailto:Scott.Bates@usu.edu">Scott.Bates@usu.edu</a></th>
<th>(435) 797-2975</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mykel Beorchia</td>
<td>University Advising; Office of the Provost</td>
<td><a href="mailto:Mykel.Beorchia@usu.edu">Mykel.Beorchia@usu.edu</a></td>
<td>(435) 797-3394</td>
</tr>
<tr>
<td>Cathy Bullock</td>
<td>College of Humanities and Social Sciences</td>
<td><a href="mailto:Cathy.Bullock@usu.edu">Cathy.Bullock@usu.edu</a></td>
<td>(435) 797-1412</td>
</tr>
<tr>
<td>Dan Coster</td>
<td>College of Science</td>
<td><a href="mailto:Dan.coster@usu.edu">Dan.coster@usu.edu</a></td>
<td>(435) 797-2815</td>
</tr>
<tr>
<td>Allie Haas</td>
<td>USUSA</td>
<td><a href="mailto:executivevp.ususa@usu.edu">executivevp.ususa@usu.edu</a></td>
<td>(435) 797-1112</td>
</tr>
<tr>
<td>Christa Haring</td>
<td>Emma Eccles Jones College of Education and Human Services</td>
<td><a href="mailto:christa.haring.biel@usu.edu">christa.haring.biel@usu.edu</a></td>
<td>(435) 797-1116</td>
</tr>
<tr>
<td>Fran Hopkin</td>
<td>Registrar; Student Affairs</td>
<td><a href="mailto:Fran.Hopkin@usu.edu">Fran.Hopkin@usu.edu</a></td>
<td>(435) 797-1116</td>
</tr>
<tr>
<td>Kacy Lundstrom</td>
<td>University Library</td>
<td><a href="mailto:kacy.lundstrom@usu.edu">kacy.lundstrom@usu.edu</a></td>
<td>(435) 797-2285</td>
</tr>
<tr>
<td>Ed Reeve, Ex Officio</td>
<td>Office of the Provost</td>
<td><a href="mailto:Ed.Reeve@usu.edu">Ed.Reeve@usu.edu</a></td>
<td>(435) 797-3642</td>
</tr>
<tr>
<td>Barbara Williams, Ex Officio</td>
<td>Subcommittee Secretary, Catalog Editor</td>
<td><a href="mailto:Barbara.Williams@usu.edu">Barbara.Williams@usu.edu</a></td>
<td>(435) 797-1112</td>
</tr>
</tbody>
</table>
University Terminology and Definitions page
On this page the definition for Independent Study should be removed, since we no longer offer those types of courses. It would also be good to add the following definitions.

BROADCAST COURSES (a.k.a. Internet Video Conferencing - IVC): Broadcast/IVC courses connect to multiple classrooms across the state using interactive video conferencing technology (IVC). An instructor in one location can interact with students at Regional Campus locations throughout Utah. Meetings take place at a specific day/time. Classrooms located at Utah State University Regional Campuses and other cooperating sites, let students in many parts of the state attend classes close to home.

WEB BROADCAST COURSES: Web broadcast courses have specific meeting days/times, but no specific location. Students participate using online communications software such as Adobe Connect from personal locations instead of from Regional Campus classrooms. This allows for streaming video and live chat with students and the instructor in real-time.

ONLINE COURSES: In online courses students submit assignments electronically over the Internet and interact with their instructors and other students via email and online discussions. There are no specific meeting times, however, students must have access to a computer and login regularly. On the first day of the semester, students should log in to their classes to become familiar with course structures and requirements. Some courses require online exams to be taken under the supervision of an approved proctor, an educational official who supervises a student during an exam. While most local proctoring services are free, some may charge small fees.

BLENDED COURSES: Blended courses are a combination of delivery types with specific meeting days/times, and unscheduled online participation. Blended courses meet less often than traditional or broadcast courses. On the first day of the semester, students should log in to their classes to become familiar with course structures and requirements. Participation is between 21% and 79% online (asynchronous) with the remainder being in-person or IVC (synchronous).

SUPERVISED: Supervised courses do not have specific meeting days/times or locations. Students work directly with an instructor or an advisor to complete specific requirements. They include directed readings, independent study, internships, practicums, and other classes that do not have lectures.
GENERAL EDUCATION SUBCOMMITTEE MINUTES

October 16, 2018
9:30 a.m. – 10:30 a.m.
Champ Hall Conference Room – OM 136

Present: Lee Rickords, College of Agriculture and Applied Sciences (Chair)
Thom Fronk, College of Engineering
Harrison Kleiner, College of Humanities and Social Sciences
Vance Grange, Jon M. Huntsman School of Business
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Richard Mueller, College of Science
Robert Mueller, Regional Campus
Melanie Nelson, USU Eastern
Kacy Lundstrom, University Libraries
Lawrence Culver, American Institutions
Ryan Bosworth, Social Sciences
Charlie Huenemann, Humanities
David Brown, Quantitative Literacy/Intensive
Barbara Williams, Registrar’s Office
Mykel Beorchia, University Advising
Kristine Miller, University Honors Program
Amber Summers-Graham, Secretary

Excused: Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
Matt Sanders, Connections
Ed Reeve, Office of the Executive Vice President and Provost
Ryan Dupont, Life and Physical Sciences
Jaren Hunsaker, USUSA President
Stephanie Hamblin, Exploratory Advising
John Mortensen, Academic and Instructional Services

Call to Order – Lee Rickords

Approval of Minutes – September 18, 2018
Minutes approved as distributed.

Course Approvals/Removals/Syllabi Approvals
ELED 4031 (CI) POSTPONED .................................................................................. Robert Mueller
Vote postponed until next meeting.

ARBC 4040 (DHA) APPROVED ................................................................................. Charlie Huenemann
Motion to approve DHA designation made by Charlie Huenemann. Seconded by Richard Mueller. Designation approved.
LING 3200 (DSS) APPROVED ...........................................................................................................Ryan Bosworth
Motion to approve DSS designation made by Ryan Bosworth. Seconded by Kacy Lundstrom.
Designation approved.

Business

Update on Gen Ed Curriculum Review – Lee Rickords
The Provost’s Office has asked various individuals to be on a task force to look at how best to move forward in reviewing the General Education program at USU. In the spring of 2018, the accreditation peer review team highlighted a lack of systematic assessment of the general education program at USU. The General Education committee was aware of this issue and had been working on the creation of a five-year review process in the past year. In order to meet the requirements of the NWCCU accreditation requirements, this issue will be fast-tracked. The task force will be getting together shortly to talk about next steps, and Academic and Instructional Services has been working on a system that will allow this work to be done campus-wide. The members of the task force include Harrison Kleiner, David Brown, Lee Rickords, Michael Torrens, Robert Wagner, Matt Sanders, Shelley Lindauer, Ed Reeve and Frank Galey. Several of these members sit on the General Education committee.

Information Items – Lee Rickords
Discussion on Depth Courses and Categorization of Majors and Current Articulation of Credit by Examination of AP, CLEP, DANTES, and IBO by Breadth Area has been postponed until the November meeting.

Kris Miller is working with the Carnegie Community Engaged Institution application writing team. This team is trying to figure out how different community-engaged learning objectives and assessments map onto what departments on campus are doing. Part of this application requires Utah State to envision how to share ideas institutionally and bring things in line across colleges and departments with regards to community engaged work. As the Gen Ed task force begins their work, it would be great to have language in general education that talks about the goals of the Citizen Scholar in terms of community engagement. Please share ideas with Kris and the General Education committee.

It was suggested that faculty be encouraged to seek the Community Engaged transcript designation for their applicable courses through the Service Learning center as a way to help fulfill the requirements of the Carnegie designation. Kate Stephens can help coordinate with faculty seeking this course designation.

There was discussion about the grandfathering of designations. Sections of a course being taught across the USU campuses might share a general education designation, but they might not all be teaching to the designation criteria. It’s hard to approach a professor on a regional campus who teaches a smaller course and tell them that they have to drop the CI designation because the main campus course can’t fulfill the CI requirements due to larger numbers in their section. The grandfathering of designations is a problem that needs to be addressed as part of the review.

Adjournment 9:57 a.m.

Next meeting will be Tuesday, November 20, 2018 at 8:30 AM in Champ Hall conference room. General Education requests for this meeting are due November 10, 2018.