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## Educational Policies Committee Agenda, September 6, 2012

Utah State University

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## EDUCATIONAL POLICIES COMMITTEE AGENDA

6 September 2012

A meeting of the Educational Policies Committee will be held on 6 September 2012 at 3 p.m. in Old Main 136 (Champ Hall Conference Room)

**I. Approval of the minutes of the 5 April 2012 meeting** (see below)

**II. Subcommittee Reports**

**A. Curriculum Subcommittee (Ed Reeve)**

1. Course Approvals
2. Request from the Nutrition, Dietetics and Food Science Department to offer a Distance Dietetic Internship (see below)
3. USU-Eastern Center for Workforce Development (see below)

### EPC and Curriculum Subcommittee Schedule for 2012-2013

Agenda Items Due

August 23, 2012  
September 20, 2012  
October 18, 2012  
November 22, 2012  
December 13, 2012  
January 24, 2013  
February 21, 2013  
March 21, 2013

EPC and Curriculum Subcommittee Meetings

September 6, 2012  
October 4, 2012  
November 1, 2012  
December 6, 2012  
January 10, 2013  
February 7, 2013  
March 7, 2013  
April 4, 2013

### Update on Electronic Course Approval Form

The process to create an electronic Course Approval Form is still underway. We have **been** meeting throughout the summer to build this form and create the approval workflow. We will be meeting again after Labor Day to make more adjustments. Once the form is finished, work on finishing up the workflow approval process will take place. Testing on this form will be done this fall.

**B. Academic Standards Subcommittee (David Hole)**

No Report

**C. General Education Subcommittee (Norm Jones)**

**GENERAL EDUCATION COMMITTEE MINUTES**

**April 17, 2012 8:30 A.M.**

**Champ Hall Conference Room**

**Present:** Christie Fox, Honors; Dick Mueller, Science; Kathy Chudoba, Business; Norm Jones, Chair; Michele Hillard, Secretary; Carolyn Cárdenas, Creative Arts; Wendy Holliday, Library; Nancy Mesner, Natural Resources; Charlie Huenemann, CHaSS; Roberta Herzberg, Social Sciences; Christian Thrapp/Erik Mikkelsen, ASUSU President; Stephanie Hamblin, University Advising; Mary Leavitt, Advising; Janet Anderson, Agriculture; Craig Petersen, American Institutions; Dan Coster, Quantitative Intensive; Susan Neel, USU Eastern; Larry Smith, Provost's Office;

**Absent:** Brian McCuskey, English; Ryan Dupont, Life & Physical Sciences; Cindy Dewey, Music; Travis Peterson, RCDE; Wynn Walker, Engineering; Brock Dethier, CHaSS; Rhonda Miller, Communications; John Mortensen, Registrar's Office; Vince Lafferty, Regional Campuses;

**Call to Order** - Norm Jones

**Approval of Minutes** - March 20, 2012

Motion to approve made by Kathy Chudoba, seconded by Nancy Mesner

**Course Approvals**

ARTH 3510 (CI) **APPROVED** ..... Rhonda Miller  
Motion to approve made by Carolyn Cárdenas, seconded by Wendy Holliday

ARTH 3630 (CI) **APPROVED** ..... Rhonda Miller  
Motion to approve made by Carolyn Cárdenas, seconded by Wendy Holliday

ARTH 3740 (CI) **APPROVED** ..... Rhonda Miller  
Motion to approve made by Carolyn Cárdenas, seconded by Wendy Holliday

ARTH 3750 (CI) **APPROVED** ..... Rhonda Miller  
Motion to approve made by Carolyn Cárdenas, seconded by Wendy Holliday

ARTH 3760 (CI) **PENDING** ..... Rhonda Miller

AV 3720 (CI) **PENDING** ..... Rhonda Miller

CS 3450 (CI) **PENDING** ..... Rhonda Miller

LANG 2100 (BHU) **REJECTED** ..... Brian McCuskey  
This was rejected by committee on two grounds: first, the course was not rigorous enough, and second, it seems a better fit for BSS.

LANG 2100 (BSS) **APPROVED**..... Roberta Herzberg  
Motion to approve made by Roberta Herzberg, seconded by Kathy Chudoba

WATS 4490/5490 (QI) **APPROVED** ..... Dan Coster  
Motion to approve made by Dan Coster, seconded by Nancy Mesner

**Course Removals**

N/A

**Syllabi Approvals**

USU 1330 (BCA) Troy Hunt/Susan Neel **PENDING** ..... Carolyn Cardenas

USU 1330 David Wall **APPROVED** ..... Carolyn Cardenas  
Motion to approve made by Carolyn Cárdenas, seconded by Wendy Holliday

USU 1360 (BPS) Mark Noirot **PENDING** ..... Ryan Dupont

**Business**

*Enrollment History Link* ..... Norm Jones  
A Link to the AAA site that tracks Gen Ed enrollment has been added to the Gen Ed website under Enrollment History [http://aaa.usu.edu/btj/b\\_and\\_d/d1.asp](http://aaa.usu.edu/btj/b_and_d/d1.asp).

*2012-2013 Gen Ed Schedule* ..... Michele Hillard  
The 2012-2013 meeting dates have been updated on the Gen Ed website. The membership list will be updated due to the following changes: Cindy Dewey will be on sabbatical, Carolyn Cardenas will be leaving the university and Janet Anderson will be looking for a replacement.

*Review of Depth Courses* **APPROVED** ..... Nancy Mesner  
Motion made by Roberta Herzberg, seconded by Janet Anderson  
A proposal was brought forward for developing a process to review depth courses every 5 years. Records would be maintained electronically and the information would be provided to the appropriate department heads when a review is scheduled. The Gen Ed committee will provide oversight for this review and will also have the authority to approve or disapprove the designation.  
(See below)

*Election of Chair* **APPROVED** ..... Committee  
Motion made by Dick Mueller, seconded by Charlie Huenemann  
Norm Jones' name was submitted to serve as the Chair of the General Education committee. Voting was unanimous. Norm will resume his position as chair at the September 18 meeting.

**Next Meeting**

Tuesday, September 18, 2012 Champ Hall Conference Room

8:30 a.m.

All depth courses are to be evaluated every 5 years to assure that the courses continue to meet depth criteria. The General Education subcommittee of EPC will track the status of depth courses, keep depth course applications on file, communicate with departments and instructors, and review the courses. If an acceptable response is not received, the depth designation may be dropped.

**Review Process:**

Five years after approval of a course, the committee will notify the instructor of record and their department head about the depth course review. The instructor and department head will be provided with the depth designation materials on file as well as a copy of the USU depth criteria.

The instructors will be asked to supply a current syllabus of the course and to note how the course continues to meet any changes in their course relevant to the depth criteria.

The subcommittee will review these responses and approve all courses that continue to meet the depth criteria. For courses that may have changed substantively, the subcommittee may ask for additional information and will work with the instructors to assure that the criteria are met before approving the course.

For courses that appear to have changed substantively, instructors will be asked to submit a new description of the course and an explanation of how the current course meets USU's depth criteria

**III. Other Business**

**EDUCATIONAL POLICIES COMMITTEE MINUTES**  
**5 April 2012**

A meeting of the Educational Policies Committee was held on 5 April 2012 at 3 p.m. in Old Main 136 (Champ Hall Conference Room)

Present:                   Larry Smith, Chair  
                              Ed Reeve, Curriculum Subcommittee Chair, Engineering  
                              Richard Mueller, Academic Standards Subcommittee Chair, Science  
                              Norm Jones, General Education Subcommittee Chair  
                              Brian Warnick, College of Agriculture  
                              Cory Evans, Caine College of the Arts  
                              Stacey Hills, Huntsman School of Business  
                              Eddy Berry, College of Humanities and Social Sciences  
                              Nancy Mesner, College of Natural Resources  
                              Keith Grant-Davie, Graduate Council  
                              Wendy Holliday, Libraries  
                              Vince Lafferty, Regional Campuses and Distance Education (representing  
                              Travis Peterson)  
                              Susan Neel, USU-Eastern  
                              Jessica Hansen, Registrar's Office (representing Roland Squire)  
                              Cathy Gerber, Registrar's Office

Absent:                   Scott Bates, Emma Eccles Jones College of Education and Human  
                              Services  
                              Erik Mikkelson, ASUSU President  
                              Tanner Wright, Academic Senate President  
                              Cami Jones, Graduate Studies Vice-President

Visitors:                Leon Anderson, SSWA, Department Head  
                              Richard Krannich, SSWA, Professor  
                              Byard Wood, MAE, Department Head  
                              Wenbin Yu, MAE, Associate Professor  
                              Alan Savitzky, Biology, Department Head  
                              Michelle Baker, Biology, Professor  
                              Alvan Hengge, Chemistry, Department Head  
                              David Liddell, Geology, Department Head  
                              Jan Sojka, Physics, Department Head  
                              Paul Jakus, Applied Economics, Department Head  
                              Mark Brunson, ENVS, Department Head  
                              Kurt Becker, Engineering Education, Department Head  
                              Michele Hillard, Provost Office

**I. Approval of the minutes of the 1 March 2012 meeting**

Richard Mueller moved to approve the minutes of the 1 March 2012 meeting. Nancy Mesner seconded; motion approved.

**II. Subcommittee Reports**

**A. Curriculum Subcommittee**

Ed Reeve reviewed the Curriculum Subcommittee business.

All courses were approved.

The request from the Sociology, Social Work and Anthropology Department, in partnership with USU-Eastern, to offer a minor in Criminal Justice was approved revisions. Revisions will be sent to Larry Smith. (see below)

The request from the Mechanical and Aerospace Engineering Department to reduce the number of PhD dissertation credits was approved.(see below)

The request from the College of Science, (the Departments of Biology, Chemistry and Biochemistry, Geology and Physics), to reduce the number of credits required for the following PhD programs: Biology, Ecology, Chemistry, Biochemistry, Geology and Physics was approved with revisions to the Biology and Ecology request. Revisions will be sent to Larry Smith. (see below)

The request from the Departments of Geology and Watershed Sciences to add a “Geomorphology and Earth Surface Processes specialization to their respective MS and PhD degree in Geology and Watershed Science was approved. (see below)

Ed Reeve was elected as chair for the Curriculum Subcommittee 2012-2013.

**EPC and Curriculum Subcommittee Schedule for 2012-2013**

Agenda Items Due

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September 20, 2012  
October 18, 2012  
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March 7, 2013  
April 4, 2013

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

## **B. Academic Standards Subcommittee**

Richard Mueller reviewed the Academic Standards Subcommittee business.

The ASC proposes the following change to the Prerequisite policy. The Registrar's Office will work with individual departments that wish to be informed of Incomplete (I) grades or situations where no grade is recorded (NGR) on prerequisite courses or wish to warn students in advance of the purge.

### **Prerequisites, Approval and Enforcement**

New prerequisites, as well as changes to established prerequisites, must be approved through the Educational Policies Committee (EPC). Prerequisites will be enforced by the student information system only if they have been approved by EPC. There are some prerequisites that are not currently possible for direct enforcement by the student information system. In these cases, the department will be notified and advised regarding available options. Enforcement of prerequisites for a multiple-listed course (i.e., a course jointly offered by two or more departments) will be determined by the department having administrative responsibility for the course.

Until prerequisites and prerequisite changes have been officially approved by EPC, they cannot be included in the online version of the General Catalog. Approved prerequisites will not be added to the online catalog until after the last day to add classes for the semester preceding the semester for which the prerequisites are effective.

The prerequisite enforcement assumes that a student will successfully pass the classes they are registered for. Students are therefore allowed to register for the next course before grades have been posted for the prerequisite course. Once grades have been posted, the prerequisites will be re-evaluated based on the grades received and if the student no longer meets the prerequisite the student will be dropped from the course. The affected students will be notified by the Registrar's Office of classes that have been dropped due to lack of the required prerequisites.

Eddy Berry moved to approve the business of Academic Standards Subcommittee. Brian Warnick seconded; motion approved.

**C. General Education Subcommittee**

Norm Jones reviewed the General Education Subcommittee business.

**GENERAL EDUCATION SUBCOMMITTEE MINUTES**

**March 20, 2012 8:30 A.M.**

**Champ Hall Conference Room**

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**Present:** Christie Fox, Honors; Dick Mueller, Science; Kathy Chudoba, Business; Norm Jones, Chair; Michele Hillard, Secretary; Carolyn Cárdenas, Creative Arts; Wendy Holliday, Library; Nancy Mesner, Natural Resources; Charlie Huenemann, CHaSS; Brock Dethier, CHaSS; Rhonda Miller, Communications; John Mortensen, Registrar’s Office; Roberta Herzberg, Social Sciences; Christian Thrapp/Erik Mikkelsen, ASUSU President; Stephanie Hamblin, University Advising; Mary Leavitt, Advising; Vince Lafferty, Regional Campuses; Janet Anderson, Agriculture; Craig Petersen, American Institutions; Dan Coster, Quantitative Intensive;

**Absent:** Susan Neel, USU Eastern; Brian McCuskey, English; Ryan Dupont, Life & Physical Sciences; Cindy Dewey, Music; Larry Smith, Provost’s Office; Travis Peterson, RCDE; Wynn Walker, Engineering

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**Call to Order** - Norm Jones

**Approval of Minutes** - February 21, 2012 - APPROVED

Motion made by Erik Mikkelsen, seconded by Charlie Huenemann

**Course Approvals**

AV 3720 (CI) **PENDING REVISIONS**.....Rhonda Miller

HIST 4711 (DHA) **APPROVED** .....Brian McCuskey

Motion made by Charlie Huenemann, seconded by Dan Coster

LANG 2100 (BHU) **PENDING** per Brad Hall.....Brian McCuskey

**Course Removals**

N/A

**Syllabi Approvals**

N/A

**Business**

Review of Depth Courses .....Nancy Mesner

Nancy stated that we need two things to happen: 1) language from committee saying that they intend to review the courses every 3-5 years and 2) should we consider doing this with all courses, not just depth. A process needs to be developed and we need to begin tracking. The process would be approved by the Gen Ed Committee and then move on to EPC to be added to

policy. The AAA department has a website that goes back to 2005 that will provide us the information on what is being taught. Subcommittees should get together and draft a process and policy wording before the next meeting so that this process can be moved forward at next fall's meeting.

USU 3070..... Christie Fox  
It was moved that the Committee should proceed to seek course approval for USU 3070. Christie and Norm will do the Course Approval Forms.  
Motion made by Dick Mueller, seconded by Rhonda Miller. Motion Approved

Core Curriculum in CHaSS ..... Charlie Huenemann  
CHaSS is working on core curriculum and they are looking for advice/suggestions. They will not change any gen ed requirements, but will provide an advising mechanism to help students maneuver through gen ed and get them on the path to their major. They are considering creating two new courses: CHSS1320 and CHSS 1340 modeled after Honors 1320 and 1340. Committee is currently looking for college specific versions that meet the criteria for USU 1320 and 1340. These courses will operate at a higher level than USU 1320 and 1340. There was a discussion of whether these courses could replace the USU prefix 1320/1340 courses. Or should they use the USU prefix with a special topics indicator? There is a concern about staffing the courses. It is assumed a number of instructors would switch over from USU to CHaSS, but that the same number of seats would remain available. The question was asked why we keep adding designations and models, and are all the changes really helping the students? Charlie responded that it would be great if the majors would come to gen ed and let them know what is needed so that student demand could be taken into consideration for these courses. The proposal for the new courses should come before the Gen Ed Committee and then be sent to the Curriculum Committee and the EPC.

**Next Meeting**

Tuesday, April 17, 2012 Champ Hall Conference Room  
8:30 a.m.

Vince Lafferty moved to approve the business of the General Education Subcommittee. Nancy Mesner seconded; motion approved.

### **III. Other Business**

Keith Grant-Davie moved to approve the request from the College of Engineering to establish a Center for Engineering Education Research (CEER). Richard Mueller seconded; motion approved. (see below)

Eddy Berry moved to approve the request from the Departments of Applied Economics, Sociology, Social Work and Anthropology and Environment and Society to establish a Center for Society, Economics and the Environment (CSEE). Nancy Mesner seconded; motion approved. (see below)

Meeting adjourned 3:30 p.m.

Larry Smith conducted the meeting.

Cathy Gerber recorded the minutes.

Cover/Signature Page - Full Template

Institution Submitting Request: *Utah State University*  
 Proposed Title: *Distance Dietetic Internship*  
 School or Division or Location: *Regional Campuses and Distance Education*  
 Department(s) or Area(s) Location: *Nutrition, Dietetics & Food Science (NDFS), RCDE Salt Lake Center*  
 Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> : *51.3101*  
 Proposed Beginning Date: March 2012  
 Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

R401-4	
<i>Items submitted will be reviewed by the Office of the Commissioner of Higher Education (OCHE), then forwarded to the Chief Academic Officers (CAO) and Program Review Committee (PRC) before being presented to the Regents. K-12 Personnel Programs are also reviewed by appropriate officials and faculty of the schools and colleges of education. See R401-4.2.2 for all programs requiring specialized reviews.</i>	
Section #	Item
4.1.1	<input type="checkbox"/> Non-Credit Certificate of Proficiency Eligible for Financial Aid
	<input checked="" type="checkbox"/> Credit Certificate of Proficiency Eligible for Financial Aid
4.1.1	<input type="checkbox"/> Non-Credit Certificate of Completion
	<input type="checkbox"/> Credit Certificate of Completion
4.1.9	<input type="checkbox"/> Fast-Tracked Certificate
4.1.2	<input type="checkbox"/> Associate of Applied Science Degree
4.1.3	<input type="checkbox"/> Associate of Science Degree
	<input type="checkbox"/> Associate of Arts Degree
4.1.5	<input type="checkbox"/> Bachelor's Degree
4.1.6	<input type="checkbox"/> K-12 School Personnel Programs
4.1.7	<input type="checkbox"/> Master's Degree
4.1.8	<input type="checkbox"/> Doctoral Degree

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: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

<sup>1</sup> 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>.

R401 Distance Dietetic Internship

Institution Submitting Proposal: Utah State University

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

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located: Nutrition, Dietetics & Food Science

Program/Administrative Unit Title: *Regional Campuses and Distance Education Distance Dietetic Internship*

Recommended Classification of Instructional Programs (CIP) Code: *51.3101*

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

Proposed Beginning Date: March 2012

Institutional Signatures:

Charles E. Carpenter, Professor and Head  
Department of Nutrition, Dietetics and Food Sciences  
Asst. Vice President for Extension

Noelle Cockett, Vice President and Dean Extension and Agriculture  
College of Agriculture

Martha Archuleta, Associate Dean  
Regional Campuses & Distance Education

Gary Straquadine, Dean/Executive Director  
Regional Campuses & Distance Education

Ronda R. Menlove, Vice Provost  
Regional Campuses & Distance Education

Date:

**Utah State University**  
**Certificate Program: Distance Dietetic Internship (DI)**  
**March 2012**

**Program Description**

The USU Dietetic Internship (DI) is a post baccalaureate supervised practice in dietetics with a curriculum emphasis in child nutrition programs and school foodservice management. Graduates of the DI receive a Verification Statement and are eligible to sit for the Registration Examination for Dietitians administered by CDR (Commission on Dietetic Registration). The DI includes a distance component that allows students/interns who are location bound to complete their internship in their home location in facilities with dietitians or nutrition and foodservice experts as preceptors.

**Role and Mission Fit**

*September 2002* COMPACT PLAN, UNIVERSITY EXTENSION, CONTINUING EDUCATION

**Mission Statement**

Utah State University is a respected leader in the state, region, nation and world for its quality distance education programs which addresses the critical needs of its students, both nontraditional and traditional, with quality, research-based accredited programs which are delivered utilizing state-of-the-art methods and technology.

**Faculty**

When the program was implemented in 1999, USU Extension-Continuing Education hired one Masters prepared Registered Dietitian (MS, RD) with 12 years' experience to direct the Distance DI; this position was classified as professional staff, with a title of Program Director. After four successful years and the first accreditation site visit, a second MS, RD was hired to function as an Assistant Program Director also professional staff. Program staff positions were evaluated and expanded in 2010 when a third MPH, RD was hired to function as a Program Coordinator; professional staff. The Director and Assistant Director positions were reclassified from professional staff to clinical faculty. The Program Coordinator position may eventually be considered for a clinical faculty appointment.

Directors and Program Coordinator participate in professional development through the American Dietetic Association (1999 – 2011) now named the Academy of Nutrition & Dietetics. Training and support for dietetic education programs is provided by the Commission on Accreditation of Dietetic Education (CADE) (1999 – 2011) now called the Accreditation Council for Education in Nutrition and Dietetics (ACEND). USU's Department of NDFS and RCDE hold regular department and faculty conferences that provide valuable resources for instruction and technology as well as opportunities to network with institutional professionals and colleagues.

**Market Demand**

In 1998, the number of BS Nutrition graduates was 3400 and the number of internship positions available in the country was 2036 – a shortfall of approximately 1400 spots. Of the 3400 students who applied for internships only 1838 got matched with internships = 54%. The Commission on Accreditation of Dietetics Education (CADE) was urging dietetic educators to expand their programs or to create new internship programs. It was in this market that USU chose to create a new dietetics internship to complement their existing dietetics programs.

At the same time the School Nutrition Association estimated that approximately 60% of school foodservice directors were at or nearing the age to retirement. Local Utah school nutrition directors who were colleagues of USU Dietetics faculty were concerned there were not enough qualified professionals trained to fill these vacancies. USU's response to this demand was to create a certificate internship opportunity in dietetics with an emphasis in school foodservice management and USDA Child Nutrition Programs, thereby preparing graduates for positions in school districts as Directors, Nutrition Educators and Dietetic Supervisors.

The USU Distance DI with its curriculum emphasis is one of only 3 internships in the country who offer more than a week or two in the schools learning about school foodservice management; we offer 13 weeks of intense on the job training to our students. 9-10% of our graduates find jobs in school districts as Registered Dietitians. The curriculum by necessity also trains the DI graduates in all areas of dietetics – foodservice management, clinical nutrition and public health nutrition. The USU DI graduates are qualified to sit for the Registration Examination for Dietitians and to practice in any area of the profession. Outcome statistics show that the majority of the USU DI graduates either have jobs in dietetics or are in graduate school within 3 months of completing the internship.

### Student Demand

In 1998 USU NFS department offered a Coordinated Program in Dietetics (CPD) with the capacity to support only 12 students from a larger pool of dietetics majors at the end of the sophomore year. The students who were not selected into the CPD were “lost” and did not matriculate in dietetics. There was demand for another route to a supervised practice within the USU structure and ability of graduates to sit for the national Registration Examination for Dietitians.

### Statement of Financial Support

<i>Appropriated Fund</i> .....	X
<i>Special Legislative Appropriation</i> .....	<input type="checkbox"/>
<i>Grants and Contracts</i> .....	<input type="checkbox"/>
<i>Special Fees/Differential Tuition</i> .....	<input type="checkbox"/>
<i>Other (Program Tuition and Fees)</i> .....	X

### Similar Programs Already Offered in the USHE

Since 1998 to present University of Utah (U of U) has a Masters Coordinated Program in Dietetics (MCP). Non-dietetics majors can be accepted and in the course of the MCP meet the course requirements for the DPD (didactic program in dietetics) and finish a Master's degree in Dietetics. At the completion of the MCP, students are eligible to sit for the Registration Examination for Dietitians. And, as mentioned above, USU had a Coordinated Program in Dietetics with built-in internship, but with limited capacity of 12 students per year.

**Utah State University**  
**Certificate Program: Distance Dietetic Internship (DI)**  
**March 2012**

**Section I: The Request**

*Utah State University* requests approval to continue offering *Distance Dietetic Internship* effective immediately. This program has been approved by the institutional Board of Trustees on *Date*.

**Section II: Program Description**

**Complete Program Description**

The USU Dietetic Internship (DI) is a post baccalaureate supervised practice in dietetics with a curriculum emphasis in child nutrition programs and school foodservice management. Graduates of the DI receive a Verification Statement and are eligible to sit for the Registration Examination for Dietitians administered by CDR (Commission on Dietetic Registration). The DI includes a distance component that allows students/interns who are location bound to complete their internship in their home location in facilities with dietitians or nutrition and foodservice experts as preceptors.

The curriculum is comprised of a one week internship orientation (one credit) held in Salt Lake City in June with dietetic internship faculty and the RCDE staff participating. The program core consists of three components or rotations: 1) clinical nutrition, 2) community or public health nutrition, and 3) foodservice systems management. The total length of all rotations combined is 31 weeks and the interns earn 29 academic credits. Interns coordinate with their local preceptors to arrange the timing of their three components/rotations. Interns are then registered in an open learning format for the corresponding NDFS courses and tuition is charged in semesters based on their Master Rotation Schedule.

Interns work face-to-face approximately 36 hours per week with their local preceptors and participate in didactic classes delivered online through Canvas approximately four hours a week. Dietetic Interns are classified as second bachelor students. The annual capacity of the internship program is 60 students. This program accommodates approximately 10 Utah interns and 50 distance interns. Based on scheduling and availability, interns can usually complete their program in an open-learning format over the course of two university semesters.

**Entrance Requirements**

- Seniors in or graduates of an ACEND accredited Didactic Program in Dietetics (DPD) undergraduate nutrition/dietetics program within the past 4 years.
- Overall GPA of 2.7 or greater.
- Core Professional (DPD) Courses GPA of 3.0 or greater.
- No D's or F's in DPD courses (that includes D-, D, or D+).
- 1040+ total hours of paid and/or volunteer dietetics-related work experience over the last five years.
- Three (3) satisfactory references submitted to the on-line centralized internship application, DICAS.

### *Completion Requirements*

Time expected to complete the USU Dietetic Internship program is 31 weeks at 40 hours per week of combined practice and didactic time; leaves of absence do not count in the time expected to complete. 100% of the interns enrolled in the program will complete all the program requirements with 150% of the time planned for completion (up to 43 weeks of combined practice and didactic hours). To meet program completion requirements, each intern must:

- Complete all 31 weeks practice and didactic hours (Orientation Week and all rotations) in the internship program; complete assigned audio-lectures and complete attached quizzes, discussions or case studies with a score of at least 80%.
- Submit comprehensive examinations in Clinical Nutrition, Foodservice Management, and Community Nutrition with a score of at least 80%
- Demonstrate ability to meet Core Competencies and those Emphasis Competencies chosen for the curriculum by satisfactorily completing rotation requirements for all rotations, online and rotation assignments, assignments, and component examinations of the internship. The DI Director(s) will determine on an individual basis when substitutions or modifications in rotations and class assignments can be made and will determine when entry-level competency is achieved for each rotation. All assignments and final rotation evaluations with preceptor signatures turned in to the DI Director according to Policy "Formal Evaluation of Interns".
- Earn rating of 3 or better on all sections of the Final Rotation Evaluation and on the overall evaluation of intern's performance for clinical, foodservice management and community components.
- Function as an entry-level dietitian during two weeks (equivalent to 8 8-hour days) of staff experience in foodservice systems management and two weeks (equivalent to 8 8-hour days) of staff experience in clinical dietetics.
- Comply with acceptable professional standards of ethics, display appropriate personal conduct, and demonstrate adequate verbal and written communication skills during the internship.
- Complete self-assessments and professional development portfolio activities in Orientation and at beginning and end of each rotation and process evaluations of rotations, and end of year evaluation of the program.
- All tuition and fees are paid in full.
- After an intern has completed all the program requirements, they will receive the necessary copies of the ADA Verification Statement signed by the DI Director (usually in the same business week as receiving the last rotation/homework packet). A signed copy of the ADA Verification Statement will be placed in the official file for each graduate. Verification Statements for all internship graduates will be kept on file indefinitely either in hard copy or PDF.
- DI Director will be accountable to submitting the intern's name and information to CDR electronically in the CRMS according to the procedures. Interns are notified by their director via e-mail when the CDR process is complete and the verification statements have been sent to them.

The Utah State University Dietetic Internship is currently granted initial accreditation by Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND).

### **Purpose of Degree**

Utah State University has offered a Coordinated Program in Dietetics (CPD) for many years, however capacity was limited to 12. Adding the Distance Dietetic Internship offered a route to professional

certification for both additional USU graduates (6-10 /year, 50-85% increase) and selected interns graduating in similar programs around the country.

The outcomes we expect are that 100% of the students who enter the internship will complete the program, that they will complete it in less than 150% of the expected time, that program graduates will find jobs in dietetics or positions in graduate school within 3 months of graduation, that 80% or greater of the graduates will pass the Registration Examination on first attempt. We track as an outcome measure the numbers of graduates who take jobs in school foodservice and it approximates the national percentage of dietitians in those jobs – 9-10%.

### Institutional Readiness

Regional Campuses and Distance Education provides the optimal infrastructure to run the USU Distance DI which has a positive impact on the department and its undergraduate students. USU undergraduate students have two options; 1) apply to the existing CPD and complete an internship rotation in their last two years of college using instate resources, 2) apply to the USU DI or another national DI program to complete an internship after earning a four-year degree utilizing available resources around the country. For USU, having two routes to licensure and certification for dietitians has enhanced opportunities for the institution, the state and members of the profession.

### Faculty

The USU Distance Dietetic Program requires the support of four department faculty. Two full-time tenured Pd.D. faculty provides academic over site equal to .20 FTE, and two full-time non-tenured faculty provide program administration with the following designated responsibilities Clinical Assistant Professor/Program Director and Clinical Instructor/Assistant Program Director equal to 1.8 FTE.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured			16
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			11
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			

Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Headcount Faculty</b>			
Full-time Tenured			16
Full-time Non-Tenured			11
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")</b>		X	27

### Staff

Program Coordinator added to the staff when the number of interns was increased from 40 to 60. Program coordinator assists the Director and Assistant Director in keeping the website up to date, handles all the inquiries about the program, the marketing and application process; responsible for the preselect of the USU DPD students who apply to the DI; supervising the local interns training in Utah. Position equal to 1.0 FTE.

USU Salt Lake Center support staff provides full student services; including but not limited to registration and cashiering, technical support, facility and resource scheduling, application processing, student records maintenance and affiliation agreements. Estimated support 1.0 FTE.

### Library and Information Resources

Interns are able to access all required resources and materials via the universities online catalog and posted materials required in the curriculum.

### Admission Requirements

1. Applicants interested in completing the DI program are responsible for knowing the minimum selection criteria for acceptance into the program and participating in the selection process. Students should be familiar with and on schedule to complete all educational requirements before applying for a supervised practice/internship (*this information is available through the American Dietetic Association website*).
2. Applicants are responsible for submitting transcripts with final grades and degree posted, and a verification statement from the DPD director with original color ink signature.
3. Applicants are responsible for finding their own preceptors which consists of:
  - a. Provide verification of verbal commitments from preceptors who meet the criteria and can deliver the supervised practice in the geographical location where the intern will train.
  - b. Submit two preceptor forms and one facility form and include them with the application packet.
  - c. Obtain official preceptor and facility forms for review and submission by USU for each location intern intends to train.
  - d. Providing immunization information, background checks, insurance including health and automobile, and all other requirements specified by the training facility.

4. USU DPD graduates are eligible to apply early in the Pre-Select Application Process in December. The program currently accepts up to ten qualified students. USU students not selected remain eligible to participate in the D&D Digital computer matching process.
5. The remaining positions will be filled by students applying in the computer matching application process. Applicants are responsible for knowing and following the D&D Digital computer matching rules; and are responsible for submitting all items on the application checklist postmarked on or before the deadline (*February for computer matching applicants noted on Critical Dates section of the program website*).
6. Applicants that match and accept their appointment prior to graduating from an undergraduate program are responsible for maintaining their GPA and finishing all DPD coursework.
7. Applicants that match and accept their appointment are admitted to Utah State University with an admissions code of NDFS\_DTCS, Primary Degree = Certificate/Graduate

### Student Advisement

Faculty and Program Coordinators for the Dietetic Internship function as academic advisors and mentors during the course of the internship and as outlined in their role statement or job description.

### Justification for Graduation Standards and Number of Credits

Program completion requirements (graduation standards) are noted in Section II Program Description. 29 credits are required to complete the certification; details are outlined in Sections II and VI of the application. USU also offers an opportunity for students completing the Distance DI to apply most of these credits towards a Masters of Dietetics Administration degree. Students interested in this option must apply for admission and complete 15 additional USU credits. Certificate program effective **MMDDYY**.

### External Review and Accreditation

USU Distance Dietetic Internship was under developmental accreditation by Commission on Accreditation of Dietetics Education (CADE) of the American Dietetic Association from 1999 – 2003. In 2003 a full accreditation self-study was submitted to CADE; a 3-person site visit was conducted in 2003. The program passed and was granted a full 10 year accreditation on January 21, 2004. The required 5 year (mid-point) Program Accreditation Report (PAR) was submitted in 2009 to CADE and the program met all of the criteria to continue operation. The next accreditation self-study and site visit is anticipated for some time in 2013-14.

Annual 2012 program/membership fee \$1,550

Accreditation site visit fee \$5,940

### Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students:

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	60	60	65	75	75	80

Total # of Declared Majors in Proposed Program	60	60	65	75	75	80
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE (as reported in Faculty table above)	27	27	28	28	28	28
Total Department Student FTE (Based on Fall Third Week)	333.1	338.35	345.63	352.85	352.85	360.01
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	12.34	12.53	12.34	12.6	12.6	12.86
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: N/A)	N/A	N/A	N/A	N/A	N/A	N/A

### Expansion of Existing Program

	AY 2008	AY 2009	AY 2010	AY 2011	AY 2012
Head Count	39	37	41	64	63
Actual SCH	834	811	1050	1714	1725
<i>Program SCH per student admitted to the academic year cohort.</i>					
	26	26	27	29	29

### Section III: Need

#### Program Need

The demand for an alternative route to a supervised practice that will allow completing students to sit for the national Registration Examination for Dietitians has been clearly outlined. USU continues to respond to this demand by increasing program capacity. In the last 5 years the program has grown to allow for 30, then 40 and now 60 interns. This year the USU program received 160 applications to fill 51 of USU 60 available slots. As of 2009 the Accreditation Council for Education in Nutrition and Dietetics (ACEND) received 4799 applications with the ability to fill only 2531 available slots.

#### Labor Market Demand

*Include local, state, and national data, and job placement information, the types of jobs graduates have obtained from similar programs. Indicate future impact on the program should market demand change.*

### **Student Demand**

All DPD students who have not been accepted into the USU CPD apply to the USU DI. In the open application period 1999 – 2001 the DI was filled in the first round of applications plus the vacancy second round after the official matching date. 2004 – 2010 all positions were filled in the first round of applications with 1.5 – 2 x the number of applications for positions available. In 2010 USU received 100+ applications to fill 54 positions; in 2011 140 applications were considered for 54 available positions.

### **Similar Programs**

In 1998 Utah did not have a dietetic internship in its institutions of higher education and there was no other supervised practice program along the Intermountain West with the exception of the VA Medical Center DI which had recently closed leaving a deficit in Utah of 6 internship spots. The nearest institutions offering a similar opportunity were the University of Nevada- Reno, Colorado State University Fort Collins and Arizona State University in Tempe.

In addition the University of Utah (U of U) offers a Masters Coordinated Program in Dietetics (MCP) designed for non-dietetics undergraduates. Students accepted into the MCP meet course requirements for the DPD (didactic program in dietetics) and complete a Master's degree in Dietetics. This program graduates 12 students a year.

### **Collaboration with and Impact on Other USHE Institutions**

No other USHE institutions offer a DI program. However Brigham Young University does with an annual enrollment cap of 6 which is not enough to meet the demand of their BS graduates in dietetics. The University of Utah offers a Masters Coordinated Program in dietetics (MCP) described above. All three programs have different objectives and meet different student requirements. In addition the three institutions have formed a consortium (UDEC – Utah Dietetic Education Consortium) where they discuss mutual training needs and collaborate on local resources that benefit all three programs.

### **Benefits**

USU DI offers a route to professional certification and/or licensure for graduates with a BS in dietetics, providing a highly qualified pool of dietitians for employers in both the public and private sectors including hospitals, public health care facilities and K-12 schools. The current size and reach of the DI generates sufficient tuition dollars to support faculty, operations and scholarships. USU Distance DI is the second largest supervised practice program in the nation. Resident graduates and those from other states benefit from the high quality education offered by USHE.

### **Consistency with Institutional Mission**

The USU DI is consistent with the land grant university mission, complements the other degrees in nutrition and dietetics that are offered at USU.

5.1.2. Utah State University Mission Statement (2003): The mission of Utah State University is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement.

## Section IV: Program and Student Assessment

### Program Assessment

Program Goal: The program will provide a supervised practice in dietetics for DPD graduates for Utah State University

- Institutional Mission Reference: “USU provides specialized professional degree programs and ... outreach to Utah citizens through Extension programs.”
- Outcome Measures: Up to 10 students from the Utah State University DPD program will be preselected in a CADE approved process for the USU dietetic internship.

Program Goal: The program will prepare graduates to work in Child Nutrition Programs (CNP), school foodservice systems management (FSSM), or administrative dietetics.

- Institutional Mission Reference: “USU is committed to preparing students to serve the people of Utah, the nation and the world. USU DI mission is to train graduates for positions in USDA Child Nutrition Programs and school lunch foodservice management.”
- Outcome Measures: Decision makers in school districts where USU interns train will perceive USU DI graduates as qualified for positions in CNP in their district.
- 25% of graduates will indicate on the One-Year Post Graduation survey that they have a “favorable” or better perception of working in CNP and school FSSM.
- The percentage of graduates who obtain employment in CNP and school FSSM will continue to increase.

Program Goal: The program will ensure all interns will complete the program.

- Institutional Mission Reference: USU and the DI are committed to ensuring the interns graduate.
- Outcome Measures: Program completion rate will be 95% or greater

Program Goal: The program will prepare graduates to be competent entry-level dietitians.

- Institutional Mission Reference: “USU provides specialized professional degree programs and is committed to preparing students to serve the people of Utah, the nation and the world.”
- Outcome Measures:
- 80% of graduates sitting for the Registration Examination for Dietitians for the first time will pass.
- USU first-time test takers will score at or above the national mean for Total, Nutrition, and Foodservice Management scaled scores.
- Interns will achieve a rating of  $\geq$  “3” or “Doing well, performing as expected for student/intern level” on all final USU DI rotation evaluations.
- Concerning the “entry-level” preparedness of program graduates,  $\geq$  90% of employers that complete the One-Year Post Graduation Employer survey will rate graduates as being “competent” or greater.

### Expected Standards of Performance

Competencies/Learning Outcomes for USU DI Program – 2008 Standards of Education for Dietetic Internship Programs from the Commission on Accreditation of Dietetic Education (CADE)

1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice.

DI 1.1 Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes

DI 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice

DI 1.3 Justify programs, products, services and care using appropriate evidence or data

DI 1.4 Evaluate emerging research for application in dietetics practice

DI 1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis

2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

DI 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics

DI 2.2 Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures)

DI 2.3 Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience

DI 2.4 Use effective education and counseling skills to facilitate behavior change

DI 2.5 Demonstrate active participation, teamwork and contributions in group settings

DI 2.6 Assign appropriate patient care activities to DTRs and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility

DI 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice

DI 2.8 Demonstrate initiative by proactively developing solutions to problems

DI 2.9 Apply leadership principles effectively to achieve desired outcomes

DI 2.10 Serve in professional and community organizations

DI 2.11 Establish collaborative relationships with internal and external stakeholders, including patients, clients, care givers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals

DI 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures

DI 2.13 Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration

DI 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background

3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations

DI 3.1 Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings

DI 3.1.a Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered

DI 3.1.b Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements

DI 3.1.c Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention

DI 3.1.d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis

DI 3.2 Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing

DI 3.3 Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.

DI 3.4 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions

DI 3.5 Deliver respectful, science-based answers to consumer questions concerning emerging trends

DI 3.6 Coordinate procurement, production, distribution and service of goods and services

DI 3.7 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals

4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.

DI 4.1 Use organizational processes and tools to manage human resources

DI 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food

DI 4.3 Apply systems theory and a process approach to make decisions and maximize outcomes

DI 4.4 Participate in public policy activities, including both legislative and regulatory initiatives

DI 4.5 Conduct clinical and customer service quality management activities

DI 4.6 Use current informatics technology to develop, store, retrieve and disseminate information and data

DI 4.7 Prepare and analyze quality, financial or productivity data and develops a plan for intervention

DI 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits

DI 4.9 Obtain and analyze financial data to assess budget controls and maximize fiscal outcomes

DI 4.10 Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements, equipment and supplies

DI 4.11 Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting

DI 4.12 Participate in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers

## Section V: Finance

### Budget

R401 Distance Dietetic Internship

5-Year Budget Projection						
Departmental Data	Current Budget— Prior to New Program Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Personnel Expense</b>						
Salaries & Wages	\$218,623.00	235,264.03	251,049.31	256,070.30	248,724.68	253,699.18
Benefits	91,371.30	98,326.25	104,923.55	107,022.02	103,951.99	106,031.03
<b>Total Personnel Expense</b>	<b>\$309,994.30</b>	<b>333,590.28</b>	<b>355,972.86</b>	<b>363,092.32</b>	<b>352,676.68</b>	<b>359,730.21</b>
<b>Non-personnel Expense</b>						
Travel	\$31,898.00	9,500.00	9,500.00	9,500.00	9,500.00	9,500.00
Capital	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Library	\$0.00					
Current Expense	\$68,000.00	\$68,000.00	\$68,000.00	\$68,000.00	\$68,000.00	\$68,000.00
<b>Total Non-personnel Expense</b>	<b>\$114,898.00</b>	<b>92,500.00</b>	<b>92,500.00</b>	<b>92,500.00</b>	<b>92,500.00</b>	<b>92,500.00</b>
<b>Total Expense (Personnel + Current)</b>	<b>\$424,892.30</b>	<b>\$426,090.28</b>	<b>\$448,472.86</b>	<b>\$455,592.32</b>	<b>\$445,176.68</b>	<b>\$452,230.21</b>
<b>Departmental Funding</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Appropriated Fund	\$50,322.46	\$50,322.46	\$50,322.46	\$50,322.46	\$50,322.46	\$50,322.46
Other: Program Tuition & Fees	\$429,917.54	\$429,917.54	\$449,127.14	\$469,105.12	\$489,882.23	\$511,490.41
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition						
<b>Total Revenue</b>	<b>\$480,240.00</b>	<b>\$480,240.00</b>	<b>\$499,449.60</b>	<b>\$519,427.58</b>	<b>\$540,204.69</b>	<b>\$561,812.87</b>
<b>Difference</b>						
Revenue - Expense	\$55,347.70	\$54,149.72	\$50,976.74	\$63,835.26	\$95,028.01	\$109,582.66
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$240.00	\$240.00	\$240.00	\$240.00	\$240.00	\$240.00

\* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

**Funding Sources**

Based on scheduling and availability, interns can usually complete their program in an open-learning format over the course of two university semesters.

To remain nationally competitive and to insure all program expenses are covered, interns pay a flat program rate as outlined below. Program tuition rates are reviewed annually and approved by USU program administration. Interns participating with the 2012/13 cohort will be charged as follows:

1. Student completing their internship pay \$8,004.00 regardless of residency.

R401 Distance Dietetic Internship

2. Students applying for admission to the program will be charged a \$50 application fee.

Anticipated enrollment growth and competitive program tuition and fees should sustain the program.

**Reallocation**

Does not apply

**Impact on Existing Budgets**

No change will be made to existing budgets. Program is self-supporting and operates in the black. Future growth will be an added benefit to both the RCDE Center and institution.

**Section VI: Program Curriculum**

**All Program Courses**

Course Prefix & Number	Title	Credit Hours
<b>Required Courses</b>		
NFS 6900	ST: Dietetic Internship Orientation	1.0
NFS 6050	Community Public Health Internship I	6.0
NFS 6250	Clinical Nutrition Internship I	10.0
NFS 6350	Food Services Systems Management Internship I	12.0
	<b>Sub-Total</b>	<b>29.0</b>
<b>Elective Courses</b>		
	None	
	<b>Sub-Total</b>	<b>0</b>
<b>Track/Options (if applicable)</b>		
	None	
	<b>Sub-Total</b>	<b>0</b>
<b>Total Number of Credits</b>		<b>29.0</b>

**New Courses to Be Added in the Next Five Years**

Semester 1	Course Prefix and Number	Course Title
<i>(List courses – use one row per course)</i>	None	
<b>Semester 2</b>		
<i>(List courses – use one row per course)</i>	None	
<i>Continue with Semesters for Entire Program</i>		

**Program Schedule**

The curriculum is comprised of a one week internship orientation (one credit) held in Salt Lake City in June with dietetic internship faculty and the RCDE staff participating. The program core consists of three components or rotations: 1. clinical nutrition, 2. community or public health nutrition, and 3. foodservice

systems management. The total length of all rotations combined is 31 weeks and the interns earn 29 academic credits. Interns work face-to-face approximately 36 hours per week with their local preceptors and participate in didactic classes delivered online through CANVAS or WIMBA approximately four hours a week.

Interns must submit a master rotation schedule based on program guidelines on or before orientation week. All program schedule changes made after orientation weeks must be reviewed and approved by a DI program director. Interns must complete all program requirements and coursework as scheduled including assignments, evaluations, didactic time sheets, online audio lectures, quizzes and weekly correspondence with assigned director. Most interns complete the program over the course of two semesters.

### Section VII: Faculty

Ann Martin Mildenhall, MS, RD, CD – Clinical Assistant Professor/DI Program Director

Qualifications: Coordinator, University of Wisconsin Madison Dietetic Internship – 3 years; Director VA Medical Center Dietetic Internship 9 years.

Jennie Oler, MS, RD, CD – Clinical Instructor/Assistant DI Program Director

Qualifications: Chief Clinical Dietitian, Timpanogos Regional Hospital – 2.5 years; Consulting Dietitian, Applegate Homecare and Hospice – 1 year; Medical-Oncology and Surgical Clinical Dietitian, McKay-Dee Hospital – 1.5 years; MS, Nutrition Science; 2004

Cover/Signature Page - Abbreviated Template

Institution Submitting Request: USU Eastern

Proposed Title: Center for Workforce Development

School or Division or Location: Division of Workforce Education and Division of Professional and Technical Education, Price Campus

Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

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
4.15.2	<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		
	<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		
	<input checked="" type="checkbox"/> New Center		
5.1.8	<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:** *MM/DD/YEAR*

**Printed Name:** Dr. Ray Coward

## Program Request - Abbreviated Template

USU Eastern, Center for Workforce Preparation

### Section I: Request

USU Eastern requests approval to create a Center for Workforce Preparation.

A major part of the College's mission is to prepare a workforce that "creates and sustains" our region. Poor coordination with the local business community, lack of awareness and low visibility of CTE and workforce programs, and confusion with the other academic functions of the College often hamper complete success in this mission function.

The proposed "Center for Workforce Preparation," occupying a very prominent Price Campus location on a major traffic thoroughfare, will signal to the community and to students the prominence of this mission within the College's mission portfolio; will showcase program availability and recruit and enroll CTE and workforce students into degree and training programs that meet local workforce needs; and will stimulate interest and community engagement in aligning workforce supply and workplace demand.

The DWS and Vocational Rehabilitation are invited to partner in the proposed Center, with offices and services on site, functioning in tandem with USU Eastern's current Career Services and workforce-related academic programs. Also, economic development officers from Carbon and Emery Counties have participated in conceptualizing and promoting this request, and will play an ongoing role in planning.

The Center will focus on the following outcomes:

1. Provide more effective coordination among the DWS, Vocational Rehabilitation, the College, Economic Development officers and other related agencies.
2. Engage the employer-community and improve communication of specific workplace demands and needs.
3. Decrease local employers' need to recruit prospective employees from outside the region, and increase the likelihood that employers turn to the College as their preferred source for trained workers.
4. Enhance the likelihood that prospective students turn to the College to improve their economic prospects by seeking workforce training.
5. Transition regional residents from untrained and under-employed or unemployed, to trained and gainfully employed.
6. Align programs and encourage students to train for existing opportunities in the local workplace.
7. Increase enrollment and efficiency in CTE and workforce programs, as measured by the ratio of faculty FTE to student FTE in Workforce and CTE programs.
8. Provide career services to all enrolled students, encouraging them to establish and maintain their DWS database registration and profiles.

## Section II: Need

To serve the regional economy, the College must engage partners, communicate, plan, and align CTE and workforce programs. Communication and planning must occur among the following:

- College faculty and staff.
- Prospective and currently enrolled students.
- Employers.
- The Department of Workforce Services and Vocational Rehabilitation.

At present, USU Eastern's Price Campus CTE and Workforce programs operate without widely recognized headquarters – geographically dispersed on campus among other general education, transfer, and upper-division programs. In fact, some students and community patrons say that the CTE and Workforce programs are “hidden” among other general education and transfer programs, with the result that there is low awareness of CTE and Workforce programs among College constituents.

The proposed Center is intended to be a prominent venue for promoting, planning, and aligning programs. It is intended to be –

- The recognized Price campus location for admission, registration, and advisement in workforce and CTE programs;
- The location for the College's career advisement activities;
- A public and employer reception, communication, and planning center;
- An administrative suite where credit and non-credit programs coordinate and leverage resources;
- A presence for DWS and Vocational Rehabilitation personnel to offer services that attract their various clienteles to the campus and increase the collaboration between workforce and educational agencies.

National sources point to the need for this sort of communication, planning, and alignment:

From Community College Times:

It is the question that puzzles community colleges, employers and workforce development officials around the country: How can an economy that has 14 million unemployed people have so many jobs that seemingly can't be filled? Call it the great jobs mismatch, the persistent and frustrating gap between idle workers and open jobs. The mismatch is hampering the economic recovery and severely impacting those without jobs. According to Georgetown University's Center on Education and the Workforce, the problem is rooted in the fact that many community colleges are not well-connected enough to their local communities to meet emerging job demands (Fixing the Jobs Mismatch).

From the Lumina Foundation:

If colleges expect to attract more students and graduate them prepared for sustainable careers, they must better align program offerings and course curricula to the needs of their

local labor markets. Decisions on which programs to offer and what to teach in class should correspond to employers' immediate and ongoing demand for workers in a particular occupation or with a specific set of skills.

Community colleges already take steps to address the workforce needs of local employers, but their efforts often are hampered by a lack of detailed, up-to-date information about occupations and skills in demand ([Aligning Community Colleges to their Local Labor Markets](#)).

### **Section III: Institutional Impact**

USU Eastern will not hire new personnel as a result of the proposed Center. Instead, administrators and staff support personnel for non-credit Workforce Education and for credit CTE programs will co-locate in a newly remodeled space, alongside College-provided office space for DWS and Vocational Rehabilitation colleagues.

The proposed space is the Art Building on the Price Campus, a 5,000 square foot facility located adjacent and south of the current Student Center.

The Art Building currently provides space for a very small number of ceramics and three-dimensional design courses, totaling about six (6) student FTE per year. The College has no degree offerings in art, and no other programs are offered in the Art Building. A single adjunct instructor offers all of the courses that are taught in the Art Building. The College feels that, given the small enrollment in these art courses, this medium-sized facility can be put to more strategic use. Some art courses can be located in other locations, and others can be discontinued or deferred.

The College has identified funding for remodeling the Art Building, providing a new public entry, furnishings, signage, offices, and reception and meeting space. The remodeling is expected to be quite comprehensive, with upgrades and changes to most of the facility.

### **Section IV: Finances**

The remodeling of the 5,000 square foot building is projected to cost \$300,000 one-time. The Art Building is currently on the campus's O & M inventory, and because no new space will be created, there will be no increase to O & M requests associated with the remodeling.

Another important financial impact relates to efficiency of CTE and Workforce programs at USU Eastern's Price Campus. Currently, the ratio of faculty to student FTE in these programs is approximately 1:8. With greater alignment, subscription, and enrollment growth, the College can achieve a higher ratio, leading to a higher number of program completers (who will fulfill the demands of the local labor market) without a substantial increase in fixed costs, especially those related to salary and benefits.