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EDUCATIONAL POLICIES COMMITTEE MINUTES

7 March 2019

A meeting of the Educational Policies Committee was held on 7 March 2019 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Ed Reeve, Chair, College of Agriculture and Applied Sciences
Cathy Bullock, College of Humanities and Social Sciences
Karen Mock, S.J. & Jessie E. Quinney College of Natural Resources
Dan Coster, College of Science
Timothy Taylor, College of Engineering
Geneva Harline, Graduate Council
Christa Haring Biel, Emma Eccles Jones College of Education and Human Services
Lee Rickords, General Education Subcommittee Chair
Sterling Bone, Jon M. Huntsman School of Business
Kristin Hall, Graduate Studies Senator
Michelle Fleck, USU Eastern
Erik Thalman, Catalog Editor
Kacy Lundstrom, University Libraries
Adam Gleed, Registrar's Office
Michele Hillard, Secretary
Nicholas Morrison, Caine College of the Arts and Curriculum Subcommittee Chair
Chenese Boyle, Academic and Instructional Services

Absent: Jaren Hunsaker, USUSA President

Guests: Harrison Kleiner, Associate Vice Provost
Peter Wilcock, Department Head
Bruce Miller, Department Head
Paul Johnson, Department Head
Joel Pedersen, Department Head
Gary Straquadine, Vice Provost

I. *Approval of 7 February 2019 Minutes.*
   Motion to approve the minutes made by Dan Coster. Seconded by Timothy Taylor. Minutes approved.

II. **Subcommittee Reports**
   a. **Curriculum Subcommittee** *(Nicholas Morrison)*
   Motion to approve the Curriculum Subcommittee report made by Sterling Bone. Seconded by Dan Coster. Report approved.

   Course Approvals - 55

   Program Proposals
   Request from the School of Applied Science, Technology, and Education in the College of Agriculture and Applied Sciences to establish a Division of Career and Technical Education.

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to offer a BA/BS in Finance with emphases.

Request from the Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services to offer an online BS degree in Technology.

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to change the name from Parks and Recreation to Recreation Administration.

Request from the College of Humanities and Social Sciences to offer an undergraduate Anticipatory Intelligence Minor.

Request from the Department of English in the College of Humanities and Social Sciences to change the name from English: Professional and Technical Writing Emphasis to English: Technical Communication and Rhetoric Emphasis.

b. *Academic Standards Subcommittee (Scott Bates)*
Minutes – No February meeting.

c. *General Education Subcommittee (Lee Rickords)*
Minutes – February 12, 2019
Discussion regarding assessment required for accreditation. Take outcomes from the rubric and review on a regularly scheduled cycle.
Motion to approve the General Education Subcommittee report made by Nick Morrison. Seconded by Kacy Lundstrom. Report approved.

Old Business
Request from the Department of Geology in the College of Science to change the department name from Geology to Earth Sciences. Met four times during the month with multiple faculty from the College of Agriculture and Applied Sciences and the College of Natural Resources. Talked about center for Earth Sciences. Working on a compromise and getting closer to consensus. After speaking with Geology faculty they would be very enthusiastic in a Center for Earth Sciences. Geology faculty could provide a permanent stable presence and leverage college resources to communicate broad earth sciences. Intent is to move forward with the proposal. Watershed Sciences did not feel that there was a compromise. At USU there are 4 departments with a strong push in earth sciences. Earth science doesn't have a clear profile right now at USU. The compromise that failed was coming up with a more forward looking name. Watershed Sciences recommended Geosciences. Plants, soils and climate agreed on the Geosciences name. Faculty in the soils area and the climate area are concerned with the name change from Geology to Earth Sciences. Earth Sciences covers land, air & water. Would it make sense to move departments into one college so that all departments that cover these areas are under the same college umbrella structure.
Motion to approve proposal made by Karen Mock. Seconded by Timothy Taylor.
Written vote results: Yay=3   Nay=9
Proposal failed.

III. *Other Business*
EPC/Curriculum Handbook – report during Curriculum Report
- Course Description Guidelines
- Cross List | Dual List Courses
- Zero Credit Courses

Adjourn: 4:05 pm

EDUCATIONAL POLICIES COMMITTEE MINUTES

7 February 2019

A meeting of the Educational Policies Committee was held on 7 February 2019 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Ed Reeve, Chair, College of Agriculture and Applied Sciences
                  Cathy Bullock, College of Humanities and Social Sciences
                  Karen Mock, S.J. & Jessie E. Quinney College of Natural Resources
                  Dan Coster, College of Science
                  Timothy Taylor, College of Engineering
                  Nicholas Flann, Graduate Council
                  Christa Haring Biel, Emma Eccles Jones College of Education and Human Services
                  Lee Rickords, General Education Subcommittee Chair
                  Sterling Bone, Jon M. Huntsman School of Business
                  Kristin Hall, Graduate Studies Senator
                  Jaren Hunsaker, USUSA President
                  Michelle Fleck, USU Eastern
                  Erik Thalman, Catalog Editor
                  Kacy Lundstrom, University Libraries
                  Fran Hopkin, Registrar's Office
                  Michele Hillard, Secretary
                  Nicholas Morrison, Caine College of the Arts and Curriculum Subcommittee Chair
                  Jessica Hansen for Chenese Boyle, Academic and Instructional Services

Excused: Allie Haas, USUSA Executive Vice President
                  David Hole, College of Agriculture and Applied Sciences
                  Shana Geffeney, Regional Campuses
                  Scott Bates, Academic Standards Subcommittee Chair

I.   ***Approval of** 10 January 2019 Minutes*
        Motion to approve the minutes made by Sterling Bone. Seconded by Lee Rickords.
        Minutes approved.

II.   ***Subcommittee Reports***
        a. *Curriculum Subcommittee* *(Nicholas Morrison)*
        Motion to approve the Curriculum Subcommittee report made by Sterling Bone. Seconded by Lee Rickords. Report approved.
        Motion to withdraw approval made by Sterling Bone. Seconded by Lee Rickords. Motion withdrawn.

        Motion to approve all proposals with the exception of Geology made by Karen Mock. Seconded by Kacy Lundstrom.
        Motion to approve Geology change made by Cathy Bullock. Seconded by Dan Coster.

Motion to withdraw the approval made by Cathy Bullock. Seconded by Dan Coster. Proposal will be brought back on the March agenda when department heads from Plants, Soils and Climate, Geology, and Watershed Sciences will attend.

Course Approvals - 63

Program Proposals
Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to offer a Minor in Hunger and Food Security Studies.

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to discontinue the Bachelor of Science degree in Nutrition, Dietetics and Food Sciences.

Request from the Department of Kinesiology and Health Sciences in the Emma Eccles Jones College of Education and Human Services to change Parks and Recreation program name to Recreation Management program.
Withdrawn pending discussions between Kinesiology and Health Sciences and College of Natural Resources.

Request from the Department of Nursing and Health Science in the Emma Eccles Jones College of Education and Human Services to offer a RN to BSN Completion Program.

Request from the Department of Mechanical and Aerospace Engineering in the College of Engineering to offer a Minor in Mechanical Engineering.

Request from the College of Humanities and Social Sciences to establish a Center for Anticipatory Intelligence.

Request from the College of Humanities and Social Sciences to offer an (undergraduate) Emphasis in Anticipatory Intelligence.
Emphasis proposal withdrawn by Curriculum Subcommittee pending USHE clarification of code language.

Request from the Department of Geology in the College of Science to change the department name from Geology to Earth Sciences.
Withdrawn by EPC pending discussions with department heads of Watershed Sciences, Plants, Soils and Climate and Geology.

b. **Academic Standards Subcommittee** *(Scott Bates)*
Minutes – No January meeting.

c. **General Education Subcommittee** *(Lee Rickords)*
Minutes – January 15, 2019
Motion to approve the General Education Subcommittee report made by Nick Morrison. Seconded by Timothy Taylor. Report approved.

III. *Other Business*

EPC/Curriculum Handbook

- Course Description Guidelines
- Cross List | Dual List Courses
- Zero Credit Courses

Other business will be moved to the March agenda as they did not get covered in the Curriculum Committee meeting due to time constraints.

Adjourn: 3:40 pm

Abbreviated R401 Signature Form

Institution Submitting Proposal   Utah State University

College, School or Division in   Agriculture and Applied Sciences
Which Program/Administrative
Unit Will Be Located

Department(s) or Area(s) in   Applied Science, Technology, & Education
Which Program/Administrative
Unit Will Be Located

Program/Administrative Unit Title   Division of Career & Technical Education

Recommended Classification of   Not applicable. New CTE Division will have
Instructional Programs (CIP)   multiple CIPs. Too numerous to indicate

Certificate, and/or Degree(s)   Currently existing Certificates of
to Be Awarded   Proficiency, Certificates of Completion, and
Associates of Applied Science. See proposal
for complete listing 25+ certificates and
degrees. This proposal does not add new
degrees/certificates.

Proposed Beginning Date   July 1, 2019

Institutional Signatures (as appropriate)

_____   _____
College Dean   Department Chair
Ken White   Bruce Miller

_____
Career & Technical Education Director
Bruce Miller

_____
Date

Utah System of Higher Education
New Administrative Unit Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Utah State University

Proposed Effective Date[1]:   07/01/2019

Institutional Board of Trustees' Approval Date: _____

Proposed Unit Title: Career and Technical Education Division

Sponsoring School, College, or Division: College of Agriculture and Applied Sciences

Sponsoring Academic Department(s) or Unit(s):   School of Applied Sciences, Technology, and Education (ASTE); Request Division Status

Proposed Unit Type:

✗	New Administrative Unit
☐	New Center
☐	New Institute
☐	New Bureau
☐	Conditional Three-Year Approval for New Center, Institute, or Bureau

Chief Academic Officer (or Designee) Signature:

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

Date: _____

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

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[1] "Proposed Effective Date" refers to date after Regent approval when new unit is operational or change to unit is published.

New Unit Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to establish a **Division of Career and Technical Education** within in the School of Applied Science, Technology, and Education (ATSE) effective July 1, 2019. This proposal creates a distinct Division (aka. sub department) within the School. This Division will be focused upon providing career and technical education opportunities in Southeastern Utah and will be administered through the USU Eastern (Price) campus with an Associate Department Head from ASTE overseeing the day-to-day operations of the School's programs included in this Division. Fiscal management of the academic program responsibilities will remain within the School of Applied Science, Technology and Education (DPASTE).

Section II: Program Proposal

Administrative Unit Description/Rationale
The School of Applied Science, Technology and Education (referred to as the School or ASTE) in the College of Agriculture and Applied Sciences (CAAS) is one of the largest and most diverse academic units at Utah State University. The School has evolved from a traditional agriculture and extension education unit that began offering agricultural education courses for teachers and extension agents in 1919. In 1967, the department began offering certificates and associates of applied science degrees in agricultural machinery technology. The department expanded degree offerings in 1992 with the initiation of the agricultural systems technology BS degree and also officially changed its name to Agricultural Systems Technology and Education (ASTE).

With the addition of Family Consumer Science Education, Technology and Engineering Education, Business Education, and Aviation, the ASTE Department was elevated to a School in 2011. Today, the School of Applied Science, Technology, and Education has retained traditional roots to agriculture but has developed agricultural and environmental social sciences, technical skills, a commitment to the transfer of technology, and innovative programs, such as Outdoor Product Design and Development (OPDD). ASTE balances academic diversity with experiential learning for the resolution of social, economic, and environment issues in Utah and the world.

Currently, ASTE has 65 full-time faculty and approximately 35 full-time professional staff. ASTE has approximately 1,000 students majoring in 12 different BS-level disciplines. The graduate program enrolls approximately 40 students in four different program areas. Career and Technical Education (CTE) programs are a significant part of ASTE. The majority of CTE programs are outside Cache Valley and concentrated in southeast Utah. Twenty CTE programs are offered along a stackable credential route that starts with a Certificate of Proficiency (CP) and progresses to a Certificate of Completion (CC), and an Associates of Applied Science (AAS). The Utah System of Higher Education (USHE) defines a Certificate of Proficiency as a program of study that prepares students for a specific occupation and doesn't require, but may include,

general education courses. A Certificate of Proficiency requires 16 to 29 semester credits. According to USHE, the Certificate of Completion also prepares students for a specific occupation and doesn't require, but may include, general education courses; certificate requires 30 or more semester credits. A complete explanation of the two certificate areas can be found on page six of the USHE website: https://higheredutah.org/wp-content/uploads/2013/11/SBR-Policy-2013-07-19_R401-FINAL-V03.pdf

More than 300 students are enrolled in the various CTE programs at Utah State University; the majority of these students reside in southeast Utah.

The School has faculty at USU campuses in Logan, Brigham City, Price, Blanding, Moab, and the Uintah Basin. While technology is beneficial in supervising the diverse faculty, on-site oversight is also needed. An associate head for the School located at the Price campus was implemented in July 2015 with the intended focus upon School faculty in CTE programs residing outside of Cache Valley. It is evident that the position has become a precursor to CTE sovereignty at USU.

The number of students, the distributed locations, and the expansive programs of study have made administration and leadership of the School of Applied Sciences, Technology, and Education challenging. Crossing disciplinary lines across the state has been both rewarding and perplexing. The introduction of stackable credentials in 2015 has pressed the need for administrative autonomy in classification and specialization of a CTE division with the School of Applied Sciences, Technology, and Education.

Justification for a separate division of CTE within the School is abundant; the need is urgent. Prior to 2008, the Southeast Applied Technology Center (SEATC) provided career and technical education for Carbon, Emery, Grand, and San Juan Counties. The SEATC was equivalent to other established applied technology colleges in Utah, such as Bridgerland, Ogden-Weber, Davis, Mountainland, Uintah Basin, Southwest, and Dixie. In 2008, the SEATC was merged with the College of Eastern Utah (CEU). With the merger, CEU converted the majority of career and technical education programs from membership hours to college credits. For example, the heavy equipment and trucking program changed from a 1,200-membership hour program to a 30-credit university program. At the time of the SEATC / CEU merger, the cost difference between the former and latter institutional systems was minimal.

However, with institutionalization of the career and technical education curriculum, access began to shrink. Soon the CEU application, admission, and enrollment procedures did not resemble the applied technology center's open enrollment practices. Applied technology programs (building trades and health professions) offered in the four-county area (Carbon, Emery, Grand, and San Juan) were also scaled back as resources remained constant and costs increased. Without a well-developed distance delivery system, the CEU model for career and technical education was unable to meet business and industry needs. While the Price and Blanding communities continued to benefit from SEATC programs, Grand County (Moab) and Emery County were mostly offering a career and technical education program in secondary schools. A differential deficit in CTE programs has been experienced in Grand and Emery

Counties. Resolution has been limited as CTE funding plateaued at USU Eastern the past 10-years.

Utah State University and CEU were merged in 2010 with passage of SB69. The merger resulted in USU Eastern located in Price and Blanding. Because of USU's success with regional campuses distributed throughout the state, the Utah legislature concluded that CEU, at Price and Blanding, needed a better administrative model. At that time (2010) CEU enrollments had dropped to 450 students with retention at 3 percent. Fall 2018 enrollment exceeded 1,500. CEU programs, faculty, and enrollments were equally divided between career and technical education and general education (humanities, arts, and science). However, program innovation was limited and alignment with community economic needs imperfect.

With the USU / CEU merger, all courses, programs of instruction, and faculty were reviewed and placed within a USU academic school or department. Whereas approximately one-half of the CEU programs were career and technical education based, with many corresponding closely to an applied technology college, the School of Applied Science, Technology, and Education received approximately 30 more faculty members in 2010 with addition of the Price and Blanding campuses.

The purpose of this R401 proposal is to seek validation and approval of the reorganization of the School of Applied Sciences, Technology, and Education into four distinct divisions with one division, Career and Technical Education, to be administered from the USU Eastern campus in Price, Utah. Specifically, this proposal only addresses the establishment of the CTE division.

To successfully carve out a division of career and technical education in the School of Applied Science, Technology, and Education, a new structure is needed. The School would need to be organized into four divisions, as follows. See Appendix A for visual representation.

1) a new division of career and technical education to capture all the certificate CTE credentials;
2) a highly structured BS level teacher preparation division to focus on producing school teachers for agriculture, business, family consumer science, and technology/engineering, in cooperation with Teacher Education and Leadership (TEAL) and College of Education and Human Services (CEHS);
3) a division of technology and design to focus BS level program in the areas of communications, aviation, technology systems, agricultural systems, and outdoor products; and
4) a graduate education concentrate for the MS, MEd, EdD, and PhD degrees in the areas of extension education, aviation, community and school-based education, career-technical education, and community development.

Details on the formation of the new division of career and technical education are discussed below. Approval of the proposal is foundational to proposed changes in CTE program design and industry partnership.

Consistency with Institutional Mission/Institutional Impact
The Utah State Board of Regents' Strategic Plan 2025 expects to increase capacity to serve 52,000 new students by 2025[2]. To accomplish this goal, the Board of Regents is focusing on three key objectives: affordability, timely completion, and innovative discovery. Utah State University supports and has taken steps to advance the Board of Regents' plans. USU has expanded CTE programs at all regional campuses. USU has a greater array of CTE certificate and associates of applied science programs and uses advanced teaching techniques that take full advantage of technology based delivery modalities.

The next generation of higher education leaders and students will benefit from a "dual-mission" model[3]. This model has evolved in recent years with the merging of community-technical colleges and four-year universities. Utah State University was given the opportunity to perfect the dual-mission model with the 2010 merger of CEU and USU. The model focuses on intentionality and a drive to respect the dual roles of a university with certificates and two-year degrees that "stack" into four-year degrees. A dual-mission model, as evident at USU Eastern, results in greater relevance for higher education in rural communities. Technical education, industry aligned certifications, and applied associates of science degrees are expected in rural communities where place-bound students have access to innovative delivery modalities but are unable to physically move to urban based campuses.

Technical education has been elevated in recent years as a step in the pathways to career and academic success. Technical education is no longer a higher education "step-child" or a discouraging route to dead-end jobs. With implementation of the dual-mission model, Utah State University is ready to organize program delivery around occupational goals that serve the local, regional, and state economy, while providing students a passageway to greater skills and higher academic qualifications. The dual-mission model allows Utah State University (and specifically Utah State University Eastern) to optimize finite resources while delivering industry aligned training programs designed to sustain and grow the workforce.

Current School of Applied Sciences, Technology, and Education Structure
The School of Applied Sciences, Technology, and Education is currently organized within distinct disciplinary levels. There are 12 BS programs, 8 AAS programs, and 2 AS programs. The School is also home to 3 Certificates of Proficiency (CP), 7 Certificates of Completion (CC), and 1 Apprenticeship program. The expansive list has grown with addition of Family Consumer Science Education (2002) and the merger of CEU and USU programs (2010). More programs were added as Technology and Engineering Education and Aviation Technology transferred to

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[2] See: https://eric.ed.gov/?id=ED577060

[3] See: https://www.chronicle.com/article/Video-How-One-Institution/237852

ASTE in 2012. Outdoor Products Design and Developed was initiated as a new program in 2014. Business Education was re-instated in 2016. Technology Systems was approved as a new BS in 2017.

<u>Bachelor Degree Programs</u>
Agribusiness (BS)
Agricultural Communication and Journalism (BS)
Agricultural Education (BS)
Agricultural Systems Technology (BS)
Agricultural Systems Technology/Agribusiness Composite (BS)
Aviation Technology - Maintenance Management (BS)
Aviation Technology - Professional Pilot: Fixed Wing Emphasis (BS)
Aviation Technology - Professional Pilot: Rotorcraft Emphasis (BS)
Business Education (BS)
Family and Consumer Sciences Education (BS)
Outdoor Product Design and Development (BS)
Technology and Engineering Education (BS)
Technology Systems (BS)

<u>AS and AAS Degree Programs</u>
Agricultural Science (AS)
Agricultural Machinery Technology (AAS)
Automotive Technology (AAS)
Business (AB)
Cosmetology (AAS)
Diesel and Heavy Equipment Mechanics (AAS)
General Technology (AAS)
IT Support and Web Development (AAS)
Small Business Operations (AAS)
Welding (AAS)

<u>Certificates of Completion (33-36 credits)</u>
Automotive Technology (CC)
Building Construction and Construction Management (CC)
Engineering Drafting and Design Technology (CC)
Heavy Equipment and Trucking (CC)
Machine Tool Technology (CC)
Professional Bookkeeper (CC)
Welding (CC)

<u>Certificates of Proficiency (16-17 credits)</u>
Digital Design (CP)
Professional Bookkeeping (CP)
Web Business (CP)

Apprenticeship Program (Division of Occupational and Profession Licensing administered)
Electrical Apprentice

New Program Career and Technical Education Structure
The new CTE division within ASTE would organize and administer well focused career and technical education. Programs that would fall within the Career and Technical Education division are filtered by the following criteria:

1) less than a BS degree and not an AS degree in general education; new division includes only AAS, Certificates, and Apprenticeship programs
2) programs identified as part of a career and technical education pathway independent of the current academic architecture – meaning programs beyond the College of Agriculture and Applied Sciences
3) programs that have been *Workforce Innovation and Opportunity Act* (WIOA) certified by the Department of Workforce Services (DWS) as workforce development
4) located off the USU Logan campus (typically in Price, Blanding, Moab, and the Uintah Basin)
5) programs and courses that are eligible for the lower division tuition currently enjoyed by students at USU Eastern

Using these simple criteria, the following programs will be assigned to the new Career and Technical Education division of the School of Applied Science, Technology, and Education:

AAS Degree Programs
Automotive Technology (AAS)
Cosmetology (AAS)
Diesel and Heavy Equipment Mechanics (AAS)
General Technology (AAS)
IT Support and Web Development (AAS)
Small Business Operations (AAS)
Welding (AAS)

Certificates of Completion (33-36 credits)
Automotive Technology (CC)
Building Construction and Construction Management (CC)
Engineering Drafting and Design Technology (CC)
Heavy Equipment and Trucking (CC)
Machine Tool Technology (CC)
Medical Assistant (CC)*[4]
Medical Lab Assistant (CC)*
Pharmacy Technician (CC)*

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[4] * Certificates in the Health Professions program to be transferred from the College of Education and Human Services to the division of Career and Technical Education in ASTE.

Professional Bookkeeper (CC)
Surgery Technician (CC)*
Welding (CC)
<u>Certificates of Proficiency (16-17 credits)</u>
Certified Nursing Assistant (CP)*
Digital Design (CP)
Emergency Medical Tech (CP)*
Phlebotomy (CP)*
Professional Bookkeeping (CP)
Web Business (CP)

<u>Apprenticeship Program (Division of Occupational and Profession Licensing or other external licensure process)</u>
Electrical Apprentice
Police Officer Standards Training (POST)**[5]

The assignment of faculty and staff to the new CTE division in the School of Applied Sciences, Technology, and Education has been reviewed. See Appendix B for a proposed list of faculty and professional staff, their current roles, DP (department) codes, and locations who would be assigned to the new Career and Technical Education division within the School of Applied Science, Technology, and Education. Appendix B demonstrates Utah State University CTE program scope and geographic distribution.

Appendix C provides approval from the two colleges that would move CTE-related programs to the new CTE division. A letter of approval can be found in Appendix C from Beth Foley, Dean of the College of Education and Human Services. An email chain with approval from Joseph Ward, Dean of the College of Humanities and Social Sciences, related to the POST program follows the letter from Dr. Foley.

Financial Considerations
Fundamentally, creation of a CTE division within the School of Applied Sciences, Technology, and Education can be implemented through internal accounting processes. Currently, the majority of the CTE budget is held at the USU Eastern campus in two legislative line item accounts that fund faculty, staff, and operating expenses throughout southeast Utah. USU Eastern holds the majority of funding in distinct legislative lines for credit-based career and technical education programs as well as noncredit workforce development intentions. No new funds are requested.

The proposed creation of a new CTE division in the School of Applied Science, Technology, and Education will not require new faculty and staff. Faculty and staff will be assigned to a new

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[5] ** POST program to be transferred from the College of Humanities and Social Sciences to the division of Career and Technical Education in ASTE.

division within the new administrative units. As Appendix B shows, the new CTE division would have approximately 33 faculty, 22 professional staff, and typically 10 to 12 part-time, non-benefited instructional staff. Creation of the new division will provide for CTE consolidation.

The majority of programs to be placed into a division of CTE are already in the School of Applied Sciences, Technology, and Education, as part of the College of Agriculture and Applied Sciences. The exception would be the seven health profession programs currently in the College of Education and Human Services (CEHS) and the Police Officer Standards Training (POST) program, currently in the College of Humanities and Social Sciences (CHSS). Please review Appendix A for a greater understanding of the division paradigm and the transfer of the health professions and POST programs. Discussion with the deans from CEHS and CHSS has been initiated with a favorable response to the proposed move. Dean Foley and Dean Ward are aware of the intention to establish a division of CTE within ASTE and the subsequent proposed reassignment of the health professions programs and POST.

No new facilities or equipment are anticipated in creation of a CTE division in the School of Applied Sciences, Technology, and Education. The division head will be appointed from within the CTE administration; no additional salary is requested.

CTE Faculty In-Put
Faculty currently serving in all CTE programs at USU Eastern (Price and Blanding) were surveyed in December, 2018, regarding their program and development of a stand-alone CTE division. Twenty-one CTE-related statements were developed and reviewed by CTE experts for content and face validity. Using Qualtrics and a six-point Likert scale, 34 of 37 faculty surveyed responded.

Appendix D displays the 21 questions and the summary data for all respondents. From the information gathered, the CTE faculty support the concept of a separate CTE division and the need for program consolidation. The survey also revealed areas to improve in the development of a distinct CTE division.

Faculty input was gathered in the development of a stand-alone CTE division. Besides the previously mentioned survey, a meeting of USU Eastern CTE faculty was held on December 17, 2018. The CTE faculty in attendance participated in a review of the idea to separate CTE from ASTE as a distinct division. Appendix E is the condensed version of the PowerPoint presentation used to direct discussion with the CTE faculty on December 17th. Faculty unable to attend the meeting were sent, by email, a copy of the presentation.

Appendix A

**Proposed Model to Separate CTE into a Distinct Division within the
School of Applied Sciences, Technology, and Education**

APPENDIX A

** *School of Applied Science, Technology, and Education* **

Bruce Miller, Chair
School of ASTE

Four proposed divisions within the School of ASTE

CTE Division	**CTE Teacher Prep Division**	**Technology & Design Division**	**Extension Educ Division**
All AAS, Certificates (CP & CC) and DOPL licenses	Agricultural Educ	Outdoor Products Design	Graduate Programs
Includes other CTE programs	Family Consumer Science Educ	Agricultural Systems	All ASTE post-BS programs
Health Professions* and POST**	Technology/Engineering Educ	Agricultural Communications	Related to Extension,
	Business Educ	Technology Systems	Education, Aviation, and
		Aviation – Pilot and Maintenance	Community Development
			(MS, MEd, EdD, and PhD)
Statewide programming yet located in Price, UT	*Align with TEAL in CEHS* *BS-level programs*	*BS level programs* *Articulated with CTE in Price*	*Graduate programs only similar to ITLS in CEHS*

* Health Professions Programs from the College of Education and Human Services include:

Medical Assistant (MA)	Certified Nurse Assistant (CNA)
Surgery Technician	Pharmacy Technician
Medical Lab Assistant	Phlebotomy

** POST
Police Officer Standards Training, current part of Criminal Justice (SSWA) in the College of Humanities and Social Sciences

Appendix B

List of Possible Faculty and Staff for CTE Division within ASTE

APPENDIX B

DP Code	Position No.	Description / Title	Location
Proposal CTE Division Faculty (33)			
DPASTE	995729	Associate Professor - Diesel Technology	Price
DPASTE	995712	Associate Professor - Cosmetology	Price
DPASTE	995728	Associate Professor - Cosmetology	Price
DPASTE	995660	Associate Professor - Business Operation Systems	Price
DPASTE	995663	Associate Professor - Business Operation Systems	Blanding
DPASTE	995713	Associate Professor - Drafting and Design	Price
DPASTE	995655	Associate Professor - Heavy Equip & Trucking	Price
DPASTE	995707	PCTE Professor - Welding Technology	Price
DPASTE	994771	PCTE Professor ASTE - Associate Department Chair	Price
DPASTE	995678	PCTE Associate Professor - Business Operation Sys	Price
DPASTE	995135	PCTE Assistant Professor- Welding Technology	Price
DPASTE	995696	PCTE Assistant Professor- Heavy Equip & Trucking	Blanding
DPASTE	995708	PCTE Assistant Professor- Welding Technology	Price
DPASTE	995666	PCTE Instructor - Automotive Technology	Price
DPASTE	995725	PCTE Instructor - Heavy Equipment and Trucking	Price
DPASTE	995653	PCTE Instructor - Heavy Equipment and Trucking	Blanding
DPNURS	994355	Prof Practice Asst Professor - Health Professions	Moab
DPNURS	995693	Prof Practice Asst Professor - Health Professions	Blanding
DPNURS	995690	Prof Practice Asst Professor - Health Professions	Blanding
DPNURS	995334	Prof Practice Asst Professor - Health Professions	Blanding
DPNURS	994809	Prof Practice Asst Professor - Health Professions	Price
DPNURS	995692	Prof Practice Asst Professor - Health Professions	Blanding
DPNURS	994770	Prof Practice Asst Professor - Health Professions	Price
DPNURS	994133	Prof Practice Asst Professor - Health Professions	Blanding
DPASTE	995639	Prof Practice Instructor - Workforce Development	Price
DPASTE	995718	Prof Practice Instructor - Automotive Technology	Price
DPASTE	995705	Prof Practice Instructor - Building Trades	Moab
DPASTE	994725	Prof Practice Instructor - Building Trades	Blanding
DPASTE	995664	Prof Practice Instructor - Technology Education	Blanding
DPASTE	995700	Lecturer - Business Operation Systems	Blanding
DPASTE	995698	Lecturer - Business Operation Systems	Price
DPNURS	995688	Lecturer - Health Professions	Blanding
DPASTE	998008	Lecturer - Technology Education	Price
DPASTE	995699	Lecturer - Technology Education	Price

Professional Staff and Teaching Assistants (22)			
DP Code	**Position No.**	**Description / Title**	**Location**
DPZDWE	995851	Director - Workforce Development	Price
DPZDPT	994060	Pathways Program Coordinator III	Price
DPZDWE	995143	Business Consultant - Small Business Development	Price
DPZDPT	995764	Administrative Assistant - CTE	Price
DPZDWE	995746	Staff Assistant III - CTE	Blanding
DPZDWE	995087	Staff Assistant III - Health Professions	Blanding
DPZDWE	995769	Staff Assistant SR - Workforce Development	Price
DPZDPT	P05199	Staff Assistant - Cosmetology - Price	Price
DPZDPT	P05199	Staff Assistant - Cosmetology - Price	Price
DPZDWE	995701	Education Specialist - Mining Education	Price
DPZDWE	P05201	Mining Instruction Assistant	Price
DPZDWE	P05201	Office Assistant - Small Business Development	Price
DPZDWE	995860	Program Coordinator I	Price
DPZDPT	994466	Program Coordinator III	Price
DPZDWE	994130	Coordinator of Programs III	Price
DPZDWE	P05201	Skills Classroom Assistant	Price
DPZDPT	P04199	Automotive Lab Assistant	Price
DPZDPT	P05199	Automotive Lab Assistant	Price
DPZJDE	P05210	Phlebotomy Lab Assistant	Blanding
DPZDPT	995344	Heavy Equipment and Trucking Lab Assistant	Blanding
DPZDPT	P05199	Diesel Lab Assistant	Price
DPZDPT	P05199	Heavy Equipment & Trucking Lab Assistant	Price

Part-time, Non-benefited Instructors (11)			
DP Code	**Position No.**	**Description / Title**	**Location**
DPASTE	P07003	Part-time, Non-benefited Electrical Apprentice	Price
DPASTE	P07003	Part-time, Non-benefited Electrical Apprentice	Price
DPASTE	P07003	Part-time, Non-benefited Cosmetology	Price
DPZDPT	P07003	Part-time, Non-benefited Cosmetology	Price
DPASTE	P07003	Part-time, Non-benefited Cosmetology	Price
DPASTE	P07003	Part-time, Non-benefited Cosmetology	Price
DPASTE	P07003	Part-time, Non-benefited Cosmetology	Price
DPNURS	P07236	Part-time, Non-benefited Health Professions	Blanding
DPNURS	P02236	Part-time, Non-benefited Health Professions	Blanding
DPASTE	P07003	Part-time, Non-benefited EMT Program	Price
DPZDPT	P05199	Health Professions State Skills Examiner	Price

Appendix C

Letter and Email of Support to Move Programs to New Division

<u>Letter from</u>:
College of Education and Human Services, Beth Foley, Dean

<u>Email from</u>:
College of Humanities and Social Sciences, Joseph Ward, Dean

EMMA ECCLES JONES
COLLEGE *of* **EDUCATION**
and **HUMAN SERVICES**

UtahState University®

Office of the Dean

TO: Curriculum Committee – Emma Eccles Jones College of Education and Human Services
FROM: Beth Foley, Dean – College of Education and Human Services
DATE: December 14, 2018
SUBJ: Re-assignment of Health Professions Programs New CTE Division

I understand that a new division of career and technical education is being form from within the School of Applied Sciences, Technology, and Education (ASTE) in the College of Agriculture and applied Sciences (CAAS). The purpose of the new division would be to consolidate all USU certificate and associates of applied sciences programs. Currently, the majority of USU's certificate and associates of applied sciences programs are offered at the USU Eastern campuses (Price and Blanding) as well select regional campuses.

It has been recommended that the certificate and applied sciences programs currently in the Department of Nursing and Health Professions be administratively moved to the new career and technical education division. All of these programs are part of USU's "*stackable credential*" design. I have discussed with President Cockett, Provost Galey, and Interim Chancellor Gary Straquadine the proposed move. I endorse the idea and wish to lend my support.

The six health profession programs that would be moved are:
- Certified Nursing Assistant - certificate
- Medical Assistant – certificate
- Medical Lab Technician – certificate
- Pharmacy Technician – certificate
- Phlebotomy - certificate
- Surgery Technician – associates of applied science

I believe this strategic move would allow for improved program design, delivery, and review. State and federal funding, as well industry licensure, follow a more precise administration of career and technical education. Gathering all the career and technical education programs into one division makes sense.

Thank you for your review and support.

Beth E. Foley, Dean
Emma Eccles Jones of Education and Human Services

From: Joseph Ward
To: Derrik Tollefson
Cc: Gary Straquadine
Subject: Re: New Career & Tech Educ Division - Need Your Support
Date: Wednesday, December 19, 2018 6:44:52 AM

I support this fully. We are, naturally, very interested in promoting the CJ emphasis within the four-year Sociology BS. I feel like we've already accomplished something today. Cheers,

Joe

Sent from my iPhone

··

On Dec 19, 2018, at 6:41 AM, Derrik Tollefson <derrik.tollefson@usu.edu> wrote:

Sounds good. Thanks,

Derrik Tollefson, MSW, PhD, LCSW
Professor & Dept Head
Sociology, Social Work, & Anthropology
Utah State University (435) 797-9296

··

On Dec 19, 2018, at 6:38 AM, Gary Straquadine gary.straquadine@usu.edu wrote:

Hi Derrik and Joe,

The faculty will remain with SSWA. The program will shift and become eligible for an improved tuition model, similar to UTECH. The program, as a stackable certificate, will be group in the CTE family. I have discussed with Scott Henrie at USU Eastern. We have all kinds of good ideas to expand the program. Thanks for the fast response.

Gary Straquadine

··

From: Derrik Tollefson
Sent: Wednesday, December 19, 2018 6:27:36 AM
To: Joseph Ward
Cc: Gary Straquadine
Subject: Re: New Career & Tech Educ Division - Need Your Support

This makes sense to me. I assume the change will not affect the CJ faculty's academic SSWA home base? Best,

Derrik Tollefson, MSW, PhD, LCSW
Professor & Dept Head
Sociology, Social Work, & Anthropology
Utah State University (435) 797-9296

On Dec 18, 2018, at 10:32 PM, Joseph Ward joe.ward@usu.edu wrote:

Hi Gary,
I am copying Derrik to make sure he supports this before I go forward. Thanks,
Joe

From: Gary Straquadine <gary.straquadine@usu.edu>
Date: Tuesday, December 18, 2018 at 10:09 PM
To: "Joe Ward <joe.ward@usu.edu>
Subject: New Career & Tech Educ Division – Need Your Support

Hello Joe Ward,
I have been preparing an R401 (abbreviated form) to carve out a division of career and technical education from the School of Applied Sciences, Technology, and Education (ASTE). The new sub-section of ASTE would bring together all USU certificate and associates of applied sciences programs. The majority of these programs reside at the USU Eastern campuses in Price and Blanding. However, we are requesting in the R401 that the Peace Officer Standards Training (POST) be administratively moved to the new career and technical education division.

The POST programs would continue to be part of USU's "stackable credential" design leading to the Associates in Criminal Justice and perhaps on to a bachelor's degree. We want to manage the POST program like many of our other career and technical education certificates. Currently, the POST program is offered at USU Eastern (Price and Blanding) with the potential to expand to other regional campuses.

I understand you are aware of our design and goal. In reviewing the draft R401 for the new career and technical education division with President Noelle Cockett, Provost Frank Galey, and Interim Vice Provost Ed Reeve, it was recommended I request from you a letter of support for this move. I have drafted a possible memo endorsing the move of the POST programs to a new career and technical education division. See attached.

I hope I have not over-stepped my role in preparing a draft letter; I am only hoping to save you time. With your input and improvements to the draft letter (I am still an ag major), I would have a clear sign of support from CHSS to place in the appendix of the R401. We believe this will help as the document defining a new career and technical education division moves through the college curriculum committee and eventually EPC.

Thank you for your support. Please call (435 613-5294) or email me with your questions or concerns. Everything is nice in Price.

Gary Straquadine
Interim Chancellor

CHSS Letter Supporting New CTE Division.docx

Appendix D

Faculty Survey on the State of CTE at USU Eastern

	CTE Program Implementation	Min	Max	Mean	Std Dev	Count
1	The facilities for my CTE program are safe and conducive to quality instruction.	1	7	2.73	1.71	33
2	A para-professional or teaching assistant to supervise CTE students in the classroom, lab, shop or for clinical experiences is a high priority for my program.	1	7	3.35	2.22	34
3	The teaching load for my CTE program is reasonable.	1	7	2.44	1.66	34
4	The teaching expectations for my CTE program are realistic.	1	7	2.35	1.56	34
5	I have too many course preparations for my CTE assignment.	1	7	4.42	1.77	33
6	Additional faculty are needed to fully implement the vision for my CTE program.	1	7	3.36	1.77	33

	CTE Program Validation	Min	Max	Mean	Std Dev	Count
1	My CTE program is meeting business and industry needs.	1	7	2.45	1.71	33
2	My CTE program is meeting state and national accreditation standards, if required.	1	7	2.53	2.18	32
3	My CTE advisory council meets at least two times per academic year.	1	7	3.85	2.3	33
4	My CTE advisory council operates with defined policies or bylaws, including the rotation of membership and council leadership.	1	7	4.24	2.32	33

	CTE Program Funding	Min	Max	Mean	Std Dev	Count
1	I believe I am provided with sufficient funding to purchase new and replacement CTE equipment.	1	7	3.31	1.77	33
2	I believe I am provided with sufficient funding to participate in professional development.	1	7	2.67	1.49	33
3	I understand how Carl Perkins funds are distributed for career and technical education at USU Eastern.	1	7	3.91	1.75	33
4	I am satisfied with the methodology used in the distribution of Carl Perkins funds.	1	7	3.78	1.63	32

	CTE Program Marketing and Recruitment	Min	Max	Mean	Std Dev	Count
1	I am highly satisfied with how my CTE program is promoted.	1	7	4.24	1.63	33
2	I am satisfied with the recruitment strategies used to attract student to my CTE program.	2	7	4.52	1.54	33
3	I have access to sufficient scholarship funds to attract and retain the best CTE students for my program.	2	7	4.69	1.59	32

	CTE Program Organization and Administration	Min	Max	Mean	Std Dev	Count
1	USU needs a stand-alone administrative presence to better plan, implement, and assess CTE programs.	1	4	1.88	0.88	33
2	Greater autonomy would advance my program's ability to deliver quality CTE programming.	1	7	2.79	1.27	33
3	An open-entry program of instruction would favor student success and completion of my CTE program.	1	6	3.44	1.74	34
4	My CTE program is a highly stackable, sequentially designed area of study that offers continuing education opportunities to all completers.	1	7	2.67	1.7	33

Likert Scaling

1 = Strongly Agree

2 = Agree

3 = Somewhat Agree

4 = Somewhat Disagree

5 = Disagree

6 = Strongly Disagree

0 = Not applicable to my CTE program

Appendix E

CTE Faculty and Staff PowerPoint Presentation
Introducing Changes to CTE Programs in Southeast Utah
December 17, 2018

REINVENTING CAREER AND TECHNICAL EDUCATION

USU EASTERN — DECEMBER 17, 2018

CTE®

Learning that
works for America

RE- WORDS

Reinvention
Rediscovery
Renaissance
Restructured
Recovered
Renew
Re-boot
Re Do

HISTORY LESSON

In a 1948 speech to the House of Commons, Churchill said (paraphrased),

"Those who fail to learn from history are condemned to repeat it."

1994 - Southeast Applied Technology Center (four counties)

2008 – SEATC merges with CEU

2010 – CEU merges with USU

ALPHABET SOUP

- CE : concurrent enrollment
- CTE / PTE : career / professional and technical education
- CBE : competency based education
- PBA : project-based assessment
- PBL : project based learning (may also refer to problem-based learning)
- PLA : prior learning assessment
- SDL : self-directed learner
- STC : school to careers
- WBL : work-based learning
- WIOA : workforce innovation and opportunity act

Bridgerland
- 1301 N 600 W Logan, UT 84321
- 435-753-6780
- visit

Davis
- 550 E 300 S Kaysville, UT 84037
- 801-593-2500
- visit

Dixie
- 1506 S Silicon Way St. George, UT 84770
- 435-674-8400
- visit

Mountainland
- 2301 W Ashton Blvd Lehi, UT 84043
- 801-753-6282
- visit

Ogden
- 200 North Washington Blvd Ogden, UT 84404
- 801-627-8300
- visit

Southwest
- 757 West 800 S Cedar City, UT 84720
- 435-586-2899
- visit

Tooele
- 88 S Tooele Blvd Tooele, UT 84074
- 435-248-1800
- visit

Uintah Basin
- 450 N 2000 W Vernal, UT 84078
- 435-725-7100
- visit

LIKE A UTECH

Workforce responsible

Industry responsive

High intensive, short duration training

Stackable, seamless, and with high ROI

****

A new tuition model for our students

A new funding model for our programs; alert, nimble, practical

With faculty incentives for high performance

DATA ANALYSIS: ESTIMATING INSTRUCTION COSTS

Business: Associates in Business (AB)

Subject	Course Number	Credits	Course Fee	Course Title	M	T	W	R	F	Time	Total Hours in Classroom or Lab
BUSN	1050	5	$ 24.00	Business Presentations		X		X		9:00 AM - 10:15 AM	45.0
BUSN	1500	1		Business Leadership Club			X			3:00 PM - 4:15 PM	22.5
BUSN	2200	3		Business Communications	X		X		X	9:30 AM - 10:20 AM	45.0
ACTS	2010	4	$ 12.00	Financial Accounting	X	X	X	X		10:30 AM - 11:20 AM	60.0
ACTS	2020	4	$ 12.00	Managerial Accounting							
BCIS	1410	3	$ 16.00	Spreadsheet I (Excel)	X		X			7:30 AM - 8:20 AM	30.0
BCIS	2420	3	$ 16.00	Database I		X		X		10:30 AM - 11:30 AM	30.0
ECON	2010	3		Introduction to Microeconomics (SSS)	X		X			7:30 AM - 8:45 AM	45.0
BUSN	1010	3		Business Principles	X		X		X	10:30 AM - 11:30 AM	45.0
	Totals	25	$ 80.00							Total Hours	322.5

USU Eastern Tuition and Fees for 12 to 18 credits: $1,875
Two semesters of course work at $1,875 per semester = $3,750
Individual Course Fees: $80.00
Total Costs (Tuition and Fees plus individual course fees) = $3,830
Cost per hour of instruction: Total costs divided by Total Class/Lab time = $11.88

USU EASTERN CTE SUMMARY

Discipline	Student Credit Hours	Program Hours	First Year Students	Second Year Student	Total Membership Hours
Automotive (AAS)					
Business (AAS)					
Cosmetology (AAS)					
Diesel (AAS)					
General Technology (AAS)					
IT Support and Web Development (AAS)					
Small Business Operations (AAS)					
Welding (AAS)					
Nursing AA RN completion only (similar to CC)					
Building Construction (CC)					
Engineering, Draft, Design, Tech (CC)					
Heavy Equipment & Trucking (CC)					
Machine Tool Technology (CC)					
Medical Assistant (CC)					
Medical Lab Assistant (CC)					
Nursing LPN only (similar to CC)					
Pharmacy Technician (CC)					
Professional Bookkeeper (CC)					
Surgery Technician (CC)					
Certified Nursing Assistant (CP)					
Digital Design (CP)					
Emergency Medical Technician (EMT) (CP)					
Phlebotomy (CP)					
Professional Bookkeeping (CP)					
Web Business (CP)					
Apprentice Electrician Program					
Police Officer Standards Training (POST)					
				Membership Hours	151,280

ADMINISTRATIVE RESTRUCTURE – THE R-401

OUR TARGET: *STACKABLE CREDENTIALS*

- Currently, we have three levels of stackable credentials (R401.3.1)
    - Certificate of Completion (32 – 34 credits)
    - Certificate of Proficiency (16 – 18 credits)
    - Associates of Applied Science (60 – 63 credits)
- Develop more certificate programs
- Funding incentives for certified pathways programs
    - LEA are naïve and/or ill-prepared to deliver
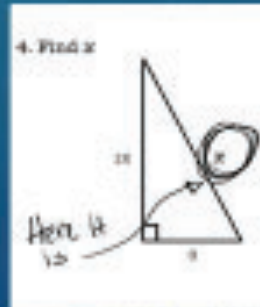
A NEW PAIR OF GLASSES

- Spring Semester 2019
  - Utah Legislature meets January 28th to March 14th
  - Establish CTE Advisory Committee
  - CTE program review and design – Align with
    - Industry standards
    - Employment needs
    - USU infrastructure (registration, financial aid, program funding, facilities, and faculty expertise)
      - More (nuance)
- Program discussions
  - CTE Qualtrics survey of December 12th is a start
  - Individual program meeting

ESCAPE THE GRAVITY OF THE KNOWN

- Denial is not a river in Egypt

  - Paradigm shift – beyond fine tuning

  - Pain before gain; not going to be easy or accomplished over night

  - Funding model will improve for students, program design, and faculty

UtahStateUniversity

TEAM CTE

Career Technical Education

- CTE certificate and applied associates degrees – statewide oversight

- President **Noelle Cockett** is engaged in the process

- Vice President **Dave Woolstenhulme** has leadership expertise

- ASTE Department Head **Bruce Miller** is ready for change

- Associate Department **Jamie Cano** is laser focused and able

- Director of Non-Credit and Workforce Development Programs **Ethan Migliori** will continue to lead

- Pathway and Perkins Funding program coordinator **Tyler Agner** is ready to design and assess

QUESTIONS, COMMENTS, AND TOPICS TO TWEET?

Thank you for being the future.

UTAH STATE UNIVERSITY
EASTERN

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

Institution Submitting Request:	**Utah State University**
Proposed or Current Program Title:	**BA/BS Degree in Finance**
Sponsoring School, College, or Division:	**Huntsman School of Business**
Sponsoring Academic Department(s) or Unit(s):	**Department of Economics and Finance**
Classification of Instructional Program Code[1] :	
Min/Max Credit Hours Required of Full Program:	**69** / **75**
Proposed Beginning Term[2]:	**Spring 2020**
Institutional Board of Trustees' Approval Date:	

☐	Certificate of Proficiency	☐ Entry-level CTE CP	☐ Mid-level CP
☐	Certificate of Completion		
☐	Minor		
☐	Graduate Certificate		
☐	K-12 Endorsement Program		
☒	NEW Emphasis for Regent-Approved Program		
	Current Program BOR Approval Date:		
	Proposed Emphasis Title	Quantitative Finance	
	Credit Hours for NEW Emphasis Only:	**18** / **18**	
	Propose a NEW Emphasis		
☐	Out of Service Area Delivery Program		

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

Please type your first and last name   Date:

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

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[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55 .
[2] "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

Utah System of Higher Education
Program Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to offer the following Degree: BA/BS Degree in Finance with emphases effective Spring 2020. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

It is proposed that the existing BA/BS degree in Finance include an emphasis for Quantitative Finance. The objective of this emphasis will be to allow students to differentiate themselves within the broader finance curriculum.

The current degree in Finance requires 2 courses and then allows students to select from numerous electives to cater the degree toward their needs and the needs of employers. Having a separate Quantitative Finance emphasis will create a path that students can follow to differentiate themselves from other Finance majors.

The new emphasis will have 2 additional required courses and then allow students to select 6 elective courses from a subset of the broader finance electives.

Benefits of the proposed change will include (1) differentiated skill sets (2) positioning for employment opportunities (3) better coordination with career development staff (4) increased transparency for employers and prospective students.

Labor Market Demand

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

Graduates in Quantitative Finance have filled a variety of openings but tend to land in finance and mathematical related positions. Utah DWS lists the expected occupational demand for finance related positions at 3.5% and computer and mathematical positions at 4.4%. Utah DWS lists more than 2,000 expected annual openings in each of those areas. Forbes.com lists a Finance degree in the top 10 with respect to starting salary and quantitative finance positions generally pay more than non-quantitative positions.

Consistency with Institutional Mission/Impact on Other USHE Institutions

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/ . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ .

The proposed change is consistent with USU's mission of providing a student centered experience that prepares them to serve the public. Students will be more effectively positioned to compete for employment opportunities and will be able to differentiate themselves from their peers. The program will be offered in the same areas as the existing degree program. No faculty or staff structures will be affected by the changes.

Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

Since all of the courses within the proposed emphasis are already being offered, no additional resources are needed to implement the change.

Section III: Curriculum

Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**
For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.

		Course Number	NEW Course	Course Title	Credit Hours

		Course Number	NEW Course	Course Title	Credit Hours
Can students complete this degree without emphases? ✕ Yes or No					
		General Education Courses (list specific courses if recommended for this program on Degree Map)			
				General Education Credit Hour Sub-Total	
Required Courses					
+	-	ACCT 2010		Financial Accounting Principles	3
+	-	ACCT 2020		Managerial Accounting Principles	3
+	-	ECN 1500		Introduction to Economic Institutions	3
+	-	ECN 2010		Introduction to Microeconomics	3
+	-	FIN 3200		Financial Management	3
+	-	FIN 3400		Corporate Finance	3
+	-	MGT 1050		Foundations of Business Leadership	3
+	-	MGT 2050		Business Law	2
+	-	MGT 3700		Operations Management	2
+	-	MIS 2100		Principles of Management Information Systems	3
+	-	MIS 3200		Business Communication	3
+	-	MIS 3300		Big Data Analytics	3
+	-	MSLE 3500		Fundamentals of Marketing	3
+	-	MSLE 3800		Leadership	2
+	-	MSLE 3890		Systems Strategy and Problem Solving	2
+	-	STAT 2300		Business Statistics	4
				Choose of the following courses:	
+	-	FIN 4410		Financial Institutions	3
+	-	FIN 4460		Investments	3
				Required Course Credit Hour Sub-Total	51
Elective Courses					
+	-				
				Elective Credit Hour Sub-Total	
				Core Curriculum Credit Hour Sub-Total	51

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Quantitative Finance	
(+)(-)	ECN 4330		Introduction to Econometrics	3
			Choose 1 of the following courses:	
(+)(-)	ECN 3010		Managerial Economics	3
(+)(-)	ECN 4010		Intermediate Microeconomics	3
			Choose 4 of the following courses:	
(+)(-)	ECN 4310		Math Methods in Econ and Finance I	3
(+)(-)	ECN 5310		Math Methods in Econ and Finance II	3
(+)(-)	ECN 5600		Financial Economics	3
(+)(-)	FIN 4300		International Finance	3
(+)(-)	FIN 4450		Advanced Corporate Finance	3
(+)(-)	FIN 4480		Derivatives Markets	3
(+)(-)	FIN 5000		Advanced Investment Analysis	3
(+)(-)	FIN 5100		Financial Markets and Trading	3
(+)(-)	FIN 5300		Fixed Income	3
(+)(-)	FIN 5350		Financial Modeling	3
			Emphasis Credit Hour Sub-Total	18
			Total Number of Credits to Complete Program	69
			Remove this emphasis	

Propose a NEW Emphasis to an existing Regent approved program

Program Curriculum Narrative

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

The first set of 16 courses are the business school acumen required of all business students. The second set of 2 courses are the required courses for a finance major. The quantitative finance emphasis then has 2 more required courses ECN 4330 and (ECN 3010 or ECN 4010). Students then choose 4 of the 10 electives to complete the emphasis. The additional required courses and all of the electives are currently electives for a finance major.

Degree Map

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

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENG 1010 Intro to Writing (CL1)	3	ENG 2010 Intro to Writing (CL1)	3
ECN 1500 Intro to Economics (BAI)	3	ECN 2010 Intro to Microeconomics (BSS)	3
MATH 1050 College Algebra (QL)	4	STAT 2300 Business Statistics (QL0	4
ECN 1050 Economic History	3	Depth Life Sciences (DSC)	3
USU 1010 University Connections	1	Breadth Creative Arts (BCA)	3
Total	14	**Total**	16
Second Year Fall	**Cr. Hr.**	**Second Year Spring**	**Cr. Hr.**
Breadth Humanities (BHU)	3	Depth Humanities (DHA)	3
Breadth Physical Science (BPS)	3	Breadth Life Sciences (BLS)	3
ACCT 2010 Financial Accounting	3	FIN 3200 Financial Management	3
MIS 2100 Principles of MIS	3	ACCT 2020 Managerial Accounting	3
MGT 2050 Business Law	2	MIS 3200 Business Communication (CI)	3
Total	14	**Total**	15
Third Year Fall	**Cr. Hr.**	**Third Year Spring**	**Cr. Hr.**
FIN 3400 Corporate Finance	3	ECN 4330 Introduction to Econometrics	3
ECN 3010 Managerial Economics	3	MIS 3300 Big Data Analytics	3
FIN 4410 Financial Institutions	3	FIN 4460 Investments	3
Elective	3	Elective	3
Total	12	**Total**	12
Fourth Year Fall	**Cr. Hr.**	**Fourth Year Spring**	**Cr. Hr.**
MGT 3700 Operations Management	3	MSLE 3800 Leadership	2
MSLE 3500 Fundamentals of Marketing	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	4
Total	12	**Total**	12

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

Institution Submitting Request:	**Utah State University**
Proposed Program Title:	**Bachelor of Science Degree in Technology, Design, and Interaction**
Sponsoring School, College, or Division:	**Emma Eccles Jones College of Education and Human Services**
Sponsoring Academic Department(s) or Unit(s):	**Department of Instructional Technology and Learning Sciences**
Classification of Instructional Program Code[1] :	**13.0501**
Min/Max Credit Hours Required of Full Program:	**120 / 120**
Proposed Beginning Term[2]:	**Fall 2020**
Institutional Board of Trustees' Approval Date:	

Program Type (check all that apply):

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

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[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

[2] "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

[3] Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name   Date:

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

Utah System of Higher Education
Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Science Degree in Technology, Design, and Interaction effective Fall 2020. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description
Present a complete, formal program description.

The Department of Instructional Technology and Learning Sciences (ITLS) at Utah State University (USU) is proposing an **on-line** Bachelor's of Science (BS) degree in Technology, Design, and Interaction. This degree is a standalone degree, but also can be stacked onto the existing Associates of Science degree in general studies.

The degree will have five concentration areas: (1) Human Centered Design, (2) Information and Media Literacy, (3) Project Management, (4) Multimedia Development, and (5) Data Visualization and Analysis. Students will also choose two interdisciplinary strands from among the following options: Culturally Responsive Design, New Venture Management, Product Design, Marketing, Game Studies, Multimedia Development, and Technical Communications.

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

The mission of Utah State University is "to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery and engagement" (https://www.usu.edu/about/).

The new Bachelor's of Science degree in Technology, Design, and Interaction addresses USU's mission by:
   • Serving Utah learners through:
      o Providing the opportunity to gain entry into high paying and enjoyable jobs for which growth in Utah is very strong and among the highest in the USA: Web Development, Training and Development, Project Management, Multi-media and eLearning Development, UX/UI Design, and Game Design.
         o Being student-centered: Students can complete coursework completely online.
         o Inviting students to gain rich industry experience through internships and authentic projects
   • Serving Utah industry
       o Addressing shortages in the technology and human centered design fields. This in turn empowers Utah businesses to stay in and expand within Utah.
         o Forming new partnerships that can lead to improved practice in the technology sector.

Section III: Needs Assessment

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

A needs assessment was conducted involving a newly established advisory board in the Department of Instructional Technology and Learning Sciences and included leaders in the education, corporate, and military sectors of the technology and training industry in Utah and elsewhere in the USA. This advisory board includes: training managers and directors, Higher Education administrators, corporate hiring managers, technology education specialists, product and project management directors, and human centered design professionals. Alumni of the department's

current programs were also consulted to shed light on current demands and changes in the field of educational technology. In addition, job postings were evaluated to determine desired skills, experience levels, and educational requirements for current in-demand jobs.

This needs assessment which included individual interviews, group discussions, and surveys provided a preliminary indication of a need for an undergraduate program that combines human centered design, technology, learning development, and user experience (UX) design. In interviews, the corporate and non-profit hiring managers noted that when they want to hire a digital media or UX designer, a product manager, or instructional developer they need to either hire someone with a bachelor's degree from another field (e.g., psychology, graphic design, computer science) or someone with a Master's degree in instructional technology or related field who may not be familiar with business settings. Either way, many resources need to be deployed to organizational efforts before the new employee can contribute to organizational results that can then lead to positive outcomes for the organization.

Skilled workers are needed who have the ability to interface with software engineers, graphic designers, and consumers. Our rapidly advancing technology fields need students prepared to handle the problem solving and creative design challenges that have been created by our digital world and yet understand how to design with the consumer in mind. With a focused skill-set, this bachelors program is created to meet those rapidly changing needs as there is not another single program to address these various areas of expertise.

Desired skills identified by the department's needs assessment include: human centered design, basic coding and internet development skills, data analysis and visualization literacy, information and media literacy, media development, project management, and technical communications. The technology field is currently being impacted by the lack of employees with even a few of these specific skills, let alone all of them. In addition, many of the current job requests only require a bachelor's degree to obtain these jobs.

Another deficit that department's needs assessment uncovered was the ability for individuals with subject matter expertise to advance their education in order to grow in their career. By giving these individuals additional skills in human centered design and technology we allow them to better develop products and/or training in their field. These additional skills will make the individual more capable of advancement.

As an example, Discover Card has thousands of employees all over the world. One of their fundamental goals is to advance their employees from entry level positions, such as telephone agents, to full career jobs. They would also like to better equip their more advanced employees to succeed in technology focused areas. They are willing to pay for their employees to further their educations but need a program that will allow employees a flexible experience, as well as give them the desired skills to function in human centered design and technology areas.

This is but one example of many opportunities for training and retraining in the field of technology that is in high demand. There is value for anyone with any subject matter expertise to better understand human centered design and how it can affect positive change in training, development, production, and process management. With the continued growth of technology fields, additional skilled labor is in high demand with no foreseeable slowdown.

Labor Market Demand

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

The current department advisory board consists of leaders in the education, corporate, and military sectors of the technology and training industry in Utah and elsewhere in the USA. Their companies/organizations have many high paying jobs, and want to add more right here in Utah, but to do so, they need to have access to a strong talent base. They have confirmed the strong need for a bachelor's degree program in human centered design and technology that serves the people of Utah.

Graduates of the proposed Bachelor of Science Degree in the Technology, Design, and Interaction program would be prepared to enter the workforce as a Web Developer, Training and Development Manager, Project Manager, Multi-media and eLearning Developer, UX/UI Designer, and Game Designer. According to the U. S. Department of Labor, Employment, and Training Administration (2017), the projected growth rates in Utah for these professions from 2014-2024 are strong: 55% for web developers (fastest growth rate in USA for profession); 33% for training and development specialists (fastest growth rate in USA for profession); 32% for training and development managers (fastest growth rate in USA for profession); 33% for UX/UI

Developers(2nd fastest growth rate in USA for profession); 27% for instructional coordinators (3rd fastest growth rate in USA for profession). Projections for annual openings in these careers in Utah are strong: 140 annual openings for web developers (median salary = $67,990); 230 annual openings for training and development specialist (median salary = $60,360); 20 annual openings for training and development manager (median salary = $108,250); 110 annual openings for UX/UI Developers (median salary = $85,880); 50 annual openings for instructional coordinator (median salary = $63,750) (Utah Department of Workforce Services, 2018). In the three professions for which the projected growth rate in Utah is the fastest in the USA - web developer, training and development specialist, training and development manager - the majority of jobs only require a bachelor's degree. In short, there is a very strong need for bachelor's level hires with expertise in human centered design and technology interactions, and there are currently no bachelor's programs in the intermountain region in this field.

Student Demand

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

Within the USA, there are currently few opportunities for bachelor's level students to learn how to use technology paired with human centered design, to solve problems in an ever changing job market. Within the intermountain region, there are none. The current pathway to enter the technology and human centered design profession most often involves obtaining a master's degree or other post-bachelor's level education. But only 18.4% of bachelor's degree graduates from 2007-2008 pursued additional study within the four years after graduation (National Center for Education Statistics, 2014). With the employment instability that often characterizes the first few years after graduation, this is not surprising. Still, there are many well-paying job opportunities in the technology and human centered design field that go unfilled in Utah, and most only require a bachelor's degree.

While not all bachelor's level students actively consider employment when choosing a major, many do (Beggs, Bantham, & Taylor, 2008). The well-paying jobs in the technology field are growing at a very rapid pace within Utah.

When current Utah State University ITLS alumni were consulted about the program they expressed the need in the industry for this type of curriculum and asked to be kept up to date so they could refer students. Furthermore, Discover Financial Services (i.e., a large American financial services company) has expressed interest in paying for its employees to take courses from the department's program as well as obtain full degrees in both the department;s proposed bachelors program as well as Master's program.

Similar Programs

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

BYU officially began a Design Thinking Minor in fall of 2018. It is the most closely aligned academic offering compared to the department's proposed Bachelor's degree from either a USHE or in this case a non-USHE institution. BYU students draw from 30 classes in a minor that is truly interdisciplinary, involving the close collaboration of four different academic programs with Instructional Psychology and Technology as the academic lead. Some of BYU's classes are offered online but there is not currently a push to offer the whole minor that way. USU's program is also interdisciplinary, pulling emphasis areas from across campus, culminating in a Bachelor's degree that is exclusively online. The IPT department head described USU's Bachelor's degree proposal as "truly visionary" and predicted it "will be a trend-setter in our field" - Charles Graham, BYU IPT.

The University of Utah (UofU) offers both a Minor in Games and a Bachelor of Science in Games through Entertainment Arts & Engineering (EAE) as well as a BS in Computer Science with an EAE emphasis. Their academic programs are currently growing and not yet at capacity. These programs overlap with the emphasis area in Game Studies. UofU curriculum prepares students for careers in the professional games industry and closely related fields as well as game based learning for K-12 and edutainment purposes. Design is a key feature of several classes, including "Ethics & Games" and "Introduction to Design."

Students who are interested can focus on game design or devote more of their program to game development. The game studies emphasis is not intended to prepare students for the professional games industry but focuses instead on game based learning, including eSports, educational game design, and educational game development. The overall Bachelor's degree has a broader focus on design than gaming including learning design, human centered design, universal design, and UI/UX design all of which are broadly applied. UI/UX design is also part of existing UofU programs with a contextual focus on game design and development. Finally, the game studies emphasis area classes, will only be available face to face in Logan. USU will be drawing from students who have committed to USU for other reasons, such as our Bachelor's degree. While EAE manages eSports at UofU it is an activity that is independent from their academic programs. Thus, another unique feature of the game studies emphasis is integration with eSports and two academic class offerings.   The Department of Instructional Technology and Learning Sciences does intend in the long term to grow this emphasis area into a minor in game studies, although that is not part of the current proposal.

While not one of the USHE institutions, regional offerings in the form of certificates from Bridgerland, Davis, Mountainland, and Ogeden-Weber Technical colleges will provide mutual benefit in the form of a stackable credential model. Students will be able to count their certificates towards an Associate level degree at USU and then complete the remaining two years of their Bachelor's in TDI. In the words of Mountainland Technical College's president Clay Christensen, "This pathway will create a crucial career pathway from MTECH programs into a field that is currently in need around the state and will only grow exponentially going forward."

Collaboration with and Impact on Other USHE Institutions

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

Although no identical programs are available at other USHE Institutions, efforts are currently being made to contact each institution to determine impact, if any.

External Review and Accreditation

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

A program advisory committee with industry leaders primarily from Utah but also from other USA states has provided input to the development of the proposed program and approve the submitted version.

Section IV: Program Details

Graduation Standards and Number of Credits

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

The proposed program aligns with the standards and number of credits of other programs granting the Bachelors of Science degree at USU. Upon graduation a student will have earned a minimum of 120 credits including general education, University Studies and major courses.

Admission Requirements

List admission requirements specific to the proposed program.

The admission requirements will be consistent with the existing USU undergraduate admission requirements. A GPA requirement of 2.0 will be instituted with other criteria considered including prior work experience, aptitude for technology, and

experience with multi-media.

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

Section V: Institution, Faculty, and Staff Support

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

Several options for completing depth and breadth education requirements are already in place at USU. One option is to "stack" onto the Associate of Applied Science in General Technology that is already in place within ASTE here at USU. A second option is to complete the associate degree through USU Eastern. Additional options, after the initial admissions, will include working with the technical colleges similar to the AAS from ASTE, completing the online AS proposed program through AIS at USU, current USU students transferring in, any student with an existing associate degree, or new USU students being accepted directly into the program as incoming freshmen.

This degree program is a collaboration between multiple colleges and schools within the university. As the undergraduate level expansion is new for the ITLS department, many of the ITLS courses will need to be developed or restructured within ITLS to offer the Technology, Design, and Interaction degree. Most of the courses the student will use for their emphases areas are already in place.

The program is designed to allow students to take all courses online.

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

The ITLS bachelor's program and ITLS courses draw on strengths and expertise of the faculty in the Department of Instructional Technology and Learning Sciences, along with collaboration from the Bridgerland Applied Technology College that provides technical content training for students within the AAS degree in General Technology in ASTE. Additional courses offered in programs outside the department, (e.g., the English Department or the Huntsman School of Business) will be applied to this degree with minimal student impact. Through restructuring and reallocation of teaching assignments, the faculty can accommodate the student demand of the proposed program while requiring only one additional faculty member the first year and another the second year. The funding for the faculty member position is already in place and additional faculty will be considered as the enrollment in the program grows or industry partners sponsor such additions. For the ITLS courses, the department will also use graduate student assistants and adjunct instructors.

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

No additional staff will be required to meet the needs of the program.

Student Advisement
Describe how students in the proposed program will be advised.

Initially, an experienced student advisor will be hired on a 20 hr/wk basis. Since other undergraduate program advisors handle large loads (up to 200 students), it is forecasted that additional advisors will not be needed for several years.

Library and Information Resources

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

Additional resources will not be needed. USU's current undergraduate resources, including distance learning offerings, are adequate. Email communication from Teagan Eastmon via Jeanne Davidson on August 21st, 2018.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

The Department of Instructional Technology and Learning Sciences will conduct on-going assessments of the degree program and make improvements or adjustments as needed. The objectives selected for this program include skills and knowledge identified by industry leaders.

This program has four primary objectives. After completion of this degree program, students will be able to:
1. Demonstrate technical knowledge and ability in at least two chosen emphasis areas.
2. Develop computational skills specific to problems and critical issues that exist in the technology and human centered design field.
3. Demonstrate written, verbal and visual communication skills.
4. Acquire training and develop skills necessary for a career or an advanced degree program.

Instructors will use student course evaluations as a formative step in evaluating the program. The program faculty will have the opportunity to interact and work with other faculty from across campus to seek feedback. The department will also conduct exit interviews/surveys of graduating students and use portfolios and senior projects to evaluate the technical, written, verbal, and communication skills of the students. The program will survey alumni at approximate three-year intervals to provide an opportunity for student reflection on the program outcomes and overall value. Industry partners will offer internships and provide feedback about the program through the department's advisory committee.

Student Standards of Performance

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

Competencies and marketable skills students will be expected to acquire are:

• A strong understanding of Human Centered Design and how those principles guide the development of products, training, user experience, and media production.
• The ability to organize and manage projects using project management skills typical of the tech industry.
• Understand how to use data to evaluate and demonstrate value of products and processes.
• Obtain adequate multi-media skill that will allow the student to produce professional media or interact with media specialists.
• A strong knowledge of computer programming jargon and concepts in order to allow for productive interface with computer developers.
• Be able to gather information about users' experience interacting with an interface and understand how to improve the

interface using information gathered.
• Understand how people learn best and how they use cognitive processes to solve problems.
• Strong technology understanding and how people interface with it.
• Exceptional ability to work as an intermediary between consumers and software engineers.
• The ability to work in a group environment and communicate in a professional way.

These competencies were chosen based on surveys given to industry leaders as well as feedback by employers and alumni working in the field. All of these competencies have been vetted and approved as important elements of working in a technology rich world.

Student learning outcomes will be measured both formatively and summatively, using project based learning methods that will be evaluated by the professor, as well as industry professionals. These projects will be real world learning opportunities that will give the student the experience of making mistakes so as to become proficient sooner.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
		General Education Courses (list specific courses if recommended for this program on Degree Map)			
				General Education Credit Hour Sub-Total	
		Required Courses			
+	-	ITLS 3110	X	Design Perspectives and Processes 1 (o)	3
+	-	ITLS 3120	X	Design Perspectives and Processes 2 (o)	3
+	-	ITLS 3310	X	Intro to Information and Media Literacy (o)	3
+	-	ITLS 3350	X	Computational Thinking (o)	3
+	-	ITLS 3130	X	How People Learn (o)	3
+	-	ITLS 3215	X	Video/Audio Design and Production (o)	3
+	-	ITLS 3230	X	Graphic Design and Production (o)	3
+	-	ITLS 3265	X	Internet Development (o)	3
+	-	ITLS 4110	X	Intro to Project Management (o)	3
+	-	ITLS 4130	X	Data Visualization (o)	3
+	-	ITLS 4160	X	Measuring Learning and Performance (o)	3
+	-	ASTE 3050		Technical and Professional Communications Principles (o)	3
				Choose 1 of the following courses:	
+	-	ITLS 4960	X	Capstone Experience-Senior Project (o)	3
+	-	ITLS 4940		Internship (o class, f2f experience)	3
				Required Course Credit Hour Sub-Total	42
		Elective Courses			
+	-	ITLS 3900		Independent Study (o)	1
+	-	ITLS 4900		Independent Study (o)	1
+	-	ITLS 4910		Undergraduate Research (o)	1
+	-	ITLS 1870		Special Topics (o)	3
+	-	ITLS 3870		Special Topics (o)	3
+	-	ITLS 2890		Work Experience Equivalent (o)	1
+	-	ITLS 4890		Work Experience Equivalent (o)	1
				Elective Credit Hour Sub-Total	
				Core Curriculum Credit Hour Sub-Total	42

Can students complete this degree without emphases?   Yes or X *No*

	Course Number	NEW Course	Course Title	Credit Hours
			Name of Emphasis: Culturally Responsive Design (minimum of 9 credits)	
+ -	ANTH 1010		Cultural Anthropology (o)	3
+ -	ANTH 2010		Peoples of the World (o)	3
+ -	ANTH 3140		Anthropology of Sex and Gender (o/f2f)	3
+ -	ANTH 3200		Perspectives on Race (o)	3
+ -	PSY 3510		Social Psychology (o/b/f2f)	3
+ -	PSY 4230		Psychology of Gender (o/f2f)	3
+ -	PSY 4240		Multicultural Psychology (o/b/f2f)	3
+ -	SW 2400		Social Work with Diverse Populations (o)	3
			Emphasis Credit Hour Sub-Total	24
			Total Number of Credits to Complete Program	66
			Remove this emphasis	

	Course Number	NEW Course	Course Title	Credit Hours
			Name of Emphasis: New Venture Management – minimum of 9 credits	
+ -	MIS 5700		Internet Management & Electronic Commerce (f2f)	3
+ -	ACCT 2010		Financial Accounting Principles (o)	3
+ -	ACCT 2020		Managerial Accounting Principles (o)	3
+ -	MSLE 3000		Entrepreneurship: Starting Own Business (o)	3
+ -	MSLE 3510		New Venture Fundamentals (o)	3
+ -	MSLE 3530		New Venture Marketing (o)	3
+ -	MSLE 3540		New Venture Financing (o)	3
+ -	MSLE 3550		Entrepreneur Leadership Series (o)	1
+ -	APEC 2010		Intro to Microeconomics (f2f)	3
+ -	APEC 5015		Firm Management, Planning, and Optimization (o/f2f)	3
			Emphasis Credit Hour Sub-Total	28
			Total Number of Credits to Complete Program	70
			Remove this emphasis	

	Course Number	NEW Course	Course Title	Credit Hours
			Name of Emphasis: Game Studies– minimum of 9 credits	
+ -	ITLS 3530	✕	Introduction to Game Studies (f2f)	3
+ -	ITLS 3500	✕	Gaming, Technology, & Culture (f2f)	3
+ -	ITLS 3210	✕	Virtual Environment Development (o)	3
+ -	ITLS 3570	✕	Special Topics in Game Studies (f2f)	3

	Course Number	NEW Course	Course Title	Credit Hours
+ -	CS 5410		Game Development (f2f, b)	3
+ -	ITLS 4410	✕	Introduction to eSports (f2f)	3
+ -	ITLS 4420	✕	Developmental eSports, P/F, repeatable (f2f)	2
+ -	ITLS 3260	✕	Web and Mobile Development (o/f2f)	3
			Emphasis Credit Hour Sub-Total	23
			Total Number of Credits to Complete Program	65
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Product Development – minimum of 9 credits	
+ -	OPDD 3030		Design Thinking, Methods, and Materials (o)	3
+ -	OPDD 3760		Outdoor Product Design & Develop Studio I (o)	3
+ -	OPDD 4420		Digital Design Tech for Outdoor Products (o)	3
+ -	OPDD 4430		Digital Design Technologies II (o)	3
+ -	ITLS 5270		Digital Making and Learning (f2f)	3
			Emphasis Credit Hour Sub-Total	15
			Total Number of Credits to Complete Program	57
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Marketing – minimum of 9 credits	
+ -	MSLE 3500		Fundamentals of Marketing (o)	3
+ -	MSLE 4530		Marketing Research (o)	3
+ -	MSLE 4590		Marketing Strategy (o, f2f, b)	3
+ -	MSLE 4420		Brand Identity Design (o)	3
+ -	APEC 5010		Firm Marketing and Price Analysis (o, f2f)	3
			Emphasis Credit Hour Sub-Total	15
			Total Number of Credits to Complete Program	57
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Technical Communication – minimum of 9 credits	

	Course Number	NEW Course	Course Title	Credit Hours
+ -	ENGL 3400		Professional Writing (f2f/b)	3
+ -	ENGL 3410		Professional Writing Technology (f2f)	
+ -	ENGL 3450		Methods & Research in Prof & Tech Comm (f2f)	3
+ -	ENGL 4400		Professional Editing (f2f)	3
+ -	ENGL 4410		Document Design & Graphics (f2f)	3
+ -	ENGL 5400		Social Justice in Technical Communication (f2f)	3
+ -	ENGL 5410		Studies in Writing for Digital Media (f2f)	3
+ -	ENGL 5420		Project Management in Technical Comm (f2f)	3
+ -	ENGL 5490		Topics (f2f)	3
			Emphasis Credit Hour Sub-Total	24
			Total Number of Credits to Complete Program	66
			Remove this emphasis	

	Course Number	NEW Course	Course Title	Credit Hours
		Name of Emphasis:	Multimedia Development-Minimum 9 Credits	
+ -	ITLS 3205		Computer Applications for Instruction and Training (o)	3
+ -	ITLS 3220		Digital Video Capture and Production II (o/f2f)	3
+ -	ITLS 3240		Instructional Graphics Production II (o/f2f)	3
+ -	ITLS 3245		Interactive Multimedia Production (o)	3
+ -	ITLS 3270		Digital Making and Learning (f2f)	3
+ -	ITLS 3290		Multimedia Development Capstone (o)	3
+ -	MIS 5700		Internet Management & Electronic Commerce	3
+ -	ITLS 3260	✕	Web and Mobile Development (o/f2f)	3
			Emphasis Credit Hour Sub-Total	24
			Total Number of Credits to Complete Program	66
			Remove this emphasis	

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

Students need to complete the 60 credit hours required for the A. S. in general studies before they take the remaining 60 credit hours required for the Technology, Design, and Interaction B. S., Students need to complete at least 9 credits from each of two emphasis areas, for a grand total of 21 credits from emphasis areas.

Independent Study is a variable credit course with available credits of 1-4.
Undergraduate Research is a variable credit course with available credits of 1-3.

Degree Map

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
Associates Degree Credits	15	Associates Degree Credits	15
Total	15	Total	15
Second Year Fall	**Cr. Hr.**	**Second Year Spring**	**Cr. Hr.**
Associates Degree Credits	15	Associates Degree Credits	15
Total	15	Total	15
Third Year Fall	**Cr. Hr.**	**Third Year Spring**	**Cr. Hr.**
Design Perspectives and Processes 1	3	Design Perspectives and Processes 2	3
Intro to Information and Media Literacy	3	How People Learn	3
Computational Thinking	3	Graphic Design and Production	3
Technical and Professional Communications P...	3	Emphasis Area Credits	3
Emphasis Area Credits	3	Emphasis Area Credits	3
Total	15	Total	15
Fourth Year Fall	**Cr. Hr.**	**Fourth Year Spring**	**Cr. Hr.**
Video/Audio Design and Production	3	Measuring Learning and Performance	3
Data Visualization	3	Project Management	3
Internet Development	3	Capstone	3
Emphasis Area Credits	3	Emphasis Area Credits	3
Emphasis Area Credits	3	Emphasis Area Credits	3
Total	15	Total	15

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	4	4	2
Faculty: Part Time with Doctorate			1
Faculty: Full Time with Masters			1
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	/////	/////	
Staff: Full Time			2
Staff: Part Time			1

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Andrew	Walker	T	PhD	Utah State University	10	
	Kristy	Bloxham	Other	PhD	Utah State University	25	Professor of
	Breanne	Litts	TT	PhD	University of Wisconsin	10	Digital makir
	Sheri	Haderlie	Other	PhD	Utah State University	10	Senior Lectu
	Mimi	Recker	T	PhD	UC Berkely	10	Information I
	Victor	Lee	T	PhD	Northwestern	20	Intro to Espo
	Kristin	Searle	TT	PhD	University of Pennsylvania	10	Gaming, Tec
	Jody	Clarke-Midura	TT	PhD	Harvard	10	Games & Le
Part Time Faculty							
	Kevin	Reeve	Other	MS	Utah State University	10	instructor HT
	Donald	Thomas	Other	MS	Utah State University	10	instructor Dig
	Jeremy	Jensen	Other	MFA	Utah State University	10	instructor Dig
	Nathan	Smith	Other	MS	Utah State University	20	Senior Lectu

Part III: New Faculty / Staff Projections for Proposed Program

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		4		2 classes/year each for 2 new faculty (tuition funded)	20
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////////	////////	2.833	Doctoral student teaching 4 classes/year + 2 over summer	50
Staff: Full Time					
Staff: Part Time			.25	Academic Advisor (.25 FTE)	25

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	92	112	142	182	202	212
# of Majors in Proposed Program(s)	///////	20	50	70	80	80
# of Graduates from Department	53	58	58	78	88	98
# Graduates in New Program(s)	///////	0	0	20	30	40
Department Financial Data						
		Department Budget				
		Year 1	Year 2	Year 3		
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.						
Personnel (Faculty & Staff Salary & Benefits)	$1,543,898	$54,995	$82,657	$106,383		
Operating Expenses (equipment, travel, resources)	$78,215	$9,777	$9,777	$9,777		
Other:						
TOTAL PROGRAM EXPENSES	///////	$64,772	$92,434	$116,160		
TOTAL EXPENSES	$1,622,113	$1,686,885	$1,714,547	$1,738,273		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.						
Internal Reallocation		$177,308	$243,468	$247,120		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition		$18,205	$45,513	$63,719		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	///////	$195,513	$288,981	$310,839		
TOTAL DEPARTMENT FUNDING	$0	$195,513	$288,981	$310,839		
Difference						
Funding - Expense	($1,622,113)	($1,491,372)	($1,425,566)	($1,427,434)		

Part II: Expense explanation

Expense Narrative
Describe expenses associated with the proposed program.

Expenses include a bump in operating costs relative to two replacement faculty/staff. Since this is the first undergraduate degree program for ITLS, the department will split .25 FTE of an academic advisor position with another unit. To help cover classes at the undergraduate level the department will require .67 FTE of a graduate teaching assistant in the first year growing to 2.83 FTE of graduate teaching assistants by year three. These students will be instructors of record for 6 classes throughout the year.

Part III: Describe funding sources

Revenue Narrative 1
Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

ITLS has two open faculty lines and will dedicate half of their teaching load to the new program (2 classes per year each or .20 FTE/each). These replacement lines will be hired and start in year 1. Many classes in the department's multi-media minor certificate program overlap with the BS program, so long standing relationships we have with several part-time faculty will be able to serve students from both the multi-media development minor and new BS degree. Finally, the FTE/existing faculty percentages listed above represent a substantial commitment from ITLS with faculty teaching classes as part of the undergrad program. The existing part-time and full-time faculty commitment adds up to $99,681 for the first year. The department will be able to maintain the existing degree program offerings including the multi-media development minor, School Library Media minor, MA, MEd, MS, EdS, and PhD. A positive benefit to the PhD program will be the ability to offer extended funding for almost three doctoral students/year who teach in the new BS program.

Revenue Narrative 2
Describe new funding sources and plans to acquire the funds.

There are two growth based funding sources. The first is Logan and in-state online students ($30 per SCH). The second is out of state students, which the department projects to average 10% of the student population. The department receives half of the tuition (minus a $5/per credit fee for the Emma Eccles Jones College of Education and Human Services) for those students.

Utah System of Higher Education
Changes to Existing Academic Program Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Utah State University

	Current	*Proposed (if applicable)*
Program Title:	Parks and Recreation	Recreation Administration

Sponsoring School, College, or Division: Utah State University, Emma Eccles Jones College of Education & Human Services

Sponsoring Academic Department(s) or Unit(s): Kinesiology and Health Science

Classification of Instruction Program Code[1]: 36.0101

Min/Max Credit Hours for Full Program Required: 53   /   53   /

Proposed Effective Term for Program Change[2]: Fall   2019

Institutional Board of Trustees' Approval Date:

Award Type: BS

Program Change Type (check all that apply):

☒	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

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

Please type your first and last name   Date:

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

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1 For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
2 "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations,** "effective term" refers to the term the program will suspend admissions.

Program Change Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to change name from Parks and Recreation to Recreation Administration effective Fall 2019. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Change Description/Rationale

Present a brief program change description. Describe the institutional procedures used to arrive at a decision for the change. Briefly indicate why such a change should be initiated. State how the institution and the USHE benefit by the change.

It is proposed that the Parks and Recreation Program name be changed to Recreation Administration Major and the prefix for the courses be changed from PRP to RAM. This course is delivered face-to-face on the Logan Campus. The faculty of the Parks and Recreation Program both tenure track, lecturer and adjunct discussed and agreed on the name change from Parks and Recreation to Recreation Administration Major.

This program name change more clearly aligns with the curriculum and career trajectory of students in the field of recreation. While some recreation administration students go on to work with local, state, and federal parks, many student work in settings beyond parks including (but not limited to) recreation departments, sport and fitness centers, chambers of commerce, convention centers, and professional sport organizations.

Consistency with Institutional Mission/Institutional Impact

Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/ . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ . Will faculty or staff structures be impacted by the proposed change?

The proposed name change will assist the program in being more student-centered and will provide more diversity of opportunities for our students. Faculty and staff structures will not be impacted by this proposed change.

Finances

What costs or savings are anticipated from this change? If new funds are required to implement the change, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

There will be no budgetary impact on this program or any other program or unit within the institution.

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

Institution Submitting Request: **Utah State University**

Proposed or Current Program Title: **Minor in Anticipatory Intelligence**

Sponsoring School, College, or Division: **College of Humanities and Social Sciences**

Sponsoring Academic Department(s) or Unit(s):

Classification of Instructional Program Code[1] :   **45.0902**

Min/Max Credit Hours Required of Full Program: **12**   /   **18**

Proposed Beginning Term[2]:   **Fall**   **2019**

Institutional Board of Trustees' Approval Date:

☐ Certificate of Proficiency	☐ Entry-level CTE CP		☐ Mid-level CP
☐ Certificate of Completion			
☒ Minor			
☐ Graduate Certificate			
☐ K-12 Endorsement Program			
☐ NEW Emphasis for Regent-Approved Program			
Proposed Emphasis Title			
Credit Hours for NEW Emphasis Only:		/	
☐ Out of Service Area Delivery Program			

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name   Date:

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

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[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55 .
[2] "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

Utah System of Higher Education
Program Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to offer the following Minor: Minor in Anticipatory Intelligence effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

Program description. The Anticipatory Intelligence undergraduate minor is designed to offer students across multiple fields a sophisticated, cross-disciplinary grasp of the security concerns that are increasingly affecting their own fields and industries as a result of emerging technology. The goal of this minor program is to provide undergraduate students with a sophisticated perspective on traditional national security issues, growing private sector worries, and evolving technological realities in order to prepare them to be strategic thinkers in both the public and private sectors. This minor will prepare undergraduate students to be active voices in their own future professions who are able to anticipate emergent security concerns beyond the training and focus of current industry leaders; understand the progressively interconnected fate of the public and private sector in national and private security issues; and help build resilience against emergent threats or unintended consequences of advancing technology.

Institutional procedures. Interest in a program that would fuse the expertise of STEM and social science professionals has existed at Utah State University for at least 10 years, first sparked when USU's university-affiliated research center Space Dynamics Laboratory (SDL) raised the concept with the Department of Political Science. A confluence of factors emerged in mid-2017 to make this concept a reality: a vision for an academic center focused on cross-disciplinary security studies, captured in the term "anticipatory intelligence"; college leadership in CHASS to champion the program; and personnel with sufficient experience to develop it. This undergraduate minor program will be housed under the College of Humanities and Social Sciences and facilitated by the proposed Center for Anticipatory Intelligence at USU (R401 also in progress)—a cross-campus consortium between faculty in the College of Humanities and Social Science, College of Science, and College of Engineering dedicated to examining the nexus of national security studies, cybersecurity, and big-data analytics and its impact across the public and private sectors. This program has strong cross-campus backing and will leverage teaching by or collaboration with faculty in the Department of Political Science, Department of Mathematics and Statistics, Department of Electrical and Computer Engineering, Department of Computer Science, Department of Economics and Finance, and Department of Management Information Systems, among others.

Program initiation, institutional benefit. Initiating this minor will serve three tiers of value. First, students enrolled in the minor in Anticipatory Intelligence will benefit by having the opportunity to gain a working understanding of the security issues—including those spilling over from other disciplines—that are affecting and will affect their major field of study and future professions. Being able to flash in job interviews this level of sophisticated awareness about the security and societal issues affecting their field will put graduates with the Anticipatory Intelligence minor ahead of their peers. Second, the broad community served by Utah State University will benefit from employing graduates who can identify potential risks and opportunities associated with security vulnerabilities and who can help build resilience against economically or societally damaging threats. These students will be prepared to be particularly valuable assets to their organizations and leaders in their communities. Lastly, offering the Anticipatory Intelligence minor will benefit Utah State University by training students to be active participants in cross-departmental and cross-college research and project collaboration. This program helps students connect their primary disciplinary expertise to much-needed real-world problem solving, directly supporting USU's service orientation.

Evidence of student interest. The most vivid capture of student interest in this minor is the student cohort for our Fall 2018 pilot course, *American National Security Framework*, and our current Spring 2019 course, *Threats and Resilience in the Knowledge Century* (each offered as a special topics course through the Department of Political Science during the R401 approval process). Over the summer of 2018, we as the Center for Anticipatory Intelligence leadership team asked department heads across campus to advertise the minor program and pilot course to top students in their programs. We filled our fall class to capacity with 18 graduate and senior undergraduate students representing 9 disciplines: Political Science, International Studies, Sociology, Mathematics/Statistics, Data Analytics, Management Information Systems, Mechanical Engineering, Electrical Engineering, and Plant/Soil Science. In our current spring course, we have added majors in History, Psychology, Family/Human Development Studies, and Art History. We have been deeply impressed by the eagerness and mental agility demonstrated by this cross-disciplinary group of students as they have brought their own expertise to the study of emerging national and societal security issues. Student IDEA ratings of the pilot course in Fall 2018 reflected a raw score of 5.0/5.0 across overall categories with an 89% response rate. We have begun to advertise the Anticipatory Intelligence minor program more widely across campus and have received enthusiastic feedback and inquiries from students across several colleges interested in starting the minor in Fall 2019.

Note: In order to reach the level of rich interdisciplinary participation across campus that our curriculum requires, this program consciously seeks to have a mix of undergraduate and graduate students enrolled in the same classes. Minor courses have been set at the 5XXX level in order to allow enrollment from both undergraduate upperclassmen and graduate students. Students participating in the undergraduate minor and graduate specializations will participate side-by-side in the same courses and will experience the same curriculum.

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

Because this program is designed to train future experts who are equipped to detect and respond to threats that are currently emerging in the public and private sector, including those that have not yet have taken shape, its value is underscored more by rising existential security concerns than by current job-supply dynamics. The clear need for university graduates equipped with this skill set is demonstrated on three fronts.

First, the changing nature of threats making the headlines demonstrates that technological developments are bringing complex national security concerns to the doorstep of private sector entities. Prominent cases include the 2012 slew of distributed denial of service (DDOS) attacks on US financial institutions by Iranian hackers in response to the use of the Stuxnet virus on the Iranian nuclear program; the 2014 hacking of Sony by North Korea in reprisal for the release of US film depicting a plot to assassinate Kim Jong-Un; and the massive 2018 criminal ransomware attack on the city of Atlanta, GA that froze city services, legal system components, transportation hubs, and hospitals. In addition, trends in data science including artificial intelligence and machine learning are making it increasingly easy for actors with ill intent to anticipate and even manipulate the behavior of consumers, voters, and companies. The ability to recognize the potential of these types of attacks and build resilience against them requires industry leaders who have a handle on the state of play in both emergent technology and US national security and foreign policy. The 2019 National Intelligence Strategy identifies the field of anticipatory intelligence, which "usually leverages a cross-disciplinary approach" and "involves collecting and analyzing information to identify new, emerging trends, changing conditions, and undervalued developments which challenge long-standing assumptions and encourage new perspectives, as well as identify new opportunities and warn of threats . . ." as its #2 overall priority—underscoring the significance of this emerging field and the opportunity that USU has to be an early thought leader in this area.

Second, a pronounced labor market demand already exists for experts in the emergent technology field. The independent, nonprofit information security group ISACA projects a shortfall of two million cybersecurity professionals in the global market by 2019. The World Economic Forum and McKinsey Global cite technological skills, including information technology and data analysis, as the fastest growing workforce needs by 2030. By training STEM students who understand the geopolitical context in which they are carrying out technical tasks, and by training social science students who have a grasp of the state of play in the cyber and big-data spheres, this program is creating graduates that can not only fill this critical labor market demand but go above and beyond current requirements. Our students can bring a sophisticated, cross-disciplinary ability to anticipate the strategic needs of their public and private sector enterprises in responding to the next generation of threats and vulnerabilities.

Third, key public sector entities including the National Guard and the Federal Bureau of Investigation have signaled strong interest to the CAI leadership team in having some of their personnel take courses offered through the Anticipatory Intelligence program. The National Intelligence University, the nation's premier academic institution for security and intelligence training, has demonstrated strong interest in faculty exchanges with our program—as one NIU dean conveyed to our team, "you're a mile ahead of us" in fusing the study of emergent technology and security. This active interest from strategic thinkers across the US government affirms that our concept for "cross-training" undergraduate students in security issues meets a critical emerging labor market need.

Consistency with Institutional Mission/Impact on Other USHE Institutions

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/ . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ .

The Anticipatory Intelligence minor program is directly in line with Utah State University's role as a research university whose charge includes undergraduate, graduate, and professional training that "contributes to the quality of life and economic development at the local, state, and national levels." Students completing this minor will emerge from their academic training better equipped to help public sector enterprises and private sector industries safeguard against emergent threats to economic health, security, and quality of life. This innovative cross-disciplinary minor actively supports USU's mission to "cultivate diversity of thought and culture" by significantly broadening the horizons of students who might otherwise pursue their studies in disciplinary silos. Finally, this minor equips students to serve the public by helping to build resilience against future "failures of imagination" that could have life-changing consequences for local communities and enterprises.

The proposed delivery area for the Anticipatory Intelligence minor is only within USU's service areas, and in its current form is restricted to the Logan main campus. The CAI leadership team is exploring the potential of online options for the future.

No other USHE institution offers an interdisciplinary undergraduate security studies program that would overlap with this proposed minor. The largest undergraduate national security studies program in the state is the Center for National Security Studies (CNSS) at Utah Valley University. The CAI leadership team has coordinated at length with CNSS director Ryan Vogel, who concurs that there is no overlap between UVU's existing program and this proposed one and instead has been eager to make our graduate specializations a destination for UVU undergraduates in national security studies.

Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

The four CAI-prefix courses subsumed in the Anticipatory Intelligence minor will be taught by existing faculty in the Department of Political Science, Department of Electrical and Computer Engineering, and Department of Mathematics and Statistics. Additionally, CHASS and the USU central administration have supported the joint appointment of one member of the CAI leadership team (also in a role at SDL) to help develop curriculum and teach within the Anticipatory Intelligence minor program. Elective courses within the minor will leverage existing course offerings in academic programs across campus; therefore, in the short term, new faculty lines are not needed to offer this minor. The pilot courses taught over the 2018-2019 academic year have been run as POLS 5890 (Special Topics) courses in order to fund Political Science faculty as the instructor of record for these classes. Minor courses will temporarily continue to be taught under the POLS prefix to cover instructor pay while the CAI leadership team pursues ongoing independent funding (detail below) that will allow instructors from across campus to teach courses listed under the interdisciplinary CAI prefix located directly within CHASS.

Beyond instruction, the principal costs associated with this minor program are to support the dynamic curriculum, student travel, and incoming guest speakers that help set this innovative program apart. The Washington, DC field trip to key national security institutions facilitated as a key part of the required course, CAI 5000, is estimated at approximately $30,000 for a class of 20 students. During the early roll-out period of this minor, offering the DC trip will be contingent on development funds raised in support of student travel costs. The second anticipated cost is the travel and speaker fees associated with bringing in top industry and government leaders as guest speakers for each of the four CAI-prefix minor courses, estimated at $3,000/head for those traveling from the East Coast and $2,000/head for those coming from the West Coast. The number of guest speakers

brought in each semester will vary according to course content and available funding.

The Center for Anticipatory Intelligence leadership team received financial support from the College of Humanities and Social Sciences to stand up the pilot course offered in Fall Semester 2018 and to develop the infrastructure of the Anticipatory Intelligence minor. To secure sustainable funding for the program, the CAI leadership team is coordinating with Neil Abercrombie on development efforts with the state legislature to seek ongoing funding for program instruction, and is pursuing funding for the annual DC trip and visiting guest speakers through potential lines from National Science Foundation grants, the private sector, and private foundations. Another particularly promising avenue is a joint application with Utah Valley University for the Intelligence Community Center of Academic Excellence grant, which if successful would be awarded September 2019. Alongside these development efforts, the CAI leadership team is developing a surplus-producing "short course" program— which offers a condensed capture of relevant components of this minor program—for mid-career Utah professionals in key fields including law enforcement, military, and community leadership. Surplus funds from offering these short courses may also supplement funding for student travel and guest speakers in minor courses. Collectively, these development efforts are intended to make the Anticipatory Intelligence minor program self-sufficient over time.

Section III: Curriculum

Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

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

		Course Number	NEW Course	Course Title	Credit Hours
		Can students complete this degree without emphases? Yes or No			
				General Education Courses (list specific courses if recommended for this program on Degree Map)	
				General Education Credit Hour Sub-Total	
		Required Courses			
+	-	CAI 5000	✕	American National Security Framework	3
+	-				
				Choose 1 of the following courses:	
+	-	CAI 5100	✕	Governance, Business, and Society in the Era of Anticipatory ⊞	3
+	-	CAI 5200	✕	Threats & Resilience in the Knowledge Century	3
+	-	CAI 5300	✕	Critical Thinking Tools, Communication Skills, and Ethics	3
+	-				
				Required Course Credit Hour Sub-Total	6
		Elective Courses			
+	-	Major 4XXX		Upper-division AI-relevant course within student's major	3
+	-	Major 4XXX		Upper-division AI-relevant course within student's major	3
				Elective Credit Hour Sub-Total	6
				Core Curriculum Credit Hour Sub-Total	12

		Course Number	NEW Course	Course Title	Credit Hours
		Name of Emphasis:			
+	-				
				Choose of the following courses:	
+	-				
+	-				
+	-				
				Emphasis Credit Hour Sub-Total	0
				Total Number of Credits to Complete Program	12

	Course Number	NEW Course	Course Title	Credit Hours
			Remove this emphasis	

Program Curriculum Narrative

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

Students seeking the Anticipatory Intelligence minor must take two CAI-prefix courses: the required course (CAI 5000) and one option course (CAI 5100, CAI 5200, or CAI 5300); and two upper-division elective courses in their major field with subject content relevant to anticipatory intelligence. These elective courses (which can be double counted) must be approved by an academic advisor for the Anticipatory Intelligence minor. The minimum number of credits required for this minor is 12 credits; students who are interested in the course content of all four CAI-prefix courses may take up to a maximum total of 18 credits.

This minor requires a combination of CAI-prefix and major-discipline courses for several reasons. First, this program is designed to teach students how their own major field relates to and is affected by emerging security realities, requiring in-depth expertise at the junior and senior levels within their own field in addition to dedicated coursework in anticipatory intelligence. Requiring major-discipline courses as part of the Anticipatory Intelligence minor positions students to take some of their most rigorous major coursework with the anticipatory intelligence framework prominently in mind so that students not only bring their disciplinary expertise into CAI courses but also bring their anticipatory intelligence expertise into their major courses. Additionally, including major courses helps keep the credit burden of the minor low—essential to facilitate interdisciplinary participation by students in high-intensity undergraduate programs that have little flexibility outside of four-year degree maps. The rigor of each of the CAI-prefix courses in teaching both substantive content and hard skills is at a level that two courses are sufficient to equip students with the essential skills needed to apply the anticipatory intelligence toolset to their own major field. The caliber of student progress in the pilot courses run during the 2018-2019 academic year supports this assessment.

The required course for the minor, **CAI 5000 American National Security Framework**, is designed to level the playing field between students coming into the minor from various STEM and social science disciplines. This course brings students from different academic backgrounds up to speed on the structure of the US national security enterprise, introduces them to the processes of national security policy making, and broadens their horizons on the emerging security issues—many resulting from advancing technology—that are entering the domain of US national and private security. Students have an opportunity to visit key national security institutions on a class field trip to the Washington, DC area and participate in a simulation exercise modeling a national security crisis.

The second CAI option course, **CAI 5100 Governance, Business, and Society in the Era of Anticipatory Intelligence,** focuses on the emergent security concerns that are increasingly affecting the US private sector. In this option course, students evaluate the potential unintended consequences—positive and negative—of emergent technology and gain an understanding of technology's rising ability to facilitate tracking, anticipating, and manipulating human behavior. Students taking this course will have an opportunity to complete capstone work that puts them in contact with local Utah businesses who are dealing with the "blurring of the lines" between public and private sector security concerns, providing both tangible case studies and the opportunity to network for employment opportunities.

The third CAI option course, **CAI 5200 Threats and Resilience in the Knowledge Century**, draws on the cross-campus expertise of USU faculty from multiple departments to help students gain an expanded grasp of the 21st century's rapidly evolving threat environment for individuals, organizations, and governments. This course teaches students to assess vulnerabilities in public and private sector enterprises, avoid "failures of imagination" about the potential dangers these enterprises may face as result of emergent technology, and put in place the best mechanisms for prevention and community resilience. Students are trained to become effective collaborators with partners from different disciplines and professional sectors in building resilience against shared threats.

The fourth CAI option course, **CAI 5300 Critical Thinking Tools, Communication Skills, and Ethics**, trains students in the critical-thinking skills, analytic methods, policy and intelligence writing styles, research methods, and verbal communication

tools needed to execute world-class analysis, argumentation, and presentation in jobs dealing with national security issues. In addition, students in this course engage in a deep-dive study of ethics and ethical decision making dealing with security issues, with direct and equal application for students heading into the public and private sectors.

Elective courses within a student's major discipline will be approved by the advisor for the Anticipatory Intelligence minor.

Degree Map

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

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

Utah System of Higher Education
Changes to Existing Academic Program Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Utah State University

	Current	*Proposed (if applicable)*
Program Title:	English: Professional and Technical Writing Emphasis	English: Technical Communication and Rhetoric Emphasis
Sponsoring School, College, or Division:	College of Humanities and Social Sciences	College of Humanities and Social Sciences
Sponsoring Academic Department(s) or Unit(s):	English	English
Classification of Instruction Program Code[1]:	23.1303	23.1303
Min/Max Credit Hours for Full Program Required:	/	/
Proposed Effective Term for Program Change[2]:	**Fall** 2019	
Institutional Board of Trustees' Approval Date:		
Award Type:	BS	

Program Change Type (check all that apply):

☒	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

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

Ryan Moeller   Date: November 8, 2018

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

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1 For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
2 "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations,** "effective term" refers to the term the program will suspend admissions.

Program Change Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to change name from English: Professional and Technical Writing Emphasis to English: Technical Communication and Rhetoric Emphasis effective Spring 2019. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Change Description/Rationale

Present a brief program change description. Describe the institutional procedures used to arrive at a decision for the change. Briefly indicate why such a change should be initiated. State how the institution and the USHE benefit by the change.

The proposed name change brings our undergraduate program name in line with our PhD program in Technical Communication and Rhetoric and our master's program in Technical Communication. Further, it more accurately reflects the current curriculum in the program and current positioning of graduates in the field (i.e. communicators rather than writers).

Consistency with Institutional Mission/Institutional Impact

Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/ . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ . Will faculty or staff structures be impacted by the proposed change?

The proposed name change will bring our undergraduate program in line with the current standardized abbreviation of the field as "Technical and Professional Communication (TPC)" and reflects the research and teaching that the faculty at USU produce. The program will not be delivered outside the service area, and faculty and staff structures will not be impacted.

Finances

What costs or savings are anticipated from this change? If new funds are required to implement the change, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

We do not anticipate any costs or savings associated with this change.

Institution Submitting Proposal: Utah State University

College, School or Division in Which Program/Administrative Unit Will Be Located: College of Humanities and Social

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located: Department of English

Program/Administrative Unit Title: Department of English

Recommended Classification of Instructional Programs (CIP) Code: 2 3 . 1 3 0 3

Certificate, and/or Degree(s) to Be Awarded: BS

Proposed Beginning Date: 2/22/2019

Institutional Signatures (as appropriate):

Department Head

Jeannie Thomas

DocuSigned by:
Jeannie B. Thomas
4D9DB92865E0427...

Dean

Joseph Ward

DocuSigned by:
Joe Ward, CHaSS Dean
A75A27D3AA88454...

Career and Technical Education Director

Graduate School Dean

Richard Inouye

DocuSigned by:
Richard Inouye
2CAEAB6296CA41A...

Date:

2/22/2019

GENERAL EDUCATION SUBCOMMITTEE MINUTES

February 12, 2019
8:30 a.m. – 9:30 a.m.
Champ Hall Conference Room – OM 136

Present: Lee Rickords, College of Agriculture and Applied Sciences (Chair)
Christopher Scheer, Caine College of the Arts
Harrison Kleiner, College of Humanities and Social Sciences
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Richard Mueller, College of Science
Robert Mueller, Regional Campus
Melanie Nelson, USU Eastern
Kacy Lundstrom, University Libraries
Lawrence Culver, American Institutions
Charlie Huenemann, Humanities
Matt Sanders, Connections
John Mortensen, Academic and Instructional Services
Mykel Beorchia, University Advising
Jaren Hunsaker, USUSA President
Amber Summers-Graham, Secretary
Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
Ryan Bosworth, Social Sciences
Ed Reeve, Office of the Executive Vice President and Provost
Stephanie Hamblin, Exploratory Advising
Erik Thalman, Registrar's Office

Excused: David Brown, Quantitative Literacy/Intensive
Kristine Miller, University Honors Program
Vance Grange, Jon M. Huntsman School of Business
Thom Fronk, College of Engineering
Ryan Dupont, Life and Physical Sciences

Call to Order – Lee Rickords

Approval of Minutes – January 15, 2019
Minutes approved as distributed.

Course Approvals/Removals/Syllabi Approvals

APEC 1400 (BSS) APPROVED ....Ryan Bosworth
Motion to approve BSS designation made by Ryan Bosworth. Seconded by Claudia Radel.
Designation approved.

ELED 4041 (CI) APPROVED .... Robert Mueller
Motion to approve CI designation made by Bob Mueller. Seconded by Claudia Radel.
Designation approved.

Business
Proposed Plan for Assessment of General Education – Harrison Kleiner
Ed Reeve introduced Harrison Kleiner and explained that he was joining the Provost's team as an Associate Provost overseeing General Education Assessment and faculty development as it relates to Gen Ed. The Provost realizes that the assessment work is a big undertaking and didn't want to put it on this committee.

Harrison's goal is to make assessment rewarding, kind of like Assessment 101. He really wants to focus on faculty development and making the courses better and more meaningful. The Assessment outcome is not an end it's a means to make Gen Ed more valuable. Some institutions assess every outcome in every course all at once. The Task Force has chosen not to go this route. Literature shows that this is not a good method. Therefore, assessment must focus on one outcome at a time. The plan is to focus on one outcome from each rubric and complete this in 4-year cycles. Over a period of 8-12 years, the entire rubric for each Gen Ed area will be reviewed.

Within the next month, each area will pick an outcome and each subcommittee will get together and choose the outcome that is most important to them. The Gen Ed task force is looking at building a process in Canvas, which seems like the most efficient way. In general, 75% to 80% of instructors use Canvas. There may be individual courses that will require workarounds. AIS and AAA will begin to collect information. The information to assess is: 1) instructor's voice, 2) student voice (IDEA question attached to Gen Ed courses) and 3) independent scoring-randomly pulling 20 artifacts.

After findings are reviewed, the Task Force will have information about what is happening at the course level, Gen Ed level, etc. The General Education committee and the Associate Vice Provost for General Education should use this information to 1) inform faculty development work, 2) identify courses and instructors that need additional support – not punitive but development 3) inform the committee's work on re-designating courses, and 4) provide a written report to the internal and external stakeholders.

Language in the mission – the Gen Ed Task Force actually spent a lot of time talking about the mission and the benefits of the assessment to the University. This is done by continually reconnecting faculty with learning outcomes. From the accreditor's perspective, General Education has a real opportunity to reconnect with the area learning outcomes. The University needs to change the culture about how students/faculty/staff think about General Education.

There will be a need to educate academic advisors. They are the face of how Gen Ed is being presented. Advisors have a lot of face time with students.
Motion to approve Gen Ed Assessment proposed plan made by Dick Mueller. Seconded by Matt Sanders. Plan approved.

The annual Curriculog shutdown will begin March 21 at 5:00 pm. Any requests received after the deadline will be deleted

Adjourn 9:30 am

Next meeting will be **Tuesday, March 19, 2019 at 8:30** am in Champ Hall conference room. General Education requests for this meeting are due **March 9, 2019.**

Utah System of Higher Education
Administrative Unit Change Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: **Utah State University**

Proposed Effective Date[1]:   **July 1, 2019**

Institutional Board of Trustees' Approval Date:

Existing Unit Title: **Department of Geology**

Sponsoring School, College, or Division: **College of Science**

Sponsoring Academic Department(s) or Unit(s):   **Department of Geology**

Proposal Type:

☒	Name Change of Existing Unit to Department of Earth Sciences
☐	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

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

_____   Date:

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

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[1] "Proposed Effective Date" refers to date after Regent approval when change to unit is published.

Unit Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to change name of Department of Geology to Department of Earth Sciences effective July 1, 2019. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Administrative Unit Description/Rationale

Present a brief description of the unit. Describe the institutional procedures used to arrive at the action being proposed. Briefly indicate why a change to the unit is justified. Are similar units offered elsewhere in the USHE or the State? State how the institution and the USHE benefit from the proposed unit change.

The current Department of Geology is a moderate-sized academic unit with a long history at USU. We typically have 50-70 undergraduate majors, a very successful MS program, a relatively new PhD program, and are known for our dedicated alumni.

Following our Regent's Review process in the 2017-2018 academic year, and as we have subsequently developed a Strategic Plan, a central discussion among faculty has been a name change for our department. We started this process during a department retreat in August, 2018, and after repeated debate, it culminated in an survey conducted at the end of October, 2018. This included a vote on choices of names, and with 100% participation of faculty, Instructors and research staff, the definitive result is to change our name to the **Department of Earth Sciences**, with 78% of stakeholders expressing this name as their first or second choice.

The Geology faculty have multiple motivations for this name change:

- Geoscience is often the application of other sciences to Earth problems, and as such, its scope has broadened amazingly over the past decades through interdisciplinary advances. This broadening of what we do now, and especially in the near future as our department evolves and grows, is the primary reason our name needs to be changed.

- Unlike most other classical sciences, the basic definition of geology or geoscience is poorly communicated and understood by youth and the public. Thus, how we label ourselves is an integral part of communicating what we do.

- Across the U.S., undergraduate enrollments in geoscience programs are currently falling. To prevent this from happening at USU, we seek a name that may help in attracting majors - one that is broader and free of the antiquated associations people have with the word geology.

- A survey of nation-wide department names at peer and higher-level institutions confirms that Geology has become a rare moniker, whereas Earth Sciences and Geosciences are the most common names of the strongest and most forward-looking programs.

For these reasons, both our Department and the greater USHE system will benefit from an up-to-date, fittingly broader, and forward-looking unit name, which will position us better with peers and be more attractive to prospective students.

Consistency with Institutional Mission/Institutional Impact

Explain how the unit is consistent with the institution's Regents-approved mission, roles, and goals. Describe how the existing administrative structures support the proposed unit and identify new organizational structures that may be needed. What changes in faculty and staff will be required?

This name change to Department of Earth Sciences -- being broad, inclusive, up-to-date, and forward-thinking -- will only enhance our contribution to the mission of USU in academics which cultivates diversity of learning and culture, discovery through research, and engagement via clear and up-to-date communication of our science. With the name change, no new or changed administrative or organizational structures are necessary.

Finances

What costs or savings are anticipated with the actions proposed? What new facilities or modifications to existing facilities or equipment are needed? Describe any budgetary impact on other programs or units within the institution. If new funds are required, describe expected sources of funds.

No budgetary impact is expected. No changes to facilities, other than routine updates to graphic-design elements. No new funds necessary.

Proposal to Add Guidelines for Course Descriptions to the EPC Handbook and Revise the Language of the "Note on minor editing of the course description"

Submitted by Erik Thalman, USU Catalog Editor, 30 January 2019

Statement of Existing Problems:

1. The EPC Handbook currently does not contain any guidelines for faculty and staff regarding course descriptions.

   At present, course descriptions in the Catalog vary widely in terms of length, style, and even grammatical correctness. Per the instructions of the Registrar, I am tasked with unifying the voice and style of the descriptions across the Catalog. The EPC Handbook currently does not contain any language as policy guidelines for course descriptions. From the perspective of the Registrar's Office, this needs to be explicitly clarified as a guideline from the EPC.

2. The "Note on minor editing of the course description" as stated in the EPC Handbook makes achieving the goal stated above impossible.

   The only extant language in the EPC Handbook that offers any guidelines for course descriptions refers to the Catalog Editor's limitations. It states:

   > Note on minor editing of the course description: Any editing (other than errors in spelling or punctuation) of the course descriptions in the general catalog need to be forwarded to the appropriate college catalog representative who will determine if it is minor and can be done in consultation with the department or if it significantly changes the description of the course content and needs to go through EPC approval (approved Nov. 2, 2006 EPC).

   As stated, this policy effectively limits the scope of the Catalog Editor's duties to those of a proofreader and makes it impossible to unify the style of course descriptions.

Proposed Edits and Revisions:

   As the Catalog Editor, I suggest adding the following language to the EPC Handbook to articulate and define guidelines for course descriptions:

   > The course description must be 40 words or less and written in full sentences in the 3rd-person present tense (This course covers.../Students learn.../etc.). The description should give students a brief, 2-3 sentence overview of the general purpose and content of the course and the skills and knowledge students can expect to gain. Descriptions should not include details that might reflect a specific instructor's approach or historically specific teaching contexts and should avoid jargon or highly technical terminology.

   I suggest the following revision to the "Note on minor editing of the course description":

   > Note on minor editing of the course description: The Catalog Editor may make small adjustments to the wording of course descriptions in the General Catalog, in order to meet catalog guidelines. Any editing of the course descriptions that cannot be achieved without changing the meaning of the original text needs to be forwarded to the appropriate college catalog representative who will determine if it is minor and can be done in consultation with the department or if it significantly changes the description of the course content and needs to go through EPC approval.

EPC Curriculum Sub-Committee
January 10, 2018

Zero-Credit Course Discussion
Ed Reeve & Chenese Boyle

Background

- USU currently has approximately 260 courses listed as 0 Credits courses.
- Most (approximately 230) 0 credit courses (e.g., AUTO 0021 – AUTO II Brakes) are under 1000 level courses and are in the area of Career and Technical Education offered through the ASTE Department.
- The courses shown below in yellow are 1000 level or higher and those in gray are test courses.

BU	MSLE	MSLE	EXPE	MSLE INTL EXPERIENCE	0
ED	NAHP	HEAL	0020	FIRST AID	0
ED	NAHP	HEAL	0030	CPR	0
ED	NAHP	HEAL	0100	CERTIFIED NURSING ASSIST COURS	0
ED	NAHP	HEAL	0105	CERTIFIED NURSING ASS CLINICAL	0
ED	NAHP	HEAL	0110	CERT NURSE ASST FIRST AID/CPR	0
ED	NAHP	HEAL	0120	CERT NURS ASST WRITT EXAM REFR	0
ED	NAHP	HEAL	0130	CERT NURS ASS SKILL EXAM REF	0
ED	NAHP	HEAL	0200	EMT BASIC CERTIFICATION	0
ED	PSY	PSY	7950	INTERN PROFESSIONAL PSY	0
HS	HIST	HIST	A3	HIST A3 AP TEST	0
HS	HIST	HIST	AE	HISTORY AP 3	0
HS	HIST	HIST	E3	HIST E3 AP TEST	0
HS	HIST	HIST	E4	HIST E4 AP TEST	0
HS	HIST	HIST	E5	HIST E5 AP TEST	0
HS	LPCS	LANG	PROF	LANGUAGE PROFICIENCY	0
SC	MTST	MATH	0920	MATH SKILLS REVIEW-MATH 0990	0
SC	MTST	MATH	0921	MATH SKILLS REVIEW 1010	0
SC	MTST	MATH	0922	MATH SKILLS REVIEW 1050/1060	0
SC	MTST	MATH	0923	MATH SKILLS REVIEW	0
UN	GUNV	CAS	6004	CAS INTERNSHIP I	0
UN	GUNV	CAS	6005	CAS INTERNSHIP II	0
UN	GUNV	CAS	6006	CAS CAPSTONE	0
UN	GUNV	ELEC	GEPP	LOWER DIVISION GEN ED PASSPORT	0
UN	GUNV	GE	CIL	COMP & INFO LIT EXAM	0
UN	GUNV	USU	4000	STUDY ABROAD ORIENTATION	0
UN	GUNV	USU	6900	RESEARCH INTEGRITY	0
UN	GUNV	USU	7920	TEACHING ASSISTANT WORKSHOP	0
UN		CIL	EXAM	COMPUTER INFORMATION LITERACY	0

Problem

No language or policy discussing zero credit courses is discussed in the EPC Curriculum Subcommittee Handbook.

Proposed New Curriculum Subcommittee Handbook Policy Language:

Zero Credit Courses

At Utah State University, proposing zero credit (0) courses is highly discouraged for courses above a 1000 level and in most instances, they will not be approved. Those proposing "0" credit courses that generate zero tuition must bring a strong rational and justification for why they should be approved (e.g., a required internship, review, or workshop that is required of the student).

There are alternatives to zero credit courses and those proposing zero credit courses should contact the Registrar's office and Academic Scheduling office to explore these alternative options.

An approved zero credit course will never have the same academic structure as a regular class (e.g., no exams) and they will never be graded. However, zero credit course will be listed on a student's transcript.