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EDUCATIONAL POLICIES COMMITTEE AGENDA

2 February 2012

A meeting of the Educational Policies Committee will be held on 2 February 2012 at 3 p.m. in Old Main 136 (Champ Hall Conference Room)

I. Approval of the minutes of the 12 January meeting (see below)

II. Subcommittee Reports

A. Curriculum Subcommittee (Ed Reeve)

1. Course Approvals
2. Request from the Department of Art and Design to offer the interior design specialization (as a Plan B option) within the Master of Fine Arts degree (see below)
3. Request from the Departments of Landscape Architecture and Environmental Planning (College of Agriculture) and Environment and Society (College of Natural Resources) to create a Sustainable Systems Minor (see below)
4. Request from Utah State University to establish a university-wide STE²M center (see below)
5. Course Approval Form

Work continues on producing a form and a workflow approval process. The workflow approval process will be similar to the travel authorizations.

Milestones and dates:

Development complete by the first of April

Testing with Cathy complete by first of May

Pre-production testing with several volunteers complete by July 31st

Go-live in production on August 1st

Demonstration to the Curriculum Subcommittee on September 6th

B. Academic Standards Subcommittee (Richard Mueller)

ACADEMIC STANDARDS SUBCOMMITTEE MINUTES

January 13, 2012

4:00 p.m. – 5:00 p.m.

Champ Hall Conference Room

Present: Deborah Reece (Stephanie Hamblin); Richard Mueller; Michele Hillard; Eddy Berry; Stacey Hills; Roland Squire

Absent: John Barton; Scott Bates; Tanner Wright

Call to Order - Richard Mueller

Approval of Minutes

Business

Awarding an Associate's Degree after a Bachelor's Degree (Registrar's Update) – APPROVED.
Motion carried by Deborah Reece; seconded by Roland Squire.

Students who have already received a bachelor's degree may not later apply for or receive an Associate of Science or an Associate of Arts degree.

Students who have already received an Association of Science (AS) degree, Associate of Arts (AA) degree, or a bachelor's degree may later apply for an Associate of Applied Science Degree.

Applicants must file an application with the Admissions Office and obtain the recommendation of their academic dean prior to being admitted. This AAS degree is only available to those on whom the previous degree was conferred by a regionally-accredited institution. Students must complete all of the degree requirements not covered or satisfied by previous degrees. In addition, students must complete a minimum of 15 USU credits beyond those applied toward the previous degree. USU credits must be earned in courses completed at USU's Logan campus or other designated centers, or through classes offered by Regional Campuses and Distance Education through USU.

Earned F Grade – (Registrar's Update) – APPROVED.
Motion carried by Eddy Berry; seconded by Stacey Hills.

To comply with Federal regulations the University needs to do a better job of tracking student participation in classes. The two paragraphs below should be inserted into the electronic catalog to help the Financial Aid office easily identify registered students who never participated. It is hoped that information can be pulled from Canvas to help with the last day of participation for all graded students to also assist with compliance.

Two grading options are available for instructors when posting grades for students who are to receive in *F* grade for a course. Students who attended or participated in a course at least one time will be given the traditional *F* grade, and the instructor is responsible for reporting the last day of attendance or participation. The grade of *NF* (Non Participation) is given when a student's name appears on a final grade report, but there is no record of attendance or other evidence of participation in the course. The *NF* grade is treated as an *F* grad in calculating grade point averages.

Participation includes most documented forms of academic activity: attendance in class or labs, graded quizzes, tests, assignments, and participation in online discussions. However, simply logging into a system like Canvas does not constitute participation.

Adjourned: 4:50 pm

Next Meeting

Friday, February 10, 2012 Champ Hall Conference Room

4:00 pm

C. General Education Subcommittee (Norm Jones)

GENERAL EDUCATION COMMITTEE MINUTES

January 17, 2012 8:30 A.M.

Champ Hall Conference Room

Present: Christie Fox, Honors; Larry Smith, Provost's Office; Dick Mueller, Science; Kathy Chudoba , Business; Norm Jones, Chair; Travis Peterson, RCDE; Susan Neel, USU Eastern; Michele Hillard, Secretary; Dan Coster, Quantitative Intensive; Carolyn Cárdenas, Creative Arts; Wendy Holliday, Library; Nancy Mesner, Natural Resources; Janet Anderson, Agriculture; Charlie Huenemann, HASS; Brock Dethier, HASS; Rhonda Miller, Communications; John Mortensen, Registrar's Office; Roberta Herzberg, Social Sciences; Erik Mikkelsen, ASUSU President; Ryan Dupont, Life & Physical Sciences Literacy/Intensive

Absent: Brian McCuskey, English; Stephanie Hamblin, University Advising; Wynn Walker, Engineering; Craig Petersen, American Institutions

Call to Order - Norm Jones

Approval of Minutes - December 13, 2011 – APPROVED.

Motion carried made by Carolyn Cárdenas, seconded by Dan Coster.

Course Approvals

ARTH 3840 (CI) - PENDING Rhonda Miller
ARTH 4520 (CI) - PENDING Rhonda Miller

Course Removals

N/A

Syllabi Approvals

USU 1320 (BHU) - PENDING Brian McCuskey
USU 1350 (BLS) - APPROVED Ryan Dupont
Motion carried made by Ryan Dupont, seconded by Nancy Mesner.

Business

Update on proposed USU 1370/3070 Christie Fox
The committee was tasked with writing the catalog copy for this proposal (see below). The first section is what would actually go on the website. The committee decided that this course should not be offered for anything fewer than 5 credits. In order to fulfill 2 depth categories it must be 5-6 credits. The classes will typically be team taught and will require depth breadth requirements regardless of major. Any exception to team teaching needs to be approved or justified. Quantitative and communicative Communication Intensive skills must be integrated and the course should be designated as a DHS/DHI combo instead of making it a DI. It is anticipated that these courses have a higher learning outcome because they must meet rigorous requirements. It was recommended that the committee look at the proposals/syllabus before anything moves forward.
The committee will come back next month with a model to show the Gen Ed committee. A student must have completed their Gen Ed requirements before they can take the interdisciplinary course.

It was debated whether these courses should have a new, Depth Integration [DI], designation, or should be listed as fulfilling at least two of the three depth areas e.g. DSS/DSC. Concern was expressed that a DI designation would make it possible for students to avoid some of the desired breadth by taking a DI that allowed them for escape another course outside their area of interest. This concern was countered by those who feel that linking other disciplines to the major field will make the courses more relevant.

A meeting with the faculty who teach USU 1360 Faculty will be scheduled in February. Need to see if there is a common core. They will be discussing the common goals of the course.

Next Meeting

Tuesday, February 21, 2012 Champ Hall Conference Room
8:30 a.m.

USU/HONR 3070 Interdisciplinary Depth (DI)

Catalog copy:

USU/HONR 3070 (variable credit, 5-6 credits)
DI (interdisciplinary depth)

The DI (Interdisciplinary depth) course will combine at least two of the existing depth categories (DHA, DSS, DSC) in a longer format course of at least 5 credits. The class is traditionally team taught. This class will fulfill the student’s depth requirements, regardless of major. Students will integrate quantitative and communication skills.

Pre-requisite:

Repeatable for credit.

Semester traditionally offered: fall, spring

Approval requirements:

The application must specify which depth categories the class will integrate. The course should be rooted in more than one disciplinary convention and should explore the epistemology or ways of knowing in more than one discipline. In order to be approved, a DI course must ask students to utilize quantitative reasoning and communication skills (oral, visual, written, etc.). There is a strong expectation that the class will be team-taught and exceptions to that must be justified in the application.

One of the main goals of the DI course is to help students achieve the citizen scholar objectives. To that end, each DI course must meet these objectives:

- understand processes of acquiring knowledge and information;
- reason logically, critically, creatively, and independently, and be able to address problems in a broad context;

- recognize different ways of thinking, creating, expressing, and communicating through a variety of media;

- understand diversity in value systems and cultures in an interdependent world.

A successful DI course will:

- be problem-based
- be team-taught
- be at least 5 credits
- include two existing depth categories
- require students to demonstrate quantitative and communication skills

The review committee will look favorably upon applications that incorporate service learning, undergraduate research, field-based learning, and other creative pedagogical approaches

III. Other Business

EDUCATIONAL POLICIES COMMITTEE MINUTES
12 January 2012

A meeting of the Educational Policies Committee was held on 12 January 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
 Brian Warnick, College of Agriculture
 Nicholas Morrison, Caine College of the Arts (representing Cory Evans)
 Scott Bates, Emma Eccles Jones College of Education and Human Services
 Eddy Berry, College of Humanities and Social Sciences
 Nancy Mesner, College of Natural Resources
 Wendy Holliday, Libraries
 Travis Peterson, Regional Campuses and Distance Education
 Susan Neel, USU-Eastern
 Roland Squire, Registrar's Office
 Michele Hillard, Provost Office (representing Cathy Gerber)

Absent: Stacey Hills, Huntsman School of Business
 Keith Grant-Davie, Graduate Council
 Norm Jones, General Education Subcommittee Chair
 Erik Mikkelson, ASUSU President
 Tanner Wright, Academic Senate President
 Cami Jones, Graduate Studies Vice-President

I. Approval of the minutes of the 1 December 2011 meeting

Richard Mueller moved to approve the minutes of the 1 December 2011 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 Department of Management to create a Hospitality and Tourism Management Minor was approved pending formatting changes. (see below)

The request from the Department of Environment and Society to discontinue the PhD in Recreation Resource Management was approved. (see below)

Eddy Berry moved to approve the business of the Curriculum Subcommittee. Richard Mueller seconded; motion approved.

B. Academic Standards Subcommittee (Richard Mueller)

ACADEMIC STANDARDS SUBCOMMITTEE MINUTES

December 9, 2011

4:00 p.m. – 5:00 p.m.

Champ Hall Conference Room

Present:

Absent:

Call to Order - Richard Mueller

Approval of Minutes

Business

Awarding an Associate's Degree after a Bachelor's Degree – PENDING Updates

It was determined that several universities require a 15-credit minimum for an associate's degree after a bachelors and require that it be in a different area. We should not allow individuals to return and get an AS or AA in the same field of study as their bachelor's degree. We discussed allowing an applied associates in a different area of study. We don't anticipate many students wanting to do this; however, a policy needs to be in place to cover those who do. John Mortensen will come back to the committee with policy recommendations.

Earned F Grade – PENDING Updates

Steve Sharp attended the meeting to discuss the issue with earned F's and how this and other issues impact financial aid. (See below) This becomes a compliance issued and could put the university in a situation where they could be fined as much as \$250K. Obviously, this is not only a financial aid problem, but a faculty and compliance issue as well. The faculty needs to become more aware of the issue so that they can monitor the student's attendance/participation. Mr. Sharp is pursuing using the capabilities of Canvas to document attendance, participation/non participation. It was suggested that we add the following new designation to the grading options: NF – Non Participation F, to help identify students getting an F with no documented participation. Mueller will discuss this with the EPC in January. If this moves to EPC a policy change will need to be drafted. The earliest effective date for any of this would be summer.

The committee encouraged Steve Sharp to continue to work with Michelle Larson to devise a plan to educate the faculty on the importance and benefits of documenting student participation in their classes.

Meeting adjourned at: 5:00 pm.

Next Meeting

Friday, January 13, 2012 Champ Hall Conference Room; 4:00 pm

Documenting Attendance/Participation for Aid Recipients**Objectives:**

- 1) minimize the intrusion and inconvenience of federal regulations that require us to document attendance for aid recipients and
- 2) minimize loss of funds

Two Requirements:

- Document eligibility for Pell grants– Schools “must have a procedure in place to know whether a student (receiving a Pell grant) has begun attendance in all classes.”
- Document last date of attendance (LDA) when student has 0.0 GPA for term for Return to Title IV regulations

Scope of Liability:

- Colorado university assessed \$250,000 fine
- Maximum potential liability last fall semester \$940,000
- With current practice, estimate we will return \$400,000/semester and fail to collect \$80,000 of that from students (currently collect 55% of owed funds within a semester, 75% within a year, 80% within two years, then write off)

Current Practice:

- Started this semester to ask for proof of attendance/participation when a student drops class
- Recalculate Pell until third-week census date
- Contact professors, students with 0.0 GPA for term for LDA
- Have started to contact all students/professors with any Ws or Fs
(over 1200 students/semester)

Possible policies:

- Delayed disbursement to collect professor signatures – not viable
- “Earned” Fs (U of U policy)
- Modify Banner to require LDA when entering Fs (grading in Blackboard currently a problem)
- Develop report to query Bb, Canvas for online participation
- Encourage use of Canvas/Blackboard, iClickers, syllabus quiz in first week

2010-11 Federal Student Aid Handbook, Vol. 3, Ch. 3:

Student doesn't begin attendance in all classes within a term

(recalculation required)

If the student doesn't begin attendance in *all* of his or her classes, resulting in a change in the student's enrollment status, you must recalculate the student's award based on the lower enrollment status. A student is considered to have begun attendance in all of his or her classes if the student attends at least one day of class for each course in which that student's enrollment status was determined for Federal Pell Grant eligibility. Your school must have a procedure in place to know whether a student has begun attendance in all classes for purposes of the Federal Pell Grant Program. The Department does not dictate the method a school uses to document that a student has begun attendance. However, a student is considered not to have begun attendance in any class in which the school is unable to document that attendance.

U of U Earned F Policy:

3. Non-Attendance and Non-Performance

1. The grade of "EU"(Unofficial Withdrawal) is given when a student's name appears on the registrar's final grade report but there is no record of attendance or other evidence of participation in the course. The "EU" grade is treated as an "E" in calculating the student's GPA. When no grade is entered for any person listed in a final grade report, the Registrar shall record an "EU" for that person. The grade "EU" shall be treated as an "E" in calculating grade point averages, but it shall be disregarded in calculating "section mean grade."

Proposed modification of Canvas to allow reporting:

The ideal solution would allow the Financial Aid Office to enter an A# for a student and receive the last date of participation logged in the system for each of their courses that semester. Unfortunately, a student's simply logging into Blackboard or Canvas is insufficient to establish eligibility, but just about any other form of participation (discussion, emails with professors, quizzes, tests) is sufficient.

The ideal output would be something like:

Name	A Number	CRN	Course	last date	participation type
Steve Student	A00001111	12345	POLS 2200	10/4/2011	online discussion

Michelle,

Even though we got high marks in the recent program review, USU faces potentially serious financial liability from federal regulations requiring some form of attendance monitoring.

Federal policy states all schools “must have a procedure in place to know whether a student (receiving a Pell grant) has begun attendance in all classes.” Even though they will not dictate what that procedure should be, our current practices would not survive careful scrutiny. Program reviewers assessed a university in Colorado a quarter million dollar fine recently for following practices similar to ours.

Strict interpretation of that policy would mean returning Pell grants for any student dropping a class or receiving an F – unless we can document participation or attendance. (A passing grade

is accepted as evidence of attendance, as well as graded quizzes, tests, participation in labs, or other academic activity.)

What we currently do:

After grades are posted, we query the system for students with a 0.0 GPA for the term. We contact the professors, asking for documentation of a last date of attendance. If we don't get any documentation, we return all aid funds. (With a documented date, we return a prorated amount depending on when they ceased participating. If a student participates past 60% of the term, no funds are returned.) Returned funds are entered as charges on student accounts and students must repay USU before they can get a transcript or register for a subsequent term. However, some students just walk away and USU loses an average of \$ 40,000 every semester.

When a student drops a class during the first three weeks of the term, we recalculate Pell eligibility and automatically reduce awards when necessary. Again, this shows up as a charge to the student's account.

When a student officially withdraws during the semester, we have recently started requiring documentation from professors that they started attendance or we return 100% of the aid funds.

Remaining holes:

We do not currently try to document that a student participated in for individual classes they fail or drop after third week. This could be a serious finding.

Options:

- Earned F policy

The U of U requires professors to enter a last date of attendance for any F (an "earned" F because the student did something. Without evidence of attendance or participation, a UF is entered. The Financial Aid Office doesn't bother professors for a last date of attendance at the end of the term. However, they recalculate Pell and return funds for "unearned" Fs.

- Online documentation (syllabus quizzes)

Online participation counts. I require students who participate to take a quiz on Blackboard the first week. Professors could be encouraged to do this or have some form of online participation that can demonstrate participation without taking roll.

Program review finding: They will note a student who "fell through the cracks" because he reported to the auditors that he didn't attend. If they had determined this was a systemic problem, we could have faced severe penalties.

History: We used to require all aid recipients to submit a paper signed by their professors on the first day of class before disbursing aid. We were instructed to stop that because it was so disruptive, but we did not institute another adequate system.

Former Directors of Financial Aid have been told the university will not do anything to monitor attendance.

Professors have the option of inserting a last date of attendance in Banner when submitting grades (but does not require it – and Blackboard does not ask it – a lot of grading is done in Blackboard).

Options:

1. Status quo. Stand on principle. Risk: May face severe federal penalties.
2. Require taking of attendance at least once. Signed attendance form.
3. Adopt earned F policy. Pursue all UF grades. Have system require date of attendance for all F grades.
4. Online syllabus quiz.

U of U policy

3. Non-Attendance and Non-Performance

2. The grade of "EU"(Unofficial Withdrawal) is given when a student's name appears on the registrar's final grade report but there is no record of attendance or other evidence of participation in the course. The "EU" grade is treated as an "E" in calculating the student's GPA. When no grade is entered for any person listed in a final grade report, the Registrar shall record an "EU" for that person. The grade "EU" shall be treated as an "E" in calculating grade point averages, but it shall be disregarded in calculating "section mean grade."
3. Upon the recommendation of the course instructor and the dean of the course-offering unit (or equivalent), the Registrar may withdraw a student from a course for nonattendance or nonperformance of assigned course work. The student shall then receive the grade of "E." Before this grade is recorded under these circumstances, the Registrar shall send written notification to the student and advise the student of the right to appeal to the dean.

<http://www.regulations.utah.edu/academics/6-100.html#grades>

2010-11 Federal Student Aid Handbook, Vol. 3, Ch. 3:

***Student doesn't begin attendance in all classes within a term
(recalculation required)***

If the student doesn't begin attendance in *all* of his or her classes, resulting in a change in the student's enrollment status, you must recalculate the student's award based on the lower enrollment status. A student is considered to have begun attendance in all of his or her classes if the student attends at least one day of class for each course in which that student's enrollment status was determined for Federal Pell Grant eligibility. Your school must have a procedure in place to know whether a student has begun attendance in all classes for purposes of the Federal Pell Grant Program. The Department does not dictate the method a school uses to document that

a student has begun attendance. However, a student is considered not to have begun attendance in any class in which the school is unable to document that attendance.

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

**C. General Education Subcommittee
(Information only)**

GENERAL EDUCATION COMMITTEE MINUTES

December 13, 2011 8:30 A.M.

Champ Hall Conference Room

Present: Christie Fox, Honors; Larry Smith, Provost’s Office; Brian McCuskey, English; Dick Mueller, Science; Kathy Chudoba (Bob Mills), Business; Norm Jones, Chair; Vince Lafferty, RCDE; Susan Neel, USU Eastern; Michele Hillard, Secretary; Dan Coster, Quantitative Intensive; Carolyn Cárdenas, Creative Arts; Wendy Holliday, Library; Nancy Mesner, Natural Resources; Tom Bunch, Agriculture;

Absent: Stephanie Hamblin, University Advising; Ryan Dupont, Life & Physical Sciences Literacy/Intensive; Wynn Walker, Engineering; Rhonda Miller, Communications; Brock Dethier, HASS; Roberta Herzberg, Social Sciences; Erik Mikkelsen, ASUSU President; John Mortensen, Registrar’s Office; Charlie Huenemann, HASS; Craig Petersen, American Institutions; Bruce Saperston, Arts;

Call to Order - Norm Jones

Approval of Minutes - November 15, 2011. Moved by Dick Mueller, seconded by Dan Coster, motion carried.

Course Approvals

ARTH 3840 (CI) - Pending.....Rhonda Miller
ARTH 4520 (CI) - Pending.....Rhonda Miller

Course Removals

N/A

Syllabi Approvals

USU 1320 (BHU) - Pending.....Brian McCuskey

USU 1350 (BLS) - PendingRyan Dupont

Business

Report on CI discussions - PendingRhonda Miller
Degree Qualification Profiles - PendingNorm Jones

Report on proposed USU 1370/3070..... Christie Fox

The committee has been working on integrating multiple disciplines within one course. Right now the focus is being put on depth courses because they tend to be smaller in class size. Students having to take two depth courses would benefit from one integrated course that would fulfill the requirement. There is the possibility of offering a two semester course. Instructors should be allowed to propose a two semester course or a course that is one semester with five credits. If a problem based learning model is utilized moving to an interdisciplinary mode will appeal to a broader based group. In order for this to work we need to ensure flexibility in the program and not spend time over defining all aspects. Provide a clear, concise description of the class for the general catalog and be prepared to advertise this change at least one semester in advance.

This proposal is timely as it looks at streamlining the curriculum and making faculty teaching more efficient. In researching this further, there could be a role for the new STEM center. Some concerns are: team teaching – easy to do it within your department, much more difficult to get faculty from different departments; and how do we include undergraduate research and service learning. Christie Fox will take recommendations back to the committee and they will clarify and finalize a process/policy before it proceeds to EPC. (See below)

Senator Urquhart Discussions.....Norm Jones

Senator Urquhart is the chair of the Senate’s Higher Education Finance Committee. He met with the Regents’ General Education Task Force on December 12. He feels like the one thing we can change, or have control of is the preparation of students we accept. He feels, strongly, that we need to get students better prepared to come to the universities. His particular focus is on math preparation. Parents and incoming students need to know what kinds of skills/competencies they should have in order to succeed in college. He believes the system is spending too much time on remediation. There are two groups for remediation: the K12 who didn’t get it; and those who have been out of school for a while and need updating. Remediation would be far more effective if we did it with a statewide on-line tool. Take remediation off the campuses and put it somewhere else and let students know that if they want to come to college there are certain things they need to have/know. It was also suggested that we do placement assessments sooner, ideally, when students are juniors. The ACT is not diagnostic and that is why the Senator prefers the acuplacer. NROC Math is a model that interests him.

He believes higher ed should take a firm stand on making sure that students are prepared, if they aren’t they shouldn’t be accepted until they are up to speed, since unprepared students are the least likely to graduate. He wants the system to take a stand and enforce it. Mission standards will be looked at for admission to higher education.

Norm Jones will circulate the legislative audit to the committee.
http://le.utah.gov/audit/11_15rpt.pdf

Next Meeting

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

Proposal to create a new general education course, USU/HONR 3070

The committee determined that the best path to helping students experience an enhanced general education courses may be through USU's depth courses.

Our goal is to create a depth course that would count for the two depth categories the student must take.

We feel there is particular pressure on depth courses, with students often scrambling to find a depth course they can and wish to take. A quick survey of depth courses shows fewer than 100 depth courses total being taught in Fall 2011-Spring 2012.

DHA: 28 *unique* courses; 5 have only one 1 credit, and thus would require students to take another course.

DSC: 13 *unique* courses; several require specialized knowledge (e.g., Computational Science, python and perl programming); one has a cap of 300.

DSS: 31 *unique* courses; one has a cap of 485.

I. Depth course USU/HONR 3070

The USU General Catalog states that students must have "4 credits minimum completed in two or more courses" to complete their depth requirement.

This would mean that a course could have as few as 4 credits to fulfill **both** depth categories.

USU/HONR 3070 would then be variable credit (4-6).

The committee feels strongly that this course should not be two separate content areas forced together into a smaller space, but a true interdisciplinary experience, perhaps focusing on **problem-based learning**.

(If approved, Honors could offer such a course in the 12-13 AY, as a pilot program.)

II. Another suggestion is that we create a fourth category of depth course, "interdisciplinary depth" and that students must then complete two of four:

DHA

DSS

DSC

DI (depth interdisciplinary)

III. Issues remaining

1. If team-teaching is desired, how to manage team teaching across colleges and departments.
2. Faculty compensation: could we bring back the course development grant?
3. Including service learning and/or undergraduate research.
4. How might this class work in an online environment?
5. How might this class work in the summer

III. Other Business

Meeting adjourned 3:15 p.m.

Larry Smith conducted the meeting.

Michele Hillard recorded the minutes.

Section I: Request

The Utah State University Art Department seeks to obtain approval to offer the interior design specialization (as a Plan B option) within the Master of Fine Arts degree commencing Fall Semester 2012. All required courses for the proposed specialization are currently offered within the existing MS degree in Human Environments (please see attached course requirements), and no change is anticipated in departmental instructional activities. It is anticipated that the addition of several MFA interior design students will have a positive impact and provide additional diversity to the current group of students pursuing the Master of Fine Arts degree in the Art Department.

Section II: Need

The Art Department at Utah State University consists of several areas: Ceramics, Painting and Drawing, Graphic Design, Photography, Printmaking, and Sculpture. A Master of Fine Arts with a specialization is currently offered in each of these areas. In July 2011, the interior design program became an administrative subset of the Art Department. Thus from an administrative point of view it makes sense to add the interior design specialization for this terminal degree (MFA).

In the interior design profession, the MFA is considered the current terminal degree of choice. In the past, it has been necessary for students to travel out-of-state to complete a terminal degree in interior design. The demand for education in interior design has increased significantly over the past decade. The majority of searches for tenure-track positions in interior design at universities indicate a preference not only for candidates who demonstrate high-level interior design experience, but also for those who have terminal degrees in interior design. Given the expressed interest by current and former students, and the encouragement by professionals in the field, enrollment in the proposed MFA graduate program is virtually a certainty at the outset. Informal surveys of past interior design graduating seniors at Utah State University conducted over the last two years indicated that nearly a third of the students would have been interested in pursuing a MFA degree with a specialization in interior design if they had been given the opportunity.

No other academic units in the intermountain region offer a MFA degree with a specialization in interior design. San Diego State University is the only other public institution in the western United States that offers a MFA degree with a specialization in interior design. As the Caine College of the Arts expands its reputation in interior design, adding a Master of Fine Arts with a specialization in interior design provides further depth to USU's program.

Section III: Institutional Impact

In the past, the interior design program offered only a Master of Science in Human Environments (with a specialization in interior design). This MS degree is designed for individuals who already have undergraduate degrees in non-design-related areas. There is a demand for this MS degree and it will continue to be offered. However, it is currently a non-terminal, first professional degree that does not address the needs stated above. Because of the small number of these MS interior design graduate students, classes/studios have often been under-enrolled. The new MFA interior design specialization is tooled and designed for students who already have the first professional degree – a Bachelor of Interior Design (BID) or a similar design-related degree. We anticipate that by offering this MFA specialization our existing graduate class/studio size will grow to sufficient size to better utilize facilities and personnel. By joining the Art Department and gaining access to the existing graduate resources within the Art Department, the interior design program now has the personnel and facilities to offer this MFA degree specialization with no significant impact to the institution.

Section IV: Finances

Since all classes for the proposed program are currently funded by existing resources, no need for new funds is anticipated. No budgetary impact is anticipated for any other programs or units.

Program Requirements – Interior Design

Master of Fine Arts with a specialization in Interior Design
Post Professional Degree
Three-Year Program

A three-year course of study allows students with an undergraduate degree in interior design to obtain a Master of Fine Arts with a specialization in interior design. The MFA is the terminal degree. Its primary emphasis is on the creative aspects of the student's work. The MFA requires a minimum of five semesters of intensive study and 60 semester hours of credit.

Credit Hours

Students must earn 60 credits, to include:

42 credits of graduate-level studio art as determined by the student in consultation with his or her major professor, including a minimum of:

- 6 credits studio art outside of the declared emphasis area
- 3 Credits of ART 6900 Graduate Seminar: Professional Practices
- 3 Credits of ARTH 6900 Graduate Seminar: Issues in Contemporary Art
- 3 credits of Graduate Interdisciplinary Critique
- 6 credits outside the art department as specified by the supervisory committee
- 3 credits of Plan "B" Project, which concludes with an MFA plan "B" project exhibition and an oral defense. The MFA plan "B" project is a visual presentation, the equivalent of a written dissertation in other disciplines. The plan "B" project exhibition is the single most important feature of the MFA program; the culmination of at least two years, and often three or more years, of intensive study in a single discipline. In conjunction with the plan "B" project exhibition, students must submit visual documentation of the graduate project, in the form of a digital image portfolio.

Sample Program of Study

Year One			Undergrad. Credit	Grad. Credit
Fall Semester				
ART 6900	Graduate Seminar	F		3
Elective	Elective	F		3
ID 6730	Advanced I.D. Studio	F		6
Spring Semester				
ARTH 6900	Graduate Seminar	S		3
Art Elective	Art Elective	S		3
ID 6730	Advanced I.D. Studio	S		6

24 credits

Year Two			Undergrad. Credit	Grad. Credit
Fall Semester				
ART	Inter. Critique	F		3
Elective	Elective	F		3
ID 6730	Advanced I.D. Studio	F		6
Spring Semester				
ID Elective	ID Elective	S		3
Art Elective	Art Elective	S		3
ID 6730	Advanced I.D. Studio	S		6
				24 credits

Year Three			Undergrad. Credit	Grad. Credit
Fall Semester				
ID 6730	Advanced I.D. Studio	F		3
ID Elective	I.D. Elective	F		3
Spring Semester				
ID Elective	I.D. Elective	S		3
ID 6970	Thesis Research	S		3
				12 credits

Institution Submitting Proposal: Utah State University

Colleges in Which Program/Administrative Unit Will Be Located: College of Agriculture and College of Natural Resources

Lead Departments in Which Program/Administrative Unit Will Be Located:
Department of Landscape Architecture and Environmental Planning (LAEP) in the College of Agriculture and Department of Environment and Society (ENVS) in the College of Natural Resources

Program/Administrative Unit Title: Sustainable Systems Minor

Proposed Beginning Date: Fall Semester, 2012

Institutional Signatures:

Raymond T. Coward, Chief Academic Officer: _____

Noelle Cockett, Dean, College of Agriculture: _____

Sean Michael, Head, Department of LAEP: _____

Chris Luecke, Interim Dean, College of Natural Resources: _____

Mark Brunson, Head, Department of ENVS: _____

Section I: Request

We would like to create a Sustainable Systems Minor offered and administered through the Colleges of Agriculture (COA) and Natural Resources (CNR). The departments responsible for oversight of the minor will be Landscape Architecture and Environmental Planning (LAEP) in COA and Environment and Society (ENVS) in CNR. However, students and faculty from all nine departments in the two colleges will participate in the minor. The minor will present concepts in sustainability that can be applied in a system approach, leading to resilience in society's use of the earth's land, water and air.

Students completing the minor must take 18 credits in six different areas (see Figure 1). Six of the credits are required of all students and covered in two 3-credit courses, specifically Foundations of Sustainable Systems, a lecture course, and Communicating Sustainability, a capstone course. These two courses have been newly developed and the corresponding paperwork requesting their approval has been submitted on January 19, 2012 through the USU Provost office. These courses will be in place by Fall Semester, 2012, when the minor is implemented.

A list of existing classes appropriate for the remaining four areas (Agriculture, Food and Environmental Systems; Energy and Earth Systems; Water Systems; Social Systems) is provided as Appendix A. Students must take at least one course from each of the four areas. Additional courses appropriate for the four system areas may be developed, identified or adapted after establishment of the minor.

Students can declare the Sustainable Systems Minor at any point in their undergraduate program or (more likely) when they submit their graduation paperwork. Diplomas of students meeting the requirements of the minor will include the title of their degree and "Sustainable Systems Minor".

Section II: Need

While five land-grant institutions in the western U.S. have established sustainability degrees, only three (Arizona State University, University of New Mexico and University of Wyoming) offer minors in sustainability and only the latter two reside in a College of Agriculture and/or College of Natural Resources. Within Utah, the University of Utah markets two undergraduate degrees as "sustainability-related": Civil and Environmental Engineering; and Environmental and Sustainability Studies. The latter is somewhat similar in structure to the USU Sustainability Systems minor but emphasizes policy decisions on the environment and it is a degree program, not a minor. Westminster University and Weber State University have bachelor's degrees in Environmental Studies, both of which are marketed as "undergraduate degrees in sustainability." None of these degrees specifically links sustainability to water, agricultural, or natural resource management systems – all of which are specific strengths of Utah State University.

Here at USU, the Environmental Studies degree in ENVS is also marketed as a sustainability degree but the Environmental Studies degree is designed to offer a broad introduction to human-environmental interactions and is not specifically directed toward sustainability. USU also offers a minor in Climate Change and Energy administered by the Plants, Soils and Climate Department in COA. While both minors include some of the same classes, the Sustainable Systems minor will incorporate sustainability into agricultural and water systems, and specifically require students to understand how sustainability can be applied to biological, physical, and social systems.

In sum, Utah State University is providing an educational opportunity not currently available to undergraduate students in Utah and in the greater Mountain West.

During the 2011 USU Spring Career Fair, 15 employers at the Career Fair were asked to respond on the desirability of students who graduated with a sustainability minor. All employers indicated their interest in graduates with this emphasis. In 2010-11, the College of Agriculture had 67 students enrolled in the Interdisciplinary Studies (ITDS) degree. Of those 67 students, 11% designed a program focused on sustainability. Students in several traditional programs in agriculture have also expressed their desire for stronger focus on sustainability to their academic advisors. A survey of 42 students enrolled in an introductory course entitled Professional Orientation for Environment and Society (ENVS 1990), in Fall 2011 found that 22 (52%) hoped to pursue careers related to sustainability in ways that link human and natural systems. This represents a significant shift from past years when most ENVS majors sought careers in land management or environmental protection.

Section III: Institutional Impact

The addition of this minor to USU's educational offering requires no change in administrative structure, no additional faculty, no new physical facilities, and no modification or purchase of equipment. Existing advisors in the Student Services offices of the Colleges of Agriculture and Natural Resources will handle the paperwork for students requesting the minor. The two new courses (Foundations of Sustainable Systems and Communicating Sustainability) will be added to faculty assignments as part of the instructors' teaching load.

Section IV: Finances

All but two of the courses required for this minor are currently offered at USU. Minimal impact on enrollment in these courses is anticipated. The two new courses will be assigned as part of load within COA and CNR, with teaching assignments of the faculty involved in the courses adjusted appropriately. Thus, no new funding for this minor is requested.

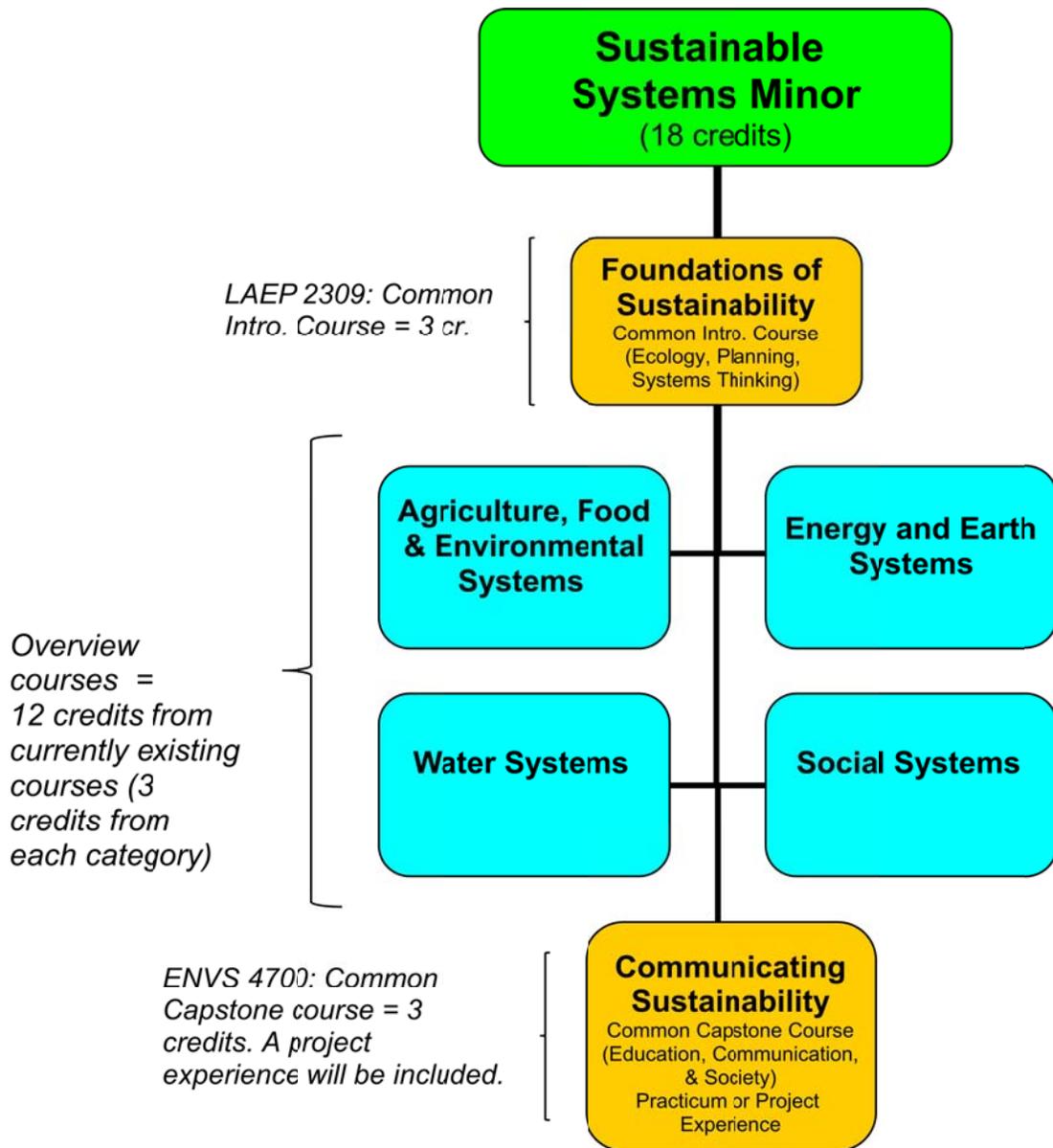


Figure 1. Overview of the Proposed Sustainable Systems Minor

APPENDIX 1

Sustainable Systems Minor Requirements (18 credits)

Required Courses (6 credits)

- LAEP 2039 – Foundations of Sustainability (3 credits) – *new course*
- ENVS 4700 – Communicating Sustainability (3 credits) – *new course*

Agriculture, Food and Environmental Systems: Select 3 credits from the following:

- ADVS 5030 – Sustainable Agriculture Production Systems with Animals 3*
- ASTE 2900 – Humanity in the Food Web (BSS) 3
- ASTE 5260 – Environmental Impacts of Agricultural Systems (CI) 3
- NDFS 1240 – Food Literacy 3
- PSC 2800 – Fundamentals of Organic Agriculture 3
- WATS 1200 – Biodiversity and Sustainability (BLS) 3
- WILD 2200 – Ecology of our Changing World (BLS) 3

Energy and Earth Systems: Select 3 credits from the following:

- GEO/PHYS 3150 – Energy in the 21st Century (DSC/QI) 3*
- LAEP 1030 – Introduction to Landscape Architecture (BCA) 3
- PHYS 1020 – Energy (BPS) 3
- PSC 3820 – Climate Change (DSC/QI) 3*
- PSC 4820 – Challenges in Climate Change and Energy 3*

Water Systems: Select 3 credits from the following:

- PSC 2010 – Soils, Water, and the Environment (BPS) 3
- PSC 4000 – Soil and Water Conservation 4
- PSC 4100 – Landscape Water Conservation 2
- WATS 3700 – Fundamentals of Watershed Science (CI) 3
- WATS 4490 – Small Watershed Hydrology 4*
- WATS 4530 – Water Quality and Pollution 3

Social Systems: Select 3 credits from the following:

- APEC 3012 – Introduction to Natural Resource and Regional Economics (DSS) 3
- ENVS 3010 – Fundamentals of Natural Resource and Environmental Policy 3
- ENVS 3330 – Environment and Society 3
- ENVS 5550 – Sustainability: Concepts and Measurement 3
- ENVS 5570 – Sustainable Living 3
- PHIL 3510 – Environmental Ethics (DHA) 3
- SOC 4620 – Sociology of the Environment and Natural Resources (DSS) 3
- SOC/ENVS 5640/6640 – Conflict Management in Natural Resources (CI) 3

* Prerequisite or Course Restriction

Cover/Signature Page - Abbreviated Template

Institution Submitting Request: *Utah State University*

Proposed Title: *Science, Technology, Engineering, Education and Mathematics (STE²M) Center*

School or Division or Location: *University-wide*

Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): *00.0000*

Proposed Beginning Date (for new programs): *07/01/2012*

Institutional Board of Trustees' Approval Date: *04/06/2012*

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		
	<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		
	<input type="checkbox"/> Administrative Unit Creation		
5.1.7	<input type="checkbox"/> Administrative Unit Transfer		
	<input type="checkbox"/> Administrative Unit Consolidation		
5.1.8	<input checked="" 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: *01/27/2012*

Printed Name: *Raymond T. Coward*

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>.

Utah State University
Science, Technology, Engineering, Education and Mathematics (STE²M) Center

Section I: Request

Utah State University proposes to establish a university-wide center that builds on institutional strengths in both the STEM disciplines and in Education. The Science, Technology, Engineering, Education and Mathematics (STE²M) Center will be dedicated to achieving three objectives: (1) to increase the number of quality STEM professionals; (2) to increase the number of quality STEM educators; and (3) to conduct innovative research on best practices in STEM education.

Section II: Need

For over thirty years the United States has recognized the need for improvement and innovation in Science, Technology, Engineering, and Mathematics (STEM) education. Repeatedly, studies and reports suggest that test scores of American students in science and mathematics are steadily declining and fewer numbers of US citizens are choosing to pursue STEM careers. Many challenges contribute to these realities, including shortages of highly qualified teachers in K-12 mathematics and science education; few opportunities for students to be involved in meaningful ways with scientists and their research; and minimal articulation between researchers/employers and educational organizations on respective needs. During the next decade, U.S. demand for scientists and engineers is expected to increase at four times the rate for all other occupations. Scientists and engineers from the Apollo and Cold War eras are now retiring, and the pipeline of STEM-trained workers will not replace the aging workforce, nor meet the escalating demands of an ever-increasing technological world. Additionally, the nation's diversity makeup is changing, and all STEM disciplines must make significant strides at diversifying the cohort of students who pursue STEM careers if we are to capitalize on the available intellectual talent that resides in our diverse nation.

Utah State University is strong in both Education and the STEM disciplines, and the proposed STE²M Center will facilitate collaborations among faculty in STEM *as well as* faculty in Education to address the national and state needs articulated above. The creation of a USU STE²M Center aligns with the mission of Utah State University and is consistent with the economic development goals of the State of Utah, which include a focus on STEM workforce needs. The Utah Governor's economic development plan has an explicit goal to "Prioritize Education to Develop the Workforce of the Future" (Utah Economic Development Plan, Office of the Governor), and development of the STEM workforce is a priority of the Governor's office, the Utah State Legislature and with Utah's business owners, as articulated in the Salt Lake Chamber of Commerce's Prosperity 2020 document.

Section III: Institutional Impact

Utah State University graduates students in science, technology, engineering and mathematics disciplines from four academic colleges: Agriculture, Engineering, Natural Resources, and Science. In addition, the USU Emma Eccles Jones College of Education and Human Services is ranked in the top 2% of graduate schools of education (currently 29th in a field of 1200; *U.S. News and World Report*) and is home to a strong, research-active group of STEM-educators. With these intellectual assets as a foundation, USU is well positioned to develop a university-wide STEM initiative intended to achieve three objectives: (1) increase the number of quality STEM professionals; (2) increase the number of quality STEM educators; and (3) conduct innovative research on best practices in STEM education.

A STE²M Center at Utah State University will help address needs in Science, Technology, Engineering and Mathematics education by coordinating the STEM efforts of the campus to maximize interdisciplinary activity and collaboration across STEM areas. The University has existing expertise in STEM education research, with over \$19 Million in competitive research awards. Established strengths at USU, such as the National Center for Engineering and Technology Education (NCETE) funded by the National Science Foundation, provide a base of discipline expertise around which the STE²M Center will facilitate cross-disciplinary partnerships to address complex issues in STEM education. By creating an environment in which to collaborate, the STE²M Center will facilitate interdisciplinary opportunities among researchers and educators presently conducting innovative work in STEM areas. Collaborators from all colleges and departments on campus will be encouraged to continue to build upon the many synergistic activities already in existence throughout different parts of the university campus, while also leveraging STE²M Center collaborations to develop future activities.

Section IV: Finances

The Utah State University Foundation Board had made the establishment of the STE²M Center their number one philanthropic priority and has raised nearly \$500,000 in start-up funds to help operate the center for the academic years 2012-2013 and 2013-2014. By July 1, 2014, the university will have in place a commitment of ongoing salary and operating funds (\$250,000) to support the long-term success of the new center. In addition, through the generosity of the Emma Eccles Jones College of Education and Human Services, space has been identified in which the STEM Center will be located. As a result of this progress, a national search for the founding director of the STEM Center has been launched with the goal of recruiting a director to begin Summer 2012.