EDUCATIONAL POLICIES COMMITTEE AGENDA
1 April 2021
3:00 – 4:00 p.m.
Zoom Meeting

Agenda

1. Approval of 4 March 2021 Minutes

2. Subcommittee Reports
   a. Curriculum Subcommittee (Nicholas Morrison)
      Course Approvals – 45

      Program Proposals
      Request from the Academic Instructional Services to create a Student Money Management Center.

      Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to create a Community Development Economics Minor.

      Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to change the CIP Code for the BS Aviation Technology-Professional Pilot degree from 49.0102 to 49.0101.

      Request from the Department of Computer Science in the College of Science to discontinue the Computer Science MS Plan C degree program.

   b. Academic Standards Subcommittee (Renee Galliher)
      Minutes – 11 March 2021

   c. General Education Subcommittee (Lee Rickords)
      Minutes – 16 March 2021

3. Other Business
   Communication Intensive Outcomes – Rubrics - Narrative
   EPC/Curriculum Handbook Updates
Educational Policy Committee Chair Nominations

Adjourn:
Minutes

Present: Paul Barr, Chair, Provost’s Office
Mateja Savoie Roskos, College of Agriculture and Applied Sciences
Nicholas Morrison, Caine College of the Arts and Curriculum Subcommittee Chair
Matt Sanders, College of Humanities and Social Sciences
Dan Coster, College of Science
Lee Rickords, General Education Subcommittee Chair
Shana Geffeney, Statewide Campuses
Robert Heaton, University Libraries
Richard Cutler, Graduate Council
Mike Conover, S.J. & Jessie E. Quinney College of Natural Resources
Michele Hillard, Secretary
Renee Galliher, Academic Standards Chair
Sterling Bone, Jon M. Huntsman School of Business
Toni Gibbons, Registrar’s Office
Jason Marshall, USU Eastern

Absent: Alex Braeenger, Graduate Studies Senator
Timothy Taylor, College of Engineering
Lucas Stevens, USUSA Executive Vice President
Harrison Kleiner, GE Assessment
Sami Ahmed, President USUSA
Kat Curtle, Emma Eccles Jones College of Education and Human Services
Fran Hopkin, Registrar’s Office

Guests: Jessica Hansen, AIS

I. Approval of 4 February 2021 Minutes
Minutes approved as distributed.

II. Subcommittee Reports
a. Curriculum Subcommittee (Nicholas Morrison)
Motion to approve the Curriculum Subcommittee report made by Richard Cutler.

Course Approvals – 24
Program Proposals
Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences requests approval to offer a Nail Technician Certificate of Proficiency.

Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences requests approval to change the name of the Institute for Social Science Research on Natural Resources to Community and Natural Resources Institute.

Course descriptions have been updated in the catalog. There are now course descriptions for all courses. All descriptions were approved by the Curriculum Subcommittee. Electronic vote passed unanimously.

b. Academic Standards Subcommittee (Renee Galliher)
Minutes – No Meeting (nothing to report)
Several items for next week’s agenda and will have a report for the April meeting.

c. General Education Subcommittee (Lee Rickords)
Minutes – February 16, 2021
Motion to remove the Communications rubrics from the General Education report made by Lee Rickords. Seconded by Robert Heaton. Communication rubrics proposal removed.

III. Other Business
Curriculog has been shutdown and will reopen the first week of July. Any R401 proposal changes should be started in July or August so they can be approved for the following fall semester.

A small working group has been put together to look at updating the Curriculum/EPC handbook. Will bring these update/changes to the April meetings of the Curriculum and EPC committees.

Adjourn: 3:24 pm
I. Approval of 7 January 2021 Minutes
   Minutes approved as distributed.

II. Subcommittee Reports
   a. Curriculum Subcommittee (Nicholas Morrison)
      Motion to approve the Curriculum Subcommittee Report made by Nick Morrison.
      Course Approvals – 209
Program Proposals
Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to change the name of the minor from Equine Assisted Activities and Therapies to Equine-Human Science.

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to update the Certificate of Completion in the Plan of Study for Automotive Technology.

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer a Certificate of Completion Unmanned Aerial Systems (UAS).

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to update the Medical Assistant Certificate of Completion.

Request from the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences to offer an accelerated Bachelor of Landscape Architecture and a Master of Science in Environmental Planning.

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to offer a new Post Baccalaureate Certificate, Practitioner of Food Safety.

Request from the Departments of Communicative Disorders and Deaf Education, Human Development and Family Studies, Instructional Technology and Learning Sciences, Kinesiology and Health Science, Psychology, School of Teacher Education and Leadership and Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services to offer a Post-Baccalaureate (Graduate) Certificate Program: Certificate in Advanced Research Methods and Analysis – Quantitative (CARMA-Q).

Request from the Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services to change the name of the Rehabilitation Counseling specialization within the Disability Disciplines doctoral program to Rehabilitation Counselor Education and Supervision.

Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to offer a Baccalaureate degree in Data Analytics.

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to offer a new Business Economics emphasis within the BA/BS degree in Economics.

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to create a new Econometrics and Data Analytics emphasis within the existing BA/BS Economics degree.

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to create a new Financial Economics Emphasis within the existing BA/BS Economics degree.
Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to **offer a Master of Financial Economics degree**.

Request from the Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources to **offer a Master of Ecological Restoration**.

### b. Academic Standards Subcommittee (Renee Galliher)

Minutes – No January Meeting (nothing to report)

### c. General Education Subcommittee (Lee Rickords)

- **Motion to approve the General Education Subcommittee report made by Dan Coster. Seconded by Nick Morrison. Report approved.**

- Minutes – 19 January 2021

There is some talk from USHE regarding identifying certain majors to see if they can standardize the general education requirements across the Utah institutions.

### III. Other Business

**Missing Course Descriptions** (missing descriptions/examples) – Toni Gibbons

Registrar’s Office has identified courses that do not have course descriptions. Most of these courses are graduate programs. Curriculum Committee asked for a boilerplate description for the courses. These will be reviewed and an electronic vote will be taken.

**Institutional Certificates** – Paul Barr

Fran Hopkin and Adam Gleed brought forth recommendations to establish policies to handle Institutional Certificates of Proficiencies. The committee discussed the various issues and recommended that ICP Programs and degree codes be developed in Degree Works. This would allow students to declare in a program which would improve tracking and advising. It was recommended that students apply for graduation and that the certificate would be treated the same as USHE certificates and appear in the commencement book at graduation. It was further recommended that the certificates be listed as an award on the transcript and the Registrar’s Office would provide a university style diploma. These recommendations will be summarized and presented to the Provost for approval.

Deans and department heads (DH) got email regarding fall semester and there will be a DH workshop to answer questions on how fall will be moving forward. Will be easier to transition from in-person to remote than it is from remote to in-person.

**Adjourn: 3:57 pm**
CAAS - Aviation and Technical Education - Nail Technician - Certificate of Proficiency

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

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Step 3: Enter the Correct CIP Code Using the Following Website: Classification
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Type of Degree: (BA, BS, etc.)* Certificate of Proficiency

Request

Step 4: Select the Type of Change Being Requested.

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<th>New Academic Program:</th>
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Section I: The Request

R401 Purpose* Utah State University requests approval to offer a Nail Technician Certificate of Proficiency effective fall 2021. The Certificate of Proficiency in Nail Technician is an 18 credit hour standalone credential. This credential can then be used to meet some of the requirements within a Certificate of Completion in Cosmetology; and/or an Associate of Applied Science degree in Cosmetology or General Technology. In addition, this certificate qualifies students for nail technician jobs and business ownership. A Certificate of Proficiency provides an entry level credential for students and will stack into additional credentials/degrees as well.

Section II: Program Proposal

Proposed Action & Rationale* The Nail Technician Certificate of Proficiency is designed to help students prepare for and pass state certification tests and licensure administered by the state of Utah. The aim of the State of Utah Licensure is to ensure safety and efficacy of Nail Technicians related to standards of health procedures. Students who complete the certificate will be prepared with entry-level training to create their own small business and/or work as an independent contractor.
The United States Bureau of Labor Statistics projects employment of personal appearance workers and esthetician workers to grow 19 and 17 percent respectively from 2019 to 2029 (https://www.bls.gov/ooh/personal-care-and-service/manicurists-and-pedicurists.htm#tab-6). Nail Technician is a sizeable occupation with a low barrier for entry and a higher opportunity for earning potential for the technician, over individuals with a full cosmetologist license. In the coming decade, business expansion and retiring workers will create greater demand and a high volume of annual job openings for Nail Technicians. An opportunity to earn certification in Nail Technology during the course of one semester, will allow students to become familiar with higher education and gain current occupational training in a short period of time. Additionally, this program allows students earning potential throughout their educational experience with flexible hours and a skill which they can take anywhere. Students enrolled in the certificate program will also have an opportunity to complete an internship which will reduce the on-the-job learning curve and enable them to quickly earn an equitable wage.

Nail Technician jobs fall within esthetic and cosmetology occupations. The statewide median wage for Nail Technicians is $17.12 an hour which is above the national average. The proposed certificate of proficiency offers accelerated entrance to the job market and a short-term credential which students can build upon to access more advanced jobs and higher wages. The proposed certification will be especially important for businesses in regions of the state with a diverse tourism, travel and recreation industry.

The proposed Nail Technician Certificate of Proficiency will be offered as a technical education (a.k.a. CTE) program offering within the department of Aviation and Technical Education (AVTE) at the Southeast region location in Price. Existing faculty, staff, facilities and equipment will implement and sustain the proposed certificate program. No additional resources will be required.

The Certificate of Proficiency will provide an independent, state-regulated certification as well as a stackable credential toward a Certificate of Completion in Cosmetology. Credits earned in the certificate program(s) will meet some requirements for two existing AAS degrees:

- AAS, Cosmetology
- AAS, General Technology, General Business Emphasis.

The AVTE department offers a broad-based Associate of Applied Science degree in General Technology, and it is intended that students pursue the general business emphasis. The proposed certificate provides an opportunity to develop region-specific training at a USU residential campus.

The proposed Certificate of Proficiency will be cost neutral, funded by internal reallocation of funds and tuition revenue. All courses for the proposed certificate are currently offered, and no new faculty, staff, library or operational funds are required. There will be no budgetary impact, including cost savings, to other programs or units at Utah State University.
Section III: Curriculum (if applicable)

Program Curriculum Narrative

This certificate is based upon a nine-credit hour course focused upon the skills required of a nail technician. The balance of the certificate develops communication and small business operation skills critical for student success in the workplace.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
CHASS - Sociology, Social Work and Anthropology - Community and Natural Resources Institute

4.1.a R401 Abbreviated Program Proposal

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Type of Degree: (BA, BS, etc.)* NA

Request

Step 4: Select the Type of Change Being Requested.

New Academic Program:
- Certificates of Completion (including CTE)
- Certificates of Proficiency (including CTE)
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- Out of Service Area Delivery Program (attach signed MOU)
- Post-Baccalaureate
- Post-Masters Certificate

Existing Academic Program Changes:
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- Reinstatement of Previously Discontinued Administrative Unit
Reinstatement of Previously Discontinued Administrative Unit

New Administrative Unit:

- New Administrative Unit
- New Center
- New Institute
- New Bureau

Other: (explain change)

Additional Approvals (if applicable)

Step 5: **Describe** the library resources required to offer the proposed program, including those needed for new courses or research areas. Include specialized resources that the Library already provides as well as new resources that would need to be acquired (with funding sources detailed in Appendix D). If you need assistance in completing this section, contact your department’s assigned liaison librarian.

Library Related Needs*  No known library resources required beyond those already offered to the university community.

Graduate Council*  Yes  No

Council on Teacher Education*  Yes  No

Section I: The Request

R401 Purpose*  The Institute for Social Science Research on Natural Resources (ISSRNR or the Institute) has been in existence since 1968 and has been an active contributor of applied research in the service of state agencies and other entities throughout the Western U.S. on issues related to community well-being, water, energy, land use, and beyond. Under new leadership and in an attempt to prioritize branding and new initiatives for the Institute, the Institute is seeking to change the name to something that more directly conveys the focus of the Institute’s work. The Institute is dropping the word “Research” so as to expand initiatives to Extension outreach, civic engagement, and teaching (though research will remain a primary objective). The Sociology program at USU has been nationally-recognized for its expertise in natural resource and community social science for many decades. The faculty associated with the Institute are proud to continue this legacy.
**Section II: Program Proposal**

**Proposed Action & Rationale**

The Institute faculty seek to change the name of the Institute for Social Science Research on Natural Resources (ISSRNR) to the Community and Natural Resources Institute (CANRI).

**Labor Market Demand (if applicable)**

**Consistency with Institutional Mission & Institutional Impact**

This Institute and associated name change are in line with the land grant mission of USU. The Institute seeks to provide applied research and engagement on timely issues related to the human dimensions of natural resources and the wellbeing of communities in Utah, the Western U.S., the U.S., and the world.

**Finances**

The Institute has an existing index with modest funds accumulated by the previous director and has an agreement with CHASS to hire a staff person for the Institute for the next six months. Pending and planned grant proposals will hopefully further support the Institute.

**Section III: Curriculum (if applicable)**

**Program Curriculum Narrative**

**Step 6: Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

**Step 7: Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
GENERAL EDUCATION COMMITTEE

February 16, 2021
8:30 a.m. – 9:30 a.m.
Zoom meeting

Present:
* Lee Rickords, College of Agriculture and Applied Sciences (Chair)
* Christopher Scheer, Caine College of the Arts
* Greg Podgorski, College of Science
* Matt Sanders, Connections
* Dory Rosenberg, University Libraries
* Robert Mueller, Statewide Campuses/Communications Intensive
* Charlie Huenemann, Humanities
* Ryan Bosworth, Social Sciences
* Toni Gibbons, Registrar’s Office
* Mykel Beorchia, University Advising
* Kristine Miller, University Honors Program
* Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
* John Mortensen, Academic and Instructional Services
* Thom Fronk, College of Engineering
* Daniel Holland, Jon M. Huntsman School of Business
* David Wall, Creative Arts
* Daniel Coster, Quantitative Literacy/Intensive
* Harrison Kleiner, College of Humanities and Social Science
* Lawrence Culver, American Institutions
* Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
* Paul Barr, Office of the Executive Vice President and Provost
* Beth Buyserie, CI Committee
* Michelle Smith, Secretary

Excused: Steve Nelson, USU Eastern
Sami Ahmed, USUSA President
Ryan Dupont, Life and Physical Sciences

Call to Order – Lee Rickords

Motion to approve the January minutes made by Shelley Lindauer
Seconded by David Wall
Approved unanimously by voting members

Course Approvals/Removals/Syllabi Approvals https://usu.curriculog.com/
Daniel explained the course and how the QI Committee came to a decision on the proposal. Without a QI rubric, they based their decision on the fact that the course did have a type of intensive QI activity worthy of the designation.

A motion was started but Bob Mueller had a question and wanted discussion on the proposal.

**Discussion**
Bob Mueller asked about the credits of the course. It is a one-week course, but he wanted to know how many hours in the day are also part of the course since it was three credits. The syllabus wasn’t clear. Daniel Coster said he was also surprised by the week-long course being three credits. Students were to spend all their time in field work the first few days, and the quantitative activity is fulfilled in the classroom after the field work. The particular QI activity was a quantitative literacy type of activity that builds on previous statistics courses. It would involve model progression of generalized variants, perhaps a general model, and the activity each student engaged upon depended on the particular question the student researched and attempted to answer. The vote by the QI Committee was a majority decision, not unanimous, because there was uncertainty on the amount of required work and length of the course.

Bob wanted to know if students are doing different things? Is the work required by this course comparable to other QI courses?

Daniel said the total QI assignment would require comparable work, but the number of hours may not be the same. He isn't sure what that would look like based on the proposal. It has not been taught before.

Bob questioned whether it should be a general ed course without more information.

Claudia mentioned that as she understands, the course used to be taught by ENVS previously, but was difficult to teach in the last few years due to the intensive field component. It would be geared to recreation management students. It does align with learning outcomes for the program and career goals for the students. It would be a week-long intensive course because it mimics how data is collected within the actual career field.

Greg asked if the course was a weeklong or was the experience a week long followed by classroom experience? Claudia didn’t have the answer. Greg said the syllabus wasn’t clear – it seemed like it was a semester course. Claudia thought they were going to have two different deliveries – one intensive and one that is a semester long – because the course would be delivered statewide.

Greg stated that he is uncomfortable because the syllabus didn’t seem like an intensive course that was one week long but the proposal stated the course was one week long. They didn’t match. He wanted to know if there was time in the course for students to reflect on their data or would it be a rushed week-long experience.

Bob said he was uncomfortable in approving the designation when there might be two different methods of teaching the course using the same course number.

Claudia said she wasn’t certain that would be the case. She does want to support the proposal so that ENVS has the right kind of QI course for recreation management students. She does
say that USU does have the option for a three-credit week-long course and that those types of courses should be allowed an option for General Education designation since some summer and May courses do have the same outcomes.

Bob said he didn’t see how the syllabus showed they were getting the QI experience if they are simply collecting data for the week. He didn’t feel comfortable supporting it.

Lee asked Daniel if he had any knowledge about how many hours would be involved with the quantitative activity. Daniel said that he didn’t get a clear answer from the originator of the proposal in his discussions. It was clear they would collect the data, analyze it, and report on it. He didn’t have knowledge on the time involved.

Lee said it sounds like the committee should ask for more information about what is being delivered within that five-day period.

Bob moved that the committee get more information on how students are spending that intensive week before moving forward. Greg seconded the motion.

Bob also mentioned Harrison’s chat comments that stated the originator should make sure that the necessary information is in the syllabus.

Motion to ask for more information approved unanimously by voting members. Additional information would be presented to the committee at the next meeting.

Toni also pointed out that any approved designations would not be given the QI designation until Fall 2022 due to current curriculum deadlines.

Claudia said that ENVS had sought an exception for this proposal but it was contingent on approval at this meeting. She had not communicated clearly to ENVS about the timing.

John Mortensen also pointed out that there were nonvoting members of the committee and that they used to have that language in minutes pointing out there were nonvoting members and voting members. Michelle Smith will make sure minutes contain that language differentiating between the types of committee members.

Harrison said students could be given a designation for their course on appeal in the fall if the designation was approved before then, even if the course wasn’t given the designation in the catalog by Fall 2021.

Lee asked how many students would be affected by this course.

Claudia said about 30. Bob pointed out the syllabus said 14-20, but the proposal mentioned it was taught twice a year. Claudia said she knew the course was going to be taught in the fall semester and would be capped since it was intensive.

Daniel Coster and his committee would seek further information on the proposal and report to the committee next month.
Beth Buyserie introduced the proposal of the new communications sequence rubric by stating the courses are committed to teach oral and written communication throughout the sequence, and that each sequence intentionally builds on each other. They also wanted to emphasize that teaching writing doesn’t stop at CL2 but continues throughout the sequence even in CI courses. The four criteria are outlined in the outcomes.

CL1 and CL2 designations will be opened up to any course. They also wanted to ensure CL1 and CL2 designations aren’t major specific courses or writing discipline courses. Any proposal for those designations must show how they teach writing across the disciplines. CI will not use course caps in those courses. For CL they have to use course caps to teach intensive writing.

Beth explained the rubric after revisions were made by the committee following the feedback of the Gen Ed Committee. The rubric’s intention was to state what is learned in each course and progression through the sequence. Beth briefly explained the criteria of each rubric. The intention for CL1 was that students demonstrate an “adequate” ability to write. Currently English 1010 is the only CL1 course. Students should not have only an “adequate” ability to write by the end of CI. However, they didn’t want to indicate at the end of CL1 that students couldn’t write. They just write at the level of CL1.

Harrison said there was a word changed on the rubric following the Gen Ed Committee discussion in December. They removed “satisfactory” from the language and replaced it with “adequate”.

Beth said the other major change on the rubric was concerning engaging with credible and relevant text sources. CI courses engage with texts in some way but not in terms of academic research. The CI milestone previously stated that within each major, students will skillfully develop their ability to use sources within their discipline, but the rubric now says students will further develop their ability to thoughtfully engage with and incorporate credible and relevant sources within their discipline. The CI Committee wanted CI designations to use text sources, and for proposals to explain how they would be engaging with sources. By USHE’s code, CL1 and CL2 must use sources, but CI courses don’t necessarily have to engage in research with texts. CI courses do still need to engage with text sources.

Harrison said the sequence page of the rubric was geared to students and instructors. It would help students so they know the learning outcomes they should look to when they take these courses, and it is also for instructors so they know what students were expected to accomplish in previous CI courses of the sequence. The faculty will use the rubrics when they propose courses.

Beth also stated that the rubrics should help improve the quality of Gen Ed proposals. Instead of focusing on the amount in terms of word count or how much oral communication is required, proposals should also speak to how they will teach quality of writing.

Harrison said it might be a shift in mindset for CI instructors. Previously they had to have “enough” writing and oral work. Now they have to show in their syllabus how they are achieving proficiency. How are instructors helping students improve their writing? It will be a process over time.
Dory thanked Harrison and Beth for using her feedback in their rubrics. Beth said that the rubric was meant to promote teaching writing throughout course work with more approaches to this outcome.

Harrison said that the Communication Committee (he proposed it should be renamed from the CI Committee since they are also reviewing CL courses) is proposing that the Gen Ed Committee accept the proficiencies and outcomes.

Daniel Coster said he wasn’t present at past discussions and asked about the situation where there was a 5000-level course in statistics with a CI designation taught to grad and undergrad students, how do they deal with the idea that undergraduates are to achieve the outcomes of a CI designation but graduate students do not?

Harrison said he felt that from the point of view of the committee, it was somewhat irrelevant since the Gen Ed Committee is over undergraduate designations. If there are people taking the course who don’t need the CI, and as long as the course achieves the CI outcomes, it is still a CI course. Because the grad students don’t need the CI designation is irrelevant.

Lawrence asked how the courses are fitting in the overall education. For example, the lower CL courses are English courses, but the CI courses are much more major specific. It assumes that majors will be teaching enough CI courses with enough seats to fulfill the desire for the designation. Will this cause a bottleneck within majors that have less CI courses?

Harrison said that it is the case already that CI and QI courses are built into every major on campus. They are supposed to be accomplished within their major. Students may also take CI courses who are not interested in the designation but the topic. There are a handful of majors that don’t have CI built out but that is an exception, not the rule. The CI Committee wanted to write the CI outcomes to be inclusive so that existing quality CI courses won’t be threatened by the new CI outcomes.

Beth also stated that the CI Committee are not trying to shift CI so that they are only teaching writing within the majors. Students from other majors can also enroll in CI courses within a different major.

Bob motioned that they accept the rubrics for CL1, CL2, and CI courses. Matt Sanders seconded the motion. Daniel Coster abstained; the remaining voting members voted aye.

Harrison also made one additional comment to thank Beth, Bob, Brad, Kelsey, Dory, and others on the working group who contributed to the CI outcomes. It was a large effort over the past year and a half.

The next part of this conversation is talking about what type of instructional and student support will be needed for faculty to help students achieve and demonstrate communication proficiency, especially for faculty teaching a large group of students. Provost Galey is keen on engaging in that question to provide more support to faculty. Resources need to follow the promise of what will be accomplished. More will be forthcoming.

Adjourned at 9:12 a.m.
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**Implemented Description**

This course consists of individual work on research problems for students enrolled in doctoral programs.

This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

This course consists of additional readings or research done beyond the material covered in other courses.

This course entails an advanced internship at a professional level, with increased complexity, approved by the department and advisor. The internship project and number of credits must be approved by advisor and major professor.

Students explore basic to advanced concepts contained in research as applicable to Interior Architecture and Design.

This course provides a focused study of selected topics.

This course is designed for students preparing a master's degree thesis.

This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

This course covers special topics and projects directed toward enhancing principles and practices in Technology and Engineering Education.

This course provides for enrollment in industry-related training that aligns with university-level competencies. Training is approved by department faculty upon evaluation of competency attainment/credential, application for/granting of a trade competency examination or certificate, and/or evidence of experiential use in work environments.

This course is a graduate seminar related to Technology and Engineering Education topics and discipline.

This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

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This course provides a focused study of selected topics.

This course consists of individual work on research problems for students enrolled in doctoral programs.

This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

This course is a seminar that explores current work in particular topics.

This course allows students to pursue research toward the M.S. degree.

This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.

This course is a seminar that explores current work in particular topics.

This course allows students to pursue research toward the Ph.D. degree.

This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.

This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

Students study a specific area of discipline that is not part of the department’s regularly scheduled curriculum.

This course is designed for students preparing a master’s degree thesis.

This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

This course is designed for students preparing a master’s degree thesis.

This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

The purpose of this course is to provide an introduction to health promotion practice and public health from a global perspective.

Students conduct independent projects under the direction of one or more professors. This course provides students with the opportunity for individualized study.

This course allows graduate students to pursue personal research interests by formalizing an independent project under the guidance of a graduate professor. Students complete individually-directed work in thesis writing with guidance from their committee chair.

This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

This course consists of research for a dissertation, as arranged with an advisor.

This course is designed to prepare students as pool or nonsurf open water lifeguards. It presents knowledge and skills necessary for lifeguard functions.

This course covers methods of teaching swimming and lifesaving. It presents knowledge and skills necessary for lifeguard functions.
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<td>This course explores a particular topic in greater depth and with narrower focus than a conventional course.</td>
</tr>
<tr>
<td>COS MTST MATH 7760</td>
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<td></td>
<td>This course explores a particular topic in greater depth and with narrower focus than a conventional course.</td>
</tr>
<tr>
<td>COS MTST MATH 7810</td>
<td>TOPICS IN MATH ST</td>
<td></td>
<td>This course explores a particular topic in greater depth and with narrower focus than a conventional course.</td>
</tr>
<tr>
<td>COS MTST MATH 7820</td>
<td>TOPICS IN MATH ST</td>
<td></td>
<td>This course explores a particular topic in greater depth and with narrower focus than a conventional course.</td>
</tr>
<tr>
<td>COS MTST MATH 7910</td>
<td>COLLEGE TEACHING INTERNSHIP GI</td>
<td></td>
<td>This course provides guided experience and supervision in teaching university-level courses.</td>
</tr>
<tr>
<td>COS MTST MATH 7970</td>
<td>DISSERTATION RESEARCH DI</td>
<td></td>
<td>This course allows students to pursue research toward the Ph.D. degree.</td>
</tr>
<tr>
<td>COS MTST MATH 7990</td>
<td>CONT GRAD ADVISEMENT GA</td>
<td></td>
<td>This course consists of directed readings on specific topics.</td>
</tr>
<tr>
<td>COS MTST STAT 4950</td>
<td>DIRECTED READING DR</td>
<td></td>
<td>This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.</td>
</tr>
<tr>
<td>COS MTST STAT 5820</td>
<td>TOPICS IN STATISTICS ST</td>
<td></td>
<td>This course consists of directed readings on specific topics.</td>
</tr>
<tr>
<td>COS MTST STAT 5940</td>
<td>DIRECTED READING DR</td>
<td></td>
<td>This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.</td>
</tr>
<tr>
<td>COS MTST STAT 6950</td>
<td>DIRECTED READING DR</td>
<td></td>
<td>This course consists of directed readings on specific topics.</td>
</tr>
<tr>
<td>COS MTST STAT 6990</td>
<td>CONT GRAD ADVISEMENT GA</td>
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<td>This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.</td>
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<tr>
<td>COS MTST STAT 7110</td>
<td>LINEAR MODELS (TOPIC) ST</td>
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<td>This course explores a particular topic in greater depth and with narrower focus than a conventional course.</td>
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<tr>
<td>COS MTST STAT 7120</td>
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<tr>
<td>COS MTST STAT 7180</td>
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<tr>
<td>COS MTST STAT 7190</td>
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<td>Code</td>
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<td>Dept</td>
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<td>PHYS</td>
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<td>Department</td>
<td>Course Title</td>
<td>CR</td>
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</tr>
<tr>
<td>COS PHYX PHYS</td>
<td>7990 CONT GRAD ADVISEMENT</td>
<td>This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.</td>
<td></td>
</tr>
<tr>
<td>ChSS POLS POLS</td>
<td>4890 SPECIAL TOPICS</td>
<td>This course provides an in-depth review and discussion of special topics that are not part of the standard curriculum.</td>
<td></td>
</tr>
<tr>
<td>ChSS POLS POLS</td>
<td>6910 GRADUATE TUTORIAL</td>
<td>This will be done via Curriculog (per email from Matthew Sanders)</td>
<td></td>
</tr>
<tr>
<td>ChSS POLS POLS</td>
<td>6970 THESIS RESEARCH</td>
<td>This course is designed for students preparing a master’s degree thesis. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.</td>
<td></td>
</tr>
<tr>
<td>ChSS POLS POLS</td>
<td>6990 CONT GRAD ADVISEMENT</td>
<td>This course consists of continuing registration to complete dissertation requirements.</td>
<td></td>
</tr>
<tr>
<td>CAAS PSC PSC</td>
<td>6990 CONT GRAD ADVISEMENT</td>
<td>This course consists of continuing registration to complete dissertation requirements.</td>
<td></td>
</tr>
<tr>
<td>CAAS PSC PSC</td>
<td>6970 RESEARCH AND THESIS</td>
<td>This course is designed for students preparing a master’s degree thesis. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.</td>
<td></td>
</tr>
<tr>
<td>CAAS PSC PSC</td>
<td>7970 RESEARCH AND THESIS</td>
<td>This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.</td>
<td></td>
</tr>
<tr>
<td>CAAS PSC PSC</td>
<td>7990 CONT GRAD ADVISEMENT</td>
<td>This course consists of continuing registration to complete dissertation requirements.</td>
<td></td>
</tr>
<tr>
<td>CEHS PSY PSY</td>
<td>5500 INTERDISCIPLINARY WORKSHOP</td>
<td>Students study a specific area of discipline that is not part of the department’s regularly scheduled curriculum. Students should work with a professor before the semester begins to determine feasibility and scope of topic.</td>
<td></td>
</tr>
<tr>
<td>CEHS PSY PSY</td>
<td>6970 THESIS</td>
<td>This course consists of research for a master’s thesis, arranged with the advisor. Credits may vary by semester.</td>
<td></td>
</tr>
<tr>
<td>CEHS PSY PSY</td>
<td>6990 CONT GRAD ADVISEMENT</td>
<td>This course consists of continuing registration to complete thesis requirements.</td>
<td></td>
</tr>
<tr>
<td>CEHS PSY PSY</td>
<td>7970 DISSERTATION</td>
<td>This course covers dissertation research for students in the Curriculum and Instruction specialization. Credits may vary by semester.</td>
<td></td>
</tr>
<tr>
<td>CEHS PSY PSY</td>
<td>7990 CONT GRAD ADVISEMENT</td>
<td>This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.</td>
<td></td>
</tr>
<tr>
<td>CEHS SPER REH</td>
<td>6900 INDEPENDENT STUDY</td>
<td>This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.</td>
<td></td>
</tr>
<tr>
<td>CEHS SPER REH</td>
<td>6910 INDEPENDENT RESEARCH</td>
<td>This course is designed for students preparing a master’s degree thesis. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.</td>
<td></td>
</tr>
<tr>
<td>CEHS SPER REH</td>
<td>6970 THESIS</td>
<td>This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.</td>
<td></td>
</tr>
<tr>
<td>CEHS SPER REH</td>
<td>6990 CONT GRAD ADVISEMENT</td>
<td>This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.</td>
<td></td>
</tr>
<tr>
<td>CEHS SPER SPED</td>
<td>2790 SPECIAL TOPICS</td>
<td>This course consists of additional readings or research done beyond the material covered in other courses.</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Department</td>
<td>Title</td>
<td>Description</td>
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</tr>
<tr>
<td>CEHS SPER SPED 4790</td>
<td>SPECIAL TOPICS ST</td>
<td>This course consists of additional readings or research done beyond the material covered in other courses.</td>
<td></td>
</tr>
<tr>
<td>CEHS SPER SPED 5200</td>
<td>STUDENT TEACHING (CI) O</td>
<td>This course constitutes of a student teaching experience in the student’s field of study.</td>
<td></td>
</tr>
<tr>
<td>CEHS SPER SPED 5790</td>
<td>SPECIAL TOPICS ST</td>
<td>This course consists of additional readings or research done beyond the material covered in other courses.</td>
<td></td>
</tr>
<tr>
<td>CEHS SPER SPED 5900</td>
<td>INDEPENDENT STUDY IS</td>
<td>This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.</td>
<td></td>
</tr>
<tr>
<td>CEHS SPER SPED 5910</td>
<td>INDEPENDENT RESEARCH RE</td>
<td>This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.</td>
<td></td>
</tr>
<tr>
<td>CEHS SPER SPED 6810</td>
<td>SEMINAR IN SPED SE</td>
<td>This course provides a focused study of selected topics.</td>
<td></td>
</tr>
<tr>
<td>CEHS SPER SPED 6900</td>
<td>INDEPENDENT STUDY IS</td>
<td>This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.</td>
<td></td>
</tr>
<tr>
<td>CEHS SPER SPED 6910</td>
<td>INDEPENDENT RESEARCH RE</td>
<td>This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.</td>
<td></td>
</tr>
<tr>
<td>CEHS SPER SPED 6990</td>
<td>CONT GRAD ADVISEMENT GA</td>
<td>This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.</td>
<td></td>
</tr>
<tr>
<td>CHaSS SSWA ANTH 6950</td>
<td>SPECIAL TOPICS/SEMINAR ST</td>
<td>This is a special topics course or seminar for graduate students in the Master of Science in Anthropology program.</td>
<td></td>
</tr>
<tr>
<td>CHaSS SSWA ANTH 6970</td>
<td>THESIS RESEARCH TH</td>
<td>This course is designed for students preparing a master’s degree thesis.</td>
<td></td>
</tr>
<tr>
<td>CHaSS SSWA SOC 6970</td>
<td>THESIS RESEARCH TH</td>
<td>This course is designed for students preparing a master’s degree thesis.</td>
<td></td>
</tr>
<tr>
<td>CHaSS SSWA SOC 6990</td>
<td>CONT GRAD ADVISEMENT GA</td>
<td>This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.</td>
<td></td>
</tr>
<tr>
<td>CHaSS SSWA SOC 7970</td>
<td>DISSERTATION RESEARCH DI</td>
<td>This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.</td>
<td></td>
</tr>
<tr>
<td>CEHS TEAL ELED 5900</td>
<td>INDEPENDENT STUDY IS</td>
<td>This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.</td>
<td></td>
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<tr>
<td>CEHS TEAL SCED 5900</td>
<td>INDEPENDENT STUDY IS</td>
<td>This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.</td>
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<tr>
<td>CEHS TEAL TEAL 6990</td>
<td>CONT GRAD ADVISEMENT GA</td>
<td>This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.</td>
<td></td>
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<tr>
<td>Course Code</td>
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<td>Course Title</td>
<td>Description</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CEHS</td>
<td>TEAL</td>
<td>TEAL 7050 THEORIES INSTR SUPERVISION</td>
<td>This course covers principles and the theoretical base of supervision as they relate to improving instructional practices. The course emphasizes research findings and recommended practices. Differentiated syllabi are provided between the master’s and doctoral versions.</td>
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<td>CEHS</td>
<td>TEAL</td>
<td>TEAL 7500 INTERDISCIPLINARY WORKSHOP</td>
<td>Students study a specific area of discipline that is not part of the department’s regularly scheduled curriculum.</td>
</tr>
<tr>
<td>CCA</td>
<td>THAR</td>
<td>THEA 6970 THESIS</td>
<td>This course is designed for students preparing a master’s degree thesis.</td>
</tr>
<tr>
<td>CCA</td>
<td>THAR</td>
<td>THEA 6990 CONT GRAD ADVISEMENT</td>
<td>This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.</td>
</tr>
<tr>
<td>QCNR</td>
<td>WILD</td>
<td>WILD 6990 CONT GRAD ADVISEMENT</td>
<td>This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.</td>
</tr>
<tr>
<td>QCNR</td>
<td>WILD</td>
<td>WILD 7990 CONT GRAD ADVISEMENT</td>
<td>This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.</td>
</tr>
</tbody>
</table>
Proposition Information

Instructions for Completing R401:

- Writing Guidelines/Suggestions
- USHE R401 Policy

Contact Information

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) or Division(s) this proposal involves.

Select the Department(s) or Unit(s) this proposal involves.

COLLEGE or UNIVERSITY DIVISION: * AIS

DEPARTMENT or UNIT: * Student Money Management Center

PROPOSED UNIT TITLE: Student Money Management Center

Request
Step 3: Select the Proposed Type of Unit Being Requested.

Proposed Unit Type: New Center

Description/Narrative
The state of Utah recognizes that financial literacy/personal finance knowledge is critical to the success of its citizens. To this end, the state of Utah requires all high school students to complete a financial literacy or a personal finance course before graduating from high school. Regardless, reports show that between 40% and 51% of college stop outs are due to money issues. With nearly one half of all students dropping out of college due to money issues, the Academic and Instructional Services (AIS) department believes having a Student Money Management Center where students can receive customized one-on-one counseling and advisement on their finances is critical to helping increase the number of students who persist to graduation.

AIS proposes a new center be created where USU students can receive individualized one-on-one financial advising.

The center will not be the Financial Aid office. It will not exist to help students get Federal Financial Aid or to get loans. It will exist to help students in their particular situations weigh the costs and benefits of an education and of taking or not taking out loans. It will exist to help students manage their finances in each of their unique situations.

The center will not be a financial literacy/personal finance course. These courses already exist for students who want to take them and receive excellent financial knowledge. The center will offer financially sound advice based on principles that are taught in financial literacy courses according to the specific need and situation of each student.

The center will not offer broad self-paced online financial courses as currently offered by USU Extension. The Student Money Management Center will offer specific, individualized, one-on-one financial advisement to USU students. This advisement will not be available to the general public.

Similar to academic advising, which provides every USU student one-on-one advising on the courses each student needs to take to graduate, the essential function of the Student Money Management Center will be to offer one-on-one financial advising to every student to help them progress financially to graduation.

The Student Money Management Center will expand USU's student centered focus by allowing every student the opportunity to have one-on-one money management counseling sessions customized to their unique situations. Each session will provide students with sound financial advice to assist them with persistence toward graduation.

### Finances

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director salary</td>
<td>$86,755.00</td>
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<tr>
<td>Director benefits</td>
<td>$38,172.20</td>
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<tr>
<td>Director communication allowance</td>
<td>$1,320.00</td>
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<tr>
<td>Staff hourly wages</td>
<td>$90,000.00</td>
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<tr>
<td>Staff hourly benefits</td>
<td>$7,200.00</td>
</tr>
<tr>
<td>Office supplies</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>---------------------</td>
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</tr>
<tr>
<td>Computer equipment</td>
<td>$3,500.00</td>
</tr>
<tr>
<td>Telephone</td>
<td>$792.00</td>
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<tr>
<td>Travel</td>
<td>$2,000.00</td>
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<tr>
<td>Annual Grand Total</td>
<td>$230,739.20</td>
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</table>

**Step 4: Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
CAAS - Applied Economics - Community Development Economics Minor

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

<table>
<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)*</th>
<th>CAAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Applied Economics</td>
</tr>
<tr>
<td>Current Title (if applicable)*</td>
<td>none</td>
</tr>
<tr>
<td>Proposed Title*</td>
<td>Community Development Economics Minor</td>
</tr>
</tbody>
</table>

Step 3: Enter the Correct CIP Code Using the Following Website: Classification
Step 3: Enter the Correct CIP Code Using the Following Website: Classification: Instructional Programs

CIP Code (6-digits)  45.0602

Minimum Number of Credits (if applicable)*  15
Maximum Number of Credits (if applicable)*  15

Type of Degree: (BA, BS, etc.)*  Minor

Request

Step 4: Select the Type of Change Being Requested.

New Academic Program:
- [ ] Certificates of Completion (including CTE)
- [ ] Certificates of Proficiency (including CTE)
- [ ] Institutional Certificate of Proficiency
- [ ] K-12 Endorsement Program
- [x] Minor
- [ ] New Emphasis for Existing Program
- [ ] Out of Service Area Delivery Program (attach signed MOU)
- [ ] Post-Baccalaureate
- [ ] Post-Masters Certificate

Existing Academic Program Changes:
- [ ] Name Change of Existing Program
- [ ] Program Restructure (with or without Consolidation)
- [ ] Program Transfer to a New Academic Department or Unit
- [ ] Program Suspension
- [ ] Program Discontinuation
- [ ] Reinstatement of Previously Suspended Program
- [ ] Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:
- [ ] Name Change of Existing Unit
- [ ] Administrative Unit Transfer
- [ ] Administrative Unit Restructure (with or without Consolidation)
- [ ] Administrative Unit Suspension
- [ ] Administrative Unit Discontinuation
- [ ] Reinstatement of Previously Suspended Administrative Unit
Reinstatement of Previously Discontinued Administrative Unit

New Administrative Unit:
- [ ] New Administrative Unit
- [ ] New Center
- [ ] New Institute
- [ ] New Bureau

Other: (explain change)

Additional Approvals (if applicable)

- Graduate Council: [ ] Yes [ ] No
- Council on Teacher Education: [ ] Yes [ ] No

Section I: The Request

R401 Purpose: The purpose of this minor is to provide support for students wishing to pursue a career in Environmental Planning, Regional Planning, Community Development, Natural Resource Management, and related fields. The program will provide training in microeconomic principles, natural resource economics, regional economics, and benefit-cost analysis.

Section II: Program Proposal

- Proposed Action & Rationale: This action would create a minor to support students preparing for a career in Community Development, Environmental Planning, Regional Planning, Natural Resource Management, and related fields. This minor is designed to provide applied economic training to students majoring in fields complementary to economics.

- Labor Market Demand (if applicable): The Bureau of Labor Statistics (BLS) estimates job growth in the area of urban and regional planning at 11% (much faster than average) and economic training is an essential component of effective community development and planning. In a fast-growing state like Utah, labor market demand for planning and development professionals is likely to continue to grow.

- Consistency with Institutional Mission & Institutional Impact: The proposed minor is consistent with USU's mission as a student-centered land-grant university. The minor is designed to provide economics training to the future professionals who will improve development in Utah's communities.
Finances*  
There will be no additional costs or savings associated with this minor. All courses proposed are currently being taught and additional demand will be absorbed by existing classes.

Section III: Curriculum (if applicable)

Program Curriculum Narrative
The proposed minor will consist of 3 required courses: APEC 2010 (Introduction to Microeconomics), APEC 3012 (Introduction to Natural Resource and Regional Economics), and APEC 4300 (Agriculture Law). Students will then choose two classes from three options: APEC 5560 (Natural Resource and Environmental Economics), APEC 5700 (Regional and Community Economic Development), and APEC 5950 (Applied Economics Policy Analysis).

Step 6: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 7: Submit
Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
CAAS - Aviation and Technical Education - Aviation Technology - Professional Pilot

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.
Select the Department(s) this proposal involves.

<table>
<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)*</th>
<th>CAAS</th>
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</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Aviation and Technical Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Title (if applicable)*</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Proposed Title*</td>
<td>Aviation Technology - Professional Pilot</td>
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</table>

Step 3: Enter the Correct CIP Code Using the Following Website: Classification
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Instructional Programs

<table>
<thead>
<tr>
<th>CIP Code (6-digits)</th>
<th>490101</th>
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</thead>
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</tr>
<tr>
<td>Maximum Number of Credits (if applicable)</td>
<td>120</td>
</tr>
<tr>
<td>Type of Degree: (BA, BS, etc.)</td>
<td>BS</td>
</tr>
</tbody>
</table>

Request

Step 4: Select the Type of Change Being Requested.

**New Academic Program:**
- Certificates of Completion (including CTE)
- Certificates of Proficiency (including CTE)
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- Out of Service Area Delivery Program (attach signed MOU)
- Post-Baccalaureate
- Post-Masters Certificate

**Existing Academic Program Changes:**
- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

**Administrative Unit Changes:**
- Name Change of Existing Unit
- Administrative Unit Transfer
- Administrative Unit Restructure (with or without Consolidation)
- Administrative Unit Suspension
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit
Section I: The Request

R401 Purpose*  The AVTE Aviation Curriculum Committee requests to change the CIP Code for the BS Aviation Technology - Professional Pilot degree.

The CIP Code for this degree is currently 49.0102 Airline/Commercial/Professional Pilot and Flight Crew.

This action will change the CIP Code to 49.0101 Aeronautics/Aviation/Aerospace Science and Technology, General.

The current Aviation Technology - Maintenance Management and Aviation Technology - Aviation Management degrees both have CIP Code 49.0101 as this covers the broad course topics each degree requires.

The change will also align our degree with other major aviation peer universities, such as Embry-Riddle Aeronautical University.
According to the National Center for Educational Statistics, the “Classification of Instructional Programs (CIP) is the taxonomic coding scheme used for instructional programs in higher education in the United States. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions” (https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88672). Further, the definition of CIP Code 49.0101 is “A program that focuses on the general study of aviation and the aviation industry, including in-flight and ground support operations. Includes instruction in the technical, business, and general aspects of air transportation systems.”

The Aviation Technology – Professional Pilot program has added over a dozen courses in the past six years that have expanded the required and elective courses that have increased the relevance and alignment of this degree to this CIP code.

In addition to harmonizing the three aviation technology degrees, which all have much of the aviation core and electives in common between them, the CIP code will also provide the opportunity for international students to have a STEM CIP code. This will grant the opportunity for international students to have a STEM degree for the OPT extension (see USU Office of Global Engagement).

The Aviation Technology program has grown in the past six years from 250 to over 600 students in the major and minor degrees, including expansion to the Price campus at USU Eastern. AVTE has added a new small Unmanned Aerial Systems minor, and a new BS degree in Aviation Management with UAS and Aviation Operations emphases. With the creation of a new department, AVTE, the aviation program continues to support our international students as part of the USU mission, especially the focus on diversity, and this change in CIP code will enable USU to expand this mission for learning, discovery and engagement with our experiential learning STEM degrees in aviation technology, all which include extensive hands-on labs.

No change to finances with the CIP code change.
The Aviation Technology - Professional Pilot degree now includes courses that cover all aspects of the 49.0101 CIP code in each of the specified areas:

- In-flight support operations (National Airspace, Crew Resource Management, Aviation Weather)
- Ground support operations (Airline Transport Pilot, Commercial Pilot, Private Pilot)
- Business (Airline Management, Aviation Law, Airport Management)

### Step 6: Attach

(if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

### Step 7: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
COS - Computer Science - Computer Science MS Plan C

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

| COLLEGE (include all cross listed colleges)* | COS |
| DEPARTMENT (include all cross listed departments)* | Computer Science |
| Current Title (if applicable)* | Computer Science MS Plan C |
| Proposed Title* | Computer Science MS Plan C |

Step 3: Enter the Correct CIP Code Using the Following Website: Classification Instructional Programs
Instructional Programs

CIP Code (6-digits)  11.0701

Minimum Number of Credits (if applicable)  37

Maximum Number of Credits (if applicable)  37

Type of Degree: (BA, BS, etc.)  MS

Request

Step 4: Select the Type of Change Being Requested.

New Programs: ☐ Certificates of Completion
☐ Certificates of Proficiency
☐ Certificates of Proficiency - except Institutional Certificates
☐ Emphases within an Approved Degree
☐ Institutional Certificates of Proficiency
☐ K-12 Endorsements
☐ Minors
☐ Post-Baccalaureate and Post-Masters Certificates
☐ Other

Existing Program Changes: ☐ Program Transfer
☐ Program Restructure
☐ Program Consolidation
☐ Program Suspension
☐ Program Discontinuation
☐ Program Name Change
☐ Out-of-Service Area Delivery of a Program
☐ Reinstatement of a Previously Suspended Program
☐ Other

Administrative Unit Changes: ☐ New Administrative Units
☐ Administrative Unit Transfer
☐ Administrative Unit Restructure
☐ Administrative Unit Consolidation
☐ Reinstatement of Previously Suspended Administrative Units
**Section I: The Request**

**R401 Purpose**
The Department of Computer Science proposes to discontinue the Computer Science MS Plan C degree program. This program is being replaced by the professional, coursework-only Master of Computer Science program.

**Section II: Program Proposal**

**Proposed Action & Rationale**
This degree program was created in order to offer a coursework-only degree for students who chose not to complete research. While the program served students well for many years, it has been replaced by the Master of Computer Science.

**Labor Market Demand (if applicable)**

**Consistency with Institutional Mission & Institutional Impact**
This discontinuation will allow for a more streamlined admissions process for the Computer Science department and will reduce confusion for students.

**Finances**
No financial impact is to be expected, as the program is being replaced.
Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: **Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
ACADEMIC STANDARDS SUBCOMMITTEE OF THE EDUCATION POLICIES COMMITTEE

Meeting held March 11, 2020 from at 3:00 p.m. via Zoom.

MEMBERS

Present:

- Renee Galliher, Chair, Associate Vice Provost
- Mykel Beorchia, Advising
- Sterling Bone, Jon M. Huntsman School of Business
- Dan Coster, College of Science
- Fran Hopkin, Registrar’s Office
- Kacy Lundstrom, University Libraries
- Robyn Peterson, subcommittee secretary (ex officio; not a voting member)

Absent:

- Porter Casdorph, USUSA

Guests:

- Claudia Radel
- Krystin Deschamps
- Chelsey Ritner
- Cliff Parkinson

AGENDA

1. New Business
   a. Proposed amendment to valedictorian selection criteria in the Catalog, presented by Dr. Claudia Radel.
      i. Dr. Claudia Radel represented the associate deans to address the subcommittee regarding the possibility of amending the valedictorian selection criteria verbiage in the Utah State General Catalog. She noted that the current language could be confusing regarding the role of the overall GPA versus the USU GPA in selecting a valedictorian. She noted that there may be some discrepancies between current selection processes and what the catalog outlines. The associate deans would like to create additional flexibility in terms of diversifying selection criteria among the colleges.
The subcommittee discussed what other individuals outside of the associate deans had examined the proposed changes. Fran Hopkin stated that college representatives knew that the conversation was being circulated, and Claudia mentioned the associate deans’ stake in the verbiage due to their task of guiding valedictorian selection on behalf of their deans.

Claudia highlighted that some of the proposed changes would include clarifying GPA specifications and removing the tiebreaker wording. The latter initiative is proposed to increase the flexibility in how other factors outside of the GPA are weighted. The subcommittee discussed wording in the current language that may be obsolete, including the mention of correspondence courses.

Renee Galliher inquired about the possibility of wordsmithing the current language, as well as what other stakeholders needed to be brought in to the conversation. The subcommittee determined that they would like to obtain student feedback about the proposed amendments before bringing the motion to the Educational Policies Committee. The subcommittee favored seeking the approval of the Executive VP of USUSA (the subcommittee’s student representative) as a means to obtain student feedback.

The subcommittee discussed the role of internships in the selection criteria and determined that this varies among colleges. Claudia recommended removing the sixth item in the selection criteria. Renee proposed that the motion could be forwarded to the EPC upon removing the sixth item and Renee obtaining the feedback from the subcommittee’s student representative.

ii. **Motion to support this proposal made by Sterling Bone. Seconded by Fran Hopkin. The vote was unanimous for all present, and Renee and Robyn will forward the adjustments to Dan Coster for his approval.**

iii. Addendum added 3/29/21: The student representative did not respond to the committee’s outreach regarding this proposal. Renee Galliher would like to move this item on to the EPC as the EPC also has a student representative.


i. Krystin Deschamps presented the proposal to create a university-initiated withdrawal policy. Krystin discussed recent changes in the Office of Civil
Rights (OCR) allowing the implementation of such a policy. Krystin discussed the university’s liability in situations concerning suicide and suicide attempts, as well as the disruption for surrounding students. Fran Hopkin expressed his appreciation and support of the current proposal. He inquired about the registration status and admission status of those students who would be subject to this policy.

Cliff Parkinson addressed the option of putting students on university-initiated leave of absence or withdrawal, depending on the severity of the situation. The subcommittee expressed their desire to become more familiar with the circumstances surrounding the distinguishing criteria. Chelsey Ritner and Cliff Parkinson discussed the case-by-case process of making determinations for individual students, both from a healthcare perspective and from an OCR perspective.

Krystin and Renee discussed suitability of having a more generalized policy in the catalog and having specifics posted on the Behavioral Intervention Team (BIT) website.

Renee noted a repeated sentence in the proposal. Cliff and Krystin agreed that the duplicate sentence should be removed. Renee proposed to have the complete procedures document forwarded to the subcommittee via email, after which the subcommittee would cast a vote on approving it to the EPC level via email. Fran Hopkin and Sterling Bone expressed their support of this motion. Krystin and Cliff will distribute the full policy to the subcommittee. The subcommittee will subsequently determine their vote via email.

ii. Addendum added 3/29/21: Renee Galliher reached out to Krystin Deschamps regarding distributing the full policy to committee members. Renee will report updates on this item at the EPC meeting on April 1, 2021.

c. Repeat policy discussion, presented by Fran Hopkin.

i. Fran Hopkin presented amendments to the current university repeat policy. He discussed the background of the policy, the difficulty of enforcing the current policy, and the current policy’s effect on student success. Fran noted that there is currently no evidence to support the 10 repeat threshold. Fran noted that students were much more likely to repeat a course a second time than they were to repeat it a third time. Fran proposed to insert language that would give the academic departments more autonomy in helping students who repeat courses
multiple times. He mentioned the ability of academic advisors to run reports and advise students per their individual situations. The subcommittee discussed the various roles of academic advisors and departments in helping students navigate multiple repeats. Mykel Beorchia expressed her support of having the policy enforcement come from the academic units. She mentioned that many of the academic processes currently in place could be utilized to locate students who may be in need of additional help or consideration.

The subcommittee discussed advisor and instructor roles in student success. Fran mentioned that current advisor platforms could be modified to additionally identify students at risk of not persisting or graduating. Mykel discussed the current repeat policy’s role in decisions made by the admissions committee.

Fran mentioned that departments would maintain their autonomy in enforcing repeat policies as they have outlined. The subcommittee discussed which department should be making repeat decisions for students: the student’s major department, or the department offering the courses that are being repeated. The subcommittee determined that the student’s major department should be empowered to make decisions regarding students’ repeated courses and how to direct their students.

Renee proposed approval of the proposed changes with modifying the last sentence to reflect, “determine by the academic unit associated with the student’s major.”

ii. *Motion made by Kacy Lundstrom. Seconded by Mykel Beorchia. The vote of all present was unanimous.*

*Adjourn: 4:25 p.m.*
Background and intention for the proposed Catalog change

Brought forward to Academic Standards by Dr. Claudia Radel, on behalf of CAAD, 3 March 2021

Proposal. To revise the Catalog page that outlines the criteria for the college selection of valedictorians to make it more in line with shared and diverse practices in the colleges: https://catalog.usu.edu/content.php?catoid=12&navoid=3163&hl=valedictorians&returnto=se arch

Background and Process. In Spring 2020, the USU Council of Academic Associate Deans (CAAD) started a discussion of college practices related to the selection of valedictorians and the relation of these college practices to the criteria detailed in the Catalog. QCNR Associate Dean Claudia Radel brought this discussion to her colleagues on CAAD based on her concerns that college practice did not fully reflect what is detailed in the USU Catalog, leading to the possibility of grievance by a student not selected (but considering him or herself the rightful selection based on the catalog language). Discussion in the group led to a collective decision to work on potential revisions to bring the described practices in the Catalog better in line with current processes of valedictorian selection in the colleges, but also to clarify the language in the Catalog to address confusion in how to interpret the current language. Associate Dean Radel was tasked to draft revisions, which she brought back to CAAD early this current spring 2021 semester (CAAD meeting on 1/19/21). That draft was discussed and then circulated for edits among the CAAD members. It was reexamined at the 2/16/21 CAAD meeting, and a final change was requested by the group. The final version was then circulated via email to identify any remaining concerns, before Dr. Radel, on behalf of CAAD, forwarded the proposed revision to Academic Standards for review and consideration.

Summary of Proposed Changes. The primary changes between the current text and the proposed text are:

1. Clarification of the use of the USU GPA versus the overall GPA as the primary basis for selection. There was general agreement among CAAD members that the USU GPA was the more appropriate choice as the primary basis for selection and that this was the GPA currently given more weight in colleges’ valedictorian selections.
2. Specification that other factors may be taken into consideration in selection, not just to break a GPA tie.
3. The explicit inclusion of participation in University Honors as a possible consideration for selection.
4. The explicit inclusion of “college-relevant indicators of academic excellence or achievement” to allow for some college diversity in meaningful indicators of academic excellence (College of Engineering, for example, reported that membership in professional honor societies was a factor considered in valedictorian selection).
Mark-up for proposed changes to Catalog

USU Catalog: Proposed Changes to Entry on Valedictorian Selection
https://catalog.usu.edu/content.php?catoid=12&navoid=3163

Proposed by the Council of Academic Associate Deans, February 2021 (contact person: Claudia Radel)

Valedictorian Selection Criteria
The title of valedictorian has long been used to designate an individual who has achieved the highest academic excellence. Each USU college must annually select only one valedictorian. The following procedures should assure an acceptable degree of commonality in the selection of valedictorians.

The major consideration for selection of a college valedictorian should be the level of academic performance. The grade point average (GPA) earned at Utah State University should be used as the primary basis for comparison of academic performance, but colleges must also attend to USU semester credits, may consider the overall GPA, and may choose to evaluate other evidence of academic excellence. The selection criteria for each college’s valedictorian include:

1. GPA earned at Utah State University (primary basis for selection)
2. Overall GPA (may also be considered)
3. Minimum of 60 semester credits for which letter grades were earned at Utah State University
4. Other evidence of academic excellence or achievement as determined by the dean

The following are examples of additional, secondary factors that could be considered by the dean in the selection of a college valedictorian:

1. Availability to participate in commencement activities
2. Amount and quality of transfer credit
3. Number of courses repeated
4. Number of courses taken under the “P-D-F” grading option
5. Number of credits earned by examination, as well as level of achievement on such credits (e.g., CLEP scores)
6. Number of correspondence and independent study courses
7. Breadth of educational experience
8. Completion of University Honors
9. Other college-relevant indicators of academic excellence or achievement

Proposed changes to Catalog

USU Catalog: Proposed Changes to Entry on Valedictorian Selection
https://catalog.usu.edu/content.php?catoid=12&navoid=3163
Proposed by the Council of Academic Associate Deans, February 2021 (contact person: Claudia Radel)

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7. Breadth of educational experience
8. Completion of University Honors
9. Other college-relevant indicators of academic excellence or achievement

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**Item #2**

**UNIVERSITY-INITIATED LEAVE AND WITHDRAWAL**

University-initiated Leave Policy Proposal:

The USU Behavioral Intervention Team (BIT) seeks to add to the University Catalog a proposed University-initiated Leave and Withdrawal Policy. The University Catalog is identified as the
The appropriate location for this proposed policy, as it lists all academic policies, such as the University Leave of Absence policy.

The proposed policy identifies the conditions in which University-initiated leave or withdrawal is considered and describes the process of the individualized assessment undertaken to determine whether a University-initiated leave or withdrawal should be pursued. The policy also outlines the possible outcomes resulting from an individualized assessment, and possible conditions required for a student to return after a University-initiated leave or withdrawal.

The BIT proposes that the policy be placed in the University Catalog, and the policy AND procedures be listed on the BIT website.

(Note: The proposed policy is currently under final review by the Office of the General Counsel, and will be available on Monday, March 8, for the Academic Standards Subcommittee to review)

University-initiated Leave Policy Rationale:

Background from the NACUA Notes: National Association of College and University Attorneys January 21, 2021 | Vol. 19 No.3, pg. 5.

“In 2011, the Department of Justice (DOJ) amended the Americans with Disabilities Act (ADA) Title II regulations, which apply to public institutions of higher education.[5] The amendment mirrored existing Title III regulations, regulating private institutions as one form of a public accommodation, with respect to the concept of “direct threat,” and explicitly permitted institutions to address students who present a “direct threat” to others, while remaining silent on how to analyze a student who presents a threat of harm to him or herself. [6] Under both Titles II and III of the ADA, a direct threat is defined as a “significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices or procedures, or by the provision of auxiliary aids or services . . . .“[7]

There is no statement relating to a threat to oneself. That is where the statutory and regulatory law remains at this time.”

Since this time, institutions, including Utah State University, have attempted to determine, and to seek clarity, on “the federal government’s stance on institutional interventions to protect a student who is at high risk for self-harm. On January 26, 2018, a senior official from the U.S. Department of Education for the Office for Civil Rights (“OCR”) conducted a NACUA briefing moderated by Paul Lannon. The official underscored OCR’s commitment to working with postsecondary institutions in a manner that both respects the rights of students but also acknowledges the challenges that maintaining a student’s enrollment may present for the student, for other students, and for the broader campus community. The official clarified that OCR would not second-guess institutional decision-making in this area if in fact the campus followed certain guidelines, drawn from OCR’s existing resolutions and agreements.
The OCR official shared principles of best practice (hereinafter “OCR Principles”), including the following:

- Postsecondary institutions are permitted to offer students mental health services.
- Campuses should consider what reasonable accommodations, if any, exist that would enable the student to remain enrolled and/or on campus.
- Colleges and universities should be cautious in addressing self-harming students through the student discipline system without first/also considering other forms of reasonable accommodation that might exist.
- Involuntary leaves of absence are permissible, but should only be considered as a last resort.
- Decisions to impose an involuntary leave of absence and any conditions for return must be determined on an individualized basis.
- Qualified personnel should be involved in reviewing clinical and medical information.
- Campuses may consider how the student’s behavior has impacted others.
- Campuses should invite and consider information provided by the student, including from the student’s care provider(s).
- Institutions should narrowly tailor requests for information from a student’s health care provider(s).
- Students should be accorded a mechanism for challenging the imposition of the leave and/or conditions for return.
- Institutional policies should be non-discriminatory on their face and applied equally to students with and without disabilities.
- Institutions may require that a student seeking to return submit an evaluation from the student’s providers(s) and may require the student to comply with a medically prescribed treatment plan.
- Institutions may impose behavioral contracts upon a student’s return and enforce their provisions.”

With this information in mind, since 2018, USU has worked with stakeholders to develop a policy that conforms with national best practices.

Certainly, USU aims to create a safe, inclusive, and supportive environment for all students to pursue their academic, intellectual and personal goals. The University values the health and safety of every individual in the University community. To that end, the University maintains a Behavioral Intervention Team (BIT), which is the centralized body for collecting, assessing, and addressing reports of concerning behavior and providing a safe physical and emotional environment for the University’s students.

When there is a health or safety threat or disruption, the University, at the recommendation of the BIT, may deem a University-initiated leave of absence or withdrawal necessary to successfully manage severe threats to safety, security, and well-being of the campus community and its individual members.
University-initiated leave or withdrawal are last resorts, which are generally considered only after voluntary actions by the student and reasonable accommodations are determined to be insufficient to address the threat or disruption. The determination to institute a University-initiated leave or withdrawal is made after an individualized assessment, which is a reasonable and fair evaluation of the student’s unique needs and circumstances. This process carefully considers information provided by the student, medical providers, and others in determining if a University-initiated leave or withdrawal is necessary.

Factors considered during the individualized assessment may include, but are not limited to, the nature, duration, and severity of risk associated with a student’s continued participation in University life; the probability that potential injury and/or harm will occur as a result of the student’s continued participation in University life; whether the student is substantially impeding the education process or functions of other members of the University community; and whether the identified risks can be significantly mitigated through reasonable modifications of policies, practices or procedures.

Endnotes:


[6] See 28 C.F.R. § 35.139 (Title II); 28 C.F.R. § 36.208 (Title III).

[7] 28 C.F.R. § 35.104 (Title II); 28 C.F.R. § 36.104 (Title III).


[9] As this Note will highlight, the consideration of reasonable accommodation prior to imposing an involuntary leave of absence on a student is a consistent theme of the agreements and the Stanford University Settlement Agreement and Policy to be discussed later.


**University-initiated Leave and Withdrawal: DRAFT (03-07-21)**

**Introduction**

Utah State University aims to create a safe, inclusive, and supportive environment for all students to pursue their academic, intellectual and personal goals. The University values the health and safety of every individual in the University community.

To that end, the University maintains a Behavioral Intervention Team (BIT), which is the centralized body for collecting, assessing, and addressing reports of concerning behavior and providing a safe physical and emotional environment for the University’s students. When an individual presents a health or safety threat or disruption, the University, at the recommendation of the BIT, may determine that a student be
required to take a leave of absence (University-initiated Leave of Absence) or to withdraw from courses (University-initiated Withdrawal).

**Individualized Assessment**

A University-initiated Leave of Absence or Withdrawal can only be required after the BIT has engaged in an individualized assessment. The determination to institute a University-initiated leave or withdrawal is made after an individualized assessment, which is a reasonable and fair evaluation of the student’s unique needs and circumstances. This process carefully considers information provided by the student, medical providers, and others in determining if a University-initiated leave or withdrawal is necessary.

Factors considered during the individualized assessment may include, but are not limited to, the nature, duration, and severity of risk associated with a student’s continued participation in University life; the probability that potential injury and/or harm will occur as a result of the student’s continued participation in University life; whether the student is substantially impeding the education process or functions of other members of the University community; and whether the identified risks can be significantly mitigated through reasonable modifications of policies, practices or procedures.

**University-initiated Leave of Absence or Withdrawal**

University-initiated Leave of Absence or Withdrawal are last resorts. They will generally only be required after voluntary actions by the student and reasonable accommodations are determined to be insufficient to address the threat or disruption.

The University may initiate either a temporary leave of absence or withdrawal of a student when:

a. There is a reasonable basis to believe, based on a case-by-case, individualized assessment of the student’s behavior and other relevant information, that the student cannot safely and/or effectively participate in the University’s academic programs and/or the residential life of the University, such that the student is not otherwise qualified to attend Utah State University without requiring a level of care the University cannot reasonably provide; or that student is not otherwise qualified to attend Utah State University without requiring a level of care the University cannot reasonably provide.

b. There is a reasonable basis to believe, based on a case-by-case, individualized assessment of the student’s behavior and other relevant information, that the student poses a significant risk of threatening the health or safety of others; or causes or threatens to cause property damage; or engages in behavior that is unduly disruptive of others in the Utah State community. (Behavior that is “unduly disruptive” includes but is not limited to conduct that substantially impedes the emotional or physical well-being of others and/or the academic, extracurricular, or social activities of others. The University-initiated leave or withdrawal processes are invoked when these behaviors cannot be addressed through existing policies and procedures, including the Disciplinary Procedures for Disruptive Classroom Behavior as outlined in the Student Code).

**Returning from University Initiated Leave of Absence of Withdrawal**

When a student wishes to return to Utah State University after a University-initiated leave or withdrawal they must be authorized to do so by the AVPSA or designee. Decisions regarding readmission requests are made on a case-by-case basis and readmission is not guaranteed for Utah State University or to any specific academic program.

Additional information regarding the process and procedures related to University-initiated Leaves of Absence, including notice requirements and the challenge rights of a students placed on University-initiated Leaves of Absence and Withdrawals can be found [here](#).
Proposal for Repeating Courses policy

Background:

Various questions have been raised over the last year regarding how many times students are allowed to repeat a course and, more importantly, the universities’ ability to proactively advise students who attempt to repeat courses. The number of times a student can take the same class is limited to a total of three times (once, plus two repeats). The total number of repeats allowed is limited to ten. Policy indicates students who exceed these limits will have an academic hold placed on their registration.

The efficacy of this policy has been questioned for quite some time. The Center for Student Analytics and the Office of the Registrar attempted to analyze the data related to repeats. The following is a summary of what was found:

1. We found no evidence that a 10 repeats overall threshold is valuable. Theoretically, we suspect it was a way of helping students transition away from a situation that wasn’t going too well. However, SAP guidelines in the financial aid office already take care of that from a standpoint of Title IV funds. Also, if a student wants to use other sources of money to continue pursuing a degree, it seems confusing for USU not to let them.

2. While students have had to repeat a course for a second time roughly 20,000 times over the past three years, that number dramatically reduces for students who have to take a course for a third time (the current limit). The overall count of third attempts since Spring 2017 is 2336, and a proportion of those go on to earn successful grades.

3. Most interestingly, third-attempt enrollments are concentrated in only 22 courses, as follows (at least 10 students a year):

<table>
<thead>
<tr>
<th>SUBJ</th>
<th>CRSE</th>
<th>Count of students TAKEN_3_TIMES since sp 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>1050</td>
<td>303</td>
</tr>
<tr>
<td>MATH</td>
<td>1010</td>
<td>129</td>
</tr>
<tr>
<td>MATH</td>
<td>0995</td>
<td>126</td>
</tr>
<tr>
<td>ENGL</td>
<td>1010</td>
<td>113</td>
</tr>
<tr>
<td>BIOL</td>
<td>2320</td>
<td>107</td>
</tr>
<tr>
<td>MATH</td>
<td>1060</td>
<td>97</td>
</tr>
<tr>
<td>PSY</td>
<td>1010</td>
<td>94</td>
</tr>
<tr>
<td>MATH</td>
<td>1210</td>
<td>84</td>
</tr>
<tr>
<td>MATH</td>
<td>1220</td>
<td>78</td>
</tr>
<tr>
<td>ENGL</td>
<td>2010</td>
<td>73</td>
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<tr>
<td>ACCT</td>
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<td>69</td>
</tr>
<tr>
<td>BIOL</td>
<td>1010</td>
<td>58</td>
</tr>
<tr>
<td>CHEM</td>
<td>1210</td>
<td>58</td>
</tr>
<tr>
<td>ECN</td>
<td>1500</td>
<td>47</td>
</tr>
<tr>
<td>CHEM</td>
<td>1010</td>
<td>43</td>
</tr>
</tbody>
</table>
4. Although the data also shows that there are diminishing returns, on average, for taking a course a fourth or fifth time, there are still students who go on to earn a successful grade. As such, we may be more successful taking a proactive, rather than reactive approach, in encouraging advisors to show this data to their students upon a third attempt, a fourth attempt, and so on.

It is proposed to adopt an appreciative advising approach and use an advising hold that requires students to meet with their academic advisor and determine if an alternate major would be more appropriate (requiring different courses), given their struggles with a particular course or set of courses.

**Previous Language:**

**Repeating Courses:**

Students may repeat any course at USU for which they have previously registered. They may also retake a course originally taken at an institution where USU has an articulation agreement, if the agreement identifies a specific USU course as being equivalent to the one the student desires to replace. All other decisions dealing with retaking courses, including courses taken under the quarter system, will be determined by the department in which the course is offered.

The number of times a student can take the same class is limited to a total of three times (once, plus two repeats). Beyond three attempts, the student’s dean must approve additional registration for the class.

The total number of repeats allowed is limited to ten. Students who exceed this limit will have an academic hold placed on their registration. Beyond ten repeats, the student’s academic dean must approve additional registration.

**Proposed Language:**

**Repeating Courses:**

Students may repeat any course at USU for which they have previously registered. They may also retake a course originally taken at an institution where USU has an articulation agreement, if the agreement identifies a specific USU course as being equivalent to the one the student
desires to replace. All other decisions dealing with retaking courses, including courses taken under the quarter system, will be determined by the department in which the course is offered.

The number of times a student can take the same class is not limited, to a total of three times (once, plus two repeats). Beyond three attempts, the student’s dean must approve additional registration for the class. However, the academic unit associated with the student’s major has the authority to determine consequences of exceeding two attempts (once plus one repeat) of the same class. These actions may include one or more of the following but are not limited to: placing an advising hold (which prevents registration) on a student’s record, requiring a meeting with an academic advisor, requiring dean approval for additional registrations of the class, and/or requiring a change of academic program.

The total number of repeats allowed is limited to ten. Students who exceed this limit will have an academic hold placed on their registration. Beyond ten repeats, the student’s academic dean must approve additional registration.
GENERAL EDUCATION COMMITTEE

Date
8:30 a.m. – 9:30 a.m.
Zoom Meeting

Present:  
*Lee Rickords, College of Agriculture and Applied Sciences (Chair)
*Greg Podgorski, College of Science
*Matt Sanders, Connections
*Dory Rosenberg, University Libraries
*Robert Mueller, Statewide Campuses/Communications Intensive
*Charlie Huenemann, Humanities
*Ryan Bosworth, Social Sciences
*Toni Gibbons, Registrar’s Office
*Mykel Beorchia, University Advising
*Kristine Miller, University Honors Program
*John Mortensen, Academic and Instructional Services
*Thom Fronk, College of Engineering
*Steve Nelson, USU Eastern
*Daniel Holland, Jon M. Huntsman School of Business
*David Wall, Creative Arts
*Harrison Kleiner, College of Humanities and Social Science
*Lawrence Culver, American Institutions
*Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
*Paul Barr, Office of the Executive Vice President and Provost
*Ryan Dupont, Life and Physical Sciences
*Mitchell Smith, Secretary

Excused:  
Daniel Coster, Quantitative Literacy/Intensive
Christopher Scheer, Caine College of the Arts
Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
Sami Ahmed, USUSA President

Call to Order – Lee Rickords

Approval of Minutes – February 16, 2021 (Box link: https://usu.app.box.com/file/776705301545)

Motion to approve the date minutes made by Bob Mueller
Seconded by Kristine Miller
Approved unanimously by voting members

Course Approvals/Removals/Syllabi Approvals https://usu.curriculog.com/
ENVS 4550 (QI) .......................................................... Lee Rickords (in lieu of Daniel Coster)
Recommended by Lee Rickords
Seconded by Greg Podgorski
Approved unanimously by voting members

Discussion
Lee represented Daniel Coster who was unable to attend the meeting. Claudia Radel would be able to answer any questions.

Greg explained that he approves the course but the course description in the catalog will need to be updated. It only addresses the week-long course, but excludes the Logan campus semester-long segment.

Claudia explained the course description was submitted to the course Curriculum Committee and EPC and will be updated for the next academic year’s catalog. It will also include adjustments to prerequisites.

Bob asked about the length. His concern was whether students would be doing the same amount of work in that week as is required or will be accomplished within a semester.

Claudia explained that the eight days are all day long (eight hours per day). If it qualifies as a three-credit course, it qualifies for length of time, and so it should qualify for a designation. If the committee wants to look at specific delivery types to limit for designations, that is something to address at another time. But as for now, all delivery types are open for designations.

Business

Implementation of CI Outcomes (Harrison Kleiner and Bob Mueller)

With CL outcomes defined for ENGL 1010 and 2010, the instructors of those two courses will be trained for Fall. CI is more of a challenge for training instructors in the new outcomes because there are instructors in every college statewide. That makes rolling out the implementation of CI outcomes more difficult. They are going before the EPC this month. Once the new CI outcomes are official, the Communications Committee was concerned that rolling out the new outcomes to CI faculty this semester would not have good reception across campuses due to the level of this academic year’s challenges.

Another issue with implementing CI outcomes effectively has to do with the class size of CI courses. Some are as low as 25 students and most have less than 40 students, but there is one course with 400 students and a number of courses with 150 students. These larger courses have one or two TAs. A faculty member could not realistically be expected to deliver on new CI outcomes without a better student-to-instructor ratio, such as a 30 to 35 student-faculty ratio. The process of rolling out CI outcomes involves a broader conversation on how to support faculty. There are several courses that would need a better instructional support in order to deliver a high quality CI course.

Bob explained that they don’t want to just broadcast the outcomes and expect the faculty to implement them in the same year. There isn’t a lot of thought within some CI courses to approach the CI outcomes as a progression from CL 1 to CI. The Communications Committee
has to think about how to handle the vast amount of CI courses already available and the prospect of new CI courses added each year. The Provost's Office would be overwhelmed if everyone asked for TAs and UTFs to help implement the outcomes. The question is how to bring CI courses up to the standard in stages.

Harrison said they are evaluating methods to provide more faculty support by looking at the Writing Center and the Writing Fellows Program. For a $10 - $15 course fee, you could have a Writing Fellow in the course. The Writing Fellow could provide extra writing time with students. Some courses assign a lot of writing but don't teach writing. They aren't intentionally designed to teach those skills. So there are several ways to approach implementation but it will be a work in progress.

DHA, DSC, DSS, QI, and CI are not Gen Ed courses, they are University Studies courses. Gen Ed are determined by R470. University Studies are a USU requirement not a USHE requirement. USU is the only university that has our unique University Studies requirements. The Communication Committee has requested that CI courses be brought within the Gen Ed assessments this fall to help evaluate what types of support the faculty would need and how the courses are fitting within the Gen Ed requirements.

Harrison and Bob would like feedback on how the Gen Ed Committee would like to see implementation of CI outcomes.

Bob said a few years ago, there were members on the Gen Ed Committee who said their instructors aren't trained to help with feedback on teaching writing and look to CI courses to help teach writing skills. He wants to see how all the colleges and departments with CI courses would prefer to have students learn writing since all majors include CI courses. Bob has also talked to Lee about expanding the CI committee to include a broader pool of members.

Harrison said that they did have CI instructors from every college participate in developing the outcomes who could be added to the Communications Committee.

Lee said it's obvious it will take a few years to implement CI outcomes. He asked about the timeline the Communications Committee anticipates would be necessary.

Harrison said they discussed it but they haven't worked out a timeline. They have started the conversation within English to examine supports. They are trying to identify courses such as one in Ag where they have been inventive with ways to give students feedback. They are trying to identify Best Practices courses within each college to add as examples on the website but they won't have data until next January. They hope to have these ideas in place by next year. Some programs will have CI courses with high student class sizes. That's the nature of the problem – they can't cause a bottleneck. The idea for the assessment plan is to work for continual improvement. By this time next year the Communications Committee will have conclusions from the assessment data and ways to implement them in the following year.

Bob explained that right now the Communications Committee doesn't have a lot of data. Courses are assessed with how they achieve CI outcomes. With the new outcomes, some instructors may ask to remove the CI designation. But the outcomes will also help with improving standards for instructors to achieve and assist them with meeting goals. The next steps are to gather data and then disperse information on the new outcomes. This will be a phased approach. It will be a deliberate but not a fast process.
Harrison said that they want to identify ways for instructors to add support to their courses rather than just throw out the standards and hope they are implemented.

Kristine said that while one piece could be the Writing Center, students cannot be the ones to teach other students to write. Even the best students in peer mentoring roles cannot really teach writing. Assessing the current CI courses is a good idea to start with. The committee may also want to look at outcomes on when peer mentoring is used and identify best and worst practices on peer mentoring. But some faculty might look at peer mentoring as their solution to meet CI outcomes so it would be important to be clear on what faculty can and cannot do to teach writing.

Harrison said that Writing Fellows are only part of the solution that Writing Fellows and UTFs create additional work for faculty and should not be the only approach. Faculty should not offload meeting CI outcomes to another source.

Matt asked that if there was a way for associate deans could help with implementation in their colleges. Department heads could be shown the outcomes in August and told that the outcomes would be the standard to reach within the next couple of years. Those that are doing well could be identified and those struggling could be looked at by deans to explore how to help those instructors/courses that are struggling with some extra support and test some solutions. They could find some models to help improve courses in focused areas.

Harrison said that he and Bob could work to develop a more defined timeline to give deans and department heads ways to start working on these outcomes.

Harrison asked when the committee will implement the Gen Ed Assessment Plan. Will they vote on it or is it something to look at and begin doing?

Lee said that since the committee decided to have assessments for Gen Ed a few years ago, it could be looked at that way, but the committee could take a vote to implement it for the record and it would start in the Fall.

Motion made to establish an assessment for all CI courses to begin Fall 2020 to collect data and inform faculty of student outcomes by Bob Mueller. Lee, Harrison, and Bob clarified it would be a multi-year assessment in perpetuity.

Harrison seconded the motion.

Greg asked for clarification if the assessment is intended for student outcomes or the assessment of outcomes taught within the Gen Ed courses.

Harrison outlined the process for assessment and explained CI assessments would follow the Gen Ed assessment model in place.

Motion approved unanimously by voting members

The Gen Ed Assessment Report

Harrison said he’d email the Gen Ed Assessment Report later that morning. He explained some of the report content.
This is the second year of the Gen Ed Assessment plan. They faced difficulties collecting data the first year so they didn’t write a report. They will work on having a better experience the second year. Methods to improve data collection include:

The assessment was moved to a calendar year.

The assessment was moved to annual reporting.

The assessment will no longer use second scoring.

Second scoring – where Gen Ed committee members review artifacts/assignments from students and score them again as a measure of how faculty are implementing their outcomes – was hard to assess since the data, scores from papers, scores from quizzes, etc. didn’t get pulled over using Portfolium from Canvas to review. Some designations were not properly assessed as a result. The committee is having to come up with another way to collect data for looking at the outcome.

Data collection on assignments was changed to follow submission date, but they found some faculty are creating dummy assignments for a variety of reasons (dummy assignments are assignments not submitted within Canvas but that have a due date). 30% – 40% of assignments were not pulled over from Canvas. So John Louviere and Peter Crosby are working on how to pull data from Canvas to get a pre- and post-score on assignments students must do for their Gen Ed designation courses.

They want to look at equity gaps but the data set this year was too limited to get a good picture of that. The data took a broad look at how Gen Ed is impacting students. The report is only able to look at some of the assignments due to limitations from collecting data.

Harrison showed the committee how the data they collected from this past year showed the progress of students. It showed that 91% of students were considered proficient at the start of the semester so it was hard to show progress throughout the course.

The IDEA assessments asked students to rate their perceived progress and the scores showed how much progress they felt they made. The overwhelming majority of students felt they had made progress and feel like they are learning.

The two pieces of data show that students feel like they are learning but instructors didn’t feel like their students were learning since they scored their students so high in the beginning of the course there wasn’t much room to improve.

Harrison drew some conclusions and some good news. When he went to 19 departments that teach 80% of Gen Ed courses and met with faculty, he asked if they’d seen the rubric before. Almost all Gen Ed instructors were ignorant of the learning outcomes they were to achieve in their Gen Ed course. Only 15% knew they existed. Now they are more aware. And that was one goal of the plan – to make faculty and students more aware and for faculty to be more intentional in their teaching.

One takeaway from the report is the need for professional development to help faculty understand what the rubric means. Faculty are scoring too generously.
A second item of business on the report is a request for the designation committee chairs to share the report with their subcommittees and ask them to reflect on it. Then they should talk about what kind of professional development will need to be implemented to help faculty achieve the outcomes.

Claudia asked whether we know how many assessed courses used an early assignment versus a true pre-test? An early assignment might result in assessment after teaching students to have success on that assignment so the skills of students are not captured the way a pre-test would.

Harrison said they don’t know that information. There is not a way to poll for that data.

Claudia said that she based her assessment in her course on the first exam and a final exam. She doesn’t know how widespread the early assignment vs pretest is used by faculty.

Harrison said that students would be scored well if they met where you want them to be based on the first quarter test. Scoring the assessment only works on the rubric if student outcomes are looked at based on where they are at week two and were they able to achieve where you want them to be at the end of the semester.

Claudia questioned on how to look at student progress using assessments throughout the semester. In her course, she uses unit assessments. There was not a true pre-test. She thought she was looking at her teaching within relation to the rubric but realizes she was basing her analysis of the outcome based on the content she had taught in that first unit.

Bob said that he looked at his assessment on how students scored on their first paper vs their last paper. He realized that he needs to have a real pre-test and post-test set up. His students already had five weeks of instruction before their first paper. He wondered why his data didn’t show a marked shift or improvement over time. Now he understands why that is happening based on Claudia’s comments.

Harrison said the true way to assess is to have a universal pre-test and post-test for all classes. Those tests would not be tailored to particular content but assesses universal skills. Those tests aren’t popular because instructors feel such tests introduce an outside influence on what their content should be. Faculty need to separate assessment of the rubric from the grades of students. For the sake of the criteria in the rubric the students need to be scored on a fixed expectation both in the beginning and end of the course.

Harrison said the homework is for area committee chairs to share the report to their area committee, discuss the report, and draw conclusions from the report to look at what professional development needs to be implemented for instructors to improve courses or at least improve the Gen Ed Committee’s ability to collect assessment data. Then each committee chair should email Harrison with any recommendations and also bring them to the April meeting. Harrison will use the feedback to work on seminars that will be offered to faculty teaching courses in the fall.

Adjourned at 9:23
<table>
<thead>
<tr>
<th>Criteria</th>
<th>CI Milestone</th>
<th>CL 2 Milestone</th>
<th>CL 1 Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and write with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.</td>
<td>Demonstrate a skillful ability to write, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the written work to different audiences the discipline may need to address.</td>
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<tr>
<td>3. Engage in the iterative process of improving communication based on feedback from an informed audience.</td>
<td>Demonstrate a skillful ability to reflectively engage with feedback from an informed audience to intentionally improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects.</td>
<td>Demonstrate an effective ability to reflectively engage with feedback from an informed audience to intentionally improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects.</td>
<td>Demonstrate a partial ability to meet the CL1 milestone in oral communication, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences.</td>
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<tr>
<td>4. Develop an ability to intentionally craft language for one's purposes.</td>
<td>Demonstrate a skillful ability to craft language intentionally, using syntax and word choice appropriate to the discipline, that conveys meaning with clarity and fluency to various audiences.</td>
<td>Demonstrate an effective ability to craft language intentionally, using syntax and word choice appropriate to the audience, that conveys meaning with clarity and fluency to various audiences.</td>
<td>Demonstrate an adequate ability to craft language and construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.</td>
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<tr>
<td>5. Engage with credible and relevant texts and sources appropriate to audience and purpose.</td>
<td>In their major, students will further develop their ability to thoughtfully engage with and incorporate credible and relevant sources in disciplinary-specific ways.</td>
<td>Effectively identify and distinguish between different kinds of credible and relevant sources; consistently incorporate sources to support ideas by intentionally summarizing, paraphrasing, and/or quoting relevant material; and appropriately cite sources.</td>
<td>Adequately identify different kinds of credible and relevant sources; incorporate sources to support ideas by summarizing, paraphrasing, and/or quoting material; and consistently cite sources.</td>
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<tr>
<td>6. Meet the CL1 milestone in oral communication.</td>
<td>Demonstrate a partial ability to communicate and express orally, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences.</td>
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Communication (CI - CL2 - CL1) Outcomes Rubric

Students will learn to:

- Demonstrate a skillful ability to craft language intentionally, using syntax and word choice appropriate to the discipline, that conveys meaning with clarity and fluency to various audiences.
- Demonstrate an effective ability to craft language intentionally, using syntax and word choice appropriate to the audience, that conveys meaning with clarity and fluency to various audiences.
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<td>2. Develop oral communication with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.</td>
<td>Demonstrate an effective ability to communicate and express orally, using visual communication as appropriate, by accomplishing an intentional purpose, engaging with texts or source material, and adapting the communication to a variety of audiences.</td>
<td>Demonstrate an adequate ability to communicate and express orally, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences.</td>
<td>Demonstrate a partial ability to meet the CL1 milestone in oral communication, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences.</td>
</tr>
<tr>
<td>3. Engage in the iterative process of improving communication based on feedback from an informed audience.</td>
<td>Demonstrate an effective ability to reflectively engage with feedback from an informed audience to intentionally improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects.</td>
<td>Demonstrate an adequate ability to reflectively engage with feedback from an informed audience to intentionally improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects.</td>
<td>Demonstrate a partial ability to reflectively engage with feedback from an informed audience to improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects.</td>
</tr>
<tr>
<td>4. Develop an ability to intentionally craft language for one's purposes.</td>
<td>Demonstrate an effective ability to craft language intentionally, using syntax and word choice appropriate to the audience, that conveys meaning with clarity and fluency to various audiences.</td>
<td>Demonstrate an adequate ability to craft language and construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.</td>
<td>Demonstrate a partial ability to construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.</td>
</tr>
<tr>
<td>5. Engage with credible and relevant texts and sources appropriate to audience and purpose.</td>
<td>Effectively identify and distinguish between different kinds of credible and relevant sources; consistently incorporate sources to support ideas by intentionally summarizing, paraphrasing, and/or quoting relevant material; and appropriately cite sources.</td>
<td>Adequately identify different kinds of credible and relevant sources; incorporate sources to support ideas by summarizing, paraphrasing, and/or quoting material; and consistently cite sources.</td>
<td>Begin to identify credible and relevant sources; incorporate sources to support ideas by summarizing, paraphrasing, and/or quoting (although may be too close to the original text); and may or may not consistently cite sources.</td>
</tr>
<tr>
<td>Criteria</td>
<td>CL 1 Milestone</td>
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<tr>
<td>Students will learn to:</td>
<td>\begin{itemize} \item The student who achieves proficiency will: \item The student who approaches proficiency will: \item The student who lacks proficiency will: \end{itemize}</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Develop and write with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.</td>
<td>\begin{itemize} \item Demonstrate an adequate ability to write, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the written work to a variety of audiences. \item Demonstrate a partial ability to meet the CL1 milestone in writing, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the written work to a variety of audiences. \item Demonstrate a beginning ability to meet the CL1 milestone in writing, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the written work to a variety of audiences. \end{itemize}</td>
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</tr>
<tr>
<td>2. Develop oral communication with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.</td>
<td>\begin{itemize} \item Demonstrate an adequate ability to communicate and express orally, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences. \item Demonstrate a partial ability to meet the CL1 milestone in oral communication, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences. \item Demonstrate a beginning ability to meet the CL1 milestone in oral communication, using visual communication as appropriate, by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences. \end{itemize}</td>
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<tr>
<td>3. Engage in the iterative process of improving communication based on feedback from an informed audience.</td>
<td>\begin{itemize} \item Demonstrate an adequate ability to reflectively engage with feedback from an informed audience to intentionally improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects. \item Demonstrate a partial ability to reflectively engage with feedback from an informed audience to improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose), whether revising one project or across multiple projects. \item Demonstrate a beginning ability to understand feedback from an informed audience that could be used to improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose). \end{itemize}</td>
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<tr>
<td>4. Develop an ability to intentionally craft language for one's purposes.</td>
<td>\begin{itemize} \item Demonstrate an adequate ability to craft language and construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences. \item Demonstrate a partial ability to construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences. \item Demonstrate a beginning ability to construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences. \end{itemize}</td>
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<tr>
<td>5. Engage with credible and relevant texts and sources appropriate to audience and purpose.</td>
<td>\begin{itemize} \item Adequately identify different kinds of credible and relevant sources; incorporate sources to support ideas by summarizing, paraphrasing, and/or quoting material; and consistently cite sources. \item Begin to identify credible and relevant sources; incorporate sources to support ideas by summarizing, paraphrasing, and/or quoting (although may be too close to the original text); and may or may not consistently cite sources. \item Begin to identify sources, but sources may not be credible or relevant; incorporate sources to support ideas by summarizing, paraphrasing, and/or quoting (although may be too close to the original text); and may begin to cite sources. \end{itemize}</td>
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</table>
USU General Education and University Studies in Communication

The sequence of communication courses is meant to help students achieve proficiency in both written and oral communication. A general education in communication will teach students to:

- Write and speak with purpose, engaging with texts or source material, to different audiences while negotiating various genre and disciplinary conventions.
- Engage in an iterative process of improving communication and applying feedback from an informed audience.
- Develop an ability to intentionally craft language for a variety of purposes.
- Engage with texts or source material.

There are three levels of the curriculum in the communication sequence: Communications Literacy 1 (CL1), Communications Literacy 2 (CL2), and two Communications Intensive (CI) courses. This is an intentional sequence of courses, and each is meant to follow and build upon the course that came before it.

CL (lower-division) courses focus on foundational communication skills that are portable across disciplines and audiences as well as foundational information literacy skills. Given these goals, CL courses should not be major-specific or tied to disciplinary-specific modes of communication.

CI (upper-division) courses focus on communication within a discipline with a strong emphasis in both written and oral communication, and so tend to focus more narrowly on disciplinary audiences and conventions. Given these goals, ideally the CI courses will be built into a student’s major.

Proposals for these courses will be evaluated according to the above criteria as well as the following rubrics. The proposal memo should explain in detail—with reference to the syllabus—how the instructor intends to satisfy these criteria and achieve these outcomes. All courses must meet all of the goals.