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EDUCATIONAL POLICIES COMMITTEE AGENDA

2 November 2017

A meeting of the Educational Policies Committee will be held on 2 November 2017 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

1. Approval of the minutes of the 5 October 2017 meeting ([link](#))

2. Subcommittee Reports

a. Curriculum Subcommittee (Vijay Kannan)

Course Approvals

121 Course Approvals

Program Proposals

Request from the Department of Human Development and Family Studies in the Emma Eccles Jones College of Education and Human Services to discontinue Early Childhood Development Certificate Program. ([link](#))

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to discontinue the Master of Science in Health and Human Movement. ([link](#))

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to discontinue the Master of Health Promotion. ([link](#))

Request from the Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences to offer a Masters in Communication Studies. ([link](#))

Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to offer a Social Work Minor. ([link](#))

Request from the Department of Physics in the College of Science to restructure the PhD in Physics by reducing the number of research credits. ([link](#))

b. Academic Standards Subcommittee (Scott Bates)

Minutes – [September 20, 2017](#)

October 2017 – no meeting

c. General Education Subcommittee (Lee Rickords)

Minutes – [April 18, 2017](#)

[September 19, 2017](#)

[October 17, 2017](#)

3. Other Business

Adjourn:

EDUCATIONAL POLICIES COMMITTEE MINUTES

5 October 2017

A meeting of the Educational Policies Committee was held on 5 October 2017 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Ed Reeve, Chair
Michele Hillard, Secretary
Kacy Lundstrom, Libraries
Vijay Kannan, Curriculum Subcommittee Chair, Huntsman School of Business
David Hole, College of Agriculture and Applied Sciences
Barbara Williams, Catalog Editor
Fran Hopkin, Registrar's Office
Leslie Brott, Caine College of the Arts
Jessica Hansen, Academic and Instructional Services
Bob Mueller, Regional Campuses
Michael Peters, USUSA President
Blake Harms, USUSA Executive Vice President
Michelle Fleck, USU Eastern
Ning Fang, Engineering
Jared Schultz, Education and Human Services
Troy Beckert, Graduate Council
Dan Coster, College of Science

Absent: Eddy Berry, Humanities and Social Sciences
Lee Rickords, General Education Subcommittee Chair
Karen Mock, College of Natural Resources
Scott Bates, Academic Standards Subcommittee Chair
Anuj Khasgiwala, Graduate Studies Senator

Visitors: Derrik Tollefson, Department Head, Sociology, Social Work and Anthropology
Scot Allgood, Department Head, Family, Consumer and Human Development

I. Approval of the minutes of the 7 September 2017 meeting

*Motion to approve the minutes made by Leslie Brott. Seconded by Blake Harms.
Minutes approved.*

II. Subcommittee Reports

a. Curriculum Subcommittee (Vijay Kannan)

*Motion to approve the Curriculum Subcommittee report made by Blake Harms.
Seconded by Jared Schultz. Report approved.*

Course Approvals – 8 rejected / 66 approved

Program Proposals

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to establish a Hunger Solutions Institute.

Request for the Jon M. Huntsman School of Business to establish the Stephen R. Covey Center for Leadership.

Request from the Department of Human Development and Family Studies in the Emma Eccles Jones College of Education and Human Services to discontinue the Family and Consumer Science degree.

Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to offer an Interfaith Leadership Certificate of Proficiency.

b. Academic Standards Subcommittee (Scott Bates)

Subcommittee chair not available. No report. Registered student policy has been tabled.

Minutes – September 20, 2017

c. General Education Subcommittee (Lee Rickords)

Subcommittee chair not available. No report. Will include April, September and October's report at the November meeting.

Minutes – April 18, 2017 and September 19, 2017

III. Other Business

Adjourn: 3:12 pm

**Utah System of Higher Education
Notification of Changes to Existing Academic Program**

Institution Submitting Request: Utah State University

Current *NEW (if applicable)*

Program Title: Early Childhood Development

Sponsoring School, College, or Division: Emma Eccles Jones College of Education and Human Services

Sponsoring Academic Department(s) or Unit(s): Human Development and Family Studies

Classification of Instruction Program Code¹: 19.0701

Min/Max Credit Hours Required for Full Program: 33 / 35 /

Proposed Effective Term for Program Change²: Summer 2018

Institutional Board of Trustees' Approval Date:

Award Type:

Program Change Type (check all that apply):

<input type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input checked="" type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program -- <i>Attached Signed MOU</i>

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

This is a request to discontinue this certificate program. There is not an award type for this in the options above. This certificate was only offered at USU-Eastern and it has been five years since there was a graduate. There are currently no students in the program. This program is being discontinued as there is not a job market for the awardees. There were two faculty members in the program and one of them left. Due to the very low enrollments the position went to another program and the child development lab that supported the program was closed. Many of the courses were dated and not consistent with current best practices and they were previously dropped from the curriculum.

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.

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.

**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: MS Health and Human Movement- Health Education Specialization Plan A and Plan B

Sponsoring School, College, or Division: Emma Eccles Jones College of Education and Human Services

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

Classification of Instruction Program Code¹: 51.0001 6 - Digit CIP

Min/Max Credit Hours for Full Program Required: 30 / 31 Min Cr Hr / Max Cr Hr

Proposed Effective Term for Program Change²: Spring 2018

Institutional Board of Trustees' Approval Date:

Award Type: MS

Program Change Type (check all that apply):

<input type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input checked="" type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	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.

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 discontinue MS Health and Human Movement- Health Education Specialization Plan A and Plan B effective Spring 2018. 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 Masters of Science with a specialization in Health Education was originally the degree students could pursue in order to work in public health and other allied agencies in community health promotion. recently a Master's in Public Health (MPH) with a Health Promotion specialization was approved with the first cohort accepted for Fall 2017. This new degree will replace the existing MS in Health in Human Movement- Health Education Specialization offered by the department.

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/policy312/ . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policy315/ . Will faculty or staff structures be impacted by the proposed change?

Two of Utah State University missions are to provide graduate education plus serve it's land grant mission. The current degree only serves students attending the Logan campus while the new MPH degree extends graduate education throughout the State of Utah.

Impact of Discontinuation

Indicate the statewide impact of discontinuing this program. Explain how currently admitted students may complete the program within a reasonable period of time compatible with accreditation standards either through either (1) enrollment of students at other institutions of higher education; or (2) courses being taught for a maximum of two years after discontinuation of the program or until no admitted students remain who are entitled to complete the program, whichever comes first.

We anticipate the new MPH degree will attract at least triple (anticipate up to 15 enrolled by the 3rd year) the number of students presently enrolled (5) in the MS Health & Human Movement- Health Education Specialization. We plan on no longer accepting new students in the existing degree after Fall 2017. We will allow all currently enrolled students to complete their degree or if they prefer switch into the new MPH program if they meet admission requirements.

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.

No additional costs are associated with the discontinuation of the existing degree program. All graduate faculty presently teaching in the existing degree will or have been assigned to teach in the new MPH degree.

**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: Master of Health Promotion

Sponsoring School, College, or Division: Emma Eccles Jones College
of Education and Human
Services

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

Classification of Instruction Program Code¹: 51.0001 6 - Digit CIP

Min/Max Credit Hours for Full Program Required: 36 / 36 Min Cr Hr / Max Cr Hr

Proposed Effective Term for Program Change²: Spring 2018

Institutional Board of Trustees' Approval Date:

Award Type: MS

Program Change Type (check all that apply):

<input type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input checked="" type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	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.

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 discontinue Master of Health Promotion effective Spring 2018. 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 Masters of Health Promotion was originally developed to replace the Plan C option within the existing MS Health & Human Movement-Health Education Specialization. This was the degree students could pursue in order to work in public health and other allied agencies in community Health Education. Recently a Master's in Public Health (MPH) with a Health Promotion specialization was approved with the first cohort accepted for Fall 2017. This new degree will replace the existing Master of Health Promotion offered by the department.

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/policy312/ . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policy315/ . Will faculty or staff structures be impacted by the proposed change?

Two of Utah State University missions are to provide graduate education plus serve it's land grant mission. The current degree only serves students attending the Logan campus while the new MPH degree extends graduate education throughout the State of Utah.

Impact of Discontinuation

Indicate the statewide impact of discontinuing this program. Explain how currently admitted students may complete the program within a reasonable period of time compatible with accreditation standards either through either (1) enrollment of students at other institutions of higher education; or (2) courses being taught for a maximum of two years after discontinuation of the program or until no admitted students remain who are entitled to complete the program, whichever comes first.

We anticipate the new MPH degree will attract at least triple (anticipate up to 15 enrolled by the 3rd year) the number of students presently enrolled (5) in the MHP degree program. We plan on no longer accepting new students in the existing degree after Fall 2017. We will allow all currently enrolled students to complete their degree or if they prefer switch into the new MPH program if they meet admission requirements.

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.

No additional costs are associated with the discontinuation of the existing degree program. All graduate faculty presently teaching in the existing degree will or have been assigned to teach in the new MPH degree.

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

Institution Submitting Request: Utah State University

Proposed Program Title: Communication Studies

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

Sponsoring Academic Department(s) or Unit(s): Department of Languages, Philosophy and Communication Studies

Classification of Instructional Program Code¹ : 09.0100

Min/Max Credit Hours Required of Full Program: 33 / 33

Proposed Beginning Term²: Fall 2018

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input checked="" type="checkbox"/> (MA)	Master of Arts Degree
<input checked="" type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

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 Master's degree(s): Communication Studies effective Fall 2018. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Masters' degree in Communication Studies is a face-to-face program focused on understanding how communication in human interaction can build relationships that enact positive interpersonal, organizational, and social change. Graduates of this program will be able to apply their skills and disseminate their knowledge in ways that enable greater collaboration and cooperation in a variety of contexts, whether they enter the workforce upon graduation or enroll in a Ph.D. program.

The proposed Master's degree in Communication Studies has a two-fold purpose. First, the degree will enhance students' personal career objectives by preparing them to advance in careers that highly value communication skills in managing conflict, building cooperative relationships and teams, and facilitating positive change. This training will be important as students either enter the workforce or begin a doctoral program. The analytical research skills and in-depth immersion into the dynamics of specific communication contexts will help graduates better understand their own experiences, make purposeful choices in their interactions with others, and prepare them to improve the settings in which they work.

Second, the degree will also train students to impart the knowledge they gain to others. One of the key benefits of this program is that it is designed to instruct students to teach, train and write with the goal of sending out Master's students who can help improve others' relationships and work/community environments. Whether the new graduates share their knowledge through continuing to research and teach in this area or by working in their local communities and organizations to train and inform others, the goal of learning how to effectively communicate knowledge to others is one of the primary purposes of this program.

Learning Outcomes:

- Students will be able to assess and research interpersonal, organizational, and societal situations from many points of view.
- Students will be able to facilitate new and dynamic perspectives for others through work that translates research findings in communication studies into practical knowledge and skills.
- Students will be prepared to create new communication strategies, messages, interventions, and/or training programs to facilitate positive change.

Students will obtain either a Master of Science (M.S.) or Master of Arts (M.A.). Traditionally in the field of Communication the M.A. and M.S. degrees are separated only in that the Master of Arts degree requires

competence in a second language (for example the University of Utah's has this same distinction between their M.S. and M.A. degree). Students in the M.A. track must demonstrate competence in a second language at the 2020 level. Students typically select the M.A. track when their research requires knowledge of a second language.

In addition, students will be able to follow either the Plan A or Plan B options laid out in USU's Graduate School program. The Plan A program involves a traditional thesis that will require the student to engage in original research that contributes new knowledge to the discipline's field of knowledge. The Plan B program will require the student to take an additional regular graduate course and complete a paper through three credits of directed study that provides an extensive review of past research on a particular topic within the communication studies field or documents and reflects on an approved project relevant to work done in the field of communication studies.

Graduate students will enter and work through the program in cohorts. Research, teaching, and professional development courses will be taught in a set sequence over four semesters that each year's cohort will take together. Seminar courses will also be taught in a sequence over four semesters with two cohorts combined for each course. This will provide community and mentoring for both cohorts (see below for course titles and sequence). Students can also choose to have one elective course from another graduate program count as a seminar in a given semester if that course meets particular needs for the student's program of study.

Required Classes - 33 Total Credits

- Introduction to Graduate Studies - 1 credit
- Teaching Practicum - 1 credit
- Professional Development - 1 credit
- Communication Studies Research I -3 credits
- Communication Studies Research II -3 credits
- Communication Pedagogy - 3 credits
- Seminar on Interpersonal and Relational Communication - 3 credits
- Seminar on Social Influence - 3 credits*
- Seminar on Facilitating Change - 3 credits*
- Seminar on Community and Cultural Communication - 3 credits*
- Seminar on Organizing and Advocacy - 3 credits*
- Plan A: Thesis Hours - 6 credits
- Plan B: Three Project Hours and an Additional Graduate Class - 6 credits

A student may substitute one of the four seminars marked with a * with a graduate level course from another program with the approval of their graduate committee.

A sample two year course plan:

Fall (year 1) 10 Credits

Introduction to Graduate Studies - 1 (one-week course taught before fall classes begin)

Communication Pedagogy - 3

Communication Studies Research I - 3

Seminar on Interpersonal and Relational Communication - 3

Spring (year 1) 7 credits
Communication Studies Research II - 3
Seminar on Social Influence - 3
Teaching Practicum - 1

Fall (year 2) 7 credits
Seminar on Facilitating Change - 3
Seminar on Community and Cultural Communication - 3
Professional Development - 1

Spring (year 2) 9 credits
Seminar on Organizing and Advocacy - 3
Thesis Hours tied to Plan A - 6
Or additional elective graduate class and three project hours - 6

Consistency with Institutional Mission

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/.

The Master's program in Communication Studies fits well within the land-grant mission of Utah State University. Utah State seeks to reach out to communities throughout the state to make the lives of our constituents better. The goal to help students learn how to expand the knowledge they receive by learning how to effectively spread the understanding and skills associated with communication studies seems a natural fit for a land-grant institution. In addition, Utah State's mission statement includes cultivating "diversity of thought and culture," and the program is purposefully designed to promote this by encouraging multiple theoretical perspectives and research methodologies.

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.

The decision to propose a Master's program in Communication Studies was a collaborative process involving faculty, students, and many administrative levels. Communication skills are noted in every list of top skills employers are looking for from college graduates. However, the need for communication skills and competence goes well beyond the workplace. In every community and in every relationship communication is at the heart of whether or not people are able to accomplish their goals.

Undergraduates in communication studies also recognize the applicability of and great need for the development and practice of communication competence in today's society, especially for many of the most pressing and complex challenges in society. This is one of the consistent themes in the exit interviews with students in the undergraduate Communication Studies program at USU. Many also express a desire to continue their studies in a Master's program here at Utah State University. This graduate program will allow us to continue to serve students' needs and the communities of Utah in ways that make a positive difference in the workplace, in families, and in a variety of other relationships. And as communication-focused masters programs at others institutions (e.g., Utah, Weber State, Southern Utah) have overwhelming demand and other state institutions do not have communication graduate studies (e.g., Dixie State, Utah Valley), this program will fill a need for students at other state institutions at well.

One of the biggest benefits of the proposed program is that it not only helps the students within the program to develop their knowledge and abilities in this area, but it teaches them how to effectively spread these skills and information to others, greatly expanding the impact of the program. Finally, given the large undergraduate demand for Communication Studies courses at USU, the graduate instructors will have excellent opportunities to teach. This will be a positive outcome for both the undergraduate and graduate students in the Communication Studies program.

The proposed Master's program will have several benefits. As outlined in the section on collaboration with and impact on other USHE institutions the program will provide another communication-related graduate program within the state that compliments the other programs in the USHE system and provides an increased capacity for developing advanced expertise in communication for the students seeking higher education in the state of Utah. This program will also increase the undergraduate teaching capacity of the Communication Studies program at USU, helping alleviate significant student demand and providing important teaching and professional development opportunities for the graduate students. Finally, the graduate students in this program will provide synergy and support for existing faculty research programs, particularly for those faculty members seeking external research funding.

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).

Our Communication Studies graduate program will not train students for one particular job. According to a report in CNN Money, students will switch jobs four times before they are 32 years old. In addition, "Today's college grads don't just change jobs, they often switch into entirely different industries" (<http://money.cnn.com/2016/04/12/news/economy/millennials-change-jobs-frequently/index.html>). Instead of preparing students for one profession, this program will provide students with a wide variety of skills, knowledge and competencies that can be used in any capacity. For example, communication and communication-related skills, such as conflict management, oral presentations, collaborative problem-solving, teamwork, written communication, interacting positively with diverse populations, and facilitating change, are all in great demand in the workplace. As programs look to robot-proof jobs for their students for the next decades, economist Mariano Mamertino in Business Insider states, "occupations which will be harder to automate `often involve managing and developing people' and `decision-making and strategic planning, or creative work,'" all of which will be emphasized in graduate program being proposed (<http://www.businessinsider.com/careers-that-are-safe-from-automation-2017-5/#chef-18730-per-year-1>). The need to teach and develop these interaction skills is further highlighted by the following quote found in Fortune, "The hardest activities to automate with the technologies available today are those that involve managing and developing people (9% automation potential), where expertise is applied to decision-making, planning, or creative work (18%), or interacting with customers, suppliers, and other stakeholders (20%)." <http://fortune.com/2016/07/11/skills-gap-automation/>. In addition, the Graduate Management Admission Council's (the GMAC administers the GMAT exam used for graduate admission to a variety of graduate programs) survey of nearly 600 employers revealed "what they want most from new graduate business hires --they want people who can speak well, write well, listen to others, present well, sell ideas to others, and negotiate with others in the course of running a business --in other words, **they want communicators, with a capital C**" (<http://www.mba.com/us/the-gmat-blog-hub/the-official-gmat-blog/2014/aug/employers-want-communication-skills-in-new-hires.aspx>). In addition to the corporate

world, education, government agencies, and many other organizational entities are looking for people who have developed expertise in communication and can help research and teach this important, valuable knowledge. There is always a need for people who can facilitate improved communication.

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.

The Communication Studies program has one of the highest demand levels at Utah State University; it has averaged 449 students on the online waitlists each semester for the last three years. It routinely has more students on the upper-division waitlists than any other program at USU. There is strong student interest in and demand for a Master's program in communication studies among these students. Informally, students have consistently asked to have a Master's program in communication studies created at USU. In February, 2017 the department sent out a more formal e-mail to the advanced undergraduate students and recent graduates from the past three years. Of the current students 53% were definitely interested, 31% would possibly be interested, and 16% said they were not interested in a graduate program. Similar results occurred with the alumni survey, with 67% indicating some interest in exploring a new graduate program. This is a high level of interest and corroborates the 2017 data published by the American Academy of Arts & Sciences (<http://humanitiesindicators.org/content/indicatordoc.aspx?i=34>) which shows that nationally the number of bachelor's degrees in communication has doubled in the last twenty years and that since 2014 there has been more graduates in communication studies than in any other discipline in the humanities. One of the findings of the report notes that "There is one single bright spot among the humanities departments: communication, which broke into the lead for the first time, capping decades of growth." The student demand for graduate programs in this area is strong and is clearly growing.

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)?

There are other graduate programs in the broad area of communication in the USHE system. Each one is unique and the strong and growing demand justifies the establishment of one at Utah State University, the land grant institution of the state. The University of Utah has a Ph.D. and a Master's program in Communication. According to the program's website their Master's program is "designed as a research program" that takes two years to complete. Southern Utah University has a Master of Professional Communication (MAPC). According to the published graduate handbook, this "degree responds to a very strong and well documented market demand for applied programs of advanced study for communication practitioners." Finally, Weber State University also has a Master of Professional Communication (MPC). This is a program that has a "new and emerging media emphasis." Utah State University has an M.A. in Communication that is taught in the Department of Journalism and Communication, but this program has been dormant for more than a decade. This program has traditionally taught media production and journalism. Although the word "communication" is used in the title of both programs, they are very different in terms of focus, method, and outcomes. The existing program is focused on using various media/communication channels to report on news and deliver information. The program being proposed here is

focused on understanding direct human interaction and facilitating relationships that make a difference in both public and private settings. The demand locally here at Utah State, within the state of Utah, regionally in the Mountain West, and nationally suggest that the addition of this program will be valuable for students in Cache Valley and complementary to the valuable Communication Studies programs that currently exist in the state.

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.

Similar to other graduate programs in the state, this program will be independent, but cooperative with other programs. There are plenty of students with an interest in this area, so that the addition of another Master's level program will be beneficial and will not negatively impact other schools. It is often a very valuable and wise thing for a student to go to another institution than the one from which they got their Bachelors' degree from to do their graduate work. The exposure to additional perspectives and ideas that comes from working with an increased number of faculty can be very beneficial. Given the number of students going through communication studies programs we plan to continue to send USU students to other institutions in the state and to have students come here from other state schools as well.

The University of Utah's M.A. program is the most similar to the current proposal. While visiting in June with the then Department Head at the University of Utah, Kent Ono, he noted that USU's proposal was "great news" and he noted, "We do have some Master's students each year who join us, but the preponderance of graduate students we have are doctoral students. We have a competitive international pool of applications for the Ph.D. each year, and we look forward to receiving applications from your new Master's students, when you have them." The incoming Department Head at the University of Utah, Danielle Endres, has expressed that she is equally supportive.

This is not a professional degree as defined by USHE. Students have the option of doing an M.A. or M.S., depending upon their language background, so there will not be a competition with the two professional programs at Weber State and Southern Utah University. In visiting with the Department Head at Weber State, Sheree Josephson, she noted that they have recently increased the number of students they are accepting each year due to the large demand for this program. She was fully supportive of the new program at USU.

The proposed program should also be a nice addition for other programs in the state that currently do not offer graduate programs in this area. For example, the Department Head at Dixie State, Brent Yergensen, indicated that USU's proposed new program was "fantastic news." The Department Head at Utah Valley University, Janet Colvin, was supportive. Arthur Challis the Department Chair at Southern Utah University was also very supportive. They have close to 70 students in their Master's program at SUU and there exists an ongoing supportive relationship that will continue with this additional program.

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.

The program was developed by the Communication Studies faculty at Utah State. No external consultants were used, but a review of similar programs in the region and across the university's peer institutions was conducted. There is no accrediting body in this discipline and no professional accreditation to attain.

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.

Nationally, Master's programs in Communication Studies typically range from 30 to 36 credits. For example, the range of credits required in Communication Studies programs at Utah State's peer institutions ranges from 30-36 credits with an average of 33 credits required. The proposed plan requires 33 credits and thus aligns with the standards and expectations found nationally in Communication Studies. The proposed Master's program also aligns with the standards and number of credits of other degree programs granting Master's degrees at Utah State University and in the USHE system.

Admission Requirements

List admission requirements specific to the proposed program.

In accordance with Utah State University requirements, all students wishing to pursue graduate study must apply for admission directly to the USU School of Graduate Studies. This process requires the submission of an application fee, letters of recommendation, letters of intent, CV/Resume, GRE scores, and transcripts. Completed applications for the new program will be forwarded to the Languages, Philosophy & Communication Studies Department for review. Graduate students will then be selected on a competitive basis by a committee of faculty within the Communication Studies program.

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?

Utah State is very well situated to offer this graduate program. The department at USU has established senior scholars in the field, active research programs for all of the faculty, a research lab (Family Communication and Relationship Lab), and extremely high student demand all of which suggest that USU is ready to offer an excellent Master's program in Communication Studies. In addition, the institution has already demonstrated support by setting aside money for future graduate instructors and new hires in key areas of study. The Communication Studies program is a very successful program that is looking to extend its tradition of excellent education.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, 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 Communication Studies program is one part of a much larger department. Please note: the numbers in parentheses and bolded in the following chart are specific to the Communication Studies program. The larger numbers relate to the department as a whole. The program has already been approved to make the two hires noted in the chart. All of the full-time faculty members have excellent records in terms of teaching and research, with most of them regularly ranked in the top 10 percent of the nation based on the IDEA student assessment national data base.

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.

The Department of Languages, Philosophy, and Communication Studies has five staff members and does not anticipate the need to hire additional staff in the administration of the proposed major. The proposed program should help the undergraduate program in communication studies as the new graduate instructors will be able to increase the numbers of courses USU can offer the students.

Student Advisement

Describe how students in the proposed program will be advised.

All students will initially be advised by the Communication Studies Graduate Director. This responsibility will then shift and be shared with other faculty as each student obtains a committee chair and two additional committee members from among the departmental faculty. Utah State's Office of Research and Graduate Studies also provide some general advising services.

Library and Information Resources

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

Utah State University's Merrill-Cazier library already offers excellent resources that supports faculty research. Graduate students will use these same resources. No additional resources are needed.

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 program goal is three-fold: The faculty seek to create a learning environment that (1) fosters knowledge through understanding and producing research specific to the role of communication in human interaction; (2) improves our students abilities to share communication specific knowledge effectively with others; and (3) helps students to move forward with their own career goals through graduate study or professional employment.

The program faculty will track the program success and provide evidence that this three-fold goal is being met by the following:

1. Keeping a record of all published or publically presented work involving the graduate students in the program. Students will be expected to participate in the creation and dissemination of information on a yearly basis. This information will be reviewed at the end of each academic year.
2. As most of the students will have teaching assignments through graduate assistantships, student evaluations for each graduate instructor will be tracked. The same national database that Utah State uses to assess its own faculty. It is expected that students in the program will consistently be ranked above average in these scores. In addition, full-time faculty will conduct teacher or presentation observations of each graduate student each year.
3. A record will be kept of where alumni go after graduation, with the expectation that each graduate will be able to meet their personal career goals either through employment or ongoing graduate work. The goal is to maintain a rate of 85% employment or graduate work for all graduates within their first year after graduation.

The program will be successful as each graduate student is actively involved in disseminating research, consistently scoring in the top half on course evaluations, and moving forward successfully with their own professional goals upon graduation.

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.

The assessment plan for the Master's degree in Communication Studies is focused on the skills and knowledge that will promote the following learning outcomes:

1. Students will be able to assess and research interpersonal, organizational, and societal situations from many points of view.
2. Students will be able to facilitate new and dynamic perspectives for others through work that translates research findings in communication studies into practical knowledge and skills.
3. Students will be prepared to create communication strategies, messages, interventions, and/or training programs to facilitate positive change.

At the end of each academic year the faculty will meet together to review the progress of each graduate student regarding their progress on each of the three objectives noted above. The students will be assessed using rubrics that correspond to the outcomes noted above. These rubrics include communication rubrics adapted from the VALUE rubrics designed by the Association of American Colleges & Universities (which is recommended by the National Communication Association).

Each student completing their first year in the program will receive specific feedback on what they are doing well and what they need to work on.

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					
<input type="radio"/>	<input type="radio"/>	CMST 6000	×	Introduction to Graduate Studies	1
<input type="radio"/>	<input type="radio"/>	CMST 6010	×	Professional Development	1
<input type="radio"/>	<input type="radio"/>	CMST 6050	×	Seminar on Teaching Communication	3
<input type="radio"/>	<input type="radio"/>	CMST 6055	×	Teaching Practicum	1
<input type="radio"/>	<input type="radio"/>	CMST 6100	×	Communication Studies Research I	3
<input type="radio"/>	<input type="radio"/>	CMST 6200	×	Communication Studies Research II	3
<input type="radio"/>	<input type="radio"/>	CMST 6200	×	Seminar on Interpersonal and Relational Communication	3
<input type="radio"/>	<input type="radio"/>	CMST 6300	×	Seminar on Community and Cultural Communication	3
<input type="radio"/>	<input type="radio"/>	CMST 6400	×	Seminar on Social Influence	3
<input type="radio"/>	<input type="radio"/>	CMST 6500	×	Seminar on Organizational Leadership and Advocacy	3
<input type="radio"/>	<input type="radio"/>	CMST 6600	×	Seminar on Facilitating Change	3
<input type="radio"/>	<input type="radio"/>	CMST 6970	×	Thesis (If doing Plan A this course is required)	6
<input type="radio"/>	<input type="radio"/>	CMST 6920	×	Directed Study (this will be required if Plan B is chosen)	
Required Course Credit Hour Sub-Total					33
Elective Courses					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Choose _____ of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Elective Credit Hour Sub-Total					0

	Course Number	NEW Course	Course Title	Credit Hours
Core Curriculum Credit Hour Sub-Total				33

Program Curriculum Narrative

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

If Plan A is chosen the student will take six hours of thesis credits. If Plan B is chosen the student will take 3 credits of directed study and an addition 3 credit graduate course offered within the university. The course must compliment the student's program of study and be approved the the student's graduate committee.

In addition, if approved by the student's committee one of the seminar classes listed above may be substituted with another three credit graduate level course.

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.

	# 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	////	////	10	N/A	N/A
Staff: Full Time					
Staff: Part Time					

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	542	548	564	576	584	584
# of Majors in Proposed Program(s)						
# of Graduates from Department	108	108	114	120	128	128
# Graduates in New Program(s)			6	12	14	14
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>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.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$4,472,913	\$218,408	\$280,216	\$311,120		
Operating Expenses (equipment, travel, resources)	\$181,756					
Other:						
TOTAL PROGRAM EXPENSES		\$218,408	\$280,216	\$311,120		
TOTAL EXPENSES	\$4,654,669	\$4,873,077	\$4,934,885	\$4,965,789		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation		\$218,408	\$280,216	\$311,120		
Appropriation	\$4,654,669					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$218,408	\$280,216	\$311,120		
TOTAL DEPARTMENT FUNDING	\$4,654,669	\$4,873,077	\$4,934,885	\$4,965,789		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The main new expenses for the program involve hiring one new tenure track assistant professor and one new full-time lecturer, and, over the span of three years creating funding for ten new graduate instructors. The first year of the program, four graduate instructors will be hired. In the second year four more will be added for a total of eight graduate instructors. Then the third year two more assistants will be added for a total of ten graduate instructors. There will also be minor expenses related to recruiting and some of the paperwork, but these expenses can be managed without any new funds. The impact on other programs should be minimal as the base budget items already support the necessary infrastructure for a program in Communication Studies.

Part III: Describe funding sources

Revenue Narrative 1

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

The support for this program involves internal reallocation. Increased enrollment should also help support this program. For the last three years the Communication Studies program has had a combined course waitlist of over 400 students every semester. The graduate instructors will be able to improve USU's ability to be responsive to this demand and provide additional tuition money to support the program. Approval has already been given through the college office to hire both the new assistant professor and the new lecturer. The search for the new assistant professor is underway and. Funds have been transferred to the college from the Provost's office for the first year of funding for the graduate instructors. The university has a high demand for communication studies courses and funding graduate instructors to help with this demand is a high priority.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

N/A

**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: Social Work Minor
Sponsoring School, College, or Division: College of Humanities & Social Sciences
Sponsoring Academic Department(s) or Unit(s): Sociology, Social Work & Anthropology and History
Classification of Instructional Program Code¹ : 44.0701
Min/Max Credit Hours Required of Full Program: 18 / 18
Proposed Beginning Term²: Fall 2018
Institutional Board of Trustees' Approval Date:

<input type="checkbox"/> Certificate of Proficiency	<input type="checkbox"/> Entry-level CTE CP	<input type="checkbox"/> Mid-level CP
<input type="checkbox"/> Certificate of Completion		
<input checked="" type="checkbox"/> Minor		
<input type="checkbox"/> Graduate Certificate		
<input type="checkbox"/> K-12 Endorsement Program		
<input type="checkbox"/> NEW Emphasis for Regent-Approved Program		
<input type="checkbox"/> 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.

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: Social Work Minor effective Fall 2018. 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.

The Department of Sociology, Social Work and Anthropology (SSWA) proposes to create a minor in Social Work to be offered on the Utah State University Campus in Logan and its Regional campuses and centers throughout the state, including the USU Eastern campuses in Price and Blanding. This minor will consist of a mix of 18 credits of essential social work classes including one elective from an array of existing electives. These classes will provide basic knowledge of social work and will allow non social work majors to qualify for the Social Service Worker (SSW) state licensing exam and will also complement other majors/minors such as Criminal Justice, Family, Consumer and Human Development, Psychology, and Kinesiology and Health Science.

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).

A Social Work minor is needed to give non-social work majors, such as those graduating in psychology, family, consumer and human development (FCHD), sociology, and criminal justice, the ability to obtain social work licensure (SSW). Social work licensure is required for employment with Utah's Department of Child and Family Services and other agencies that bill Medicaid and Medicare, and is an asset in other related fields, e.g. mental health, criminal justice, substance abuse treatment, long-term care. The minor will also provide students in these other majors a very basic understanding of social work concepts that will enhance their employment prospects.

National and regional studies indicate strong growth in demand for social workers. Job growth is expected to be fueled by several factors including retirement, voluntary turnover, and increasing recognition of the value social workers add to organizations. A relatively large percentage of the professional social work workforce is now reaching retirement age—a study conducted by the National Association of Social Workers (NASW, 2005, Assuring the sufficiency of a frontline workforce: A national study of licensed social workers. Washington, D.C.: National Association of Social Workers, Center for Workforce Studies) places this number at 30%. The need for social workers in Utah reflects these national projections. Community and Social Services positions are listed on the Utah Department of Workforce Services' list of occupations with the largest number of openings (<https://jobs.utah.gov/wi/data/occupation/jobdemand.html>) and the number of openings is expected to grow by 3% over the short and long-term (<https://jobs.utah.gov/wi/data/employment/shorttermocccproj.html>; <https://jobs.utah.gov/wi/data/employment/occcprojections.html>).

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 higher.utah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.utah.org/policies/policyr315/.

Offering a minor in Social Work to students across the state is consistent with USU's land-grant mission and, more specifically, its goal to "strengthen the recruitment, retention, graduation, and placement of students." It is expected that there will be a growing number of students who will take this minor specifically for the ability to qualify for the SSW license thereby improving their employment opportunities.. The courses required for the SSW license already exist, are approved by the Utah Department of Occupational and Professional Licensing (https://dopl.utah.gov/forms/SSW_Education_Courses.pdf), and are offered frequently throughout the academic year. There will be no change in administrative structure; no need for additional faculty or modified facilities or equipment. While the social work major is available at the University of Utah, Utah Valley University, and Weber State University, the social work minor is not offered at other USHE institutions.

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.

There is no anticipated financial impact of this new minor. No new resources are needed to implement this minor. Instructional support for the Social Work Minor will be provided through existing instructional offerings. The technology, infrastructure, and structure to deliver the program are in place. There will be no change in administrative structure and no additional faculty.

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
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					0
Required Courses					
+	-	SW 1010		Introduction to Social Work	3
+	-	SW 2100/SW5901		Human Behavior in the Social Environment	3
+	-	SW 2400		Social Work with Diverse Populations	3
+	-	SW 5902		Generalist Social Work Practice	3
+	-	SW 5903		Social Policy and Social Change	3
+	-				
+	-				
+	-				
+	-				
+	-				
Required Course Credit Hour Sub-Total					15
Elective Courses					
+	-	Choose One		Choose One	
+	-	SW 3250		Substance Abuse	3
+	-	SW 3350		Child Welfare	3
+	-	SW 3360		Adolescents: Theories, Problems & Ideas	3
+	-	SW 3450		School Social Work	3
+	-	SW 3550		Social Gerontology	3
+	-	SW 3650		Mental Health	3
+	-	SW 3750		Medical Social Services	3
+	-	SW 3850		Spirituality in Social Work Practice	3
+	-	SW 4900		Topical Issues Seminar	3
+	-	SW 5550		Family Violence: Interpersonal and Intergroup Conflict	3
Elective Credit Hour Sub-Total					3
Core Curriculum Credit Hour Sub-Total					18

Program Curriculum Narrative

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

The proposed requirements for a minor in Social Work include six courses totaling 18 credit hours, including five required core courses (15 credits). All students pursuing the minor will take at least one course (3 credits) selected from a list of elective courses.

The first required course is SW 1010: Introduction to Social Work. It is designed to give students a broad understanding of the social work profession. The second required course, SW 2100/SW 5901: Human Behavior in the Social Environment focuses on human behavior and development theories relevant to social work practice. The third required course, SW 2400: Social Work with Diverse Populations, prepares students to engage diversity and difference in practice. The fourth required course, SW 5902: Social Work Practice, prepares students to engage individuals, families, groups, organizations, and communities. The fifth required course, SW 5903: Social Policy and Social Change, prepares students to engage in policy practice. The 5900-series courses are particularly designed to qualify students for the Utah Social Service Worker (SSW) License. The elective course provides students with the opportunity to obtain more specialized knowledge and skills relevant to their educational and vocational plans.

SW 1010, 2100, and 2400 are already offered online and via interactive video conference (IVC) Fall, Spring, and Summer. SW 5901, 5902, 5903 are currently offered via IVC in the summer but will be offered more often and in an online format beginning Fall 2018. Several electives, including Child Welfare, Adolescents: Theories, Problems & Ideas, Substance Abuse, Mental Health, School Social Work, Spirituality in Social Work Practice, Social Gerontology, Family Violence: Interpersonal and Intergroup Conflict, and a Topical Issues course on Forensic Child Welfare are offered every year via IVC and/or online.

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

The required courses are also offered in the summer to provide students with increased scheduling flexibility.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
SW 1010	3	SW 2100/5901	3
		SW 2400	3
Total	3	Total	6
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
SW 5902	3	SW 5903	3
		Elective	3
Total	3	Total	6
Four Year Map			

**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: PhD in Physics

Sponsoring School, College, or Division: College of Science

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

Classification of Instruction Program Code¹: 40.0801 6 - Digit CIP

Min/Max Credit Hours for Full Program Required: 72 / 42 / Max Cr Hr 60 / 30 / Max Cr Hr

Proposed Effective Term for Program Change²: Spring 2018

Institutional Board of Trustees' Approval Date:

Award Type:

Program Change Type (check all that apply):

<input type="checkbox"/>	Name Change of Existing Program
<input checked="" type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	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.

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 restructure PhD in Physics effective Spring 2018. 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 Physics Department proposes to reduce the number of research credits required for a PhD degree.

The reason for the research-credit changes hinges on the fact that after the completion of required coursework, a graduate student is considered to be full time at 3 credits per semester. Consequently, nearly all Physics PhD students are currently required to accumulate more research credits than they need in order to fulfill the academic and research requirements of their degree. This means either (i) tuition-credit waivers are being unnecessarily wasted or (ii) students or their research mentors are required to purchase more credits than necessary.*

The current PhD program requires 72 total credits starting from a BS degree; the Physics Department proposes to decrease the number of research credits by 12 for this track, thus reducing the overall credit requirements to 60 credits. Typically, a student with a BS degree takes 30 credits of coursework during their first two years. With the proposed reduction to 60 credits, such a student will then need 30 credits of research. By reducing the overall number of credits to the university minimum of 60, the research phase of the student's program can be completed within 5 years at 3 credits/semester, making their overall tenure 7 years for the PhD program.

Likewise, the current PhD program requires 42 total credits starting from a MS degree. The Physics Department also proposes to decrease the number of research credits by 12 for this track, thus reducing the overall credit requirements to 30 (the university minimum). This credit requirement will typically be broken down into 15 credits of coursework and 15 research credits. As 30 academic credits are required for a USU MS degree, the proposed change for this track is consistent with the proposed BS to PhD track.

The reduction of credit hours toward the PhD will enhance the department's ability to recruit and retain top graduate students from around the country, as many other Physics PhD programs require fewer than the current minimum requirements of 72 and 42 credits for our two tracks. All students who have recently graduated from the program have found employment in industry, government labs, or academia. These changes will allow this successful PhD program to maintain its ability to supply these sectors.

*If a student were to take 3 research credits/semester after completing his/her coursework, then our current requirements would force the student to stay in the PhD program for a total of 9 years, well outside the norm for such a program.

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 higher.utah.gov/policies/policy312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.utah.gov/policies/policy315/. Will faculty or staff structures be impacted by the proposed change?

The Physics Department's PhD degree is a long standing program that supports USU's institutional mission as one of two public universities in Utah that grant PhD degrees. The changes proposed alter neither the academic nor research aspects of

this program. The changes only serve to bring the total credits required in line with USU's credit requirements for full time status. Thus, the proposed changes will not impact other USHE institutions.

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.

No additional costs to the university are anticipated from this change.

ACADEMIC STANDARDS SUBCOMMITTEE MINUTES

September 20, 2017

A meeting of the Academic Standards Subcommittee of the Educational Policies Committee was held on September 20, 2017 at 3:00 pm in Old Main 136 (Champ Hall Conference Room).

Present:

- Scott Bates, Chair, Emma Eccles Jones College of Education & Human Services
- Fran Hopkin, Registrar's Office
- Jared Schultz, Special Education & Rehabilitation
- Cathy Bullock, College of Humanities and Social Sciences
- Michael Scott Peters, USUSA President
- Lisa Allen, Advising (for Mykel Beorchia)
- Barbara Williams, subcommittee secretary (ex officio; not a voting member)

Absent:

- Ning Fang, College of Engineering
- Ed Reeve, EPC Chair (ex officio; not a voting member)

AGENDA

New Business

Registered Students Policy (Fran Hopkin)

See Attached.

Motion to approve proposal made by Fran Hopkin. Seconded by Jared Schultz.

Motion to postpone approval made by Cathy Bullock. Seconded by Michael Scott Peters. Tabled until Fran Hopkin returns with revised language based on the following:

- *Should the Classroom Incivility language in the catalog be edited to include this information instead? <http://catalog.usu.edu/content.php?catoid=12&navoid=3171>*
- *What policies do other institutions in the state have?*
- *Does this belong in the catalog, or should it be part of the student or faculty codes?*

Other Business

Please review current student code as revision to student code is pending.

Committee members are encouraged to review the student code, particularly Article 6, to prepare for revisions that may be submitted next month. studentconduct.usu.edu/studentcode/article6

The committee's next meeting will be held October 18th.

Adjourned 3:47 pm

Registered Students Policy

Background:

Various questions have been raised recently regarding who may attend classes. Regional Campuses indicated they are increasingly seeing more students bring their children to the classroom. This is creating a disruptive environment for other students in the same classroom as well as those attending via IVC. Similarly, individuals asked about spouses, siblings or friends sitting in a class with a registered student. Another inquiry was made regarding professors allowing individuals to attend class with the intent to add the course at a later date.

After a thorough review of policies, working with risk management and getting input from General Council it was discovered that the University doesn't have a current policy to address these situations. At one point an email had been sent each semester from the Registrar's Office reminding professors that students needed to be registered in order to attend. But specific policy/language to support these instructions is not in the current catalog. A policy was found in older catalogs addressing some of these concerns. It is not known how, why or when this policy was removed from the catalog, but it is not in the current catalog.

It is proposed to readopt a policy similar to the previous one with a few modifications that make the policy applicable to more than just students.

Previous Language:

Registration Requirement

All students attending classes must be registered. Students are officially registered when all tuition and fees have been paid in full. Failure to pay tuition and fees by the published fee payment deadline may result in courses being voided (see Registration Purge on page 59). Students are responsible for dropping courses for which they do not wish to receive a grade.

Proposed Language:

Registration Requirement

All individuals attending classes after the first week of classes must be registered. During the first week of classes, an individual who is trying to get into a full class may attend with the permission of the instructor. After the first week, only those who are registered may attend.

Students are officially registered when all tuition and fees have been paid in full. Failure to pay tuition and fees by the published fee payment deadline may result in courses being dropped. Students themselves are ultimately responsible for dropping courses for which they do not wish to receive a grade.



GENERAL EDUCATION SUBCOMMITTEE MINUTES

April 18, 2017
8:30 am – 9:30 am
Old Main - Champ Hall

Present: Lee Rickords, Agriculture and Applied Sciences (Chair)
Michele Hillard, Secretary
Kacy Lundstrom, Library
Barbara Williams, Registrar’s Office
Brock Dethier, Writing Program
Harrison Kleiner, Connections
Laura Gelfand, Arts
David Brown, Quantitative Intensive
Stephanie Hamblin, Exploratory Advising
Dick Mueller, Science
Brian McCuskey, Humanities
Cindy Dewey, Creative Arts
Ed Reeve, Provost’s Office
Dan McInerney, American Institutions
John Mortensen, Student Services
Melanie Nelson, USU Eastern
Mykel Beorchia, University Advising
Matt Sanders, Humanities and Social Sciences
Dean Adams, Engineering

Absent: Bob Mueller, Regional Campus
Janet Anderson, Office of the Provost
Ryan Dupont, Life and Physical Sciences
Jessica Hansen, Academic and Instructional Services
Damon Cann, Social Sciences
Shelley Lindauer, Education and Human Services
Kris Miller, Honors
Claudia Radel, Natural Resources
Konrad Lee, Business
Ashley Waddoups, USUSA President

Call to Order – Lee Rickords

Approval of Minutes – March 21, 2017
Motion to approve minutes made by Brian McCuskey. Seconded by Laura Gelfand. Minutes approved.

Course Approvals/Removals/Syllabi Approvals
PHIL 4500 (DHA) **APPROVED** Brian McCuskey
Motion to approve designation made by Brian McCuskey. Seconded by Dick Mueller.

POLS 3200 (DSS) **APPROVED**..... Damon Cann
Motion to approve designation made by Matt Sanders. Seconded by Dick Mueller.

POLS 4260 (DSS) **APPROVED**..... Damon Cann
Motion to approve designation made by Matt Sanders. Seconded by Dick Mueller.

SOC 4410 (DSS) **APPROVED** Damon Cann
Motion to approve designation made by Dick Mueller. Seconded by Laura Gelfand.

Business

Enrollment numbers and Classes Not Being Taught - John Mortensen

Each department needs to look at courses that are currently not being taught and make the decision to deactivate or completely remove them from the catalog. The question was asked if only the designation should be removed if the class is not being taught or if the complete course should be deleted? A process needs to be put in place to begin removing these courses. At the same time, a review process needs to be established. It was suggested that the courses be reviewed every three years, however, that seem to be too soon. The recommendation was made to review a fifth of the courses within each discipline every year instead of the doing them all in the fifth year and this would be a continuing process (20% of the courses reviewed/year). John Mortensen has identified classes with the largest enrollments. These will be reviewed first because they have the biggest impact on the students. This issue will be brought up and discussed, in more detail, at the September 2017 Gen Ed meeting.

Enrollment numbers for fall and spring semesters were reviewed and discussed. (See attached)

Communications Intensive (CI) research update - Lee Rickords

Lee Rickords and Brock Dethier will meet with Dr. Kinhead's class regarding the CI designation review. They will view the information and decide how to move forward utilizing this method for all the other designations.

Humanities Designation Subcommittee Evaluation Criteria rejected by Educational Policies Committee

EPC committee members did not like the wording the humanities subcommittee used. It was noted that no silos are being created nor are designations being made because the categories already exist. It was determined that the committee should not be questioning faculty credentials nor department motives, but need to ensure that the discipline is being taught and is providing the students with the experience they need. This discussion was not to cause trouble but achieve greater clarity. The committee will move forward with this and clarify the wording so that it doesn't appear that departments are being designated. This item will appear on the September 2017 General Education agenda.

Election of Gen Ed Chair

Motion to nominate Lee Rickords and General Education Chair made by Dean Adams. Seconded by Brian McCuskey. Lee Rickords will serve as chair for the 2017-2018 academic year.

Adjournment: 9:35 am



GENERAL EDUCATION SUBCOMMITTEE MINUTES

September 19, 2017

9:30 a.m. – 10:30 a.m.

Old Main – Champ Hall

Present: Lee Rickords, College of Agriculture and Applied Sciences (Chair)
Laura Gelfand, Caine College of the Arts
Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
Dean Adams, College of Engineering
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
Dory Cochran for Kacy Lundstrom, University Libraries
Melanie Nelson, USU Eastern
Michael Scott Peters, USUSA President
Susan Neel, American Institutions
Brock Dethier, Communications Intensive
David Wall, Creative Arts
Charlie Huenemann, Humanities
David Brown, Quantitative Literacy/Intensive
Ryan Bosworth, Social Sciences
Barbara Williams, Registrar's Office
John Mortensen, Student Affairs
Stephanie Hamblin, Exploratory Advising
Mykel Beorchia, University Advising
Kristine Miller, University Honors Program
Amber Summers-Graham, Secretary

Absent: Janet Anderson, Office of the Provost
Ed Reeve, Office of the Provost
Matt Sanders, Connections
Ryan Dupont, Life and Physical Sciences
Konrad Lee, Jon M. Huntsman School of Business

Call to Order – Lee Rickords

Approval of Minutes – [April 18, 2017](#)

Motion to approve minutes made by Laura Gelfand. Seconded by Brock Dethier. Minutes approved.

Course Approvals/Removals/Syllabi Approvals

<https://usu.curriculog.com/>

RELS – 3990 (CI) **APPROVED** Brock Dethier
Motion to approve designation made by Brock Dethier. Seconded by Dick Mueller.

Business

Communications Intensive (CI) Research Update **Brock Dethier**

The students in Joyce Kinkead's Spring 2017 section of ENGL 3470 completed a thorough research project examining CI courses at Utah State University. The class submitted ten recommendations for the General Education Committee. Below are some highlights from their report:

- There is a tendency to short-change students on the oral component of the CI criteria. Courses had an easier time meeting the written component of the CI criteria.
- It was suggested that the General Education Committee spearhead faculty development workshops to give faculty opportunities to discuss best practices.
- Recommended 5-year reverification of courses.

Contact Brock Dethier if you are interested in reading the full report.

Over the summer, queries went to over 30 courses that received CI designation before 2005. Contact was met with some irritation and resistance while some departments were simply non-responsive. This brings up the question about the effectiveness of a policing model when reviewing general education designations. It may be better to consider employing a reminder method that would send the general education designation criteria to faculty before they started teaching their general education courses each semester. Resources for faculty could be set up in Canvas. Additionally, faculty might gain a better understanding of general education, which could result in more general education course submissions. If faculty development were created, it would be beneficial for it to be discipline specific. Faculty would appreciate development moderated by their peers.

Active General Education Classes Report **John Mortensen**

John provided the committee with a list of courses that are not currently being taught but are still listed in the catalog as options for fulfilling general education requirements. It was suggested that since this conversation is about deactivating or completely removing courses from the catalog, the work is now outside of the scope of the General Education Committee and should be completed through the Curriculum Committee where members can take the conversations back to their own colleges.

Updates to General Education Criteria

The DHA/BHU committee substantially revised their criteria four years ago. The CI committee would like to revise the CI criteria to make them easier to follow. Lee Rickords will get in touch with Ed Reeve and Janet Anderson to discuss the best ways for listing the general education criteria on the USU website and how it should be reflected in the catalog.

Five-Year Reviews - Creating a Process for Reviewing and Tracking

John Mortensen will create a list of courses that are older than five years and circulate it to the Curriculum Committee college chairs. As this is a very time intensive process, the reminder model suggested in the CI discussion might be more effective. General Education Committee members were asked to think about this and try to formulate an action item. This issue will be brought up and discussed in more detail at the October 2017 meeting.

Adjournment: 10:30 a.m. Our next meeting will be held at 9:30 a.m. on October 17, 2017. November meeting will resume the regular 8:30 a.m. time.



GENERAL EDUCATION SUBCOMMITTEE MINUTES

October 17, 2017
9:30 a.m. – 10:30 a.m.
Old Main – Champ Hall

Present: Lee Rickords, College of Agriculture and Applied Sciences (Chair)
Konrad Lee, Jon M. Huntsman School of Business
Harrison Kleiner, College of Humanities and Social Sciences
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Richard Mueller, College of Science
Ed Reeve, Office of the Executive Vice President and Provost
Robert Mueller, Regional Campus
Kacy Lundstrom, University Libraries
Michael Scott Peters, USUSA President
Susan Neel, American Institutions
Brock Dethier, Communications Intensive
Charlie Huenemann, Humanities
David Brown, Quantitative Literacy/Intensive
Ryan Dupont, Life and Physical Sciences
Barbara Williams, Registrar’s Office
Launa Julander for Mykel Beorchia, University Advising
Kristine Miller, University Honors Program
Amber Summers-Graham, Secretary

Excused: Laura Gelfand, Caine College of the Arts
Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
Dean Adams, College of Engineering
Matt Sanders, Connections
Melanie Nelson, USU Eastern
David Wall, Creative Arts
Ryan Bosworth, Social Sciences
John Mortensen, Student Affairs
Stephanie Hamblin, Exploratory Advising

Call to Order – Lee Rickords
Approval of Minutes – [September 19, 2017](#)
Minutes were unanimously approved.

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

TEE – 1020 (BPS) **RETURNED** Ryan Dupont

The BPS subcommittee reviewed this proposal and found several concerns with the syllabus. The Proposal was returned to the faculty member with suggestions for change. The subcommittee will review the proposal again once changes have been made.

Business

Five-year reviews - creating a process for reviewing and tracking

Discussions continued from the last meeting about the importance of ensuring that over time, the University does not face a host of General Education (GE) courses that no longer meet the GE criteria. Several possibilities were suggested including having faculty submit a review every five years showing how their course continues to meet GE requirements, implementing a reminder method that would help faculty understand the GE designation requirements, and creating professional development for the faculty that would help them to better understand and fulfill the GE criteria in their courses. An ad hoc committee was created to discuss the issues, suggestions, and to formulate a proposal for the General Education committee. Susan Neel, Dave Brown, Harrison Kleiner, and Charlie Huenemann have volunteered to serve on this committee.

Additionally, it was suggested that the committee research the possibility of including a set of GE questions in IDEA evaluations each semester. These questions would assess the effectiveness of each course in meeting its GE criteria. Michael Torrens with Analysis, Assessment and Accreditation has agreed to attend the November General Education meeting to further this conversation.

Review of the 15-year General Education rule

Utah State University has a 15-year statute of limitations for General Education (GE) coursework. After this time, returning students will not be given credit for “expired” GE courses. The General Education committee has been asked to review this rule. USU is the only institution in the state with this rule. This rule is not about competency issues. USU’s departments have systems in place to ensure that returning students are “knowledge ready” before they move along in their coursework. Associates degrees do fulfill general education courses and do not fall within the 15-year statute of limitations. There will be a motion at the next meeting to address this issue.

Adjournment: 10:30 a.m.

Next meeting will be held at 8:30 a.m. on November 21, 2017.