EDUCATIONAL POLICIES COMMITTEE AGENDA
2 September 2021
3:00 – 4:00 p.m.
Old Main – Champ Hall (Zoom)

Agenda

---

1. ***Approval of 1 April 2021 Minutes.***

2. ***Subcommittee Reports***
   a. ***Curriculum Subcommittee*** *(Matthew Sanders)*
      Course Approvals – 80

      Program Proposals
      Request from Career Services in the Office of the Executive Vice President and Provost to change the name from Career Services to Career Design Center.

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

   c. ***General Education Subcommittee*** *(Lee Rickords)*
      Minutes – April 20, 2021

3. ***Other Business***
   Registrar's review of impact reports – Toni Gibbons

Adjourn: 4:00 pm

EDUCATIONAL POLICIES COMMITTEE MINUTES
1 April 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
Fran Hopkin, Registrar's Office
Dan Coster, College of Science
Lee Rickords, General Education Subcommittee Chair
Shana Geffeney, Statewide Campuses
Robert Heaton, University Libraries
Richard Cutler, Graduate Council
Lucas Stevens, USUSA Executive Vice President
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
Jessica Hansen, AIS

Absent: Alex Braeger, Graduate Studies Senator
Timothy Taylor, College of Engineering
Harrison Kleiner, GE Assessment
Sami Ahmed, President USUSA
Kat Oertle, Emma Eccles Jones College of Education and Human Services
Mike Conover, S.J. & Jessie E. Quinney College of Natural Resources
Matt Sanders, College of Humanities and Social Sciences

Guests: N/A

Approval of 4 March 2021 Minutes
Minutes approved as distributed.

1. ***Subcommittee Reports***
   a. ***Curriculum Subcommittee*** *(Nicholas Morrison)*
   Motion to approve the Curriculum Subcommittee report made by Richard Cutler. Seconded by Dan Coster. Report approved.

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.

Elected Matt Sanders as the new Curriculum Subcommittee chair for the 2012-2022 AY.

b. *Academic Standards Subcommittee* *(Renee Galliher)*
Motion to approve the Academic Standards Subcommittee made by Sterling Bone. Seconded by Richard Cutler. Report approved.
Approving only the first and third proposal. Academic Standards will be looking for an electronic vote from the EPC on item #2 before the September EPC meeting.
Minutes – 11 March 2021

c. *General Education Subcommittee* *(Lee Rickords)*
Motion to approve the General Education Subcommittee report made by Lee Rickords. Seconded by Richard Cutler. Report approved.
Minutes – 16 March 2021

2. *Other Business*

Communication Intensive Outcomes – Rubrics - Narrative
Subcommittee went through the Communications Intensive rubrics to make sure that milestones are being met (see links above). Will need to train the faculty to ensure they are teaching their courses utilizing these rubrics and meeting the milestones.

EPC/Curriculum Handbook Updates
Task force is working on the handbook and met recently. The handbook is approximately 44 pages long. The handbook refers to Utah System of Higher Education code, faculty code and provides definitions of the committees. The question is, "How do we make this useful for the end user and how do we insure that it is always current and updated"? The proposal was made to provide a document that would have hyperlinks and streamlined resources that would allow the individual to find the information more quickly. Working on a more ambitious revision of the handbook. Will provide a review of the work at the first meeting of the 2021-2022 academic year.

Educational Policy Committee Chair Nominations
Open for nominations – Nick Morrison nominated Paul Barr to continue as EPC chair.
Motion to have Paul Barr remain as the Educational Policies Committee chair made by Nick Morrison. Seconded by Sterling Bone. Nomination was unanimous.

Adjourn: 3:42 pm

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 Oertle, 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. Seconded by Lee Rickords. Report approved.

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

EDUCATIONAL POLICIES COMMITTEE MINUTES
4 February 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
Fran Hopkin, Registrar's Office
Michele Hillard, Secretary
Renee Galliher, Academic Standards Chair
Sterling Bone, Jon M. Huntsman School of Business
Adam Gleed, 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 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. Seconded by Lee Rickords. Report approved.
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.

COLLEGE (include all cross listed colleges)*	CAAS
DEPARTMENT (include all cross listed departments)*	Aviation and Technical Education
Current Title (if applicable)*	NA
Proposed Title*	Nail Technician - Certificate of Proficiency

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

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

CIP Code (6-digits)*	12.0410
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
- [ ] 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

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
- [x] No

Council on Teacher Education*

- [ ] Yes
- [x] No

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 crictical 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

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)*	CHASS
DEPARTMENT (include all cross listed departments)*	Sociology, Social Work and Anthropology
Current Title (if applicable)*	Institute for Social Science Research on Natural Resources
Proposed Title*	Community and Natural Resources Institute

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

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

CIP Code (6-digits)*	00.0000
Minimum Number of Credits (if applicable)*	0
Maximum Number of Credits (if applicable)*	0
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:

- [ ] 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:

- [x] 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

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.w Field

Library Related Needs*

No known library resources required beyond those already offered to the university community.

Graduate Council*

- [ ] Yes
- [x] No

Council on Teacher Education*

- [ ] Yes
- [x] 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

Approval of Minutes – January 19, 2021 (https://usu.app.box.com/file/765909250001)
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/

ENVS 4550 (QI) ..... Daniel Coster
Curriculog link: https://usu.curriculog.com/proposal:14958/form

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.

College	Department	Subject	Course	Title	Type	Implemented Description
CAAS	ADVS	ADVS	7970	DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.
CAAS	ADVS	ADVS	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CCA	ART	ART	6970	RESEARCH AND THESIS	TH	This course is designed for students preparing a master's degree thesis.
CCA	ART	ART	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CCA	ART	IAD	6700	GRAD TOPICS IN INTERIOR DESIGN	ST	This course consists of additional readings or research done beyond the material covered in other courses.
CCA	ART	IAD	6710	GRAD INTERNSHIP IN ID	GI	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.
CCA	ART	IAD	6720	RESEARCH METHODS IN ID	RE	Students explore basic to advanced concepts contained in research as applicable to Interior Architecture and Design.
CCA	IAD	IAD	6790	MASTERS SEMINAR	SE	This course provides a focused study of selected topics.
CCA	IAD	IAD	6970	MASTERS THESIS RESEARCH	TH	This course is designed for students preparing a master's degree thesis.
CCA	ART	IAD	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CAAS	ASTE	ASTE	6970	RESEARCH AND THESIS	TH	This course is designed for students preparing a master's degree thesis.
CAAS	ASTE	ASTE	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CAAS	ASTE	TEE	5910	SP: ETE	SP	This course covers special topics and projects directed toward enhancing principles and practices in Technology and Engineering Education.
CAAS	ASTE	TEE	5920	RELATED TECH TRAIN	O	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.
CAAS	ASTE	TEE	6800	SEMINAR	SE	This course is a graduate seminar related to Technology and Engineering Education topics and discipline.
CAAS	ASTE	TEE	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COE	BENG	BENG	6990	CONT GRAD ADVISEMENT MS	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COE	BENG	BENG	7970	DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.

Key:

DI	*Dissertation*
DP	*Design Project*
DR	*Directed Reading*
DS	*Directed Study*
GA	*Grad Advisement*
GI	*Grad Intership*
GT	*Grad Topics*
IS	*Independent Study*
IW	*Interdisciplinary Workshop*
O	*Other*
RE	*Research*
SE	*Seminar*
SP	*Special Problems*
ST	*Special Topics*
TH	*Thesis*

COE	BENG	BENG	7990	CONT GRAD ADVISEMENT PHD	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COS	BIOL	BIOL	1750	TOPICS IN BIOLOGY	ST	This course allows an exploration of topics that are not part of the standard curriculum.
COS	BIOL	BIOL	4750	TOPICS IN BIOLOGY	ST	This course allows an exploration of topics that are not part of the standard curriculum.
COS	BIOL	BIOL	5850	MICROBIOLOGY SEMINAR	SE	This course is a seminar that explores current work in particular topics.
COS	BIOL	BIOL	6750	TOPICS IN BIOLOGY	ST	This course allows an exploration of topics that are not part of the standard curriculum.
COS	BIOL	BIOL	6850	MICROBIOLOGY SEMINAR	SE	This course is a seminar that explores current work in particular topics.
COS	BIOL	BIOL	6970	THESIS RESEARCH	TH	This course allows students to pursue research toward the M.S. degree.
COS	BIOL	BIOL	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	BIOL	BIOL	7750	TOPICS IN BIOLOGY	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	BIOL	BIOL	7970	DISSERTATION RESEARCH	DI	This course allows students to pursue research toward the Ph.D. degree.
COS	BIOL	BIOL	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	BIOL	PUBH	4850	ST: PUBLIC HEALTH	ST	This course allows an exploration of topics that are not part of the standard curriculum.
CCA	CCA	CCA	1250	INTERDISCIPLINARY WORKSHOP	IW	Students study a specific area of discipline that is not part of the department's regularly scheduled curriculum.
CCA	CCA	CCA	5250	INTERDISCIPLINARY WORKSHOP	IW	Students study a specific area of discipline that is not part of the department's regularly scheduled curriculum.
CEHS	CDDE	COMD	6900	INDEPENDENT STUDY	IS	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	CDDE	COMD	6970	THESIS	TH	This course is designed for students preparing a master's degree thesis.
CEHS	CDDE	COMD	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CEHS	CDDE	COMD	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COE	CEE	CEE	6900	DIRECTED READING	DR	This course consists of directed readings on advanced topics.
COE	CEE	CEE	6970	THESIS RESEARCH	TH	This course is designed for students preparing a master's degree thesis.
COE	CEE	CEE	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COE	CEE	CEE	7970	DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.
COE	CEE	CEE	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COS	CHEM	CHEM	3750	CHEMISTRY SPECIAL TOPIC	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.

COS	CHEM	CHEM	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	CHEM	CHEM	7970	DISSERTATION RSRCH	DI	This course allows students to pursue research toward the Ph.D. degree.
COS	CHEM	CHEM	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	CS	CS	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COE	ECE	ECE	6950	DESIGN PROJECT	DP	
COE	ECE	ECE	6970	THESIS RESEARCH, MS	TH	This course is designed for students preparing a master's degree thesis.
COE	ECE	ECE	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COE	ECE	ECE	7970	DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.
COE	ECE	ECE	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
HSB	ECFN	ECN	4900	INDEP READ/RESEARCH	RE	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
HSB	ECFN	FIN	4900	INDEP RESEARCH/READ	RE	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
COE	EED	EED	7970	DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.
COE	EED	EED	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CHaSS	ENGL	ENGL	2030	GREAT BOOKS AND IDEAS	O	
CHaSS	ENGL	ENGL	6920	DIRECTED STUDY	DS	This course offers credit for special assignments, reading, and seminars beyond regularly scheduled courses.
CHaSS	ENGL	ENGL	6970	THESIS	TH	This course is designed for students preparing a master's degree thesis.
CHaSS	ENGL	ENGL	6990	CONT GRAD REGISTRATION	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CHaSS	ENGL	ENGL	7920	DIRECTED STUDY	DS	This course offers credit for special assignments, reading, and seminars beyond regularly scheduled courses.
CHaSS	ENGL	ENGL	7970	DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.
CHaSS	ENGL	ENGL	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
QCNR	ENVS	ENVS	6800	ENVS DEPT SEMINAR	SE	This course provides a focused study of selected topics.
QCNR	ENVS	ENVS	6910	DIRECTED STUDY	DS	This course offers credit for special assignments, reading, and seminars beyond regularly scheduled courses.
QCNR	ENVS	ENVS	6970	THESIS RESEARCH	TH	This course is designed for students preparing a master's degree thesis.

QCNR	ENVS	ENVS	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
QCNR	ENVS	ENVS	7800	ENVS DEPT SEMINAR	SE	This course provides a focused study of selected topics.
QCNR	ENVS	ENVS	7970	DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.
QCNR	ENVS	ENVS	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COS	GEOS	GEO	4800	SENIOR SEMINAR	SE	This course is a seminar that explores current work in particular topics.
COS	GEOS	GEO	6800	GRADUATE SEMINAR	SE	This course is a seminar that explores current work in particular topics.
COS	GEOS	GEO	6970	THESIS	TH	This course allows students to pursue research toward the M.S. degree.
COS	GEOS	GEO	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	GEOS	GEO	7800	GRADUATE SEMINAR	SE	This course is a seminar that explores current work in particular topics.
COS	GEOS	GEO	7970	DISSERTATION RESEARCH	DI	This course allows students to pursue research toward the Ph.D. degree.
COS	GEOS	GEO	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
CEHS	HDFS	HDFS	5550	INTERDISCIPLINARY WORKSHOP	IW	Students study a specific area of discipline that is not part of the department's regularly scheduled curriculum.
CHaSS	HIST	HIST	6970	THESIS RESEARCH	TH	This course is designed for students preparing a master's degree thesis.
CHaSS	HIST	HIST	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CHaSS	JCOM	JCOM	6970	THESIS RESEARCH	TH	This course is designed for students preparing a master's degree thesis.
CHaSS	JCOM	JCOM	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CEHS	KAHS	HEP	5200	Foundations of GLOBAL HEALTH	O	The purpose of this course is to provide an introduction to health promotion practice and public health from a global perspective.
CEHS	KAHS	HEP	6900	INDEPENDENT STUDY	IS	Students conduct independent projects under the direction of one or more professors. This course provides students with the opportunity for individualized study.
CEHS	KAHS	HEP	6950	INDEPENDENT RESEARCH	RE	This course allows graduate students to pursue personal research interests by formalizing an independent project under the guidance of a graduate professor.
CEHS	KAHS	HEP	6970	THESIS	TH	Students complete individually-directed work in thesis writing with guidance from their committee chair.
CEHS	KAHS	HEP	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CEHS	KAHS	KIN	7970	DISSERTATION	DI	This course consists of research for a dissertation, as arranged with an advisor.
CEHS	KAHS	PE	1340	LIFE GUARD	O	This course is designed to prepare students as pool or nonsurf open water lifeguards. It presents knowledge and skills necessary for lifeguard functions.
CEHS	KAHS	PE	1345	WATER SAFETY INSTRUCTOR	O	This course covers methods of teaching swimming and lifesaving. It presents knowledge and skills necessary for lifeguard functions.

CEHS	KIN	KIN	6970	THESIS	TH	Students complete individually-directed work in thesis writing with guidance from their committee chair.
CEHS	KIN	KIN	7990	COUNTINUING GRADUATE ADVISMI	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CHaSS	LPCS	PHIL	6890	PHILOSOPHY OF SCIENCE	O	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.
CHaSS	LPCS	PHIL	6900	INDEPENDENT STUDY	IS	This course allows students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
COE	MAE	MAE	6970	THESIS RESEARCH	TH	This course is designed for students preparing a master's degree thesis.
COE	MAE	MAE	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COE	MAE	MAE	7970	DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.
COE	MAE	MAE	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
HSB	MGT	MGT	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COS	MTST	MATH	2910	DIRECTED READING	DR	This course consists of directed readings on specific topics.
COS	MTST	MATH	4910	DIRECTED READING	DR	This course consists of directed readings on specific topics.
COS	MTST	MATH	5810	TOPICS IN MATH	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	5820	TOPICS IN MATH	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	5910	DIRECTED READING	DR	This course consists of directed readings on specific topics.
COS	MTST	MATH	6810	TOPICS IN MATH	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	6820	TOPICS IN MATH	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	6910	DIRECTED READING	DR	This course consists of directed readings on specific topics.
COS	MTST	MATH	6970	THESIS	TH	This course allows students to pursue research toward the M.S. degree.
COS	MTST	MATH	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	MTST	MATH	7110	GEOMETRY (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7120	GEOMETRY (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7210	ANALYSIS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.

COS	MTST	MATH	7220	ANALYSIS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7310	ALGEBRA (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7320	ALGEBRA (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7410	DIFFERENTIAL EQUATIONS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7420	DIFFERENTIAL EQUATIONS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7510	TOPOLOGY (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7520	TOPOLOGY (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7610	NUMERICAL ANALYSIS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7620	NUMERICAL ANALYSIS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7750	PROBABILITY (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7760	PROBABILITY (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7810	TOPICS IN MATH	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7820	TOPICS IN MATH	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	MATH	7910	COLLEGE TEACHING INTERNSHIP	GI	This course provides guided experience and supervision in teaching university-level courses.
COS	MTST	MATH	7970	DISSERTATION RESEARCH	DI	This course allows students to pursue research toward the Ph.D. degree.
COS	MTST	MATH	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	MTST	STAT	4950	DIRECTED READING	DR	This course consists of directed readings on specific topics.
COS	MTST	STAT	5820	TOPICS IN STATISTICS	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	5940	DIRECTED READING	DR	This course consists of directed readings on specific topics.
COS	MTST	STAT	6950	DIRECTED READING	DR	This course consists of directed readings on specific topics.
COS	MTST	STAT	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	MTST	STAT	7110	LINEAR MODELS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7120	LINEAR MODELS(TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7180	TIME SERIES (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7190	TIME SERIES (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.

COS	MTST	STAT	7210	EXPERIMENTAL DESIGN (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7220	EXPERIMENTAL DESIGN (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7310	BUS/INDUSTRIAL STAT (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7320	BUS/INDUSTRIAL STAT (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7510	NONPARAMETRIC STAT (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7520	NONPARAMETRIC STAT (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7550	COMP-GRAPH (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7560	COMP-GRAPH (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7610	MULTIVARIATE STAT (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7620	MULTIVARITE STAT (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7710	MATH STATISTICS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7720	MATH STATISTICS (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7730	BAYESIAN STAT/DEC (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7740	BAYESIAN STAT/DEC (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7810	TOPICS-STAT (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7820	TOPICS-STAT (TOPIC)	ST	This course explores a particular topic in greater depth and with narrower focus than a conventional course.
COS	MTST	STAT	7970	DISSERTATION RESEARCH	DI	This course allows students to pursue research toward the Ph.D. degree.
COS	MTST	STAT	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
CAAS	NDFS	NDFS	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CAAS	NDFS	NDFS	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
COS	PHYX	PHYS	2700	SCIENCE EXCURSION	O	
COS	PHYX	PHYS	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
COS	PHYX	PHYS	7510	SEMINAR	SE	This course is a seminar that explores current work in particular topics.
COS	PHYX	PHYS	7970	DISSERTATION RESEARCH	DI	This course allows students to pursue research toward the Ph.D. degree.

COS	PHYX	PHYS	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
CHaSS	POLS	POLS	3250	CHINESE GOVT/POLITIC (DSS)	O	
CHaSS	POLS	POLS	4890	SPECIAL TOPICS	ST	This course provides an in-depth review and discussion of special topics that are not part of the standard curriculum.
CHaSS	POLS	POLS	6910	GRADUATE TUTORIAL	O	This will be done via Curriculog (per email from Matthew Sanders)
CHaSS	POLS	POLS	6970	THESIS RESEARCH	TH	This course is designed for students preparing a master's degree thesis.
CHaSS	POLS	POLS	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CAAS	PSC	PSC	6970	RESEARCH AND THESIS	TH	This course is designed for students preparing a master's degree thesis.
CAAS	PSC	PSC	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CAAS	PSC	PSC	7970	RESEARCH AND THESIS	TH	This course consists of individual work on research problems for students enrolled in doctoral programs.
CAAS	PSC	PSC	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CEHS	PSY	PSY	5500	INTERDISCIPLINARY WORKSHOP	IW	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.
CEHS	PSY	PSY	6970	THESIS	TH	This course consists of research for a master's thesis, arranged with the advisor. Credits may vary by semester.
CEHS	PSY	PSY	6990	CONT GRAD ADVISEMENT	GA	This course consists of continuing registration to complete thesis requirements.
CEHS	PSY	PSY	7970	DISSERTATION	DI	This course covers dissertation research for students in the Curriculum and Instruction specialization. Credits may vary by semester.
CEHS	PSY	PSY	7990	CONT GRAD ADVISEMENT	GA	This course consists of continuing registration to complete dissertation requirements.
CEHS	SPER	REH	6900	INDEPENDENT STUDY	IS	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	SPER	REH	6910	INDEPENDENT RESEARCH	RE	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	SPER	REH	6970	THESIS	TH	This course is designed for students preparing a master's degree thesis.
CEHS	SPER	REH	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CEHS	SPER	REH	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CEHS	SPER	SPED	2790	SPECIAL TOPICS	ST	This course consists of additional readings or research done beyond the material covered in other courses.

CEHS	SPER	SPED	4790	SPECIAL TOPICS	ST	This course consists of additional readings or research done beyond the material covered in other courses.
CEHS	SPER	SPED	5200	STUDENT TEACHING (CI)	O	This course constitutes of a student teaching experience in the student's field of study.
CEHS	SPER	SPED	5790	SPECIAL TOPICS	ST	This course consists of additional readings or research done beyond the material covered in other courses.
CEHS	SPER	SPED	5900	INDEPENDENT STUDY	IS	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	SPER	SPED	5910	INDEPENDENT RESEARCH	RE	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	SPER	SPED	6810	SEMINAR IN SPED	SE	This course provides a focused study of selected topics.
CEHS	SPER	SPED	6900	INDEPENDENT STUDY	IS	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	SPER	SPED	6910	INDEPENDENT RESEARCH	RE	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	SPER	SPED	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CEHS	SPER	SPED	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CHaSS	SSWA	ANTH	6950	SPECIAL TOPICS/SEMINAR	ST	This is a special topics course or seminar for graduate students in the Master of Science in Anthropology program.
CHaSS	SSWA	ANTH	6970	THESIS RESEARCH	TH	This course is designed for students preparing a master's degree thesis.
CHaSS	SSWA	SOC	6970	THESIS RESEARCH	TH	This course is designed for students preparing a master's degree thesis.
CHaSS	SSWA	SOC	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CHaSS	SSWA	SOC	7970	DISSERTATION RESEARCH	DI	This course consists of individual work on research problems for students enrolled in doctoral programs.
CHaSS	SSWA	SOC	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
CEHS	TEAL	ELED	5900	INDEPENDENT STUDY	IS	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	TEAL	SCED	5900	INDEPENDENT STUDY	IS	This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
CEHS	TEAL	TEAL	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

CEHS	TEAL	TEAL	7050	THEORIES INSTR SUPERVISION	O	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.
CEHS	TEAL	TEAL	7500	INTERDISCIPLINARY WORKSHOP	IW	Students study a specific area of discipline that is not part of the department's regularly scheduled curriculum.
CCA	THAR	THEA	6970	THESIS	TH	This course is designed for students preparing a master's degree thesis.
CCA	THAR	THEA	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
QCNR	WILD	WILD	6990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
QCNR	WILD	WILD	7990	CONT GRAD ADVISEMENT	GA	This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

AIS - Student Money Management Center - New Center

4.1.c R401 New Administrative Unit

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) 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

Administrative Unit Description and 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

Budget Category	Total
Director salary	$86,755.00
Director benefits	$38,172.20
Director communication allowance	$1,320.00
Staff hourly wages	$90,000.00
Staff hourly benefits	$7,200.00

Office supplies	$1,000.00
Computer equipment	$3,500.00
Telephone	$792.00
Travel	$2,000.00
Annual Grand Total	$230,739.20

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.

COLLEGE (include all cross listed colleges)*	CAAS
DEPARTMENT (include all cross listed departments)*	Applied Economics
Current Title (if applicable)*	none
Proposed Title*	Community Development Economics Minor

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

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

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
- [x] No

Council on Teacher Education*

- [ ] Yes
- [x] 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.

COLLEGE (include all cross listed colleges)*	CAAS
DEPARTMENT (include all cross listed departments)*	Aviation and Technical Education
Current Title (if applicable)*	Aviation Technology - Professional Pilot
Proposed Title*	Aviation Technology - Professional Pilot

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

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

CIP Code (6-digits) *	490101
Minimum Number of Credits (if applicable)*	120
Maximum Number of Credits (if applicable)*	120
Type of Degree: (BA, BS, etc.)*	BS

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

Reinstatement of Previously Discontinued Administrative Unit

New Administrative Unit:

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

Other: (explain change) Change CIP Code

Additional Approvals (if applicable)

Graduate Council*

- [ ] Yes
- [x] No

Council on Teacher Education*

- [ ] Yes
- [x] No

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.

Section II: Program Proposal

Proposed Action & Rationale*	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).
Labor Market Demand (if applicable)	n/a
Consistency with Institutional Mission & Institutional Impact*	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.
Finances*	No change to finances wtih the CIP code change.

Section III: Curriculum (if applicable)

Program Curriculum Narrative	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) • The technical aspects of aviation (Electronical Fundamentals, Aircraft Systems, Instrument Pilot, Physics of Technology, Aerodynamics for Aviators, Advanced Avionics Systems and Flight Simulation) • Business (Airline Management, Aviation Law, Airport Management) • General aspects of air transportation systems (Airline Management, Human Factors in Aviation Safety, Aviation Safety and Security, Unmanned Aerial Systems and History of Aviation).

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
- [x] 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

☐ Other

Creation of Non-Administrative Units:

☐ New Center
☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

☐ Yes
☑ No

Council on Teacher Education*

☐ Yes
☑ No

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.

b. University-initiated leave and withdrawal policy proposal, presented by Krystin Deschamps.

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.

Item #1

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=search

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)

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

---

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

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[8]:

• 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[9].
• 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:

[5] Paul Lannon and Elizabeth Sanghavi, New Title II Regulations Regarding Direct Threat: Do They Change How Colleges and Universities Should Treat Students Who Are Threats to Themselves?, NACUANOTES, Vol. 10, Iss. 1 (Nov. 1, 2011).

[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).

[8] A more thorough presentation of the guidelines is available on NACUA's website. See NACUA, "Principles for Students who Pose a Risk of Self Harm" (Jan. 26, 2018).

[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.

[10] Case No. 02-14-2084, University of Rochester (August 25, 2014).

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.

Item #3 (*sent to the committee via email by Fran Hopkin on March 9, 2021*)

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):

SUBJ	CRSE	Count of students TAKEN_3_TIMES since sp 17
MATH	1050	303
MATH	1010	129
MATH	0995	126
ENGL	1010	113
BIOL	2320	107
MATH	1060	97
PSY	1010	94
MATH	1210	84
MATH	1220	78
ENGL	2010	73
ACCT	2010	69
BIOL	1010	58
CHEM	1210	58
ECN	1500	47
CHEM	1010	43

ACCT	2020	43
BIOL	2420	41
CHEM	1110	39
STAT	1040	36
CHEM	1220	33
BIOL	1620	32
MATH	0950	30

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
*Michelle 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)
Recomended 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

Communication (CI - CL2 - CL1) Outcomes Rubric

Criteria	CI Milestone	CL 2 Milestone	CL 1 Milestone		
Students will **learn to:**					
1. Develop and write with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.	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.	Demonstrate an effective 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 a variety of audiences.	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.	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.	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.
2. Develop oral communication with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.	Demonstrate a skillful 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 different audiences the discipline may need to address.	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.	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.	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.	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.
3. Engage in the iterative process of improving communication based on feedback from an informed audience.	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.	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.	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.	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.	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).
4. Develop an ability to intentionally craft language for one's purposes.	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.	Demonstrate an adequate ability to craft language and construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.	Demonstrate a partial ability to construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.	Demonstrate a beginning ability to construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.
5. Engage with credible and relevant texts and sources appropriate to audience and purpose.	*In their major, students will further develop their ability to thoughtfully engage with and incorporate credible and relevant sources in disciplinary-specific ways.*	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.	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.	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 cites sources.	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.

Communications Intensive (CI) Rubric

Criteria	CI Milestone	CL2 Milestone	CL 1 Milestone
Students will **learn to:**	The student who **achieves proficiency will:**	The student who **approaches proficiency will:**	The student who **lacks proficiency will:**
1. Develop and write with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.	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.	Demonstrate an effective 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 a variety of audiences.	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.
2. Develop oral communication with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.	Demonstrate a skillful 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 different audiences the discipline may need to address.	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.	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.
3. Engage in the iterative process of improving communication based on feedback from an informed audience.	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.	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.	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.
4. Develop an ability to intentionally craft language for one's purposes.	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.	Demonstrate an adequate ability to craft language and construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.

Communications Literacy 2 (CL2) Rubric

Criteria			
Students will **learn to:**	The student who **achieves proficiency will:**	The student who **approaches proficiency will:**	The student who **lacks proficiency will:**
1. Develop and write with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.	Demonstrate an effective 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 a variety of audiences.	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.	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.
2. Develop oral communication with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.	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.	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.	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.
3. Engage in the iterative process of improving communication based on feedback from an informed audience.	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.	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.	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.
4. Develop an ability to intentionally craft language for one's purposes.	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.	Demonstrate an adequate ability to craft language and construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.	Demonstrate a partial ability to construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.
5. Engage with credible and relevant texts and sources appropriate to audience and purpose.	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.	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.	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 cites sources.

Communications Literacy 1 (CL1) Rubric

Criteria	**CL 1 Milestone**		
Students will **learn to:**	The student who **achieves proficiency will:**	The student who **approaches proficiency will:**	The student who **lacks proficiency will:**
1. Develop and write with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.	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.	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.	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.
2. Develop oral communication with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.	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.	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.	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.
3. Engage in the iterative process of improving communication based on feedback from an informed audience.	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.	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.	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).
4. Develop an ability to intentionally craft language for one's purposes.	Demonstrate an adequate ability to craft language and construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.	Demonstrate a partial ability to construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.	Demonstrate a beginning ability to construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences.
5. Engage with credible and relevant texts and sources appropriate to audience and purpose.	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.	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 cites sources.	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.

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.

PROV - Career Services - Career Design Center

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Deadlines and Schedules

Process and Flowchart

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: 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)*	PROV
DEPARTMENT (include all cross listed departments)*	Career Services
Current Title (if applicable)*	Career Services
Proposed Title*	Career Design Center

Step 2: Enter the Correct CIP Code Using the Following Website: Classification Instructional Programs

CIP Code (6-digits) *	000000
Minimum Number of Credits (if applicable)*	0
Maximum Number of Credits (if applicable)*	0
Type of Degree: (BA, BS, etc.)*	none

Request

Step 3: 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:

- [x] 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:

- [x] 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

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

- [ ] Yes
- [x] No

Council on Teacher Education*

- [ ] Yes
- [x] No

Section I: The Request

R401 Purpose*

Request: Career Services at Utah State University is requesting a name change to better reflect the work and services provided by the Center. The proposed new name is Career Design Center.

Section II: Program Proposal

Proposed Action & Rationale*

Rationale: This unit has recently undergone a significant leadership change following the retirement of a long-term director. Additionally, there has been a lot of national conversation about student success and the role that career education plays in this success. Therefore, the career coaches, in conjunction with the interim director, have been conducting research into best practices and have been holding strategy sessions to reimagine career education at Utah State University. The objective of the career services unit is to empower all students to design their career paths through university-wide career education, experiential learning, and post-graduation opportunities by organizing and designing new services around the following student themes:

- EXPLORE MAJORS & CAREERS - Major Exploration & Declaration
    - Through a strong partnership with University & Exploratory Advising, students will have access to on-demand and guided learning. This education will help students develop a stronger understanding of their skills, personality, and interests and how they relate to choosing a major and designing a career path(s).
    - This process will include a credit-bearing course, an open Canvas course, and strategic touchpoints with career services and exploratory advising.

- EXPERIENTIAL LEARNING - Enhanced Preparation for Post-Graduate Experiences
    - Career Services will strive to engage all students in experiential learning through academic as well as extracurricular activities. Academic activities include internships, practicum, field work, etc. Extracurricular activities include volunteer work, on-campus and off-campus employment, and leadership opportunities engaged in during their studies.
    - Focused on helping students design career paths that lead to their success, this focus on experiential learning will educate students on the importance of experiential opportunities, how to obtain these opportunities, and how to reflect and move forward in their career design.
    - This process will include a mix of guided and on-demand learning. Examples include a credit-bearing course, an open Canvas course, guidance on topics such as the job search, resume writing, interviewing strategies, employer engagement through events such as career fairs, and access to a career design specialist.

- LAUNCH & PIVOT - Post-Graduation Maintenance
    - Students will have education on and access to the tools needed to secure post-graduation opportunities that are related to their career goals. This process will help students navigate the job search and understand ongoing career design as alumni.
    - This process will include a credit-bearing course, guidance on topics such as the job search, resume writing, interviewing strategies, offer negotiation, graduate school application preparation, employer engagement through events such as career fairs, and access to a career design specialist.

This new proposed name will accurately reflect the strategic new value propositions for career education that include a revised mission/objective statement, reimagining career education resources so that they are flexible and scalable, and developing new technology tools to improve and expand. This will ultimately improve the expansion to support the students and key partners.

Another prominent change to the unit is the title for the career coaches. Moving forward they will be called “Career Design Specialists,” which better reflects the role they will have moving forward.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

The newly reimagined Career Design Center focuses on ensuring that all USU students receive career education. Analytics will be used to identify students who have historically been less likely to seek services (i.e., marginalized populations, including first generation students). The Career Design Specialists will be proactive in inviting these students to receive this education. Eventually, the career education will be built into existing academic programs to ensure that all students receive it. Assessments will be used to improve services going forward.

Finances*

Budget: This proposed name change will not require additional funding. The following budget will be used going forward.

Budget Category	Total		Title	Budget
Benefited staff salaries	$445,593.00		Assistant Director	56,(
Staff benefits	$204,972.00		Career Services Spec II	37,2
Director communication allowance	$ 960.00		Career Services Spec II	36,(
Staff hourly wages	$ 40,220.00		Program Coordinator II	31,4
Staff hourly benefits	$ 3,338.26		Career Services Spec II	53,9
Office Supplies and operating expenses	$ 58,000.00		Career Services Spec III	57,4
Computer Equipment and Software	$ 14,000.00		Coordinator SR	10,(
Telephone	$ 5,700.00		Executive Director	70,1
Travel	$ 12,000.00		WR Faculty Reserve	19,(
Employee Training and Memberships	$ 12,000.00		Coordinator SR	20,1
Annual Grand Total	$778,123.26		Program Coordinator II	10,(
			Career Services Spec II	40,1
				445,5

Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 4: **Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located on the right-hand side of the screen.

Step 5: **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.

b. University-initiated leave and withdrawal policy proposal, presented by Krystin Deschamps.

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.

Item #1

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=search

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)

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

---

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

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[8]:

• 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[9].
• 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:

[5] Paul Lannon and Elizabeth Sanghavi, New Title II Regulations Regarding Direct Threat: Do They Change How Colleges and Universities Should Treat Students Who Are Threats to Themselves?, NACUANOTES, Vol. 10, Iss. 1 (Nov. 1, 2011).

[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).

[8] A more thorough presentation of the guidelines is available on NACUA's website. See NACUA, "Principles for Students who Pose a Risk of Self Harm" (Jan. 26, 2018).

[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.

[10] Case No. 02-14-2084, University of Rochester (August 25, 2014).

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.

Item #3 (*sent to the committee via email by Fran Hopkin on March 9, 2021*)

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):

SUBJ	CRSE	Count of students TAKEN_3_TIMES since sp 17
MATH	1050	303
MATH	1010	129
MATH	0995	126
ENGL	1010	113
BIOL	2320	107
MATH	1060	97
PSY	1010	94
MATH	1210	84
MATH	1220	78
ENGL	2010	73
ACCT	2010	69
BIOL	1010	58
CHEM	1210	58
ECN	1500	47
CHEM	1010	43

ACCT	2020	43
BIOL	2420	41
CHEM	1110	39
STAT	1040	36
CHEM	1220	33
BIOL	1620	32
MATH	0950	30

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

April 20, 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
*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
*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
Michelle Smith, Secretary

Excused: David Wall, Creative Arts
Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
Sami Ahmed, USUSA President
Ryan Dupont, Life and Physical Sciences
Robert Mueller, Statewide Campuses/Communications Intensive
Steve Nelson, USU Eastern
Daniel Holland, Jon M. Huntsman School of Business

Call to Order – Lee Rickords

Approval of Minutes – March 17, 2021
Motion to approve the date minutes made by Ryan Bosworth
Seconded by Christopher Scheer
Approved unanimously by voting members

Course Approvals/Removals/Syllabi Approvals https://usu.curriculog.com/

SOC 3430 (DSS) .....Ryan Bosworth
Recomended by Ryan Bosworth
Seconded by Greg Podgorski
Approved unanimously by voting members

Business

General Education Assessment Report Feedback ..... Harrison Kleiner

Harrison explained his homework to committees about providing feedback. He heard from BAI and BHU committees via email.

Feedback provided will be used for developing professional support in the fall.

Lee asked about the comment Lawrence mentioned from a faculty member who was critical of the report. Did the faculty member realize the assessment report was necessary for accreditation?

Lawrence explained the criticism was that the university doesn't put enough resources and funds into developing useful assessments and that only a few courses should be assessed. There should also be compensation for faculty who provide feedback.

Harrison said that he appreciates the feedback and comments. It seems that some faculty don't realize the need for assessments. Some faculty may not realize the assessment of education is part of their job. It would be nice if faculty would see the assessment as a way to evaluate their teaching and find room for improvement. Not everyone has that attitude.

Lee explained his question is from the viewpoint that there is a misconception from some faculty that they can do whatever they want and there isn't a requirement from accreditation or need to show improvement in teaching and learning.

Harrison said that there is an information campaign that needs to be done with faculty so there is accountability for student learning. Demonstrating that accountability is a requirement that has increased over the last decade and will only increase more in the future. USU will be required to look at demographics and equity gaps and how to address them. He is hopeful faculty will be interested in identifying challenges in equity and find ways to improve. The assessment of student learning will remain part of education. The comment that students and faculty should be compensated indicates that faculty don't see that it is part of their job.

Lee said that USHE will have more emphasis on assessment and faculty understanding their role in assessment.

Kristine said that there are two ways to look at assessment and one is to look at how learning outcomes are affecting student learning in their class. The other way is to look at the university's job of assessing the outcomes. Kristine says that faculty aren't the ones solely at fault. They use assessments to figure out how to realign or change their courses. Administration has the job of interpreting and helping faculty use outcomes.

Harrison said he is not faulting faculty. It is faculty's job to assess outcomes, and administration's job to look at outcomes and develop professional development for faculty to improve outcomes.

Kris said professional development should end up looking at how faculty approach teaching the outcomes. Faculty teaching courses with a particular rubric outcome should look at what they have in common and talk to each other about how they are teaching it.

Harrison said that faculty needed basic training in assessment. His problem was that 90% of BHU faculty said that student had master at the start of the class according to the report. It means that faculty aren't looking at approaching the assessment with a measure of how to rate student success.

Kristine said that faculty should be trained to look at ways to develop common assignments to help students progress to achieve rubric outcomes.

Charlie pointed out that the report showed that BHU's 90% proficiency rate at the start of the semester had dropped to 85% by the end of the term.

Lawrence said that raises the question on how faculty well faculty are being prepared to design exercises, when they should be assigned, and how students complete their assignments. He received informal feedback that it would be great to see examples of what this might look like. Successful examples might help faculty have more confidence to know what to do.

Nominations/Election of General Education Subcommittee Chair ..... Lee Rickords

Lee explained it is a requirement to nominate and vote on committee chairs.

Harrison nominated Lee Rickords.

Matt made a motion to re-appoint Lee Rickords as chair. Seconded by Thom.

Voting was unanimous by voting members.

Paul expressed his thanks for Lee serving as chair for another year.

Lee also thanked those on the committee for all the work they are doing and have done.

Lee also said that committee members will be assumed to continue serving next year. If they are not serving, please let Michelle Smith know.

Gen Ed Appeals to Excuse Depth Requirements and Minors..... Harrison Kleiner

Harrison said that he gets Gen Ed appeals asking to be excused from a depth requirement. Their justification is that they are a History major with a Biology second major. The advisor asked that the depth science requirement be excused. For this case it's easy to excuse the requirement. However, if it was a minor, it would be more difficult to waive the requirement. He would like to develop some major/minor combinations where some depth requirements might be waived and wanted feedback from the committee.

Charlie said that he is inclined to agree with Harrison that a minor would be a reason to waive a requirement. If a student has a major or minor in a field, the student has had more exposure and that addresses the purpose of a depth course.

Christopher asked how many minors are made up of depth classes. If a minor contains mostly depth classes, the waiver is a moot point, such as with Music classes.

Harrison said that one way to address it is to use the list of depth courses as alternatives for how to plan a minor. A minor is typically six classes. Surely six classes adds up to a depth course.

Lee said that the point of a minor is to get depth and breadth in another discipline.

Mykel said that logistically with the advising community, there are 90 advisors and they don't have programming in DegreeWorks or reports to tell who has which minor to exempt. Is this going to be a rule or exception and whose responsibility will it be to initiate the question – advisor or student?

Toni said that they could program DegreeWorks to automatically waive requirements and it could be part of the catalog. It would be another year before it could be programmed into the catalog.

John pointed out that the old catalog said that there was a way to waive breadth requirements. (He read the wording in the catalog.) There are exceptions for breadth that could be addressed by advisors, could there be exceptions for depth?

Harrison said that Mykel's question addresses equity – did an advisor or student realize how to ask for an exception? Coding exceptions in the catalog would be the best way to address it. He will work with vice provosts and then work on the issue with Toni and John for the fall of 2022.

Adjourned at 8:59 a.m.