**MEETING AGENDA FOR:**

Technology Systems & General Technology

Date: 8/24/2022

Meeting Lead: Steve Williams

**Items & Discussion**

1st Item Updates and Announcements

Curriculog

R401: Advanced Manufacturing Institutional Cert, Quality and Reliability Institutional Cert

Course changes: 2 Additive courses (can't use the Eastern courses) We need to decide if they need to be a lower division or upper division. ENGR would like to approve some courses as technical electives and is willing to work with us. Steve said we will probably go with the 3000 level.

Michael-Been working with Price, trying to get the alignments done. Different prefixes, won't be "officially" cross-listed. Hope to have a single feed in Canvas. We will have the USU TechEd and Statewide. BUSN/BCIS-Statewide BTECH-USU Tech ED, ITCS-USU Tech ED

Program Awards – Outstanding student each emphasis – Award Dinner (Maybe in Brigham) invite industry partners (possible scholarship donations). Have location of dinner based on students who are awarded. Zoom, gift card, deliver food and participate virtually. Online celebration???

Seminar class – How best to approach, one per emphasis, group some emphasis areas together?

Connect them with industry, clarity on job outlooks, and more industry exploration. Industry relations kind of course-guest lectures. Hard for Technical Management. Advisory Committee, look at where students are getting placed. Bring in recent alumni that are one or two years out. Creates great Q&A dialogue. Helps fill speaker rolls.

One area we need to push this year-Need to push advisory committees. 3-5 industry partners. Chase has a lot of contacts for OPDD. Target some of the same companies. The Quality and Reliability committee meets regularly.

**AAS Summary-**

CTE Concurrent – Working with Cache district to get enough concurrent courses so the Gen Tech AAS can be completed (For the few outstanding students who can navigate the system)

Design and Creative arts – clarify to improve the "stack" into OPPD – considering a BS emphasis in digital design?

Working on an AAS in Electronics will likely wait till alignment is a little clearer to facilitate articulation. Follow course by course articulation model. Hill Airforce Base, Northrup Grumman. There is a huge need for electricians, but no other tech colleges are providing a pathway. BTECH has industry partners. The hang-up is needing an AAS.

Working on an AAS in Engineering Drafting and Design Technology – more about packaging existing courses and certificates in Eastern and Logan into a new AAS.

AAS-Small Business, IT, as we go through alignment, we will see more opportunities to stack those in statewide.

AAS Gen Tech Ag Production and Processing

**BS Emphasis summary:**

Quality – Cory 1. CEU (folks in the industry) will get departmental CEU 2. Credit Seeing CP, 3. Emphasis in TESY Meets with Advisory Committee yearly. Feedback has been useful been able to adjust the curriculum as needed. Recent graduates had one or more job offers. Enrollment is struggling. Trying to create more awareness of the program. Transitioning from IVC to online. The only program in the country. Working with Utah MEP to get the word out to grow enrollment.

ICT-Cybersecurity – Chad and Michael nine courses for both emphases. One course does double duty for either emphasis. Enrollments CT have been 15-20 per course per semester. Went down during Covid, but they are coming back up. Safety OSHA course 60-100 students. Started out with IVC, and moved to hybrid, but now 100% online. Get international students. Challenges: all students can come with a solid understanding of the technologies and background to learn what is being taught. Some students come in with remedial knowledge. Spent a good portion of the course teaching what students should have known from an AAS or a certificate. That is being addressed now. It was a small segment of students that were struggling. Identify industry partners and get an advisory committee in place. Been leaning on BTECH's committee but would be great to have our own.

Robotics – Trevor USU has not taught the five robotics courses; students take them from BTECH. Worked with OWTECH articulation and DTC articulation. Working with MTECH to have robotics. Advisory Committee-work it with Tech Colleges they have done the work, so he works with the tech colleges to serve on their committees for their certificates. Zak and Larry would like to move in this direction.

Product Development – Scott realign product development with student outcomes. Figure out what is good for OPDD and TESY and make appropriate pathways. Floating around the idea of a full-year senior project. Make sure we don't add time to the degree. Students are leaving and going to Integrated studies because it is taking it longer.

Barbara-Product Development Degree is better for TESY, but OPDD doesn't populate as well. Seven students for sure have gone to Integrated Studies.

Andrew- branch off and create different bachelor's degrees instead of emphasis areas"….Engineering Technology Bachelor of Science Degree". We need to take advantage of this time and build Engineering Technology degrees.

Technical Management – Kari lower division classes, keep the same names. General Technology emphasis, more options for students that want choice. 16 credit e-commerce certificate. Every course will be tied to an industry certificate. Work with advisors and look at what do we have as our suggested emphasis and see if we can capitalize on industry certificates. One big change that will make a difference BUSN Communications will become a 4-credit hour class. Make sure we capitalize on upper division in Applied Economics (prerequisites make this difficult). Project Management class tied to industry certificate. Tech Mgmt students can come out with a minor in the Huntsman School of Business. PMI certification would be awesome-Chad. That certification runs in the $400-500 range. Some high schools are required to have at least 3 industry certifications.

Work experience aligns with work experience. Can we look at that differently? TESY 4940 (get up to 12 credits) and count in their emphasis. Trevor owns the class. The instructor over the emphasis can decide. Should we allow TESY

4940 (work experience) to be substituted in each emphasis area? A subcommittee will be formed to further discuss this to find out what the best solution will be.

**2nd Item: Upcoming Priorities**

Create Advisory Committees for each emphasis area

Create Subcommittee Meeting to discuss work experience

**3rd Item: Open Discussion**

Kari-Testing out process??? Brain-The instructor of the course is responsible for that. There is a pathway with the Registrar's Office. Students will have to pay a recording fee, not tuition. The grade shows different. They cannot count hours towards the number of total hours needed for a degree. The student will need to pick up another class, so they meet the required credits needed for the degree. Brian is going to get more clarification from the Registrar's Office.

Trevor's TESY 1030 Brigham class is not full, let students know

**MEETING AGENDA FOR:**

Technology Systems & General Technology

Date: 1/1/2023

Meeting Lead: Steve Williams

**Items & Discussion**

1st Item Updates and Announcements

Will pursue CL2 for BUSN 2200 this year when Curriculog opens up.

TESY 3300 going through for QI

**Goal**: Emphasis areas-Connect with Advisory committee, invite them to meet and have a lunch

2nd Item: Upcoming Priorities

Board of Trustee, down through Provost, and Brian: Electronic Stackable with Campbell Scientific (industry need) Looking at electronic degree peruse Electronic Engineering Associate degree. Look at Eastern program and plug some of those in as emphasis area (machining, drafting, etc.). Run it past the College of Engineering. Then create a BS stack on that and slide over quality and robotics under it. Talent Ready could help us implement.

Pathway for Business-certificate and leads into department degree. Once we have the pathways from us into our Small Business AAS. Small Business into AAS and transfer to Huntsman.

Michael-Taught electronic engineering degree

Campbell Scientific-BTECH doesn't meet all of their needs. Map BTECH courses to Eastern courses. Do it the stackable way. Giving a presentation to Executive Management about GenTech and TESY.

3rd Item: Open Discussion

ASTE 3050 and BUSN 2200 -Why take both?

There is overlap. Some will never take ASTE 3050. Some take ASTE 3050 but never take BUSN 2200. Waive a requirement based on what they need. Substitutions are made for BUSN 2200.

Advisor Concerns

TESY 3020-Multiple emails stressing, and concerned about the course. 5-6 wondering if this is a course they really have to take. Some students don't give the class a chance. 40 students Cory has met with have been excited about the course. Non-traditional feel they have learned what would be covered. Student discomfort because it is not a course they are used to. Students still taking 18-19 credits and working full-time. 12 credits=36 hours of schoolwork.

4th Item: Final Resolution & Conclusion

Talent Ready grants-work based learning, internships, working and getting reimbursed

Zak reports to the legislature on the stackable success that we have here. The narrative form of success stories (industry connections, etc.)

Marketing/Website
Give feedback prior to Tuesday, Jan. 24

Utah ACTE
Coming up with PACE bylaws-if you want to get let Kari know. ACTE is a great way for us to help build promotion portfolios. Talk and nominate each other.

**MEETING AGENDA FOR:**

TESY Meeting

Date: Oct 31, 2023

Meeting Lead: Steve Williams & Andrew Deceuster

Attendees: Zak Konakis, Michael Bailey, Trevor Robinson, Scott Greenhalgh, Andrew Deceuster, Steve Williams, Chenese Boyle, Lisa Hunsaker, Nathan Kramar, and Barbara Baird.

**Items & Discussion**

1st Item Updates and Announcements

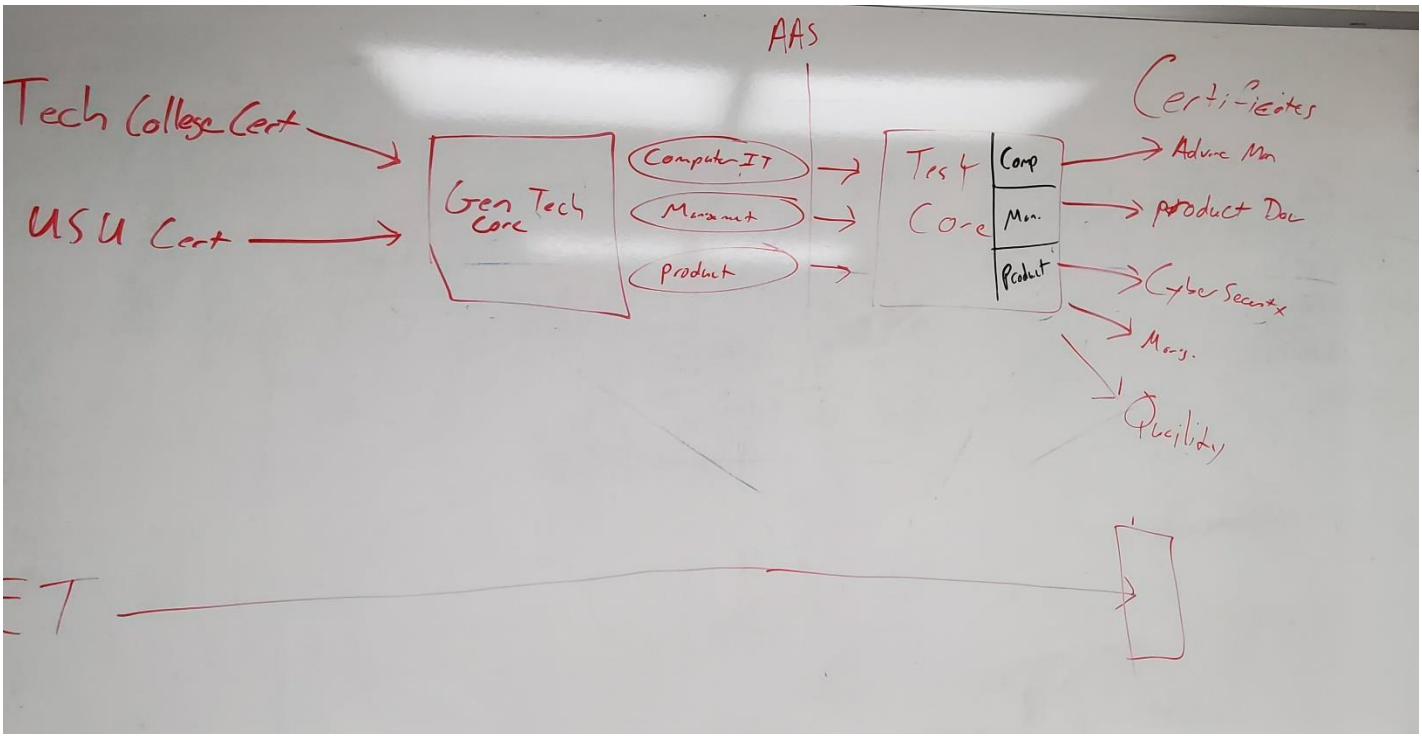
Modification of Technology Systems Required Core Courses: The faculty recognized the need for adaptation in the Technology Systems Required Core courses. Contemplation was given to the inclusion of general education designations within specific TESY courses. This strategic move aims to streamline the curriculum and eliminate redundancy in courses not pertinent to our department's expertise.

Alignment with the Engineering Technology BAS: It was emphasized that the Technology Systems program must evolve harmoniously with the introduction of the new Engineering Technology Bachelor of Applied Science (BAS) program. The imperative is to synergize the two programs effectively.

Distinguishing TESY BS and ENGR Tech BAS: A pivotal discussion revolved around the necessity of clearly distinguishing between the Bachelor of Science in Technology Systems (TESY BS) and the Engineering Technology Bachelor of Applied Science (ENGR Tech BAS) programs. An articulated differentiation plan is in the pipeline to elucidate the unique offerings of each program.

Preservation of Stackable Pathways: It was concurred that the Technology Systems program shall continue to provide a stackable pathway. In contrast, the Engineering Tech program will adopt a comparatively more structured and less flexible approach to meet specific academic and industry requirements.

Revamped Structure of Technology Systems: A significant transformation in the structure of the Technology Systems program was proposed. It entails the condensation of the general technology Associate of Applied Science (AAS) emphasis into three distinct tracks: Computer/IT, Management, and Product/Manufacturing. Remarkably, these tracks will be retained and extended into the Technology Systems Bachelor of Science (TESY BS) program. Furthermore, it was proposed that the seven existing emphasis areas within Technology Systems be revamped into industry-recognized certifications.




2nd Item: Upcoming Priorities

Initiation of General Education Requirements Submission: The faculty recognized the urgency of initiating the submission process for the integration of general education requirements into our curriculum. This timely action is essential to ensure compliance with the deadline set by the University Curriculum Committee (UCC) and the Educational Policy Committee (EPC).

Potential Inclusion of Communications Intensive (CI) Designation: In response to evolving academic standards and as part of our ongoing efforts to enhance curricular offerings, discussions centered on the possibility of incorporating Communications Intensive (CI) designations within selected courses. Dr. Kari Lamoreaux is entrusted with exploring the integration of a CI designation in TESY 3020, while Dr. Trevor Robinson has been designated to lead the effort to potentially add CI designations to TESY 4250 and TESY 4900.

Possible Qualitative Intensive (QI) Inclusion: The prospect of integrating a Qualitative Intensive (QI) designation was also brought to the forefront. This pertains to the course TESY 3300, and its feasibility and implementation are currently under consideration.

Course Replacement - BUSN 2200 with ENGL 2020 (CL2): A recommendation was made to replace the course BUSN 2200 with ENGL 2020 (CL2), which is also a professional communication course.

General Technology AAS Core Adjustment: In consideration of aligning our curriculum with best practices and the evolving educational landscape, the proposal is to replace BUSN 2200 with BUS 1010 (BSS) in the general technology Associate of Applied Science (AAS) core.

3rd Item: Final Resolution & Conclusion

Our immediate focus is on seeking approval for relevant general education designations. Once approved, our next steps will involve the refinement of the Technology Systems Core Classes and the development of certificates to replace the current emphasis areas within the TESY program. These emphasis areas include Advanced Manufacturing, Cybersecurity, Information and Computer Technology, Technical Management, Product Development, Quality and Reliability, Robotics, Automation, and Controls. Additionally, we will implement minor adjustments to the General Technology AAS program to enhance its relevance and alignment with industry standards.