UtahState
University

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

Agenda

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1. *Approval of 6 October 2021 Minutes.*

2. *Subcommittee Reports*
    a. *Curriculum Subcommittee (Matthew Sanders)*
       Course Approvals – 109

       Program Proposals
       Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer an Additive Manufacturing Certificate of Proficiency.

       Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer a Certificate specifically targeted toward Career and Technical Education (Career and Technical Education Teach Academy).

       Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer a Welding Technology Certificate of Proficiency.

       Request from the Departments of Human Development and Family Studies, Kinesiology and Health Science, Psychology, Communication Studies and Philosophy, History, Political Science, Social Work, Sociology and Anthropology, and Management in the Emma Eccles Jones College of Education and Human Services, Jon M. Huntsman School of Business and the College of Humanities and Social Sciences to offer an Institutional Certificate of Proficiency in Conflict Management and Facilitation.

       Request from the Department of English in the College of Humanities and Social Sciences to add a specialization to the existing MA/MS in English that will be titled "Literature, Culture, and Composition".

Request from the Departments of Communication Studies and Philosophy, Economics and Finance, Government Relations, History, Management, Political Science, and Social Work, Sociology and Anthropology in the College of Humanities and Social Sciences and the Jon M. Huntsman School of Business to offer a Certificate of Proficiency in Leadership and Diplomacy.

Request from the Department of Mechanical and Aerospace Engineering in the College of Engineering to offer a Master of Science in Composite Materials and Structures.

Request from the President's Office and the Office of Research at Utah State University to establish the Institute for Land, Water, and Air.

    b. ***Academic Standards Subcommittee*** *(Renee Galliher)*
Minutes – October 14, 2021

    c. ***General Education Subcommittee*** *(Lee Rickords)*
Minutes – No meeting (nothing to report).

3. ***Other Business***

Adjourn:

UtahState University

EDUCATIONAL POLICIES COMMITTEE MINUTES
6 October 2021
3:00 – 4:00 p.m.
Old Main – Champ Hall (Zoom)

Minutes

Present: Paul Barr, Chair, Provost's Office
Richard Walker, Caine College of the Arts
Sterling Bone, Jon M. Huntsman School of Business
David Feldon, Emma Eccles Jones College of Education and Human Services
Scott Budge, College of Engineering
Matt Sanders, College of Humanities and Social Sciences and Curriculum Subcommittee Chair
Karen Beard, S.J. & Jessie E. Quinney College of Natural Resources
Dan Coster, College of Science
Renee Galliher, Academic Standards Chair
Lee Rickords, General Education Subcommittee Chair
Shana Geffeney, Statewide Campuses
Robert Heaton, University Libraries
Richard Cutler, Graduate Council
Niyonta Chowdhury-Magana, Graduate Studies Senator
Fran Hopkin, Registrar's Office
Toni Gibbons, Registrar's Office
Mateja Savoie Roskos, College of Agriculture and Applied Sciences

Absent: Jason Marshall, USU Eastern
Porter Casdorph, USUSA Executive Vice President
Michele Hillard, Secretary
Harrison Kleiner, GE Assessment
Lucas Stevens, President USUSA

Guests: N/A

I.   ***Approval of** 2 September 2021 Minutes.*
Minutes approved as distributed.

II. ***Subcommittee Reports***
   a. ***Curriculum Subcommittee*** *(Matthew Sanders)*
      Motion to approve the Curriculum Subcommittee Report made by Matt Sanders. Seconded by Renee Galliher. Report approved.

      Course Approvals – 126 – Held IOGP and POLS 4850. Will be reviewed next month. Changed five LAEP courses from inactive to deletions.

Program Proposals
Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to offer a Certificate of Advanced Practice in Dietetics.

Request from the Department of Social Work in the College of Humanities and Social Sciences to establish the Transforming Communities Institute.

b. **Academic Standards Subcommittee** *(Renee Galliher)*
Minutes – No meeting/report.
Followed up on the conversation about the catalog change in regards to University initiated leave. Received great feedback, cleaned it up and sent to Krysten Deschamps, in Student Affairs and let them know that it was approved by the EPC. There are several items on the agenda for this month. A question has come up regarding the graduate post-humous degree. USU wants to look at the right timeframe/window for families to receive the post humous degree for graduate students. The institution also wants to be sensitive to the idea that this is goodwill gesture and that families are not upset about receiving it on behalf of their student. The question was asked if the university should look at the percentage of completion for the degree? Upon the death of a student the Provost's Office will make the determination if a post-humous degree/certificate should be given. This will be done in consultation with the college, department head and advisor. The registrar's office has a concern with giving a degree if they are not close enough to graduate. Could these be listed as an "honorary degree"? If a student is under the credit/percentage threshold the award would be a certificate. Should we ask the family if they would like a certificate or honorary degree for their student? The wording on the certificate needs to be more appreciation than completion. Typically, an honorary degree is given at commencement should we use the same wording for a student who has passed away? These discussions will continue.

c. **General Education Subcommittee** *(Lee Rickords)*
Motion to approve the General Education Subcommittee Report made by Lee Rickords. Seconded by Renee Galliher. Report approved.
Minutes – 21 September 2021
This was the first general education meeting of the new academic year. Harrison Kleiner brought up the language regarding quantitative literacy. The committee engaged in a lengthy discussion (see report). They are looking at changing language with Math 1050 as a prerequisite. Making sure that the catalog language is stating what really needs to occur. Rewriting, with USHE, the R470 for the state. USU will probably have to increase the number of credits required for general education. Looking at what the policy will dictate but anticipating that we will need to increase our credits. It is highly unlikely that USHE will let us continue what we're doing. This update will help with the seamless transfer of credits from one institution to another. Traditionally general education has been completed during the freshman and sophomore degree. These changes may cause problems with some of the colleges/departments.

III. **Other Business**
N/A

Adjourn: 3:49 pm

UtahState University

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

Present: Paul Barr, Chair, Provost's Office
           Mateja Savoie Roskos, College of Agriculture and Applied Sciences
           Richard Walker, Caine College of the Arts
           Sterling Bone, Jon M. Huntsman School of Business
           David Feldon, Emma Eccles Jones College of Education and Human Services
           Scott Budge, College of Engineering
           Matt Sanders, College of Humanities and Social Sciences and Curriculum
           Subcommittee Chair
           Dan Coster, College of Science
           Renee Galliher, Academic Standards Chair
           Lee Rickords, General Education Subcommittee Chair
           Robert Heaton, University Libraries
           Richard Cutler, Graduate Council
           Porter Casdorph, USUSA Executive Vice President
           Fran Hopkin, Registrar's Office
           Toni Gibbons, Registrar's Office

Absent: Karen Beard, S.J. & Jessie E. Quinney College of Natural Resources
           Michele Hillard, Secretary
           Harrison Kleiner, GE Assessment
           Lucas Stevens, President USUSA
           Shana Geffeney, Statewide Campuses
           Jason Marshall, USU Eastern
           Niyonta Chowdhury-Magana, Graduate Studies Senator

Guests: N/A

I. ***Approval of*** *1 April 2021 Minutes.*
Motion to approve the 1 April 2021 minutes made by Scott Budge. Minutes approved as distributed..

II. ***Subcommittee Reports***

   a. ***Curriculum Subcommittee*** *(Matthew Sanders)*
   Motion to approve the Curriculum Subcommittee report made by Matt Sanders.
   Seconded by Robert Heaton. Report approved.

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)*
Motion to approve the Academic Standards Subcommittee report made by Sterling Bone. Seconded by Richard Cutler. Report approved
Minutes – March 11, 2021

Language on Post Humous degrees will be something that the Academic Standards Subcommittee will be looking at in October. The effort is to make the process smoother. If the student would have completed their degree on time it will now be automatically awarded rather than the family having to request it.

Was the wording approved for the involuntary withdrawal? Went back and did some clean up of the language. Academic Standards approved the language by electronic vote. Renee Galliher will double check on the language to make sure it is accurate and up to date. She will circulate the final wording to the EPC Committee and ask the USUSA representative for any suggestions/recommendations.

c. General Education Subcommittee *(Lee Rickords)*
Motion to approve the General Education Subcommittee report made by Richard Walker. Seconded by Mateja Savoie Roskos. Report approved.
Minutes – April 20, 2021

Had a significant discussion on General Education assessment plan. Harrison Kleiner is working on that and will have an update for the Gen Ed committee in a couple of weeks.

III. *Other Business*
Registrar's review of impact reports – Toni Gibbons | Fran Hopkin
A year and a half ago the Registrar's Office pulled together a group that would look at academic courses and do an in-depth review of every one of the semester course approval forms. In the past they had been looking at these requests in silos and not looking at them all together. The group found that these problems can be detrimental to student completion. Previously they had been spending hours to make sure that the reports and requests were correct. Everyone felt that these issues should not have to come to the Curriculum Committee but should be looked at and corrected or collaborated on in advance. The registrar has seen a benefit using this shared information. This summer the group went to Matt Sanders and Paul Barr to talk to them about the problem. It became apparent that no one was looking at or reviewing the impact reports. Instead of just cutting and pasting the impact report it is recommended that the individual explain what the impacts are. This information should be reviewed at the college curriculum committees before it is moved on the university level committees. It is incumbent on those colleges/departments who see a problem with the impact report to work it out with all those affected or impacted. The Registrar's Office will compile a spreadsheet of deletions, deactivations, or course number changes. This information will be great to share with the department heads. The spreadsheet will not be sent out until after the agenda is completed and sent. Colleges and departments can also reach out and collaborate on the changes. This will help keep the catalog and Degree Works accurate and up to date

Graduate Studies Update – Richard Cutler
COVID was a big issue for the Office of Graduate Studies. Surveyed the students to see what concerns they had. On the third survey it appeared that approximately 40% of the students were struggling with mental health. The office immediately started working on resources and ways to help the students with this issue. Held a town hall meeting and brought in CAPS to let the students know what resources are available. Strongly encouraged the students to utilize all resources. Followed up with numerous emails to the students. Distributed approximately $1.3M of CARES 2 funding to help support graduate students. The feedback received was very positive regarding the funding. Working on making the graduate experience transparent. Provost Galey has convened a working group to look at graduate studies. the group includes members from various campuses and all colleges. Hope to make recommendations, by February, to a larger working group that President Cockett has established. Any questions or concerns can be forwarded to Richard Cutler. President Cockett has asked that Graduate Studies get a handle on teaching assistants since the loads vary across the different units. She asked graduate studies to take a deep dive into departmental regulations regarding qualifying examinations and defenses as most of these decisions belong with the departments. Will work with the Graduate Council to develop a bona fide appeals process for students that is clearly laid out. Brought on a new communications and marketing person. Immediate task is to have them look at the website and come up with recommendations on how to streamline and revise the website. Going to start from scratch on the site. Ambitions for marketing goes beyond the website. The modern field of media, i.e., Facebook is something that they will be looking at. Keep the Registrar's Office informed of information that needs to be in the university catalog.

Are there recruiting efforts for bringing in international/regional graduate students? There is currently a problem with international students getting into the United States. Working closely with Office of Global Engagement on this issue. Graduate Studies would like to partner with the colleges/departments to see what can be done to recruit students into graduate programs.

Adjourn: 4:00 pm

Utah State University

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

UtahState University

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

UtahState University

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](#)

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)
- ☑ 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
☑ No

Council on Teacher Education*
☐ Yes
☑ 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: <u>Turn</u> 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: <u>Select</u> 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: <u>Enter</u> the Correct CIP Code Using the Following Website: Classification

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:
- ☑ 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 or 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 |
| | ☑ No |

| **Council on Teacher Education*** | ☐ Yes |
| | ☑ No |

Section I: The Request

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

Section II: Program Proposal

Proposed Action & Rationale*

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

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

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

Finances*

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

Section III: Curriculum (if applicable)

Program Curriculum Narrative

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

Step 7: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch ▶ icon to launch your proposal.

UtahState
U N I V E R S I T Y

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:

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.
<mark>COE</mark>	<mark>ECE</mark>	<mark>ECE</mark>	<mark>6950</mark>	<mark>DESIGN PROJECT</mark>	<mark>DP</mark>	
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.
<mark>CHaSS</mark>	<mark>ENGL</mark>	<mark>ENGL</mark>	<mark>2030</mark>	<mark>GREAT BOOKS AND IDEAS</mark>	<mark>O</mark>	
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: <u>Turn</u> 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: <u>Select</u> 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: <u>Select</u> 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: <u>Turn</u> 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: <u>Select</u> 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: <u>Enter</u> the Correct CIP Code Using the Following Website: [Classification](#)

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
- ☑ 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 ☑ No	**Council on Teacher Education***	☐ Yes ☑ No

Section I: The Request

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

Section II: Program Proposal

Proposed Action & Rationale*	This action would create a minor to support students preparing for a career in Community Development, Environmental Planning, Regional Planning, Natural Resource Management, and related fields. This minor is designed to provide applied economic training to students majoring in fields complementary to economics.
Labor Market Demand (if applicable)	The Bureau of Labor Statistics (BLS) estimates job growth in the area of urban and regional planning at 11% (much faster than average) and economic training is an essential component of effective community development and planning. In a fast-growing state like Utah, labor market demand for planning and development professionals is likely to continue to grow.
Consistency with Institutional Mission & Institutional Impact*	The proposed minor is consistent with USU's mission as a student-centered land-grant university. The minor is designed to provide economics training to the future professionals who will improve development in Utah's communities.

Finances* There will be no additional costs or savings associated with this minor. All courses proposed are currently being taught and additional demand will be absorbed by existing classes.

Section III: Curriculum (if applicable)

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

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

Step 7: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch ▶ icon to launch your proposal.

CAAS - Aviation and Technical Education - Aviation Technology - Professional Pilot

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

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

Step 1: <u>Turn</u> 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: <u>Select</u> 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](#)

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
	☑ No

Council on Teacher Education*	☐ Yes
	☑ 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: <u>Attach</u> (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: <u>Submit</u>

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: <u>Turn</u> 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: <u>Select</u> 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: <u>Enter</u> the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) *	11.0701

Minimum Number of Credits (if applicable) *	37	**Maximum Number of Credits (if applicable)** *	37

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

Request

Step 4: Select the Type of Change Being Requested.

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

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

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units

☐ 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.

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

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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

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Item #2

UNIVERSITY-INITIATED LEAVE AND WITHDRAWAL

University-initiated Leave Policy Proposal:

The USU Behavioral Intervention Team (BIT) seeks to add to the University Catalog a proposed University-initiated Leave and Withdrawal Policy. The University Catalog is identified as the

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: <u>Select</u> 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

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*
- ☐ Yes
- ☑ No

Council on Teacher Education*
- ☐ Yes
- ☑ 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	56,0
Staff benefits	$204,972.00		Career Services Spec II	37,2
Director communication allowance	$ 960.00		Career Services Spec II	36,0
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	10,0
Telephone	$ 5,700.00		Executive Director	70,7
Travel	$ 12,000.00		WR Faculty Reserve	19,0
Employee Training and Memberships	$ 12,000.00		Coordinator SR	20,2
Annual Grand Total	$778,123.26		Program Coordinator II	10,0
			Career Services Spec II	40,2
				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.

UtahState
UNIVERSITY

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

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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.

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

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

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.

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

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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

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Item #2

UNIVERSITY-INITIATED LEAVE AND WITHDRAWAL

University-initiated Leave Policy Proposal:

The USU Behavioral Intervention Team (BIT) seeks to add to the University Catalog a proposed University-initiated Leave and Withdrawal Policy. The University Catalog is identified as the

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.

CAAS - Nutrition, Dietetics and Food Sciences - Certificate of Advanced Practice in Dietetics

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: <u>Select</u> 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)*	Nutrition, Dietetics and Food Sciences
Current Title (if applicable)*	Not applicable
Proposed Title*	Certificate of Advanced Practice in Dietetics

Step 2: <u>Enter</u> the Correct CIP Code Using the Following Website: <u>Classification Instructional Programs</u>

CIP Code (6-digits) *	51.3102

Minimum Number of Credits (if applicable) *	16	**Maximum Number of Credits (if applicable)** *	22

Type of Degree: (BA, BS, etc.) *	Post-baccalaureate certificate

Request

Step 3: <u>Select</u> 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

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 Nutrition, Dietetics and Food Sciences requests the approval of a new Post-Baccalaureate Certificate, named the Certificate of Advanced Practice in Dietetics. This will be a restructuring of the existing Coordinated Program in Dietetics, currently offered as an emphasis to the Dietetics undergraduate degree.

Section II: Program Proposal

Proposed Action & Rationale*

Registered Dietitian Nutritionists (RDNs) are food and nutrition experts who have met specific academic and professional criteria to earn the RDN credential. As food and nutrition experts, RDNs play a vital role in health care and use their expertise to help people improve their nutrition status in a variety of ways. USU has a long history of offering dietetics programs that prepare students to become RDNs and to successfully enter the profession of dietetics.

The Commission on Dietetic Registration (CDR) is the credentialing agency for the Academy of Nutrition and Dietetics, the world's largest organization of food and nutrition professionals, and establishes the criteria to earn the RDN credential. Prior to January 1, 2024, the minimum requirements needed for eligibility for the registration examination for dietitian nutrition professionals were a bachelor's degree. However, the Commission on Dietetics Registration has voted to change the minimum degree requirement needed for eligibility for the registration examination from a bachelor's degree to a graduate degree. The Post-Baccalaureate Certificate of Advanced Practice in Dietetics (CAPD) is designed to emphasize training in clinical nutrition and will integrate with existing graduate degrees in the NDFS department, including the Master of Publish Health Nutrition degree and the Master of Science degree, or other science-related graduate degrees. The program will be offered as a traditional face-to-face program on the Logan Campus. Upon successful completion of the Certificate of Advanced Practice in Dietetics and a graduate degree, students will be eligible to take the registration examination.

Labor Market Demand (if applicable)	Demand for dietitians remains steady. The Bureau of Labor Statistics predicts that demand for dietitians will grow 8% in the next 10 years. This represents above-average growth with an anticipated addition of 5,090 jobs over the next 10 years. Projected growth for dietetics in Utah is well above the national average. Job growth in Utah is projected at 24% with approximately 70 job openings per year. At present, the four dietetics programs in Utah, including the USU BS Coordinated Program in Dietetics, graduate an average of 52 dietitians per year. Of these 52 students, the CAPD will train a cohort of 12. This will match the number of dietitians previously trained by the bachelor's-level program.

Wages for dietitians in Utah remain below national numbers but are on par with other master's-degree level healthcare professionals in the state, including social workers, respiratory therapists, and family therapists. However, wages for dietitians remain below rates for physical and occupational therapists, and nurses who have similar training. One justification put forward by the Commission on Dietetic Registration for the transition to master's-level training for RDNs was to improve the economic strength of the profession by improving wages. Another justification was to ensure that RDNs have similar training to other healthcare workers who make clinical decisions.

In 2017, the director of the existing USU dietetics program surveyed 32 current employers and training sites of RDNs for the USU dietetics programs to determine program preferences in preparation for the transition in dietetics education from a bachelor's to a master's level. Stakeholders strongly preferred the coordinated program that existed at the bachelor's-level to transition to a master's-level program.

Fifty-five percent of stakeholders preferred the coordinated program emphasize training in Medical Nutrition Therapy, nutrition counseling, and chronic disease prevention and management as it had been when offered at the bachelor's level. The skills stakeholders desired to see trained in students included disease management, critical thinking, interdisciplinary communication, counseling skills, and using evidence-based guidelines in practice. Most of the stakeholders had no preference for the type of master's degree granted to the students.

While other dietetics programs at USU and in the state provide training sufficient to pass the registration exam, the coordinated program at USU meets the specific needs for clinical nutrition training required by healthcare employers. The traditional coordinated program at USU has demonstrated a high job placement rate in clinical dietetics over the past 10 years. Primary employers of past graduates include Intermountain Healthcare, MountainStar Network, Salt Lake County public health programs, and University of Utah Healthcare. Per annual student survey data, 60% of past graduates are employed in clinical dietetics within one year of graduation. Approximately 30% of those graduates pursued master's education directly after graduating with a bachelor's degree. |

Consistency with Institutional Mission & Institutional Impact*

The CAPD mission complements the mission of USU by creating career-ready dietitians who will compassionately serve the public. Dietitians trained in clinical dietetics have a special charge to improve the health of communities through application of nutrition care and treatment.

There will be minimal impact on the institution since the program has been offered at the bachelor's level for many years. Upon approval of the CAPD certificate program, the bachelor's level program will be discontinued.

The CAPD will seek to enroll 12-14 students per year; the same number that has been enrolled in the bachelor's level coordinated dietetics program since 1978. The CAPD students will be primarily recruited from USU's bachelor's-level Didactic Dietetics program (DPD), though slots will be available to non-DPD students who have completed the prerequisites.

Likely negative impacts include an increased burden on the undergraduate program to provide foundational training for future coordinated students. Students may also be frustrated by increased costs since they will be required to enroll in master's training beyond the bachelor's level. There is also the potential that extended education will become a barrier for underserved populations.

These impacts will be ameliorated by coordinating with the DPD to ensure that the program meets undergraduate students' needs without prolonged time to obtain a degree. The CAPD will also engage in efforts to recruit from traditionally underserved populations by engaging with programs at community colleges and paraprofessional who might benefit from becoming dietitians.

To reduce student costs, the department provides an education award through Americorps for students who enroll in the program. The department continues to explore scholarship options and the potential for graduate assistantships.

Finances* In–person training at external facilities is overseen by certified and licensed RDNs. This adds to the cost of this and similar programs. The annual cost of offering the Certificate of Advanced Practice in Dietetics to 12 students per year is $83,600. The NDFS department will provide $14,400 of support to the program per year from an internal reallocation. The remaining cost of the program will be structured as course fees that will be distributed across the seven courses taken as part of the certificate program. The course fee attributed to each course will be assigned based on the percent of the costs of the program associated with each specific course. The total amount of course fees assessed will be approximately $5,767 per student. The course fees will be adjusted each year if necessary, using the appropriate form in Curriculog. The program director will oversee the request to change course fees as necessary. The total cost of the certificate program to students is $10,418 ($651/credit), including $4,651 in tuition and fees plus $5,767 in course fees. Many students will complete the certificate credits as they are taking credits for the needed graduate degree, which due to USU's tuition plateau, will significantly decrease the cost per credit of the certificate.

It is difficult to compare costs of this program to other dietetics programs due to the variability in the organization of these programs. Because the goal for students will be to gain eligibility for the registration exam for RDNs, the cost comparison will consider earning the needed graduate degree and will be based on tuition and fees associated with the Certificate of Advanced Program in Dietetics partnered with the Master of Public Health (MPH) in community health sciences.

The cost per student to obtain the proposed certificate plus a Master of Public Health in community health sciences would be $21,054 ($376/credit). (7) Costs for similar education in Idaho, Utah and Arizona range from $19,320 (the USU Distance Internship with MDA) to $44,352 (the University of Utah Coordinated Master of Science). The costs per credit for these programs range from $483-$704. (8) The MPH option for the CAPD provides a low cost per credit for dietetics programs, but the credit load required for an MPH will increase total absolute costs.

Time to completion impacts costs of attendance as well as tuition. The CAPD will require three semesters for completion. Master's degree requirements may require an additional semester beyond the certificate. This is similar to most programs in the West. Therefore, the CAPD + master's degree option for in-person learning at Utah State University is a cost-effective option for high quality education similar to other programs in the area.

Section III: Curriculum (if applicable)

Program Curriculum Narrative	The Certificate in Advanced Practice in Dietetics (CAPD) allows for practitioners at several levels to train for and obtain registration in dietetics. The certificate stacks with ongoing master's degree studies to permit students to create an education plan that best aligns with their career goals. The program has been designed to best integrate with master's degrees in the nutrition department. The certificate offers 18 credits and will allow students to complete the supervised practice hours required for eligibility to take the dietitian registration examination.

The 18 credits are spread across seven courses. Required courses include Clinical Dietetics Skills I, Clinical Dietetics Skills II, Foodservice Skills, Community Dietetics Skills I, Community Dietetics Skills II, Advanced Medical Dietetics, and Advanced Dietetics Practicum. All these courses were previously provided at the bachelor's level but will be redesigned to be consistent with a master's-level program. (The bachelor's level courses will be discontinued after the certificate program is launched.) In addition, students will be encouraged to plan their master's coursework with consideration of dietetics skills.

Courses that are being discontinued will be submitted to Curriculog for removal from the catalog in Fall 2021. New courses will be submitted in Summer 2022.

Accreditation will be maintained with the Accreditation Council on Education in Nutrition and Dietetics (ACEND). The program will require approval for a major program change since it will change from the bachelor's to the master's level; however, it will not need to be re-accredited due to the program's current accredited standing. ACEND has waived fees for this type of change due to the mandate from the Commission on Dietetic Registration. The program change paperwork will be submitted to ACEND after university approval is granted. Approval is anticipated in 2022. The first cohort of students will be admitted in August 2023. |

Step 4: <u>Attach</u> (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: <u>Submit</u>

Click on the save all changes button below.

Scroll to the top left and click on the launch 🚀 icon to launch your proposal.

CHASS - Social Work - Transforming Communities 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: <u>Turn</u> 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: <u>Select</u> 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)*	Social Work

Current Title (if applicable)*	Transforming Communities Initiative

Proposed Title*	Transforming Communities Institute

Step 3: <u>Enter</u> the Correct CIP Code Using the Following Website: [Classification](#)

Instructional Programs

CIP Code (6-digits) *	44.0701

Minimum Number of Credits (if applicable)*	0		Maximum Number of Credits (if applicable)*	0

Type of Degree: (BA, BS, etc.)*	N/A

Request

Step 4: <u>Select</u> 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)

Additional Approvals (if applicable)

Graduate Council*
- ☐ Yes
- ☑ No

Council on Teacher Education*
- ☐ Yes
- ☑ No

Section I: The Request

R401 Purpose*
Utah State University requests approval to establish the Transforming Communities Institute effective July 1, 2021.

Section II: Program Proposal

Proposed Action & Rationale*	The Transforming Communities Initiative (TCI) was formed by Utah State University (USU) Social Work faculty in 2014, to reinvigorate the way in which social work research was taught at Utah State University and the way research is performed in Utah communities. Prior to this initiative, social work students lacked enthusiasm for research courses, and many community-based agencies did not have the resources to conduct research projects that would benefit their clients and communities.

The creation of TCI has allowed for enhanced local and statewide community engagement and program impact as TCI has partnered with social service agencies to address community-identified needs. Specifically, TCI aims to conduct research in and for the community while teaching the next generation of social work leaders to be data-driven and civically engaged. The research conducted under the TCI umbrella spurs action in communities that challenges social injustices and promotes positive social change. For example, TCI projects concerning housing justice issues have led to increased public awareness of homelessness, increased funding for homeless services, and a strong and mutually beneficial partnership between social work and housing service providers in the region. Together, TCI has been able to make an impact in Utah communities, and students have benefitted from the real-world experience and the sense of meaning and impact they experience as a result.

After several years of successful projects, changes in the department structure, a growing faculty, and different community needs, it is time to reexamine the mission and strategy of TCI. Currently, TCI is being reimagined to ensure relevancy to the communities served by faculty and to ensure maximum impact. Further, TCI aims to increase statewide impact through robust statewide presence. Thus, the current request proposes to expand the initiative to an interdisciplinary institute engaged in addressing social issues through research, teaching, policy, and service benefitting communities throughout Utah and the nation.

Most Utah universities have a campus-wide center for community engagement, but fewer have discipline specific institutes or centers that exclusively work from a community-engaged perspective to promote positive social change in Utah communities. The closest comparison is the University of Utah's Social Research Institute within the College of Social Work; however, that institute uses a broad range of methods and its efforts often focus on the Wasatch Front and/or state of Utah human services evaluation projects. The TCI is different in that it is an intentional fusion of research, teaching, policy, and service that impacts rural communities across the state of Utah – often those without the resources or expertise to conduct research.

Labor Market Demand (if applicable)	N/A

Consistency with Institutional Mission & Institutional Impact*

TCI is aligned with the mission of USU's land-grant mission of serving the public through learning, discovery, and engagement. TCI employs community-based research that brings together faculty, students, and community leaders to meet pressing social needs within local and statewide communities and social service systems through research, teaching, and action.

No new faculty will be required for the creation of the institute. The director position will be filled by a current faculty member, Dr. Jayme Walters. To support the administrative efforts of TCI, a part-time student worker is needed – a cost which the department can support.

Finances*

TCI is aligned with the mission of USU's land-grant mission of serving the public through learning, discovery, and engagement. TCI employs community-based research that brings together faculty, students, and community leaders to meet pressing social needs within local and statewide communities and social service systems through research, teaching, and action.

No new faculty will be required for the creation of the institute. The director position will be filled by a current faculty member, Dr. Jayme Walters. To support the administrative efforts of TCI, a part-time student worker is needed – a cost which the department can support.

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.

UtahState UNIVERSITY

GENERAL EDUCATION COMMITTEE

September 21, 2021
9:30 a.m. – 10:30 a.m.
Zoom Meeting

Present: *Lee Rickords, College of Agriculture and Applied Sciences (Chair)
*Charlie Huenemann, (what is Charlie's role or college)
*Greg Podgorski, College of Science
*Dory Rosenberg, University Libraries
*Beth Buyserie, Communications Intensive
*Mykel Beorchia, University Advising
*Kristine Miller, University Honors Program
*John Mortensen, Academic and Instructional Services
*Toni Gibbons, Registrar's Office
*Thom Fronk, College of Engineering
*Scott Findley, Jon M. Huntsman School of Business
*David Wall, Creative Arts
*Dave Brown, Quantitative Literacy/Intensive
*Harrison Kleiner, College of Humanities and Social Science
TBD, American Institutions
*Karen Beard, S.J. & Jessie E. Quinney College of Natural Resources
*Ryan Dupont, Life and Physical Sciences
*Michelle Smith, Secretary

Excused: Shelley Lindauer
Matt Sanders
Robert Mueller
Christopher Scheer
Paul Barr
Lucas Stevens
Steve Nelson

Call to Order – Lee Rickords

Approval of Minutes – April 20, 2020
(https://usu.box.com/s/sw6f99fngw08hm6mqmjiu34kwf4duqcu)

Motion to approve the minutes dated April 20, 2020, made by Greg Podgorski
Seconded by Karen Beard
Approved unanimously

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

None at this time

Business

QL Catalog Language .... Harrison Kleiner

An issue came up regarding Gen Ed assessment and professors who said they didn't teach a QL course. There are currently five courses listed in the catalog that fulfill QL requirements along with a list of exam scores on AP/SAT/ACT tests. The catalog also states that any Math /Stats course that requires Math 1050 as a prerequisite also fulfils the QL requirement. There are four courses listed that require Math 1050 as a prerequisite but more exist than are mentioned. And some students are able to take one of those courses requiring Math 1050 as a prerequisite but didn't take Math 1050 and don't have a QL. They were waived into that higher course.

There are a couple of options:

1) Don't assess the "Or" courses that require Math 1050 as a prerequisite
2) Find out how many students were able to take a QI course without taking a QL course, submit a gen ed appeal, and waive those students out of QL courses if they do a QI course or take one of the courses requiring Math 1050 as a prerequisite and don't have Math 1050.

Toni stated they do have DegreeWorks programmed in to waive QL if students took one of the four courses requiring Math 1050 or if they take a QL course. Kristi Swainston can help provide a report to find out how many students may have taken one of those courses requiring Math 1050 as a prerequisite but don't have a QL fulfillment via another method. No one has really requested waiving a QL in appeal before using one of those courses. There are only a handful of students who had an exception granted on QL by advisors so far.

Greg – If they had Math 1050 or one course that had Math 1050 as a prerequisite and they took Math 1050 they should have QL.

Harrison said that it is possible they had a prerequisite waived and didn't have to take Math 1050, but that student didn't get a QL requirement fulfilled to get into a higher course. A student may have received a high enough score on the ALEKS test.

Greg – Does anyone who meets the QI requirement have the QL fulfilled? If a course is good enough to be a prerequisite for Math 1050, they should be able to meet the QL requirement.

Harrison – Yes, those students who enroll in a higher course than 1050 should have the advisor submit a request to waive the QL. DegreeWorks is only coded for courses listed in the catalog. Catalog says "such as…" and includes four courses on a list. There are more courses that require Math 1050 though.

Greg – can we change the catalog language that says that if a student has taken 1050 or are viewed as having a similar course, then they have satisfied the QL requirement.

John – There are 47 courses that the catalog says requires 1050 or equivalent but the catalog says it must be a Math/Stats course so Chemistry courses won't count. If a student takes AP they get QL counted, or if a student gets a high ACT score or SAT score, they can get QL waived. Most of these cases are from a high ACT score. But as far as gen ed assessment, if they already took a higher-level course than QL, they shouldn't be required to take a QL assessment.

David Brown said he believes Harrison is referring to those teaching the Calculus 2 course. Those faculty teaching a Calculus 2 course were being asked to assess as a QL course. There aren't many students who fall into this category. Most likely, 99% of students who took 1220 took a QL assessment.

Harrison told those faculty to forget the assessment until they figure it out.

David said that it's probably a homeschooling student who tests above 1050 on the ALEKS but didn't have a waiver.

Toni said there are two issues – the catalog language and the requirement. Harrison said that it may be best to strike the language stating QL can be fulfilled by a Math/Stats course requiring Math 1050. They just need to affirm the number of students that might require this exception each year in case it is a larger number.

John stated the biggest issue was with engineering students. When CIL was eliminated there was a band aid exploratory requirement. For engineering students, they must take one more breadth or QL course to satisfy the exploratory requirement. So, with their first enrollment in a higher math course, they can use that for QL and then enroll in another QI course and that course satisfies QI. They can do that within the major but they need to take a QL course without going over the 126 required credits. It may help to have a QL on those additional courses that require Math 1050 to benefit engineering students from having to take an additional course due to the high credit requirements within the Engineering major.

Thom mentioned he really prefers that the catalog not remove the language about taking a course that requires Math 1050 as a prerequisite for the QL requirement. Engineering already requires students to qualify for Math 1210 to enter the program and be calculus ready.

Harrison said most of them get their QL because of their entrance exam score. But they are actually counting six QL credits toward their gen ed. They are getting three credits for a course with a prerequisite of Math 1050 and counting that as Integrated Studies, while waiving the QL requirement due to their exam score (3 credits).

Beth stated that in English, they also have language in the catalog that states CL courses can be fulfilled by any course that requires English 1010. They don't assess students who meet the CL requirements in another way besides the designated CL1 and 2 courses. It may be best to focus the gen ed assessment on those courses designated as QL. There is no way to assess students who meet CL or QL via an entrance exam.

Toni said the catalog doesn't say "Or" it says, "Such as". The catalog language may need to be updated to state "Or" and list the four Math/Stats courses discussed. There are some courses requiring Math 1050 not on that list, though, it is not a comprehensive list.

Harrison – The least disruptive options might be 1) don't assess gen ed on courses with a prerequisite of Math 1050, (not many students use that method as QL fulfillment) or 2) take the "such as" list for QL in the catalog and make it comprehensive. That way DegreeWorks and the catalog can get aligned. The second method may be the least disruptive approach. Thom Fronk agreed.

Lee asked how many students are coming into Engineering each year?

Thom said 400-500 each year. Lee restated that 400-500 students come into Engineering ready for QL.

Thom said 300 – 350 do come in calculus ready. Others have to take prerequisite math to become calculus ready. Harrison mentioned that for those who take prerequisite courses get QL satisfied with their prerequisite math course and use the other QL course to fulfill their Integrated Studies requirement. Those who are ready use calculus to fulfill intensive requirement.

Engineering relies on math department to determine if they are calculus ready. There are several ways to determine who is ready using ACT, math scores, etc.

John stated if students take ALEKS exam and qualify for calculus, they don't get credit for QL. They just get placed into the higher class.

David said a score on the ALEKS exam doesn't get a QL credit. Students aren't calculus ready off the street. They had to qualify with an entrance exam or they took a previous credit that expired and were sent to 1210.

Thom said students who score an AP math score of 27, and then are away for a while and take the ALEKS test, don't get credit for the QL fulfillment.

Lee asked do we have a motion out of that discussion?

Harrison motioned to 1) agree to only do gen ed assessment of QL courses that are designated on the list, and 2) to alter the catalog so that it says "Or" one math/stats course requiring Math 1050 as a prerequisite and list the courses that could satisfy.

Toni said someone will need to submit a Curriculog proposal to make that change in the catalog for next year as this year's catalog is published.

Greg asked for those instructors teaching courses that they didn't think were designated as QL courses but technically will be in the future, what will be communicated to those instructors? What sort of assessment criteria would they be responsible for?

Harrison said according to the motion, they wouldn't need to do assessment for Gen Ed. They would already have the point of view that students in those courses already fulfilled the QL requirement.

Lee stated first component of motion is to only assess Gen Ed for those listed in the catalog as specific as a QL course, and second is to list a comprehensive set of courses that fulfill QL since they require a prerequisite of Math 1050.

Toni wanted to add that the list in the catalog should be courses that ONLY require Math 1050 as a prerequisite. There are also courses that can allow for placement with a high enough ALEKS, AP, ACT, or Math 1050 score. Those courses have several methods for qualifying for the course and would not need to be added to the list and programmed into DegreeWorks.

Vote on the motion passes unanimously.

Catalog Question ....Toni Gibbons

Had a question from an advisor with a student that had a Music course upper division, that was a DHA and was only a one-credit course.

For depth courses there are five music courses that are one credit classes. Most DHA are three credits. The catalog states that students should take "one additional class" but doesn't specify credits in that language. DegreeWorks looks for one additional class to fulfill DHA, not at the credit requirement. Should the catalog list the DHA requirement as three to four credits or as one additional course for integrated studies?

Greg asked what does the one-credit Music course look like and does it fulfill the spirit of integrated studies? Toni answered the course in question was a choral class.

Harrison said his initial impulse was that a one-credit class violates the spirit of what depth requires. For Gen Ed depth the requirement is at least two, for breadth at least three.

Toni listed the one-credit Music courses – Symphony Orchestra, Symphonic Band, University Choral, Chamber Singers, Wind Orchestra, and Marching Band. They require a lot of time but don't fulfill many credits

John said there was a precedent with CCA 3330 Art Symposium where students took one credit one semester and the other credit the next semester, counted the classes as two credits, and they were allowed to fulfill the DHA requirement.

Harrison said depth courses only need to be two credits in the catalog.

John said there are other courses that are one credit. They need to take a one credit and then should take another one credit course of the same course, as in Chamber Singers, and the combination satisfies the requirement.

Harrison said it was worth noting the Music courses are repeatable for credit.

Toni wondered if it was worth changing the language to remove the three to four credit requirement and state that a there must be a minimum of two credits coming from a depth course to fulfill that requirement, or remove the credits entirely.

Mykel asked Harrison regarding the reason for integrated studies. Isn't it to help add another 3 credits on top of USU's previously required 27 credits to make up the total 30 required by USHE?

Harrison said yes, the integrated studies was to offer a band aid solution but it's been in place for two decades now. He mentioned that maybe one solution is to punt because R470 is being revised and there will be new requirements to reconfigure learning outcomes and possible credits offered/required. When the new R470 comes down the committee can decide at that time.

Lee said that's his preference. Let's punt until we get more direction from USHE. Toni said she will tell advisor that student is fine for now until we get more direction.

USHE GE Task Force Update .... Lee Rickords, Harrison Kleiner

Lee said the final topic is that USHE is revamping R470. The negative side is that most likely, USU will need to increase the number of credits being required for Gen Ed. Students and faculty may not be happy with that.

Harrison said that issue has come and gone, depending on the meeting you attend. Right now, the range is 30-39 credits. USU is at 30 credits. This doesn't include institution-specific requirements (CI, QI, Depth). Every other institution also had institution requirements but with different names and purposes. R470 addresses the six Breadth, the QL, and CL.

USU is on the low end for range of credits required. UVU us on the high end. The range is 30-36 right now being discussed. The range keeps changing each meeting.

John commented that in '98 when they went to semesters, the Gen Ed category was really wide. Depth requirements were huge and transfer students suffered, so USU separated Gen Ed and University Studies and changed their requirements.

Other schools have a requirement to take three Life Science and an additional requirement to take three classes in Humanities or Creative Arts instead of using depth. That gets them over the 30 credits. These classes don't have prerequisites that are necessary to enroll such as with upper-division courses at USU. If USU increases Gen Ed requirements, they have to decrease depth, especially in Engineering.

Harrison said when R470 comes down we will have to look at the whole. Other institutions keep Gen Ed and Depth clearly divided between lower and upper division but USU doesn't always do that.

Thom said it would help if they could have a table showing what other universities are doing with their Gen Ed and Depth requirements so they can compare apples to apples with what USU is doing. If they tried to squeeze anything or took out anything more from Engineering, they would struggle.

Lee commented that one of the main impetus to initiate the R470 discussion is to allow two-year associates degrees to transfer to another university and not have to take more courses and pay more tuition because not everything transfers between schools.

Thom said we shouldn't be letting UVU be the tail wagging the dog. Lee said that's correct, but that's why the requirement numbers keep vacillating based on who leads the discussion at USHE meetings.

Harrison said the trend is to streamline, not add requirements.

Thom said Engineering is well aware and they do have pressure to make it easier for engineering students to transfer. In '98 they went form 140 credits to 126 and squeezed it once before when they went to semesters. It is hard to prepare students for their profession if they take less than 126 credits.

Harrison said it's too early to worry about the R470 requirements yet. Already in the R470 there is a never-before-used structure where USHE can call majors meetings for the Gen Ed areas. Most have attended a majors meeting. There is a task group working on that revised R470. The task force wants to empower faculty to drive Gen Ed, not USHE bureaucrats, and amplify the majors meeting option. It's likely leaders in the areas for USHE R470 will start having a majors' meeting each year where area committees and faculty from institutions come to discuss.

One principle up for discussion is having a diversity/equity/inclusion requirement. Some institutions have that requirement already. The view that won out is that a DEI requirement would be a problem but should integrate DEI around breadth courses. They will have to revise breadth outcomes to include DEI language. Area committees' majors' meetings will need actual faculty to talk among themselves about what does that DEI component look like within a breadth course of a major? Want to have faculty decide what outcomes would be but must be coordinated at the USHE level and USU would be beholden to whatever the document is developed to say. USU needs to be well represented at those Gen Ed area majors' meetings to ensure we have a say in what the outcome will be. There will be additional work for the breadth area committees for USU Gen Ed coming up.

Adjourned at 10:15 a.m.

CAAS - Aviation and Technical Education - Additive Manufacturing

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)*	CAAS

DEPARTMENT (include all cross listed departments)*	Aviation and Technical Education

Current Title (if applicable)*	None

Proposed Title*	Additive Manufacturing

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification](#)

CIP Code (6-digits) *	15.1307

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 3: <u>Select</u> 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:
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- ☐ 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
☑ No

Council on Teacher Education* ☐ Yes
☑ No

Section I: The Request

R401 Purpose*

Utah State University requests approval to offer an Additive Manufacturing Certificate of Proficiency effective Fall 2022. The Certificate of Proficiency in Additive Manufacturing is an 18 credit hour stackable credential that will also fulfill some of the requirements for the Associate of Applied Science degree in General Technology with a Technology Systems emphasis and upward into the Technology Systems Bachelor Program with an emphasis in Product Development. This certificate also qualifies students for positions within the additive manufacturing industry sector and business ownership. A Certificate of Proficiency will build programmatic momentum to facilitate student transitions and support student completions of certificate and degree programs in related areas of interest in the burgeoning new field of advanced manufacturing practices.

Section II: Program Proposal

Proposed Action & Rationale*

The Additive Manufacturing Certificate of Proficiency has been designed through collaboration with industry and education contacts in order to help displaced skilled workers from the mining sector in the Southeast region find new employment opportunities. The aim of the Additive Manufacturing Certificate of Proficiency is to allow students a fast entry into the 3D printing manufacturing space with a marketable skill set and industry-developed curriculum. Students who complete the certificate will be prepared to work in the industry or develop their own small business built around their acquired skills.

Labor Market Demand (if applicable)	According to the Kem C. Gardner Policy Institute, in 2020 in Utah, the average annual salary in the manufacturing industry was $72,565, 38.6% higher than the statewide average for all industries (https://inutah.org/news/dustless-technologies-plays-pivotal-role-in-training-future-generation/). Additive manufacturing is a sizable occupation with a low barrier for entry and a higher opportunity for earning potential for the technician over individuals with similar educational background. In the coming decade, business expansion and retiring workers will create greater demand and a high volume of annual job openings for manufacturing technicians. An opportunity to earn certifications in additive manufacturing during the course of one semester will allow students to become familiar with higher education and gain relevant occupational training in a short period of time. Additionally, this program will allow students to utilize their skillset throughout their educational careers. Utilizing design, drafting, product creation, and manufacturing skills they will obtain through the certificate program, finding flexible work even in rural communities is attainable. Students enrolled in the certificate program on the Eastern campus also have the option to complete an apprenticeship with local industry partners which will offset educational costs and prepare them for better-than entry level advanced manufacturing positions as this will also reduce the on-the-job learning curve, in their future.

Additive manufacturing jobs fall within similar occupations of designers, materials science, and emerging technical fields. These are occupations where most moderate training occurs on the job and in industry settings. The median wage for these occupations as manufacturing technicians and designers in Carbon County is $24.57 per hour which is above the state and national average for similar positions at $17.26. As the proposed certificate of proficiency offers accelerated entrance to the job market and a short-term credential, students can access more advanced jobs and higher wages. The proposed certification will be especially important for businesses in regions of the state looking to diversify into manufacturing through other state initiatives.

Consistency with Institutional Mission & Institutional Impact*	The proposed Certificate of Proficiency in Additive Manufacturing will be offered through the Department of Technical Education in 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, nationally developed certification as well as a stackable credential toward a two-year Associate of Applied Science in General Technology.

- AAS, General Technology

The Department of Aviation and Technical Education (AVTE) at Utah State University offers a broad-based Associate of Applied Science degree in General Technology. The proposed Certificate of Proficiency would most likely lead toward the emphasis in Technology Systems. The proposed certificate will provide an opportunity to develop region-specific training at a USU's Eastern campus in Price Utah and creates a needed framework to lead the state in forming new partnerships and alignment with the Utah System of Higher Education – Technical Education Division.

Finances*

The proposed Certificate of Proficiency will be cost neutral, funded by a previously awarded Strategic Workforce Investment by the Governor's Office of Economic Opportunity which allocates ongoing funding for this certificate program.

All courses for the proposed certificate are currently offered, and have been previously developed. No new faculty, staff, library, or operational funds are required to facilitate this offering. 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

The core curriculum is developed in collaboration with industry leaders in additive manufacturing and will allow students to graduate with the ability to create products ready for market. With the ability to create products on demand, the variable credit offerings in business will allow students to create solid business strategies and an online market presence to begin creating their own businesses of the future.

EDDT 1110, EDDT 1700, EDDT 2700, BCIS 2710 are awaiting renaming and classification pending university approval. All courses have been developed through CARES grant funding and Learn and Work collaboration with the State of Utah and are being brought into the for-credit and permanent course listings.

UtahStateUniversity

Certificate of Proficiency

Additive Manufacturing

Last Name:	First Name:	A#:
Advisor:	Origination Date:	Date of Last Revision:

Required Additive Theory Course (12 credit hours)	Credit Hours	Complete	Semester/Year Completed
EDDT 1110 – Additive Product Design	3		
EDDT 1200 – 3-D Modeling (Solidworks)	3		
EDDT 1700 – Additive Manufacturing I	3		
EDDT 2700 – Additive Manufacturing II	3		
	12		

Elective Technical Courses (6 credit hours)	Credit Hours	Complete	Semester/Year Completed
BUSN 2201 - Marketing Concepts	3		
BCIS 2500 – Web Business	3		
BCIS 2710 – Entrepreneurial Thought	3		
EDDT 2977 – Internship Education Experiences	1-3		
Required Technical Credit Hours:	**6**		
TOTAL MINIMUM CREDIT HOURS	**18**		

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.

CAAS - Aviation and Technical Education - Career and Technical Education Teaching Academy

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: <u>Select</u> 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*	Career and Technical Education Teaching Academy

Step 2: <u>Enter</u> the Correct CIP Code Using the Following Website: <u>Classification Instructional Programs</u>

CIP Code (6-digits)*	13.1319

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

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

Request

Step 3: <u>Select</u> 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

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*
☐ Yes
☑ No

Council on Teacher Education*
☐ Yes
☑ No

Section I: The Request

R401 Purpose*

The purpose of this certificate is to provide a series of six pedagogy courses specifically targeted toward Career and Technical Education (CTE) and competency-based education methods. This certificate has been requested by educational partners at the technical colleges throughout the state of Utah to aid industry experts as they transition to teaching in the classroom.

Section II: Program Proposal

Proposed Action & Rationale*

Similar to the rest of the nation, Utah faces the challenge of finding qualified, skilled workers to fill not only open jobs in manufacturing but also future jobs. However, as efforts have made to create and enlarge training programs for this workforce, there are not enough qualified candidates to fill technical teaching positions (in both K-12 and higher education). Filling these positions is a critical element of expanding the state's ability to provide the high-quality training needed to meet the demands of industry. Educational partners throughout the state have indicated similar challenges in meeting the demand for qualified CTE teachers. It is anticipated that the academy will be available to and beneficial for all CTE faculty, thus benefiting students in all career clusters and at all academic levels throughout the state of Utah. The CTE Teaching Academy focuses primarily on improving participants' understanding of the pedagogy required to teach CTE content through competency-based education methods. Courses to achieve these goals will focus on the following five areas of study:

- Methods of Teaching and Learning
- Curriculum and Program Development
- Evaluation and Assessment
- Teaching with Technology
- Classroom and Laboratory Management

Labor Market Demand (if applicable)

According to data retrieved from the Utah Department of Workforce Services (DWS) (see Appendix B), between May 1, 2020, and April 30, 2021, there were at least 354 job openings seeking a CTE teacher or instructor. Educational institutions with the most job openings include Salt Lake Community College (17), Bridgerland Technical College (16), Utah State University (14), and Mountainland Technical College (13). This number of openings is consistent with previous years and needs of educational institutions within the state of Utah. With the advancement of technology and continuous improvements needed for educational institutions to stay current, the number of CTE teachers/instructors needed will only continue to increase. Our educational partners have indicated the continued difficulty to find qualified applicants for CTE job openings. Many institutions hire a non-highly qualified candidate in hopes that the candidate will enroll in additional training to become highly qualified. The CTE Teaching Academy addresses this need and can help meet the additional training needs of these candidates and institutions along with increasing the number of qualified candidates in future searches.

A successful pilot of the CTE Teaching Academy program was implemented at Davis Technical College with eleven instructors. Ninety-one percent of the instructors achieved positive outcomes. Two students used the academy for professional development, one of which was preparing to reenter the teaching field. Three students will complete the coursework that will be used by the academy Spring 2021 and are using the credits for occupational upgrades and toward undergraduate degree programs. Five students have been accepted into the CTE master's program at Utah State and will complete the CTE Teaching Academy as part of the master's program. The success of the CTE Teaching Academy resonated with several industry and educational partners, and multiple inquiries and requests were received to expand the program throughout the state and create an ongoing program that will increase the number and teaching skills of trained teachers for CTE programs at both the technical colleges and public schools.

Consistency with Institutional Mission & Institutional Impact*	Utah State University already offers these courses as a part of Technical Education emphasis in the Technology and Engineering Education program. This certificate will allow better access to the program statewide and provide an avenue for professional development for Career and Technical Education professionals.
Finances*	Funds will be reallocated internally in the Department of Aviation and Technical Education (AVTE) to be able to accommodate the program. The courses will be taught online and not require facilities or physical space to accommodate students.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

The CTE Teaching Academy focuses primarily on improving participants' understanding of the pedagogy required to teach CTE content through competency-based education methods. Courses to achieve these goals will focus on the following five areas of study:

Methods of Teaching and Learning

- TEE 3200 Methods of Teaching Engineering and Technology Education I
- TEE 4400 Methods of Teaching Engineering and Technology Education II

Curriculum and Program Development

- TEE 5220 Program and Course Development (CI)

Evaluation and Assessment

- TEE 3930 Evaluation of Career and Technical Education

Teaching with Technology

- TESY 3100 Digital Tools for Learning (new course submitted for approval)

Classroom and Laboratory Management

- TESY 3120 Classroom and Laboratory Management (new course submitted for approval)

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: <u>Submit</u>

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 - Welding Technology

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) *	CAAS

DEPARTMENT (include all cross listed departments) *	Aviation and Technical Education

Current Title (if applicable) *	None

Proposed Title *	Welding Technology

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

CIP Code (6-digits) *	48.0508

Minimum Number of Credits (if	18

Credits (if applicable)*		Maximum Number of Credits (if applicable)*	18

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

Request

Step 3: <u>Select</u> the Type of Change Being Requested.

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

Existing Academic Program Changes:
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- ☐ Program Restructure (with or without Consolidation)
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- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

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- ☐ Administrative Unit Transfer
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- ☐ 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 ☑ No	Council on Teacher Education*	☐ Yes ☑ No

Section I: The Request

R401 Purpose＊

Utah State University requests approval to offer a Welding Technology Certificate of Proficiency effective Fall 2022. The Certificate of Proficiency in Welding Technician is an 18 credit hour stackable credential that will also fill some of the requirements for the Certificate of Completion and an Associate of Applied Science degree in Welding Technology. In addition, this certificate program also qualifies students for welding technician jobs and business ownership. A Certificate of Proficiency will build momentum to facilitate student transitions and support student completions of certificate and degree programs in related fields.

Section II: Program Proposal

Proposed Action & Rationale＊

The Welding Technology Certificate of Proficiency is designed to help students prepare for and pass industry welding tests for employment and implementation administered by employers and job sites. The aim of the Welding Technician Certificate of Proficiency is to allow students a fast entry into the welding field with a marketable skill set and industry recognized credentials. Students who complete the certificate will be prepared to work in the industry or create their own small business built around their acquired skills.

Labor Market Demand (if applicable)

The United States Bureau of Labor Statistics projects employment of welders to grow 4% year over year from 2019 to 2029 (https://www.bls.gov/ooh/production/welders-cutters-solderers-and-brazers.htm). The industry has outperformed past expectations, however, with a 19% growth in the preceding five-years. Welding Technician is a sizeable occupation with a low barrier for entry with a higher opportunity for earning potential for the technician over comparable certificate programs. In the coming decade, business expansion and retiring workers will create greater demand and a high volume of annual job openings for skilled welders and fitters. An opportunity to earn certifications in welding 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 apprenticeship with local industry partners. This will help to alleviate educational costs and will also reduce the on-the-job learning curve and enable students to quickly earn an equitable wage mandated by the state of Utah as a registered apprenticeship program.

Welding jobs fall within similar occupations of cutting, soldering, and brazing: occupations where most moderate training occurs on the job and industry hours are required. The statewide median wage for these occupations which vary within individual emphasis area pay structure is $21.25 per hour, which is above the national average. As the proposed certificate of proficiency offers accelerated entrance to the job market and a short-term credential which students can build on to access more advanced jobs and higher wages. The proposed certification will be especially important for businesses in regions of the state looking to diversify into manufacturing through other state initiatives.

Consistency with Institutional Mission & Institutional Impact*

The proposed Certificate of Proficiency in Welding Technician will be offered through the Department of Technical Education in 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 one-year Certificate of Completion in Welding Technology. Credits earned in the certificate program(s) will be applied to requirements for existing Certificate and AAS programs:

· CC, Welding Technology

· AAS, Welding Technology

· AAS, General Technology

The Department of Aviation and Technical Education (AVTE) at Utah State University currently offers as Associate of Applied Science degree in Welding Technology. The proposed certificate provides an opportunity to develop region-specific training at a USU residential campus and creates a needed framework to lead the state in forming new partnerships with the Utah System of Higher Education – Technical Education Division, including specific partnerships with the Davis Applied Technology College (DATC), Uintah Basin Technical College (UBTech), and Bridgerland Technology College (BATC) campuses. The certificate will carefully articulate with other USHE campuses to provide additional opportunities for students while avoiding unnecessary duplication of effort and also allow students a pathway into university credentials through prior licensure with supplemental coursework.

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 to other programs or units at Utah State University.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

The certificate will allow students a pathway into the institution from previously earned concurrent enrollment credits. WELD 1110 and WELD 1120 which make up a large portion of the proposed certificate are eligible for concurrent enrollment credit through Utah State University Eastern.

UtahStateUniversity

Certificate of Proficiency in General Technology

Core Welding Processes

Last Name:	First Name:	A#:
Advisor:	Origination Date:	Date of Last Revision:

Welding Theory Course (select one 3 credit course)	Credit Hours	Complete	Semester/Year Completed
WELD 2400 – Print Reading for Welders	3		
WELD 2500 – Weld Inspection	3		
WELD 2600 – Metallurgy	3		

Technical Courses (15 credit hours)	Credit Hours	Complete	Semester/Year Completed
WELD 1100 – Shielded Metal Arc Welding (SMAW)	5		
WELD 1120 – Beginning Gas Metal Arc Welding (GMAW) and Flux Cored Arc Welding (FCAW)	5		
WELD 1150 – Beginning Gas Tungsten Arc Welding (GTAW)	5		
Technical Credit Hours:	15		
TOTAL MINIMUM CREDIT HOURS	18		

I have reviewed this degree plan with my advisor and understand that it represents the most effective way to achieve my educational goals based on the information that I supplied to my advisor at that time.

Student's Signature: _____   Date: _____

Advisor's Signature: _____   Date: _____

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.

by clicking on the Files ___ icon located on the right hand side of the screen.

Step 5: <u>Submit</u>

Click on the save all changes button below.

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

CEHS CHASS HSB - *CHaSS Courses Communication Studies and Philosophy History Human Development and Family Studies Kinesiology and Health Science Management Political Science Psychology Social Work Sociology and Anthropology - Conflict Management and Facil

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: <u>Select</u> 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) *

CEHS   CHASS   HSB

DEPARTMENT (include all cross listed departments) *

*CHaSS Courses   Communication Studies and Philosophy   History
Human Development and Family Studies   Kinesiology and Health Science
Management   Political Science   Psychology   Social Work
Sociology and Anthropology

Current Title (if applicable)*	NA

Proposed Title*	Conflict Management and Facilitation - Institutional Certificate of Proficiency

Step 2: <u>Enter</u> the Correct CIP Code Using the Following Website: <u>Classification Instructional Programs</u>

CIP Code (6-digits)*	30.0501

Minimum Number of Credits (if applicable)*	18

Maximum Number of Credits (if applicable)*	18

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

Request

Step 3: <u>Select</u> 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

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 Communication Studies and Philosophy in the College of Humanities and Social Sciences is requesting permission to create a Certificate of Proficiency in Conflict Management and Facilitation. The proposal uses existing courses and faculty across a number of departments and colleges, and develops a certificate that will enhance job prospects for students in any major.

Section II: Program Proposal

Proposed Action & Rationale *

The Department of Communication Studies and Philosophy recognises an ongoing need for educational offerings and training related to conflict management and facilitation. This is seen in the high demand and large waitlists for CMST 3600 *Communication and Conflict.* A similar demand exists for the CMST 5600 *Advanced Communication and Conflict* course. This demand for courses includes students from within the Communication Studies program as well as non-majors. This certificate will help to meet the educational demand for skills and training in this area for students across USU's campus and provide an educational credential that can accompany students upon graduation.

Currently, the only university in the State of Utah where students can acquire undergraduate degrees/certification in conflict is through the University of Utah. The proposed Institutional Certificate of Proficiency Conflict Management and Facilitation at Utah State University will provide USU learners an additional opportunity to receive this kind of training.

In discussing these issues within the department and in conjunction with the Dean's Office it was proposed to create this certificate program.

Labor Market Demand (if applicable)

Conflict management and facilitation skills are useful and in high demand for jobs in a wide range of careers. Employees in United States companies spend roughly 2.8 hours each week involved in interpersonal and group conflict. This amounts to approximately $359 billion in hours paid each year that are focused on conflict (CPP Inc., 2008, Pollack, 2021). Conflict in the workplace has grown prevalent for most workers, with 85 percent of workplace employees experiencing some kind of conflict (CCP Inc., 2008). Many people report that conflict makes them feel confused and anxious. Conflict arises in many settings and can negatively impact relationships, opportunities, and communities. The capacity to understand and manage conflict is a highly valued professional skill that can help to foster healthy relationships and support a more peaceful and productive way of being.

Consistency with Institutional Mission & Institutional Impact *

The mission of Utah State University is to be a "premier student-centered land-grant and space-grant university." In order to accomplish this goal, the university emphasizes that academics come first and places importance on cultivating diversity of thought and culture and by serving the public through learning, discovery, and engagement. The Conflict Management and Facilitation Certificate of Proficiency is consistent with the mission of Utah State by offering a program for students that focuses on improving the common good through various types of organizations and practices.

At USU, conflict management skills help students become more resilient and successful in their classes and relationships during their time at USU. For several years, USU 1010: University Connections has held a Conflict and Communication workshop for all first-year incoming USU students. It has been consistently rated the most successful and useful workshop by Connections students. It is clear that there is both a need and a demand for more curriculum on conflict management and facilitation skills.

Finances *

This certificate of proficiency will be created using existing courses across a number of

departments and colleges. No new financial resources are needed.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

This certificate of proficiency will be housed in the Department of Communication Studies and Philosophy. The course offerings will include classes from across several disciplines. This will provide flexibility to students as they pursue the different emphasis areas offered within the certificate program.

The certificate will have a core of required classes. These classes will cover theory and practices of collaborative conflict, conflict management, and facilitation. Additionally, students will choose a group of classes in specific interest areas including negotiation and persuasion, social justice and equality, intercultural/global, peace building, and relational/organizational. Students can select a group of classes from one of these areas, or they can choose any collection of courses from the various programs. See the attached program curriculum for details.

The idea behind this structure is that many programs talk about the importance of communication and conflict skills. Therefore, a student in political science, education, business, etc., can use their relevant coursework and add the core conflict communication classes to it. Additionally, a student who hasn't chosen a major yet but wants to pursue this certificate can do the core courses and then explore coursework in a variety of programs that are connected to it. Thus, students in majors and those still looking for one can use this certificate as a way to focus their studies.

In developing the program curriculum for this certificate of proficiency, support has been given from the various department heads and section coordinators. These include: Jennifer Peeples (Communication Studies and Philosophy), Anthony Peacock (Political Science), Ravi Gupta (History), Scott Bates (Psychology), Jessica Lucero (Social Work), Judson Finley (Sociology and Anthropology), Scot Allgood (Human Development and Family Studies), Eadric Bressel (Health Education Promotion), Patrick Mason (Religion Studies), and Vijay Kannan (Business).

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.

CHASS - English - English - MA MS

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

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

Step 1: <u>Turn</u> 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: <u>Select</u> 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) *	English

Current Title (if applicable) *	English - MA MS

Proposed Title *	English - MA MS

Step 3: <u>Enter</u> the Correct CIP Code Using the Following Website:

[Instructional Programs](#)

CIP Code (6-digits) *	23010

Minimum Number of Credits (if applicable) *	30	**Maximum Number of Credits (if applicable)** *	30

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

Request

Step 4: <u>Select</u> the Type of Change Being Requested.

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

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

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units

☑ 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 English is requesting permission to add a specialization to the existing MA/MS in English that will be titled "Literature, Culture, and Composition" (LCC). With the addition of this second track, students would have to choose between one of two tracks: Creative Writing (which requires that students take four graduate workshops in creative writing and complete a creative thesis) or Literature, Culture, and Composition (which requires that students take one face-to-face course in each of the specialization's three areas: Literature, Culture, and Composition). Students would no longer receive an MA/MS in English without a specialization.

Section II: Program Proposal

Proposed Action & Rationale★

The addition of this second specialization within the MA/MS in English will balance the options within the degree program, giving students a choice between two structured specializations. They will make that choice when they apply, and their applications will be reviewed by an admissions committee of faculty who teach courses in the specialization to which they have applied. In the current organization, students who do not choose the structured Creative Writing specialization find themselves, by default, in a "no specialization" or "general" option that has no specific requirements to guide students in their choice of courses for their program of study. This amorphous option is atypical of master's degree programs at other institutions and fails to attract prospective students with a definable course of study.

Labor Market Demand (if applicable)	not applicable

Consistency with Institutional Mission & Institutional Impact*	The proposed changes retain the existing program's consistency with USU's mission and give graduate students two clear and well-defined programs of study.

Finances*	The proposed changes to the existing specialization will use existing courses and faculty. No new financial resources are needed.

Section III: Curriculum (if applicable)

Program Curriculum Narrative	The MA/MS in English is a great program for students who are looking for a broad education in English. Students are able to take a variety of classes and gain a broad base of knowledge to prepare them for further education or teaching. Students receive the kind of training necessary to prepare them for the professional world of academia. They are able to gain experience presenting their work at conferences and submitting for publication.
	The MA degree requires students to gain proficiency in one or more foreign languages. The MS degree is identical, except that it does not require foreign language study.
	The MA/MS in English consists of two specializations—Literature, Culture, and Composition, and Creative Writing. All students apply for, and are admitted to, one specialization or the other.
	Literature, Culture, and Composition: This specialization is for students who wish to do advanced work in the fields of literature, cultural studies, and/or composition and rhetoric. The aim is to professionalize students, helping them to become scholars and teachers of English.
	Creative Writing: This specialization allows students to do advanced work in creative writing, concentrating on poetry, fiction, and/or creative nonfiction. Students with a strong background in creative writing who desire to continue on that path are encouraged to apply.

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 HSB - Communication Studies and Philosophy Economics and Finance Government Relations History Management Marketing and Communications Political Science Social Work Sociology and Anthropology - Leadership and Diplomacy Certificate of Proficiency

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)*	CHASS	HSB

DEPARTMENT (include all cross listed departments)*	Communication Studies and Philosophy	Economics and Finance
	Government Relations	History	Management
	Marketing and Communications	Political Science	Social Work
	Sociology and Anthropology		

Current Title (if	Leadership and Diplomacy Certificate of Proficiency

applicable)*

Proposed Title* Leadership and Diplomacy Certificate of Proficiency

Step 2: <u>Enter</u> the Correct CIP Code Using the Following Website: <u>Classification Instructional Programs</u>

CIP Code (6-digits) 52.0213
*

Minimum Number of Credits (if applicable)* 21

Maximum Number of Credits (if applicable)* 21

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

Request

Step 3: <u>Select</u> 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

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*
- ☐ Yes
- ☑ No

Council on Teacher Education*
- ☐ Yes
- ☑ No

Section I: The Request

R401 Purpose*

The purpose of this certificate is to increase student awareness, knowledge, and skills that will make them more effective leaders, communicators, negotiators, and problem solvers in their respective careers and communities locally, nationally, and internationally.

Section II: Program Proposal

Proposed Action & Rationale*

As the world and its problems become more complicated, the need for effective leadership and diplomacy at all levels of society is paramount. Key to this effectiveness are improved communication skills that help students better communicate ideas as well as understand the varied perspectives of different societal stakeholders. Also essential is an understanding of how governmental institutions and policy processes structure societal interactions and how they can facilitate and constrain leadership objectives and actions. As a result, this certificate focuses on developing skills and knowledge within two primary academic areas -- communication and government (i.e., political science). Other supportive academic areas include coursework from history, religious studies, sociology, social work, and business.

Labor Market Demand (if applicable)	While there are myriad definitions of leadership, it can be defined as "a process of social influence, which maximizes the efforts of others, towards the achievement of a goal."[1] Relatedly, diplomacy can be defined as the "art and science of maintaining peaceful relationships between nations, groups, or individuals."[2] Both concepts require individuals to inspire or work with others and imply that problems and goals require social or collective efforts. To get others to work towards a collective goal requires skills in communication, conflict resolution, active listening, empathy, strategic thinking, and problem-solving, among others. This certificate is designed to help students develop these skills that will prepare them for a variety of careers in government, journalism, law, the foreign service, non-governmental organizations, international organizations, and business. [1] Kevin Kruse, "What is Leadership?,"*Forbes*, April 9, 2013. [2] National Geographic Encyclopedia, http://nationalgeographic.org/encyclopedia/diplomacy accessed May 24, 2021.
Consistency with Institutional Mission & Institutional Impact*	The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement. This certificate builds upon these aims by enabling students to think critically about leadership while building the skills to effectively engage with others in their local, national, and international communities.
Finances*	The new certificate will require no additional costs and will be administered by the faculty and staff associated with the Institute of Government and Politics (IOGP). The development of one new course (Leadership Seminar) will be taught and administered by existing IOGP faculty and staff. The capstone internship requirement will require some student investment for internships outside of Utah (e.g., Washington DC, International), but for students that are unable or unwilling to finance such endeavors there are local internship options (including international) available. Development of scholarship funds to support additional national and international internship opportunities for more students are strongly encouraged at the departmental, college, and university level.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

This proposed certificate program proposal has been submitted to and received prior approval by the department heads of all affected departments. Once implemented, students will need to apply for the certificate program as the program builds capacity in terms of course and internship offerings. Limits on the number of students participating in the program, as well as course offerings, will be evaluated annually after consulting with affected departments and advising offices.

Applications will be accepted and vetted by the IOGP working in conjunction with CHaSS advising. The CHaSS advising staff will review and officially sign off on the certificate requirements for participating students.

All students in the certificate program must select either a domestic or an international/global track. The dual tracks aim to ensure that all students graduating with the certificate have key communication skills as well as an understanding of government and governmental processes, either at the national/local or the international/global level. This foundation will help students wishing to exert leadership in a variety of professions, in particular careers in government, nonprofits, or business. It is also designed to complement a wide variety of majors and minors, as well as existing certificate programs, throughout CHaSS and the wider university.

In addition to this foundational background, all students will be required to participate in a leadership course that aims to introduce students to a variety of career options as well as networking opportunities with alumni and other professionals working domestically and internationally. This course may include a combination of speakers with site visits (to Salt Lake City and/or Washington DC), and or international conference participation (e.g., UN Youth Summit, annual UN Commission on the Status of Women conference).

In addition to the above foundation, students deepen their knowledge and skills by selecting from a variety of electives in the departments of Political Science, Communication, Sociology, and the School of Business.

As a capstone experience, juniors and seniors in the program will be required to complete an internship for academic credit that will allow them to both observe in practice and apply the knowledge and skills they have acquired from their courses to real world settings. To help with placement, students in the program will receive individual advising and mentoring from USU faculty and staff to help secure an internship that best meets their personal and professional skills and objectives.

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: <u>Submit</u>

Click on the save all changes button below.

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

Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template

Institution Submitting Request:	**Utah State University**
Proposed Program Title:	**Composite Materials and Structures - MS**
Are There New Emphases:	Yes ☐ No ☒
Names of New Emphases (Separated by Commas):	
Sponsoring School, College, or Division:	**Utah State University, College of Engineering**
Sponsoring Academic Department(s) or Unit(s):	**MAE**
Classification of Instructional Program Code[1] :	**14.0201**
Min/Max Credit Hours Required of Full Program:	**33** / **33**
Proposed Beginning Term[2]:	**Fall** **2022**
Institutional Board of Trustees' Approval Date:	

Program Type (check all that apply):

☐	(AAS)	Associate of Applied Science Degree
☐	(AA)	Associate of Arts Degree
☐	(AS)	Associate of Science Degree
☐		Specialized Associate Degree (specify award type[3]:)
☐		Other (specify award type[3]:)
☐	(BA)	Bachelor of Arts Degree
☐	(BS)	Bachelor of Science Degree
☐	(BAS)	Bachelor of Applied Science Degree
☐		Specialized Bachelor Degree (specify award type[3]:)
☐		Other (specify award type[3]:)
☐	(MA)	Master of Arts Degree
☒	(MS)	Master of Science Degree
☐		Specialized Master Degree (specify award type[3]:)
☐		Other (specify award type[3]:)
☐		Doctoral Degree (specify award type[3]:)
☐		K-12 School Personnel Program
☐		Out of Service Area Delivery Program ☐ Attached MOU
☐		Out of Mission Program
☐		NEW Professional School

---

[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55
[2] "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.
[3] Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

☐	Program Restructure with or without Consolidation
☐	Emphases transfer from another program or academic unit
☐	Name Change of Existing Program or Academic Unit
☐	Program transfer to a different academic unit
☐	Suspension or discontinuation of a unit or program
☐	Reinstatement of a previously suspended/discontinued program or administrative unit
☐	Other

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name   Date:

☐   I understand that checking this box constitutes my legal signature.

Utah System of Higher Education
Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Master's degree(s): Composite Materials and Structures - MS effective Fall 2022. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The proposed MS in Composite Materials and Structure program will be administered and delivered by the USU Mechanical and Aerospace Engineering (MAE) department. The MAE department will host the degree program.

The program is an MS Plan-C Program (coursework only) and requires a total of 33 credit hours of coursework (15 core credit hours and 18 elective credit hours) with a minimum of 15 credit hours at the 6000-level or higher. Instruction will include the design, formulation, modeling, construction, and analysis of composite materials.

The program is directed at providing USU graduate students and industry professionals the opportunity to become familiar with how composites materials are used in several areas of engineering research and design across multiple industries. Graduates will develop the ability to better understand the applicability of these materials in improving and advancing product design.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policyr312) or, for "out of mission" program requests, the rationale for the request.

The College of Engineering provides unwavering support to the USU mission to be a premier student-centered land-grant university focused on quality research and excellent student outcomes. The MAE department is a key component of the college. The addition of this MS program will support USU's mission by:

1) Furthering our students' proficiency in material science, which is often cited by industry as a valuable strength.

2) Advancing their long history of working with composite materials. Several of their current courses focus on the use and application of advanced materials. For example, the Mechanics of Composite Materials I (MAE 5060) provides instruction on the formulation, construction, and use of non-isotropic materials.

3) Continuing to support industry funded research projects, dealing with the analysis and properties of composite materials, by providing the student talent necessary to perform this research.

4) Supporting the MAE department's aerospace emphasis. Aerospace is a significant consumer of composite materials.

5) Continuing to support the UTAH Governor's Office of Economic Development (GOED), which encourages programs that will support Utah's aerospace industry. Recently, GOED indicated that Utah's core aerospace and defense competencies, including design, composites manufacturing, software and control systems, supported regional and national air service as well as advanced space systems, and thanks to research universities such as Utah State University, their state lead the nation in aerospace technology development.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

Recently the college began an effort to improve its interactions with industry by focusing on their hiring and research needs and how they can be supported by them. Initially, they began by collecting information on the academic rigor and capabilities partners look for when hiring. One outcome of this data collection was a request to incorporate more composite materials coursework into the degree, particularly if the coursework can be accessed by industry.

The College of Engineering has a long-standing relationship with the Utah Advanced Materials and Manufacturing Initiative (UAMMI), a 501 c3, which brings together public, private, community, industry and education partners to assure growth and sustainability of Utah's advanced material and manufacturing industry. UAMMI's mission is to ensure Utah is the global leader in value-added advanced materials, manufacturing, technology development, and design by integrating industry, academic and government contributors in ways that enhance collaboration, promote business opportunities, share knowledge resulting from relevant research and engage a skilled and trained workforce. UAMMI is a strong supporter of the need for, and value of, the proposed program.

Another outcome of our industry data gathering was a request to establish a Center for Advanced Composite Materials and Structures. With significant industry support, the Center was recently approved for funding by the Utah State Legislature as a collaborative effort between USU and Weber State University. In addition to a strong research focus, this Center will serve as a key component of the MS program by supporting the hands-on instruction portion of the course. Combined with available online learning resources and traditional in-class instruction, the primary components of the MS program are now in place.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The College of Engineering (COE) and each department in COE have very active Industry Advisory Boards (IAB). IAB member representatives include Boeing, Northrop Grumman, Lockheed Martin, Hill Air Force Base, Idaho National Laboratory, Autoliv, Williams Aviation, and ENVE Composites. The IAB members represent companies that use advanced materials in their products and research. All of these companies have expressed a desire to make the composite materials and structures program available to their engineers.

Recently the Utah GOED, working with a consortium of universities including USU, companies, and foundations such as UAMMI, received funding from the US Department of Defense (DOD) to be designated as a Defense Manufacturing Community (DMC). Utah is now one of six DMCs in the US. This multi-year, multi-million dollar grant establishes Utah as a core provider of the research, products, systems, and talent deemed of highest value to the DOD's mission. Advanced materials and an expertise in their application play a very significant role in this mission.

The Utah DMC supporters encompass more than 70 industry organizations, including America Makes, American Manufacturing Community Collaborative (AMCC), the Institute for Advanced Composites Manufacturing Innovation (IACMI), Society for the Advancement of Material and Process Engineering (SAMPE), and the American Composites Manufacturing Association (ACMA). They provide both a local and national perspective. All of these organizations are looking for programs that provide their member companies with the necessary advanced

knowledge and hands-on training in composite materials in support of their contribution to the Utah DMC.

UAMMI shared an analysis conducted in 2020 which found that from 2015 to 2019 there were 4,905 job postings in Utah for engineers with composite materials backgrounds. Of those, 91% (4,463) required a minimum of a bachelor's degree with most preferring or requiring a master's degree. In that same period, 40 companies were actively hiring. From 2015 to 2019 there were 3,609 Composite Technicians job postings which required a bachelor's or master's degree. The analysis also revealed the need for engineers and technicians with a composite materials background in Utah is expected to grow to over 15,000 in the next few years.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Both recent graduates and current students have requested courses which provide more advanced understanding of composite materials and their application in industry. As these students look toward careers in aerospace, they appreciate the need to better understand the role composites play in this industry. With this need in mind, the MAE Department at USU recently added several senior design projects dealing with composites and related technologies. This MS program will provide an additional avenue for these students to gain proficiency in working with composite materials. While some of these students will likely not pursue a master's degree until after entering the workforce, it is expected they will turn to USU for this degree.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

While some USHE institutions currently offer undergraduate courses in composite materials, currently no USHE institution offers an advanced degree in this area. Their review of the courses provided in the intermountain area did not find any graduate-level courses in composite materials.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ . Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

As was previously mentioned, the recently funded and to-be-established Center for Advanced Composite Materials and Structures will be a collaboration between USU and Weber State University (WSU). Given WSU's more central location, they anticipate that much of the MS program's hands-on learning will take place at WSU. The USU faculty will work with their colleagues at WSU to develop the curriculum for this aspect of the program. It is believed this will be a very mutually beneficial partnership.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

No external consultants were involved in the development of this program. However, it is believed of value to note

that the feedback from USU's recently completed ABET accreditation process indicated the importance of the high level of industry involvement in the MAE programs. The ABET Review Committee referenced several instances where industry involvement was of significant value to USU. ABET encouraged the MAE Department to continue to find ways to expand and strengthen industry relationships.

Section IV: Program Details

Graduation Standards and Number of Credits
Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

Plan C - Coursework only
33 credits total (Graduate School requirement for Plan C)
At least 15 credits at the 6000-level or above (Graduate School minimum)

Admission Requirements
List admission requirements specific to the proposed program.

BS in an engineering, or materials science and engineering, or other relevant discipline;
A minimum admission GPA of 3.3 (calculated using all grades from last 60 semester or 90 quarter credits earned);
GRE scores at or above the 40th percentile for Verbal Reasoning and 70th percentile for Quantitative Reasoning.

Curriculum and Degree Map
Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness
How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The new degree program will be administered by the MAE Department which has in place the administrative infrastructure necessary to manage the program. MAE has a graduate committee that oversees the graduate programs and a full-time staff member assigned to the graduate program. Additional institutional resources for the development of the program have been approved by the state, and no additional financial resources beyond this are required. The only impact of this program on the current course load is that it will slightly increase the 5000-7000 level class sizes. However, enrollment in these courses is typically below enrollment caps.

Faculty
Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Two additional Professor of Practice positions required by the MAE department for the development of the program have been approved.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

Additional staff lines will not be required. Existing staff will be sufficient to support this program.

Student Advisement

Describe how students in the proposed program will be advised.

The mechanics of admission to the program and fulfilling program requirements are handled by an existing full-time staff graduate coordinator. Since this is primarily a coursework-only degree, students may also be advised by course instructors.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

Current library resources are sufficient for this program.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The goal of the program is to provide graduate students and early- and mid-career professionals with an opportunity to develop an understanding of composite materials and structures. It also provides an opportunity to achieve a broad high-level knowledge in this area. Attainment of these goals will be measured by employers and the placement rate of graduates within local and national organizations in industry and government.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Progress of student learning for each course is assessed with formative measures such as quizzes and projects assignments during each course. Learning as a whole is assessed with summative measures based on final exams or comprehensive final projects.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
		General Education Courses (list specific courses if recommended for this program on Degree Map)			
				General Education Credit Hour Sub-Total	
		Required Courses			
+	-	MAE/CEE 5060		Mechanics of Composite Materials I	3
+	-	MAE/CEE 6070		Mechanics of Composite Materials II	3
+	-	MAE 5050	X	Advanced Composite Materials	3
+	-	MAE 6050	X	Manufacturing of Composite Materials and Structures	3
+	-	MAE 6055	X	Testing of Composite Materials	3
+	-				
+	-				
		Add A Group of Courses			
				Required Course Credit Hour Sub-Total	15
		Elective Courses			
+	-	MAE 5020		Finite Element Methods in Solid Mechanics I	3
+	-	MAE 5350		Kinematics	3
+	-	MAE 5670		Fracture Mechanics	3
+	-	MAE 6010		Finite Element Methods in Solid Mechanics II	3
+	-	MAE/CEE 6090		Theory of Plates and Shells	3
+	-	MAE 5930		SP: Advanced Aircraft Structures	3
+	-	MAE 6010		Continuum Mechanics	3
+	-	MAE 6930		Special Problems	3
+	-	MAE 5930		SP: Additive Manufacturing	3
+	-	MATH 5410		Methods of Applied Mathematics	3
+	-	MATH 5420		Partial Differential Equations	3
+	-	MATH 5710		Introduction to Probability	3
				Choose of the following courses:	
+	-				
+	-				
		Add A Group of Courses			
				Elective Credit Hour Sub-Total	18
				Core Curriculum Credit Hour Sub-Total	33

Add An Emphasis

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

This is an MS Plan-C Program coursework-only. The program of study has 5 required courses (15 credit hours) and 6 electives (18 credit hours) for a total of 33 credit hours. A minimum of 15 credit hours must be at the 6000-level or higher. The 5 required courses are designed to provide an overview of composite materials and structures as well as elements that are unique to composite materials and structures. Students have the opportunity to choose 6 courses from 12 different electives to either specialize in a particular area or diversify into different areas. The program is designed to provide students and early- and mid-career professionals in the mechanical and aerospace community with an opportunity to seek an advanced degree. The courses will be offered face-to-face on the USU Logan campus, WSU campus, and/or with the online format.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Toggle Cut-and-Paste	Toggle Table

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	6	10	4	
Faculty: Part Time with Doctorate	0	0	0	
Faculty: Full Time with Masters	0	0	0	
Faculty: Part Time with Masters	0	0	0	
Faculty: Full Time with Baccalaureate	0	0	0	
Faculty: Part Time with Baccalaureate	0	0	0	
Teaching / Graduate Assistants	///	///	0	
Staff: Full Time	0	0	4	
Staff: Part Time	0	0	0	

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Thom	Fronk	T	PhD	Virginia Tech	10%	
	Juhyeong	Lee	TT	PhD	Mississippi State	30%	
	Nadia	Kouraytem	TT	PhD	KAUST	20%	
	Ryan	Berke	TT	PhD	UIUC	10%	
	Haoran	Wang	TT	PhD	UIUC	10%	
	Yanqing	Su	TT	PhD	Georgia Tech	10%	
						%	
						%	
						%	
						%	
						%	
						%	
						Add Another Full Time	
Part Time Faculty							
			Other			%	Instructor
			Other			%	Instructor
			Other			%	Instructor
			Other			%	Instructor
			Other			%	Instructor
			Other			%	Instructor

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
							Instructor
						Add Another Part Time	

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate	0	0	1	3 years of research lab or industry experience	90%
Faculty: Part Time with Doctorate	0	0	0		
Faculty: Full Time with Masters	0	0	1	3 years of research lab or industry experience	90%
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants			0		
Staff: Full Time	0	0	0		
Staff: Part Time	0	0	0		

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department						
# of Majors in Proposed Program(s)	/////	8	12	15	19	22
# of Graduates from Department						
# Graduates in New Program(s)	/////	0	6	14	17	21

Department Financial Data				
		Department Budget		
		Year 1	Year 2	Year 3
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)
EXPENSES – nature of additional costs required for proposed program(s)				
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.				
Personnel (Faculty & Staff Salary & Benefits)	$0	$175,000	$175,000	$175,000
Operating Expenses (equipment, travel, resources)	$0	$250,000	$0	$0
Other:	$0	$0	$0	$0
TOTAL PROGRAM EXPENSES	/////	$425,000	$175,000	$175,000
TOTAL EXPENSES	$0	$425,000	$175,000	$175,000
FUNDING – source of funding to cover additional costs generated by proposed program(s)				
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.				
Internal Reallocation	$0	$0	$0	$0
Appropriation	$0	$0	$0	$0
Special Legislative Appropriation	$0	$425,000	$175,000	$175,000
Grants and Contracts	$0	$0	$0	$0
Special Fees	$0	$0	$0	$0
Tuition	$0	$0	$0	$0
Differential Tuition (requires Regents approval)	$0	$0	$0	$0
PROPOSED PROGRAM FUNDING	/////	$425,000	$175,000	$175,000
TOTAL DEPARTMENT FUNDING	$0	$425,000	$175,000	$175,000
Difference				
Funding - Expense	$0	$0	$0	$0

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

USU COE has received $425K from the state to establish the program, with $250K one-time funding, and $175K ongoing funding. The one-time funding will be used to develop lab equipment and travels related to the establishment of the program. The ongoing funding will be used to hire two new Professors of Practice to develop and teach the new courses and related labs for the program. Other additional workload imposed by this degree is minimal and will have no impact on tasks that would normally be done by current faculty and staff.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

College of Engineering differential tuition received from this program may be directed back to this program as needed.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

USU COE has received $425K from the state to establish the program, with $250K one-time funding, and $175K ongoing funding. Additionally, our collaborator, Weber State University, also received $425K from the state.

PRES VPRS - Government Relations Office of Research Administration Office

4.1.c R401 New Administrative Unit

Proposal 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: <u>Select</u> 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:*	PRES	VPRS

DEPARTMENT or UNIT: *	Government Relations	Office of Research Administration Office

PROPOSED UNIT TITLE:	Institute for Land, Water, and Air

Request

Step 2: <u>Select</u> the Proposed Type of Unit Being Requested.

Unit Being Requested* ⃝ New Administrative Unit (except new colleges and professional schools - use full template)

⃝ New Centers

⦿ New Institutes

⃝ New Bureaus

Description/Narrative

Administrative Unit Description and Narrative*   The Institute for Land, Water, and Air is an interdisciplinary unit designed to communicate and expand USU's excellence in land, water, and air research. The institute brings together USU researchers in these areas and connects them with Utah problem solvers, including members of local, state, and federal government. The vision of the institute is to help Utah maintain a high quality of life for its citizens while valuing and optimizing the state's shared resources. The outreach-focused institute helps fulfill USU's land-grant mission by providing the state with informed and unbiased expertise on Utah's shared resources to clarify the impact of past and potential actions. The institute reports directly to the Office of the President and collaborates closely with the Office of Research and the Vice President for Federal and State Relations.

Step 3: <u>Submit</u>

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 October 14, 2021 from 3:00-4:00 p.m. in Champ Hall and via Zoom.

MEMBERS

Present:

- Renee Galliher, Chair, Associate Vice Provost
- Mykel Beorchia, Advising
- Dan Coster, College of Science
- Fran Hopkin, Registrar's Office
- Kacy Lundstrom, University Libraries
- Katie Burns, Student Affairs
- Robyn Peterson, subcommittee secretary (ex officio; not a voting member)

Absent:
- Porter Casdorph, USUSA
- Sterling Bone, Jon M. Huntsman School of Business

Guest:
- Janet Andersen, Vice Provost

AGENDA

1. New Business
    a. Introductions
    b. Welcome to Katie Burns, the new representative from the Division of Student Affairs.
    c. Posthumous Degree Language Adjustment: Janet Anderson

        i. Janet Anderson presented proposed adjustments to the Posthumous Degrees language in the catalog. She noted that Utah State does not currently have a standardized process regarding posthumous degrees and that there has been interest in standardizing the process. She mentioned support from various individuals, including the president, provost, various deans, and individuals in the Division of Student Affairs. If students were not close to completing a degree, Janet said that a certificate of achievement could be considered.

        Janet mentioned the involvement of Student Affairs and the academic departments in determining whether a posthumous degree is appropriate for individual students. She would like the process to be more standardized and comparable with other USHE institutions. Janet

outlined the current process of handling posthumous degrees, including working with the Division of Student Affairs, associate deans, department heads, and academic advisors.

The committee discussed the determination of degree progress (semesters, credits, degree requirements, etc.). The committee discussed the possibility of creating an honorary-type degree in lieu of an actual degree. Members of the committee considered instituting various levels of degree progress (e.g., 50% or more progress would satisfy the requirements for a posthumous degree, whereas less than 50% progress may constitute a certificate of achievement). Janet would like the decision to be more conversationally based and less mathematically based. The committee discussed revising the current language to include differentiation between degrees that require four or more years to complete and those that are generally completed in less than two years. They talked about the affordances of using the language "reasonably complete" and determined that this approach provides flexibility for all involved.

The committee revised the statement as follows:

"When a current USU student dies, the Office of the Provost will initiate a review of the academic work that has been completed. If it is determined, in consultation with the academic advisor, department head and dean, that the student could have reasonably completed all remaining requirements for a ==bachelor's or a doctoral degree (a four-or-more year degree)== with an additional two semesters of enrollment, the degree will be granted. If it is determined that the student could have reasonably completed all remaining requirements for an ==associate's degree or a master's degree (a one-to-two-year degree)== with an additional one semester of enrollment, the degree will be granted. If the student does not qualify for a posthumous degree, a certificate of achievement may be awarded to honor the work the student completed. If it is determined that a degree can be awarded, the Office of the Provost will work with the Office of the Registrar to have the posthumous degree posted."

ii. *Motion to approve the proposed wording to the Educational Policies Committee made by Fran Hopkin. Seconded by Mykel Beorchia. The vote was unanimous for all present.*

d. Email Communication Policy Language Adjustment: Fran Hopkin

   i. Fran announced that the Registrar's Office is doing a thorough audit of the university catalog content and may find additional policies that will need revisions. The committee determined that the Registrar's Office would have the autonomy to clean up obsolete terms or processes, but that substantive changes would need to be brought to the committee. The committee talked about the various approval methods of entering policies into the catalog.

   Fran explained that the decommissioning of the Aggiemail service necessitated a revision to the Email Communication Policy in the General Catalog due to its language surrounding the preferred email address, which is no longer in effect.

   The committee revised the proposed statement as follows:

   "USU ~~now~~ provides an official A#@usu.edu email account to all students for use during their academic career. The university uses this address to send important communications to students.

   "University officials, including advisors, professors, administrators, and various office personnel, will use this email account as an official means of communication.

   "It is the responsibility of all students to check their email accounts on a regular basis. Students will be held accountable as being officially notified when any correspondence is sent by university representatives to their official email account."

   ii. *Motion to approve the proposed wording to the Educational Policies Committee made by Mykel Beorchia. Seconded by Katie Burns. The vote was unanimous for all present.*

Adjourn: 3:44 p.m.