EDUCATIONAL POLICIES COMMITTEE MINUTES
4 March 2021
3:00 – 4:00 p.m.
Zoom Meeting

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 Braeger, 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
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Renee Galliher, Academic Standards Chair
Sterling Bone, Jon M. Huntsman School of Business
Adam Gleed, Registrar’s Office
Jason Marshall, USU Eastern

Absent: Alex Braeeger, Graduate Studies Senator
Timothy Taylor, College of Engineering
Lucas Stevens, USUSA Executive Vice President
Harrison Kleiner, GE Assessment
Sami Ahmed, President USUSA
Kat Oertle, Emma Eccles Jones College of Education and Human Services

Guests: Toni Gibbons, Assistant Registrar
Patrick Belmont, Department Head, Watershed Sciences

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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| Minimum Number of Credits (if applicable) | 18 |
|Maximum Number of Credits (if applicable) | 18 |

| Type of Degree: (BA, BS, etc.) | Certificate of Proficiency |

Request

Step 4: Select the Type of Change Being Requested.

New Academic Program:
- [ ] Certificates of Completion (including CTE)
- [x] 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
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- [ ] 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
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
- Council on Teacher Education*: Yes

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.
Labor Market Demand (if applicable)

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.

Consistency with Institutional Mission & Institutional Impact*

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.

Finances*

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.
Proposal Information

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Contact Information:
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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)
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- Post-Masters Certificate

Existing Academic Program Changes:
- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
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- Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:
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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

Council on Teacher Education: Yes

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 (ISSNR) 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.
**Business**

CI Rubric Proposal (See attachments 1, 2, and 3)............ Harrison Kleiner and Beth Buyserie

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.
<table>
<thead>
<tr>
<th>College</th>
<th>Department</th>
<th>Subject</th>
<th>Course</th>
<th>Title</th>
<th>Type</th>
<th>Implemented Description</th>
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<tr>
<td>CAAS</td>
<td>ADVS</td>
<td>ADVS</td>
<td>7970</td>
<td>DISSERTATION RESEARCH</td>
<td>DI</td>
<td>This course consists of individual work on research problems for students enrolled in doctoral programs.</td>
<td>DI</td>
</tr>
<tr>
<td>CAAS</td>
<td>ADVS</td>
<td>ART</td>
<td>7990</td>
<td>CONT GRAD ADVISEMENT</td>
<td>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>GA</td>
</tr>
<tr>
<td>CCA</td>
<td>ART</td>
<td>ART</td>
<td>6970</td>
<td>RESEARCH AND THESIS</td>
<td>TH</td>
<td>This course is designed for students preparing a master’s degree thesis.</td>
<td>TH</td>
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<tr>
<td>CCA</td>
<td>IAD</td>
<td>IAD</td>
<td>6700</td>
<td>GRAD TOPICS IN INTERIOR DESIGN</td>
<td>ST</td>
<td>This course consists of additional readings or research done beyond the material covered in other courses.</td>
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<tr>
<td>CCA</td>
<td>IAD</td>
<td>IAD</td>
<td>6970</td>
<td>MASTERS THESIS RESEARCH</td>
<td>TH</td>
<td>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.</td>
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</tr>
<tr>
<td>CCA</td>
<td>ART</td>
<td>IAD</td>
<td>6710</td>
<td>GRAD INTERNSHIP IN ID</td>
<td>GI</td>
<td>Students explore basic to advanced concepts contained in research as applicable to Interior Architecture and Design.</td>
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<tr>
<td>CCA</td>
<td>IAD</td>
<td>IAD</td>
<td>6720</td>
<td>RESEARCH METHODS IN ID</td>
<td>RE</td>
<td>This course provides a focused study of selected topics.</td>
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<tr>
<td>CCA</td>
<td>IAD</td>
<td>IAD</td>
<td>6790</td>
<td>MASTERS SEMINAR</td>
<td>SE</td>
<td>This course is designed for students preparing a master’s degree thesis.</td>
<td>SE</td>
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<tr>
<td>CAAS</td>
<td>ASTE</td>
<td>ASTE</td>
<td>6990</td>
<td>CONT GRAD ADVISEMENT</td>
<td>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>GA</td>
</tr>
<tr>
<td>CAAS</td>
<td>TEE</td>
<td>TEE</td>
<td>6970</td>
<td>RESEARCH AND THESIS</td>
<td>TH</td>
<td>This course is designed for students preparing a master’s degree thesis.</td>
<td>TH</td>
</tr>
<tr>
<td>CAAS</td>
<td>TEE</td>
<td>TEE</td>
<td>5910</td>
<td>SP: ETE</td>
<td>SP</td>
<td>This course covers special topics and projects directed toward enhancing principles and practices in Technology and Engineering Education.</td>
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<tr>
<td>CAAS</td>
<td>TEE</td>
<td>TEE</td>
<td>5920</td>
<td>RELATED TECH TRAIN</td>
<td>O</td>
<td>This course is a graduate seminar related to Technology and Engineering Education topics and discipline.</td>
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<tr>
<td>COE</td>
<td>BENG</td>
<td>BENG</td>
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<td>CONT GRAD ADVISEMENT</td>
<td>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>
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<td>COE</td>
<td>BENG</td>
<td>BENG</td>
<td>7970</td>
<td>DISSERTATION RESEARCH</td>
<td>DI</td>
<td>This course consists of individual work on research problems for students enrolled in doctoral programs.</td>
<td>DI</td>
</tr>
</tbody>
</table>
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 allows an exploration of topics that are not part of the standard curriculum.

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

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

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

This course explores a particular topic in greater depth and with narrower focus than a conventional course.

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 allows an exploration of topics that are not part of the standard curriculum.

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

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

This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.

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 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 directed readings on advanced 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 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 explores a particular topic in greater depth and with narrower focus than a conventional course.
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<th>Course Title</th>
<th>Description</th>
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<td>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>
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<tr>
<td>COS</td>
<td>DISSERTATION RSrch</td>
<td>This course allows students to pursue research toward the Ph.D. degree.</td>
</tr>
<tr>
<td>COE</td>
<td>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>
</tr>
<tr>
<td>COE</td>
<td>DISSERTATION RESEARCH</td>
<td>This course consists of individual work on research problems for students enrolled in doctoral programs.</td>
</tr>
<tr>
<td>HSB</td>
<td>INDEPENDENT RESEARCH/READ</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>COE</td>
<td>DISSEMINATION RESEARCH</td>
<td>This course consists of individual work on research problems for students enrolled in doctoral programs.</td>
</tr>
<tr>
<td>Chass</td>
<td>DIRECTED STUDY</td>
<td>This course offers credit for special assignments, reading, and seminars beyond regularly scheduled courses.</td>
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<tr>
<td>Chass</td>
<td>Thesis</td>
<td>This course is designed for students preparing a master’s degree thesis.</td>
</tr>
<tr>
<td>Chass</td>
<td>CONT GRAD REGISTRATION</td>
<td>This course offers credit for special assignments, reading, and seminars beyond regularly scheduled courses.</td>
</tr>
<tr>
<td>Chass</td>
<td>DISSEMINATION RESEARCH</td>
<td>This course consists of individual work on research problems for students enrolled in doctoral programs.</td>
</tr>
<tr>
<td>Chass</td>
<td>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>ENVIRONMENTAL DEPT SEMINAR</td>
<td>This course provides a focused study of selected topics.</td>
</tr>
<tr>
<td>QCNR</td>
<td>DIRECTED STUDY</td>
<td>This course offers credit for special assignments, reading, and seminars beyond regularly scheduled courses.</td>
</tr>
<tr>
<td>QCNR</td>
<td>THESIS RESEARCH</td>
<td>This course is designed for students preparing a master’s degree thesis.</td>
</tr>
</tbody>
</table>
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 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.

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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.

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEHS KIN KIN 6970</td>
<td>THESIS</td>
<td>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.</td>
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<tr>
<td>CHaSS LPCS PHIL 6890</td>
<td>PHILOSOPHY OF SCIENCE</td>
<td>This course includes the study of different views of the nature of science: the classical traditions of Hempel and Popper, Kuhn’s subjectivism, and Feyerabend’s anarchism. Topics include confirmation, induction, scientific realism, reductionism, and the growth of scientific knowledge.</td>
</tr>
<tr>
<td>CHaSS LPCS PHIL 6900</td>
<td>INDEPENDENT STUDY</td>
<td>This course allows students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.</td>
</tr>
<tr>
<td>COE MAE MAE 6990</td>
<td>CONT GRAD ADVISEMENT</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>
</tr>
<tr>
<td>COE MAE MAE 6990</td>
<td>CONT GRAD ADVISEMENT</td>
<td>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.</td>
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<tr>
<td>HSB MGT MGT 6990</td>
<td>CONT GRAD ADVISEMENT</td>
<td>This course consists of directed readings on specific topics. This course consists of directed readings on specific topics. This course explores a particular topic in greater depth and with narrower focus than a conventional course.</td>
</tr>
<tr>
<td>COS MTST MATH 2910</td>
<td>DIRECTED READING</td>
<td>This course consists of directed readings on specific topics. This course explores a particular topic in greater depth and with narrower focus than a conventional course.</td>
</tr>
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<td>COS MTST MATH 4910</td>
<td>DIRECTED READING</td>
<td>This course consists of directed readings on specific topics. This course explores a particular topic in greater depth and with narrower focus than a conventional course.</td>
</tr>
<tr>
<td>COS MTST MATH 5810</td>
<td>TOPICS IN MATH</td>
<td>This course explores a particular topic in greater depth and with narrower focus than a conventional course.</td>
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<td>COS MTST MATH 5820</td>
<td>TOPICS IN MATH</td>
<td>This course consists of directed readings on specific topics. This course explores a particular topic in greater depth and with narrower focus than a conventional course.</td>
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<td>COS MTST MATH 5910</td>
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<td>This course consists of directed readings on specific topics. This course explores a particular topic in greater depth and with narrower focus than a conventional course.</td>
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<td>COS MTST MATH 6810</td>
<td>TOPICS IN MATH</td>
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<td>COS MTST MATH 6820</td>
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<tr>
<td>COS MTST MATH 6910</td>
<td>DIRECTED READING</td>
<td>This course consists of directed readings on specific topics. This course allows students to pursue research toward the M.S. degree.</td>
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<tr>
<td>COS MTST MATH 6980</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. This course explores a particular topic in greater depth and with narrower focus than a conventional course.</td>
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<td>COS MTST MATH 7110</td>
<td>GEOMETRY (TOPIC)</td>
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<tr>
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<td>Course Title</td>
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<td>COLLEGE TEACHING INTERNSHIP</td>
<td>GI</td>
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<td>DISSERTATION RESEARCH</td>
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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.

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.

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