Memorandum of Understanding

Between the Office of Academic Innovation
And
University Studies

Reference: University Studies Minor Pathways

This Memorandum of Understanding (MOU) is an agreement between the Office of Academic Innovation (OAI) and University Studies (UNST). It outlines the partnership roles and responsibilities for implementation of the project titled UNST Minor Pathways, as part of the PSU Flexible Degrees RFP.

1. Project Information

Project Purpose:

This project will improve flexibility for new students as well as existing PSU students. The goal is to provide students with additional UNST online pathways by developing online courses in the Sexualities, Gender and Queer (SGQ) Studies, and Child and Family Studies minors.

Project Scope and Deliverables:

Project Scope:

University Studies will redesign nine (9) online courses, design one (1) new capstone course, and design five (5) online modules with course design and development support from OAI. The courses developed in this project will incorporate a design framework that captures the student learning experience as well as experiential learning.

Project Deliverables:

Key project deliverables includes (as agreed by the Project Lead, Rowanna Carpenter, and Vice Provost):

i. OAI will support faculty in UNST with redesign and development of nine (9) courses offered in the program.

ii. OAI will support faculty in UNST with design and development of one (1) new online capstone course offered in the program.

iii. OAI will support faculty and staff in UNST with design and development of four (4) online orientation modules offered in the program.

iv. OAI will support faculty and staff in UNST with design and development of one (1) online orientation modules for UNST mentors.
2. Project Duration

For this project, the project duration would consist of the following:

   a. The overall project will commence on August 1st, 2015 and end on June 15th, 2017
   b. Course design and development support will commence on January 3rd, 2016 and end on March 31, 2017.
         i. Design and deliver three (3) courses between January 3rd, 2016 to March 19th, 2016
      b. Course Design & Development Milestone II: Spring 2016
         i. Design and deliver three (3) courses between March 30th, 2016 to June 16th, 2016
      c. Course Design & Development Milestone II: Summer 2016
         i. Design and deliver two (2) courses between June 25th, 2016 to August 25th, 2016
   c. Module design and development support will commence on September 28th, 2015 and end on December 15th, 2016.
         i. Design and deliver five (5) online orientation modules between June 22nd, 2015 to March 19th, 2016

3. Funding

   a. The project team will be funded up to $136,917 to achieve the purpose, scope and deliverables established for this project.
      i. OAI will fund $78,271 to support faculty with design and development via buyouts or stipends.
      ii. OAI will invest $31,839 to provide support as described in section 4 below.
      iii. The College/School agrees fund and invest in the delivery of the program, outside of initial stipends to faculty members participating in the project. The College/School will provide $1,500 for marketing and student support costs.
      iv. OAA project management team will provide $15,231 in support for the project.

   b. OAI faculty support will be provided through a project specific index code.
      i. There will be no transfer of funds.
      ii. No additional compensation beyond this amount will be provided to the faculty members as part of this project team for the development of the course(s).
      iii. Funding is contingent upon:
            1. Receiving a signed copy of each Partnership Agreement for Course Development;
            2. Adhering to the responsibilities outlined below.
            3. Changes to the Partnership Agreements, timetables or funding will be based on written agreement between the College and Office of Academic Innovation designees.

   c. Vice Provost of Academic Innovation and Student Success in consultation with Executive Director of Academic Innovation, Provost, appropriate Dean, and Senior Project Manager may increase, reduce or terminate funding for this project.
4. Roles and Responsibilities

The College/School/Department agrees to:

a. Engage in continued collaboration with Office of Academic Innovation from the project inception and will ensure project completion on or before the project end date specified above.

b. Rowanna Carpenter, who will serve as the main point of contact between the Office of Academic Innovation and University Studies, has been designated to lead and coordinate the implementation of this project and to assist with any issues that might arise. Leadership and Coordination for project success will include:
   i. Coordinating and communicating between the project team, department, Office of Academic Innovation, project managers and University Studies and other administrative units to ensure policy and procedures are in place to facilitate the offering of this program.
   ii. Developing and implementing the project in close collaboration with OAI and project managers.
   iii. Providing day-to-day leadership of the project and project team.
   iv. Managing, and being responsible for, project budget and expenditures.
   v. Mitigating project issues and risks.

c. Identify faculty members who will commit to working with OAI to complete the design and development of this program and provide release time (as needed) to do the work.

d. The College/School will be responsible in the development, implementation, and execution of a budget model, external of faculty stipends, that supports the delivery of the program.
   i. Ben Anderson-Nathe, Chair, Child and Family Studies
   ii. Sally McWilliams, Chair, Women, Gender and Sexualities Studies
   iii. Yves Labissiere, Interim Director, University Studies

e. Ensure compliance with University and accreditation policies, including ADA compliance, copyright and intellectual property.

f. Agrees to implement an assessment plan for putting formative and summative feedback mechanisms in place to support student learning.

g. Agrees to submit an end-of-project report after completion of the project

The Office of Academic Innovation agrees to:

a. Provide consultation and staff support to assist the faculty members with the design, development and first delivery of all courses that are part of this project.
   i. OAI will ensure project management resources to support the project lead with the coordination of the implementation of this project.
   ii. OAI will organize and facilitate activities as defined in the project checklist in Appendix 6 that guide the design on the program and course-level. These activities take place in different phases: (1) initiation, (2) discovery and planning, (3) design and development, (4) first delivery and evaluation and (5) project close. The project lead and project team are active participants in the definition of the specifics of these activities.
b. Develop a sustainability plan in partnership with the project team, which defines OAI support beyond the duration of this project.

Project Managers agree to:

a. Manage the Scope and Schedule
b. Facilitate the work of the project, in partnership with the Project Lead.
c. Provide Support with Project Budgeting and and Fiscal Management
d. Create and maintain the Project Management Plan, Project Log and Project Workplan
e. Administer change requests and facilitate resolution of Risks and Issues
f. Schedule Meetings, Prepare Agendas and provide Meeting Notes

5. Delivery

This agreement does not set performance standards for the Faculty Members or make any adjustments with respect to teaching workload, course enrollments, teaching evaluations, or teaching credit for purposes of evaluation, promotion, or tenure at Portland State University.

6. Use of Course Materials

a. Each developing faculty member will be the named author or a principal developer of the course materials. The developing faculty member has the right to remove his or her name from the course at any time, in coordination with the academic Department and Office of Academic Innovation. The Department can appoint others to teach this course.

b. Consistent with the rules encompassed in Oregon Administrative Rule 580-43 and Internal Management Directive 6.2, and by PSU's guidelines found at http://www.pdx.edu/research/ip-policies-copyright, PSU owns the course and materials. Full and specific course materials guidelines can be found at http://www.pdx.edu/research/ip-policies-course-material. Even if, by policy, the copyright to course materials must be assigned to PSU, the creator of those course materials still retains some control over them. If the PSU owned work will not be given away or exchanged for monetary compensation, PSU gives the author free permission to copy, distribute, make derivatives, perform, or display the work as long as they are appropriately marked © Portland State University. PSU, however, also reserves the right to use the work in any way it wishes.

7. Resolution of Disagreements

In the event of a disagreement that cannot be resolved by the parties, resolution will sought through agreement of the Vice Provost for Academic Innovation and the Dean of the School/College.
8. Signatures and Dates

WITNESS WHEREOF, the representatives have signed this Memorandum of Understanding on the
day of ____________________________, 2015.

Sukhwant Jhaj
Dean, Undergraduate Programs/ Date

Sukhwant Jhaj
Vice-Provost, Academic Innovation and Student Success/ Date

Rowanna Carpenter
Project Lead, Director of Assessment and Upper Division Clusters, UNST/ Date

Sally McWilliams
Chair, Women, Gender and Sexualities Studies / Date

Ben Anderson-Nathe
Chair, Child and Family Studies / Date

Yves Labissiere
Interim Director, University Studies/ Date

Johannes De Gruyter
Executive Director, OAI/Date
9. Appendices

1. Copy of the PSU Flexible Degrees RFP project proposal
2. Approved budget
3. Project team and contact information
4. List of courses new or existing, to be developed as an online offering (as appropriate)
5. Degree Map (as appropriate)
6. Project Checklist
7. Partnership Agreement for Course Development template
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Course Developer</th>
<th>Faculty Status</th>
<th>Course Development Term</th>
<th>Course Delivery Term</th>
<th>Delivery Modality</th>
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<tbody>
<tr>
<td>Community Resources and Family Support</td>
<td>CFS 393U</td>
<td>Staci Martin or Nancylee Steward</td>
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<td>Gender and Sexualities</td>
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<td>Jason Damron</td>
<td>Adjunct</td>
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<td>TBD</td>
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<td>Human Development in the Family Setting</td>
<td>CFS 312U</td>
<td>Miranda Cunningham or Beth Okantey</td>
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<tr>
<td>Intro to Queer Studies</td>
<td>WS 360U</td>
<td>Jason Damron</td>
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<td>Multimedia</td>
<td>UNST 421</td>
<td>Rob Bremmer</td>
<td>Fixed Term</td>
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<td>Beth Hutchison</td>
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<td>Topics in Sexuality Studies</td>
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<td>Miriam Abelson</td>
<td>Tenure</td>
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<td>Working with Diverse Families</td>
<td>CFS 385U</td>
<td>Lynn Green or Nancylee Steward</td>
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### UNST Modules

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<th>Term</th>
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<td>UNST Community Based Learning Module</td>
<td>Zapoura Newton-Calvert</td>
<td>Summer 2015</td>
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<td>Child &amp; Familty Studies Orientation Module</td>
<td>Ben Anderson-Nathe</td>
<td>Summer 2015</td>
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<tr>
<td>UNST Mentor Module</td>
<td>Meredith Michaud/TBD</td>
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<td>UNST Orientation Module</td>
<td>Daneen Bergland</td>
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</tr>
<tr>
<td>Gender &amp; Sexuality Orientation Module</td>
<td>Vicki Reitenauer</td>
<td>TBD</td>
<td>Online</td>
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Portland State University
Flexible Degrees RFP

#14 UNST/Minor Pathways

Last modified: Feb. 16, 2015, 11:32 a.m.
Submitted on Jan. 24, 2015, 4:46 p.m. by Hans VanDerSchaaf
Click here to see the original concept proposal (/proposals/detail/14).

Academic Home
University Studies - Other

Lead
Rowanna Carpenter, Director of Assessment and Upper Division Clusters
University Studies - Other

Experience
Rowanna Carpenter is the Director of Assessment and Upper Division Clusters in University Studies. She works with faculty across departments to coordinate the scheduling, staffing and assessment of SINQ courses, the review of proposals for new Cluster courses, and the revision of existing Clusters and proposals for new Clusters. She also leads assessment efforts for UNST, encouraging the use of data for curriculum improvement across all levels of the program. Recently, Dr. Carpenter led the UNST Online Pathways Provost's Challenge project which resulted in 27 redesigned courses as well as a set of resources and processes which will be used during the current project.

Collaborators
Ben Anderson-Nathe, Associate Professor, Program Director
School of Social Work - Child and Family Studies
Seanna Kerrigan, Capstone Program Director
University Studies - Other
Joseph Maser, Asst Prof
College of Liberal Arts and Sciences - Environmental Sciences and Management
Sally McWilliams, Director
College of Liberal Arts and Sciences - Womens Studies
Vicki Reitenauer, Instructor
College of Liberal Arts and Sciences - Womens Studies
John Rueter, Professor
College of Liberal Arts and Sciences - Environmental Sciences and Management
Michael Taylor, Assistant Professor
School of Social Work - Child and Family Studies

Categories
- Leverage innovative use of technology to deliver high-quality and affordable education
- Redesign existing courses and programs to enhance student success
- Incorporate applied learning in community settings as part of career preparedness and community leadership development
- Support student success and degree completion

Degree Type
Undergraduate degree

Duration
Long project (up to 12 months)

Desired Launch Date
WI 16

Summary
PSU students pursuing flexible degrees will need flexible general education options. University Studies (UNST), PSU’s general education program, proposes to continue work started in the UNST Online Pathways project (Provost’s Challenge #63) and create new options for students by partnering with selected minors to create integrated online UNST/Minor pathways. Aligning Sophomore Inquiry (SINQ), Upper Division Cluster, and Capstone courses with minors provides students clear pathways through the University Studies curriculum and adds value to that experience by providing the opportunity to earn an additional academic credential (minor) with few additional classes. The three departments are:
- Environmental Sciences and Management: The Sustainability Minor (MSUS) makes use of the Environmental Sustainability Sophomore Inquiry course, includes many Environmental Sustainability cluster courses as options for meeting minor requirements and allows the Capstone as an option for completing the experiential learning requirement for the minor. A substantial number of courses for the minor are already offered online and were developed through Provost’s Challenge #67. The additional courses needed to build this UNST/minor pathway will be developed in collaboration with the project being proposed by ESM, “Online Sustainability Minor and Internships.”
- Women, Gender and Sexualities Studies (WGSS): The Gender, Sexualities, and Queer (GSQ) Studies minor makes use of the Gender and Sexualities Sophomore Inquiry course and includes many cluster courses as options for meeting minor requirements. Students can complete the minor online.
- Child and Family Studies: Child and Family Studies (CFS) is proposing a minor, which will be submitted for approval this academic year. The minor will make use of the Families and Society Sophomore Inquiry course, include cluster courses as options for completing the minor and include the Capstone as an option for completing the experiential learning requirement of the minor. A substantial number of courses proposed for the cluster are already offered online and as proposed, it will be possible for students to complete the entire minor online if they choose.

This project will work to enhance existing online courses (three courses per cluster, one SINQ, and three Capstones) using tools and resources developed through UNST’s previous Provost’s Challenge project including D2L shells and templates, resources for faculty who teach online, an improved cluster web site which highlights connections between UNST and minors and library research modules. We have also learned a great deal about aligning UNST, Cluster and course learning goals, supporting engaged and community-based pedagogies in online environments, and assessing student experiences in online courses.

How This Project Fits with the Priorities of the PSU Flexible Degrees Call

Aligning UNST curriculum with minors using online courses fits with several of the stated priorities for flexible degrees initiative:

**Leverage existing online courses:** We are proposing to focus primarily on existing online courses, making the connections among courses clear for students so that their pathways through general education and the associated minors are integrated, clear and efficient.

**Leverage innovation in technology to deliver high quality and affordable education:** We will build on technological resources and tools that were developed through the UNST Online Pathways project which were intended to promote engaging online educational environments. These resources and tools include common course home pages and suggested course structures to create coherence across courses, games, interactive quizzes, peer review processes, and examples of successful group work and community-based learning projects in online environments.

**Incorporate experiential learning and internships as part of career preparedness:** All UNST students take a community-based Capstone requirement. For two of the minors, MSUS and CFS, the Capstone can meet an experiential learning requirement, but there is also the option to complete a practicum, internship or other career-related experience. UNST is committed to supporting faculty teaching Capstones and other experiential learning courses so that students have opportunities to work together to address real-world problems regardless of the modality of the course.

**Support student success and degree completion:** Developing flexible general education pathways supports degree completion because students cannot complete flexible degrees without meeting general education requirements. The possibility of completing a minor as part of that pathway adds value to the degree. Our project emphasizes engaged, interactive learning and best-practices for online courses and will build in assessment methods so that we can understand our students’ experiences and focus on their success.

How This Project Fits with the Priorities of Your College/Department and its Future Strategic Enrollment Management Plans

This project helps ensure that any student at Portland State, on-line or on campus, will have access to a quality liberal education that provides opportunities to apply what they are learning to address important community issues. University Studies provides students with interdisciplinary inquiry-based learning experiences. While the minor adds a sharper focus to a general education experience, students will still be getting an interdisciplinary education because each of the three minors we are partnering with represent interdisciplinary fields of study. This project continues the development of integrated pathways through multiple levels of the UNST curriculum, this time enhanced by and aligned with the participating minors.

In its 2014-2015 strategic enrollment management (SEM) plan, University Studies identified cluster course coherence and online offerings as two priorities. This project is directly relevant to UNST’s efforts to create a more integrated coherent experience across SINQ and Upper Division Cluster courses. While we are largely focused on existing courses for this project, UNST will build online capacity for new flexible degree students as needed. Currently approximately 30% of Sophomore Inquiry courses are offered in an online format, and we project maintaining that level in order to serve current students. Similarly, we are not anticipating creating a large number of new online Capstones unless we learn of new fully online degrees we would need to support. However, we would like to review and develop existing SINQ and Capstone courses that align thematically with our partner minors.

Child and Family Studies has included a robust array of cluster courses in its SEM plan and will replicate this in its upcoming 2015-16 SEM. Cluster classes are central to the major, as they support not only students fulfilling their UNST requirements but also CFS majors seeking elective classes to fulfill their required specializations. Our "U" courses fill routinely to between 80% and 105% of capacity and often have waiting lists warranting additional sections. We continue to hear interest from students in flexible degrees and course offerings, to which this proposal responds. Additionally, we hear from partners in the BSW program, WGSS department, and UNST that students are interested in the possibility of a CFS minor to support their primary courses of study; partnering on this project allows us to join these interests (flexible degrees with online offerings and a minor) in the service of our students.

From the perspective of WGSS, this project reflects strong enrollments in the online Sexuality, Gender, and Queer Studies minor, as well as a departmental commitment to the continued strengthening of the online minor.

This project aligns with the mission of the ESM department to create high quality courses with specific learning outcomes that are dovetailed together throughout the curriculum which prepare students for high quality capstones or internships. The courses in the Sustainability minor, with the exception of the internships and capstones, are already high-enrollment courses over the year.
How will this project improve flexibility for students?

This project will improve flexibility for new students as well as existing PSU students. Each cluster/minor pathway will offer the option of an entirely online experience. However, many of the courses are also offered in face-to-face or hybrid formats so students can mix and match as they would like in order to complete their desired cluster/minor courses in combination with required courses for a major or degree. We are able to meet the 75% online threshold for new flexible degrees and also offer flexibility to existing PSU students who sometimes struggle to schedule general education courses around their required major courses.

NOTE: The historic annual enrollment in the course list below reflects annual enrollment in online sections of the course, with one exception. ESM 356 is a face-to-face course to be converted to online format, so the historic enrollment figure reflects annual enrollment in face-to-face sections.

How this proposal meets the "Flexibility of Degree (75% or more online)" criteria

One of the assumptions listed above is that University Studies courses are available online. This proposal helps fulfill that promise. Each of the Cluster/Minor pathways we are proposing will allow a student to complete their SINQ-Cluster-Capstone general education requirement online, which will contribute to departments' ability to offer a degree 75% online.

Project Planning and Timeline

The OA1 Program Design and Development Checklist for proposal #14 can be accessed here (https://drive.google.com/drive/#folders/0B6kL1uNn_9nLNklqZThpdmZRFvmc/0B6kL1uNn_9nLZTJPMs1YNVpnNUE/0B4IdcvC4tH7aRXEyc2iucEVBTms/0B1h8iqnEd4DtQWi).

Faculty and Staff Developing the Program

No additional faculty and staff.

Additional faculty required for offering the program

None.

Project Budget

The budget for proposal #14 can be accessed here (https://drive.google.com/a/pdx.edu/folderview?id=0B1h8iqnEd4DtN1ZwbU9zWJcwYm8&usp=sharing).

What resources are needed from the Library?

Library support will be important to the success of our project. Specifically, we anticipate needing:

- Revision of tutorials developed for UNST Online Pathways
- Building course/cluster/minor library related instructional materials
- Collaboration and feedback on the best approaches for integrating library instruction into online courses
- Workshops for faculty related to online course reserves and online document delivery.
- Funding for electronic materials - $5,500

What information technology resources, such as specialized software or hardware, or support from the Office of Information Technology, are needed?

We may need licenses for Voice Thread.

Is the College and/or department prepared to cover the following costs?

- Program startup costs - no
- Marketing - no
- Student support - no
- Faculty instructional costs and other costs to offer the program - yes

Will a request be made as part of the Strategic Enrollment Management planning and budget setting process?

Because we are relying on existing courses, each department is prepared to cover the instructional costs for the current number of courses being offered per year. If there is an increase in the number of new students needing these pathways to support their online degree completion, we will include a request as part of future Strategic Enrollment Management and budget planning processes.

Does this project include ways to reduce individual student costs for textbooks and course materials?

Women, Gender and Sexualities Studies has already created an open access textbook for the Gender & Sexualities SINQ; if possible we would like to use this opportunity to make enhancements to that text. Particularly in our online courses, Child and Family Studies strives to keep costs low by using material from articles or texts carried in our library collection.

Partners

This project brings together four units across two colleges and OAA. While each unit represents an interdisciplinary area of study by itself (e.g., sustainability and gender and sexualities studies), this project will also provide opportunities for faculty to work across departmental boundaries, primarily through participation in common workshops. We will also work with the library to provide resources to our online courses.

This project provides students a wide range of rich opportunities to engage in critical issues beyond PSU through community-based Capstones. The online modality of the course provides opportunities for connections with communities beyond Portland and historically has allowed students from different parts of the U.S. to collaborate in creative ways around addressing community issues.
Demand and Prospects for Success of the Proposed Program

This project supports flexible and online bachelor’s degrees. As the University sees increased demand for online bachelor’s degrees, the demand for online University Studies pathways will also grow. The EAB Future Students/Future Revenues report and Online and Hybrid Course Prioritization Guide suggest that articulated online pathways are an important strategy for serving working students, adult learners and other returning college students. The specific pathways in this project represent particular areas of opportunity.

Families and Society is the Cluster that serves the largest number of students within UNST. Child and Family Studies, the primary home of the Families and Society Cluster, has received statements of support from several departmental partners whose students complete the Families & Society cluster and whose department chairs are confident that students in their majors would find the minor of interest. These partners include: UNST, WGS, BSW, SOC, COMM, CLAS Soc Sci, PHE, and Speech/Hearing Science. In 2013-14, CFS provided 3,737 SCH for students in these majors.

University Studies is seeing growing student demand for Gender and Sexualities Sophomore Inquiry Courses. Women, Gender, and Sexualities Studies has experienced a dramatic increase in the number of declared SGQ Studies minors: in 2013-14 we increased from 51 to 103 minors.

Project Evaluation

Through this project, we are aiming to provide online general education/minor pathways that engage students as active participants in their own learning, align with Cluster and Minor learning outcomes, and provide experiential learning opportunities through community-based Capstones, community projects, or internships. We will use a number of tools and criteria to determine whether we have met these goals, such as:

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<tr>
<th>Criteria</th>
<th>As Measured by</th>
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<tr>
<td>Alignment of course outcomes with cluster and minor learning outcomes</td>
<td>Course review prior to delivery</td>
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<tr>
<td>Students understand cluster/minor themes and outcomes and see those threaded across courses</td>
<td>Student feedback via course evaluation; Student reflection</td>
</tr>
<tr>
<td>Students meet expectations for learning in SINQ/Capstone</td>
<td>SINQ/Capstone student worksample review processes</td>
</tr>
<tr>
<td>Students effectively use UNST/Minor pathways</td>
<td>Number of students completing a minor while following these pathways</td>
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</table>

Financial Sustainability

We are attending to the financial sustainability of this project in several ways. The courses that will be developed are existing courses that each department already accounts for in their offerings and in their budgets. As mentioned above, if we begin to see increased demand as a result of increases in students pursuing online degrees, each department will build those projections into its SEM and Budget requests. We have chosen courses that serve a number of student populations, majors, minors, and cluster students, so we expect to be able to sustain and grow enrollment in these courses.

None required

RCAT Planner

Click here to download the RCAT Planner for proposal #14. (/media/rcat/rcat-planner-for-proposal-14.xlsx)

Resources

None required

Additional Comments

The only part of this proposal that requires faculty senate approval is the Child and Family Studies minor. The other minors and cluster courses are already approved.

Media

No media files attached.

Additional Info ▲

Requires Faculty Senate Approval?

Yes

Existing Courses

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<th>Course Number</th>
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<th>Historical Enrollment</th>
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<td>UNST 231</td>
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<td>UNST 421</td>
<td>Grantwriting for Youth</td>
<td>54</td>
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<td>Online =&gt; Online</td>
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Course Developer Info: Instructor - University Studies - Other - Instructor

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<th>Title</th>
<th>Anticipated Enrollment</th>
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<td>ESM 357/MGMT 357</td>
<td>Business Solutions to Environmental Problems</td>
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Course Developer Info: Darrell Brown - School of Business Administration - Other - Instructor

Comments

There are no comments
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