

Utah State University

DigitalCommons@USU

Educational Policies Committee

Faculty Senate

12-3-2015

Educational Policies Committee Minutes, December 3, 2015

Utah State University

Follow this and additional works at: https://digitalcommons.usu.edu/fs_edpol

Recommended Citation

Utah State University, "Educational Policies Committee Minutes, December 3, 2015" (2015). *Educational Policies Committee*. Paper 146.

https://digitalcommons.usu.edu/fs_edpol/146

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



EDUCATIONAL POLICIES COMMITTEE MINUTES

3 December 2015

A meeting of the Educational Policies Committee was held on 3 December 2015 at 3:00 pm in Old Main 136 (Champ Hall Conference Room).

Present: Larry Smith, Chair
Michele Hillard, Secretary
Dan Coster, College of Science
Marci Smith, Registrar's Office
Nicholas Morrison, Caine College of the Arts
Karen Mock, Quinney College of Natural Resources
Scott Henrie for Melanie Nelson, USU-Eastern
Nathan Straight, Regional Campuses
Dawn Kirby, General Education Subcommittee Chair
Thomas Fronk, Engineering
Kacy Lundstrom, Libraries
Jessica Hansen, Academic and Instructional Services
Marci Smith, Registrar's Office
Kelly Fadel, Huntsman School of Business
Jared Schultz, Education and Human Services
Janet Anderson, Provost's Office
Eddy Berry, Humanities and Social Sciences
Ed Reeve, Curriculum Subcommittee Chair

Absent: Nick Flann, Graduate Council
Scott Bates, Academic Standards Subcommittee Chair
Trevor Olsen, USUSA President
Ty Aller, Graduate Studies Senator

Visitors: Sarah Bodily, Director, Aggies Elevated

I. Approval of the minutes of the 5 November 2015
<https://usu.box.com/s/ik7v3q5b1hwvlvab1nduhafqnbag2up8>
Minutes approved by the committee.

II. Subcommittee Reports

a. Curriculum Subcommittee (Ed Reeve)
*Motion to approve the Curriculum subcommittee report made by Dawn Kirby.
Seconded by Nick Morrison. Report approved.*

Course Approvals

Program Proposals

Request from the Department of Special Education and Rehabilitation in the Emma Eccles Jones College of Education and Human Services to offer an Aggies Elevated certificate of proficiency.

<https://usu.box.com/s/8zobu7fh1p1atlpqh0atvzinsbft8y4r>

Request from the Department of Health, Physical Education and Recreation in the Emma Eccles Jones College of Education and Human Services to change the department name from Health, Physical Education and Recreation to Kinesiology and Health Science.

<https://usu.box.com/s/wlyct40zz3n1iw2lg9zgi21v37kbevzy>

Request from the Department of Wildlife Resources in the S.J. & Jessie E. Quinney College of Natural Resources to offer Minor in Wildland Science.

<https://usu.box.com/s/hyroaqn59pkkqlr4nt7ar1h49txhyipy>

Approval Timeline

EPC/Curriculum	3 December 2015
Faculty Senate	11 January 2016
Board of Trustees	4 March 2016
Board of Regents	No dates past May 2016 posted

b. Academic Standards Subcommittee (Scott Bates)

No meeting held in November. Nothing to report.

c. General Education Subcommittee (Dawn Kirby)

<https://usu.box.com/s/vwj3f6x8g9yafssu9i46dhgkx10hhgu4>

Motion to approve the General Education subcommittee report made by Eddy Berry.

Seconded by Nick Morrison. Report approved.

III. Other Business

N/A

Adjourned: 3:30 pm

EDUCATIONAL POLICIES COMMITTEE MINUTES

5 November 2015

A meeting of the Educational Policies Committee was held on 5 November 2015 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Larry Smith, Chair
Michele Hillard, Secretary
Dan Coster, College of Science
Marci Smith, Registrar's Office
Nicholas Morrison, Caine College of the Arts
Nancy Mesner for Karen Mock, Quinney College of Natural Resources
Melanie Nelson, USU-Eastern
Nathan Straight, Regional Campuses
Dan McInerney for Dawn Kirby, General Education Subcommittee Chair
Thomas Fronk, Engineering
Flora Schrode for Kacy Lundstrom, Libraries
Jessica Hansen, Academic and Instructional Services
Nick Flann, Graduate Council
Kelly Fadel, Huntsman School of Business
Jared Schultz, Education and Human Services
Lauren Sondergaard for Ty Aller, Graduate Studies Senator

Absent: Janet Anderson, Provost's Office
Eddy Berry, Humanities and Social Sciences
Scott Bates, Academic Standards Subcommittee Chair
Ed Reeve, Curriculum Subcommittee Chair
Trevor Olsen, USUSA President

Visitors: Bruce Miller, Department Head, School of Applied Sciences, Technology and Education
Brad Hall, Department Head, Languages, Philosophy and Communication Studies

I. Approval of the minutes of the 1 October 2015
<https://usu.box.com/s/pk5th8s922xs9119p0zet2981a175g6x>
Approved

II. Subcommittee Reports

a. Curriculum Subcommittee (Ed Reeve)
Motion to approve the business of the Curriculum Subcommittee made by Nick Morrison. Seconded by Dan Coster. Business approved.

Course Approvals

Program Proposals

<https://usu.box.com/s/qmojrso8l7v8zduebszh2xclfqvkn8r3>

Request from the School of Accountancy in the Jon M. Huntsman School of Business to offer an executive-level Master of Accounting (EMAcc) program.

Request from the Department of Management in the Jon M. Huntsman School of Business to offer a Technical Sales Management Minor.

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer a Digital Design Certificate of Proficiency.

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to add a Technology and Engineering Education Minor.

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to change the name of the existing Certificate of Completion in Accounting Information Systems to Professional Bookkeeping

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer a Web Business Certificate of Proficiency.

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer a Professional Bookkeeping Certificate of Proficiency.

Approval Timeline

EPC/Curriculum	5 November 2015
Faculty Senate	11 January 2016
Board of Trustees	4 March 2016
Board of Regents	Schedule not set past 20 May 2016

b. Academic Standards Subcommittee (Scott Bates)

No meeting held in October. Nothing to report.

c. General Education Subcommittee (Dan McInerney for Dawn Kirby)

<https://usu.box.com/s/0o232g4mupwxi28m698g zr7ubhx3gsre>

Motion to approve the business of the General Education Subcommittee made by Dan Coster. Seconded by Kelly Fadel. Business approved.

Five Courses: ARTH-4310, ARTH-4410, MUSC-3785, PHYS-2210 and THEA-1000 were approved on the April 21, 2015 Gen Ed minutes, however, the minutes were not reported on at the September EPC meeting. Approval of these are being requested so they can be processed through the Registrar's Office.

III. Other Business

Graduation Credits for Intensive English Courses

<https://usu.box.com/s/qmojrso8l7v8zduebszh2xclfqvkn8r3>

Motion to approve the graduation credit change in Intensive English courses made by Thomas Fronk. Seconded by Nancy Mesner. Change approved.

Meeting adjourned at 3:35 pm.

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

Institution Submitting Request: Utah State University

Proposed Title: Certificate of Proficiency in Integrated College and Community Studies

Currently Approved Title:

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

Department(s) or Area(s) Location: Department of Special Education and Rehabilitation /Logan, Utah

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

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

Proposed Beginning Date (for new programs): 08/15/2016

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

Proposal Type (check all that apply):

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

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

Chief Academic Officer (or Designee) Signature:

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

Signature

Date:

Printed Name:

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

Program Request - Abbreviated Template
Utah State University
Certificate of Proficiency/ Integrated College and Community Studies
10/20/15

Section I: Request

The Department of Special Education and Rehabilitation is requesting approval of a 41-credit hour Certificate of Proficiency for the Aggies Elevated program, entitled Integrated College and Community Studies. Aggies Elevated is a two-year, inclusive college experience and residential program for students with Intellectual and Developmental Disabilities (ID & DD).

The purpose of Aggies Elevated is to provide students with ID & DD with coursework and college experiences that will facilitate their success in the workplace and independent living. Coursework is focused on academic performance, health and wellness, personal management, vocational exploration, and direct vocational experience through internships. The Aggies Elevated program was created through a partnerships among faculty and staff of the Department of Special Education and Rehabilitation (SPER), the Center for Persons with Disabilities, and private donors. Academic management of the program is provided through SPER, and program funding has come through private donors, a federal grant, and tuition return through Academic and Instructional Services (AIS). In May 2015, seven Aggies Elevated students successfully completed their first year at USU. Students in the Aggies Elevated program have reported positive, inclusive campus experiences and have received consistent levels of support from their peers without disabilities, parents, administrators, and donors.

The establishment of the Certificate of Proficiency in Integrated College and Community Studies will provide an academic credential that formally recognizes the individualized programs of studies that are currently in place in the Aggies Elevated program.

Section II: Need

Only 6.7% of young adults with ID & DD are involved in 4-year educational programs and only 18.9% in 2-year programs. In comparison, 70% of typical, nondisabled young adults moved from high school into these types of programs (U.S. Department of Commerce, Census Bureau, 2012). An estimated 30,000 youth with ID graduated from high school with a diploma or certificate in the U.S. in 2011 (IDEA Data, 2013 cited in Ross et al., 2013). By inference, fewer than 8,000 ($30,000 \times [6.7\% + 18.9\%]$) were involved in college programs.

In 2010, the Office of Postsecondary Education awarded grants to 27 institutions of higher education (IHEs) to fund PSE model demonstration projects for young adults with ID & DD (TPSID). In 2012-13, 838 young adults with ID & DD participated in TPSID programs at 44 sites in the U.S. Fifteen sites were on 2-year college campuses and 29 were at 4-year universities. Of TPSID students for whom data were available, 36% held paying jobs, and 82% of those jobs were at or above minimum wage. Moreover, 73% of students participated in career development activities, including paid employment, internships, or other paid or unpaid career development activities (Grigal et al., 2014, p. 3). Of students who exited TPSID programs in 2012-2013 with certificates or credentials, 57% reported having a paid job or an unpaid career development activity. Clearly, students with ID and DD need opportunities to participate in TPSID programs for career development and receive a viable credential or certificate.

Inclusiveness of programs for young adults with ID and DD was a point of emphasis in the Higher Education Opportunity Act of 2008. Comprehensive Transition Programs (CTP) were defined by the Higher Education Opportunity Act of 2008 as degree, certificate, or non-degree programs allowing students with ID to participate, for at least half of the program, in (a) regular enrollment in credit-bearing courses with nondisabled students, (b) auditing or participating (with nondisabled students) in courses for which the student does not receive regular academic credit, (c) enrollment in noncredit-bearing, non-degree courses with nondisabled students, or (d) internships or work-based training with nondisabled individuals. (<http://www.thinkcollege.net>). Currently, only 10 TPSIDs qualify as CTPs. Yet, inclusion of students with ID and DD in the culture of college campuses represents a learning experience for all concerned, including nondisabled students, faculty, and others. One major need in future PSE programs for students with ID and DD is an emphasis on inclusion in all aspects of college life. The Aggies Elevated program has recently received a five-year federal grant for funding to become a TPSID program. The program is planning to submit an application for CTP status, which would give students access to Federal Financial Aid to help pay for the cost of attendance. This access to financial aid is critical for broad access, growth, and financial stability of the program.

The Aggies Elevated program addresses a serious need by developing an academically and socially inclusive college-based program for students with ID and DD with residential living options. The program implements exemplary support services based on existing programs available at Utah State University (e.g. Center for Persons with Disabilities, Disability Resource Center, etc.) and serves as a model and demonstration site to promote similar PSE programs throughout the intermountain west. Such a program fills a critical need for students with ID and DD and their families by providing academic enrichment, socialization, independent living, self-determination (specifically self-advocacy), and integrated employment leading to career development for its students.

Existing programs in the Intermountain Region. In Utah and the Mountain Time Zone, students with ID and DD are grossly underserved. Aggies Elevated is the only TIPSID program in the State of Utah; in fact, it is the only currently operating IHE program for students with ID and DD in the State (Utah Valley University and Weber State University are in the process of planning such programs). Only 2 of the 44 TIPSID programs (University of Arizona, Colorado State University) are located in the entire Mountain Time Zone. These two programs serve a maximum total of 43 students, and Colorado State does not offer a residential option. Therefore, students with ID and DD and their families in the intermountain region who seek a college experience with a residential option have extremely limited options.

Among non-TPSID programs, there are only two programs with residential options in the Mountain Time Zone: University of Montana and Eastern New Mexico University at Roswell. Very few PSE program options exist even for those students not seeking residential options. Overall, PSE programs for young adults with ID and DD are seriously underdeveloped in the intermountain west

Section III: Institutional Impact

The proposed 41-credit Certificate of Proficiency in Integrated College and Community Studies will have little impact on administrative structure, faculty time and effort, or other resources as it simply recognizes the outcomes of the existing Aggies Elevated program. It is anticipated that the certificate will help build

enrollment in the program (Current enrollment: 11 students. Long term maximum enrollment: 25 students). This will, of course, have a small impact on course enrollments. All required courses are administered through SPER and financially supported through AIS. In some cases, students will enroll in elective courses offered by other departments, primarily general education courses, or other lower division courses. Aggies Elevated staff will work closely with department heads and faculty to ensure the appropriateness of the courses for the particular students and to manage the number of Aggies Elevated students enrolled in any specific course.

Section IV: Finances

The proposed certificate does not imply any change in institutional financial support for Aggies Elevated; it simply recognizes students who complete the program.

The existing program was initially funded through private donations and foundation-funded grants. A USU Development Officer continues to seek private support for the program. Funding for the continued operation of the Aggies Elevated program will be through private donors, foundations, government grants, and tuition return. To date, over \$100,000 in private foundation grants, and over \$1,000,000 in federal funding have been obtained to support the program. The possibility of obtaining line item funding from the State of Utah legislature continues to be explored. The Dean of USU's Emma Eccles Jones College of Education and Human Services, the Vice President of Student Services, and SPER Department Head are committed to sustaining the program.

Section V: Program Curriculum

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

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
Independent Living Requirements		
SPED 1030	Adult Learning and Independent Living	2
SPED 1050	Self-Determination and Self-Management Skills	2
HEP 2500	Health and Wellness	2
FCHD 3350	Family Finance	3
SPED 2120	Navigating Adulthood	2
Career Exploration Requirements		
SPED 1020	Career Exploration I	2
SPED 1040	Career Exploration II	3
SPED 2100	Career Related Social Skills	2
SPED 2110	Work Internship I	3
SPED 2110	Work Internship II	3
SPED 2110	Work Internship III	3
General Education Requirements		
USU 1010	University Connections	2

Course Prefix and Number	Title	Credit Hours
PSY 1730	Strategies for Academic Success	3
SPED 0100	Functional Reading and Writing for College	3
Sub-Total		35
Elective Courses		
Varies by Student Interest	Personal Growth Elective I	1-3
Varies by Student Interest	Personal Growth Elective II	1-3
Varies by Student Interest	Personal Growth Elective III	1-3
Varies by Student Interest	Vocational Elective I	1-3
Varies by Student Interest	Vocational Elective II	1-3
Varies by Student Interest	Vocational Elective III	1-3
Sub-Total		6-18
Track/Options (if applicable)		
Sub-Total		
Total Number of Credits		41-53
<i>SPED 2110: Work Internship is a minimum of 50 hours repeatable for credit</i>		
<i>Personal growth electives may be substituted for vocational electives</i>		

Program Schedule

Fall Semester Year 1 (12 credits)

SPED 1020: Career Exploration I (2 credits); PSY 1730: Strategies for Academic Success (3 credits); USU 1010: University Connections (2 credits); SPED 1030: Orientation to Adult Learning & Independent Living (2 credits); ENG 0100: Functional Reading and Writing for College (3 credits)

Spring Semester Year 1 (9-13 credits)

SPED 1040: Career Exploration 2 (3 credits); SPED 1050: Self-Determination & Self-Management Skills (2 credits); HEP 2500: Health & Wellness (2 credits); Vocational Elective (1-3 credits); Personal Growth Elective (1-3 credits)

Summer Year 1: Student returns home. Staff assists with locating summer employment and/or Independent living situations.

Fall Semester Year 2 (11-13 credits)

Family, Consumer, and Human Development 3350 Family Finance (3 credits); SPED 2100: Career-Related Social Skills (2 credits); SPED 2110: Work Internship I (3 credits); Vocational Elective (1-3 credits)

Spring Semester Year 2 (7-11 credits)

SPED 2120: Navigating Adulthood (2 credits); SPED 2110: Work Internship II (3 credits); Personal Growth Elective (1-3 credits); Vocational Elective (1-3 credits)

Summer Semester Year 2 (5-9 credits)

SPED 2110: Work Internship III (3 credits) Personal Growth elective (1-3 credits); Vocational elective (1-3 credits)

Core Aggies Elevated Course Descriptions	
Course #	Title/Description
Independent Living Requirements	
SPED 1030	<p>Orientation to Adult Learning & Independent Living (2 Credits)</p> <p>This is an Aggies Elevated course designed to provide supplemental instruction and support to students as they develop independent living skills and navigate life as a USU student. Topics that will be covered include: problem solving, conflict resolution, conversations, doing household chores, meeting new people, navigating campus, etc.</p>
SPED 1050	<p>Self-Determination and Self-Management Skills (2 Credits)</p> <p>This is an Aggies Elevated course designed to provide basic self-management and self-determination skills contributing to personal effectiveness in the workplace, school, or independent living. This course will address understanding differences among people, asking for accommodations, expressing preferences, making informed choices, goal setting, disability disclosure, and self-advocacy.</p>
HEP 2500	<p>Health & Wellness (2 credits for Audit)</p> <p>Designed to enable students to enhance personal wellness by gaining understanding about the social, physical, spiritual, and emotional dimensions of health, and by applying different strategies for improving personal health behaviors.</p>
FCHD 3350	<p>Family Finance (3 credits)</p> <p>Upon completion of this course students should be able to: 1. Identify personal/family values and establish appropriate financial goals. 2. Develop financial plans that reflect your values and goals. 3. Begin implementation of your plans to meet short and long term financial goals. 4. Evaluate options for providing financial security throughout your life. 5. Recall and apply specific fact concerning various financial topics, tools, and services.</p>
SPED 2120	<p>Navigating Adulthood (2 credits)</p> <p>This is an Aggies Elevated course designed to cover a variety of topics including: Practicing problem solving and decision making by; looking for an apartment, finding paid employment, creating a budget, and making a plan for the future. This course will also discuss sensitive topics such as dating, sex, STDs, rape, and other vulnerabilities that students with disabilities may face as they live independently in the future.</p>
Career Exploration Requirements	
SPED 1020, 1040	<p>Career Exploration 1, 2 (2,3 credits)</p> <p>This is an Aggies Elevated course designed to aid the student in exploring career options through the use of videos, printed materials and personal contact with professionals and vocational experts. Activities will focus on equipping the student with skills and information used for job-hunting, interviewing, resume preparation, and job applications.</p>

SPED 2100	<p style="text-align: center;">Career Related Social Skills (2 credits)</p> <p>This is an Aggies Elevated course designed to provide students with social skills necessary for keeping a job. These skills include: following instructions, asking questions, responding to criticism, communicating assertively, interviewing, asking for accommodations, and having appropriate conversations in the workplace.</p>
SPED 2110	<p style="text-align: center;">Work Internships I, II, III (3 credits each)</p> <p>Through this internship, you gain the kind of career-related experience employers want including: valuable experience for your resume, become more marketable for the job market or future schooling, build networking relationships/contacts for the future.</p>
General Education Requirements	
SPED 0100	<p style="text-align: center;">Functional Reading and Writing for College (3 credits)</p> <p>Designed to help students gain a level of functional literacy. The focus of the class is on organizing thoughts, expressing ideas, and using assistive technology to access information. This class will address skills such as: filling out applications, creating a resume, reading a bus schedule, appropriate sources for a research paper, annotating complicated readings, plagiarism, college writing expectations, and sending emails to professors.</p>
PSY 1730	<p style="text-align: center;">Strategies for Academic Success (3 credits)</p> <p>Orients students to the systems, tools, and resources unique to higher education that are needed to maximize academic success (e.g., library, computer lab use, etc.). Also helps students develop critical thinking, study, and learning strategies necessary for college success.</p>
USU 1010	<p style="text-align: center;">University Connections (2 credits)</p> <p>Provides an environment of challenge and support to help new students make a successful transition to USU. Class curriculum and activities provide an environment wherein students become familiar with the broad academic, social, and cultural opportunities offered by USU and the surrounding community.</p>
Elective Courses	
Varies	<p style="text-align: center;">Vocational and Personal Growth Electives (1-3 credits each)</p> <p>Students will select courses available through the approved USU course catalog in consultation with the Aggies Elevated advisor.</p>

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

Institution Submitting Request: Utah State University
Proposed Title: Department of Kinesiology and Health Science
Currently Approved Title: Department of Health, Physical Education & Recreation
School or Division or Location: NA
Department(s) or Area(s) Location: Health, Physical Education & Recreation
Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): NA
Current Classification of Instructional Programs (CIP) Code (for existing programs): 31.0505
Proposed Beginning Date (for new programs): July 1, 2016
Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

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

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

Chief Academic Officer (or Designee) Signature:

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

Signature

Date:

Printed Name:

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

Program Request - Abbreviated Template
Utah State University
Rename the Department of Health, Physical Education and Recreation
10/23/2015

Section I: Request

Rename the Department of Health, Physical Education and Recreation to the Department of Kinesiology and Health Science

Section II: Need

In the past decade this department has experienced a significant increase in undergraduate majors who are not declaring in Physical Education or Recreation. Approximately 65% of current students select the BS in Human Movement Science with an emphasis in Exercise Science or Pre-Physical Therapy. Combined with the growth of the Community Health and Health Sciences emphases (approximate tripling from 70 to 200 students) a more inclusive term was considered for the department's name. Kinesiology provides that need and Health Science completes the profile of academic programs served by the department.

From the American Kinesiology Association- "Kinesiology is an academic discipline which involves the study of physical activity and its impact on health, society, and quality of life. It includes, but is not limited to, such areas of study as exercise science, sports management, athletic training and sports medicine, socio-cultural analyses of sports, sport and exercise psychology, fitness leadership, physical education-teacher education, and pre-professional training for physical therapy, occupational therapy, medicine and other health related fields."

Thus Kinesiology provides a more inclusive term to represent academic programs currently served by the department (emphases in exercise science, sports medicine, physical education-teacher education, pre-professional training for physical therapy).

At present comparable departments universities within State and regional universities include:

University of Utah- Department of Exercise and Sport Science
Brigham Young University- Department of Exercise Sciences
University of Nevada-Las Vegas- Department of Kinesiology and Nutritional Sciences
University of Idaho- Department of Movement Sciences
Texas A&M University- Department of Health and Kinesiology
Oregon State University- School of Biological and Population Health Sciences

Examples of Aspirational Programs:

Pennsylvania State University- Department of Kinesiology

Section III: Institutional Impact

With a renamed academic department no request for new faculty, staff or physical facilities will be submitted.

Section IV: Finances

No new funds are requested and there are no new budgetary impacts on the department or college.

Section V: Program Curriculum

All Program Courses

Program Schedule

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

Institution Submitting Request: Utah State University
 Proposed Title: Wildlife Science Minor
 Currently Approved Title: NA
 School or Division or Location: Quinney College of Natural Resources
 Department(s) or Area(s) Location: Wildland Resources Department
 Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): 03.0601
 Current Classification of Instructional Programs (CIP) Code (for existing programs): NA
 Proposed Beginning Date (for new programs): 08/28/2016
 Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

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

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: 12/2/2015

Printed Name: *Name of CAO or Designee*

¹ CIP codes must be recommended by the submitting institution.

Program Request - Abbreviated Template
Higher Education Institution
Minor, Wildlife Science
12/2/2015

Section I: Request

Creation of a Wildlife Science minor in the Wildland Resources Department is requested. This minor will consist of a mix of 15 credits of fundamental wildlife courses that will give the recipient basic knowledge of wildlife science and management to complement the Fisheries and Aquatic Sciences (FAS) major in the Watershed Sciences Department.

Section II: Need

A Wildlife Science (WS) minor is needed to give FAS majors the ability to obtain a credential in and take courses related to wildlife science and management without having to major in WS. Before the College of Natural Resources was reorganized, a Fisheries and Wildlife major existed and took care of the need and desire for this. When the college reorganized, that major no longer existed and wildlife-interested students majored in WS in the Wildland Resources department and fisheries-interested students majored in FAS in the Watershed Sciences department. However, in talking to students it has become evident that some WS majors would rather major in FAS but they do not want to totally lose connection with wildlife. In fact, it seems likely that students who major in FAS and who minor in WS will have a chance to get employment either in fisheries or wildlife fields. As it is now, USU possibly turns out more graduates in wildlife than the job market needs and less fisheries students than the job market needs. Therefore, adding this FAS-major/WS-minor combination may increase the employability for both majors.

Section III: Institutional Impact

It is expected that there will be a small number of students who will take this minor. For those who do, they will be taking courses that already exist and that have room in them, mostly in the Wildland Resources Department, but also in the Biology Department. There will be no change in administrative structures, no additional faculty or staff, and no need for additional or modified facilities or equipment.

Section IV: Finances

No additional costs are expected from the addition of this minor, other than a very small amount of staff time to keep track of who is in the minor. Students taking it may take a few additional courses, which will increase the time teachers spend on those courses, but this impact will be small.

Section V: Program Curriculum

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

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
WILD 3810	Plant and Animal Populations	3
WILD 4600	Conservation Biology	3
Sub-Total		6
Elective Courses (choose 9 credits)		
WILD 3300	Management Aspects of Wildlife Behavior	3
WILD 5560 -or- BIOL 5560	Applied Avian Ecology -or- Ornithology	3 -or- 3
WILD 4500	Principles of Wildlife Management	3
WILD 4880	Genetics in Conservation and Mgt.	3
BIOL 5570	Herpetology	3
BIOL 5580	Mammalogy	3
Sub-Total		9
Track/Options (if applicable)	NA	---
Sub-Total		---
Total Number of Credits		15

Program Schedule

Spring Sophomore Year

WILD 3300, Management Aspects of Wildlife Behavior, 3 credits

Spring Junior Year

WILD 3810, Plant and Animal Populations, 3 credits

WILD 4500, Principles of Wildlife Management, 3 credits

WILD 4600, Conservation Biology, 3 credits

Fall Senior Year

BIOL 5580, Mammalogy, 3 credits

Spring Senior Year

WILD 5560 or BIOL 5560, Applied Avian Ecology -or- Ornithology, 3 credits

WILD 4880, Genetics in Conservation and Mgt., 3 credits

BIOL 5570, Herpetology, 3 credits

Wildlife Science Minor

WILDLIFE SCIENCE MINOR REQUIREMENTS (15 credits)

All courses required for the Wildlife Science minor *must* be taken on an *A-B-C-D-F* basis. A grade of *C-* or better is required for all WILD courses. The grade point average for all courses taught by the College of Natural Resources must be 2.5 or higher. Only Fisheries and Aquatic Sciences majors qualify for this minor.

A. Wildlife Science Core Courses (6 credits)

Must complete both of the following:		Sem.	Credits	Prerequisite
<input type="checkbox"/> WILD 3810	Plant and Animal Populations	Sp	3	<input type="checkbox"/> NR/BIOL 2220, MATH 1100 or STAT 3000
<input type="checkbox"/> WILD 4600	Conservation Biology	Sp	3	<input type="checkbox"/> NR/BIOL 2220

B. Electives (9 credits)

<input type="checkbox"/> WILD 3300	Management Aspects of Wildlife Behavior	Sp	3	<input type="checkbox"/> BIOL 1610, BIOL 1620. NR/BIOL 2220
<input type="checkbox"/> WILD 5560 -or-	Choose one; Applied Avian Ecology -or-	Sp	3	<input type="checkbox"/> BIOL 1610, BIOL 1620. NR/BIOL 2220
<input type="checkbox"/> BIOL 5560	Ornithology	Sp	3	<input type="checkbox"/> BIOL 1620
<input type="checkbox"/> WILD 4500	Principles of Wildlife Management	Sp	3	<input type="checkbox"/> NR/BIOL 2220
<input type="checkbox"/> WILD 4880	Genetics in Conservation and Management	Sp	3	<input type="checkbox"/> CHEM 1110 or CHEM 1210, BIOL 1610
<input type="checkbox"/> BIOL 5570	Herpetology	Sp	3	<input type="checkbox"/> BIOL 1620
<input type="checkbox"/> BIOL 5580	Mammalogy	F	3	<input type="checkbox"/> BIOL 1620



GENERAL EDUCATION SUBCOMMITTEE MINUTES

November 17, 2015

8:30 am – 9:30 am

Old Main - Champ Hall

Present: Dawn Kirby, Chair
Eddy Berry, Social Sciences
Harrison Kleiner, Connections
Peggy Petrzelka, Humanities
Mary Leavitt, Advising
Pamela Martin for Kacy Lundstrom, Library
Kris Miller, Honors
Gary Straquadine for Melanie Nelson, USU Eastern
Michele Hillard, Secretary
Dan McInerney, American Institutions
Brock Dethier, Writing Program
Trevor Olsen, USUSA President
Laura Gelfand, Arts
John Mortensen, Student Services
Larry Smith, Provost's Office
Stephanie Hamblin, University Advising
Cindy Dewey, Creative Arts
Dan Coster, Quantitative Intensive
Karen Mock, Natural Resources
Shelley Lindauer, Education and Human Services
Ryan Dupont, Life and Physical Sciences
Dean Adams, Engineering

Absent: Jessica Hansen, Academic and Instructional Services
Brian McCuskey, Humanities
Lee Rickords, Agriculture and Applied Sciences
Kathy Chudoba, Business
Bob Mueller, Regional Campus
Dick Mueller, Science

Call to Order - Dawn Kirby

Approval of Minutes – October 20, 2015

<https://usu.box.com/s/0o232g4mupwxi28m698ggr7ubhx3gsre>

*Motion to approve the October 20 minutes made by Brock Dethier. Seconded by Laura Gelfand.
Minutes approved.*

Course Approvals/Removals/Syllabi Approvals

<https://usu.curriculog.com>

ARTH 3320 – Pre-Columbian Art (CI)Brock Dethier
Motion to approve CI designation made by Laura Gelfand. Seconded by Dean Adams. Request approved.

WILD 4910 – Assessment and Synthesis in Natural Resource Science (CI).....Brock Dethier
Motion to approve CI designation made by Laura Gelfand. Seconded by Dean Adams. Request approved.

Business

Gen Ed Task Force

Continuing work on the R470 with Quantitative Literacy and Reasoning. Math departments wants to have mathematics wording included. Also changed application and analysis to application and discipline.

Dawn will send the current R470 to the Gen Ed committee.

USU Prefixes

Once of the biggest issues/problem with USU prefixes is the transferability. Next on the list of concerns is the funding to the departments. The committee suggested having written commitments for continued funding. Some faculty members feel that their IDEA reviews have reflected the student’s confusion and frustration regarding USU courses. The question was raised as to whether all USU prefixes should be changed or leave it to the faculty/department to decide. It was mentioned that this would/could cause more confusion and frustration for the students. The committee is not ready to make any recommendations at this time. Further discussions with departments, faculty and students is necessary. Designation committee chairs will return next month with further recommendations.

Designation Subcommittee Approval Processes

Dawn Kirby and Michele Hillard will work on a pre-submission process. This process will be discussed at the December meeting and will go into effect if approved at that meeting.

Adjourned: 9:31 am