

Utah State University

DigitalCommons@USU

---

Educational Policies Committee

Faculty Senate

---

4-6-2017

## Educational Policies Committee Agenda, April 6, 2017

Utah State University

Follow this and additional works at: [https://digitalcommons.usu.edu/fs\\_edpol](https://digitalcommons.usu.edu/fs_edpol)

---

### Recommended Citation

Utah State University, "Educational Policies Committee Agenda, April 6, 2017" (2017). *Educational Policies Committee*. Paper 34.

[https://digitalcommons.usu.edu/fs\\_edpol/34](https://digitalcommons.usu.edu/fs_edpol/34)

This Educational Policies Committee Agenda is brought to you for free and open access by the Faculty Senate at DigitalCommons@USU. It has been accepted for inclusion in Educational Policies Committee by an authorized administrator of DigitalCommons@USU. For more information, please contact [digitalcommons@usu.edu](mailto:digitalcommons@usu.edu).



# EDUCATIONAL POLICIES COMMITTEE AGENDA

**6 April 2017**

A meeting of the Educational Policies Committee will be held on 6 April 2017 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

**1. Approval of the minutes of the 2 March 2017 meeting ([link](#))**

**2. Subcommittee Reports**

**a. Curriculum Subcommittee (Vijay Kannan)**

*Course Approvals*

*Program Proposals*

Request from the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences to offer an accelerated Masters of Landscape Architecture. ([link](#))

Request from the Department of Family, Consumer, and Human Development in the Emma Eccles Jones College of Education and Human Services to change the name to Human Development and Family Studies. ([link](#))

Request from the Departments of Family, Consumer, and Human Development and Psychology in the Emma Eccles Jones College of Education and Human Services to offer a Mental Health Advocacy and Awareness minor. ([link](#))

Request from the Department of Nursing and Health Professions in the Emma Eccles Jones College of Education and Human Services to offer a Surgical Technician Certificate of Completion. ([link](#))

Request from the Department of Nursing and Health Professions in the Emma Eccles Jones College of Education and Human Services to offer a Pharmacy Technician Certificate of Proficiency. ([link](#))

Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to restructure the MEd in Curriculum and Instruction. ([link](#))

Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to restructure the Master of Science in Curriculum and Instruction. ([link](#))

Request from the Department of Special Education and Rehabilitation in the Emma Eccles Jones College of Education and Human Services to restructure the Certificate of Proficiency in Rehabilitation. ([link](#))

**b. Academic Standards Subcommittee** (Scott Bates)  
[Minutes](#) – March 23, 2017

**c. General Education Subcommittee** (Lee Rickords)  
[Minutes](#) – March 21, 2017

**3. Other Business**

Syllabus Tracker Update

R401s Moved to EPC Website | New Provost's Office Website

Curriculog Update

**Adjourn:**

# EDUCATIONAL POLICIES COMMITTEE MINUTES

**2 March 2017**

A meeting of the Educational Policies Committee was held on 2 March 2017 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Vijay Kannan for Ed Reeve, Chair  
Michele Hillard, Secretary  
Dan Coster, College of Science  
Kacy Lundstrom, Libraries  
Vijay Kannan, Curriculum Subcommittee Chair, Huntsman School of Business  
Eddy Berry, Humanities and Social Sciences  
Brian Warnick, College of Agriculture and Applied Sciences  
Claudia Radel, Quinney College of Natural Resources  
Barbara Williams, Catalog Editor  
Fran Hopkin, Registrar's Office  
Lee Rickords, General Education Subcommittee Chair  
Nick Flann, Graduate Council  
Leslie Brott, Caine College of the Arts  
Scott Bates, Academic Standards Subcommittee Chair  
Jessica Hansen, Academic and Instructional Services  
Nathan Straight, Regional Campuses

Absent: Ty Aller, Graduate Studies Senator  
Janet Anderson, Provost's Office  
Thomas Fronk, Engineering  
Heidi Kesler, Registrar's Office  
Jared Schultz, Education and Human Services  
Melanie Nelson, USU-Eastern  
Ashley Waddoups, USUSA President  
Ryan Bentall, USUSA Executive Vice President

Visitors: Bruce Miller, Head, School of Applied Sciences, Technology and Education

## **I. Approval of the minutes of the 2 February 2017 meeting**

*Motion to approve the minutes of the 2 February 2017 EPC meeting made by Eddy Berry. Seconded by Dan Coster. Minutes approved.*

## **II. Subcommittee Reports**

### **a. Curriculum Subcommittee (Vijay Kannan)**

*Motion to approve the Curriculum Subcommittee report made by Eddy Berry. Seconded by Leslie Brott. Report approved.*

*Course Approvals*

*Program Proposals*

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer a Master of Aviation Science.

Request from the Department of Computer Science in the College of Engineering to offer a Master of Science in Data Science.

Request from the Department of Engineering Education in the College of Engineering to offer an On-Line Certificate in Engineering Education.

Request from the Department of Environment and Society in the S.J. and Jessie E. Quinney College of Natural Resources to restructure the Environmental Studies Bachelor of Science program.

**b. Academic Standards Subcommittee** (Scott Bates)

*Motion to approve the report of the Academic Standards Subcommittee made by Dan Coster. Seconded by Eddy Berry. Report approved.*

**c. General Education Subcommittee** (Lee Rickords)

*Motion to approve the report of the General Education Subcommittee pending change on minutes from 2-4 credits to 3-4 credits made by Lee Rickords. Seconded by Dan Coster. Report approved pending credit change.*

**III. Other Business**

N/A

**Adjourn: 3:30 pm**

**Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Full Template**

Institution Submitting Request: Utah State University  
 Proposed Program Title: Accelerated Masters of Landscape Architecture  
 Sponsoring School, College, or Division: College of Agriculture and Applied Sciences  
 Sponsoring Academic Department(s) or Unit(s): Landscape Architecture and Environmental Planning  
 Classification of Instructional Program Code<sup>1</sup> : 04.0601  
 Min/Max Credit Hours Required of Full Program: 150 / 150  
 Proposed Beginning Term<sup>2</sup>: Fall 2017  
 Institutional Board of Trustees' Approval Date:

**Program Type (check all that apply):**

|                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | (AAS) Associate of Applied Science Degree                            |
| <input type="checkbox"/>            | (AA) Associate of Arts Degree  |
| <input type="checkbox"/>            | (AS) Associate of Science Degree                                     |
| <input type="checkbox"/>            | Specialized Associate Degree (specify award type <sup>3</sup> : )    |
| <input type="checkbox"/>            | Other (specify award type <sup>3</sup> : )                           |
| <input type="checkbox"/>            | (BA) Bachelor of Arts Degree   |
| <input type="checkbox"/>            | (BS) Bachelor of Science Degree                                      |
| <input checked="" type="checkbox"/> | Specialized Bachelor Degree (specify award type <sup>3</sup> : BLA ) |
| <input type="checkbox"/>            | Other (specify award type <sup>3</sup> : )                           |
| <input type="checkbox"/>            | (MA) Master of Arts Degree   |
| <input type="checkbox"/>            | (MS) Master of Science Degree  |
| <input checked="" type="checkbox"/> | Specialized Master Degree (specify award type <sup>3</sup> : MLA )   |
| <input type="checkbox"/>            | Other (specify award type <sup>3</sup> : )                           |
| <input type="checkbox"/>            | Doctoral Degree (specify award type <sup>3</sup> : )                 |
| <input type="checkbox"/>            | K-12 School Personnel Program  |
| <input type="checkbox"/>            | 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.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

<sup>3</sup> Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

## Utah System of Higher Education Program Description - Full Template

### Section I: The Request

Utah State University requests approval to offer the following Baccalaureate and Master's degree(s): Accelerated Masters of Landscape Architecture effective Fall 2017. This program was approved by the institutional Board of Trustees on .

### Section II: Program Proposal

#### Program Description

*Present a complete, formal program description.*

Utah State University (USU), College of Agriculture and Applied Sciences (CAAS), Department of Landscape Architecture and Environmental Planning (LAEP) proposes to offer an accelerated Bachelor +Masters of Landscape Architecture (B+MLA) that provides a seamless course of study beginning with pre-graduate studies during the Bachelors of Landscape Architecture (BLA) senior year, completion of Masters of Landscape Architecture graduate studies (MLA) the following year, and conferral of both the BLA and MLA degrees concurrently, similar to a 3+2 graduate program.

The accelerated B+MLA will allow advanced LAEP undergraduates the opportunity to pursue a combined bachelors and masters degree program within an accelerated timeframe. This will give our graduates a further competitive advantage in the professional marketplace, will help to stabilize and expand our graduate program recruitment and retention goals, foster integration and interaction between undergraduate and graduate programs, while maintaining the expectations and disciplinary exposure of each individual degree program.

The mission of the accelerated B+MLA program in Landscape Architecture is to (1) prepare future professionals to address the dynamic issues and scales of landscapes across the Intermountain West and around the world, and (2) engage in creative intellectual work that contributes to the theory and practice of landscape architecture. This mission will be accomplished through a core set of undergraduate and graduate landscape architecture courses and experiences.

#### Consistency with Institutional Mission

*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/](http://higheredutah.org/policies/policyr312/).*

The proposed accelerated B+MLA program is consistent with USU's mission "to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels; through research and development; and through service and extension programs" (R312, 4.1.1). This program specifically addresses USU's goals and objectives for strengthening the graduate program. In addition, the goals of discovery and promotion of excellence in research and scholarship are consistent with this program's focus on producing strong professionals and future leaders in the field of landscape architecture.

The proposed program will benefit the institution by expanding the graduate program offerings. Given that USU is focused on increasing graduate enrollments this program will benefit USU. In terms of benefits to USHE and the state, as noted in the section above, the accelerated B+MLA program will serve the public through learning, discovery, and engagement through a new cadre of professional leaders who can advance the design, planning, and management of natural and built landscapes across the intermountain west and around the world.

## 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 demand for landscape architecture is strong with projected growth of 5% between 2014 and 2024. Yet, numerous studies continue to confirm that the profession of landscape architecture is growing at a rate well below that needed to meet expected demand. The profession and its professional society, the American Society of Landscape Architects (ASLA), continue to challenge the academic community to accelerate the expansion of education programs to address the shortfall.

Further, the B+MLA program enhances the marketability of students in professional practice in which the master's degree is fast becoming a requirement, even for entry-level positions. In the technical and globally competitive field of landscape architecture, a MLA degree is frequently viewed as the 'working degree'. Graduate study provides the opportunity to deepen students understanding of their discipline. And in fields where there is a shortage of professionals, students benefit by earning their degrees at a faster rate than in conventional degree programs. At present, a number of LAEP BLA students choose to pursue graduate study in other programs, and the opportunity to do so in an accelerated timeframe while remaining at USU in LAEP will be an attractive option. This additional source for recruitment will benefit LAEP's graduate program with candidates who are likely to be high quality, as they would have demonstrated an early commitment to the pursuit of a graduate degree and maintained a good academic record within the LAEP program.

Reflecting the growing emphasis and shift toward graduate programs, the most recent data available (2008) indicates that 22 of 36 accredited MLA programs in the United States and Canada are graduate-only programs which require a bachelor's degree for admission. And 5 programs offer a non-baccalaureate MLA degree (2 programs) that begins with undergraduate education but does not offer a baccalaureate degree, or offer a post-baccalaureate MLA degree tied to a BLA or environmental design degree (3 programs). These later 5 programs are similar to the accelerated B+MLA program proposed by the LAEP program. For example, the University of Arizona (the nearest program offering this option) offers an Accelerated Master's Program where students enrolled in the Bachelors of Architecture or Sustainable Built Environments degree programs may begin working toward a MLA degree concurrently during their third or fourth undergraduate year. And Morgan State University offers a 3+2 BLA+MLA program.

Other programs, such as the Landscape Architecture program at Philadelphia University, offer accelerated 4+1 programs where BLA students may earn other masters degrees, such as in Geodesign (a subfield of landscape architecture), with one additional year of study. Accelerated Masters of Architecture programs, a closely allied field, are also common.

The availability of programs similar to the proposed accelerated B+MLA program in LAEP reflects recognition of the benefits of such a program to increase recruitment and retention of students, while enhancing the quality of LAEP's graduate program, raising the marketability of graduates, and increased interaction across the graduate and undergraduate programs thereby benefiting the undergraduate program as well.



## 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](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

In February 2017, indeed.com listed 2,674 landscape architecture jobs that were available in the US. Approximately 472 of these positions indicated a preference for candidates with a MLA or similar graduate degree. In 2016, the American Society of Landscape Architects reported the starting salary for landscape architects with masters degrees to be \$47,600 per year while the starting salary for bachelors degree graduates was \$42,200 annually. During the same year, 51 percent of new graduates reported receiving a masters degree, while 49 percent received a bachelors degree.

The proposed accelerated B+MLA program in Landscape Architecture will respond to these trends in job market demand by training strong professionals and future leaders in the field of landscape architecture well-positioned to move into professional practice.

## 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.*

As shown in the previous section on labor market demand, just over 50 percent of new graduates receive a masters degree in landscape architecture. There is strong demand for the MLA degree. At the same time there are relatively few MLA programs in the Intermountain West, four to six depending on how one defines the region, with the program in Denver, Colorado being the nearest.

Considering the attractiveness of an accelerated B+MLA degree, there is strong initial demand among LAEP's undergraduate students, with a likely applicant pool of 4-6 current junior-year BLA students.

## 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)?*

The Landscape Architecture program at USU is the only such program in Utah; the University of Colorado Denver being the closest program. Brigham Young University offers a Horticulture degree with an emphasis in landscape design, as does Utah State's Department of Plant Soils and Climate. However, these programs are neither graduate programs or Landscape Architecture programs.

The University of Utah's College of Architecture + Planning does offer masters degrees in allied fields; Master of City & Metropolitan Planning, Masters of Architecture, or Master of Science in Architectural Studies. Again, these programs are not graduate programs of Landscape Architecture, nor do they offer an accelerated undergraduate/graduate program as is being proposed here.

### **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/policyr315/](http://higheredutah.org/policies/policyr315/). 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.*

Very little impact is expected on other USHE institutions. What impact may occur will be due to LAEP BLA students seeking the proposed accelerated B+MLA degrees rather than pursuing graduate education at another USHE institution, which an average of roughly 3 per year presently do.

Little collaboration with other USHE institutions, other than what presently occurs, is expected given this is an internal integration of existing undergraduate and graduate programs within USU.

### **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.*

Both the BLA and MLA degrees are currently accredited by the Landscape Architectural Accreditation Board (LAAB). LAAB will continue to review and accredit these degrees and their integration as accelerated B+MLA degrees. There is precedence for LAAB doing so as they accredit the five similar programs referred to in the Program Rationale section.

## **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](http://higheredutah.org/policies/R401).*

The accelerated B+MLA program will essentially be a 3+2 program, conferring both an accredited BLA degree with a concurrent MLA degree. Students in the program will be required to earn a minimum of 120 credits, 9 of which will be graduate credit, toward the BLA and 30 additional graduate credits toward the MLA. The total credit requirements for each respectively meet the minimum requirements for undergraduate and masters degrees at USU. The 9 credits of graduate credit applied to the BLA meets USU's policy for such, and while not counting toward the MLA portion of the B+MLA nevertheless provide additional graduate education exposure.

Independently the BLA program currently requires 120 credits and the 2<sup>nd</sup> Professional MLA program requires 50 credits for graduation. The accelerated B+MLA program maintains the expectations and disciplinary exposure of each individual degree program, but takes advantage of overlap between the two to reduce the timeframe and overall credit load of completing each separately; currently 170 credits 50 of which are graduate credit to 150 credits of which 39 are graduate credit. Accelerating the timeframe and reducing the overall credit load is possible as the credits for one degree provide the additional breadth and depth for the other degree.

Further the MLA degree of the accelerated B+MLA will continue to require the completion of either masters thesis research or project.

## Admission Requirements

*List admission requirements specific to the proposed program.*

Admission to the accelerated B+MLA program will be granted to a small number of highly qualified undergraduate BLA students each year. Students will apply to the accelerated B+MLA degree program by March 15<sup>th</sup> of their junior year of the BLA program.

Prospective students will submit the standard graduate school application through the school of graduate studies. Admission criteria will be consistent with USU's School of Graduate Studies requirements, including an undergraduate GPA of at least a 3.0 and GRE scores for the verbal and quantitative areas at the 40<sup>th</sup> percentile or higher. Applicants will also need to demonstrate, through their statement of interest / letter of intent, fit and research interests that are consistent with current faculty in the program. Admission will be granted by the LAEP faculty with the recommendation of the LAEP Graduate Program Director. Students will be accepted into the accelerated B+MLA program for their fourth/senior undergraduate year, with their program of study amended to reflect the B+MLA program, then matriculated into the graduate program for their fifth/final year of the B+MLA program.

Once accepted into the accelerated B+MLA program, and following successful completion of their first semester, but prior to the completion of their second semester of B+MLA coursework, students must submit a "Concurrent Graduate Degrees Form" indicating their intention to pursue the MLA degree concurrently.

## 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?*

Current administrative structures that support the MLA graduate program, including supports from the Office of Research and Graduate Studies as well as college and departmental infrastructures that are already in place, will be used to support this program. No new supports or organizational structures are needed. The accelerated B+MLA program will be administratively housed in the Landscape Architecture and Environmental Planning Department. The staff resources (e.g., Graduate Program Director, Graduate Program Coordinator, Administrative Assistant) already in place will be used to support this program. This proposed program will have minimal impact on the delivery of undergraduate or graduate courses, other than increased graduate student enrollment and increased interaction between the undergraduate and graduate programs.

### 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.*

LAEP department faculty will support the accelerated B+MLA program. No new lines are required for this program as existing faculty can cover program needs. The growth in total number of MLA and B+MLA students in each cohort will be managed to maintain the faculty's ability to cover program needs. As the graduate program grows additional faculty lines would strengthen the program in terms of diversity of course offerings and graduate experiences. Opportunities for targeted hires will be explored over time as such become available.

## **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.*

Existing staff will be utilized to provide support for the accelerated B+MLA program. Although interdisciplinary, the program will be housed in the LAEP Department where the current staff can provide support for admissions, student tracking, etc. As with all graduate-level program advising, advising duties will be carried by LAEP's graduate faculty as well as the Graduate Program Director.

## **Student Advisement**

*Describe how students in the proposed program will be advised.*

Students will be advised by the Graduate Program Director at the time they are admitted to the program. Upon selection of a major professor, prior to the end of the student's second semester in the program, the major professor will assume the role of the student's primary advisor through the remainder of the student's time in the program. In addition to their faculty advisor, each student's progress in the program will be reviewed annually by all program faculty in an annual student review meeting. Students will receive written feedback on their progress following this meeting. The feedback will address progress in the areas of:

- Thesis progress
- Progress toward completion of the program
- Didactic coursework
- Other accomplishments and/or concerns

## **Library and Information Resources**

*Describe library resources required to offer the proposed program if any. List new library resources to be acquired.*

No additional library resources will be needed to support this program. Key journals in the Landscape Architecture area (e.g., Landscape Journal, Journal of Landscape Architecture, Landscape and Urban Planning, Journal of the American Planning Association, Landscape Research Record, etc.) are available digitally through USU's library.

## **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 overall goal of this program is to produce landscape architecture graduates who will be successful in professional settings post-graduation. Data on placement rates of students will be an important metric of success. While in the program, students will be expected to meet certain standards (as described below). Outcomes on these standards will also be used to judge program success.

### 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.*

To assure ongoing excellence in achieving learning outcomes, an assessment process is undertaken by the LAEP Department. The learning objectives included in this process are identified in the Assessment section of the LAEP website, as are the mapping of the intersection of the objectives with specific courses in the program. For the BLA portion of the accelerated B+MLA these standards of performance are found at <https://laep.usu.edu/ou-files/ezplug/uploads/assessment/BLA-Learning-Objectives-09.pdf>. For the MLA portion these standards of performance are found at <https://laep.usu.edu/ou-files/ezplug/uploads/assessment/MLA-Learning-Objectives-09.pdf>. Completion of the accelerated B+MLA program will prepare students as strong professionals and future leaders in the field of landscape architecture well-positioned to move into professional practice.

## 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.

|   |  | Course Number  | NEW Course | Course Title  | Credit Hours |
|---|--|----------------|------------|---|--------------|
| General Education Courses (list specific courses if recommended for this program on Degree Map) |  |                |            |   |              |
| General Education Credit Hour Sub-Total   |  |                |            |   | 34           |
| Required Courses  |  |                |            |   |              |
| + -   |  | LAEP 1200      |            | 2D Graphics   | 4            |
| + -   |  | PSC 2620       |            | Woody Plants  | 3            |
| + -   |  | LAEP 1350      |            | Theory of Design  | 4            |
| + -   |  | LAEP 1300      |            | 2D Color Graphics                                       | 3            |
| + -   |  | LAEP 2700      |            | Analysis and Design I                                   | 4            |
| + -   |  | LAEP 2600      |            | Landscape Construction I                                | 4            |
| + -   |  | LAEP 2720      |            | Analysis and Design II                                  | 5            |
| + -   |  | LAEP 2300      |            | History of Landscape Architecture                       | 3            |
| + -   |  | LAEP 3600      |            | Landscape Materials                                     | 2            |
| + -   |  | LAEP 3100      |            | Recreation and Open Space                               | 5            |
| + -   |  | LAEP 3500      |            | Planting Design   | 4            |
| + -   |  | LAEP 3300      |            | Advanced Computer Apps                                  | 4            |
| + -   |  | LAEP 2400      |            | 3D Color Graphics                                       | 3            |
| + -   |  | LAEP 3400      |            | GeoDesign OR LAEP 3120 Residential Planning and Design) | 5            |
| + -   |  | LAEP 4110      |            | Landscape Construction II                               | 4            |
| + -   |  | LAEP 4910      |            | Professional Communication and Leadership               | 3            |
| + -   |  | SOC 3610       |            | Rural Sociology OR SOC 4620 Environmental Sociology     | 3            |
| + -   |  |                |            |   |              |
| + -   |  |                |            | THE FOLLOWING ARE FOR THE BLA OF THE B+MLA              |              |
| + -   |  | LAEP 4100      |            | Urban Theory, Systems and Design                        | 5            |
| + -   |  | ENG 3080       |            | Intro to Technical Communications                       | 3            |
| + -   |  | LAEP 4350      |            | Travel Course   | 1            |
| + -   |  | LAEP 3700      |            | City and Regional Planning                              | 3            |
| + -   |  | LAEP 4930      |            | LARE Prep   | 2            |
| + -   |  | LAEP 6110      |            | Landscape Ecology                                       | 3            |
| + -   |  | LAEP 6890      |            | Thesis Proposals and Procedures                         | 1            |
| + -   |  | LAEP 6880      |            | Research Methods  | 2            |
| + -   |  | LAEP 6750      |            | Implementation and Regulatory Techniques                | 3            |
| + -   |  |                |            |   |              |
| + -   |  |                |            | THE FOLLOWING ARE FOR THE MLA OF THE B+MLA              |              |
| + -   |  | LAEP 6970/6960 |            | MLA Thesis or Project                                   | 6            |
| + -   |  | LAEP 6200      |            | Bioregional Analysis and Planning                       | 5            |
| + -   |  | LAEP 6930      |            | Reading Seminar 2                                       | 1            |

|  |                       | Course Number | NEW Course | Course Title                              | Credit Hours |
|--|-----------------------|---------------|------------|---|--------------|
| <input type="radio"/>                        | <input type="radio"/> | LAEP 6860     |            | Issues in Landscape Architecture          | 1            |
| <input type="radio"/>                        | <input type="radio"/> | LAEP 6100     |            | Regional Analysis and Planning            | 5            |
| <input type="radio"/>                        | <input type="radio"/> | LAEP 6910     |            | Reading Seminar 1                         | 1            |
| <input type="radio"/>                        | <input type="radio"/> | LAEP 6740     |            | LA Theory and Methods                     | 3            |
| Choose      of the following courses:        |                       |               |            |   |              |
| <input type="radio"/>                        | <input type="radio"/> |               |            |   |              |
| <input type="radio"/>                        | <input type="radio"/> |               |            |   |              |
| <b>Required Course Credit Hour Sub-Total</b> |                       |               |            |   | <b>108</b>   |
| <b>Elective Courses</b>                      |                       |               |            |   |              |
| <input type="radio"/>                        | <input type="radio"/> | various       |            | Elective Credits for the MLA of the B+MLA | 8            |
| <input type="radio"/>                        | <input type="radio"/> |               |            |   |              |
| <input type="radio"/>                        | <input type="radio"/> |               |            |   |              |
| <input type="radio"/>                        | <input type="radio"/> |               |            |   |              |
| <input type="radio"/>                        | <input type="radio"/> |               |            |   |              |
| <input type="radio"/>                        | <input type="radio"/> |               |            |   |              |
| <input type="radio"/>                        | <input type="radio"/> |               |            |   |              |
| <input type="radio"/>                        | <input type="radio"/> |               |            |   |              |
| <input type="radio"/>                        | <input type="radio"/> |               |            |   |              |
| <input type="radio"/>                        | <input type="radio"/> |               |            |   |              |
| Choose      of the following courses:        |                       |               |            |   |              |
| <input type="radio"/>                        | <input type="radio"/> |               |            |   |              |
| <input type="radio"/>                        | <input type="radio"/> |               |            |   |              |
| <b>Elective Credit Hour Sub-Total</b>        |                       |               |            |   | <b>8</b>     |
| <b>Core Curriculum Credit Hour Sub-Total</b> |                       |               |            |   | <b>150</b>   |

**Program Curriculum Narrative**

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

Please see attached course schedule.

## **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.*





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.*

|                                       | # Tenured | # Tenure -Track | # Non -Tenure Track | Academic or Industry Credentials Needed | Est. % of time to be dedicated to proposed program. |
|---------------------------------------|-----------|-----------------|---------------------|---|---|
| Faculty: Full Time with Doctorate     |           |                 |                     |   |   |
| Faculty: Part Time with Doctorate     |           |                 |                     |   |   |
| Faculty: Full Time with Masters       |           |                 |                     |   |   |
| Faculty: Part Time with Masters       |           |                 |                     |   |   |
| Faculty: Full Time with Baccalaureate |           |                 |                     |   |   |
| Faculty: Part Time with Baccalaureate |           |                 |                     |   |   |
| Teaching / Graduate Assistants        |           |                 |                     |   |   |
| Staff: Full Time                      |           |                 |                     |   |   |
| Staff: Part Time                      |           |                 |                     |   |   |

## 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.

| Three Year Projection: Program Participation and Department Budget   |   |  |  |  |        |        |
|--|---|--|--|--|--------|--------|
|  | Year Preceding Implementation               | New Program                                |  |  |        |        |
|  |   | Year 1                                     | Year 2                                     | Year 3                                     | Year 4 | Year 5 |
| <b>Student Data</b>  |   |  |  |  |        |        |
| # of Majors in Department  | 21  | 25   | 31   | 32   | 32     | 32     |
| # of Majors in Proposed Program(s)   | ////  | 3  | 7  | 8  | 8      | 8      |
| # of Graduates from Department   | 6   | 7  | 9  | 12   | 12     | 12     |
| # Graduates in New Program(s)  | ////  | 0  | 3  | 4  | 4      | 4      |
| <b>Department Financial Data</b>   |   |  |  |  |        |        |
|  | Department Budget                           |  |  |  |        |        |
|  | Year Preceding Implementation (Base Budget) | Year 1                                     | Year 2                                     | Year 3                                     |        |        |
|  |   | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) |        |        |
| <i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>  |   |  |  |  |        |        |
| <b>EXPENSES – nature of additional costs required for proposed program(s)</b>  |   |  |  |  |        |        |
| <i>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.</i> |   |  |  |  |        |        |
| Personnel (Faculty & Staff Salary & Benefits)  |   |  |  |  |        |        |
| Operating Expenses (equipment, travel, resources)  |   | \$3,000                                    | \$4,000                                    | \$1,000                                    |        |        |
| Other:   |   |  |  |  |        |        |
| <b>TOTAL PROGRAM EXPENSES</b>  | ////  | \$3,000                                    | \$4,000                                    | \$1,000                                    |        |        |
| <b>TOTAL EXPENSES</b>  | \$0   | \$3,000                                    | \$4,000                                    | \$1,000                                    |        |        |
| <b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>  |   |  |  |  |        |        |
| <i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>  |   |  |  |  |        |        |
| Internal Reallocation  |   | \$3,000                                    | \$4,000                                    | \$1,000                                    |        |        |
| Appropriation  |   |  |  |  |        |        |
| Special Legislative Appropriation  |   |  |  |  |        |        |
| Grants and Contracts   |   |  |  |  |        |        |
| Special Fees   |   |  |  |  |        |        |
| Tuition  |   |  |  |  |        |        |
| Differential Tuition (requires Regents approval)   |   |  |  |  |        |        |
| <b>PROPOSED PROGRAM FUNDING</b>  | ////  | \$3,000                                    | \$4,000                                    | \$1,000                                    |        |        |
| <b>TOTAL DEPARTMENT FUNDING</b>  | \$0   | \$3,000                                    | \$4,000                                    | \$1,000                                    |        |        |
| <b>Difference</b>  |   |  |  |  |        |        |
| Funding - Expense  | \$0   | \$0  | \$0  | \$0  |        |        |

## Part II: Expense explanation

### Expense Narrative

*Describe expenses associated with the proposed program.*

Budgets in other programs will not be impacted. The courses required for the accelerated B+MLA program are already being offered in existing programs and there is verified capacity for additional students. Although faculty engaged in the Landscape Architecture graduate program may have additional advisees, this load will be spread out over multiple faculty members with no implications for budgets.

## Part III: Describe funding sources

### Revenue Narrative 1

*Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.*

The Landscape Architecture accelerated B+MLA program will utilize existing faculty and courses at USU. No additional funding is required for this program. No external reallocation of funds will be needed to support this program. The accelerated B+MLA program will generate new differential graduate tuition.

### Revenue Narrative 2

*Describe new funding sources and plans to acquire the funds.*

**Accelerated Bachelor+Masters in Landscape Architecture (B+MLA) - Utah State University**

| Fall Freshman Year                       | CR        | Spring Freshman Year                             | CR        | Fall Sophomore Year  | CR        | Spring - Sophomore Year                               | CR        | Fall - Junior Year  | CR        | Spring - Junior Year  | CR        | Fall- B+MLA Year 1   | CR        | Spring - B+MLA Year 1                                    | CR        | Fall- B+MLA Year 2                                      | CR        | Spring - B+MLA Year 2                                | CR        |
|--|-----------|--|-----------|--|-----------|---|-----------|---|-----------|---|-----------|--|-----------|--|-----------|---|-----------|--|-----------|
| <b>2D Graphics</b><br>LAEP 1200          | 4         | <b>Theory of Design</b><br>LAEP 1350             | 4         | <b>Analysis and Design I</b><br>LAEP 2700  | 4         | <b>Analysis and Design II</b><br>LAEP 2720            | 5         | <b>Recreation and Open Space</b><br>LAEP 3100   | 5         | <b>Residential Planning and Design</b><br>LAEP 3120 OR        | 5         | <b>Urban Theory, Systems and Design</b><br>LAEP 4100       | 5         | <b>City and Regional Planning</b><br>LAEP 3700           | 3         | <b>Bioregional Analysis &amp; Planning</b><br>LAEP 6200 | 5         | <b>Regional Analysis &amp; Planning</b><br>LAEP 6100 | 5         |
| <b>Woody Plants</b><br>PSC 2620          | 3         | <b>2D Color Graphics</b><br>LAEP 1300            | 3         | <b>Landscape Construction 1</b><br>LAEP 2600 (QI)  | 4         | <b>History of Landscape Architecture</b><br>LAEP 2300 | 3         | <b>Planting Design</b><br>LAEP 3500   | 4         | <b>GeoDesign</b><br>LAEP 3400                                 | 3         | <b>Landscape Ecology</b><br>LAEP 6110                      | 3         | <b>Travel Course</b><br>LAEP 4350                        | 1         | <b>Reading Seminar 2</b><br>LAEP 6930                   | 1         | <b>Readings Seminar 1</b><br>LAEP 6910               | 1         |
| College Algebra Math<br>1050             | 4         | Breadth American Institutions <sup>1</sup> (BAI) | 3         | Intermediate Writing<br>ENG 2010   | 3         | <b>Landscape Materials</b><br>LAEP 3600               | 2         | <b>Advanced Computer Apps</b><br>LAEP 3300  | 4         | <b>Landscape Construction II</b><br>LAEP 4110                 | 4         | <b>Thesis Proposals and Procedures</b><br>LAEP 6890        | 1         | <b>LARE Prep</b><br>LAEP 4930 <u>elective</u>            | 2         | <b>Issues in Landscape Architecture</b><br>LAEP 6860    | 1         | <b>Thesis Plan A or B</b><br>LAEP 6970/6960          | 4         |
| Breadth Creative Arts <sup>1</sup> (BCA) | 3         | Introduction to Writing<br>ENG 1010              | 3         | Wats 1200 (BLS) Biodiversity and Sustainability OR WILD 2200 (BLS) Ecology of our Changing World | 3         | Natural Disasters<br>Geo 3100 (DSC)                   | 3         | <b>3D Color Graphics</b><br>LAEP 2400   | 3         | <b>Professional Communication and Leadership</b><br>LAEP 4910 | 3         | Breadth Social Sciences (BSS) <sup>1</sup>                 | 3         | <b>Research Methods</b><br>LAEP 6880                     | 2         | <b>Thesis - Plan &amp; B</b><br>LAEP 6970               | 2         | Electives  | 5         |
|  |           | Breadth Physical Sci <sup>1</sup> (BPS)          | 3         |  |           | Breadth Humanities <sup>1</sup> (BHU)                 | 3         | possible Urban Sociology instead of Rural or Environmental for students needing fall course |           | Rural Sociology Soc 3610 OR Environmental Soc. Soc. 4620      | 3         | Intro to Technical Communications<br>ENG 3080 OR ASTE 3050 | 3         | <b>Implementation &amp; Regulatory Tech</b><br>LAEP 6750 | 3         | <b>LA Theory and Methods</b><br>LAEP 6740               | 3         |  |           |
|  |           |  |           |  |           |   |           |   |           |   |           |  |           | Exploration Gen Ed                                       | 3         | Electives   | 3         |  |           |
| <b>Total Credits</b>                     | <b>14</b> |  | <b>16</b> |  | <b>14</b> |   | <b>16</b> |   | <b>16</b> |   | <b>15</b> |  | <b>15</b> |  | <b>14</b> |   | <b>15</b> |  | <b>15</b> |

<sup>1</sup>Suggested courses: BCA=LAEP 1030; BPS=PSC 2010; BAI=USU 1300; BSS=ENVS 2340; BHU=USU 1320. Two of the breadth courses must be USU prefix courses.

**Utah System of Higher Education  
Changes to Existing Academic Program Proposal  
Cover/Signature Page - Abbreviated Template**

Institution Submitting Request: Utah State University

Program Title: *Current* Family, Consumer, and Human Development      *Proposed (if applicable)* Human Development and Family Studies

Sponsoring School, College, or Division: Emma Eccles Jones College of Education and Human Services

Sponsoring Academic Department(s) or Unit(s):

Classification of Instruction Program Code<sup>1</sup>: 19.0701      19.0701

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

Proposed Effective Term for Program Change<sup>2</sup>: Fall      2017

Institutional Board of Trustees' Approval Date:

Award Type:

Program Change Type (check all that apply):

|                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Name Change of Existing Program                       |
| <input type="checkbox"/>            | Program Restructure with or without Consolidation     |
| <input type="checkbox"/>            | Program Transfer to a new academic department or unit |
| <input type="checkbox"/>            | Program Suspension                                    |
| <input type="checkbox"/>            | Program Discontinuation                               |
| <input type="checkbox"/>            | Reinstatement of Previously Suspended Program         |
| <input type="checkbox"/>            | 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.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "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 Family, Consumer, and Human Development to Human Development and Family Studies effective Fall 2017. 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.*

We are proposing to change the name of the Family, Consumer, and Human Development (FCHD) to Human Development and Family Studies (HDFS) to better align with similar programs across the nation. This name change will help in recruiting undergraduate and graduate students into our program. This name change is being precipitated for the following reasons:

- Current department programs across the nation are all in human development or family studies, which includes family finance, marriage and family therapy, and family relations
- A simple Google search shows there are no other academic departments titled Family, Consumer, and Human Development (FCHD). The National Council on Family Relations, which is the professional association for most department faculty, have recommended the title be HDFS for consistency in the field.
- We have found that having an uncommon department name has hurt our graduate student recruiting. Unless potential students are really invested in finding us, our department does not show up in graduate program searches. Feedback from other notable programs (namely at Purdue and Michigan State) was that changing their name became a significant help in department identity, branding, and graduate recruiting.

#### 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/](http://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/](http://higheredutah.org/policies/policyr315/). Will faculty or staff structures be impacted by the proposed change?*

This change is consistent with our mission as outlined in the doctoral granting mission statement-specifically name recognition of our high quality and quantity research that goes across the state, nation, and world. It also helps meet the land grant mission by clearly labeling our expertise in a more specific manner.

#### 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.*

There will some cost to change letterhead and website, but our supplies are low and need to be reordered this summer so cost is negligible.





**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: Mental Health Advocacy and Awareness  
 Sponsoring School, College, or Division: College of Education and Human Services  
 Sponsoring Academic Department(s) or Unit(s): Family, Consumer, and Human Development; Psychology  
 Classification of Instructional Program Code<sup>1</sup> : 51.1599  
 Min/Max Credit Hours Required of Full Program: 22 / 22  
 Proposed Beginning Term<sup>2</sup>: Fall 2017  
 Institutional Board of Trustees' Approval Date:

|  |   |                                       |
|--|---|---------------------------------------|
| <input type="checkbox"/> Certificate of Proficiency                      | <input type="checkbox"/> Entry-level CTE CP | <input type="checkbox"/> Mid-level CP |
| <input type="checkbox"/> Certificate of Completion                       |   |                                       |
| <input checked="" type="checkbox"/> Minor                                |   |                                       |
| <input type="checkbox"/> Graduate Certificate                            |   |                                       |
| <input type="checkbox"/> K-12 Endorsement Program                        |   |                                       |
| <input type="checkbox"/> <b>NEW</b> Emphasis for Regent-Approved Program |   |                                       |
| <input type="checkbox"/> 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.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "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 Minor: Mental Health Advocacy and Awareness effective Fall 2017. 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.*

Increasingly there is a demand for professionals in a variety of disciplines to have some knowledge and background regarding mental health conditions, resources, and basics of interacting with individuals who have mental health needs. This mental health advocacy and awareness minor will help prepare students to engage more effectively with individuals with mental health needs. **This program will not prepare individuals to be practicing mental health providers and will not lead to licensure or certification as a mental health provider.** Instead this minor is intended to prepare educators, direct care providers in treatment facilities, human resource personnel, nurses, law enforcement, and others on more effectively interacting with individuals with mental health needs - including knowing where and when to refer individuals for appropriate services.

**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](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

As awareness of mental health needs and the impact that such needs have on communities and the workforce grows there is an increasing demand for personnel who have knowledge and background in this area. Specific professions listed in the Occupation Outlook Handbook that relate to this minor include Social and Human Service Assistants (with an expected growth rate of 11% over the next 10 years) and Social and Community Service Managers (with an expected growth rate of 10% over the next 10 years).

**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/](http://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/](http://higheredutah.org/policies/policyr315/).*

This program will support USU's land-grant mission of being student-centered and serving the public. Given the increased focus on mental health needs in college and community settings, this program will benefit USU students by both providing them with skills in demand in the marketplace as well as better preparing those who may later work with college students in their profession. This program will serve the public by increasing the knowledge and skill set of individuals who will work in a variety of community settings. In addition, the classes that make up this program currently are or will be available on-line (as well as in Logan) so all USU students regardless of their location will have access to this minor.

**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 new funding is required for this program. All classes can be taught with existing resources and personnel at this time. If enrollments in this program were to exceed approximately 25 per year, then additional funding may be needed to support extra sections of courses and to handle student practicum supervision.

### 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.*

|   |                       | Course Number         | NEW Course | Course Title  | Credit Hours |
|---|-----------------------|-----------------------|------------|---|--------------|
| General Education Courses (list specific courses if recommended for this program on Degree Map) |                       |                       |            |   |              |
| <b>General Education Credit Hour Sub-Total</b>  |                       |                       |            |   |              |
| <b>Required Courses</b>   |                       |                       |            |   |              |
| <input type="radio"/>   | <input type="radio"/> | PSY 3210              |            | Abnormal Psychology   | 3            |
| <input type="radio"/>   | <input type="radio"/> | PSY 3720              |            | Behavior Assessment and Intervention                        | 3            |
| <input type="radio"/>   | <input type="radio"/> | FCHD 5250             |            | Addictions and the Family                                   | 3            |
| <input type="radio"/>   | <input type="radio"/> | PSY / FCHD XXXX       | X          | Practicum in Mental Health                                  | 1            |
| <input type="radio"/>   | <input type="radio"/> | PSY / FCHD XXXX       | X          | Mental Health Advocacy and Awareness                        | 3            |
| <input type="radio"/>   | <input type="radio"/> |                       |            |   |              |
| Choose 1 of the following courses:  |                       |                       |            |   |              |
| <input type="radio"/>   | <input type="radio"/> | PSY 3120              |            | Abuse, Neglect, and Psychological Dimensions of Violence    | 3            |
| <input type="radio"/>   | <input type="radio"/> | FCHD 3100             |            | Abuse and Neglect in Family Context                         | 3            |
| <input type="radio"/>   | <input type="radio"/> |                       |            |   |              |
| <b>Required Course Credit Hour Sub-Total</b>  |                       |                       |            |   | <b>16</b>    |
| <b>Elective Courses</b>   |                       |                       |            |   |              |
| <input type="radio"/>   | <input type="radio"/> |                       |            |   |              |
| Choose 2 of the following courses:  |                       |                       |            |   |              |
| <input type="radio"/>   | <input type="radio"/> | PSY 4240 or FCHD 4240 |            | Multicultural Psychology or Families and Cultural Diversity | 3            |
| <input type="radio"/>   | <input type="radio"/> | PSY 3110              |            | Health Psychology   | 3            |
| <input type="radio"/>   | <input type="radio"/> | PSY 5200              |            | Introduction to Interviewing and Counseling                 | 3            |
| <input type="radio"/>   | <input type="radio"/> | FCHD 4220             |            | Family Crisis and Intervention                              | 3            |
| <input type="radio"/>   | <input type="radio"/> | HEP 3000              |            | Drugs and Behavior  | 3            |
| <input type="radio"/>   | <input type="radio"/> | HEP 3200              |            | Consumer Health   | 3            |
| <input type="radio"/>   | <input type="radio"/> | SW 3650               |            | Mental Health   | 3            |
| <input type="radio"/>   | <input type="radio"/> |                       |            |   |              |
| Choose of the following courses:  |                       |                       |            |   |              |
| <input type="radio"/>   | <input type="radio"/> |                       |            |   |              |
| <input type="radio"/>   | <input type="radio"/> |                       |            |   |              |
| <b>Elective Credit Hour Sub-Total</b>   |                       |                       |            |   | <b>6</b>     |
| <b>Core Curriculum Credit Hour Sub-Total</b>  |                       |                       |            |   | <b>22</b>    |

**Program Curriculum Narrative**

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

## 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

| First Year Fall       | Cr. Hr. | First Year Spring                  | Cr. Hr. |
|-----------------------|---------|------------------------------------|---------|
| PSY 3210              | 3       | Mental Health Advocacy / Awareness | 3       |
| PSY 3120 or FCHD 3100 | 3       | elective                           | 3       |
|                       |         |                                    |         |
|                       |         |                                    |         |
|                       |         |                                    |         |
| Total                 | 6       | Total                              | 6       |
| Second Year Fall      | Cr. Hr. | Second Year Spring                 | Cr. Hr. |
| FCHD 5250             | 3       | Practicum                          | 1       |
| PSY 3720              | 3       | elective                           | 3       |
|                       |         |                                    |         |
|                       |         |                                    |         |
| Total                 | 6       | Total                              | 4       |
| Four Year Map         |         |                                    |         |

**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: Surgical Technician Certificate  
 Sponsoring School, College, or Division: Emma Eccles Jones College of Education and Human Services  
 Sponsoring Academic Department(s) or Unit(s): Department of Nursing and Health Professions  
 Classification of Instructional Program Code<sup>1</sup> : 51.0909  
 Min/Max Credit Hours Required of Full Program: 45 / 46  
 Proposed Beginning Term<sup>2</sup>: Spring 2018  
 Institutional Board of Trustees' Approval Date:

|   |   |                                       |
|---|---|---------------------------------------|
| <input type="checkbox"/> Certificate of Proficiency               | <input type="checkbox"/> Entry-level CTE CP | <input type="checkbox"/> Mid-level CP |
| <input checked="" type="checkbox"/> Certificate of Completion     |   |                                       |
| <input type="checkbox"/> Minor                                    |   |                                       |
| <input type="checkbox"/> Graduate Certificate                     |   |                                       |
| <input type="checkbox"/> K-12 Endorsement Program                 |   |                                       |
| <input type="checkbox"/> NEW Emphasis for Regent-Approved Program |   |                                       |
| <input type="checkbox"/> 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.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "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 Certificate of Completion: Surgical Technician Certificate effective Spring 2018. 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 Surgical Technician Program has been developed as another complement and career pathway addition to the Health Professions programming established at the Blanding Campus. Combined with the existing program offerings in the health Professions roster allows for a viable and alternative career pathway in the national, regional, and state employment opportunities for healthcare workers. It assists in expanding career training placement not available to many students.

Rationale: Shortages in the workforce sectors in healthcare include surgical technicians. These shortages are anticipated to grow over the next decade. This certificate of completion can also serve as an entry pathway for students to pursue additional academic preparation and clinical training in programs offered by USU or other programs offered by State of Utah Universities.

**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](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

Labor market data has been collected through examination of the 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 30% job growth rate for the current decade. The State of Utah Occupational Report indicates a job rating of 3-Stars for a moderate to strong employment outlook with low to moderate wages. According to 2010 US Census data the median household income in San Juan County was \$38,076, while the State of Utah Occupational Outlook for Eastern Utah indicates median annual salary for a surgical technologist to be \$32,540. From the Bureau of Labor Statistics website:

<http://www.bls.gov/ooh/healthcare/surgical-technologists.htm>

2015 Median Annual Pay- \$44,330; \$21.31 hourly; Entry-Level Education Post secondary non-degree award; Number of jobs: 2014- 99,800; Job Outlook-2014-2024: 15%-much faster growth than average; Employment change-2014-2024: +14,700.

**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 [higher.utah.org/policies/policyr312/](http://higher.utah.org/policies/policyr312/). Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higher.utah.org/policies/policyr315/](http://higher.utah.org/policies/policyr315/).*

In accordance with the Utah System of Higher Education, Policy 312-6 regarding Land Grant Institutions, Utah State University as USU-Eastern, Blanding Campus, acting as a community college through its extension efforts, students are granted open admission to associate's degree programs with appropriate academic preparatory support. In accordance with 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. The addition of the Surgical Technician Certificate of Completion further extends the fulfillment of this mission.



## 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.*

General Statement: USU-Eastern Blanding campus has previously received a grant from the State Department of Workforce Services- Utah Cluster Acceleration Partnership (UCAP) to purchase capital equipment of approximately \$110,000. Funds have also been set aside for marketing and outreach awareness. Adjunct instructors will be hired to cover the new courses specific to the Surgical Technician Certificate Program. A total of 24 credits over semesters two and three will be taught for an estimated cost of \$14,400. This cost will be covered from funds allocated through USU-Eastern Blanding Campus tuition funds. Any consumable supplies will be covered by differential tuition previously approved for the Emma Eccles Jones College of Education and Human Service

### 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.

|   |   | Course Number     | NEW Course | Course Title                                 | Credit Hours |
|---|---|-------------------|------------|--|--------------|
| General Education Courses (list specific courses if recommended for this program on Degree Map) |   |                   |            |  |              |
| <b>General Education Credit Hour Sub-Total</b>  |   |                   |            |  |              |
| Required Courses  |   |                   |            |  |              |
| +   | - | NURS 1000         |            | Nursing Asisstant                            | 4            |
| +   | - | NURS 1008         |            | Medical Terminology                          | 2            |
| +   | - | MATH 1050/STAT101 |            | College Algebra OR Intro. Stats w/Algebra    | 5            |
| +   | - | BIOL 1500         |            | Anatomy and Physiology                       | 3            |
| +   | - | HEAL 2020         |            | Emergency First Response                     | 3            |
| +   | - | HEAL 1860         |            | Phebotomy and Clinical Laboratory            | 2            |
| +   | - | ENGL 1010         |            | Introduction to Writing: Academic Prose      | 3            |
| +   | - | SURG 1030         | ×          | Surgical Technology I Didactic               | 6            |
| +   | - | SURG 1035         | ×          | Surgical Technology I Laboratory             | 4            |
| +   | - | SURG 1040         | ×          | Surgical Technology II Didactic              | 6            |
| +   | - | SURG 1045         | ×          | Surgical Technology II Laboratory            | 4            |
| +   | - | SURG 1600         | ×          | Surgical Technology Clinical Competencies I  | 2            |
| +   | - | SURG 1700         | ×          | Surgical Technology Clinical Competencies II | 2            |
| <b>Required Course Credit Hour Sub-Total</b>  |   |                   |            |  | <b>46</b>    |
| Elective Courses  |   |                   |            |  |              |
| +   | - |                   |            |  |              |
| +   | - |                   |            |  |              |
| +   | - |                   |            |  |              |
| +   | - |                   |            |  |              |
| +   | - |                   |            |  |              |
| +   | - |                   |            |  |              |
| +   | - |                   |            |  |              |
| +   | - |                   |            |  |              |
| +   | - |                   |            |  |              |
| +   | - |                   |            |  |              |
| <b>Elective Credit Hour Sub-Total</b>   |   |                   |            |  |              |
| <b>Core Curriculum Credit Hour Sub-Total</b>  |   |                   |            |  | <b>46</b>    |

## **Program Curriculum Narrative**

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

The proposed Surgical Technician Certificate program is intended to expand the career path offerings for students seeking job training and employment opportunities in healthcare. All faculty involved in the creation of this program are presently practicing or are former practicing healthcare professionals. The letters of support from industry provides further indicators for the appropriateness of the program detailed in this document.

## 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*

### Semester One

| Prefix | Number | Title                       | Credits |
|--------|--------|-----------------------------|---------|
| NURS   | 1000   | Nursing Assistant           | 4       |
| NURS   | 1008   | Medical Terminology         | 2       |
| MATH   | 1050   | College Algebra             | 4 or    |
| STAT   | 1045   | Intro Statistics w/ Algebra | 5       |
| BIOL   | 1500   | Anatomy and Physiology      | 3       |
| ENGL   | 1010   | Introduction to Writing     | 3       |

Total Semester Credits 16-17

### Semester Two

| Prefix | Number | Title                                       | Credits |
|--------|--------|---|---------|
| SURG   | 1030   | Surgical Technology Didactic I              | 6       |
| SURG   | 1035   | Surgical Technology I Laboratory            | 4       |
| SURG   | 1600   | Surgical Technology Clinical Competencies I | 2       |
| HEAL   | 2020   | Emergency First Response                    | 3       |

Total Semester Credits 15

### Semester Three

| Prefix | Number | Title  | Credits |
|--------|--------|--|---------|
| SURG   | 1040   | Surgical Technology II Didactic              | 6       |
| SURG   | 1045   | Surgical Technology II Laboratory            | 4       |
| SURG   | 1700   | Surgical technology Clinical Competencies II | 2       |
| HEAL   | 1860   | Phlebotomy and Clinical Laboratory           | 2       |

Total Semester Credits 14

Total Program Credits 45-46

**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: Pharmacy Technician Program  
 Sponsoring School, College, or Division: Emma Eccles Jones College of education and Human Services  
 Sponsoring Academic Department(s) or Unit(s): Department of Nursing and Health Professions  
 Classification of Instructional Program Code<sup>1</sup> : 51.0805  
 Min/Max Credit Hours Required of Full Program: 32 / 32  
 Proposed Beginning Term<sup>2</sup>: Fall 2017  
 Institutional Board of Trustees' Approval Date:

|                                     |  |                          |                    |                          |              |
|-------------------------------------|--|--------------------------|--------------------|--------------------------|--------------|
| <input checked="" type="checkbox"/> | Certificate of Proficiency               | <input type="checkbox"/> | Entry-level CTE CP | <input type="checkbox"/> | Mid-level CP |
| <input type="checkbox"/>            | Certificate of Completion                |                          |                    |                          |              |
| <input type="checkbox"/>            | Minor                                    |                          |                    |                          |              |
| <input type="checkbox"/>            | Graduate Certificate                     |                          |                    |                          |              |
| <input type="checkbox"/>            | K-12 Endorsement Program                 |                          |                    |                          |              |
| <input type="checkbox"/>            | NEW Emphasis for Regent-Approved Program |                          |                    |                          |              |
| <input type="checkbox"/>            | 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.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "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 Certificate of Proficiency: Pharmacy Technician Program effective Fall 2017. 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 Pharmacy Technician Program has been developed as another complement and career pathway addition to the Health Professions programming established at the Blanding Campus. Combined with the existing program offerings in the Health Professions roster allows for a viable and alternative career pathway in the national, regional, and state employment opportunities for healthcare workers. It assists in expanding career training placement not available to many students.

Rationale: Shortages in the workforce sectors in healthcare include surgical technicians. These shortages are anticipated to grow over the next decade. This certificate of completion can also serve as an entry pathway for students to pursue additional academic preparation and clinical training in programs offered by USU or other programs offered by State of Utah Universities.

**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](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

As of 2015 data from the United States Department of Labor-Bureau of Labor Statistics reported the total employment for Pharmacy technicians were 379,430 with an annual wage of \$30,410 (\$14.62/hour) with the job outlook to rise by 9% between 2014-2024. In Utah, data from the Utah department of Workforce Services website reported as of 2015 there were 3680 individuals employed as Pharmacy Technicians with a median salary of \$34,360 (\$16.52/hour). In 2024 it is projected that 4,585 positions will have to be filled for a 3% annual growth rate for employment in this job category. Pharmacy Technician is rated a 3-Star category for job growth

**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/](http://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/](http://higheredutah.org/policies/policyr315/).*

In accordance with the Utah System of Higher Education, Policy 312-6 regarding Land Grant Institutions, Utah State University as USU-Eastern, Blanding Campus, acting as a community college through its extension efforts, students are granted open admission to associate's degree programs with appropriate academic preparatory support. In accordance with 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. The addition of the Pharmacy Technician Certificate of Proficiency further extends the fulfillment of this mission.

Pharmacy Technician Certificate programs are offered throughout the State of Utah's Applied Technical College System with locations in Uintah Basin (UBATC), Logan (Bridgerland ATC), Kaysville (Davis ATC), St. George (Dixie ATC), Lehi (Mountaionland ATC), Ogden (Ogden-Weber ATC), and Salem (Snow College). This leaves the southeaster region of Utah

(covering approximately 40,000 square miles) served by USU-Eastern, Blanding Campus as a solution to provide training for this employment opportunity. Expansion of health care services in this area of the State also provides opportunities for students who are native speakers of the Navajo language and have cultural knowledge of individuals who reside in this service.

The Pharmacy Technician Program is proposed to join current health professions programs: Certified Nursing Assistant, Professional Nursing, AAS in Nursing, Medical Assistant and Medical Laboratory Technician programs offered through the Department of Nursing and Health Professions in Blanding.

## **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.*

USU-Eastern Blanding campus has previously received a grant from the State department of Workforce Services- Utah Cluster Acceleration Partnership (UCAP) to purchase capital equipment of approximately \$9,000. Funds have also been set aside for marketing and outreach awareness. Adjunct Instructors (Licensed Pharmacists) will be hired to teach the 11 credits required in HEAL Pharmacy technician courses each year. Costs will total \$7,150 and the source will come from funds allocated through USU-Eastern Blanding Campus tuition funds. It is anticipated that the first year the program is in operation 10 students will be enrolled in the program. By year three there is a projection for 15 students per semester. Any consumable supplies will be covered by differential tuition previously approved for the Emma Eccles Jones College of Education and Human Services.

### 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.*

|   |   | Course Number | NEW Course | Course Title                                   | Credit Hours |
|---|---|---------------|------------|--|--------------|
| General Education Courses (list specific courses if recommended for this program on Degree Map) |   |               |            |  |              |
| <b>General Education Credit Hour Sub-Total</b>  |   |               |            |  |              |
| Required Courses  |   |               |            |  |              |
| +   | - | BCIS 1010     |            | Computer Literacy                              | 3            |
| +   | - | MATH 1050     |            | College Algebra                                | 4            |
| +   | - | NURS 1008     |            | Medical Terminology                            | 2            |
| +   | - | BIOL 1500     |            | Anatomy and Physiology                         | 3            |
| +   | - | CMST 2110     |            | Interpersonal Communications                   | 3            |
| +   | - | ENGL 1010     |            | Introduction to Writing                        | 3            |
| +   | - | ART 1010      |            | Exploring Art                                  | 3            |
| +   | - | HEAL 1878     | ×          | Pharmacy Practice I                            | 2            |
| +   | - | HEAL 1776     | ×          | Sterile and Non-sterile Compounding Laboratory | 3            |
| +   | - | HEAL 1879     | ×          | Pharmacy Practice II                           | 3            |
| +   | - | HEAL 1900     | ×          | Pharmacology                                   | 3            |
| <b>Required Course Credit Hour Sub-Total</b>  |   |               |            |  | 32           |
| Elective Courses  |   |               |            |  |              |
| +   | - |               |            |  |              |
| +   | - |               |            |  |              |
| +   | - |               |            |  |              |
| +   | - |               |            |  |              |
| +   | - |               |            |  |              |
| +   | - |               |            |  |              |
| +   | - |               |            |  |              |
| +   | - |               |            |  |              |
| +   | - |               |            |  |              |
| <b>Elective Credit Hour Sub-Total</b>   |   |               |            |  |              |
| <b>Core Curriculum Credit Hour Sub-Total</b>  |   |               |            |  | 32           |



**Program Curriculum Narrative**

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

None

## 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*

### Semester One

| Prefix | Number | Title                         | Credits |
|--------|--------|-------------------------------|---------|
| BCIS   | 1010   | Computer Literacy             | 3       |
| MATH   | 1050   | College Algebra               | 4       |
| NURS   | 1008   | Medical Terminology           | 2       |
| BIOL   | 1500   | Anatomy and Physiology        | 3       |
| HEAL   | 1878   | Pharmacy Practice I           | 2       |
| HEAL   | 1776   | Sterile & Non-Sterile Cmp Lab | 3       |

Total semester credits 17

### Semester Two

| Prefix | Number | Title                       | Credits |
|--------|--------|-----------------------------|---------|
| CMST   | 2110   | Interpersonal Communication | 3       |
| ENG    | 1010   | Introduction to Writing     | 3       |
| ART    | 1010   | Exploring Art               | 3       |
| HEAL   | 1879   | Pharmacy Practice II        | 3       |
| HEAL   | 1900   | Pharmacology                | 3       |

Total Semester credits 15

Total Program Credits 32

**Utah System of Higher Education  
Changes to Existing Academic Program Proposal  
Cover/Signature Page - Abbreviated Template**

|   |  |   |
|---|--|---|
| Institution Submitting Request:                           | Utah State University  |   |
|   | <i>Current</i>   | <i>Proposed (if applicable)</i>                                 |
| Program Title:  | Master of Education in<br>Elementary Education, Master<br>of Education in Secondary<br>Education | Master of Education in<br>Curriculum and Instruction            |
| Sponsoring School, College, or Division:                  | Emma Eccles Jones College<br>of Education and Human<br>Services                                  | Emma Eccles Jones College<br>of Education and Human<br>Services |
| Sponsoring Academic Department(s) or Unit(s):             | School of Teacher Education<br>and Leadership  | School of Teacher Education<br>and Leadership                   |
| Classification of Instruction Program Code <sup>1</sup> : | 13.1202, 13.1205   | 13.0301   |
| Min/Max Credit Hours for Full Program Required:           | 36 / 36  | 36 / 36   |
| Proposed Effective Term for Program Change <sup>2</sup> : | Fall 2017  |   |
| Institutional Board of Trustees' Approval Date:           |  |   |
| Award Type:   | Other Master Degree  | MEd   |

**Program Change Type (check all that apply):**

|                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Name Change of Existing Program                       |
| <input checked="" type="checkbox"/> | Program Restructure with or without Consolidation     |
| <input type="checkbox"/>            | Program Transfer to a new academic department or unit |
| <input type="checkbox"/>            | Program Suspension                                    |
| <input type="checkbox"/>            | Program Discontinuation                               |
| <input type="checkbox"/>            | Reinstatement of Previously Suspended Program         |
| <input checked="" type="checkbox"/> | Out of Service Area Delivery Program                  |
| <input type="checkbox"/>            | Fully Online  |
| <input type="checkbox"/>            | Out of Country  |

**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.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "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 restructure Master of Education in Curriculum and Instruction effective Fall 2017. 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 Teacher Education and Leadership requests approval to restructure the Master of Education programs in Elementary Education and Secondary Education to create a single Master of Education program in Curriculum and Instruction. Since the departments of Elementary Education and Secondary Education were combined in Fall 2008 to create the School of Teacher Education and Leadership the graduate faculty, programs and core courses have been shared, and the programs of study have been updated to reflect the shared nature of the courses. Existing specializations have been refined using elective courses to differentiate the program by both teaching area and elementary or secondary focus.

As part of this restructuring, it is proposed that the following inactive specializations be eliminated:

Educational Leadership  
Math and Science Education  
Middle Level Education  
Art  
Business Education  
English Education  
Marketing Education  
Music Education

The following existing specializations will be retained and have been updated. Programs of study are attached:

Early Childhood Education  
English as a Second Language  
Gifted and Talented Education  
Literacy Education\*  
Social Studies Education  
Elementary Mathematics Education\*\*

USHE, USU, and TEAL will benefit by streamlined advising processes, and reduced confusion.

\*New name: is currently Reading, Writing, and Language Arts

\*\*New Specialization: is currently a Concentration

#### 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/](http://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/](http://higheredutah.org/policies/policyr315/). Will faculty or staff structures be impacted by the proposed change?*

This change will replace the currently existing Master of Education Degrees in Elementary Education and Secondary Education. It will also remove specializations that no longer exist in practice, and update current active specializations. One

new specialization will be added by changing the current Elementary Mathematics Concentration to become a specialization. The program will be offered statewide via distance education as have two degrees that will be replaced. Faculty teaching and advising roles to support the program will be clarified and simplified.

### **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.*

This is a structural change to streamline and clarify the existing programs. No additional costs are anticipated.

**Utah System of Higher Education  
Changes to Existing Academic Program Proposal  
Cover/Signature Page - Abbreviated Template**

|   |  |      |   |
|---|--|------|---|
| Institution Submitting Request:                           | Utah State University  |      |   |
|   | <i>Current</i>   |      | <i>Proposed (if applicable)</i>                                 |
| Program Title:  | Master of Science in<br>Elementary Education, Master<br>of Science in Secondary<br>Education |      | Master of Science in<br>Curriculum and Instruction              |
| Sponsoring School, College, or Division:                  | Emma Eccles Jones College<br>of Education and Human<br>Services                              |      | Emma Eccles Jones College<br>of Education and Human<br>Services |
| Sponsoring Academic Department(s) or Unit(s):             | School of Teacher Education<br>and Leadership  |      | School of Teacher Education<br>and Leadership                   |
| Classification of Instruction Program Code <sup>1</sup> : | 13.1202, 13.1205   |      | 13.0301   |
| Min/Max Credit Hours for Full Program Required:           | 36   | / 36 | 36 / 36   |
| Proposed Effective Term for Program Change <sup>2</sup> : | Fall   | 2017 |   |
| Institutional Board of Trustees' Approval Date:           |  |      |   |
| Award Type:   | MS   |      |   |

**Program Change Type (check all that apply):**

|                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Name Change of Existing Program                       |
| <input checked="" type="checkbox"/> | Program Restructure with or without Consolidation     |
| <input type="checkbox"/>            | Program Transfer to a new academic department or unit |
| <input type="checkbox"/>            | Program Suspension                                    |
| <input type="checkbox"/>            | Program Discontinuation                               |
| <input type="checkbox"/>            | Reinstatement of Previously Suspended Program         |
| <input checked="" type="checkbox"/> | Out of Service Area Delivery Program                  |
|                                     | <input type="checkbox"/> Fully Online                 |
|                                     | <input type="checkbox"/> Out of Country               |

**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.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "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 restructure Master of Science in Curriculum and Instruction effective Fall 2017. 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 Teacher Education and Leadership (TEAL) requests approval to restructure the Master of Science (MS) programs in Elementary Education and Secondary Education to create a single 36 credit Master of Science program in Curriculum and Instruction. Since the departments of Elementary Education and Secondary Education were combined in Fall 2008 to create the School of Teacher Education and Leadership the graduate faculty, programs and core courses have been shared, and the programs of study have been updated to reflect the shared nature of the courses. Existing specializations have been refined using elective courses to differentiate the program by both teaching area and elementary or secondary focus.

-----  
Specifically this request is to:

- Combine the Master of Science (MS) programs in Elementary Education and Secondary Education to create a single 36 credit Master of Science program in Curriculum and Instruction.
- Eliminate specializations that have been inactive, some of them for many years. Specializations to be eliminated include:

Educational Leadership  
Math and Science Education  
Middle Level Education  
Art  
Business Education  
English Education  
Marketing Education  
Music Education

- Rename Reading Writing and Language Arts to Literacy Education to align with current practice.
- Change Elementary Mathematics Education from a concentration to a specialization.

-----  
The following existing specializations will be retained and have been updated. Programs of study are attached:

Early Childhood Education  
English as a Second Language  
Gifted and Talented Education  
Literacy Education\*  
Social Studies Education  
Elementary Mathematics Education\*\*

USHE, USU, and TEAL will benefit by streamlined advising processes, and reduced confusion.

\*New name: is currently Reading, Writing, and Language Arts

\*\*New Specialization: is currently a Concentration

### 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/](http://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/](http://higheredutah.org/policies/policyr315/) . Will faculty or staff structures be impacted by the proposed change?*

This action will remove specializations that no longer exist in practice, and update current active specializations. One new specialization will be added by changing the current Elementary Mathematics Concentration to become a specialization. The program will be available statewide via distance education using both IVC and online/blended delivery as have the Master of Science Programs in Elementary Education and Secondary Education that will be replaced. Faculty teaching and advising roles to support the program will be clarified and simplified.

This is consistent with the graduate education and land-grant missions of USU. Regents Policy R312-6 states: **The land grant designation makes USU responsible for statewide programs in** agriculture, business, **education**, engineering, natural resources, sciences, family life, 4-H youth, and the traditional core of liberal learning: humanities, arts, and social sciences. (Bold added)

### 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.*

This is a structural change to streamline and clarify the existing programs. No additional costs are anticipated.



**Utah System of Higher Education  
Changes to Existing Academic Program Proposal  
Cover/Signature Page - Abbreviated Template**

**Institution Submitting Request:** Utah State University

*Current* *Proposed (if applicable)*

**Program Title:** Certificate of Proficiency in Rehabilitation Counseling

**Sponsoring School, College, or Division:** Emma Eccles Jones College of Education and Human Services

**Sponsoring Academic Department(s) or Unit(s):** Department of Special Education and Rehabilitation

**Classification of Instruction Program Code<sup>1</sup>:** 51.2310 6 - Digit CIP

**Min/Max Credit Hours for Full Program Required:** 18 / Max Cr Hr 16 / Max Cr Hr

**Proposed Effective Term for Program Change<sup>2</sup>:** Summer 2017

**Institutional Board of Trustees' Approval Date:**

**Award Type:** Certificate of Proficiency

**Program Change Type (check all that apply):**

|                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Name Change of Existing Program                       |
| <input checked="" type="checkbox"/> | Program Restructure with or without Consolidation     |
| <input type="checkbox"/>            | Program Transfer to a new academic department or unit |
| <input type="checkbox"/>            | Program Suspension                                    |
| <input type="checkbox"/>            | Program Discontinuation                               |
| <input type="checkbox"/>            | Reinstatement of Previously Suspended Program         |
| <input type="checkbox"/>            | 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.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "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 restructure Certificate of Proficiency in Rehabilitation Counseling effective Summer 2017. 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.*

We propose that the Certificate of Proficiency in Rehabilitation Counseling credit hour requirement be changed from 18 credit hours in specific courses, to 16 credit hours of any graduate courses offered through the Rehabilitation Counseling Education program. This change will increase our flexibility by allowing faculty to design specific programs of studies that address emerging areas of professional practice and meet the needs of individual students and groups of students. This change will help faculty to respond to needs in the community and professional field in a more efficient and expeditious manner. Recruitment and enrollment will be enhanced, as will our ability to obtain new federal training grants in the field. USU and USHE will benefit from increased enrollment, increased revenue, and increased recognition at the national level for the training programs offered through the Rehabilitation Counseling Education program.

#### 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/](http://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/](http://higheredutah.org/policies/policyr315/). Will faculty or staff structures be impacted by the proposed change?*

This adjustment will help meet the land grant mission of USU by offering flexibility in training options for Utah residents, as well as individuals living outside the state. As this is a distance-based education program, it can be delivered to any part of the state, including rural areas where access to educational programming is limited. This increases the potential for obtaining federally funded training grants.

#### 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.*

This change will result in increased revenue as we anticipate an increase in the number of students participating in the certificate program. It will not require any additional courses as the proposal allows more flexible access to existing courses. We anticipate no other financial impact as a result of this change.

# Academic Standards Subcommittee minutes

23 March 2017

A meeting of the Academic Standards Subcommittee was held on 23 March 2017 at 3:00 pm in Old Main 136 (Champ Hall Conference Room).

**Present:** Scott Bates, Fran Hopkin, Claudia Radel, Nathan Straight, Mykel Beorchia, Ed Reeve, Ryan Bentall (attending for Ashley)

**Absent:** Ashley Waddoups, Jared Schultz

**Guests:** Stephanie Hamblin, Crystal Giordano, John Mortensen

## New Business

### A. Review of the Suspension Appeals Policy

**Motion:** Accept the academic suspension appeals policy (see attached). Moved: Scott Bates, Seconded: Ed Reeve

**Discussion:** Currently, there is no timeline in place for the appeal of an academic suspension. Problem: grades are posted after a term ends, some students attend the first few weeks of class in the following semester before their knowing the status of their academic suspension. A timeline for appealing an academic suspension would help prevent this situation. The intended purpose of the timeline is to ensure that students don't get to the first week of the following semester without knowing their status, or the status of an (optional) appeal.

**Outcome: Unanimous approval**

### B. Credit by Examination Policy

**Motion:** To approve the credit by examination policy (see attached). Moved: Fran Hopkin, Seconded: Ryan Bentall.

**Discussion:** The purpose of this policy is to make "credit by examination" consistent and in-line with common academic practice. The policy would result CR, rather than a letter grade, credit by examination (currently, credits by examination are posted as transfer credits with a P grade; this change would distinguish CR from Pass/Fail). This practice is common with other institutions. The CR credits will be posted as transfer work and will not count toward minimum USU course requirements.

**Outcome: unanimous approval**

### C. Complete Withdrawal Policy

**Motion:** To accept the proposed Complete Withdrawal policy changes (see attached). Moved: Ryan Bentall, Seconded: Mykel Beorchia.

**Discussion:** This revision clarifies language and moves policy in-line with practice. Proposed changes are intended to clarify the definitions of registration terms between

“drop” versus “withdrawal.” The term drop would be used for students who drop/cancel all courses before 20% of the semester is completed. Withdraw would be used for students who drop/cancel all courses between 20-60% of the semester. The policy would clarify that W is a notation, or registration status, and not a grade. Then students who withdraw after 60% would not receive W’s (as currently being done), but would receive the grades in which they have for the courses, unless an extenuating circumstance exists.

**Outcome: unanimous approval**

**D. “Dead Week” Policy**

**Motion:** Modify the addition to the No-Test Week Policy. Moved: Ryan Bentall, Seconded: Claudia Radel.

**Motion:** Table the motion. Moved: Ryan Bentall, Seconded: Claudia Radel.

**Discussion:** The committee was warm to the idea and the intent of the policy, but would like the language to be worked on. The motion was tabled to allow changes to be made. Ryan will email them to Scott, who will distribute it to the committee for an email vote on the matter.

**Outcome:** Unanimous approval

The next meeting will be held on April 20th, at 3PM in the Champ Hall conference room.

## **ACADEMIC Suspension Appeal Process**

Any suspended student wishing to appeal his or her academic suspension must meet with an advisor, located in the Exploratory Advising Center (or the Academic Advising and Orientation Office at USU Eastern), and express a desire to make an appeal. Students should understand that, while they are entitled to appeal their suspension, very few appeals will be approved.

The student must write an appeal letter and complete an appeal form. The appeal letter must include: (1) a clear explanation as to why the student believes the suspension penalties should be lifted, (2) an account of reasons why the student feels he or she didn't perform well, and (3) a description of the student's plan for improvement.

Academic Suspension Appeals must be submitted to the chair of the Suspension Appeals Committee within seven working days (1 week) of official suspension notification for a student to remain enrolled in classes for the semester following an academic suspension.

The chair of the Suspension Appeals Committee, will submit the appeal letter (attached to the student's transcript) to the committee. The chair may will contact the student's academic advisor to solicit additional information that might be relevant to the committee's decision. Additionally, the committee chair may matriculation advisor will find out if the student's department supports a suspension appeal reversal or not.

If the committee upholds the suspension, the decision will be final (if endorsed by the Vice President for Student Affairs Services). The committee chair will notify the student that the appeal was denied. After the suspension has been satisfied, the student may apply for readmission.

If the committee waives the suspension penalties, an Exploratory Advising matriculation advisor will meet with the student and have him or her sign a retention contract. The student's department will provide specific contractual obligations.

If the student was not properly notified of his or her probation (as outlined in the [Academic Probation](#) policy), the student's appeal is likely to be granted. Students should be aware that, even if their appeal is granted, a notation of suspension will remain on their transcripts.

## Credit by Examination

### Credit By Examination From Standardized Tests

Utah State University will grant college credit for qualifying scores, as listed in the General Catalog, on a variety of standardized examinations, including Advanced Placement (AP), College-Level Examination Program (CLEP), DANTES Standardized Subject tests (DSST), and International Baccalaureate Organization (IBO). Standardized tests will be recorded on the transcript as transfer credit and will receive a CR (credit) grade.

### Credit by Departmental Examination

Matriculated students may challenge a course for credit by taking a departmental examination. Departments will determine if a course is appropriate for challenge; students should contact the instructor and/or department. If a challenge exam is available, the instructor should advise the student as to whether he or she has a reasonable chance of passing. The examination will survey knowledge of the course content and may include papers, projects, portfolios, etc.

~~Students challenging a course for which they are registered must do so within the first two weeks of the course.~~ Students ~~not registered for the course~~ will be required to pay a course-specific examination fee. Students who ~~take~~ pass a departmental exam will receive ~~the exam~~ a CR (credit) grade posted to their transcript for that course. Credits earned through departmental examination ~~can~~ cannot be used to meet the minimum USU course requirement.

### Credit by Advanced Coursework (Language Credits)

Students who are proficient in a foreign language offered by Utah State University may earn lower-division credit through successfully passing a more advanced course. Applications for these credits should be made in the Department of Languages, Philosophy, and Communication Studies. Students will be required to pay a posting fee.

Students who receive credit by advanced coursework will receive a CR (credit) grade posted to their transcript, with a designation that it was earned by advanced coursework. Credits earned through this option cannot be used to meet the minimum USU course requirement and are treated as transfer work.

## Current USU policies

# Complete Withdrawal from the University

---

### Semester Withdrawal

For most undergraduate students, a semester withdrawal is initiated at a website for a change of enrollment: [usu.edu/loa](https://usu.edu/loa). Undergraduate international students must file a semester withdrawal offline and should go to International Education in the Office of Global Engagement, Military Science 115. Matriculated graduate students who wish to completely withdraw must present their case to the School of Graduate Studies Office, Main 164. The date of the official withdrawal is the date the withdrawal form or letter is received.

### Early Semester Withdrawal

Students who withdraw from a semester before 20 percent of the semester is completed (check the [Registration Calendar](#) for exact dates), do not need to reapply for admission when they return, as long as they re-enroll within a year. Students' transcripts will not show any indication of participation during the semester and they may be eligible for a tuition refund.

### Mid-Semester Withdrawal

Students who withdraw from a semester between 20 percent and 60 percent of the semester is completed (check the [Registration Calendar](#) for exact dates), do not need to reapply for admission when they return, as long as they re-enroll within a year. A *W* grade will permanently be affixed to the student's record for each of the course withdrawals. These students do not qualify for a tuition refund.

### Late Semester Withdrawal

Students who withdraw from a semester after 60 percent of the semester is completed (check the [Registration Calendar](#) for exact dates), will have *W* grades permanently affixed to their record for each of the course withdrawals. These students also do not qualify for a tuition refund. These students will be processed as follows:

- **Students on academic probation or students who have previously been suspended** will be suspended from the university. Not counting the semester for which students are withdrawing, students who have been suspended once may apply for readmission after an additional one-semester layout at the USU Eastern or a two-semester layout at USU. Students who have been suspended two times may apply for readmission to the university following a layout of one full calendar year.
- **All other students** who have a late semester withdrawal do not need to reapply for admission when they return, as long as they reenroll within a year.

- During their academic career, students may have a late semester withdrawal a maximum of two times.

**Once final examinations have begun for the semester**, students may no longer apply for a semester withdrawal from the University. Students will receive the grades earned in the courses and those grades will be included on the transcript.

## Dropping Courses

Students may drop courses without notation on the permanent record through the first 20 percent of the class. (Check the [Registration Calendar](#) for exact dates.) A student may not drop all of his or her classes without applying for a Semester Withdrawal.

## Leave of Absence

### *Undergraduate*

Undergraduate students who wish to discontinue their studies for one or more semesters (other than summer term) must file a *Leave of Absence* form online. Students may file an admission deferral, a one-semester leave, a traditional leave of absence, or a complete withdrawal online at <http://www.usu.edu/loa>. Requests may be granted in the following circumstances:

- Leaves of absence are generally granted for reasons relating to illness or health, military service, employment, humanitarian or church service, family responsibilities, and financial obligations.
- **The standard leave period is one year.** Allowances will be made for military activation, church or humanitarian service, and those with extenuating circumstances.

*Students must apply for leaves of absence for a current semester by the last day of classes for that semester.*

With very few exceptions, students who are attending another institution **may not** take a leave of absence. They must completely withdraw and apply for readmission. Students are encouraged to discuss possible exceptions with an academic advisor.

A student must apply for a leave of absence for a current semester *no later than* the last day of classes for that semester. USU's dropping courses policy explains how a leave of absence will affect a student's transcript.



### *Graduate*

A graduate leave of absence, during which neither continuous registration or a \$100 payment is required, may be granted under the following conditions:

1. 1. Illness, required military service, or other extenuating circumstances acceptable to the department head and the graduate dean.
2. 2. Lack of availability of courses in a planned Regional Campuses and Distance Education program.
3. 3. Participation in a planned program based primarily on summer semester courses.

For either 2 or 3, the student must have an approved Program of Study on file in the School of Graduate Studies before a leave will be granted.

A leave of absence must be approved by the graduate dean, upon written recommendation of the department head. A leave of absence may be the basis for extending the time limit to complete a degree, but not to extend the time limit for course validity.

# Proposed Policy Changes

## Changes in Registration (Drop/Withdraw)

**Commented [CG1]:** Complete Withdrawal – the more I look at this, this title might still be appropriate...I'm trying to think of a title to encompass ALL courses vs 1 or 2 courses...

Undergraduate students may drop or withdraw from all courses in a semester by initiating a **Leave of Absence** request for a change of enrollment at [usu.edu/loa](http://usu.edu/loa). Undergraduate international students must file a request offline at the Office of Global Engagement. Matriculated graduate students who wish to completely withdraw must present their case to the School of Graduate Studies Office.

The date of the official leave of absence is the date the leave of absence request form is submitted. **This date will indicate which of the following changes will be approved:**

### Dropping

Students who **drop or cancel all courses** before 20 percent of the semester is completed (check the [Registration Calendar](#) for exact dates) do not need to reapply for admission when they return as long as they re-enroll within a year. Students' transcripts will not show any indication of participation during the semester and they may be eligible for a tuition refund.

### Withdrawing

Students who **withdraw from all courses on a date when between** 20 percent and 60 percent of the semester is completed (check the [Registration Calendar](#) for exact dates) do not need to reapply for admission when they return as long as they re-enroll within a year. A **'W' notation indicating the registration status of 'withdrawn'** will permanently be affixed to the student's record for each of the course withdrawals. These students do not qualify for a tuition refund.

### Late Semester Request

**After 60% of the semester is completed** registration adjustments will not be approved (except for extenuating circumstances). Students will receive the grades earned in the courses and those grades will be included on the transcript. Students with extenuating circumstances should file a request for Academic Record Adjustment as outlined in the [Academic Record Adjustment policy](#).

## Dropping and Withdrawing from Courses

Students may drop or cancel courses before 20 percent of the semester is completed (check the [Registration Calendar](#) for exact dates) without any notation on their transcript, and **may** qualify for a tuition refund.

Students who withdraw from a semester on a date when between 20 percent and 60 percent of the semester is completed (check the [Registration Calendar](#) for exact dates) will receive a 'W' notation indicating the registration status of 'withdrawn,' and do not qualify for a tuition refund.

Students may not drop or withdraw from all courses without applying for a [Leave of Absence](#).

Additional deadlines for registration changes may be viewed in the [Registration Calendar](#).

# Leave of Absence

## Undergraduate

Undergraduate students who wish to discontinue their studies for one or more semesters (with the exception of summer term) must file a *Leave of Absence* form online at <http://www.usu.edu/loa>. Students may file an admission deferral, a leave of absence, or a complete withdrawal. Requests may be granted for illness or health-related issues, military service, employment, humanitarian or church service, family responsibilities, and financial obligations.

The standard leave period is one year. Allowances will be made for military activation, church or humanitarian service, and those with extenuating circumstances.

With very few exceptions, students who are attending another institution **may not** take a leave of absence. They must completely withdraw and apply for readmission. Students are encouraged to discuss possible exceptions with an academic advisor.

USU's **Changes in Registration** policy explains how a leave of absence will affect a student's transcript.

## Graduate

A graduate leave of absence, during which neither continuous registration or a \$100 payment is required, may be granted under the following conditions:

1. Illness, required military service, or other extenuating circumstances acceptable to the department head and the graduate dean.
2. Lack of availability of courses in a planned Regional Campuses and Distance Education program.
3. Participation in a planned program based primarily on summer semester courses.

For either 2 or 3, the student must have an approved Program of Study on file in the School of Graduate Studies before a leave will be granted.

A leave of absence must be approved by the graduate dean, upon written recommendation of the department head. A leave of absence may be the basis for extending the time limit to complete a degree, but not to extend the time limit for course validity.

### **Final Examinations for Fall and Spring Semesters**

Final examinations in full-semester classes are in compliance with University policy when they are administered during the Final Examination Week according to the Final Examination Schedule found in the General Catalog. Final examinations for 7-week session classes and Summer classes are to be administered on the day of the last class meeting and are not subject to the Final Examination Schedule nor to the No-Test Days Policy.

### **No-Test Days Policy for Fall and Spring Semesters**

For classes that meet for a full semester, a five-day period designated as "no-test" days precedes final examinations. During this time, no assignment, quiz, project, paper, or exam can be due that is worth more than 15 percent of a student's final grade for the class. The sole exception to this policy is if the professor does not give a final examination during finals week. If no examination is given during finals week, any assignment, quiz, project, or paper may be due during No-Test Week. This policy does not apply to classes that meet during the second 7-week session of the semester or to classes offered during the summer term. The purpose of this policy is to increase the likelihood of student success during their finals.



## GENERAL EDUCATION SUBCOMMITTEE MINUTES

**March 21, 2017**

**8:30 am – 9:30 am**

**Old Main - Champ Hall**

**Present:** Lee Rickords, Agriculture and Applied Sciences (Chair)  
Michele Hillard, Secretary  
Elise Anderson, Provost's Office  
Pamela Martin for Kacy Lundstrom, Library  
Barbara Williams, Registrar's Office  
Brock Dethier, Writing Program  
Harrison Kleiner, Connections  
Bob Mueller, Regional Campus  
Laura Gelfand, Arts  
David Brown, Quantitative Intensive  
Stephanie Hamblin, Exploratory Advising  
Dick Mueller, Science  
Chris Luecke for Claudia Radel, Natural Resources  
Konrad Lee, Business  
Brian McCuskey, Humanities  
Cindy Dewey, Creative Arts  
Ashley Waddoups, USUSA President  
Ed Reeve, Provost's Office  
Dan McInerney, American Institutions  
John Mortensen, Student Services

**Absent:** Janet Anderson, Office of the Provost  
Ryan Dupont, Life and Physical Sciences  
Jessica Hansen, Academic and Instructional Services  
Damon Cann, Social Sciences  
Shelley Lindauer, Education and Human Services  
Melanie Nelson, USU Eastern  
Kris Miller, Honors  
Mykel Beorchia, University Advising  
Matt Sanders, Humanities and Social Sciences  
Dean Adams, Engineering

---

**Call to Order** – Lee Rickords

**Approval of Minutes** – February 21, 2017

*Motion to approve the minutes of the February 21, 2017 Gen Ed meeting made by Laura Gelfand.*

*Seconded by Dan McInerney. Minutes approved.*

**Course Approvals/Removals/Syllabi Approvals**

<https://usu.curriculog.com/>

PEP 2900 (BCA) **APPROVED**..... Cindy Dewey  
Motion to approve BCA designation made by Cindy Dewey. Seconded by Dick Mueller.

PHYS 2310 (BPS/QI) **APPROVED**.....Ryan Dupont / David Brown  
Motion to approve BPS/QI designation made by David Brown. Seconded by Konrad Lee.

PHYS 2320 (BPS/QI) **APPROVED**.....Ryan Dupont / David Brown  
Motion to approve BPS/QI designation made by David Brown. Seconded by Konrad Lee.

POLS 3200 (CI) **APPROVED** .....Brock Dethier  
Motion to approve CI designation made by Brock Dethier. Seconded by Brian McCuskey.

POLS 3430 (DSS) **APPROVED**..... Damon Cann  
Motion to approve DSS designation made by Konrad Lee. Seconded by Brian McCuskey.

WATS 3910 (DSC/QI) **APPROVED**.....Ryan Dupont / David Brown  
Motion to approve DSC/QI designation made by Chris Luecke. Seconded by Dick Mueller.

**Business**

Canvas Resource Page for Academic Advisors.....Mykel Beorchia/Harrison Kleiner  
Harrison Kleiner and Mykel Beorchia are putting together training resources for campus advisors. They are requesting the designation subcommittees of Gen Ed to compile a summary (paragraph) which includes the value of the requirements of the degrees for each particular college. This content should be tailored toward a student audience. These paragraphs are to be sent to Harrison Kleiner by April 15. If such content already exists, there is no need to recreate it. A mock-up version of these descriptions will be available for the subcommittees to mirror and use as a reference.

Humanities Designation Subcommittee Evaluation Criteria ..... Brian McCuskey  
The Humanities subcommittee proposed the following addition to its evaluation criteria for course proposals: "The Humanities subcommittee will consider proposals only from departments whose General Education categorization is Humanities. Special cases may apply, but the proposing department will have to explain satisfactorily both its reasons and its resources for offering a course outside its category." The committee's rationale for this rule is that General Education requires students (1) to take six Breadth courses that introduce them to "the nature, history, and methods of different disciplines," and (2) to take two Depth courses in disciplines "outside their major." To guide students as they meet these requirements, USU categorizes each departmental major as Arts, Humanities, Social Sciences, Physical Sciences, or Life Sciences. It would run counter to the goal of General Education, then, for a department to offer either Breadth or Depth courses *outside of its category*. In offering such a Breadth course, a department would be teaching "the nature, history, and methods" of a discipline *not its own*. Doing so would also allow students to take more than one kind of Breadth course *in the same department*. In offering such a Depth course, a department would be allowing its own majors to meet that Depth requirement *without going outside the major*. The Humanities committee makes this rationale available to other subcommittees, if they wish.  
Motion to approve recommendation made by Brian McCuskey. Seconded by Dick Mueller.

**Other Business:**

Gen Ed appeals-transfer student course credits. Each one of the subcommittee chairs should make decisions regarding these transfer credits. Each one of these proposals will be routed to the

subcommittee chairs, which is the current method. The committee as a whole is considering changing the process of approving transfer credit courses.

Ed Reeve asked the committee to review the R470 proposal for General Education. Ed has no major concerns, but recommends that members become familiar with this proposal and it is important that the committee is following the guidelines.

Periodic Review of Course Designations- each of the area subcommittees need to be able to access and return to courses that have been approved. Discussion of creating a program for periodic review of older courses was welcomed by the committee. This includes having a process that warns instructors of the course standards required before courses are in session. There needs to be good incentive to change the course syllabus for these instructors. Guidelines for reviewing courses will be established at a later time.

Issues arise from majors that keep expanding their requirements causing pressure to reduce the Gen Ed requirements and to expand their specific discipline's requirements. There needs to be clarification and guidelines prohibiting changing the General Education requirements.

**Adjourn:** 9:30 a.m.