



UtahState
University

EDUCATIONAL POLICIES COMMITTEE
Paul Barr, Chair

October 6, 2022
3:00 – 4:00 p.m.
Old Main-Champ Hall
[Zoom](#) (Statewide Campuses)

AGENDA

Approval of Minutes – [September 1, 2022](#)

Subcommittee Reports

Curriculum Subcommittee (Chad Simon) *Course Approvals – 128*

Request from the Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer a [Global Agriculture, Leadership, and Education Institutional Certificate of Proficiency](#).

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer an [Agricultural Production and Automated Processing Technology Emphases in General Technology AAS](#).

Request from the Emma Eccles Jones College of Education and Human Services to establish an [Alzheimer's Disease and Dementia Research Center](#).

Request from the Center for Anticipatory Intelligence in the College of Humanities and Social Sciences to offer a [Master of Anticipatory Intelligence Program](#).

Request from the Departments of Computer Science and Mathematics and Statistics in the College of Science to offer a [Data Science Graduate Certificate](#).

Request from the Departments of Computer Science and Mathematics and Statistics in the College of Science to offer a [Data Science Minor](#).

Request from the Department of Marketing and Strategy in the Jon M. Huntsman School of Business to offer a [Leadership Minor](#).

Academic Standards Subcommittee (Renee Galliher) No meeting.

General Education Subcommittee (Matt Sanders) Minutes – [September 20, 2022](#)

Other Business

[Curriculum Deadlines](#) – Toni Gibbons

Adjourn: 4:00 pm



September 1, 2022
3:00 – 4:00 p.m.
Old Main-Champ Hall

MINUTES

Present: Paul Barr, Chair, Provost's Office
Mateja Savoie Roskos, College of Agriculture and Applied Sciences
Richard Walker, Caine College of the Arts
David Feldon, Emma Eccles Jones College of Education and Human Services
Scott Budge, College of Engineering
Matt Sanders, College of Humanities and Social Sciences
Peter Howe, S.J. & Jessie E. Quinney College of Natural Resources
Dan Coster, College of Science
Renee Galliher, Academic Standards Chair
Chad Simon, Curriculum Subcommittee Chair
Matt Sanders, General Education Subcommittee Chair
Shana Geffeney, Statewide Campuses
Jason Marshall, USU Eastern
Britt Fagerheim, University Libraries
Richard Cutler, Graduate Council
Toni Gibbons, Registrar's Office
Michele Hillard, Secretary
Abraham Rodriguez, USUSA Executive VP

Absent: Sterling Bone, Jon M. Huntsman School of Business
Sarah Pope, Graduate Studies Senator

Guests: Fran Hopkin

Approval of Minutes – April 7, 2022

Motion to approve the April 7 minutes made by Chad Simon. Seconded by Abe Rodriguez. Minutes approved as distributed.

Subcommittee Reports

Curriculum Subcommittee (Chad Simon)

Motion to approve the Curriculum Subcommittee report made by Chad Simon. Seconded by Richard Walker. Report approved.

Course Approvals – 78

Request from the Departments of Applied Sciences, Technology and Education and Aviation and Technical Education in College of Agriculture and Applied Sciences to [create a new Department of Technology, Design and Technical Education](#).

Request from the Department of Plants, Soils and Climate in the College of Agriculture and Applied Sciences to [discontinue the Horticulture: MPSH Program](#).

Request from the College of Humanities and Social Sciences to [create a new CHaSS Peace Institute](#).

Request from the Center for Community Engagement in the Office of Student Affairs to [change the name from The Center for Civic Engagement and Service Learning to Center for Community Engagement](#).

Academic Standards Subcommittee (Renee Galliher)

No Meeting

Excused absence policy – the subcommittee is looking at the policy through the lens of remote learning. The updated policy will be sent out to the committee prior to the next meeting. There is a phrase in the policy that faculty members are under no obligation to record or broadcast courses. Students may expect it but, faculty are not required to record or broadcast. Also, students logging into a class is not considered participation. Remote learning is the focus of these changes.

Course fees – the issue at hand is that there is a new USHE statewide policy where there didn't used to be one. USU has a new policy regarding course fees, and they are in direct contradiction with the USHE policy. USU has approved requests for undergraduate teaching assistants (TA) and the state does not allow student fees to be used for that. Using course fees for instruction puts us in direct violation of the state's policy. This will also have a financial dilemma. The policy is under the 538 section 2.2 of USU code. Colleges currently up for three-year review have very few course fees that are used for TAs. In the future the course fee committee will be hesitant to allow fees for TAs. USU will come up a reasonable solution in order to meet the USHE requirements.

General Education Subcommittee (Matt Sanders)

Minutes – [April 19, 2022](#)

Motion to approve the General Education Subcommittee report made by Matt Sanders. Seconded by Mateja Savoie Roskos. Report approved.

Matt Sanders has replaced Lee Rickords as the chair of the General Education Subcommittee.

Other Business

This year will be a big one for the School of Graduate Studies. Student stipends have been a problem and President Cockett is engaged and looking into fixing this issue. There is a concern that the tuition pool has not risen in 10 years. Graduate Studies did a lot of strategic planning last year. They are developing a grievance process for graduate students (non-Title IX). The students are looking for transparency. Looking at the graduate student handbooks. Need to make it clear to faculty and students what the expectations are to successfully complete the graduate programs. Restarted the graduate studies student activities. Had first face-to-face orientation in years. Mental health has been the single biggest issue.

Registrar's office has been moved under the Office of the Provost and Chief Academic Officer.

Adjourn: 4:00 pm

CAAS - Applied Sciences, Technology and Education - Global Agriculture, Leadership, and Education - Institutional Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Applied Sciences, Technology and Education

Current Title (if applicable)* None

Proposed Title* Global Agriculture, Leadership, and Education - Institutional Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:
[Classification Instruction Programs](#)

CIP Code (6-digits) * 01.0701

Minimum Number of
Credits (if
applicable)* 12

Maximum Number of
Credits (if
applicable)* 15

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- 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 Certificate
 - 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 Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose*

An institutional certificate in Global Agriculture, Leadership, and Education will provide students with formal instruction in global agricultural concepts, leadership, and education and provides opportunities for practical experiences through study abroad, language acquisition, research, or specialized study. The curriculum prepares students for successful post-baccalaureate global/international careers or graduate studies. The overarching goal of this certificate is to empower students through education and experience in global food and agriculture science.

An understanding and appreciation of the interconnectedness of agriculture is a key component for students to become globally competent and is crucial for the next generation of agricultural practitioners. To be responsive and adaptable to these changes it is vital to provide students at Utah State University (USU) with an opportunity to learn global agriculture concepts and have practical experiences. Further, the future development of complex global food system, food supply chain, and sustainable agricultural practices require students from a wide variety of backgrounds, cultures, and disciplines to work together to solve these grand challenges (Parag Chitnis, acting director of USDA's National Institute of Food and Agriculture).

Globally competent students will communicate effectively cross culturally, exhibit cultural sensitivity and adaptability, have a diverse worldview, comprehend global and international dimensions related to student's major field of study, and carry these global competencies throughout life (Russo & Osborne, 2004).

This proposal is being submitted to add a new institutional certificate available to all students with a focus on global agriculture, leadership, and nonformal education with opportunities for global study abroad or exploration in various topics on food, agribusiness, undergraduate research, or nonformal education.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

This institutional certificate will provide students with improved critical and reflective thinking proficiencies by exposing students to global perspectives in agriculture and food, opening doors for students to develop cultural fluency, expanding knowledge through experiential learning, and strengthening interpersonal proficiencies.

Students earning the Global Agriculture, Leadership, and Education institutional certificate will strengthen their career placement opportunities within education, business, or industry involved in global and international agricultural pursuits. Technical knowledge of a primary major discipline will be strengthened through a global awareness of agriculture and applied sciences. The institutional certificate of proficiency in Global Agriculture, Leadership, and Education will give students practical insight into the role of agriculture in a world of increasing food and fiber needs. It is ideal for those who wish to broaden their international perspectives or prepare for international work in endeavors.

Faculty within the ASTE department currently have established global and study abroad programs including Agriculture Science and Technology Student Teaching in Italy, Exploring Agriculture, Food and Natural Resources Management study away to Puerto Rico, and Cacao Value Chain in Guatemala. Our instructors already integrate global context within these courses and one faculty member has been accepted to the World Food Prize Foundation Global Guides Program a 9-month professional development program for educators focused on global food security education.

Two new courses will be added to allow student participation in Domestic or Study Abroad to enable students to complete a domestic study away experience or a study abroad experience and receive academic credit. These faculty-led programs will provide students with the opportunity for experiential and immersive experiences in a domestic (i.e. Puerto Rico) or international setting.

1. ASTE 2450 - ASTE Domestic Study Experience

1. New course proposal will be submitted

2. ASTE 5450 - ASTE Study Abroad Experience

1. New course proposal will be submitted

The ASTE 3900 Special Problems in Agricultural Systems Technology and Education course will be utilized as an independent and faculty mentored undergraduate research or honors project related to global agriculture, leadership, and or education.

Labor Market Demand (if applicable)

While there may not be specific labor market demand information regarding an institutional certificate, global and international experiences, combined with technical knowledge of a major discipline contribute to additional skill attainment, maturity, marketability, and understanding of cultural values and biases.

**Consistency with
Institutional Mission
& Institutional
Impact***

This institutional certificate of proficiency in Global Agriculture, Leadership, and Education strengthens the mission of USU as the land-grant institution in Utah by cultivating diversity of thought and culture. It directly contributes to the development of the Citizen Scholarship, which enables USU graduates to positively influence their communities and remain lifelong learners.

Finances*

This institutional certificate utilizes resources existing and used by undergraduate programs in the ASTE department. No additional resources are being requested from the department, college, or university.

SECTION III: CURRICULUM (if applicable)


Program Curriculum Narrative

The Global Agriculture, Leadership, and Education certificate will provide students with formal instruction in global agricultural concepts, leadership, and education and provides opportunities for practical experiences through study abroad, language acquisition, research, or specialized study. The curriculum prepares students for successful post-baccalaureate global/international careers or graduate studies.

This certificate uniquely enhances various career paths in agriculture, research, nutrition and food, plants and environment, extension, and education and many more. It strengthens resumes and empowers students through education and experience in global food and agriculture science.


Required Courses

Agriculture Core		
ASTE 2900	Food Matters: Ethics, Economics, and the Environment (BSS)	3
Leadership Core (choose one)		
ASTE 2100	Personal and Team Leadership	3
or		
ASTE 5220/6220	Volunteer Program Management	3
Education Core (choose one)		
ASTE 4155	Nonformal Teaching Methods	3
ASTE 4215	Community Programming and Evaluation	3
Experiential Education (choose 3-5 credits)		
ASTE 5635	Agriculture, Science, & Technology Study Abroad Student Teaching	5
ASTE 2450	ASTE Domestic Study Away Experience	1 - 5
ASTE 5450	ASTE Study Abroad Experience	1 - 5
ASTE 3900	Special Problems in Agricultural Systems Technology and Education	1 - 6

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.

SUBMIT AND APPROVE THE PROPOSAL

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 - Agricultural Production and Automated Processing Technology Emphasis in General Technology AAS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)* none

Proposed Title* Agricultural Production and Automated Processing Technology Emphasis in General Technology AAS

CIP Code

Enter the Correct CIP Code by Using the Following Link:
[Classification Instruction Programs](#)

CIP Code (6-digits) * 47.0000

Minimum Number of
Credits (if
applicable)* 63

Maximum Number of
Credits (if
applicable)* 63

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- 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 Certificate
 - 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 Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose*

This proposal is being submitted to add a new emphasis within the General Technology AAS degree program focused on agricultural production and automation processing technology. There is not a currently available emphasis that meets the demands of the agricultural industry and adding the emphasis will be for students wishing to pursue a career in the agricultural industry. It allows for a clear path of stackable degrees, starting with a Technical College Certificate, the AAS in General Technology, and the Bachelor of Science degrees in Agricultural Systems Technology.

Agricultural processing and automation technologies are an important and growing industry throughout the nation and one in demand for a variety of reasons. Across the country, the agricultural production is being managed for higher efficiency and decreased costs, especially in Utah with regards to irrigation water, and there continues to be a demand to provide automation technology services for farming or food production. Site-specific services that agricultural equipment dealers now offer most frequently include technologies related to precision fertilizers and soil amendments--grid or zone soil sampling, VRT fertilizer or lime applications, and field mapping services. As technology continues to improve, farms will be able to use these technologies to enhance crop and animal health, and to enhance the ability to assess the impact of seed, fertilizer, and pesticide applications. Renewed interest in robotics and automation has been generated to ensure the sustainability of production and processing of crops as labor shortages spiked during the COVID-19 pandemic. There is a large demand to fill workforce needs with many in agriculture aging and retiring.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Approval of the General Technology AAS in Agricultural Production and Automated Processing Technology emphasis will allow students to begin learning the principles and practices of agricultural production and automation processing technologies. Students in the General Technology AAS emphasis in Agricultural Production and Automated Processing Technology will be introduced to agricultural machinery and processing technology in crop and livestock production. Coursework includes essential skills in sensors, controls, soil management, operation and maintenance of equipment. The General Technology AAS emphasis in Agricultural Production and Automated Processing Technology has the general education core embedded within the required courses (see references in the class map section) and additional agricultural technical content can be expanded with the elective courses.

Labor Market Demand (if applicable)

Over the next three years, agricultural equipment dealers anticipate that the most growth will be seen in the areas of variable rate technology for pesticide application, unmanned aerial vehicle/drone imagery, profit/cost mapping, variable rate technology for irrigation prescriptions, electronic records/mapping for quality traceability, and robotic crop scouting or weeding. Agricultural production technology generates large volumes of data across the entire production system requiring appropriate software to manage in order to generate on-farm production and financial analyses. Such information can be overwhelming for producers creating a niche for jobs requiring agricultural technology skills. Trends in modern agricultural technology has generated an explosive demand for candidates possessing technology skills to fill the job market. The USDA's 2020 report indicated that approximately 31% of employment opportunities will be in science and engineering and 13% of openings will be focused on food and biomaterials production. Sectors related to agriculture include food and beverage manufacturing; food and beverage stores; food service and eating and drinking places; textiles, apparel, and leather products; and forestry and fishing. In 2019, the U.S. food and beverage manufacturing sector employed 1.7 million people, or just over 1.1% of all U.S. nonfarm employment. In thousands of foods and beverage manufacturing plants located throughout the country, these employees were engaged in transforming raw agricultural materials into products for intermediate or final consumption. Meat and poultry plants employed the largest portion of food and beverage manufacturing workers, followed by bakeries, and beverage plants.

Consistency with Institutional Mission & Institutional Impact*

The General Technology AAS emphasis in Agricultural Production and Automated Processing Technology supports and strengthens the mission of USU as the land-grant institution in Utah and will be offered at the Logan Campus. The instruction and practice of applying science-based information to practical skills of operating, managing, maintaining, and selling agricultural technologies is at the core of land-grant goals. This AAS is made available at the Logan campus. Students with this AAS will have a strong introduction to the agricultural production technology careers and be prepared to use those skills directly. Students completing the General Technology AAS emphasis in Agricultural Production and Automated Processing Technology will be prepared to complete a Bachelor of Science in Agricultural Systems Technology offered at USU.


Finances*

This emphasis will use the resources currently utilized by the existing General Technology AAS and Agricultural Machinery Technology AAS programs. No additional resources are being requested in the department, college, or university.

SECTION III: CURRICULUM (if applicable)


**Program Curriculum
Narrative**

This program provides practical training in equipment management, testing, diagnosis, and retailing of agricultural production and automation processing technologies. Coursework encompasses applied engineering, troubleshooting, operation and maintenance of agricultural production and processing equipment. As an integral part of their training, students may complete an occupational experience or an internship in the industry. Students completing the General Technology AAS emphasis in Agricultural Production and Automated Processing Technology may stack credits into a Bachelor of Science degree in Agricultural Systems Technology.

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.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

CEHS - *CEHS Dean's Office

4.1.c R401 NEW ADMINISTRATIVE UNIT

Proposal Information

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE or
UNIVERSITY
DIVISION: *

CEHS

DEPARTMENT or
UNIT: *

*CEHS Dean's Office

PROPOSED UNIT
TITLE: Alzheimer's Disease and Dementia Research Center

REQUEST

TYPE OF UNIT BEING REQUESTED

Click the change that best reflects your proposal.

- 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***

During the 2022 legislative session in Utah, Utah State University received \$850,000 of ongoing funding from the Higher Education Appropriation Committee to create an Alzheimer's Disease and Dementia Research Center (ADRC). A large proportion of current USU researchers studying Alzheimer's disease and related dementias are in departments within the Emma Eccles Jones College of Education and Human Services (EEJCEHS), including Psychology, Human Development and Family Studies, Kinesiology and Health Sciences, and more. The nature of much of the dementia research on campus is and will continue to be interdisciplinary; thus, the new center is "housed" in the Office of Research Services within the Dean's office in EEJCEHS. Dr. Elizabeth Fauth, a professor in Human Development and Family Studies, has been identified as the founding director of this center. She has been employed full time at USU since 2007, and her work focuses on caregiving for people with dementia, developing programs to reduce family stress in this difficult role, and optimizing quality of life for those with the disease through meaningful interactions and activities.

Establishing the ADRC at Utah State University has many meaningful benefits for the field of research as well as for the state. Utah currently has the *Utah State Plan for Alzheimer's and Related Dementia*. This state plan has oversight from the Utah Department of Health, and a dedicated staff member (Kristy Russell, Alzheimer's Disease and Related Dementias Resource Specialist). The state plan currently has four goals and each goal has a workgroup and chair: 1) Supported and Empowered Caregivers Workgroup; 2) Dementia Competent Workforce Workgroup; 3) Dementia Aware Utah Workgroup; and 4) Expanded Research in Utah Workgroup. While all four goals will be addressed by this new center, the center will primarily address the fourth goal of promoting research on Alzheimer's and related dementias. Kristy Russell and the chairs of each of the Coordinating Council workgroups for the state plan will serve as an External Advisory Committee for the new USU ADRC.

The center will catalyze research already occurring at USU, with a wide breadth of topics on all aspects of dementia, including prevention, treatment, progression, family care and program evaluation. Funding will be used to support faculty and student researcher teams to pivot their aims toward dementia research, preparing preliminary data to make federal research grants feasible, and building a pipeline of projects focused on Alzheimer's disease and other dementias. In sum, the center plans to leverage current state funds to be more competitive for larger research grants from the National Institutes of Health (NIH) and other agencies. USU has the highest research designation, R1, which is evidence of high quality research and the existing structure and personnel to support advanced research. The Office of Research Services in the EEJCEHS has existing personnel who can support faculty affiliated with the ADRC in submitting federal grants. The ADRC will not be a new department – faculty at USU will keep their affiliation with their existing department(s), but if their work is related to Alzheimer's disease or dementia they can become faculty affiliates with the center, and benefit from the resources that the center can offer. The center will offer pilot grants, grant mentorship programs, research assistantships, research equipment, and the creation of a registry of participants interested in being involved in research studies. There also will be funding for collaborations with other research organizations throughout the state. For example, pilot grant opportunities from the center will be offered to teams utilizing two or more Utah universities in a research pilot project proposal, or who create collaborations between Utah universities and other research or industry organizations in the state. USU will host workshops and conferences related to dementia. Of note, USU facilitates the statewide Extension program which will provide rural and frontier communities access to participate in research, as well as information on research findings and supportive services.

The ADRC will coordinate and collaborate with other organizations for supportive services. In addition to USU Extension, the center will network with the Alzheimer's Association Utah Chapter, Utah Division of Aging, and Area Agencies on Aging, and other universities or healthcare providers to better meet the needs of Utahans living with dementia and their caregivers. The center will have resources for supportive services, but not be redundant with existing high quality resources in the state. Funds will be used to create one or more employed positions that will provide services to the community, including answering questions, offering educational trainings, and developing new supportive services.

Finally, while research is the key focus of the ADRC, the center will facilitate education and training for students (and for existing employees) to create a dementia-competent workforce. Courses and practicum opportunities will be offered to educate and incentivize students to work in aging services as part of their elective coursework or as part of required internships and practica. The center will work with existing employers to offer dementia-specific trainings, which can help the employer better meet the needs of their older clients and limit employee turnover. Trainings contribute to the retention of employees because working with this population is traditionally challenging absent this specialized knowledge.

In conclusion, the proposed Alzheimer's Disease and Dementia Research Center will address many of the needs outlined in the *Utah's State Plan for Alzheimer's and Related Dementias*. It will allow USU faculty and students to more effectively engage in research on dementias, while also bridging research collaborations with other institutions across the state. It will facilitate needed resources and referrals to people living with dementia and their family caregivers, working with existing state infrastructure and filling gaps in services (in rural areas, for example). Finally, it will offer educational opportunities to encourage students and employees to work effectively with this growing population of people living with dementia, as well as their family or paid caregivers.

SUBMIT AND APPROVE THE PROPOSAL

Click on the save all changes button below.

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

CHASS - Center for Anticipatory Intelligence - Master of Anticipatory Intelligence

4.1.b R401 FULL PROGRAM PROPOSAL

R401-Full Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

COMPLETE THE [R401 FULL TEMPLATE](#)

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Center for Anticipatory Intelligence

Proposed Program Title* Master of Anticipatory Intelligence

LIBRARY RESOURCES

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

Library Related Needs*

No additional library resources will be required to support the proposed Master of Anticipatory Intelligence program. Utah State University already has significant holdings across the interdisciplinary range of fields drawn on to create the proposed curriculum, including security studies, government, politics, international relations, cybersecurity, computer science, data analytics, biology, agricultural sciences, biosecurity, and geographic information systems. Due to fast-evolving nature of anticipatory intelligence subject matter, faculty and students in the program will especially draw on periodical and current event publications serviced through the USU Libraries and available through inter-library loan.

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

ATTACH COMPLETED R401 FULL TEMPLATE

Click on the Files  icon located in the upper right-hand corner of the Proposal Toolbox.

SUBMIT AND APPROVE THE PROPOSAL

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 Mathematics and Statistics - Data Science Graduate Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)*

DEPARTMENT (include all cross listed departments)*

Current Title (if applicable)*

Proposed Title*

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 30.3001

Minimum Number of
Credits (if
applicable)* 12

Maximum Number of
Credits (if
applicable)* 12

Type of Degree: (BA,
BS, etc.)* Post-Baccalaureate Certificate

REQUEST

TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- 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 Certificate
 - 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)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* The purpose of this proposal is to create a new post-baccalaureate certificate in Data Science.

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

Data Science is an interdisciplinary field that includes the management, analysis, and visualization of data to make the best possible evidence-based decisions, and draws primarily from the fields of Statistics and Computer Science. A team of faculty from the Department of Mathematics and Statistics and the Department of Computer Science at Utah State University received funding from the USHE Deep Technology Initiative for their proposal "Stackable Credentials in Data Science at Utah State University." This team formalized a Data Science Advisory Panel of industry professionals to collaborate in the creation of a graduate certificate in Data Science. This stackable credential will empower students with the skills necessary to create new data analysis, data management, and data visualization technology tools that are critically needed in various industries in Utah. The primary audience for these credentials will be students in STEM majors who would enter the workforce with core science skills, and these data science credentials would strengthen their ability to create data science tools and utilize them to add value rather than simply relying on existing data science solutions that alone may be inadequate for their employers' needs.

Scientists and engineers in today's workforce have vast amounts of data available to them, but too often they do not have sufficient Data Science expertise to make full use of the data. With so much of today's STEM innovation being data-driven, expertise in collecting, analyzing, and operationalizing data is critical to industry success. The integration of Data Science credentials with STEM graduate programs will provide these critical skills to not only effectively utilize existing Data Science tools, but, more importantly, develop new and innovative tools to meet evolving industry needs and resources. The proposed Data Science credential program – through coursework, student seminars, and internships, all applied to critical industry problems – will fill a key gap in workforce preparation by providing Data Science experience, industry partnerships, and mentorship from top researchers and industry professionals.

In addition to this graduate certificate, a corresponding proposal for an undergraduate minor in Data Science has also been submitted. Together these stackable credentials will help meet USHE objectives to respond to the need for deep technology talent across Utah; nearly all of the industry categories listed in the USHE Deep Technology Initiative (Board Policy R430-3.2) involve technologies with Data Science needs – not just to use existing data software, but to create new Data Science tools for novel applications within these industries – such as in Robotics and Autonomous Vehicles, Secure Computing, and Biotechnology.

**Labor Market Demand
(if applicable)**

Students who graduate with the proposed Data Science graduate certificate will already have a primary degree in a STEM field, and would already qualify for occupations in those fields, including in the industries listed in the USHE Deep Technology Initiative. These industries include artificial intelligence, autonomous vehicles, biotechnology, and robotics. The Data Science credentials will make these graduates more innovative and impactful in their STEM roles. In addition, these credentials will open the door for graduates to work as data scientists, data engineers, business analysts, and machine learning engineers. The [Utah Department of Workforce Services](#) does not specifically report occupational projections for Data Science, but the 2018-2028 ten-year projected employment percent changes for related or overlapping fields are impressive – 82% for Statisticians (from 640 to 1160) and 72% for Computer and Information Research (280 to 480). Nationally, [U.S. Bureau of Labor Statistics projections](#) put Data Scientist in the top 20 fastest growing occupations, with a projected 31% growth rate from 2019-2029. Statistician is also on the list with a 35% projected growth rate nationally. Both Data Scientist and Statistician have median salaries (for 2020 as reported by the Bureau of Labor Statistics) in the \$90,000s. These projections indicate the depth of the state's (and nation's) need for developing a workforce more broadly skilled in data science. The projected growth rate in data science related fields in Utah is at least double the projected growth rate nationally, which underscores the need to develop data science skills in the workforce for the state of Utah.

**Consistency with
Institutional Mission
& Institutional
Impact***

The Data Science graduate certificate will support USU's academic mission by training students in data science skills critically needed by deep technology employers in Utah. The needs of such employers are represented by the Data Science Advisory Panel which provided input for the creation of this stackable credential. Rather than only being trained to use existing data science tools, students will gain experience in creating new data analysis, data management, and data visualization technology tools, so the students can build on their primary STEM training to be more impactful employees in their respective industries.

Finances*

The USHE funding for "Stackable Credentials in Data Science at Utah State University" is sufficient to form and oversee the initial trajectory of the proposed graduate certificate in Data Science. No additional resources will be required to offer this option for students. The required courses for the proposed graduate certificate have already been approved. One optional course is also being submitted via Curriculog – STAT 5555 / 6555 Advanced R Programming for Data Science (which will replace the currently-offered STAT 6550 Statistical Computing).

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**


General requirements: 12 credits total from courses listed below, including 3 credits in CS, 3 credits in STAT, 3 credits from the Implementation/Application category, and 3 credits elective; at least 6 credits should be outside the student's home department.

Elective Menu

- STAT 5050 Introduction to R (1)
- STAT 5080 Data Technologies (2)
- STAT 5100 Modern Regression Methods (3)
- STAT 5200 Analysis of Designed Experiments (3)
- STAT 5550 Statistical Visualization I (2)
- STAT 5645 Math Methods for Data Science (3)
- STAT 5650 Statistical Learning and Data Mining I (2)
- STAT 6655 Machine Learning (3)
- STAT/CS 5685 Deep Learning Theory and Applications (3)
- CS 5080 Time Series Data Mining (3)
- CS 5060 Decision Making Algorithms Under Uncertainty (3)
- CS 5665 Introduction to Data Science (3)
- CS 5820 Data Science – Data Visualization (3)
- CS 6665 Data Mining (3)
- CS 6830 Data Science in Practice (3)
- A 5000-level or higher data science-based class in CS or STAT (approved by the graduate certificate faculty advisory panel)

Implementation/Application

- CS 6675 Advanced Data Mining (3)
- CS 5510 Robot Intelligence (4)
- STAT 5555/6555 Advanced R Programming for Data Science (3)
- A 5000-level or higher data science-based application class in the student's home department (approved by the graduate certificate faculty advisory panel)

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.

SUBMIT AND APPROVE THE PROPOSAL

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 Mathematics and Statistics - Data Science Minor

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)*

DEPARTMENT (include all cross listed departments)*

Current Title (if applicable)* New minor

Proposed Title* Data Science Minor

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 30.3001

Minimum Number of
Credits (if
applicable)* 32

Maximum Number of
Credits (if
applicable)* 32

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- 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 Certificate
 - 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)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* The purpose of this proposal is to create a new minor in Data Science. The motivation of this minor is to provide a rigorous introduction to Data Science.

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

Data Science is an interdisciplinary field that includes the management, analysis, and visualization of data to make the best possible evidence-based decisions, and draws primarily from the fields of Statistics and Computer Science. A team of faculty from the Department of Mathematics and Statistics and the Department of Computer Science at Utah State University received funding from the USHE Deep Technology Initiative for their proposal "Stackable Credentials in Data Science at Utah State University." This team formalized a Data Science Advisory Panel of industry professionals to collaborate in the creation of a minor in Data Science. This stackable credential will empower students with the skills necessary to create new data analysis, data management, and data visualization technology tools that are critically needed in various industries in Utah. The primary audience for these credentials will be students in STEM majors who would enter the workforce with core science skills, and these data science credentials would strengthen their ability to create data science tools and utilize them to add value rather than simply relying on existing data science solutions that alone may be inadequate for their employers' needs.

Scientists and engineers in today's workforce have vast amounts of data available to them, but too often they do not have sufficient data science expertise to make full use of the data. With so much of today's STEM innovation being data-driven, expertise in collecting, analyzing, and operationalizing data is critical to industry success. The integration of data science credentials with STEM undergraduate programs will provide these critical skills to not only effectively utilize existing data science tools, but, more importantly, develop new and innovative tools to meet evolving industry needs and resources. The proposed data science minor program – through coursework, student seminars, and internships, all applied to critical industry problems – will fill a key gap in workforce preparation by providing data science experience, industry partnerships, and mentorship from top researchers and industry professionals.

In addition to this minor, a corresponding proposal for a graduate certificate in Data Science has also been submitted. Together these stackable credentials will help meet USHE objectives to respond to the need for deep technology talent across Utah; nearly all of the industry categories listed in the USHE Deep Technology Initiative (Board Policy R430-3.2) involve technologies with data science needs – not just to use existing data software, but to create new data science tools for novel applications within these industries – such as in Robotics and Autonomous Vehicles, Secure Computing, and Biotechnology.

**Labor Market Demand
(if applicable)**

Students who graduate with the proposed Data Science minor will concurrently be earning a primary degree in a STEM field, and so would already qualify for occupations in those fields, including in the industries listed in the USHE Deep Technology Initiative, such as artificial intelligence, autonomous vehicles, biotechnology, and robotics. The data science credentials would make these graduates more innovative and impactful in their STEM roles. In addition, these credentials would open the door for graduates to work as data scientists, data engineers, business analysts, and machine learning engineers. The [Utah Department of Workforce Services](#) does not specifically report occupational projections for Data Science, but the 2018-2028 ten year projected employment percent changes for related or overlapping fields are impressive – 82% for Statisticians (from 640 to 1160) and 72% for Computer and Information Research (280 to 480). Nationally, [U.S. Bureau of Labor Statistics projections](#) put Data Scientist in the top 20 fastest growing occupations, with a projected 31% growth rate from 2019-2029. Statistician is also on the list with a 35% projected growth rate nationally. Both Data Scientist and Statistician have median salaries (for 2020 as reported by the Bureau of Labor Statistics) in the \$90,000s. These projections indicate the depth of the state’s (and nation’s) need for developing a workforce more broadly skilled in data science. The projected growth rate in data science related fields in Utah is at least double the projected growth rate nationally, which underscores the need to develop data science skills in the workforce for the state of Utah.

**Consistency with
Institutional Mission
& Institutional
Impact***

The Data Science minor will support USU's academic mission by training students in data science skills critically needed by deep technology employers in Utah. The needs of such employers are represented by the Data Science Advisory Panel that provided input for the creation of this credential. The proposed minor in data science is stackable in addition to a bachelor's degree. Rather than only being trained to use existing data science tools, these students will gain experience in creating new data analysis, data management, and data visualization technology tools, so that the students can build on their primary STEM training to be more impactful employees in their respective industries.

Finances*

The USHE funding for "Stackable Credentials in Data Science at Utah State University" is sufficient to form and oversee the initial trajectory of the proposed minor in Data Science. No additional resources will be required to offer this option for students. The required courses for the proposed minor have already been approved.

Two optional courses for the proposed minor are also being submitted via Curriculog – STAT 3080 Data Science for Scientists (which is planned as an alternative requirement to STAT 3000 Statistics for Scientists) and STAT 5555 / 6555 Advanced R Programming for Data Science (which will replace the currently-offered STAT 6550 Statistical Computing). The STAT 3080 course is anticipated to draw students from the STAT 3000 audience over the next couple of years, so that the total teaching load for the Department of Mathematics and Statistics will effectively remain unchanged.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

Students will complete courses as listed below in core areas of Mathematics, Computer Science, and Statistics, and will choose electives as listed below in Data Science.

Mathematics Core:

Students will take the following courses:

- MATH 1210 - Calculus I (QL) (4)
- MATH 2270 - Linear Algebra (QI) (3)

Computer Science Core:

Students will take the following courses:

- CS 1400 - Introduction to Computer Science – CS 1 (4)
- CS 1410 - Introduction to Computer Science – CS 2 (3)
- CS 2420 - Algorithms and Data Structures (QI) (3)

Statistics Core:


Students will take the following courses:

- STAT 3000 - Statistics for Scientists (3) or STAT 3080 - Data Science for Scientists (3)
- STAT 5100 - Modern Regression Methods (CI/QI) (3)

Data Science Electives:


Students will take 9 credits from the following list:

- STAT 5050 - Introduction to R (1)
- STAT 5080 - Data Technologies (2)
- STAT 5550 - Statistical Visualization I (2)
- STAT 5555/6555 - Advanced R Programming for Data Science (3)
- STAT 5645 - Math Methods for Data Science (3)
- STAT 5650 - Statistical Learning and Data Mining I (2)
- STAT/CS 6685 - Deep Learning Theory and Applications (3)
- CS 5060 - Decision Making: Algorithms Under Uncertainty (3)
- CS 5080 - Time Series Data Mining (3)
- CS 5665 - Introduction to Data Science (3)
- CS 5820 - Data Science – Data Visualization (3)
- CS 5830 - Data Science in Practice (3)

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.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

HSB - Marketing and Strategy - Leadership - Minor

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)*

HSB

DEPARTMENT (include all cross listed departments)*

Marketing and Strategy

Current Title (if applicable)* Leadership and Management - Minor

Proposed Title* Leadership - Minor

CIP Code

Enter the Correct CIP Code by Using the Following Link:
[Classification Instruction Programs](#)

CIP Code (6-digits) * 52.0213

Minimum Number of Credits (if applicable)* 12

Maximum Number of Credits (if applicable)* 12

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- 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 Certificate
 - 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 (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - 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-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* The purpose of this proposal is to change the name of the "Leadership and Management minor" to "Leadership."

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The focus of the minor is leadership and **all** courses in the program of study center on developing leadership skills. The Huntsman School of Business has expressed the need for a name change because students are confused. The Management Department in the Huntsman School of Business also expressed concern with the use of "Management" because they own that curriculum and training. To help the students and be consistent with instructional programs we have determined that we must rename the minor and title it as "Leadership."

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* This is an existing minor that simply needs a title change to more clearly reflect the content and instruction in the minor, as explained above.

Finances* Current program costs are the same and do not change.

SECTION III: CURRICULUM (if applicable)


Program Curriculum Narrative The curriculum remains the same and is focused exclusively on organizational leadership.

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.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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



September 20, 2022

8:30 – 9:30 a.m.

Champ Hall Conference Room and Zoom

Present: Matt Sanders, College of Humanities and Social Sciences (Chair)
 Christopher Scheer, Caine College of the Arts
 Greg Podgorski, College of Science
 Dory Rosenberg, University Libraries
 Beth Buyserie, Communications Literacy/Intensive
 Ryan Bosworth, Social Sciences
 Keri Holt, Humanities
 Toni Gibbons, Registrar’s Office
 Mykel Beorchia, University Advising
 Kristine Miller, University Honors Program
 Sylvia Read, Emma Eccles Jones College of Education and Human Services
 John Mortensen, Academic and Instructional Services
 Thom Fronk, College of Engineering
 Scott Findley, Jon M. Huntsman School of Business
 David Wall, Creative Arts
 Harrison Kleiner, Associate Vice Provost, Connections
 TBD, American Institutions
 Karen Beard, S.J. & Jessie E. Quinney College of Natural Resources
 Michelle Smith, Secretary

Excused: Robert Mueller, Statewide Campuses
 Steve Nelson, USU Eastern
 Paul Barr, Office of the Executive Vice President and Provost
 Clara Alder, USUSA President
 Jim Bay, Life and Physical Sciences
 David Brown, Quantitative Literacy/Intensive

Call to Order – Matt Sanders

Approval of Minutes – April 19, 2022

Motion to approve the date minutes made by Greg Podgorski

Seconded by Sylvia Read

Approved unanimously

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

1. BSS – POLS 2100Ryan Bosworth

2. BSS – POLS 2400Ryan Bosworth



3. BSS – POLS 2500Ryan Bosworth

Discussion:

(Items 1-3 were considered as a group.)

Ryan Bosworth explained that one subcommittee member is in POLS so she provided information and feedback on these courses. It wasn't clear why they weren't designated with BSS a long time ago. There is no reason they shouldn't be BSS courses. Having more BSS courses in POLS gives more options to students. It is unclear if they are a series or if they are stand-alone courses, but they fit the rubric and are well documented.

Matt felt faculty would want students to enroll so they are requesting the BSS designation on these courses.

Greg didn't see a copy of the syllabus.

Ryan pointed out the syllabus was an appendage to the proposal.

Sylvia stated that one class had the gen ed baseline but there wasn't a copy of actual assignments on all the proposals. Greg would still vote for approval.

The 2100 class clearly met the requirements because they showed baseline pre-assessment but did not include the post assessment.

Since there has to be assignments for approval, perhaps this could be obtained after the designation is approved by the committee.

Committee could approve pending sending in assignments or uploading them to the Curriculog proposals.

Motion: Ryan Bosworth

Seconded: Greg Podgorski

Decision: Approved pending sending in assignments for Curriculog.

4. DSS – HIST 3780Ryan Bosworth

Motion: Ryan Bosworth

Seconded: Greg Podgorski

Decision: Approved by committee

Discussion:

The history course request is more unusual because it is history. It fit the rubric for DSS but the question was why DSS and not DHA. It was jointly listed with TEAL so it is History of American Education. It is a history course with a social science component. It will be joint listed between TEAL and HIST to support TEAL programs. The DSS designation would provide a social science component of history for TEAL students. The course does fit the rubric and is recommended.

If the course is cross-listed, any approved designation will be automatically applied to the cross-listing.



Sylvia commented it was hard to find the DSS rubric requirements. The fastest way is to search for EPC online. She questioned the difference between DSS and BSS designations. There isn't much of a difference in the rubric.

Harrison said when the new R470 comes out, the depth designation will build on content and skills from breadth course. Originally USU was trying to recreate the cluster classes model from the older Gen Ed requirements at USU. But almost no one navigates the curriculum that way. Depth has turned into breadth outcomes with a more specific content. That is something for the committee to discuss when they relook at rubrics.

Kris Miller said she has dealt with this question in Honors. They have to dig and dig and she agrees it would be helpful to clarify the difference between depth and breadth.

Harrison said he was waiting for the new R470 but it is clear that requirements will not change for credits. Depth is not part of Gen Ed. There is some push at USHE to reign in institution specific requirements but that discussion ended. Other institutions have their own requirements. USU has freedom to do what they want for institution requirements and since depth isn't Gen Ed, USHE will not dictate what to do for institution requirements.

Matt said a question surfaced about quantitative literacy and ALECS testing for QI and QL. If you didn't test out of QL, but test out of QL on ALECS, can you get QL credit?

Toni pointed out in the catalog, it says that you can take exams. A question came up for a student who took a stats course and could it be an exception.

Sylvia asked if an equivalent would be the students who have a waiver for a CL course.

CL1 can be waived if their ACT score is high enough.

Sylvia said that is an equivalent for using ALECS.

In a competency-based world, it seems silly not to waive the requirement. They don't get the credits but they can waive the requirement.

Harrison said that it's not clear how QI builds on QL.

Greg said it's hard to know in an intelligent way how QL is satisfied by ALECS.

Harrison said the quantitative rubrics are really centered in Math. The new draft of R470 hardly uses math, it uses quantitative. That will be a large discussion for some departments regarding how to interpret "quantitative".

Sylvia pointed out that for Math 1050 students, if they took that course in high school or if they test into a higher math course, they have the competency to fulfill QL. Why do they need to take Math 1050 in college?



Toni said that all other standardized tests fulfill QL but ALECS is not listed as an option in the catalog.

Harrison asked if other USHE specific institutions use ALECS? USHE lists what exams are allowed to count. He isn't sure that USU can decide if using ALECS is acceptable.

Greg clarified that students could test using an exam specified by USHE.

Harrison explained that students used to "shop" around for where to fulfill their credits. They would go to the institution that met their needs for credits.

Greg said that it was a moot point if we could even use ALECS if USHE doesn't specify.

Matt asked Harrison to check whether they could use ALECS. Harrison said that the whole page on what gets waived or what gets credit in the catalog needs to be updated.

Toni said that if there is a code in Banner, they can program DegreeWorks for those requirements. Right now, there are a few courses that are programmed into DegreeWorks to match what is currently in the catalog.

Harrison asked if anyone had a problem granting that student's appeal to use the testing into a Stats course to fulfill the QL. This is the first time that someone had just one QI and no QL so it was a unique exception.

John brought up examples of math test scores. Other examples are an ACT score of 25 or ALECS score to take a higher math class. Why would they be asked to go back and take MATH 1050 to fulfill QL?

Matt said he'd check on that ability.

Business

- 1. Preparing for Big Conversations Surrounding the Role of General Education in USU and USHE Strategic Goals.....Matt Sanders

Matt wanted to talk about the big conversations that will be coming up with USHE requirements. Some of the things happening in the revision of R470 and other matters to be addressed by the committee:

- 1) National enrollment trends – competitiveness for students, diversity is changing, there are pressures on enrollments and completion and retention. USHE's goals have significant performance funding tied to underrepresented students, timely completion, and retention. It is all part of USU's strategic plan – what does that look like and what does that mean? USHE is pushing growth. President Cockett is focusing on completion as a metric and not growth. She prefers having a modern and relevant curriculum for students that holds to the core of liberal and general education applicable to a PhD student and a tech student. Gen Ed is front and center. We lose 30% of students between year 1 and 2. While we do better than other institutions, that is still not a help to



the 30% who leave USU. It's a great opportunity and a great challenge. What are the places and areas of focus for Gen Ed to meet these goals and help students want to stay, having a good experience, but who don't connect with their classes before leaving?

Harrison said he feels Matt explained it well. The Gen Ed revision isn't just focusing on underrepresented populations, it's also focusing on enrollment and timely completion. Other populations such as PELL Grant and federal aid populations also improvement on completion. Gen Ed is a place where a lot of good work can be done. If the committee isn't proactive how the Gen Ed program can meet some of these challenges, we will find ourselves in the cross-hairs. Losing Gen Ed isn't a discussion now, but if we don't do better, we can find ourselves in trouble in the future.

Greg asked if there have been studies on how Gen Ed fits into students who leave, and why they leave.

Harrison said questions for students who left aren't well designed. They typically state the issue is financial. But Heidi Kesler who does exit interviews says that it ends up really being about value. They don't feel that their academic experience was worth paying for. She said that knowing a faculty member or having at least one meaningful academic experience makes students stay.

Greg said that means smaller classes and professors who connect with students should provide a better experience but is expensive to implement. BIOL 1100 students are enrolled in a huge class get lost.

Sylvia asked if there was a sense of what makes a meaningful academic experience.

Harrison said he'd ask Heidi to find out. He agreed with Greg that while it would be more expensive to offer smaller classes it would be useful to retain more students who will pay tuition and increase revenue. They also aren't connecting dots between their goals and their academic experience. If they are left to figure that out on their own it was harder to connect those dots.

Toni said it is hard when so many students are on waitlists for Gen Ed courses.

John said he's looking at stats for these issues. There are several students left out of breadth social science courses who want to take one. He said no one is vetting course offerings to match when students want the courses. There are some classes not offered in Fall, or they aren't taking courses to meet their goals and are taking courses in an area they've already satisfied. They don't realize they are adding to their load. Many are taking courses that may be for exploratory reasons but if they don't realize they've satisfied a category, and they are taking courses they don't need. Students don't seem to understand their AP scores and high school classes fulfilled their requirements and are taking a course when they don't need it. Some satisfy major requirements and are recommended by majors. But why are some courses are recommended for a major, but those students can't take other options. What is being communicated to students is likely impacting a wait list.



Toni pointed out that over 4000 students are taking concurrent enrollment. They are trying to communicate better to high schools to help students enroll in courses to take in high school to coordinate students who end up taking courses that will fulfill a requirement over and over again. They want college credit and the subject area they study but they are taking requirements over again.

Mykel said that some students enroll for college before they have finished a high school concurrent enrollment course. Students are not being guided on how to structure their courses. Advising is working on helping them register for courses so they have better help. High school students and parents are up against deadlines, with prerequisites, and have trouble knowing what courses they satisfied, so advising is trying to find systemic solutions for high school students.

Harrison said that some students use Gen Ed for major exploration which is an inefficient way to tackle that. Students end up piling up classes experimenting with different majors before they decide on a final path.

Matt said some problems are outside the Gen Ed committee but he can take them to EPC and other committees. These conversations are good to help tackle these issues even if they are brought up in Gen Ed.

Toni said that it is confusing for students to know how to negotiate their registration and course maps. There are pages and pages of options for students. the information can be tidied up.

Harrison said one way to tidy it up is to look at pathways. It would be helpful for majors to outline a path, such as if students want to go into a "helper" major. Courses to take with Gen Ed could be formed around a career pathway.

Kris said USU is in a good position to think about the 2+2 issue. There are a lot of statewide campuses who need to look at the issue. A lot of students move between statewide campuses.

Sylvia says some nontraditional students see 2 years as a do-able option. Four years seems daunting.

Harrison said the stacking programs help students feel better about accomplishing education in steps.

Matt said he wants to look at the exploratory issue. He would want flexibility to benefit students in majors like engineering.

Toni asked if they are clearly communicating to students the value of Gen Ed in a language that students understand.



Greg said at his orientations he tries to help students understand Gen Ed. He uses jokes to try and accomplish this. But as a university, if you step back too far, you can lose the meaning.

Toni asked if Gen Ed was perceived by students as something to slog through or something to look at as exploration and to broaden minds.

John said that often the language is “you have to” do X, not “you get to”.

Kris said the idea of onramps and giving students categories to certain outcomes and majors is appealing. If the committee could look at what students “get” to do like meet faculty, ask questions, etc. and communicate better it would be helpful.

Greg said we have to deliver on promises. A lot of Gen Ed doesn't do that.

Harrison said it's true that they communicate with students in Connections but then the university doesn't live up to the hype.

Matt said that it comes down to the Thanksgiving conversation when they go home after being at USU a semester. Is it a positive one? Gen Ed controls how we want to communicate the value.

Sylvia said that maybe we shouldn't call it gen ed but use pathways. Gen Ed really does sound like cod liver oil.

John asked do we need to look at funding? How is Gen Ed funded? If we need specific courses in one area, what resources are available to offer more seats in classes?

Harrison asked what incentivizes departments to put their best faculty in Gen Ed so it's easy for departments to make the best decision for Gen Ed?

Sylvia said that the question is about recruiting for a major.

Harrison said that it's a problem thinking of Gen Ed as an intro to a major. How do they see the value if a student doesn't want to go into a major?

John said that the registrar's office has put in an IFP for scheduling software with analytics. The software can make recommendations and then departments can go into the system to inform demand and needs so they can design their course offerings.

Matt said the committee is out of time to discuss Gen Ed ideas further, but if members have other issues to bring up, they can email Matt. He'd like the committee to have a voice rather than be a gate keeper.

Harrison said that the committee should take a conversation of big ideas and then plan time throughout the year to address them.



Matt stated wants to take concerns and conversations from this committee to others he works on.

Adjourned at 9:30 a.m.

Summary of Big Ideas for Gen Ed Discussion :

- 1. What role does general education play in a student's decision to stay or go? What makes gen ed meaningful?**
- 2. Do we have enough space in our gen ed classes? Do students know whether or not they have satisfied a designation in high school?**
- 3. We need to clean this list of gen ed classes not offered in last 5 years.**
- 4. Gen ed classes serving exploratory or introductory purposes first rather than gen ed outcomes. Can a 1000 level course in one social science (for example) count for introductory work in a major social science? Humanities? Life science?**
- 5. How do we optimize the exploratory requirement in gen ed to help more students? We need to make it intentional and fit some lower division classes that don't neatly fit our designations.**
- 6. How do we clearly communicate the value of gen ed? Is the name itself a problem?**
- 7. How is gen ed funded? What is the incentive for departments to put their best faculty in front?**

COURSE AND PROGRAM APPROVAL TIMELINE

CHANGES MADE IN BANNER, GENERAL CATALOG, AND DEGREE WORKS FOLLOWING EPC APPROVAL (OR PROVOST OFFICE APPROVAL IF APPLICABLE)

COURSES ONCE A YEAR

COURSE CHANGES THAT MAY BE MADE ONCE A YEAR WITH PUBLICATION OF THE NEW CATALOG MUST BE APPROVED BY THE **FEBRUARY** EPC

Course prefix change

Course number change

Addition/Deletion of a prerequisite or restriction

Credit hour change

Course title change

Inactivation/Deletion of a course

Addition/Deletion of a co-requisite

Pass/Fail designation change

Addition/Deletion of a General Education/University Studies designation

COURSES TWICE A YEAR

APPROVED BY THE **OCTOBER** EPC FOR SPRING UPDATES

APPROVED BY THE **FEBRUARY** EPC FOR SUMMER/FALL UPDATES

Addition of new course

Course description change

Repeatable for credit status

Addition/Deletion of a dual/cross listed course

Reactivation of a course

PROGRAMS

ONCE A YEAR

CHANGES THAT MAY BE MADE ONCE A YEAR WITH PUBLICATION OF THE NEW CATALOG

CURRICULOG PROPOSAL DUE BY MARCH 1

Existing program requirement changes

Discontinue/Suspend program*

Program Name changes*

CHANGED AS NEEDED

Catalog page changes that do not affect program requirements

Catalog faculty list updates

UPON FINAL APPROVAL FROM PROVOST OFFICE

*NEW PROGRAMS/EMPHASES AND PROGRAM NAME CHANGES MAY BE MADE DURING THE CATALOG YEAR UPON PROVOST OFFICE FINAL APPROVAL

CURRICULOG FORM 2.1 REQUIRED

NEW PROGRAMS & NEW EMPHASES
NEW PROGRAMS/EMPHASES AND PROGRAM NAME CHANGES MUST BE APPROVED BY THE EPC, BOARD OF TRUSTEES, AND FINAL APPROVAL RECEIVED FROM PROVOST OFFICE. CURRICULOG FORM 2.1 MUST BE SUBMITTED TO ADD THE PROGRAM TO THE CATALOG.