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Faculty Senate

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12-3-2015

## Curriculum Subcommittee Agenda, December 3, 2015

Utah State University

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**Curriculum Committee Agenda  
3 December 2015**

A meeting of the Curriculum Subcommittee of the Educational Policies Committee will be held on 3 December at 2:00 pm in Old Main 136 (Champ Hall Conference Room).

1. *Approval of 5 November 2015 Minutes*  
<https://usu.box.com/s/1eclwmzdld2kop37h8eep0nty5tv5akr>
2. *Semester Course Approval Reviews*  
<https://usu.curriculog.com/>

*College of Agriculture and Applied Sciences*

ADVS =

APEC =

ASTE = 3

LAEP = 2

NDFS = 1

PSC = 2

*Caine College of the Arts*

ART = 6

MUSC = 3

THEA =

*Jon M. Huntsman School of Business*

ACCT = 4

BUS = 1

ECN = 2

MGT =

MIS =

*Emma Eccles Jones College of Education and Human Services*

COMD = 1

EDUC = 3

FCHD =

HPER = 6

ITLS = 1

NURS = 6

PSY =

SPER =

TEAL = 6

*College of Engineering*

BENG =

CEE =

CS = 6

ECE =

EED = 1

MAE =

*College of Humanities and Social Sciences*

ENGL =  
HIST = 1  
JCOM =  
LPCS =  
POLS =  
SSWA =

*S.J. & Jessie E. Quinney College of Natural Resources*

ENVS =  
WATS =  
WILD = 3

*College of Science*

BIOL =  
CHEM =  
GEOL =  
MATH =  
PHYS = 1

USU =

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**1. ACCT - 6103 - Accounting Information and the Capital Markets**

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**2. ACCT - 6104 - Big Data and Systems Analytics for Financial Executives**

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**3. ACCT - 6108 - Leadership for Financial Executives**

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**4. ACCT - 6109 - Financial Strategy**

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**5. ART - 2900 - Introductory Internship/CO-OP**

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**6. ART - 4460 - Motion Design**

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**7. ART - 4900 - Advanced Internship/CO-OP**

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**8. ARTH - 3510 - Islamic Visual Cultures (CI/DHA) **

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**9. ARTH - 3710 - Art, Culture and Crisis in Postwar Britain**

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**10. ARTH - 3730 - The Documentary**

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**11. ASTE - 6170 - Program Planning & Evaluation**

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**12. ASTE - 6180 - Administration and Leadership**

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**13. ASTE - 6950 - Graduate Internship**

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**14. BUS - 2000 - Foundations for Global Learning Experiences**

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- 
15. COMD - 7500 - Humanitarian Outreach in Audiology
- 
16. CS - 1400 - Introduction to Computer Science--CS 1
- 
17. CS - 1405 - Introduction to Computer Science--CS 1 Lab
- 
18. CS - 2420 - Algorithms and Data Structures--CS 3 (QI)
- 
19. CS - 5200 - Introduction to Distributed Systems
- 
20. CS - 6210 - Advanced Distributed System Design
- 
21. CS - 6450 - Human-Centered Design
- 
22. ECN - 5300 - Industrial Organization-Game Theory
- 
23. ECN - 5900 - Labor Economics
- 
24. EDUC - 6050 - Applied Statistical Analysis
- 
25. EDUC - 6800 - Mixed Methods Research
- 
26. EDUC - 7700 - Grant Writing 🚧
- 
27. EED - 7040 - Qualitative Methods in Engineering Education
- 
28. ELED - 1010 - Orientation to Elementary Education
- 
29. ELED - 3800 - ArtsBridge
- 
30. ITLS - 6390 - Transformative Uses of Technology for Learning
- 
31. LAEP - 4100 - Urban Theory, Systems, and Design
- 
32. LAEP - 4120 - Senior Capstone: Planning & Design Leadership
- 
33. MUSC - 1270 - Keyboard Harmony for Piano Majors I
- 
34. MUSC - 1280 - Keyboard Harmony for Piano Majors II
- 
35.  
MUSC - 3100 - Motivation and Classroom Management Strategies in  
Secondary Classroom Music
- 
36. NDFS - 4760 - Transition to Professional Practice Lab
- 
37. NURS - 1010 - Introduction to Nursing
- 
38. NURS - 1042 - Nursing Family Care 1
- 
39. NURS - 1120 - Family Nursing I
- 
40. NURS - 1122 - Nursing Family Care 2
-

- 41. NURS - 2140 - Advanced Family Nursing Care 1

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- 42. NURS - 2240 - Advanced Family Nursing Care 2

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- 43. PE - 3010 - Yoga Technique 1

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- 44. PE - 3020 - Yoga Teaching Methodology I

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- 45. PE - 3021 - Yoga Teaching Methodology II

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- 46. PE - 3070 - Yoga Anatomy

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- 47. PE - 4010 - Yoga Philosophy

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- 48. PE - 4200 - Transitions

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- 49. PHYS - 3870 - Intermediate Physics Laboratory (CI)

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- 50. PSC - 5070 - Advanced Agroecology ✚

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- 51. PSC - 6070 - Advanced Agroecology ✚

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- 52. RELS - 3510 - Islamic Visual Cultures (CI/DHA) ✚

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- 53. SCED - 3600 - Teaching English Language Arts

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- 54. TEAL - 5310 - Content Area Reading and Writing

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- 55. TEAL - 5570 - Advanced Comprehension

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- 56.  
TEAL - 7557 - Advanced Research Design in Mathematics Education and Leadership

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- 57. WILD - 3820 - Forest Plants: Identification, Biology, and Function

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- 58.  
WILD - 4750 - Monitoring and Assessment in Natural Resource and Environmental Management

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- 59. WILD - 5300 - Wildlife Damage Management Principles ✚

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3. *Program Proposals*

<https://usu.box.com/s/1eclwmzdld2kop37h8eep0nty5tv5akr>

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.

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.

Approval Timeline

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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

4. *Other Business*

Course syllabus development

<https://usu.box.com/s/1eclwmzdld2kop37h8eep0nty5tv5akr>

Reminder: January 7 meeting moved to January 14.

## CURRICULUM SUBCOMMITTEE MINUTES

5 November 2015

A meeting of the Curriculum Subcommittee of the Educational Policies Committee was held on 5 November at 2:00 pm in Old Main 136 (Champ Hall Conference Room).

Present: Larry Smith for Ed Reeve, Chair, College of Agriculture and Applied Sciences  
Larry Smith, Chair, EPC  
Nicholas Morrison, Caine College of the Arts  
Michele Hillard, Secretary  
Marci Smith, Registrar's Office  
Erin Brewer, Graduate Council  
Richard Mueller, College of Science  
Dan McInerney for Dawn Kirby, College of Humanities and Social Sciences  
Nancy Mesner for Karen Mock, S.J. & Jessie E. Quinney College of Natural Resources  
Jessica Hansen, Academic and Instructional Services  
Nathan Straight, Regional Campuses  
Vijay Kannan, Jon M. Huntsman School of Business  
Lauren Sondergaard for Ty Aller, Graduate Studies Senator

Absent: Scott Bates, Chair, Academic Standards  
Roland Squire, Registrar's Office  
Janet Anderson, Office of the Provost  
Kacy Lundstrom, Libraries  
Scott Hunsaker, Emma Eccles Jones College of Education and Human Services  
Dean Adams, College of Engineering  
Scott Henrie, USU-Eastern

Visitors: Bruce Miller, Department Head, School of Applied Sciences, Technology and Education  
Nate Stephens,

1. *Approval of 1 October 2015 Minutes*  
<https://usu.box.com/s/r4db7scr8u2y1yrumx3be06uy53sowes>  
*Motion to approve the 1 October 2015 minutes made by Nick Morrison. Seconded by Vijay Kannan. Minutes approved.*

2. *Semester Course Approval Reviews*  
<https://usu.curriculog.com/>

### ***College of Agriculture and Applied Sciences***

*Motion to approve the business of the College of Agriculture and Applied Sciences made by Nick Morrison. Seconded by Vijay Kannan. Business approved.*

ADVS = 6

APEC =

ASTE = 32

LAEP = 16

NDFS = 3

PSC = 4

***Caine College of the Arts***

*Motion to approve the business of the Caine College of the Arts made by Nick Morrison. Seconded by Dick Mueller. Business approved. (added THEA 5630)*

ART = 3

MUSC = 43

THEA = 1

***Jon M. Huntsman School of Business***

*Motion to approve the business of the Jon M. Huntsman School of Business made by Vijay Kannan. Seconded by Dick Mueller. Business approved.*

ACCT = 6

ECN = 5

MGT = 7

MIS = 1

***Emma Eccles Jones College of Education and Human Services***

*Motion to approve the business of the Emma Eccles Jones College of Education and Human Services pending rejection of ITLS 5270 made by Dick Mueller. Seconded by Vijay Kannan. Business approved.*

COMD = 1

FCHD =

HPER = 3

ITLS = 1 (ITLS 5270 rejected due to CCA multiple listing denial)

NURS = 11

PSY = 10

SPER =

TEAL = 5

***College of Engineering***

BENG =

CEE =

CS =

ECE =

EED =

MAE =

***College of Humanities and Social Sciences***

*Motion to approve the business of the College of Humanities and Social Sciences made by Nick Morrison. Seconded by Vijay Kannan. Business approved.*

ENGL =

HIST =

JCOM = 2

LPCS = 1

POLS =

SSWA = 3

***S.J. & Jessie E. Quinney College of Natural Resources***

*Motion to approve the business of the S.J. & Jessie E. Quinney College of Natural Resources made by*



Nancy Mesner. Seconded by Dick Mueller. Business approved.

ENVS = 1

WATS =

WILD = 2

### **College of Science**

Motion to approve the business of the College of Science pending revisions to BIOL 6390 and CHEM1110 made by Dick Mueller. Seconded by Vijay Kannan. Business approved.

BIOL = 3 (BIOL 6390 additional grad assignments will be required)

CHEM = 3 (CHEM 1110 revised language for math prerequisite)

GEOL = 2

MATH =

PHYS = 1

### **Other**

Motion to approve the USU business made by Dick Mueller. Seconded by Nick Morrison. Business approved.

USU = 3

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**1. ACCT - 6100 - Financial Reporting and the SEC**

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**2. ACCT - 6101 - Advanced Strategic Cost Management**

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**3. ACCT - 6102 - Research and Valuation**

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**4. ACCT - 6105 - Taxes: Planning and Strategy**

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**5. ACCT - 6106 - International Business, Finance, and Accounting**

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**6. ACCT - 6107 - Corporate Governance**

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**7. ADVS - 2100 - Weanling Behavior and Handling**

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**8. ADVS - 2150 - Yearling Fitting and Sales Preparation**

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**9. ADVS - 2500 - Feeds and Feeding**

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**10. ADVS - 3500 - PRINCIPLES OF ANIMAL NUTRITION**

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**11. ADVS - 3750 - Equine Behavior and Training II**

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**12. ANTH - 5300 - Archaeology Field School** ✖

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**13. ANTH - 6300 - Archaeology Field School** ✖

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**14. ARTH - 6270 - Graduate Native North American Art**

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**15. ARTH - 6320 - Graduate Pre-Columbian Art**

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16. ARTH - 6340 - Graduate African Art

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17.

ASTE - 4210 - Cognition and Evaluation of Student Learning in Career and Technical Education ✂

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18. AV - 2160 - Commercial Pilot Stage 1 Certification

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19. AV - 2350 - Private Pilot Certification

---

20. AV - 2410 - Commercial Pilot Stage 1 Certification

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21. AV - 2415 - Commercial Pilot Stage 2 Certification

---

22. AV - 2540 - Instrument Pilot Certification

---

23. AV - 2670 - Commercial Multi-engine Certification

---

24. AV - 3740 - CFI Certification

---

25. AV - 3760 - Certified Flight Instructor Instrument Certification

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26. AV - 3900 - Aviation Independent Study

---

27. AV - 4100 - National Intercollegiate Flying Association Flight Team Lab

---

28. AV - 4110 - National Intercollegiate Flying Team Certification

---

29. AV - 4150 - AOG (Aircraft On Ground) Aircraft Maintenance

---

30. AV - 4280 - Aviation Management

---

31. AV - 4300 - History of Aviation in America

---

32. AV - 4720 - Aviation Safety and Security

---

33. AV - 4750 - Aviation Symposium

---

34. AV - 5910 - Aviation Special Topics

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35. AV - 6120 - Aviation Operations and Management

---

36. AV - 6310 - Aviation Safety Management Systems


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37. AV - 6320 - Airport and Ground Safety Programs


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38. BIOL - 5240 - Virology

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39. BIOL - 5390 - Genes and Behavior 

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40. BIOL - 6390 - Genes and Behavior 

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41. BUSN - 3150 - Methods for Business Education

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42. BUSN - 4150 - Methods of Business and Marketing

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43. BUSN - 4210 - Cognition and Evaluation of Student Learning in Career and Technical Education ✚
- 
44. BUSN - 4300 - Clinical Experience II Business Education
- 
45. BUSN - 5500 - Business Education Secondary Curriculum Seminar
- 
46. BUSN - 5630 - Business Education Student Teaching
- 
47. CHEM - 1110 - General Chemistry I
- 
48. CHEM - 6750 - Principles of Structural Biology
- 
49. CHEM - 6770 - Biochemical Methods
- 
50. CMST - 4330 - Advanced Perspectives in Global Communication
- 
51. CMST - 5000 - Studies in Communication Studies
- 
52. COMD - 7850 - Externship Seminar
- 
53. ECN - 5800 - Topics in Applied Microeconomics
- 
54. ENVS - 4500 - Wildland Recreation Behavior (CI)
- 
55. FCSE - 3700 - FCSE Housing and Interiors
- 
56. FCSE - 4210 - Cognition and Evaluation of Student Learning in Career and Technical Education ✚
- 
57. FIN - 5000 - Advanced Investment Analysis
- 
58. FIN - 5100 - Financial Markets and Trading
- 
59. FIN - 5250 - Banking Administration & Regulation
- 
60. FIN - 5350 - Financial Modeling
- 
61. GEO - 6450 - Deep Time: Studying the Earth's expansive past ✚
- 
62. GEO - 7450 - Deep Time: Studying the Earth's expansive past ✚
- 
63. HEP - 4600 - Field Work in Health Education
- 
64. HEP - 5000 - Race, Culture, Class, and Gender Issues in Health (CI)
- 
65. ITLS - 5270 - Digital Making and Learning ✚
- 
66. LAEP - 1200 - 2D Graphic Representation

- 
67. LAEP - 1300 - 2D Color Graphic Representation
- 
68. LAEP - 2400 - 3D Representation
- 
69.  
LAEP - 2700 - Site Analysis: Social, Behavioral, and Biophysical Dimensions
- 
70. LAEP - 2720 - Analysis and Design 2
- 
71. LAEP - 3100 - Recreation/Open Space
- 
72. LAEP - 3300 - Geographic Information Systems
- 
73.  
LAEP - 3400 - Geodesign Studio: Advanced Geographic Information and Tools
- 
74. LAEP - 3500 - Planting Design
- 
75. LAEP - 3610 - Landscape Construction II
- 
76. LAEP - 6030 - 2D Color Graphic Representation
- 
77. LAEP - 6220 - 2D Graphic Representation
- 
78. LAEP - 6240 - 3D Representation
- 
79. LAEP - 6260 - Landscape Construction I
- 
80. LAEP - 6300 - Geographic Information Systems
- 
81.  
LAEP - 6400 - Geodesign Studio: Advanced Geographic Information and Tools
- 
82. LING - 4700 - Foundations of Dual Language Immersion
- 
83. MGT - 4250 - Management Internship
- 
84. MGT - 4545 - Digital Marketing
- 
85. MGT - 4740 - Quality Management
- 
86. MGT - 4890 - Strategic Planning and Execution (CI)
- 
87. MGT - 5730 - Problem Solving and Continuous Improvement
- 
88. MGT - 6675 - Negotiation and Mediation
- 
89. MGT - 6730 - Lean Continuous Improvement
- 
90. MIS - 4250 - Management Information Systems Internship
- 
91. MUSC - 1100 - Fundamentals of Music for Non-Music Majors (BCA)
-


- 
92. MUSC - 1105 - Fundamentals for Music Majors (BCA)
- 
93. MUSC - 1110 - Music Theory I (BCA)
- 
94. MUSC - 1120 - Music Theory II
- 
95. MUSC - 1130 - Aural Skills I
- 
96. MUSC - 1140 - Aural Skills II
- 
97. MUSC - 1170 - Keyboard Harmony I
- 
98. MUSC - 1180 - Keyboard Harmony II
- 
99. MUSC - 1185 - Group Piano for Music Therapy Majors
- 
100. MUSC - 1190 - World Music
- 
101. MUSC - 1310 - Introduction to Music Therapy
- 
102. MUSC - 1320 - Music Therapy Group Ensemble Facilitation
- 
103. MUSC - 2110 - Music Theory III
- 
104. MUSC - 2120 - Music Theory IV
- 
105. MUSC - 2130 - Aural Skills III
- 
106. MUSC - 2180 - Computer Applications in Music
- 
107. MUSC - 2310 - Music Therapy Treatment I
- 
108. MUSC - 2320 - Music Therapy Treatment II
- 
109. MUSC - 2350 - Conducting
- 
110.  
MUSC - 2490 - Individual Piano Instruction (Second Instrument) for Music Majors
- 
111. MUSC - 2710 - Woodwind Techniques II: Saxophone, Oboe, Bassoon
- 
112. MUSC - 2800 - Brass Techniques I: Trumpet, French Horn
- 
113. MUSC - 2810 - Brass Techniques II: Trombone, Tuba, Euphonium
- 
114. MUSC - 3120 - Music History II: Classical and Romantic Periods
- 
115. MUSC - 3190 - Music History III: Music of the Twentieth Century (CI)
- 
116. MUSC - 3220 - Choral Methods and Materials
-

117. MUSC - 3240 - Instrumental Methods and Materials
118. MUSC - 3310 - Music Therapy and Individuals with Special Needs
119. MUSC - 3331 - Music Therapy Practicum: Field Experience I
120. MUSC - 3332 - Music Therapy Practicum: Field Experience II
121. MUSC - 3333 - Music Therapy Practicum: Field Experience III
122. MUSC - 3334 - Music Therapy Practicum: Field Experience IV
123. MUSC - 3410 - Ensemble and Accompanying
124. MUSC - 3560 - Guitar History and Literature
125. MUSC - 3610 - Vocal Repertory I
126. MUSC - 3620 - Vocal Repertory II (CI)
127. MUSC - 3790 - Symphonic Band (DHA)
128. MUSC - 4310 - Music Therapy with Adult Populations
129. MUSC - 4330 - Clinical and Professional Issues in Music Therapy
130. MUSC - 4340 - Internship in Music Therapy
131. MUSC - 4410 - Advanced Piano Pedagogy I
132. MUSC - 4420 - Advanced Piano Pedagogy II
133. MUSC - 4920 - Individual Recital
134. NDFS - 5200 - Nutritional Epidemiology
135. NDFS - 6200 - Nutritional Epidemiology
136. NDFS - 7810 - Public Health Graduate Seminar
137. NURS - 1010 - Introduction to Nursing
138. NURS - 1010 - Introduction to Nursing
139. NURS - 1020 - Fundamental Concepts of Nursing
140. NURS - 1030 - Fundamental Concepts of Nursing Clinical
141. NURS - 1110 - Pharmacology
142. NURS - 1220 - Nursing Process 1
143. NURS - 1230 - Nursing Process 1 Clinical
144. NURS - 1240 - Pharmacology 2

- 
145. NURS - 2010 - Transition to Associate Degree Nursing
- 
146. NURS - 2220 - Manager of Care
- 
147. NURS - 2230 - Manager of Care Clinical
- 
148. PE - 1080 - HYPER FIT
- 
149. PHYS - 3880 - Advanced Physics Laboratory (CI)
- 
150. PSC - 6091 - Plants for Low Water Landscapes
- 
151. PSC - 6092 - Designing Low Water Landscapes
- 
152. PSC - 6093 - Water Demand and Management in Low Water Landscapes
- 
153. PSC - 6230 - Readings in Landscape Water Conservation
- 
154. PSY - 1740 - Academic Literacy and College Reading Skills
- 
155. PSY - 4510 - Effective Social Skills Interventions
- 
156. PSY - 4730 - Behavioral Assessment and Intervention II Lab
- 
157. PSY - 5020 - Multicultural Issues in Psychology
- 
158. PSY - 6020 - Multicultural Issues in Psychology
- 
159. PSY - 6270 - Child Psychopathology
- 
160. PSY - 6800 - Addictive behaviors
- 
161. PSY - 6820 - Clinical applications of biofeedback
- 
162. PSY - 6880 - Transcultural assessment lab
- 
163. PSY - 7320 - Advanced personality assessment
- 
164. SOC - 4410 - Race and Crime
- 
165. TEAL - 5320 - Theories and Models of Reading
- 
166. TEAL - 5340 - Adolescent Literacy Development
- 
167. TEAL - 5350 - Reading Assessment and Intervention
- 
168. TEAL - 5380 - Effective Writing Instruction
- 
169. TEAL - 5390 - Teaching with Tradebooks in K-12 Classrooms
- 
170. TEE - 1000 - Orientation to Technology and Engineering Education
- 
171. TEE - 2230 - Advanced Materials and Processing Systems
-



172.

TEE - 4210 - Cognition and Evaluation of Student Learning in Career and Technical Education 

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173. USU - 1220 - Career and Life Planning

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174. USU - 1730 - Strategies for Academic Success

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175. USU - 1750 - Comprehension Strategies for College Reading

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176. VM - 7594 - Core Topics in Global Health

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177. WILD - 2400 - Wildland Resource Techniques

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178. WILD - 6770 - Community Ecology

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3. *Program Proposals*

<https://usu.box.com/s/p9ya5kdcf94zsqu105ic8yw6dd3udok7>

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

*Motion to approve the Executive-Level Master of Accounting program made by Vijay Kannan. Seconded by Nick Morrison. Proposal approved.*

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

*Motion to approve the Technical Sales Management Minor made by Erin Brewer. Seconded by Nancy Mesner. Proposal approved.*

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.

*Motion to approve the Digital Design Certificate of Proficiency made by Erin Brewer. Seconded by Vijay Kannan. Proposal approved.*

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.

*Motion to approve the Technology and Engineering Education Minor made by Nick Morrison. Seconded by Dick Mueller. Proposal approved.*

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

*Motion to approve the name change from Accounting Information Systems to Professional Bookkeeping made by Nick Morrison. Seconded by Vijay Kannan. Proposal approved.*

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.

*Motion to approve the Web Business Certificate of Proficiency made by Nancy Mesner. Seconded by Vijay Kannan. Proposal approved.*

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.

*Motion to approve the Professional Bookkeeping Certificate of Proficiency made by Nick Morrison. Seconded by Vijay Kannan. Proposal approved.*

Approval Timeline

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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

4. *Other Business*  
N/A

Adjourned at 3:00 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) Code<sup>1</sup> (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:

\_\_\_\_\_

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

**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
<b>Sub-Total</b>		<b>35</b>
<b>Elective Courses</b>		
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
<b>Sub-Total</b>		<b>6-18</b>
Track/Options (if applicable)		
<b>Sub-Total</b>		
<b>Total Number of Credits</b>		<b>41-53</b>
<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
<b>Independent Living Requirements</b>	
SPED 1030	<p><b>Orientation to Adult Learning &amp; Independent Living (2 Credits)</b></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><b>Self-Determination and Self-Management Skills (2 Credits)</b></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><b>Health &amp; Wellness (2 credits for Audit)</b></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><b>Family Finance (3 credits)</b></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><b>Navigating Adulthood (2 credits)</b></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>
<b>Career Exploration Requirements</b>	
SPED 1020, 1040	<p><b>Career Exploration 1, 2 (2,3 credits)</b></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;"><b>Career Related Social Skills (2 credits)</b></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;"><b>Work Internships I, II, III (3 credits each)</b></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>
<b>General Education Requirements</b>	
SPED 0100	<p style="text-align: center;"><b>Functional Reading and Writing for College (3 credits)</b></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;"><b>Strategies for Academic Success (3 credits)</b></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;"><b>University Connections (2 credits)</b></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>
<b>Elective Courses</b>	
Varies	<p style="text-align: center;"><b>Vocational and Personal Growth Electives (1-3 credits each)</b></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) Code<sup>1</sup> (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:**

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

**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

## EPC Curriculum Sub-Committee Discussion Item

(1 December 2015)

### **Course Syllabus Development**

#### **Semester Course Approval Form – (Curriculog Requirements Shown Below)**

Proposed Action	Department
Prefix	Full Title
Semester Credit Hours	Course Description
Honors Course	Teacher Licensure
Semester typically taught	Effective Semester
Justification	

- **Course Syllabus:** (*Stated in Directions*) #4. You will be required to paste text from a syllabus **for all New Course requests**, please have that ready. This field will maintain all formatting from your original syllabus document.

#### **Syllabus Resources (Provost Website)**

[https://www.usu.edu/provost/faculty/teaching/syllabus\\_resources.cfm](https://www.usu.edu/provost/faculty/teaching/syllabus_resources.cfm)

Following are syllabus resources **that faculty are encouraged to share with students in their classes**. Faculty who choose to may copy and paste this information into class syllabi.

#### **Categories**

- Academic Freedom and Professional Responsibilities
- Academic Integrity – "The Honor System"
- Plagiarism
- Grievance Process (Student Code)
- Sexual Harassment
- Students with Disabilities **Note:** USU Faculty members are encouraged to include a statement to inform students of the availability of reasonable accommodations for qualified individuals with disabilities.
- Withdrawal Policy and "I" Grade Policy
- Course Fees **Note:** Course fee information not included on the syllabus will result in the course fee automatically being deleted.
- Course Grading

Sample Course Syllabi Presented on Provost Website (*Examples of Components Included*)

- Instructor
- Required Text
- Recommended Text
- Course Description
- Course Objectives
- Goals
- Course Focus
- Classroom Environment
- On-line Component
- Attendance
- Participation
- Plagiarism
- Grading
- Assignments
- Class Schedule

***Question:*** *Does the EPC Curriculum Sub-Committee want to become involved in developing guidelines or policies for Course Syllabi?*

For Example: University of Utah – They provide a “**Syllabus Checksheet**” and a “**Syllabus Template.**” See: <http://ctle.utah.edu/resources/syllabus.php>