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EDUCATIONAL POLICIES COMMITTEE MINUTES

2 April 2015

A meeting of the Educational Policies Committee was held on 2 April 2015 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Larry Smith, Chair
Michele Hillard, Secretary
Richard Mueller, College of Science
Roland Squire, Registrar's Office
Kevin Olson, Caine College of the Arts
Karen Mock, Quinney College of Natural Resources
Melanie Nelson, USU-Eastern
Nathan Straight, Regional Campuses
Norm Jones, General Education Subcommittee Chair
Steve Folkman for Thom Fronk, Engineering
Scott Bates, Academic Standards Subcommittee Chair
Kacy Lundstrom, Libraries
Flora Shroder for Heidi Kesler, Curriculum Retention
Eddy Berry, Humanities and Social Sciences
Janet Anderson, Provost's Office

Absent: Scott DeBerard, Graduate Council
Doug Fiefia, USUSA President
Ed Reeve, Curriculum Subcommittee Chair
Kelly Fadel, Huntsman School of Business
Derek Hastings, Graduate Studies Senator
Jared Schultz, Education and Human Services

I. Approval of the minutes of the 5 March 2015 meeting (see attached)
*Motion to approve the minutes of the 3 March 2015 meeting made by Norman Jones.
Seconded by Kevin Olson. Minutes approved.*

II. Subcommittee Reports

a. Curriculum Subcommittee (Larry Smith for Ed Reeve)
*Motion to approve the Curriculum Subcommittee report made by Richard Mueller.
Seconded by Karen Mock. Report approved.*

Course Approvals

Request from the Department of Management proposes renaming the Manufacturing Management Specialization to Shingo Operational Excellence. (see attached)

Request from the Department of Plants, Soils and Climates proposes offering a Landscape Management Certificate. (see attached)

b. Academic Standards Subcommittee (Scott Bates)

Motion to approve the report of the Academic Standards Subcommittee made by Eddy Berry. Seconded by Richard Mueller. Report approved.

A meeting of the Academic Standards Subcommittee was held on 26 March 2015 at 2:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Scott Bates, Chair, Emma Eccles Jones College of Education & Human Services
Roland Squire, Registrar's Office
Dawn Kirby, College of Humanities & Social Sciences
Deidri Nielson, Secretary
Thom Fronk, Engineering
Marci Smith, Registrar's Office
Karen Mock, Quinney College of Natural Resources

Absent: Stephanie Hamblin, Advising
Nathan Straight, Regional Campuses
Doug Fiefia, USUSA President

Visitors: Krystin Deschamps, Student Services

Old Business

- A. Scott presented the Excused Absence Policy that includes revisions previously discussed. Minor edits were suggested and are reflected in the approved Excused Absence Policy. (Policy attached)

Thomas Fronk motioned to accept the Excused Absence Policy with edits. Karen seconded. Outcome: motion passed; the draft will now be distributed for additional feedback

- B. The Grading Policy was discussed (see attached). This policy change removes the requirement for dean's signature for a change of grade related to thesis and dissertation course (courses numbered 6990 and 7990).

Dawn Kirby motioned to accept the Grading Policy. Karen Mock seconded. Outcome: motion passed

- C. The Student Code of Conduct was discussed. A two-tiered violations policy with an easy to use Academic Integrity Violations form (possibly for Canvas) and training for faculty were among the ideas discussed. Krystin Deschamps will make revisions to the policy to present at a future Academic Standards meeting.

- D. Undergraduate Degree Enrichment proposal was discussed. After Roland presented various ideas and options, it was determined that it was a matter for the EPC.

c. General Education Subcommittee (Norm Jones)

Motion to approve the report of the General Education Subcommittee made by Norman Jones. Seconded by Richard Mueller. Report approved. Discussions were held regarding the change in CI policy.

March 17, 2015, 8:30 A.M.
Champ Hall Conference Room

Present: Norm Jones, Chair; Dean Adams, Engineering; Eddy Berry, Social Sciences; Harrison Kleiner, Connections; Mary Leavitt, Advising; Kacy Lundstrom, Library; Kris Miller, Honors; Melanie Nelson, USU Eastern; Lee Rickords, Agriculture and Applied Sciences; Michele Hillard, Secretary; Dawn Kirby, Humanities and Social Sciences; Shelley Lindauer, Education and Human Services; Brian McCuskey, Humanities; Karen Mock, Natural Resources; Bob Mueller, Regional Campus; Lawrence Culver, American Institutions; Dan Coster, Quantitative Intensive; Brock Dethier, Writing Program

Absent: Doug Fiefla, USUSA President; Larry Smith, Provost's Office; Stephanie Hamblin, University Advising; Kathy Chudoba, Business; Ryan Dupont, Life and Physical Sciences; Laura Gelfand, Arts; Dick Mueller, Science; Janet Anderson, Provost's Office; Cindy Dewey, Creative Arts; John Mortensen, Student Services

Visitors: Kelsey Hall, CI Subcommittee Member; Brad Hall, CI Subcommittee Member

Call to Order – Norm Jones

Approval of Minutes – February 17, 2015

Motion to approve minutes made by Eddy Berry. Seconded by Dean Adams.

Course Approvals

N/A

Course/Designation Removals

N/A

Syllabi Approvals

ANTH 3110-001 (DSS) Judson Finley **PENDING** Eddy Berry

CMST 4570 (QI) Lisa Guntzviller **APPROVED**..... Dan Coster

Motion to approve made by Dan Coster. Seconded by Brian McCuskey.

HIST/RELS 3270 (DHA) Danielle Ross **APPROVED** Brian McCuskey

Motion to approve made by Dawn Kirby. Seconded by Shelley Lindauer.

HIST/RELS 4565 (DHA) Danielle Ross **APPROVED** Brian McCuskey
Motion to approve made by Brian McCuskey. Seconded by Kris Miller.

HONR 3010 (QI) **WITHDRAWN** Dan Coster

HONR 3020 (CI) **WITHDRAWN** Brock Dethier

HONR 3030 (CI) **WITHDRAWN** Brock Dethier

HONR 3035 (QI) **WITHDRAWN** Dan Coster

MUSC 3030 (DSS) Kevin Olson **APPROVED** Eddy Berry
Motion to approve made by Eddy Berry. Seconded by Dawn Kirby.

PHYS 2210 (BPS) Jan Sojka **PENDING** Ryan Dupont

POLS 4460 (CI) **PENDING** Brock Dethier

THEA 1000 (BCA) Richie Call **PENDING** Cindy Dewey

Business

Brock Dethier, Chair of the Communications Intensive Subcommittee, is asking for clarification of the policy changes made to the CI designation made on Feb. 20, 2015. Here are his observations:

1. Whatever the intent, last month's change in the Communication Intensive Criteria from "written AND oral communication" to "written AND/OR oral communication" means that any activity that would formerly have satisfied the oral component now qualifies a course for the CI designation even if no writing is involved. We have always accepted a five-minute solo PowerPoint, for instance, as adequate for the oral component. Now such a presentation earns a course a CI by itself.
2. So what can we do?
 - a. Create a new, much tougher standard for the oral component, so that the new CI definition would have some meaning.
 - b. Eliminate the CI standard entirely. I'd hate to do it, but I'd also hate to administer a watered-down standard.
 - c. Eliminate the oral component entirely, but keep a robust written component. Cutting the old standard in half would certainly be a blow to students' education, but it would be better than the potential race-to-the-bottom that the "and/or" could create.

- d. Approve the new language from the Communication committee (which relaxed, rather than tightened the requirement for the oral component) and let the committee do its job. Make courses fit the standard rather than change the standard to fit huge courses.
- e. Create a WI (Writing Intensive) designation and an OI (Oral Intensive) designation and require one of each? Or allow each major to choose what combination it wants? I foresee administrative nightmares, but perhaps only in the short term.

Policy as it currently stands. (Recent amendments are marked in red)
Criteria for Communication Intensive Courses

Philosophy

The purpose of Communication Intensive courses is to help students achieve proficiency in both written and oral communication in a manner that is appropriate to their major discipline. Although CI courses must meet specific criteria, there are many possibilities for how those criteria may be achieved. CI courses may use a range of artistic and technological forms of communication.

All CI courses must help students engage productively, responsibly, and thoughtfully in written and oral communication. CI courses are also intended to be discipline-specific, letting students simultaneously attain communication fluency goals while they learn communication forms most appropriate to their discipline.

Communication Intensive Course Criteria

All Communication Intensive courses must:

1. Be an upper division course.
2. Require both written and/or oral communication.
3. Require a significant quantity of written and/or oral communication as demonstrated by the outcomes, assignments, and assessment in the course.
4. Have an individual writing component.
5. Incorporate communication/learning components that reinforce effective two-way communication skills appropriate for discipline-specific audiences.
6. Allow for continued improvement through opportunities for revision, and/or multiple assignments.

Communication Intensive courses are encouraged to:

1. Utilize collaborative forms of communication.
2. Be explicit with students about how the discipline communicates and invite them into its ways of communication.
3. Utilize a wide variety of communication forms and media.
4. Incorporate communication activities that are appropriate for a wide variety of

disciplinary audiences.

Communication Intensive Implementation Ideas

To clarify Communication Intensive requirements listed above, and to encourage thinking “outside the box,” we list some key terms below and suggest a variety of ways to implement them.

Continual Improvement:

1. Students may write multiple drafts of a single paper, with the opportunity to implement feedback and suggestions in the final paper.
2. The instructor may assign several papers of the same type. Constructive feedback is provided on the early assignments so students can apply this information to succeeding assignments.
3. The student may be offered the opportunity to revise a paper after it has been graded.

Feedback:

1. Feedback is response to student writing in the form of constructive criticism and suggestions for improvement.
2. Feedback can come from peers, the instructor, or Graduate Assistants, Writing Fellows, Undergraduate Teaching Fellows, external audiences, or others.
3. Feedback may be oral or written.

NEW LANGUAGE APPROVED FEB. 20, 2015

Oral Communication:

Each applicant for the CI designation stressing oral communication should explain how the course in question gives students practice, feedback, and/or instruction in oral communication relevant and useful to the specific discipline. The following are some ways oral communication has been incorporated into courses, but this is not a complete list. The Communication Committee welcomes the use of discipline-appropriate ways of meeting the CI goals.

Students may communicate orally in a wide variety of formats. Some examples include the following:

1. Make a formal presentation to a class or subgroup of a class, an outside audience, or the instructor.
2. Make a formal presentation using video format or other presentation software.
3. Perform in a dramatic presentation or other oral reading.
4. Participate in structured in-class debates with assigned roles.
5. Lead structured discussions by doing such things as introducing the reading, synthesizing class materials and audience responses, summarizing at the end of

- class, or reading and paraphrasing important but not required articles.
6. Have the class join or create a mock-conference with poster or PowerPoint presentations.
 7. Create podcasts or YouTube videos.

HERE IS THE OLD LANGUAGE:

Oral Communication:

Students may communicate orally in a wide variety of formats. Some examples include the following:

1. Make a formal presentation to a class or subgroup of a class, an outside audience, or the instructor.
2. Make a formal presentation using video format or other presentation software.
3. Perform in a dramatic presentation or other oral reading.
4. Participate in structured in-class debates with assigned roles.
5. Lead structured discussions synthesizing class materials and audience responses.”

Collaboration:

1. Collaboration includes an occasion in which students talk to, or work with each other, a client outside the classroom, or an instructor to produce something.
2. Collaboration can include occasions in which students provide feedback on each other's work.

Motion to return to the original verbiage in points 2 and 3 of the policy (remove “/or”) made by Dean Adams. Seconded by Harrison Kleiner.

Vote taken: 12 yea – 2 Nay – 1 Abstain

Motion to begin a study on CI courses made by Karen Mock. Seconded by Shelley Lindauer. Motion carried. The CI Subcommittee will draft a rubric for a survey of department heads concerning CI courses they currently offer or might offer.

Update on the Water Cluster discussion

Everything is going well and meetings continue to be held.

Meeting adjourned at 9:35 am

III. Other Business

Meeting adjourned at 3:50 pm

EDUCATIONAL POLICIES COMMITTEE MINUTES

5 March 2015

A meeting of the Educational Policies Committee was held on 5 March 2015 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Ed Reeve for Larry Smith, Chair
Barbara Williams for Michele Hillard, Secretary
Richard Mueller, College of Science
Roland Squire, Registrar's Office
Nicholas Morrison for Kevin Olson, Caine College of the Arts
Chris Lant for Karen Mock, Quinney College of Natural Resources
Ed Reeve, Curriculum Subcommittee Chair
Melanie Nelson, USU-Eastern
Nathan Straight, Regional Campuses
Norm Jones, General Education Subcommittee Chair
Kelly Fadel, Huntsman School of Business
Thom Fronk, Engineering
Scott Bates, Academic Standards Subcommittee Chair
Derek Hastings, Graduate Studies Senator
Jared Schultz, Education and Human Services
Kacy Lundstrom, Libraries
Heidi Kesler, Curriculum Retention
Eddy Berry, Humanities and Social Sciences

Absent: Scott DeBerard, Graduate Council
Doug Fiefia, USUSA President
Janet Anderson, Provost's Office

Visitors: Dawn Kirby, Assoc. Dean, Humanities and Social Sciences
Sean Michael, Department Head, Landscape Architecture and Environmental Planning
Michael Freeman, Associate Department Head, Teacher Education and Leadership
Lindsey Shirley, Associate Professor, Family and Consumer Sciences Education

I. Approval of the minutes of the 5 February 2015 meeting (see attached)

Motion to approve the February 5, 2015 minutes made by Norman Jones. Seconded by Richard Muller. Minutes approved.

II. Subcommittee Reports

Motion to approve the report of the Curriculum Subcommittee made by Richard Mueller. Seconded by Nicholas Morrison.

a. Curriculum Subcommittee (Ed Reeve)

Course Approvals

Request from the Department of Psychology proposes offering an interdisciplinary doctoral program in Neuroscience. (see attached)

Request from the Department of Sociology, Social Work and Anthropology proposes removal/discontinuation of the Master of Arts degree in Sociology. (see attached)

b. Academic Standards Subcommittee (Scott Bates)

Motion to approve the report of the Academic Standards Subcommittee made by Norman Jones. Seconded by Richard Mueller.

A meeting of the Academic Standards Subcommittee was held on 12 January 2015 at 2:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Scott Bates, Chair, Emma Eccles Jones College of Education & Human Services
Roland Squire, Registrar's Office (represented by Eric Humphrey)
Heidi Kesler, Curriculum Retention
Deidri Nielson, Secretary
Doug Fiefia, USUSA President
Stephanie Hamblin, Advising
Nathan Straight, Regional Campuses
Marcy Smith, Registrar's Office
Karen Mock, Quinney College of Natural Resources

Absent: Dawn Kirby, College of Humanities & Social Sciences
Thom Fronk, Engineering

Visitors: Krystin Deschamps and Bryan Olsen, Student Services

Old Business

Scott presented a revised Excused Absence Policy to discuss mainly two additions:

1. The multiple mechanisms that students should consider if absence is necessary (e.g., Incomplete, withdrawal).
2. The maximum percentage of classes that would be allowable missed under a revised policy.

Nathan Straight brought up concerns centered on the amount of work missed during classes aside from tests, or quizzes in regards to missing 20% of class meetings.

Karen Mock brought up concerns about the faculty liability to provide class materials to students who have missed class, essentially adding more work for the faculty.

Scott will add language to clarify the responsibilities of students and faculty in order to make up missed class work, and to add language about specific courses

that would be most impacted by missed work during courses (e.g., field work, labs, and group assignments).

The policy will undergo another revision, and will be presented at the next meeting (3/19).

New Business

- A. Debra Baldwin, Instructor in History, submitted a proposal to cap summer credits unless special permission is given (as is done during the fall and spring terms). She noted that shortened sessions (a) effectively double students' workload (in hours/week), and (b) that students are negatively impacted by taking more credits than is allowable based on the fall/spring standard ratio (18credits without permission).

Roland Squire brought up the fact that Banner does not allow for the 7 week courses to be capped; only the entire semester can be capped. He suggested an analysis of this coming summer students before making any changes.

Roland Squire motioned to table the discussion on summer credit-hour cap until after the summer sessions could be analyzed. Karen Mock seconded the motion. Outcome: motion passed. Action: this item will be revisited in the fall, 2015, when a 'scope of the problem' will be presented by the registrar's office.

- B. The current student code of conduct was distributed to the committee, as was a proposed revision. Krystin Deschamps and Bryan Olsen (from Student Services) outlined the major changes and asked the committee to review and provide feedback at the next meeting (3/19). Specific changes and points of concern were noted.

The committee will discuss the Student Code of Conduct with incorporated edits during next meeting (3/19).

- C. Undergraduate Degree Enrichment proposal was discussed (see attached).

Currently, if a student graduates with a bachelor's degree but wants to take additional classes they are considered a non-matriculated graduate student. The proposal would allow students to remain classified as undergraduate students for up to 9 additional credits.

Stephanie Hamblin motioned to include the proposal as written, and Karen Mock seconded. Outcome: motion passed.

Informational Items

The March meeting has been changed to the 19th.

c. General Education Subcommittee (Norm Jones)

Motion to approve the report of the General Education Subcommittee made by Nicholas Morrison. Seconded by Scott Bates.

February 17, 2015, 8:30 A.M.
Champ Hall Conference Room

Present: Norm Jones, Chair; Dean Adams, Engineering; Eddy Berry, Social Sciences; Stephanie Hamblin, University Advising; Harrison Kleiner, Connections; Mary Leavitt, Advising; Kacy Lundstrom, Library; Kris Miller, Honors; Melanie Nelson, USU Eastern; Lee Rickords, Agriculture and Applied Sciences; Michele Hillard, Secretary; Larry Smith, Provost's Office; Dawn Kirby, Humanities and Social Sciences; Shelley Lindauer, Education and Human Services; Doug Fiefa, USUAS President; Brian McCuskey, Humanities; Karen Mock, Natural Resources; Bob Mueller, Regional Campus

Absent: Kathy Chudoba, Business; Ryan Dupont, Life and Physical Sciences; Laura Gelfand, Arts; Dick Mueller, Science; Janet Anderson, Provost's Office; Lawrence Culver, American Institutions; Dan Coster, Quantitative Intensive; Brock Dethier, Writing Program; Cindy Dewey, Creative Arts; John Mortensen, Student Services

Call to Order – Norm Jones

Approval of Minutes – January 20, 2015

Motion to approve minutes from January 20, 2015 made by Dawn Kirby. Seconded by Dean Adams.

Course Approvals

N/A

Course/Designation Removals

N/A

Syllabi Approvals

ANTH 3110-001 (DSS) Judson Finley **PENDING**..... Eddy Berry

CMST 4570 (QI) Lisa Guntzviller **PENDING**..... Dan Coster

MUSC 3030 (DSS) Kevin Olson **PENDING**..... Eddy Berry

HIST 3230 (DHA) Bob Mueller **APPROVED** Brian McCuskey
Motion to approve made by Brian McCuskey. Seconded by Eddy Berry

PHIL 4410 (DHA) Charlie Huenemann **WITHDRAWN** Brian McCuskey

Business

The motion to approve this proposed change was carried forward from the previous meeting, when it was tabled for further discussion. A spread sheet showing all of the CI courses offered over the past two years was provided to the GE Committee to provide data about CI courses. *Motion to untable the CI motion made by Dawn Kirby. Seconded by Lee Rickords. The motion to approve the proposed change in policy language for CI was defeated, on a vote of 2 yea, 5 nay.*

The Committee then discussed whether to change the policy wording requiring CI depth courses to provide experiences in both written and oral communication. Ideally, we should require both, and employers want both, but in reality not all faculty members are trained to provide instruction in oral communication. Several members of the committee expressed concern that currently approved CI courses are not providing sufficient oral instruction, and that if we were to assess them, we would have to remove their designations. It was noted that the current language excludes courses that are exclusively writing intensive or exclusively oral intensive from consideration. Some expressed their belief that majors, knowing how their majors communicate, already provide instruction in appropriate areas of written and oral communication, but that our current criteria have prevented them from having their courses recognized as CI.

Motion to amend the current CI Criteria statement, “2. Require both written and oral communication” to read “2. Require written and/or oral communication,” and to adopt this new language proposed by the CI committee clarifying “Oral Communication.” The motion replaces this section of the CI Criteria

http://www.usu.edu/provost/academic_programs/geduc_univstud/doc/USU%20General%20Education-Communication%20Intensive.pdf

“Oral Communication:

Students may communicate orally in a wide variety of formats. Some examples include the following:

- 1. Make a formal presentation to a class or subgroup of a class, an outside audience, or the instructor.*
- 2. Make a formal presentation using video formator other presentation software.*
- 3. Perform in a dramatic presentation or other oral reading.*
- 4. Participate in structured in-class debates with assigned roles.*
- 5. Lead structured discussions synthesizing class materials and audience responses.”*

With this:

“Oral Communication:

Each applicant for the CI designation stressing oral communication should explain how the course in question gives students practice, feedback, and/or instruction in oral communication relevant and useful to the specific discipline. The following are some

ways oral communication has been incorporated into courses, but this is not a complete list. The Communication Committee welcomes the use of discipline-appropriate ways of meeting the CI goals.

Students may communicate orally in a wide variety of formats. Some examples include the following:

- 1. Make a formal presentation to a class or subgroup of a class, an outside audience, or the instructor.*
- 2. Make a formal presentation using video format or other presentation software.*
- 3. Perform in a dramatic presentation or other oral reading.*
- 4. Participate in structured in-class debates with assigned roles.*
- 5. Lead structured discussions by doing such things as introducing the reading, synthesizing class materials and audience responses, summarizing at the end of class, or reading and paraphrasing important but not required articles.*
- 6. Have the class join or create a mock-conference with poster or PowerPoint presentations.*
- 7. Create podcasts or YouTube videos.”*

Moved by Dawn Kirby. Seconded by Karen Mock. Vote = 8 yea 4 nay. Motion carries.

Proposed revisions of the Regents’ policy 470 Governing Gen Ed

The Regents’ General Education Task Force is looking at possible revisions in the Regents’ policy governing general education. In particular, the Task Force is looking at incorporating clear outcomes for Gen Ed areas. The Task Force is inviting feedback from USHE institutions. The current policy is found at http://higheredutah.org/wp-content/uploads/2014/05/R470-04_16.pdf. (see attached).

Water Cluster for Gen Ed

We are exploring creating a Gen Ed pathway that focuses on water. All courses used would be existing courses. Invitations are going out to faculty soon, and any member of the Gen Ed Subcommittee who would like to be involved should let Norm know. *Mary Leavitt asked to be included and attend meetings regarding the Water Cluster for Gen Ed.*

III. Other Business

N/A

Adjourned at 3:25 pm

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: Utah State University, Jon M Huntsman School of Business, MBA program

Proposed Title: Shingo Operational Excellence

Currently Approved Title: Manufacturing Management

School or Division or Location: Jon M Huntsman School of Business

Department(s) or Area(s) Location: MBA Program, Management Department

Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): 00.0000

Current Classification of Instructional Programs (CIP) Code (for existing programs): 00.0000

Proposed Beginning Date (for new programs): upon approval

Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input checked="" type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date: MM/DD/YEAR

Printed Name: Laurens H. Smith, Jr.
Executive Senior Vice Provost

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

Program Request - Abbreviated Template
Utah State University
Jon M Huntsman School of Business
Master of Business Administration
02/09/2015

Section I: Request

Utah State University's Jon M Huntsman School of Business has had a Master of Business Administration (MBA) degree for many years. As part of that degree, students specialize in specific areas to increase their skill set in those areas and make them more attractive on the job market. The specializations for the MBA were created several years ago and are in need of rebranding to reflect current market realities. One of those specializations was titled "Manufacturing Management" when it was created. Since that time, the Huntsman School's Shingo Institute's executive training in operations and operational excellence has grown to international prominence. Both executives who have received Shingo Certification and Utah industries have asked for an MBA focusing on operational excellence for some time. After a thorough market analysis, it was determined that a rename and retool of the "Manufacturing Management" specialization to "Shingo Operational Excellence" is necessary. The competencies learned in the redesigned "Shingo" specialization focus upon leadership, reporting systems, supply chain, quality, lean systems, managing change, and operational excellence in general. They add significantly to the MBA degree and are highly desired by hiring organizations. Being able to demonstrate these skills positions USU MBA students much more strongly for the market. Therefore, the department requests that the name of the "Manufacturing Management" specialization be changed to "Shingo Operational Excellence."

Section II: Need

The job market for MBA graduates who have demonstrated competency in Operations Excellence is strong. The new "Shingo Operational Excellence" specialization represents a highly desired set of skills. Business school graduates who have the competency to execute Shingo operations principles will be highly recruited and advance quickly in their careers. Students earning an MBA degree with the specialization in conjunction with either a Huntsman School graduate degree in information systems or human resource management, or an undergraduate degree in engineering, will have additional skills that will make them attractive for placement in many organizations.

Specialization has become the norm for MBA students nationally. The core curriculum of MBA programs is designed to give students grounding in business fundamentals. Specialization gives students additional, focused training in a specific area of business and improves student employability and success in that area upon graduation. Within the state of Utah, the University of Utah has MBA concentrations in Entrepreneurship, Marketing, Operations/Supply Chain, Leadership, and Finance. Weber State offers Graduate Certificates in Aerospace Management, Contract Management, Environmental Sustainability, and Information Systems and Technologies.

Section III: Institutional Impact

The proposed name change will not adversely affect the enrollment in other programs within the Huntsman School of Business. Over the past two years, there has been a trend towards 'dual' master's degree enrollment that has substantially improved student job placement and increased entry-level salaries. The analysis suggests the possibility of increasing the number of MBA degree graduates as a result of the suggested specialization name change.

The new specialization name change will not require additional staffing, courses, or facilities. To successfully implement this specialization, existing faculty will be used to teach the MBA core courses on an overload bases. The Shingo Institute is in the process of hiring a new academic director who will teach specialization courses as a part of his/her regular duties. Finally, qualified Shingo certified professionals will teach in the specialization.

Section IV: Finances

Overload instructional costs will be covered by the tuition paid by students in the program. The price point for this executive, professional program will be higher than other Huntsman graduate courses to cover the additional credit hours and overload costs of the program. No additional resources beyond those generated by the new specialization are required for the program of study and name change requested.

Section V: Program Curriculum

Course Prefix and Number	Title	Credit Hours	Semester
Required Courses			
MGT 6735	Continuous Improvement in a Lean Environment	2	Spring, Summer, Fall
MGT 6750	Leadership and Human Capital Management in a Lean Environment	2	Spring, Summer, Fall
MGT 6755	Managing in a Lean Environment	2	Spring, Summer, Fall
MGT 6756	Managing the Supply Chain in a Lean Environment	2	Spring, Summer, Fall
MGT 6757	Measurement and Reporting in a Lean Environment	2	Spring, Summer, Fall
MGT 6758	Quality Systems in a Lean Environment	2	Spring, Summer, Fall
MGT 6759	Work Systems in a Lean Environment	2	Spring, Summer, Fall
MGT 6800	Shingo Model Practicum	3	Spring, Summer, Fall
Total Number of Specialization Credits		17	

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: *Utah State University*
 Proposed Title: *Landscape Management Certificate*
 School or Division or Location: *College of Agriculture and Applied Sciences*
 Department(s) or Area(s) Location: *Plants, Soils, and Climate*
 Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): *01.0605*
 Proposed Beginning Date (for new programs): *08/15/2015*
 Institutional Board of Trustees' Approval Date: *XX/XX/XXXX*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items	
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>	
SECTION NO.	ITEM
5.1.1 <input type="checkbox"/>	Minor*
5.1.2 <input type="checkbox"/>	Emphasis*
5.2.1 <input checked="" type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3 <input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1 <input type="checkbox"/>	New Administrative Unit
	Administrative Unit Transfer
	Administrative Unit Restructure
	Administrative Unit Consolidation
5.4.2 <input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3 <input type="checkbox"/>	New Center
	New Institute
	New Bureau
5.5.1 <input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2 <input type="checkbox"/>	Program Transfer
	Program Restructure
	Program Consolidation
5.5.3 <input type="checkbox"/>	Name Change of Existing Programs
5.5.4 <input type="checkbox"/>	Program Discontinuation
	Program Suspension
5.5.5 <input type="checkbox"/>	Reinstatement of Previously Suspended Program
	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

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

Program Request - Abbreviated Template
Utah State University
Landscape Management Certificate
10/15/2014

Section I: Request

Utah State University requests approval to offer a Landscape Management Certificate program effective Fall, 2015. This program has been approved by the institutional Board of Trustees on _____.

Section II: Need

This program is valuable and needed to provide skills for students interested in starting a landscape business or progressing to higher positions in organizations that provide landscape services. This certificate provides a pathway with stackable credentials. The proposed Landscape Management Certificate is an initial certificate that can be completed, then the credits used toward completing the AAS in Ornamental Horticulture and BS degrees in Horticulture or Residential Landscape Design and Construction. The credits can also be used towards the BS in Plant Science, if the student attends the Logan Campus. Each credential provides additional skills and employment opportunities.

The continued urbanization and population growth of Utah make it highly likely that there will continue to be strong labor market demand for graduates in horticulture focused on urban needs. The Utah Department of Workforce Services describes the positions relating to First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers as having a good employment outlook and relatively high wages. The department also describes the field as having faster than average employment growth with a high volume of annual job openings. Business expansion, as opposed to the need for replacements, will provide the majority of job openings in the coming decade. This is likely due to the expectations of 1.6 million new residents in Utah by 2040 and 80% of these located along the Wasatch Front (Utah Legislature Briefing paper, Feb. 2014). As a result, we expect long term trends to be consistent or more likely grow for this degree with the increased demands on urban landscapes.

We estimate student demand for this certificate based on our other related horticulture programs centered at the Salt Lake campus. Over the last five years (FY 2008-2013) the number of graduates through the RCDE program with a Bachelor's degree have been 20, 16, 11, 18, and 15 respectively. We expect enrollment in this certificate program to begin small but grow in demand as students become aware of the program and the industry increases in size due to increased regional population as described above.

While there are landscape management degrees at other state and regional institutions, none offer similar programs to place-bound students along the Wasatch Front. In addition, this program will solidify our collaboration with Salt Lake Community College (SLCC) maximizing our use of resources and expertise at the two public institutions.

This program, being in cooperation with SLCC will offer additional opportunities to students that were not available previously such as the trade courses in plumbing, electrical, and small engine maintenance.

Section III: Institutional Impact

Currently there is one full time faculty member based at the Salt Lake campus. Logan-based faculty from the PSC department travel to teaching sites or broadcast from Logan. Some teaching, advising & program coordination is done by program advisors. All the personnel are currently in place and no changes would be needed to accommodate the new certificate since no new USU courses are being developed. Advising, recruiting, and program coordination done by program advisors and faculty based at the Salt Lake campus and all are currently in place and are able to accommodate additional students. This certificate may increase future enrollments in those AAS and BS degrees because this certificate offers a smaller initial step on the way to towards those degrees, making it easier to recruit students then recruit them into the higher level degrees.

The courses offered by USU will remain the same and are already in place. There is room for growth in student numbers in these courses without adding additional faculty and staff as well as physical facilities. Students have access to Library & Information resources through the Regional Campus.

Section IV: Finances

One full time faculty member & one full time advisor, coordinator, instructor are already in place as well as instructors for the USU courses. Some changes to courses may be made for better RC delivery. These instructors include adjunct and Logan faculty. The funding for these instructors has previously and will continue through the RCDE model. The USU courses are already in place for this program and no reallocations are needed. As a result, there will be no negative budgetary impact on USU. Additional courses are being developed through SLCC as part of this partnership.

Section V: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Course Title	Credit Hours
Required Courses SLCC		
Engl 1010	Introduction to Writing	3
LAND 1110	Plumbing	3
LAND 1120	Electrical	3
LAND 1210	Small Engine Repair and Maintenance	5
Required Courses USU		
PSC 1800	Introduction to Horticulture (LS)	3
PSC 2200	Pest Management	3
PSC 2600	Herbaceous Plants	3
PSC 2620	Woody Plant materials	3
PSC 3400	Arboriculture (pre req PSC 2620)	3
OR		
PSC 3810	Turf Management (pre req PSC 1800)	3

Program Schedule ½ time student

Fall SLCC Engl 1010 (3) Intro to Writing LAND 1110 (3) Plumbing 6 credit hours	Spring SLCC LAND 1120 (3) Electrical LAND 1210 (5) Small Engine Repair & Maintenance 8 credit hours	Summer USU PSC 2600 (3) Herbaceous Plants
Fall USU PSC 1800 (3) Introduction to Horticulture PSC 2620 (3) Woody Plant Materials 6 credit hours	Spring USU PSC 2200 (3) Pest Management PSC 3400 (3) Arboriculture 6 credit hours	

Program Schedule full time student: must show proficiency in English prior to starting classes.

Fall SLCC Engl 1010 (3) Intro to Writing LAND 1110 (3) Plumbing USU PSC 1800 (3) Introduction to Horticulture PSC 2620 (3) Woody Plant Materials 12 credits	Spring SLCC LAND 1120 (3) Electrical LAND 1210 (5) Small Engine Repair & Maintenance (2 nights per week) USU PSC 2200 (3) Pest Management 11 credit hours	Summer USU PSC 2600 (3) Herbaceous Plants 3 credits PSC 2600 could be taken Fall Semester as on line
Fall USU PSC 3810 (3) Turf Management 3 credits		

DRAFT – Academic Standards Subcommittee of the EPC

Attendance & Excused Absences

Introduction

Instructors set course content and structure and are responsible for determining if a student has met the minimum requirements for completion of the course. The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments in accordance with individual instructor and course policies.

The excused absence policy does not guarantee that a student's absences from a course will not negatively impact his or her success in the course. Furthermore, it is the student's responsibility to ensure that excused absences do not conflict with clearly established instructor policies on course attendance and participation.

There are multiple mechanisms that should be considered if absence from a class is necessary:

- Incomplete (I) Grade: If a student is unable to complete all of the coursework because of extenuating circumstances, a grade of "I" (Incomplete) may be submitted by the instructor. Refer to Incomplete policy for details.
- Withdrawal: Students may drop courses without notation on the permanent record through the first 20% of the class. If a student drops a course following the first 20% of the class, a "W" will be permanently affixed to the student's record. After 60% of the class is completed, the student's academic advisor must sign any drop request, and a "W" with a grade assigned by the instructor will be entered on the student's permanent record. Under normal circumstances, a student may not drop a course after 75% of the class is completed. (Check [General Catalog](#) for exact dates.)
- Excused Absence: An absence may be excused for the reasons and in accordance with the procedures outlined below. Students who are requesting an excused absence are expected to uphold the Student Code of Conduct.

Excused Absences

Reasons

A student who is requesting an excused absence is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence.

Excused absences may not exceed 20% of the class meetings.

Among the reasons absences are considered excused by the university are the following:

1. Participation in a university sponsored or sanctioned activity.
2. Mandatory participation as a student-athlete in NCAA-sanctioned competition.
3. Death or major illness in a student's immediate family (as defined in Policy 346.1 of the USU Policies Manual).

4. Illness of a dependent family member.
5. Participation in legal proceedings or administrative procedures that require a student's presence.
6. Religious holy day.
7. Injury or Illness that is too severe or contagious for the student to attend class.
 - a. **Injury or illness of 3 or more days.** For injury or illness that requires a student to be absent from classes for three or more class meetings, the student should obtain a medical confirmation note from his or her medical provider. The Student Health & Wellness Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the visit for the injury or illness and the medical professional's confirmation of needed absence.
 - b. **Injury or illness less than 3 days.** Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than 3 or more class meetings. At the discretion of the faculty member, as outlined in the course syllabus, injury or illness confirmation may be obtained through a note from a health care professional affirming the date and time of visit.
 - c. An absence for a non-acute medical service does not constitute an excused absence.
8. Required participation in military duties.
9. Mandatory admissions interviews for professional or graduate school, or internships, that cannot be rescheduled.
10. In accordance with Title IX of the Educational Amendments of 1972, Utah State University shall treat pregnancy and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor; questions about Title IX should be directed to the University Title IX Coordinator.

Procedures

Students may be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated above or for other reasons deemed appropriate by the student's instructor. For reason #1 (Participation in a university sponsored or sanctioned activity) or #2 (Mandatory participation as a student-athlete in NCAA-sanctioned competition), a dean or vice president (or the designee) must provide a letter for the student to provide to instructors that verifies the student's absence as excused.

Student

Excused absence notifications should be provided to instructors as soon as possible. In some cases, such as athletics or other university-sponsored and sanctioned events with known schedules, instructors should be informed during the first week of classes. Instructors have the right to deny any request that exceeds 20% of class sessions.

To be excused, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident or emergency), the student must provide

notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior to or after the absence, but not later than two working days after the absence. On request of the instructor, the student must provide additional documentation substantiating the reason for the absence, which is satisfactory to the instructor, within one week of the last date of the absence.

Instructor

Instructors are under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed on by the student and instructor. Students with an excused absence shall be “held harmless” and benefit from all classroom policies. In some cases, such as classes that include time-dependent group-, field-, lab-, or studio-work, instructors are not required to recreate a precisely equivalent experience, but should identify a suitable alternative that respects their time, the student’s time, and meets educational goals.

Any make-up work must be completed in a timeframe not to exceed 14 calendar days from the last day of the initial absence.

Appeal Procedures

A student may appeal an instructor’s decision that an absence is unexcused on the grounds that evidence has been presented to the instructor that substantiates one or more of the reasons deemed sufficient for an excused absence or on the grounds that the instructor’s decision was arbitrary, capricious, or prejudicial. Any appeal must be initiated within three class days of the instructor’s decision. In the appeal process, the burden of proof shall be on the student. The student may make an appeal to the following persons or bodies in the sequence in which they are listed:

1. The head of the academic department in which the course is offered.
2. The dean or designee of the undergraduate college in which the course is offered or the director of graduate studies in the case of graduate students.
3. The Provost.

Grading Policy (current as of March 26, 2015)

Grading is the main symbolic method of recording the evaluation of a student's academic performance. This academic evaluation is both the responsibility and the prerogative of the individual instructor. Where appropriate, the instructor may delegate authority but not responsibility in this matter. The instructor is the ultimate arbiter of grades in the course. All grades must be submitted within 96 hours after the final examination for the course.

The instructor of record of a course has the responsibility for any grade reported. Once a grade has been reported to the Office of the Registrar, it may be changed upon the signed authorization of the instructor of record who issued the original grade. In case the instructor is not available, the department head has authority to change the grade. This applies also to the grade of Incomplete (I). A change of grade after more than one year also requires the signature of the academic dean of the college in which the course is offered.

The establishment of grading policy devolves on the Faculty Senate as the representative of the individual instructor. The Faculty Senate Committee charged with the establishment and review of grading policy is the Academic Standards Subcommittee of the Educational Policies Committee, which has student representatives, since students are directly affected by changes in grading policy. All matters regarding grading policy throughout the University shall, therefore, be referred to this subcommittee.

Grading Policy (NEW)

Grading is the main symbolic method of recording the evaluation of a student's academic performance. This academic evaluation is both the responsibility and the prerogative of the individual instructor. Where appropriate, the instructor may delegate authority but not responsibility in this matter. The instructor is the ultimate arbiter of grades in the course. All grades must be submitted within 96 hours after the final examination for the course.

The instructor of record of a course has the responsibility for any grade reported. Once a grade has been reported to the Office of the Registrar, it may be changed upon the signed authorization of the instructor of record who issued the original grade. In case the instructor is not available, the department head has authority to change the grade. This applies also to the grade of Incomplete (I). A change of grade after more than one year also requires the signature of the academic dean of the college in which the course is offered with one exception: graduate thesis and dissertation courses (6990, 7990) do not require the signature of the academic dean to be changed from Incomplete (I) to a letter grade.

The establishment of grading policy devolves on the Faculty Senate as the representative of the individual instructor. The Faculty Senate Committee charged with the establishment and review of grading policy is the Academic Standards Subcommittee of the Educational Policies Committee, which has student representatives, since students are directly affected by changes in grading policy. All matters regarding grading policy throughout the University shall, therefore, be referred to this subcommittee.