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Educational Policies Committee Program Proposal, College of Engineering, September 15, 2006 – Master of Science Degree: Plan C – Department of Engineering and Technology Education - Automotive Certificate of Completion

Utah State University

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AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS

September 15, 2006

Utah State Board of Regents
Office of the Commissioner of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284
and pursue majors, minors, or an M.A. degree in Asian Studies. We expect that within three years, we will see substantial growth in enrollments in Asia-related courses and degree programs.

The current director of the Asian Studies Program will initially serve as Director of the Asia Center, overseeing the Asian Studies degree programs and coordinating the Center’s activities. The first task of the new Center will be to coordinate recruitment of a new Executive Director with career experience in business or diplomacy and professional ties in Asia who will oversee development and fundraising and interactions with the community, including the programming of seminars and conferences for the general public and for the business, educational, and arts communities. The Center will also have an Advisory Board comprised of members of the faculty representing the diverse sectors of the university involved in Asia-related study, students, and members of the community representing the sectors that have various kinds of interests in or ties to Asia.

**Finances:** With the completion of the new Humanities Building, the Asian Studies Program will for the first time have its own office space for a director and administrative assistant, so no new space allocation will be required. The Director of the Asian Studies Program will serve as the Director of the new Asia Center during the first three years. The College of Humanities will provide a tenth month of salary and administrative assistance for the director so it is anticipated that there will be no need for new monies for Center administration in the first couple of years. Center activities will initially be supported by drawing on existing Asian Studies development funds in combination with external grants and co-sponsorship with other campus and community entities. However fundraising and grant applications will be the two top priorities of the Asia Center. We have already begun the process of developing donor support for an Executive Director for the Center and for the academic activities of the Asian Studies Program and have raised some $40,000 in new program funding in 2005-6 alone. We are preparing to apply for a Department of Education Title VI grant as a National Resource Center for Asian Studies in the next cycle in Fall 2008. With its revised and newly flexible B.A. degree, the new M.A. program, and continued success in development to support new faculty lines, scholarships, and community outreach activities, the Asian Studies Program will be in an excellent position to compete for this grant, which would bring substantial funds and prestige to the new Center.

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1 U.S. Census Bureau, Population Division.
2 2005 Economic Report to the Governor, Table 42, p. 86.

**B. Utah State University**

**Master of Science Degree: Plan C (coursework only) - Department of Engineering and Technology Education**

**Request:** Utah State University requests approval to offer a Plan C (coursework only) option within the Master of Science degree in Engineering and Technology Education effective July 1, 2006. The Board of Trustees approved this request at its meeting of 26 May 2006.

**Need:** At least half of the students seeking a master’s degree in the Department of Engineering and Technology Education are practicing teachers either at the secondary level, in the community college
system, or the applied technology colleges. They are pursuing the master's degree during summers or part
time during the school year. Students selecting Plan A (thesis) are required to be full time students on
campus so they can work closely with their graduate committees in conducting the thesis research and
preparing the thesis. The Department has found that it is difficult for part time/off campus students to plan
and conduct quality thesis research and the supervision of writing theses and master's research reports
created many challenges. A Plan C option would be an advantage to the students and to the faculty, and at
the same time it would adequately meet the needs of all.

**Institutional Impact:** There will be very little impact on the university and department. Utah State
University is well established and the preferred institution for teacher professional development. A Plan C
will streamline the process and better accommodate the students, the department, and the School of
Graduate Studies.

**Finances:** There will be no additional costs associated with the implementation of a Plan C. There will be a
reduction in faculty time since no theses or master's research reports will be required. The student will
complete additional coursework, but those classes are already being taught. No new courses are planned.

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**C. Utah College of Applied Technology**

**Fast Tract Proposal from Utah College of Applied Technology – Automotive
Certificate of Completion to be offered at several campuses**

**Request:** Utah College of Applied Technology (UCAT) requests approval, under the Fast Track Program
Approval Procedure, to offer a Certificate of Completion in Automotive Technician, effective on August 7,
2006, at the Bridgerland (BATC), Davis (DATC), Mountainland (MATC), Salt Lake-Tooele (SLTATC),
Southeast (SEATC), Southwest (SWATC), and Uintah Basin (UBATC) Applied Technology College
Campuses.

Automotive technician programs existed on these campuses prior to the inception of UCAT. In September
2003, the Board of Regents approved 40 UCAT Certificates of Completion for programs exceeding one
year (900 hours) in length which had been offered as separate campus programs before UCAT was
created, and which under Board of Regents policy required approval as UCAT programs. Faculty work
groups for each of the 40 programs, representing each participating campus, collaborated to compare and
align curriculum into common UCAT Certificates.

Complexities of local program structure, regional employer needs, and program accreditation precluded
development of a common automotive certificate that could be presented with the original 40 Certificates of
Completion. The automotive faculty work group has continued their work of aligning curriculum, and has
now developed an Automotive Technician Certificate of Completion proposal which provides a consistent
representation of competency attainment while accommodating regional needs.

Regional Reviews have been completed in each of the participating regions in accordance with R401-4.3.1.
The program has been approved by each of the participating Campus Boards of Directors and was
approved by the UCAT Board of Trustees on June 7, 2006.