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EDUCATIONAL POLICIES COMMITTEE AGENDA

6 February 2014

A meeting of the Educational Policies Committee will be held on 6 February 2014 at 3 p.m. in Old Main 136 (Champ Hall Conference Room)

I. Approval of the minutes of the 9 January 2014 meeting (see below)

II. Subcommittee Reports

A. Curriculum Subcommittee (Ed Reeve)

1. Course Approvals
2. Request from the Department of English to change the name of Master of Science and Master of Arts in English to Master of Technical Communication (see below)
3. Request from the Department of Mathematics and Statistics to discontinue the Plan C Options in the MS Degree in Mathematics and the MS Degree in Statistics (see below)
4. Request from the Department of Mathematics and Statistics to restructure the PhD in Mathematical Sciences by reducing the number of credits required (see below)

B. Academic Standards Subcommittee (Scott Bates)

No Report

C. General Education Subcommittee (Norm Jones)

GENERAL EDUCATION SUBCOMMITTEE MINUTES

January 21, 2014, 8:30 A.M.
Champ Hall Conference Room

Present: Charlie Huenemann, CHaSS; Vince Lafferty, Regional Campuses; Kacy Lundstrom, Library; Dick Mueller, Science; Dan McInerney, American Institutions; John Mortensen, Student Services; Stephanie Hamblin, University Advising; Harrison Kleiner, Connections; Melanie Nelson, USU Eastern; Michele Hillard, Secretary; Kathy Chudoba, Business; Lezlie Park, Writing Program; Dean Adams, Engineering; Karen Mock, Natural Resources; Rhonda Miller, Communications; Brian McCuskey, Humanities; Norm Jones, Chair; Larry Smith, Provost's Office; Eddy Berry, Social Sciences; Laura Gelfand, Art; Ryan Dupont, Life & Physical Sciences; Nick Morrison, Honors; Shelley Lindauer, FCHD

Absent: Doug Fiefa, ASUSU President; Lee Rickords, Agriculture; Cindy Dewey, Creative Arts; Mary Leavitt, Advising; Dan Coster, Quantitative Intensive;

Call to Order – Norm Jones

Approval of Minutes – December 10, 2013

Motion to approve made by Kathy Chudoba; seconded by Dean Adams

Course Approvals

ENGR 3080 (CI) **Approved via Electronic Vote** Rhonda Miller

Electronic vote 12/13/13

Motion made by Rhonda Miller; seconded by Richard Mueller

HIST/RELS/ARBC 3030 (DHA) **Approved**..... Brian McCuskey

Motion made by Brian McCuskey; seconded by Rhonda Miller

MUSC 3030 (DHA) **Pending**..... Cindy Dewey

RELS 3050 (DHA/CI) DHA Approved – **CI Pending**..... Brian McCuskey/Rhonda Miller

Course/Designation Removals

N/A

Syllabi Approvals

HONR 3020 (DHA) **Pending**..... Cindy Dewey

USU 1300 (BAI) Marko DeManjo **Pending** Dan McInerney

USU 1340 (BSS) Jennifer Truschka **Pending**..... Norm Jones

USU 1360 (BPS) Mary Hubbard **Approved via electronic vote 01/09/14.....**Ryan DuPont

Business

Report on Rubrics: USU 1300 written and submitted; awaiting responses
USU 1320 completed
USU 1330 completed revising web component; now working rubric
USU 1340 rubric approved by committee; going to instructors
USU 1360 final approved

There was a discussion of continuing the work on rubrics to include the Depth courses, and it was agreed that we would take this up at our next meeting,

Information

John Mortensen reports that the Gen Ed committee will soon receive a request for a new course to be admitted as a Quantitative Literacy course, Stats 1045 – a new 5-hour course which unites statistics with algebra.

Connections – The Connections Subcommittee has rewritten the course objectives and are rewriting all assignments. The goal is to help students understand the following:

- W
 hat is college for?
- H
 ow do you be a successful student?
- H
 ow do you connect with campus?

The first year of this new curriculum went well and the committee is working on improvements. It held a meeting of all who taught the course last year and asked for help in improving and clarifying the curriculum.

Next Meeting

Tuesday, February 18, 2014
Champ Hall Conference Room
8:30 a.m.

III. Other Business

EDUCATIONAL POLICIES COMMITTEE MINUTES
9 January 2014

A meeting of the Educational Policies Committee was held on 9 January 2014 at 3 p.m. in Old Main 136 (Champ Hall Conference Room)

Present: Ed Reeve, Chair (representing Larry Smith)
 Ed Reeve, Curriculum Subcommittee Chair
 Ed Reeve, College of Agriculture and Applied Sciences
 Kevin Olson, Caine College of the Arts
 Karina Hauser, Huntsman School of Business (representing Kelly Fadel)
 Thom Fronk, Engineering
 Eddy Berry, College of Humanities and Social Sciences
 Karen Mock, Quinney College of Natural Resources
 Richard Mueller, College of Science
 Norm Jones, General Education Subcommittee Chair
 Travis Peterson, Regional Campuses and Distance Education
 Melanie Nelson, USU-Eastern
 Brittney Garbrick, Graduate Studies Senator
 Kacy Lundstrom, Libraries
 Marci Smith, Registrar's Office (representing Roland Squire)
 Jessica Hansen, Registrar's Office (representing Cathy Gerber)

Absent: Scott Bates, Emma Eccles Jones College of Education and Human
 Services
 Doug Fiefia, ASUSU President
 Scott DeBerard, Graduate Council

Visitor: Anthony Peacock, Department Head, Political Science

I. Approval of the minutes of the 5 December 2013 meeting

Karen Mock moved to approve the minutes of the 5 December 2013 meeting. Travis Peterson seconded; motion approved.

II. Subcommittee Reports

A. Curriculum Subcommittee (Ed Reeve)

Ed Reeve reviewed the Curriculum Subcommittee business.

All courses were approved with the following changes:
ARTH 3270 will be a new course and not dual listed with ARTH 1270.
MIS 5300, 5050/6050 and 5650/6650 had changes to their prerequisites.
RELS 3050 had the University Studies Designation of DHA added.

Norm Jones moved to approve the business of the Curriculum Subcommittee. Richard Mueller seconded; motion approved.

B. Academic Standards Subcommittee (Scott Bates)

No Report

C. General Education Subcommittee (Norm Jones)

GENERAL EDUCATION SUBCOMMITTEE MINUTES

December 10, 2013, 8:30 A.M.
Champ Hall Conference Room

Present: Charlie Huenemann, CHaSS; Vince Lafferty, Regional Campuses; Kacy Lundstrom, Library; Dick Mueller, Science; Dan McInerney, American Institutions; John Mortensen, Student Services; Stephanie Hamblin, University Advising; Harrison Kleiner, Connections; Melanie Nelson, USU Eastern; Michele Hillard, Secretary; Vijjay Kannan, Business; Lezlie Park, Writing Program; Dan Coster, Quantitative Intensive; Dean Adams, Engineering; Mary Leavitt, Advising; Mike Kuhns, Natural Resources; Rhonda Miller, Communications; Brian McCuskey, Humanities; Cindy Dewey, Creative Arts; Norm Jones, Chair; Larry Smith, Provost's Office; Brad Hall, Invited Guest

Absent: Eddy Berry, Social Sciences; Doug Fiefia, ASUSU President; Laura Gelfand, Art; Ryan Dupont, Life & Physical Sciences; Lee Rickords, Agriculture; Nick Morrison, Honors; Shelley Lindauer, FCHD

Call to Order– Norm Jones

Approval of Minutes –November 19, 2013 -Approved
Motion made by Dean Adams; seconded by Rhonda Miller

Course Approvals

ANTH 4990 (CI) **Approved**.....Rhonda Miller
Motion made by Rhonda Miller; seconded by Charlie Huenemann

ENGR 3080 (CI) **Approved via Electronic Vote**.....Rhonda Miller
Electronic vote 12/13/13
Motion made by Rhonda Miller; seconded by Richard Mueller

MUSC 3030 (DHA) **Pending**.....Cindy Dewey

RELS 3050 (DHA/CI) **DHA Approved –CI Pending**.....Brian McCuskey/Rhonda Miller

Course/Designation Removals

Syllabi Approvals

HONR 3020 (DHA) **Pending**.....Cindy Dewey

USU 1300 (BAI) Marko DeManjo **Pending**.....Dan McInerney

USU 1330 (BCA) Laura Gelfand **Approved**.....Cindy Dewey
Motion made by Cindy Dewey; seconded by Dean Adams

USU 1340 (BSS) Jennifer Truschka **Pending**.....Norm Jones

USU 1360 (BPS) Mary Hubbard **Pending**.....Ryan DuPont

Business

Communication Intensive (CI) requirement discussions with Rhonda Miller and Brad Hall. In August, the Gen Ed Committee passed a clarification of CI designations for upper division courses, making it clear that the requirement is for CI courses to be “written OR oral” intensive, rather than “written AND oral” intensive. The Communications subcommittee asked for further discussion of the criteria.

Rhonda Miller, Brad Hall, and Lezlie Park, all members of the CI subcommittee, feel that both written and oral communication skills are necessary to meet the communications intensive requirement. Brad feels that we are providing a disservice if we don’t provide the students both oral and written components within the courses. The oral component can be done by individual, team or video presentations in order to meet the requirement. The oral component does need to be evaluated. Technical methods could include presenting to other students, video or taping themselves. Oral communication could also be part of a community effort or service provided. It

was recommended that the CI instructors get together to brain storm and get ideas on how to utilize the oral component that works within their courses. A motion was made to restore the language describing the Communication Intensive courses to “written and oral,” as it was prior to the August meeting. An amendment to motion requires the Committee to send out a letter to faculty stating clear and concise requirements for CI courses and to convene a working group to clarify the requirements.

Motion made by Rhonda Miller; seconded by Brian McCuskey.

Amendment accepted by Brian McCuskey; seconded by Rhonda Miller

Motion carried with one objection. (One opposed –Mike Kuhns)

Information

Two USU Course Requirement: The recommendation of the Gen Ed Subcommittee to the EPC that the requirement of two USU courses be dropped was unanimously accepted by the EPC at its December 5 meeting, after a thorough discussion. The recommendation now goes to the Faculty Senate.

The subcommittees for USU 1330, 1340 and 1300 have all met and begun the revision of the web pages for those courses. Their work will continue in January.

No USU course will be included in the schedule unless it has a subtitle.

Next Meeting

Tuesday, January 21, 2013
Champ Hall Conference Room
8:30 a.m.

Norm Jones moved to approve the business of the General Education Subcommittee. Eddy Berry seconded; motion approved.

III. Other Business

Eddy Berry moved to approve the request from the Department of Political Science to establish a Center for the Study of American Constitutionalism. Kacy Lundstrom seconded; motion approved. (see below)

The request from the Emma Eccles Jones College of Education and Human Services to transfer the existing Nursing Program from the Department of Biology in the College of Science to the Emma Eccles Jones College of Education and Human Services was withdrawn from consideration from the agenda.

Meeting adjourned 3:20 p.m.
Ed Reeve conducted the meeting.
Jessica Hansen recorded the minutes.

Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Utah State University

Proposed Title: Change of Program Name from Master of Science in English with Specialization in Technical Writing

to Master of Technical Communication.

Currently Approved Title: Master of Science in English with Specialization in Technical Writing

School or Division or Location:

Department(s) or Area(s) Location: Department of English

Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs):

Current Classification of Instructional Programs (CIP) Code (for existing programs): 00.0000

Proposed Beginning Date (for new programs): August, 2014

Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

R401-5		R401-6	
<i>Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.</i>		<i>Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.</i>	
Section #	Item	Section #	Item
4.1.5.2	<input type="checkbox"/> Minor*	6.1.1	<input type="checkbox"/> Reinstatement of Previously Suspended Program
5.1.1.1	<input type="checkbox"/> New Emphasis on an Existing Degree*	6.1.5	<input type="checkbox"/> Reinstatement of Previously Suspended Unit
5.1.2	<input type="checkbox"/> Certificate of Proficiency Not Eligible for Financial Aid		
5.1.3	<input type="checkbox"/> Out-of-Service Area Delivery of Programs		
5.1.4	<input checked="" type="checkbox"/> Name Change of Existing Programs		
	<input type="checkbox"/> Program Transfer		
5.1.5	<input type="checkbox"/> Program Restructure		
	<input type="checkbox"/> Program Consolidation		
5.1.6	<input type="checkbox"/> Program Discontinuation		
	<input type="checkbox"/> Program Suspension		
5.1.7	<input type="checkbox"/> Administrative Unit Creation		
	<input type="checkbox"/> Administrative Unit Transfer		
	<input type="checkbox"/> Administrative Unit Consolidation		
5.1.8	<input type="checkbox"/> New Center		
	<input type="checkbox"/> New Institute		
	<input type="checkbox"/> New Bureau		
5.1.9	<input type="checkbox"/> Graduate Certificate		

*Requires "Section VI: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date:

Printed Name:

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Institution Submitting Proposal: Utah State University

College, School or Division in Which Program/Administrative Unit Will Be Located: CHaSS

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located: Department of English

Program/Administrative Unit Title:

Recommended Classification of Instructional Programs (CIP) Code: ____ . ____ ____

Certificate, and/or Degree(s) to Be Awarded: Master of Technical Communication

Proposed Beginning Date: July 1, 2014

Institutional Signatures (*as appropriate*):
Department Chair

Dean or Division Chair

Jeannie Thomas,
Dept. Head, English

John C. Allen, Dean
Dean, College of Humanities and Social Sciences

Graduate School Dean

*Mark R. McLellan, Vice President for Research
and Dean of the School of Graduate Studies*

Program Request – Abbreviated Template
Utah State University
Department of English

Change of Program Name from Online M. S. in English with Specialization in Technical Writing to Master of Technical Communication.

Section 1: Request

Currently, Utah State University is encouraging departments not to offer Plan C degrees with M.S. or M.A. designations. It is suggested that whenever a Plan C degree is offered, it should be identified as a professional degree. Recently, the Department of English evaluated its M.S. and M.A. offerings and determined that it should make one change toward meeting this request. Since it is not reasonable to offer the online specialization in Technical Writing as a Plan A or Plan B degree, and because technical writing is a profession, the specialization should be recognized as a professional degree with appropriate name change to "Master of Technical Communication." This change would also make it a master's degree program in its own right rather than a specialization within the English master's program.

The online M.S. in English with specialization in Technical Writing has been a Plan C degree with no final project, paper, or thesis because such extended academic research projects are not useful to the lives or careers of the students, who are all working professionals and would universally prefer more class time. Attempting to design some sort of final experience, such as a thesis, only makes the program less relevant to the students and would deprive them of valuable classes. Therefore, the request is to change its name to reflect its existing professional nature.

Section II: Need

The online technical writing degree caters exclusively to working professional writers, and offers a range of courses from applicable theory (e.g., editing, rhetorical theory) to highly technical skills (e.g., content management, user experience evaluation/design). The students have significant respect for the program, and they are respected for being in it. A good number of the students find themselves promoted or moved to better and more interesting jobs, in part because of the quality of the education we offer. It is important that the fundamental schema of the program not change. It makes more sense to change the program's designation to a professional degree.

A number of relevant student comments about the program in its current configuration indicate their respect for the program as it now exists:

It is one of the pioneers in online education in this region, has a strong background in education, and two of the most experienced online educators in the field are in the TPPC program.

David Hoffman

Our Program in a Nutshell: working professional communicators... Ranked in the top five nationally... Course based, requiring no thesis... Take the entire program online...

Steven Lemanski

I also applied to two other universities (both reputable in name) and was accepted, but what drew me to this program is the fact that the curriculum looks very practical and was a top DE program. . .

. Another important factor was that it was a reputable program for working professionals. The other programs were geared towards those WANTING a career in Technical Writing . . .

Serene Ma

The program, as configured, enjoys an excellent national reputation.

The only thing that should be changed is the program's name. Originally conceived, the name "Technical Writing" was reasonable because the program largely taught writing and editing skills, but through the years the profession has evolved and the students do much more. Today, the program maintains a healthy student body of working professionals that can include directors, Web managers, user experience analysts, content managers, lead writers, managing editors, and the like. They share their professional skills and experiences in the classes, making the classes much richer for everybody involved and making the classes more about communication than writing. A name change to "Master of Technical Communication" would much more accurately describe our content and the professional nature of the program.

In the end, our request is that the program's structure and instructional schema remain unchanged but that the program be designated as professional and the name be "Master of Technical Communication."

Section III: Institutional Impact

The online Technical Writing specialization impacts the university to the extent that it has a national reputation for being among the best programs of its kind. Some of its professors have taught these subjects online since the summer of 1997—longer than anybody else in the nation. The subject matter is as rich, or richer, than any other university offers. Making no structural changes in the program maintains that sterling reputation. On the other hand, a name change will attract more of those professionals who are often put off by a diploma that says "Master of Science in English," with no mention of the specialization.

Section IV: Finances

No additional costs are expected from this change. However, there may be increased online student enrollment, which would increase income for the university and Department of English. If necessary, program size is limited through the admission selection process.

Section V: Program Curriculum

The Technical Communication program is designed for working professionals who are interested in practical theories that will help them make strategic decisions in the workplace and in cutting edge ideas and technologies that will help them plan for their professional futures. Individuals who complete the programs will be able to . . .

- Make strategic, professional decisions based on a foundation of sound theory and current professional information.
- Display a depth of knowledge, matching or surpassing their peers in areas such as
 - User experience analysis
 - Content management
 - Web design and management

- Information architecture
- Complex information systems
- Game design and theory
- Professional editing
- eBook publication
- Expand their understanding of the complexities of the profession as it evolves, through a habit of lifelong learning.

The current online Master of Science in English with specialization in Technical Writing is a highly successful program with a core of two required courses (ENGL 6400: Advanced Editing and ENGL 6410: Theory and Research in Technical Communication) and two sections (Issues in Professional Communication and Specialized Publications) devoted to professional/theoretical skills (e.g., publications management, studies in digital media, human factors in professional communication, rhetorical theory). Students are typically offered two or three courses per semester; because they are working professionals, they usually take one or two. In the end, they take 33 hours of course work and (by taking summer courses) can finish their degree in two years.

The online Master of Technical Communication will continue using the same technologies and resources as it has in the past. The program requires nothing new from the university or department to continue uninterrupted. Shown in the table below are the current required and optional courses available from this program.

Course Prefix & Number	Title	Credit Hours
Required Courses—Section A		
ENGL 6400	Advanced Editing	3
ENGL 6410	Theory & Research in Professional Communication	3
	Sub-Total	6
Elective Courses—Section B Issues in Professional Communication		
ENGL 6420	Usability and Human Factors in Professional Communication	3
ENGL 6430	Publications Management	3
ENGL 6450	Reading Theory & Document Design	3
ENGL 6800	Theory and Practice of Online Education in Writing	3
ENGL 6830	Rhetorical Theory	3
ENGL 6890	Studies in Writing and Rhetoric (repeatable for up to 6 credits)	3-6
	Sub-Total	18-24
Elective Courses—Section C Specialized Publications		
ENGL 6460	Studies in Digital Media (repeatable for up to 12 credits)	3-12
ENGL 6470	Studies in Specialized Documents	3-12
Track/Options (if applicable)		
	Sub-Total	6-24
Students take core courses and select from Sections B & C to complete 33 hours.	Total Number of Credits	33

New Courses to Be Added in the Next Five Years

We plan to offer no new courses within the next five years.

Program Schedule

Typically, the program offers two or three courses per semester, with an additional three or four on-campus or online offerings in the summer. Offerings will combine a theoretical option with a professional option.

This past year, we offered the following courses.

Spring 2012

ENGL 6400: Advanced Editing (Dr. Keith Grant-Davie)

ENGL 6450: Reading Theory and Document Design (Dr. Ryan Moeller)

ENGL 6460: Studies in Digital Media—eBook Publication (Dr. David Hailey)

Summer 2012 (mix of online and on-campus courses)

ENGL 6460: Studies in Digital Media—Photography for Writers (Dr. Ron Shook)

ENGL 6470: Specialized Documents—Preparing Resumes and Electronic Portfolios (Dr. Rebecca Walton)

ENGL 6470: Specialized Documents—Proposal and Grant Writing for Science, Business (Dr. John McLaughlin)

ENGL 6800: Theory and Practice of Online Education. (Dr. Keith Gibson)

Fall 2012

ENGL 6410: Theory and Research in Professional Communication (Dr. Ryan Moeller)

ENGL 6460: Studies in Digital Media—The Well-Formed Website (Dr. David Hailey)

ENGL 6830: Rhetorical Theory (Dr. Keith Grant-Davie)

Spring 2013

ENGL 6400: Advanced Editing (Dr. Keith Grant-Davie)

ENGL 6430: Publications Management (Dr. David Hailey)

ENGL 6890: Studies in Writing and Rhetoric: Apology, Image Repair, and Crisis Communication (Dr. Keith Grant-Davie)

ENGL 6460, 6470, and 6890 are particularly flexible courses, permitting teachers to adapt them as the profession evolves. This is largely why we have little need to add new courses or make major changes to old ones.

Faculty

The following faculty from the Department of English will be available to instruct in this program:

Keith Grant-Davie, Associate Professor, Ph.D., Technical Communication Rhetoric

David Hailey, Associate Professor, Ph.D., Technical Communication Technologies

John McLaughlin, Associate Professor, Ph.D., Linguistics

Ryan Moeller, Associate Professor, Ph.D., Technical Communication Technologies and Rhetoric

Ron Shook, Associate Professor, Ph.D., Technical Communication Design

Rebecca Walton, Assistant Professor, Ph.D., Technical Communication Technologies and Rhetoric

Deborah Ray, RCDE online Instructor, MS in Technical Writing, Specialized Professional Skills

Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Utah State University

Proposed Title:

Currently Approved Title: Plan C Masters Degree in Mathematics

School or Division or Location: College of Science / Graduate School

Department(s) or Area(s) Location: Mathematics and Statistics

Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs):

Current Classification of Instructional Programs (CIP) Code (for existing programs): 40.0801

Proposed Beginning Date (for new programs): Upon Approval

Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

R401-5		R401-6	
<i>Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.</i>		<i>Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.</i>	
Section #	Item	Section #	Item
4.1.5.2	<input type="checkbox"/> Minor*	6.1.1	<input type="checkbox"/> Reinstatement of Previously Suspended Program
5.1.1.1	<input type="checkbox"/> New Emphasis on an Existing Degree*	6.1.5	<input type="checkbox"/> Reinstatement of Previously Suspended Unit
5.1.2	<input type="checkbox"/> Certificate of Proficiency Not Eligible for Financial Aid		
5.1.3	<input type="checkbox"/> Out-of-Service Area Delivery of Programs		
5.1.4	<input type="checkbox"/> Name Change of Existing Programs		
5.1.5	<input type="checkbox"/> Program Transfer		
	<input type="checkbox"/> Program Restructure		
	<input type="checkbox"/> Program Consolidation		
5.1.6	<input checked="" type="checkbox"/> Program Discontinuation		
	<input type="checkbox"/> Program Suspension		
5.1.7	<input type="checkbox"/> Administrative Unit Creation		
	<input type="checkbox"/> Administrative Unit Transfer		
	<input type="checkbox"/> Administrative Unit Consolidation		
5.1.8	<input type="checkbox"/> New Center		
	<input type="checkbox"/> New Institute		
	<input type="checkbox"/> New Bureau		
5.1.9	<input type="checkbox"/> Graduate Certificate		

*Requires "Section VI: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date: October 29, 2013

Printed Name: Dr. Larry Smith

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Institution Submitting Proposal: Utah State University

College, School or Division in Which Program/Administrative Unit Will Be Located:

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:

Program/Administrative Unit Title:

Recommended Classification of Instructional Programs (CIP) Code:

Certificate, and/or Degree(s) to Be Awarded:

Proposed Beginning Date: Upon Approval

Institutional Signatures (*as appropriate*):

Department Chair

Dean or Division Chair

D. Richard Cutler
Dept. Head, Mathematics and Statistics

James A. MacMahon
Dean College of Science

Mark R. McLellan, Vice President for Research
and Dean of Graduate Studies

Date: October 29, 2013

**Program Request - Abbreviated Template
Utah State University
Department Mathematics and Statistics**

Discontinuation of the Plan C Options in the M.S. Degree in Mathematics/M.S. Degree in Statistics

Section I: Request

Recently the Department of Mathematics and Statistics (Math/Stat) completed a review of its graduate programs. Currently, Math/Stat Master's students can complete an M.S. degree in one of three disciplines: Mathematics, Statistics, or Industrial Mathematics. Within each, a student can select either the Plan A (at least 30 credits, including 6-15 credits of research), Plan B (at least 30 credits, including 3 credits associated with a required report), or Plan C (at least 33 credits, all coursework).

In the Math/Stat graduate programs review it was found that the Plan C option is not substantially different from the Plan B option, and has not been supported in practice by our faculty already for some time. Math/Stat decided collectively at least 5 years ago to effectively end the Plan C by not offering funding to any incoming student not opting for Plans A or B. The Plan C option does not comprise any research component, with the undesirable consequence that students under Plan C do not contribute meaningfully to the research efforts of the department. The request of this R401 is to eliminate the Plan C option from the MS degree program in Mathematics and in the M.S. degree program in Statistics

Section II: Need

The Plan C option is not needed, as it is not substantially different from the current Plan B M.S. degree in either Mathematics or Statistics, and provides no research experiences that (under Plans A and B) provide critical benefits both for our students and faculty.

Section III: Institutional Impact

The proposed changes will not affect existing administrative structures or existing facilities and will have essentially no impact on faculty and staff requirements.

Section IV: Finances

No costs or savings are anticipated to result from these program changes.

Section V: Program Curriculum

*****THIS SECTION OF THE ABBREVIATED TEMPLATE REQUIRED FOR EMPHASES AND MINORS ONLY.*****

As this request is for dropping a program only, there is no program curriculum associated with this request.

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: Utah State University
Proposed Title: PhD in Mathematical Sciences
Currently Approved Title: PhD in Mathematical Sciences
School or Division or Location: College of Science
Department(s) or Area(s) Location: Department of Mathematics and Statistics
Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs):
Current Classification of Instructional Programs (CIP) Code (for existing programs): 27
Proposed Beginning Date (for new programs): Upon Approval
Institutional Board of Trustees' Approval Date: MM/DD/YEAR

Proposal Type (check all that apply):

Regents' General Consent Calendar Items	
<i>R401-5 OCHE Review and Recommendation: Approval on General Consent Calendar</i>	
SECTION NO.	ITEM
5.1.1 <input type="checkbox"/>	Minor*
5.1.2 <input type="checkbox"/>	Emphasis*
5.2.1 <input type="checkbox"/>	Certificate of Proficiency*
5.2.3 <input type="checkbox"/>	Graduate Certificate*
5.4.1 <input type="checkbox"/>	New Administrative Unit
	Administrative Unit Transfer
	Administrative Unit Restructure
	Administrative Unit Consolidation
5.4.2 <input type="checkbox"/>	New Center
	New Institute
	New Bureau
5.5.1 <input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2 <input checked="" type="checkbox"/>	Program Transfer
	Program Restructure
	Program Consolidation
5.5.3 <input type="checkbox"/>	Name Change of Existing Programs
5.5.4 <input type="checkbox"/>	Program Discontinuation
	Program Suspension
5.5.5 <input type="checkbox"/>	Reinstatement of Previously Suspended Program
	Reinstatement of Previously Suspended Administrative Unit

*Requires "Section V: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date: 10/29/2013

Printed Name: Larry Smith

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Institution Submitting Proposal: Utah State University

College, School or Division in Which Program/Administrative Unit Will Be Located:

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:

Program/Administrative Unit Title:

Recommended Classification of Instructional Programs (CIP) Code:

Certificate, and/or Degree(s) to Be Awarded:

Proposed Beginning Date: Upon Approval

Institutional Signatures (*as appropriate*):

Department Chair

Dean or Division Chair

D. Richard Cutler
Dept. Head, Mathematics and Statistics

James A. MacMahon
Dean College of Science

Mark R. McLellan, Vice President for Research
and Dean of Graduate Studies

Date: October 29, 2013

Program Request - Abbreviated Template
Utah State University
Department of Mathematics and Statistics PhD
10/03/2013

Section I: Request

Following a comprehensive self-evaluation, and based on our resulting five-year graduate studies strategic plan, the Department of Mathematics and Statistics (Math/Stat) requests to restructure its PhD program. For this degree program the current credit hour requirements are 90 for BS to PhD and 60 for MS to PhD for incoming students. Math/Stat proposes that the minimum credit hours be reduced to 72 credit hours for the BS to PhD (an 18-credit change), and 45 credit hours for the MS to PhD (a 15 credit-hour change).

Section II: Need

The PhD degree in the Department of Mathematics and Statistics draws on a dynamic and flexible program designed to prepare candidates for careers in academic research and teaching, collaborative science, and public and private enterprise. To that end, degrees can be completed in four specialties: Pure and Applied Mathematics, Interdisciplinary Studies, College Teaching, and Statistics. The PhD is awarded based on a combination of coursework (required both by the department and student's thesis committee), demonstrated mastery of the student's area of research, and novel scholarly research. Most PhD candidates in our department currently require more than 4 years (generally 5-6) to complete their respective programs, regardless of whether they begin either with a BS or MS. Reducing the required credit hours will unquestionably encourage greater efficiency in engaging students more quickly in their research areas and shorten their years to completion. However, aside from merely shortening the course requirements, there are several compelling reasons why this change will significantly improve the health of our PhD program.

- First, nearly all of our PhD students enter the program having taken some of the courses we offer, and which they repeat for no other reason than the need to fulfill credit requirements.
- Second, in comparison to other departments of mathematics and statistics, and certainly relatively to other disciplines, our PhD students gain significant experience in the classroom. Most of our graduate students are funded through teaching assistantships, providing an invaluable service for a department that covers more than 7% of all credit hours on the USU Logan campus. This benefits our graduate students in multiple ways: providing financial support, preparing them for potential careers that include teaching and math education, and building their mastery of mathematical and statistical principles by teaching and mentoring others. In other words, while our PhD students receive no credit for these efforts, their intensive teaching experiences nevertheless provide an important foundation for both their research and careers. Reducing the credit requirements as suggested would significantly recognize this.
- Third, through extensive discussions within our collective faculty and within our disciplinary subgroups, we have identified inefficiencies among some course offerings. These arise particularly where content overlaps over two or more courses, or where content is outdated and should be revised to address the need for more modern approaches or skills (e.g., avoiding "reinventing the wheel" by spending inordinate time addressing older numeric or computational methods that are now considered

conventional). By scrutinizing such courses, in the short term we can easily modify existing courses to cover more material by eliminating overlaps and updating content, hence in large part maintaining (and improving) breadth even while lowering the overall PhD credit requirement. For the long term, our department is engaged in continuing this process, by eliminating outdated or less useful classes (that do not currently support active research areas), developing new courses that address modern methods that facilitate research, and shortening and sequencing existing courses in order to eliminate overlaps and leverage common fundamental skill sets required by multiple courses.

- Fourth, as a department we have modified our incentives to encourage more rapid progress toward PhD completion. For example, our TA's receive stipend increases based on achieving specific benchmarks, and we have tied those raises more strictly to a schedule of year-to-year progress (first: program of study and committee; second: comprehensive exam; third: proposal defense). This will ensure that students take the initiative to engage in their research area more quickly, and the reduced credit requirement for the PhD program will facilitate this engagement.

These circumstances strongly convince us that our proposed PhD credit hour reduction – even if implemented unilaterally – will greatly enhance our program, and provide increased opportunity for growth. Most importantly, our recent self-study has revealed that our credit hour requirements significantly exceed nearly all of our peer institutions. In addition to some of the inefficiencies described above, this hampers our recruitment efforts. Potential graduate students are not eager to join a program with outdated and onerous coursework requirements.

Section III: Institutional Impact

The proposed changes will require no new administrative structures, new faculty or staff, or new equipment or facilities. Enrollments will be positively impacted, first by allowing more competitive and effective recruitment, and second through increased participation in courses for which numbers have been consistently deflated by the significant number of PhD students who require more than 4 years to complete their programs.

Section IV: Finances

No additional costs are anticipated as a result of the proposed change. On the contrary, we anticipate that this credit hour reduction will allow us to use funds for graduate education much more effectively, allowing PhD students to focus greater and more rapid attention on mastering their respective fields of study.

Section V: Program Curriculum

*****THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY*****

All Program Courses (with New Courses in Bold)

No new courses are required for this change.