UtahState
University

EDUCATIONAL POLICIES COMMITTEE AGENDA
3 December 2020
3:00 – 4:00 p.m.
Zoom Meeting

Agenda

1. ***Approval of*** *5 November 2020 Minutes*

2. ***Subcommittee Reports***
   a. ***Curriculum Subcommittee*** *(Nicholas Morrison)*
      Course Approvals – 76

      Program Proposals
      Request from the Department of Theatre Arts in the Caine College of the Arts to offer an Associates of Arts in Theatre.

      Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to create an Institutional Certificate of Proficiency in the area of small firm management.

      Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to change the name of the minor to be more reflective of the course emphasis and to be more in line with the emphasis that students in the minor.

      Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to modify the name of the existing degree program in the Management Information Systems and to require that students complete an approved emphasis within the degree program.

      Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to establish an emphasis in Cybersecurity within the IS undergraduate degree program.

      Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to establish an emphasis in Data Engineering within the IS undergraduate degree program.

Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to establish an emphasis in Web Development within the IS undergraduate Degree program.

Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Service to offer an Educational Paraprofessional Certificate of Completion.

Request from the Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services to restructure and change the name from Special Education and Rehabilitation Counseling Certificate of Proficiency to Certificate in Rehabilitation and Disability.

Request from the Center for Intersectional Gender Studies & Research in the College of Humanities and Social Sciences to discontinue the Women and Gender Studies minor.

Request from the Departments of English and Journalism and Communication in the College of Humanities and Social Sciences to create a Certificate of Proficiency in Digital Writing and Publication.

Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to create a new Department of Social Work by dividing the Department of Sociology, Social Work and anthropology into the Department of Social Work and the Department of Sociology and Anthropology.

Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to create a Certificate of Proficiency in Social Analytics.

Request from the Departments of Languages, Philosophy and Communication Studies, Political Science and Economics and Finance in the College of Humanities and Socials Sciences and the Jon M. Huntsman School of Business to create a Certificate of Proficiency in Philosophy, Politics and Economics.

Request from the Department of Geosciences in the College of Science to add a new GeoWorkforce emphasis to the existing Bachelor of Arts and Bachelor of Science degree in Geology.

b. ***Academic Standards Subcommittee*** *(Renee Galliher)*
Minutes – 12 November 2020

c. ***General Education Subcommittee*** *(Lee Rickords)*
Minutes – 17 November 2020

3. ***Other Business***
Curriculog Justification Language – Mateja Savoie Roskos
(Briefly explain the role this course would play in your overall program curriculum and how this course would be used to achieve program learning outcomes)

Adjourn:

Utah State University

EDUCATIONAL POLICIES COMMITTEE MINUTES
5 November 2020
3:00 – 4:00 p.m.
Zoom Meeting

Minutes

Present: Paul Barr, Chair, Provost's Office
Mateja Savoie Roskos, College of Agriculture and Applied Sciences
Nicholas Morrison, Caine College of the Arts and Curriculum Subcommittee Chair
Kat Oertle, Emma Eccles Jones College of Education and Human Services
Matt Sanders, College of Humanities and Social Sciences
Dan Coster, College of Science
Lee Rickords, General Education Subcommittee Chair
Shana Geffeney, Statewide Campuses
Robert Heaton, University Libraries
Richard Cutler, Graduate Council
Alex Braeger, Graduate Studies Senator
Fran Hopkin, Registrar's Office
Michele Hillard, Secretary
Jason Marshall, USU Eastern
Renee Galliher, Academic Standards Chair
Sterling Bone, Jon M. Huntsman School of Business
Robyn Peterson, Catalog Editor

Absent: Timothy Taylor, College of Engineering
Chenese Boyle, Academic and Instructional Services
Lucas Stevens, USUSA Executive Vice President
Mike Conover, S.J. & Jessie E. Quinney College of Natural Resources
Harrison Kleiner, GE Assessment
Sami Ahmed, President USUSA

Guests: N/A

I. ***Approval of*** *1 October 2020 Minutes*
   Minutes approved as distributed.

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

Course Approvals – 134

Program Proposals
Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to correct the acronym from Police Officers Standards and Training to Peace Officer Standards and Training.

Request from the Department of Art and Design in the Caine College of the Arts to offer an Associate of Arts in Art at the USU Eastern campus.

Request from the Department of Marketing and Strategy in the Jon M. Huntsman School of Business to create a new Consulting Minor.

Request from the Center for Persons with Disabilities in the Emma Eccles Jones College of Education and Human Services to change the name of the Center for Persons with Disabilities to the Institute for Disability Research, Policy and Practice.

Request from the Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences to create a certificate of proficiency in Teaching English to Speakers of Other Languages.

Request from the Department of Biology in the College of Sciences to discontinue the Bachelor of Arts and Science in Biology Ecology/Biodiversity as well as the Biology: Environmental Bachelor of Arts and Science emphasis.
Withdrew proposal.

Request from the Department of Biology in the College of Science to discontinue the Biology: Environmental program – current listed as "not currently offered".

Request from the Department of Biology in the College of Science to change the emphasis program name from Ecology/Biodiversity in the Bachelor of Arts and Bachelor of Science to Ecology and Evolutionary Biology.

Request from the Department of Computer Science in the College of Science to restructure the current Master of Computer Science program to a 33-credit professional, coursework-only degree.

b. ***Academic Standards Subcommittee*** *(Renee Galliher)*
Motion to approve the Academic Standards Subcommittee Report made by Sterling Bone. Seconded by Richard Cutler. Report approved.

Minutes – 8 October 2020
Two recommendations have been brought to the committee from the Registrar's Office. The first was to adjust the amount of time that students can be involved in a leave of absence (LOA) before they apply for returning to the university. Most leaves take more than one year and extra effort is needed to accommodate the students. Discussed both drawbacks and advantages. The second item is a discussion on a process for accepting non-regional school credits. Focusing on any credit but specifically if it comes in as a block from one program to another. We have seen an increase in outside entities wanting to send us their program and they are not currently accredited. The overall institutional goals are not being considered and if these are accepted they may have widespread impact on the institution. Inform the

Provost's Office regarding this. The university needs to take a broader look at the applicability of bringing in these experiences to USU.

c. **General Education Subcommittee** *(Lee Rickords)*
Minutes – No Meeting – nothing to report.

III. **Other Business**
Calendar Committee – Spring 2021 Calendar
As the institution looked at the Spring semester there were several competing concerns due to COVID. The start date was shifted right after the MLK holiday and then the elimination of spring break. Eliminating Spring Break allowed us to shift the start date back. One concern that has come out of these changes is the mental health of students and faculty during the long stretch of continued academic instruction. A proposal to insert a couple of days back into the spring semester has been brought forward. Right now, the University is at 70 instruction days. Adding two additional break days brings us down to 68 instruction days and USU feels that with the feedback that was receiving it won't impact any accreditation issues for this one-time change. Originally proposed a Friday in March and a Friday in April. As this was circulated there was concern on the impact of Monday-Wednesday-Friday classes. The second proposal is that the April Friday will attend Friday classes on Thursday.

Revised EPC/Curriculum Handbook
The handbook has been updated and posted to the website. Some updates are grammatical and others are suggestions/questions that we need to look at further. Because it is an EPC/Curriculum handbook we will make changes and bring it back to both committees for review and approval. Looking for anyone that might want to assist in updating the handbook. Hope to start after we go remote in November and would like to finish up in January.

Course Objectives (email-minutes)

Curriculog Justification Language – Mateja Savoie Roskos
Move to December agenda.

Graduate School Updated – Richard Cutler
Discussed in the Graduate Council requirements for the GRE exam. The last time we voted on a motion to remove the GRE exam and allow departments to decide whether they wanted to require GRE and this received unanimous support. The excellence waiver will need to be looked at and reviewed. This could also impact scholarships that come through the colleges. There are still details that need to be worked out. Will vote on this as a committee possibly as soon as December. Have an overall strategy to communicate with graduate students. Utilizing email and townhalls regarding COVID related issues. Have also conducted a graduate student survey. This is the third in the series. The most recent one closed last Wednesday. The Graduate Studies Office is using this to gauge the impact of COVID on the graduate students. Shared preliminary results of the Graduate Student Survey. CAPS is providing mental health help for students. The USU COVID testing will be extended to all adult dependents. Not available to test children since USU can't get past the privacy issues to test children. Trying to be open and transparent regarding the insurance issue with Grad Student dependents. Have to figure out what we can and cannot do and afford. Working on proposal for insurance. The RFP specifically asks for bids with and without dependent care as well as dental and vision. Once we receive the proposals we will sit everyone down and let them know what the university can and cannot afford.

IDEA Evaluations for 7-Week Courses – Fran Hopkin
Question came forward about when faculty could see IDEA results for the first 7-week courses. Faculty wanted to see them but AAA didn't want them to be seen until after grades. Encourage faculty to put in grades within the same timeframe after the 7-week course ends. It is best for the students and faculty if the Registrar's Office reminds the faculty to put in grades immediately after the 7-weeks. Moving forward that is what faculty will see. They will receive an email reminder of getting their grades in.

Adjourn: 4:02 pm

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

Institution Submitting Request: Utah State University

Proposed Program Title: Associate of Arts in Theatre

Are There New Emphases: Yes ☐   No ☒

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: Utah State University Eastern

Sponsoring Academic Department(s) or Unit(s):   Department of Theatre Arts

Classification of Instructional Program Code[1] :   50.0501

Min/Max Credit Hours Required of Full Program: Min 60 Cr Hr / Max 62 Cr Hr

Proposed Beginning Term[2]:   Fall   2021

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

[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

Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

☐	Program Restructure with or without Consolidation
☐	Emphases transfer from another program or academic unit
☐	Name Change of Existing Program or Academic Unit
☐	Program transfer to a different academic unit
☐	Suspension or discontinuation of a unit or program
☐	Reinstatement of a previously suspended/discontinued program or administrative unit
☐	Other

Describe Above Changes

Offering an Associate of Arts in Theatre allows USU Eastern Theatre students to articulate the courses currently offered to a specific degree program, rather than the current General Education AA/AS degree which does not articulate specifically.

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.

Bruce Duerden   Date: October 5, 2020

☒   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 Associate's degree(s): Associate of Arts in Theatre effective Fall 2021. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Associate of Arts in Theatre provides motivated students with a well-rounded liberal education, as well as training and experience in the areas of technical theatre production, basic design, and performance which will prepare them to enter the entertainment workforce or to pursue a BA or BFA degree in theatre arts. Students will follow the current USU Department of Theatre Arts core curriculum, completing this degree track in a two-year time span.

Consistency with Institutional Mission

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

The change in program will expand the curriculum currently in place at USU Eastern, and directly prepare students to enter the work force with practical experience, or transfer to a BA or BFA program to continue their education. The Associate of Arts in Theatre will support the Department of Theatre Arts four-year programs, as well as provide a two-year option for students who wish to enter the entertainment industry in a quicker timeline.

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 USU Department of Theatre Arts is currently pursuing accreditation by the National Association of Schools of Theatre (NAST). The Department is expected to be accredited in March 2021, and we have been charged with a thorough audit and reassessment of the curriculum at USUE. By creating an Associate of Arts (AA) in Theatre, we will better provide a direct path into the 4-year degree programs. The proposed curriculum mirrors other regional and national associate level programs which currently offer AA degrees in theatre. The proposed AA degree will also provide students access to department core courses (required by all theatre majors), allowing more students to enter the 4-year program without overloading the capacity of these core courses. The NAST accreditation, in addition to the desire to provide

a seamless transition from AA to baccalaureate degrees for USU students, led to the decision to create an Associate of Arts in Theatre at the USU Eastern campus.

Labor Market Demand

The AA program will enable students to pursue further education at any university. There are many college and university theatre programs across the country that produce talented and strong graduates. However, jobs in some areas of theatre (acting, for example), are limited. The number of graduates far exceeds the number of jobs available locally and nationally. Those students that have chosen a broader education path and explore other facets in theatre (e.g., set construction, props, costume construction, make-up, sound, lighting, arts administration, directing, stage management, etc.), find that there are many more employment options and choices available to them.

Many theatre graduates find work as teachers of theatre at the elementary and secondary levels. Those who obtain graduate degrees may become instructors and professors at institutions of higher learning. They can also advance into or apply for administrative positions.

The core classes provided by an associate's degree in theater, as well as hands-on production work, provide the basic skill-set required to begin entry level employment with professional union groups including IATSE (International Alliance of Theatrical Stage Employees), which work in major theatres all over the country. Job titles include: lighting technicians, sound technicians, carpenters, costume stitcher, cutters, draper or dresser, prop artisans, scenic artists, fly-man, riggers, etc. All of these positions are essential to every production, at every level and style of live entertainment. There is great opportunity for young technicians who are willing to work and learn as they move up the ladder. The entertainment industry is always working, and is always looking for trained, dependable people.

Often, entrepreneurial opportunities present themselves for graduates to create their own companies, providing design work or production teams for entertainment and industry events all over the world.

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.

In a recent Facebook poll of current USU Eastern theatre students, 80% expressed strong interest and unanimous support for an Associate of Arts in Theatre. A similar poll of former students and USUE alumni also showed overwhelming support for an AA in Associate of Arts in Theatre. Respondents stated that an AA degree would have aided their transfer experience, and assisted them in getting work in the entertainment industry.

The benefit to the institution will be an increase in FTE and increased name recognition for USU theatre programs within the state and region. We can easily project an increase of between 20 to 27 students joining the AA degree program within the first two years of its inception, almost doubling the current number of students in the USUE program. It is anticipated that an AA degree in Theatre will generate strong interest for students looking to continue their education in intensive and rigorous theatre programs that offer Bachelor of Fine Arts or Bachelor of Arts degrees in Theatre. We estimate a 10% to 12% increase in students applying to the four-year degree programs within the Department of Theatre Arts.

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)?

Currently there is not a university program that offers a theatre-specific AA degree in the state of Utah. The USU Eastern campus makes Utah State University the ideal institution for an Associates of Arts providing students across the state easier access to education that can stand alone and prepare them for the industry workforce, or put them well on their way to completion of a four-year degree program, close to home, providing a cost savings in obtaining their education

The closest similar programs are the Associates of Fine Arts in Theatre offered at Mesa Community College in Mesa, Arizona, and the Associate of Arts offered at Western Wyoming Community College in Rock Springs, Wyoming.

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.

USU Eastern is part of the Department of Theatre Arts, and the Caine College of the Arts at USU in Logan, UT. The AA degree will be a direct bridge into the BFA and BA Theatre degree program tracks at USU, and ensure that transfer students have the necessary skills and experience to be able to compete and work at comparable levels with other USU students. It also strengthens and supports the Department of Theatre Arts' overall academic program and

offers another academic option to incoming university students.

USU has transfer agreements in place with universities across the state. These agreements articulate the courses directly, eliminating the need to repeat classes and coursework at the transfer institutions, and saving students time and money in completing their degrees.

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.

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.

Students enrolled in the AA degree at USU Eastern will complete their program with a minimum of 60 credits, in four semesters. Minimum grade requirements meet Utah State University and the Department of Theatre Arts specifications, allowing for seamless transfer to 4-year programs. The Department of Theatre Arts requires a minimum 2.75 GPA , and a minimum grade of B- in all Theatre courses for graduation.

Admission Requirements

List admission requirements specific to the proposed program.

Most USU Eastern associate degrees and certificates are open enrollment and do not require a minimum high school GPA or ACT/SAT score for admission.

GPA and/or ACT requirements must be met for scholarship consideration.

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?

The administration at USU Eastern and within Caine College of the Arts are supportive and excited about this degree option and the potential that is has for increasing new and transfer students into our theatre programs. Implementing an AA degree will not require any additional administration as the courses are already in place and administered by the USU Department of Theatre Arts. The new degree will simply organize the existing courses into a manageable program, in alignment with NAST accreditation requirements, and provide more consistent support for the 4-year theatre programs.

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

USU Eastern faculty will be encouraged to continue their involvement with the United States Institute of Theater Technology (USITT) and other professional organizations and training opportunities which will support the AA degree program.

Currently there are two full-time faculty in theatre at USU Eastern. It may become necessary to hire additional faculty and staff to meet the needs of the students as the program grows and the AA degree becomes more popular through recruiting efforts and measurable successes in job placements and transfers.

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.

Currently there are no staff positions for the theatre program at USU Eastern, but as the program grows with the option of the Associate of Arts in Theatre, adding one full-time tenure track faculty and one full-time staff would benefit the program and allow for growth in FTE and academic student support.

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

Students are currently advised through academic services, and are referred to USUE theatre faculty for specific program instruction and needs. Academic advising will continue in this method with the proposed degree change.

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

There will be no change to current library needs or access to materials and resources.

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.
Assessment will continue to follow USU assessment guidelines and practices.

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.

Students who complete the Associate of Arts in Theatre will have the following theatre skills, standards and competencies:

- Basic understanding and experience with script analysis in various genres

- Basic understanding and experience in stagecraft (set construction, painting, prop construction, tool use and safety)

- Basic understanding and experience in stage acting

- Basic understanding and experience in stage makeup styles and techniques

- Basic knowledge and experience in entertainment sound design and techniques

- Basic knowledge and experience in entertainment light design styles and techniques

- Basic knowledge and experience in stage management

- Basic knowledge and experience in scene painting styles and techniques

- Experience working on productions as actors, stage technicians, light and sound board operators, and costume wardrobe technicians, using skills learned in the academic courses

Assessment measures will include the following areas:

1. Analysis of dramatic literature

2. Range of stagecraft knowledge and skills

3. Stage acting knowledge

4. Technical theatre knowledge and skills

5. Hands on experience/learned skills

Each area is assessed using the following categories of assessment as a marker of learning and skills from low to high:

- Disengaged: Does not attempt to alter the approach to theatre design, technology or management,

depending on the style or genre of theatre.

- Emerging: Has a rudimentary awareness of the rigors of the theatre profession but has developed few skills.

- Developing: Recognizes the varying needs of different types of theatre through the production process and takes basic steps towards effective action.

- Engaged: Understands and effectively adjusts to the varying needs of different types of theatre through the production process.

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			
+	-	THEA 1013		Understanding Theatre (BCA)	3
+	-	THEA 1023		Intro to Film Studies (BCA)	3
+	-	THEA 1033		Beginning Acting (BCA)	3
+	-	THEA 1223		Stage Makeup	2
+	-	THEA 1513		Stagecraft (BCA)	3
+	-	THEA 1713		Playscript Analysis (BHU)	3
+	-	THEA 2033		Scene Study	3
+	-	THEA 2500		Drafting for Theatre I	3
+	-	THEA 2510		Scene Painting	3
+	-	THEA 2530		Theatre and Studio Sound	3
+	-	THEA 2545		Fundamentals of Stage Lighting	3
+	-	THEA 2550		Fundamentals of Stage Management	3
+	-	THEA 2555		Production Practicum	4
+	-	Breadth American Inst			3
+	-	Breadth Life Sciences			3
+	-	Breadth Social Scienc			3
+	-	Breadth Physical Scie			3
+	-	ENGL 1010		Introduction to Writing	3
+	-	ENGL 2010		Intermediate Writing	3
+	-	QL Course			3
				Choose of the following courses:	
+	-				
+	-				
				Add A Group of Courses	
				Required Course Credit Hour Sub-Total	60
		Elective Courses			
+	-				
				Add A Group of Courses	
				Elective Credit Hour Sub-Total	
				Core Curriculum Credit Hour Sub-Total	60

Add An Emphasis

Program Curriculum Narrative

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

QL course will be 3-4 credits

THEA 2555, Production Practicum, is a repeatable 1 credit skills course. A total of 4 credits of Production Practicum is required for the Associate of Arts in Theatre.

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.

Toggle Cut-and-Paste	Toggle Table

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
THEA 1713 - Playscript Analysis	3	THEA 1033 - Beginning Acting	3
THEA 1513 - Stagecraft	3	THEA 2545 - Fund. Of Stage Lighting	3
THEA 2510 - Scene Painting	3	THEA 2555 - Production Practicum	1
THEA 2555 - Production Praticum	1	ENGL 2010 - Intermediate Writing	3
ENGL 1010 - Intro. To Writing	3	BAI Course	3
QL course	3	BLS or BPS Course	3
Add Courses **Total**	16	**Total**	16
Second Year Fall	**Cr. Hr.**	**Second Year Spring**	**Cr. Hr.**
THEA 1023 - Intro to film	3	THEA 1013 - Understanding Theatre	3
THEA 2530 - Theatre and Studio Sound	3	THEA 1223 - Stage Makeup	2
THEA 2550 - Fund. of Stage Management	3	THEA 2033 - Scene Study	3
THEA 2555 - Production Praticum	1	THEA 2500 - Drafting I	3
BLS or BPS Course	3	THEA 2555 - Production Praticum	1
		BSS Course	3
Add Courses **Total**	13	**Total**	15
Third Year Fall	**Cr. Hr.**	**Third Year Spring**	**Cr. Hr.**
Add Courses **Total**		**Total**	
Fourth Year Fall	**Cr. Hr.**	**Fourth Year Spring**	**Cr. Hr.**

Add Courses	**Total**		**Total**

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	1	0	0	
Faculty: Part Time with Doctorate	0	0	0	
Faculty: Full Time with Masters	1	0	0	
Faculty: Part Time with Masters	0	0		
Faculty: Full Time with Baccalaureate	0	0	0	
Faculty: Part Time with Baccalaureate	0	0	0	
Teaching / Graduate Assistants	////	////	0	
Staff: Full Time	0	0	0	
Staff: Part Time	0	0	0	

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Brent	Innes	T	MFA	Utah State University	70%	
	Corey	Ewan	T	PHD	Brigham Young University	70%	
							Add Another Full Time
Part Time Faculty							
							Add Another Part Time

Part III: New Faculty / Staff Projections for Proposed Program

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters		1		MFA in Costume Design/Technology	70%
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////	////			
Staff: Full Time			1	BFA or MFA in Technical Direction	100%
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	18	25	30	30	40	40
# of Majors in Proposed Program(s)	/////	25	30	30	40	40
# of Graduates from Department	4	12	13	18	20	20
# Graduates in New Program(s)	/////	12	13	18	20	20
Department Financial Data						

		Department Budget				
		Year 1	Year 2	Year 3		
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.						
Personnel (Faculty & Staff Salary & Benefits)	$130,461					
Operating Expenses (equipment, travel, resources)	$15,000					
Other: Production/Performing rights, royalties	$6,178					
TOTAL PROGRAM EXPENSES	/////	$0	$0	$0		
TOTAL EXPENSES	$151,639	$151,639	$151,639	$151,639		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	/////	$0	$0	$0		
TOTAL DEPARTMENT FUNDING	$0	$0	$0	$0		
Difference						
Funding - Expense	($151,639)	($151,639)	($151,639)	($151,639)		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Part III: Describe funding sources

Revenue Narrative 1

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

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

CAAS - Applied Economics - Small Firm Management - Certificate

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*	CAAS

DEPARTMENT (include all cross listed departments)*	Applied Economics

Current Title (if applicable)*	Small Firm Management - Certificate

Proposed Title*	Small Firm Management - Certificate

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) *	45.0602

Minimum Number of Credits (if applicable)*	12

Maximum Number of Credits (if applicable)*	12

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

Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- ☐ Certificates of Completion
- ☐ Certificates of Proficiency
- ☐ Certificates of Proficiency - except Institutional Certificates
- ☐ Emphases within an Approved Degree
- ☑ Institutional Certificates of Proficiency
- ☐ K-12 Endorsements
- ☐ Minors
- ☐ Post-Baccalaureate and Post-Masters Certificates
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units

☐ Other

Creation of Non-Administrative Units:
☐ New Center
☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*
☐ Yes
☑ No

Council on Teacher Education*
☐ Yes
☑ No

Section I: The Request

R401 Purpose*

To create an Institutional Certificate of Proficiency in the area of small firm management.

Section II: Program Proposal

Proposed Action & Rationale*

The College of Agriculture and Applied Sciences offers many different B.S. degrees with a specific science emphasis. However, many of the students earning these degrees have an entrepreneurial mindset and are desirous of starting their own business to utilize the skills they acquired in their B.S. degree. For example, a student with an equine science degree may want to start a horse training and stable business; or a plant science student may want to build a greenhouse and run a roadside fresh vegetable market; or a landscape architecture student may want to start their own landscape design business; or a student with a Dietetics or Nutrition Science B.S. may want to form their own consulting business. These students would benefit from a certificate of proficiency with emphasis in small firm accounting, management, analytics and law.

Labor Market Demand (if applicable)	Utah Workforce Service data indicate that there are about 5,000 new business startups each year. The very small firms, 1-4 employees, are 86% of those startups. This certificate program is aimed specifically at helping these small business startups be successful. In addition, the management training would also qualify the students for jobs in management. The annual growth rate in the field of management is 2.8% with over 16,000 new job openings each year, according to the latest Utah Workforce Services data.
Consistency with Institutional Mission & Institutional Impact*	This proposed certificate is consistent with the USU mission of being a student-centered land-grant university. It should not impact other USHE institutions in that USU has the only Applied Economics Department and no other institution offers a small firm management certificate with emphasis on agriculture and applied sciences. It will provide agriculture students with broader career opportunities.
Finances*	There will be no additional costs and no additional savings with this proposed certificate. The Applied Economics Department is currently teaching three of the four courses and they are not at capacity. The one new course will be created by a current faculty member in Applied Economics who has the expertise to do so and who frequently teaches much of this information in an extension role.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

There are four courses (12 credits) required for this certificate.

APEC 2120 Small Firm Accounting Basics (new course)

APEC 2310 Small Firm Management (APEC 3020 renumbered and title changed)

APEC 3310 Analytical Methods in Applied Economics

APEC 4300 Agriculture Law (or other law course)

APEC 2120 and APEC 3310 will be taught in fall semesters and APEC 2310 and APEC 4300 will be taught in spring semesters. APEC 2120 needs to be taken as the first course and both APEC 2120 and APEC 2310 need to be taken prior to APEC 3310.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files ⊞ icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

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

CAAS - Applied Economics - Small Firm Management - Minor

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: <u>Turn</u> on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: <u>Select</u> the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges) *	CAAS

DEPARTMENT (include all cross listed departments) *	Applied Economics

Current Title (if applicable) *	Applied Economics-Small Firm Management - Minor

Proposed Title *	Small Firm Management - Minor

Step 3: <u>Enter</u> the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) *	45.0602

Minimum Number of Credits (if applicable)*	18

Maximum Number of Credits (if applicable)*	19

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

Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- ☐ Certificates of Completion
- ☐ Certificates of Proficiency
- ☐ Certificates of Proficiency - except Institutional Certificates
- ☐ Emphases within an Approved Degree
- ☐ Institutional Certificates of Proficiency
- ☐ K-12 Endorsements
- ☐ Minors
- ☐ Post-Baccalaureate and Post-Masters Certificates
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☑ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units

☐ Other

Creation of Non-Administrative Units:
☐ New Center
☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*
☐ Yes
☑ No

Council on Teacher Education*
☐ Yes
☑ No

Section I: The Request

R401 Purpose*

Change (shorten) the name of a minor.

Section II: Program Proposal

Proposed Action & Rationale*

The minor name is being shortened to be more reflective of the course emphasis and to be more in line with the emphasis that students in the minor desire.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

This name change remains within the Institutional Mission of Utah State University and should have no negative impacts. Positive impacts may occur if more students are drawn to the minor because of the name change and they leave USU with a more positive view of their overall experience.

Finances*

This will have no impact on finances.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: **Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: **Submit**

Click on the save all changes button below.

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

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*	HSB
DEPARTMENT (include all cross listed departments)*	Data Analytics and Information Systems
Current Title (if applicable)*	Management Information Systems
Proposed Title*	Information Systems

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) *	11.0103

Minimum Number of Credits (if applicable)*	66

Maximum Number of Credits (if applicable)*	66

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

Request

Step 4: **Select** the Type of Change Being Requested.

New Programs:
- ☐ Certificates of Completion
- ☐ Certificates of Proficiency
- ☐ Certificates of Proficiency - except Institutional Certificates
- ☐ Emphases within an Approved Degree
- ☐ Institutional Certificates of Proficiency
- ☐ K-12 Endorsements
- ☐ Minors
- ☐ Post-Baccalaureate and Post-Masters Certificates
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☑ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☑ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units

☐ Other

Creation of Non-Administrative Units:	☐ New Center
	☐ New Institute
	☐ New Bureau
	☐ Other

| **Other: (explain change)** | |

Additional Approvals (if applicable)

| **Graduate Council** * | ☐ Yes |
| | ☑ No |

| **Council on Teacher Education** * | ☐ Yes |
| | ☑ No |

Section I: The Request

R401 Purpose *

The purpose of this R401 is to modify the name of the existing degree program in Management Information Systems and to require that students complete an approved emphasis within the degree program.

Section II: Program Proposal

Proposed Action & Rationale *

It is proposed that (1) the existing BA/BS degree in Management Information Systems (MIS) be renamed as Information Systems (IS); and (2) the program in Information Systems be redesigned with required emphases. The purpose of the name change is to align the program with the new name of the department, which was rebranded last year as Data Analytics and Information Systems, and to reduce confusion among students who often conflate Management Information Systems with programs within the Management Department. With emphases organized within the IS program, students will be able to better communicate their specific skills and competencies that align with employer needs. IS represents a relatively broad field, and establishing tracks of study through the proposed emphases will allow the DAIS Department to more effectively leverage the Huntsman School's career development resources and focus on developing relationships with potential employers. The individual emphases will be approved separately through the R401 process.

Labor Market Demand (if applicable)	This is an existing degree program with about 200 currently declared majors. The market for graduates in IS has continued to strengthen dramatically across the state and region. A recent report from the Kem C. Garner Policy Institute at the University of Utah demonstrated that the Utah tech industry is growing twice as fast as other industries in the state, and three times as fast as tech in other U.S. states (see https://gardner.utah.edu/wp-content/uploads/2019TechReportVol1.pdf). Wage growth in tech grew by nearly 17 percent in Utah during 2018, and the industry as a whole supports nearly 1/5 of Utah's economy. These needs are further delineated by the Utah Jobs Outlook, which anticipates that areas such as software development and applications, market research analysts, and management analysts are among the top five fastest growing occupations in Utah. This same report identifies these opportunities as among the best in Utah that require at least a bachelor's degree. These are domains that significantly intersect with the IS program. Updated and restructured, the IS program will be able to continue to more directly address these labor demands.
Consistency with Institutional Mission & Institutional Impact*	As Utah's land-grant institution, Utah State University is charged with the task of providing a holistic and well-rounded education that also address critical employer needs and economic opportunities in the state. Undergraduate students who complete the IS degree program with an appropriate emphasis will combine their general education experience at USU with a focused program in information systems and data technologies that will more directly align them with their professional goals and workforce needs.
Finances*	All changes can be met through the redeployment of existing resources.

Section III: Curriculum (if applicable)

Program Curriculum Narrative	The IS degree program will remain largely unchanged from the current MIS degree. The core courses in the Huntsman School acumen will still be required, as outlined in the attached curriculum map. The current program also requires core credits within the DAIS Department, along with nine elective credits. This proposal updates the MIS core content based on recently developed courses that meet modern market needs for our graduates. The elective credits will need to be completed as a part of at least one department emphasis. The first three of these emphases (Web Development, Data Engineering, and Cybersecurity) will be approved separately in additional R401 proposals. All DAIS Department courses will continue to be available as electives outside of these IS emphases for any USU student in any degree program.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files ⊞ icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

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

HSB - Data Analytics and Information Systems - Information Systems - Cybersecurity Emphasis

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: <u>Turn</u> on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: <u>Select</u> the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*	HSB

DEPARTMENT (include all cross listed departments)*	Data Analytics and Information Systems

Current Title (if applicable)*	NA

Proposed Title*	Information Systems - Cybersecurity Emphasis

Step 3: Enter the Correct CIP Code Using the Following Website: Classification

CIP Code (6-digits) *	43.0404

Minimum Number of Credits (if applicable) *	9		**Maximum Number of Credits (if applicable)** *	9

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

Request

Step 4: **Select** the Type of Change Being Requested.

New Programs:
- ☐ Certificates of Completion
- ☐ Certificates of Proficiency
- ☐ Certificates of Proficiency - except Institutional Certificates
- ☑ Emphases within an Approved Degree
- ☐ Institutional Certificates of Proficiency
- ☐ K-12 Endorsements
- ☐ Minors
- ☐ Post-Baccalaureate and Post-Masters Certificates
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units

Reinstatement of Previously Suspended Administrative Units

☐ Other

Creation of Non-Administrative Units:
☐ New Center
☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council *
☐ Yes
☑ No

Council on Teacher Education *
☐ Yes
☑ No

Section I: The Request

R401 Purpose *

The purpose of this proposal is to establish an emphasis in Cybersecurity within the IS undergraduate degree program.

Section II: Program Proposal

Proposed Action & Rationale *

Cybersecurity has long been a focus of the Data Analytics and Information Systems Department, with courses provided in data communications, IT architecture, and information security. Organizing these courses into an emphasis will help students to better communicate their specific skills and competencies and align with employer needs. IS represents a relatively broad field, and establishing a Cybersecurity track will also allow the DAIS Department to more effectively leverage the Huntsman School's career development resources in developing relationships with corporate recruiters.

Note: The DAIS Department is simultaneously submitting a separate proposal to change the name of this BA,BS program from "Management Information Systems" to "Information Systems" (to align the degree name with the new department name) and to require the completion of at least one emphasis. Two other proposals for additional emphases are also being separately submitted.

Labor Market Demand (if applicable)	Information Systems is an existing degree program with about 200 currently declared majors. The market for graduates in IS has continued to strengthen dramatically across the state and region, and cybersecurity is one of the most pressing IT needs across the private and public sector. *Forbes* reported in January that unfilled cybersecurity jobs are expected to reach 1.8 million by 2022, up 20% from 1.5 million in 2015. The demand for graduates with cybersecurity skills is dramatically growing in the state of Utah with the increasing numbers of individuals working from home and by the rapid growth in the Utah tech industry (for example, see https://gardner.utah.edu/wp-content/uploads/2019TechReportVol1.pdf and https://www.ksl.com/article/46494491/6-reasons-cybersecurity-will-be-a-top-utah-career-option-in-the-next-decade). Wage growth in tech grew by nearly 17% in Utah during 2018, and the industry as a whole supports nearly 1/5 of Utah's economy. The skills students acquire in the Cybersecurity emphasis will provide key opportunities to support Utah's expanding tech-based economy.
Consistency with Institutional Mission & Institutional Impact*	As Utah's land-grant institution, Utah State University is charged with the task of providing a holistic and well-rounded education that also address critical employer needs and economic opportunities in the state. Undergraduate students who complete the IS degree program with the Cybersecurity emphasis will combine their general education experience at USU with a focused program that will more directly align them with their professional goals and with Utah's workforce needs.
Finances*	All changes can be met through the redeployment of existing resources.

Section III: Curriculum (if applicable)

Program Curriculum Narrative	The IS degree program requires 57 core credits (46 for the Huntsman School and 11 credits specific to IS). An established emphasis will be required for all graduates from the IS program (pending approval of the separate R401 that has been submitted). This nine-credit emphasis in Cybersecurity will provide a valuable new option for students fulfilling the new IS emphasis requirement. The attached Program Curriculum and Degree Map outlines the entire degree, including the proposed Cybersecurity emphasis.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files 📂 icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: <u>Submit</u>

Click on the save all changes button below.

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

HSB - Data Analytics and Information Systems - Information Systems - Data Engineering Emphasis

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: <u>Turn</u> on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: <u>Select</u> the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*	HSB

DEPARTMENT (include all cross listed departments)*	Data Analytics and Information Systems

Current Title (if applicable)*	NA

Proposed Title*	Information Systems - Data Engineering Emphasis

Step 3: Enter the Correct CIP Code Using the Following Website: Classification

CIP Code (6-digits) *	11.0802

Minimum Number of Credits (if applicable) *	9	**Maximum Number of Credits (if applicable)** *	9

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

Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- ☐ Certificates of Completion
- ☐ Certificates of Proficiency
- ☐ Certificates of Proficiency - except Institutional Certificates
- ☑ Emphases within an Approved Degree
- ☐ Institutional Certificates of Proficiency
- ☐ K-12 Endorsements
- ☐ Minors
- ☐ Post-Baccalaureate and Post-Masters Certificates
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units

Reinstatement or Previously Suspended Administrative Units

☐ Other

Creation of Non-Administrative Units:	☐ New Center
	☐ New Institute
	☐ New Bureau
	☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council * ☐ Yes
☑ No

Council on Teacher Education * ☐ Yes
☑ No

Section I: The Request

R401 Purpose *

The purpose of this proposal is to establish an emphasis in Data Engineering within the IS undergraduate degree program.

Section II: Program Proposal

Proposed Action & Rationale*

As data and information tools have become increasingly critical in the private and public sector, the Data Analytics and Information Systems Department has significantly expanded curriculum in the management and processing of big data, and in data mining for information assurance. Organizing these courses into a dedicated emphasis will help students to better communicate their specific skills and competencies and align with employer needs. IS represents a relatively broad field, and establishing a Data Engineering track will also allow the DAIS Department to more effectively leverage the Huntsman School's career development resources in developing relationships with corporate recruiters.

It is important to note that "Data Engineering" (DE) represents a relatively new label that has been manufactured over the past decade within the private sector to describe a critical function in the business analytics pipeline. It does not at all represent an engineering discipline or subdiscipline in the conventional sense; i.e., the application of scientific principles to design and build machines or structures, or the use of natural resources for the benefit of humankind. DE is focused simply on the collection, cleaning, preparation, quality assurance, and management of data. It is an information-based endeavor that serves a supporting role in business processes. A recent search on the title "Data Engineer" in Glassdoor yielded over 80,000 postings. The listed job requirements illustrate the nature of the field and how it overlaps with Information Systems, with experience generally required in SQL, Agile project management tools, Python, JavaScript, web-based application program interfaces (API's), cloud architecture, general business functions and processes (for accounting, finance, marketing and so forth), and other key skills that are routinely covered as a part of the IS curriculum. (The two links provided below share additional insight into the rapid growth of this information discipline, illustrating in this case how the "Rationale" and "Labor Market Demand" for this proposal are closely intertwined.) Establishing a DE emphasis within the existing Information Systems degree will allow the Huntsman School and the DAIS department to respond directly to a market need that is wholly aligned with the DAIS mission. The distinction is further reflected in the Classification of Instructional Programs (CIP) code applied to this emphasis (11.0103), which falls broadly under "Information Sciences" and conforms closely to the categories of "Business Analytics" and "Data Analytics". There will be little or no academic overlap with any program in the College of Engineering.

Additional links:

From Smith Hanley Associates: [Why Data Engineers are More in Demand than Data Scientists](#)

From QuantHub: [Will Demand for Data Engineers Fuel a Talent Shortage in 2020?](#)

Note: The DAIS Department is simultaneously submitting a separate proposal to change the name of this BA, BS program from "Management Information Systems" to "Information Systems" (to align the degree name with the new department name) and to require the completion of at least one emphasis. Two other proposals for additional emphases are also being separately submitted.

Labor Market Demand (if applicable)

Information Systems is an existing degree program with about 200 currently declared majors. In response to market needs, the DAIS Department has expanded curriculum in the management and processing of big data, and in data mining for information assurance. While great attention has been paid to data analytics and data science, "data engineering" has emerged to describe a kind of software engineering that focuses deeply on data – data infrastructure, data warehousing, data mining, data modeling, data crunching, and metadata management. This follows the associated surge in demand for data engineer skills testing. As with the information summarized above from Glassdoor and other sources, LinkedIn's 2020 "Emerging Jobs Report" and Hired's "2019 State of Software Engineers Report" ranked Data Engineer jobs at a level of demand comparable to Data Scientist and Machine Learning Engineer. This market has continued to strengthen dramatically across the state and region. A recent report from the Kem C. Garner Policy Institute at the University of Utah demonstrated that the Utah tech industry is growing twice as fast as other industries in the state, and three times as fast as tech in other U.S. states (see https://gardner.utah.edu/wp-content/uploads/2019TechReportVol1.pdf). Wage growth in tech grew by nearly 17% in Utah during 2018, and the industry as a whole supports nearly 1/5 of Utah's economy. These needs are further delineated by the Utah Jobs Outlook, which anticipates that areas such as software development and applications, market research analysts, and management analysts are among the top five fastest growing occupations in Utah. This same report identifies these opportunities as among the best in Utah that require at least a bachelor's degree. The skills students acquire in the Data Engineering emphasis will provide key opportunities across these domains, all of which rely heavily on big data.

Consistency with Institutional Mission & Institutional Impact*

As Utah's land-grant institution, Utah State University is charged with the task of providing a holistic and well-rounded education that also address critical employer needs and economic opportunities in the state. Undergraduate students who complete the IS degree program with the Data Engineering emphasis will combine their general education experience at USU with a focused program in data technologies and strategies that will more directly align them with their professional goals and with Utah's workforce needs.

Finances*

All changes can be met through the redeployment of existing resources.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

The IS degree program requires 57 core credits (46 for the Huntsman School and 11 credits specific to IS). An established emphasis will be required for all graduates from the IS program (pending approval of the separate R401 that has been submitted). This nine-credit emphasis in Data Engineering will provide a valuable new option for students fulfilling the new IS emphasis requirement. The attached Program Curriculum and Degree Map outlines the entire degree, including the proposed Data Engineering emphasis.

Step 5: **Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: **Submit**

Click on the save all changes button below.

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

HSB - Data Analytics and Information Systems - Information Systems - Web Development Emphasis

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

> [Writing Guidelines/Suggestions](#)

> [USHE R401 Policy](#)

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: <u>Turn</u> on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: <u>Select</u> the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

> Select the College(s) this proposal involves.

> Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges) *	HSB
DEPARTMENT (include all cross listed departments) *	Data Analytics and Information Systems
Current Title (if applicable) *	NA
Proposed Title *	Information Systems - Web Development Emphasis

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

CIP Code (6-digits) *	11.0103

Minimum Number of Credits (if applicable)*	9	Maximum Number of Credits (if applicable)*	9

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

Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- ☐ Certificates of Completion
- ☐ Certificates of Proficiency
- ☐ Certificates of Proficiency - except Institutional Certificates
- ☑ Emphases within an Approved Degree
- ☐ Institutional Certificates of Proficiency
- ☐ K-12 Endorsements
- ☐ Minors
- ☐ Post-Baccalaureate and Post-Masters Certificates
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units

☐ Reinstatement of Previously Suspended Administrative Units

☐ Other

Creation of Non-Administrative Units:	☐ New Center
	☐ New Institute
	☐ New Bureau
	☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
    ☑ No

Council on Teacher Education* ☐ Yes
    ☑ No

Section I: The Request

R401 Purpose*

The purpose of this proposal is to establish an emphasis in Web Development within the IS undergraduate degree program.

Section II: Program Proposal

Proposed Action & Rationale*

Web development has long been a focus of the Data Analytics and Information Systems Department, with courses provided in web interface programming, electronic commerce, and web analytics. Organizing these courses into an emphasis will help students to better communicate their specific skills and competencies and align with employer needs. IS represents a relatively broad field, and establishing a Web Development track will also allow the DAIS Department to more effectively leverage the Huntsman School's career development resources in developing relationships with corporate recruiters.

Note: The DAIS Department is simultaneously submitting a separate proposal to change the name of this BA, BS program from "Management Information Systems" to "Information Systems" (to align the degree name with the new department name) and to require the completion of at least one emphasis. Two other proposals for additional emphases are also being separately submitted.

Labor Market Demand (if applicable)	Information Systems is an existing degree program with about 200 currently declared majors. The market for graduates in IS has continued to strengthen dramatically across the state and region. A recent report from the Kem C. Garner Policy Institute at the University of Utah demonstrated that the Utah tech industry is growing twice as fast as other industries in the state, and three times as fast as tech in other U.S. states (see https://gardner.utah.edu/wp-content/uploads/2019TechReportVol1.pdf). Wage growth in tech grew by nearly 17% in Utah during 2018, and the industry as a whole supports nearly 1/5 of Utah's economy. These needs are further delineated by the Utah Jobs Outlook, which anticipates that areas such as software development and applications, market research analysts, and management analysts are among the top five fastest growing occupations in Utah. This same report identifies these opportunities as among the best in Utah that require at least a bachelor's degree. The skills students acquire in the Web Development emphasis will provide key opportunities in the software and market research domains.

Consistency with Institutional Mission & Institutional Impact*	As Utah's land-grant institution, Utah State University is charged with the task of providing a holistic and well-rounded education that also address critical employer needs and economic opportunities in the state. Undergraduate students who complete the IS degree program with the Web Development emphasis will combine their general education experience at USU with a focused program in web technologies that will more directly align them with their professional goals and with Utah's workforce needs.

Finances*	All changes can be met through the redeployment of existing resources.

Section III: Curriculum (if applicable)

Program Curriculum Narrative	The IS degree program requires 57 core credits (46 for the Huntsman School and 11 credits specific to IS). An established emphasis will be required for all graduates from the IS program (pending approval of the separate R401 that has been submitted). This nine-credit emphasis in Web Development will provide a valuable new option for students fulfilling the new IS emphasis requirement. The attached Program Curriculum and Degree Map outlines the entire degree, including the proposed Web Development emphasis.

Step 5: **Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files ⊞ icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: <u>Submit</u>

Click on the save all changes button below.

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

CEHS - School of Teacher Education and Leadership - Education Paraprofessional Certificate of Completion

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

> [Writing Guidelines/Suggestions](#)

> [USHE R401 Policy](#)

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: <u>Turn</u> on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: <u>Select</u> the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

> Select the College(s) this proposal involves.

> Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges) *	CEHS
DEPARTMENT (include all cross listed departments) *	School of Teacher Education and Leadership
Current Title (if applicable) *	NA
Proposed Title *	Education Paraprofessional Certificate of Completion

Step 3: Enter the Correct CIP Code Using the Following Website: Classification

CIP Code (6-digits) *	13.0101

Minimum Number of Credits (if applicable) *	33	**Maximum Number of Credits (if applicable)** *	33

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

Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- ☑ Certificates of Completion
- ☐ Certificates of Proficiency
- ☐ Certificates of Proficiency - except Institutional Certificates
- ☐ Emphases within an Approved Degree
- ☐ Institutional Certificates of Proficiency
- ☐ K-12 Endorsements
- ☐ Minors
- ☐ Post-Baccalaureate and Post-Masters Certificates
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units

Reinstatement of Previously Suspended Administrative Units

☐ Other

Creation of Non-Administrative Units:
☐ New Center
☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*
☐ Yes
☑ No

Council on Teacher Education*
☑ Yes
☐ No

Section I: The Request

R401 Purpose*

The School of Teacher Education and Leadership (TEAL) requests the approval of an Education Paraprofessional Certificate of Completion.

Section II: Program Proposal

Proposed Action & Rationale*

The School of Teacher Education and Leadership provides bachelor's degrees leading to licensure in Elementary and Secondary Education. In discussions with school leaders about what the School could do to assist school districts with the current teacher shortage, the idea of a dynamic credentialing opportunity was broached as a solution to help districts "grow their own" teachers by supporting the career advancement of paraprofessional educators already working in the school. This certificate program was then developed through a collaborative task force representing the USU-Uintah Basin Campus, the School of Teacher Education and Leadership, and the Uintah and Duchesne School Districts. Initially to be instituted in these school districts, the certificate program is already attracting attention from other statewide campuses and will play an integral role in fulfilling the university's land-grant mission.

Labor Market Demand (if applicable)	Utah employs over 15,000 education paraprofessionals each year, assisting a teaching core of over 30,000 (Utah State Board of Education, USBE). The U.S. Office of Employment Statistics (OES) estimates that most employment of education paraprofessionals will be due to replacement rather than job growth, indicating that Utah will have about 550 openings per year. However, according to Utah Workforce Services (UWS), during the 2018-2019 school year, the demand in Utah was 1,210 openings, more than doubling the OES estimate. More than 1/3 of these openings (446) were off the Wasatch Front, even though counties not on the Wasatch Front comprise only about 12% of Utah's population. UWS data indicate there will be a greater demand for education paraprofessionals than any other education profession. The data should also be understood in the context of the high job turnover for teachers in Utah, with about 11% of teachers leaving the profession each year in the first three years (USBE), resulting in a general teaching shortage with 75% of Utah districts indicating that they started the 2019 school year without a teacher hired for every classroom.
	In response to the demand for teachers, many districts are searching for ways to "grow your own" teachers. Tapping into the paraprofessional ranks to provide a pathway to teacher licensure is one strategy for achieving this. For example, within the two school districts that participated in this collaboration, 106 individuals are serving as teachers without a teaching license, and these two relatively small districts are currently employing 396 paraprofessionals.
	Within TEAL, at the various stages of the elementary teacher preparation program, 33 current paraprofessionals are already enrolled. About 1/3 of these come from the single statewide section of the final course students take before being formally admitted to the program. These numbers indicate both an interest on the part of paraprofessionals advancing their careers, especially at the statewide campuses, and an audience that could be more effectively tapped by TEAL.

Consistency with Institutional Mission & Institutional Impact*

According to the USU mission statement, "A core characteristic of USU is engagement with communities and people in economic development, improvements to quality of life, and human capital." The Education Paraprofessional Certificate of Completion meets these purposes by providing the beginnings of a route to address the shortage of teaching professionals that primarily rural school districts often face. This program represents a "grow your own" solution to the teacher shortage problem. Initially to be piloted in the Uintah Basin, this program has the potential to affect teacher preparation at other statewide campuses and centers as well.

No similar certificate program exists at other USHE institutions. However, the U of U Neighborhood Partners currently has a "grown your own" program moving paraprofessionals into the teaching ranks that exclusively serves Salt Lake City School District. USU's program would serve districts across the state, especially focusing on USU statewide campuses and centers. Associate's degrees in Education are currently available at DSU, UVU, and WSU. The degrees at DSU and UVU both focus on Early Childhood Education preparing individuals for roles working with young children in settings such as "private and corporate centers, Head Start, and public education tuition preschools" (UVU Catalog). The WSU degree is a pre-major program that prepares students for later work in Elementary Education or Special Education. The USU program would be the only program in the state that focuses specifically on the needs of education paraprofessionals to enhance the knowledge and skills needed in that role, while providing a dynamic credentialing pathway that would permit the paraprofessional to make important career decisions along the way. Through the Certificate of Completion as an Education Paraprofessional, or through the Associate of Science in Education, the paraprofessional could choose to remain a highly qualified paraprofessional (with some districts already agreeing that paraprofessionals who achieve these benchmarks would receive wage enhancements), or they could determine to continue toward the bachelor's degree and teacher licensure, with all courses in the certificate and A.S. programs counting toward the bachelor's degree.

No faculty or staff structures will be impacted by the program and the program will be delivered only within USU's service area. Courses within the certificate program that are taught in other departments will not be impacted because only service courses already provided by these departments will be used, and participants will be absorbed into spaces already availalbe within the teacher preparation programs. Indeed, the impact will be positive in moving teacher preparation programs at USU closer to full capacity.

Finances *

In the implementation of the certificate program, part of the goal for teaching courses is to use local school district leaders or teachers to teach courses in the Paraprofessional Sequence (TEAL 1001, 1002, 1003, 1004, 1005) as well as other courses in the program (e.g., TEAL 1010). Local educators who teach one of these one credit courses would be paid at the $1,200 per credit rate within the budget of the hosting USU statewide campus.

In addition, if courses in the Paraprofessional Sequence are taught by USU statewide faculty, their compensation would be addressed through summer month salary at the established rate commensurate with their degree through the budget of hosting USU statewide campus.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

A Paraprofessional Task Force consisting of representatives from TEAL, USU-Uintah Basin, and local school districts developed this program. Because no standards for paraprofessionals, other than in the field of special education, were available, the task force developed standards that would be used for the development of the program. These development efforts included focus groups conducted with principals, teachers, and paraprofessionals from the two school districts. The standards were used for a curriculum mapping survey of TEAL's teacher preparation programs. From this, gaps between the standards and the programs were identified, and new courses focusing specifically on the needs of paraprofessionals were developed to address those gaps.

As a result, the curriculum will consist of five one-credit courses called the Paraprofessional Sequence. The courses in this sequence are Professional Relationships, Assessment for Paraprofessionals, Instructional Strategies for Paraprofessionals, Safe Schools, and Educator Self-Awareness.

The remaining 28 credits in the certificate will be filled by students completing their Communications Literacy, Quantitative Literacy and Intensive, and Breadth Education courses, as well as the initial courses in the Preparation Anchor section of TEAL's current teacher licensing prorgram (i.e., ELED 1010, HDFS 1500). This coursework is necessary as TEAL intends to eventually propose an associate's degree that will follow this certificate as part of a "dynamic credentialing" effort by the school.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files ⊞ icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

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

CEHS - Special Education and Rehabilitation Counseling - Certificate in Rehabilitation and Disability

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges) *	CEHS

DEPARTMENT (include all cross listed departments) *	Special Education and Rehabilitation Counseling

Current Title (if applicable) *	Certificate of Proficiency in Rehabilitation Counseling

Proposed Title *	Certificate in Rehabilitation and Disability

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) *	51.2310

Minimum Number of Credits (if applicable) *	16	**Maximum Number of Credits (if applicable)** *	23

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

Request

Step 4: <u>Select</u> the Type of Change Being Requested.

New Programs:
- ☐ Certificates of Completion
- ☐ Certificates of Proficiency
- ☐ Certificates of Proficiency - except Institutional Certificates
- ☐ Emphases within an Approved Degree
- ☐ Institutional Certificates of Proficiency
- ☐ K-12 Endorsements
- ☐ Minors
- ☐ Post-Baccalaureate and Post-Masters Certificates
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☑ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☑ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units
- ☐ Other

Creation of Non-Administrative Units:
- ☐ New Center
- ☐ New Institute
- ☐ New Bureau
- ☐ Other

Other: (explain change)

Additional Approvals (if applicable)

| Graduate Council* ☐ Yes | Council on Teacher ☐ Yes |
| ☑ No | Education* ☑ No |

Section I: The Request

R401 Purpose*

The Department of Special Education and Rehabilitation Counseling in the College of Education and Human Services is seeking a name change for the Certificate of Proficiency in Rehabilitation Counseling to clearly differentiate between the Master of Rehabilitation Counseling (61 credit hours) and the certificate-based program. The certificate is currently an 18-credit hour program. The department is seeking to adjust the number of credits required from 18 to 16-23.

Present Name: Certificate of Proficiency in Rehabilitation Counseling consisting of 18 credit hours.

Proposed Name: Certificate in Rehabilitation and Disability consisting of 16-23 credit hours.

Section II: Program Proposal

Proposed Action & Rationale *

Presently, Utah State University offers a master's degree in Rehabilitation Counseling and a Certificate of Proficiency in Rehabilitation Counseling.

The certificate program is a way for students to become eligible for the Certified Rehabilitation Counselor (CRC) exam administered through the Commission on Rehabilitation Counselor Certification (CRCC). This is a national certification exam and many state agencies serving people with disabilities require this credential.

Additionally, at the national level, the Category R route for CRC eligibility was discontinued by the CRCC, and replaced with a course structure consisting of seven content areas. These seven content areas are addressed in the eight courses offered in the USU Rehabilitation and Disability Studies certificate and students are able to select and enroll in the courses they need for exam eligibility. Depending upon the individual student need, this could range from 16-23 credits. The program is currently 18 credit hours.

Some students were confusing the name of the old certificate with having a full degree in counseling. This is not the case. The name change will help differentiate the two programs and add a measure of emphasis on the actual master's degree. This will also help to clearly differentiate between the two programs for our accreditation body. It will show that the certificate program is a recognized program of study through USU leading to national certification, but still separate from the actual master's degree.

USU and its students will benefit from greater clarity on the two programs and their purpose. The program itself will benefit because we will be able to clearly market the two programs and their differences. Potential students will benefit from the clear distinction and be able to choose the one best suited to their needs.

Labor Market Demand (if applicable)

The labor market is very strong and the following employment information was taken from O*Net on line.

Utah

Employment (2016)	Projected employment (2026)	Projected growth (2016-2026)	Projected annual job openings (2016-2026)
670 employees	840 employees	25%	90

United States

Employment (2018)	Projected employment (2028)	Projected growth (2018-2028)	Projected annual job openings (2018-2028)
119,700 employees	131,500 employees	10% (faster than average)	14,000

Consistency with Institutional Mission & Institutional Impact*

This program is a distanced-based program and accessible to students in Utah and across the nation. Many of our students come from the rural parts of Utah (e.g., Blanding, Price, Moab, etc.). There are no other rehabilitation counseling programs in the state of Utah. The current faculty and staff structures are not impacted by this name change.

Finances*

There is no cost for the name change. All courses are part of the existing master's degree curriculum. There will be little to no impact on facilities and equipment and we do not anticipate any budgetary impact.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

The curriculum will be built upon existing graduate courses and consists of anywhere from 16-23 credits. The current certificate program is 18 credits. The variability in credits stems from a need for each student to demonstrate coursework in seven content areas outlined by the CRCC. Students with an existing master's degree will enroll in a combination of the courses outlined below with a program of study individualized to help them meet eligibility requirements for the Certified Rehabilitation Counselor (CRC) exam. Students will take 16-23 credits from the following courses:

REH 6100 - Professional Counseling Orientation (3 credits)

REH 6110 - Medical Aspects of Disability (3 credits)

REH 6120 - Psychosocial Aspects of Disability (3 credits)

REH 6150 - Rehabilitation Services and Resources (2 credits)

REH 6160 - Career Development, Analysis and Placement (3 credits)

REH 6190 - Vocational Assessment in Rehabilitation Counseling (3)

REH 6200 - Theories of Counseling (3 credits)

REH 6230 - Introduction to Research in Rehabilitation Counseling (3 credits)

Step 5: <u>Attach</u> (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files ⊞ icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: <u>Submit</u>

Click on the save all changes button below.

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

CHASS - Center for Intersectional Gender Studies & Research - Women and Gender Studies Minor - Discontinued

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: <u>Turn</u> on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: <u>Select</u> the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges) *	CHASS

DEPARTMENT (include all cross listed departments) *	Center for Intersectional Gender Studies & Research

Current Title (if applicable) *	Women and Gender Studies Minor

Proposed Title *	Women and Gender Studies Minor - Discontinued

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

CIP Code (6-digits) *	05.0207

Minimum Number of Credits (if applicable) *	18

Maximum Number of Credits (if applicable) *	18

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

Request

Step 4: **Select** the Type of Change Being Requested.

New Programs:
- ☐ Certificates of Completion
- ☐ Certificates of Proficiency
- ☐ Certificates of Proficiency - except Institutional Certificates
- ☐ Emphases within an Approved Degree
- ☐ Institutional Certificates of Proficiency
- ☐ K-12 Endorsements
- ☐ Minors
- ☐ Post-Baccalaureate and Post-Masters Certificates
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☑ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
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- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units

☐ Reinstatement of Previously Suspended Administrative Units

☐ Other

Creation of Non-Administrative Units:
☐ New Center

☐ New Institute

☐ New Bureau

☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*
☐ Yes

☑ No

Council on Teacher Education*
☐ Yes

☑ No

Section I: The Request

R401 Purpose*

We are requesting to discontinue the Women and Gender Studies (WGS) minor currently offered. New academic programs, including two new minors and a certificate of proficiency, in the re-envisioned Center for Intersectional Gender Studies and Research will replace the WGS minor beginning in Fall 2021.

Section II: Program Proposal

Proposed Action & Rationale*	We propose discontinuing the Women and Gender Studies minor, which will be replaced by two new minors and a certificate of proficiency program. These new programs will be housed in the new Center for Intersectional Gender Studies and Research. The new programs include a minor in Intersectional Gender Studies, a minor in Sexuality Studies and a Certificate of Proficiency in Inclusive Leadership.

In February 2019, USU established taskforce to evaluate the current state of USU's gender programming. The taskforce, which included faculty, staff and administrators, was charged with assessing existing programs and developing a vision for increasing the impact of gender studies and research at USU. The taskforce recommendations were informed by an exhaustive review of programs at peer and leading institutions and broad engagement with faculty, staff and student stakeholders. This work guided the re-branding of the Center, the development of new programs and the design of new curriculum.

The new identity and structure of the Center reflects best practices at peer and leading institutions including a focus on interdisciplinary teaching and research centered on the concept of intersectionality. The renewed mission of the Center is to advance interdisciplinary research, support inclusive teaching practices and provide outstanding instruction. As such, we will discontinue existing WGS programs and classes and replace them with new academic programming under the name of Intersectional Gender Studies and Research.

Labor Market Demand (if applicable)	N/A for termination of a program.

Consistency with Institutional Mission & Institutional Impact*	The new certificates and minor replacing the Women and Gender Studies minor fully support USU's mission, which includes cultivating diversity of thought and culture. Core curricular areas of these academic programs include: (1) race/ethnicity and indigenous studies; (2) gender, sexuality and the body; (3) global and transnational issues; and (4) science, technology and the environment. Core thematic areas also include: (1) community engaged leadership; (2) understanding conflict, power and difference; and (3) inclusive leadership skills and perspectives. Therefore, we will continue providing students with interdisciplinary training across these thematic areas, thus preparing students to think critically about social, political and economic issues that they confront as citizens, workers and scholars.

Finances*	New programs replacing the Women and Gender Studies minor are fully funded by the Office of the Provost and the College of Humanities and Social Sciences.

Section III: Curriculum (if applicable)

Program Curriculum Narrative
N/A

Step 5: <u>Attach</u> (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files ⊞ icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: <u>Submit</u>

Click on the save all changes button below.

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

CHASS - English Journalism and Communication - Digital Writing and Publication - Certificate of Proficiency

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: <u>Turn</u> on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: <u>Select</u> the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*	CHASS

DEPARTMENT (include all cross listed departments)*	English Journalism and Communication

Current Title (if applicable)*	not applicable

Proposed Title*	Digital Writing and Publication - Certificate of Proficiency

Step 3: <u>Enter</u> the Correct CIP Code Using the Following Website: [Classification](#)

CIP Code (6-digits) *	23.1301

Minimum Number of Credits (if applicable) *	18	**Maximum Number of Credits (if applicable)** *	18

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

Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- ☐ Certificates of Completion
- ☑ Certificates of Proficiency
- ☐ Certificates of Proficiency - except Institutional Certificates
- ☐ Emphases within an Approved Degree
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- ☐ Minors
- ☐ Post-Baccalaureate and Post-Masters Certificates
- ☐ Other

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- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units

Reinstatement or Previously Suspended Administrative Units

☐ Other

Creation of Non-Administrative Units: ☐ New Center

☐ New Institute

☐ New Bureau

☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes

☑ No

Council on Teacher Education* ☐ Yes

☑ No

Section I: The Request

R401 Purpose*

We are requesting permission to create a Certificate of Proficiency in Digital Writing and Publication. The proposal uses existing courses and faculty across departments and develops a certificate that will enhance job prospects for students in any major.

Section II: Program Proposal

Proposed Action & Rationale*

More than anything, the past six months have taught us the importance of virtual space in creating community, opportunity, connection and growth. The pandemic has turned us toward technology and virtual communication in ways that no one could have predicted. Internet use alone has increased 70% since March. And while nothing is certain at all, we do know with certainty that life will never be the same again. Historically, lists of necessary skill sets for undergraduates seeking jobs have placed oral and written communication at the top. Now more than ever, the ability to communicate needs to happen online. The Certificate of Proficiency in Digital Writing and Publication seeks to give all majors the opportunity to learn the skills needed to communicate effectively across media and to do so with an understanding of the importance of telling stories and telling them well. Currently, students might learn to write within their major or to appeal to an online audience that is known, but they often don't have a way to step back and consider the question of audience more broadly and the kinds of craft elements and tools that strong writers wield. While these students don't have time to undertake a second major in the area of writing or digital media, they do already possess the content knowledge in their discipline. What they need are the skills that will allow them to meet the world virtually. A Certificate of Proficiency in Digital Writing and Publication will be a considerable resource to students who seek careers that involve written and/or digital components. Additionally, it will provide a formal acknowledgement and validation for students who need to differentiate themselves from other job applicants. Faculty and advisors across campus have expressed support for this certificate as it will fulfill the needs and desires of students across the university.

Labor Market Demand (if applicable)

The pandemic has highlighted a growing trend in modern employment: the employees of the future (our current and future students) will need to demonstrate flexibility and nimbleness in meeting market demands throughout their careers. Training in digital communication and publishing is central to achieving such agility. As more and more businesses and retailers close their brick-and-mortar stores, the number of online retailers increases, with two million in the US alone. In addition, for small businesses to remain afloat, they often choose to move online. A recent study found that close to 40% of small businesses in the US do not have websites. That will clearly need to change if they are to remain solvent. We will need a cadre of professionals who have strong content backgrounds as well as the skills needed to turn their knowledge into stories—whether they are working for businesses, non-profits, government, or education.

Consistency with Institutional Mission & Institutional Impact*

The mission of Utah State University is to be student-centered in terms of academics, but also to then serve "the public through learning, discovery, and engagement." We have a commitment to make sure our students learn what they need to learn so that they can then move out into the world. Communicating with others and the ability to foster communication is at the center of what we do in higher education. This certificate will facilitate the university's mission to put students first so that they can then engage with the world around them.

Finances*

        This certificate of proficiency will be created using existing courses across two departments. No new financial resources are needed.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

This certificate of proficiency will be housed and administered in the College of Humanities and Social Sciences and the Department of English. It will incorporate classes from two areas of emphasis within English as well as the Department of Journalism and Communication.

The certificate will draw on three areas in the College of Humanities and Social Sciences, specifically Journalism and Communications (JCOM), Technical Communication and Rhetoric (TCR), and Creative Writing CW). Students will be required to complete eighteen credits, including nine credits from a list of core classes, with one core class from each area: Journalism and Communications (JCOM), Technical Communication and Rhetoric (TCR), and Creative Writing (CW). The core is meant to ensure that students are participating in all three areas brought together in the certificate. The core classes will begin to give students some common terminology as well as shared experiences that they can then take into the second half of their certificate.

Students will then take an additional nine credits from either core or elective courses in the three areas. Students may count a three-credit internship as part of those nine additional credits. Whether the additional nine credits include an internship or not, the credits must come from at least two of the three areas. Again, we want to ensure that students are benefitting from the expertise and skills that all three areas offer. Students must earn a C or better in courses they are counting toward the certificate. See the attached program curriculum for a list of core and elective classes.

Each of the three areas offers specific and complementary skills that, when combined, give students the tools and the rationale for making intentional choices in language and presentation. Because they are working across and between fields, students are encouraged to excavate connections in language and media that would be impossible if limited to only one field. Below, we lay out the skills developed in each area, but the strength of the certificate is in how skills become multiplied exponentially when acquired at points of intersection.

- From the TCR courses, students will learn to write for workplace purposes and audiences; they will become familiar with current communication technologies, including photo manipulation software, and learn their ethical implications for social justice; they will learn how to write for social media, build websites, and design and edit accessible documents that meet the needs of a wide variety of users (including people with disabilities); and they will learn how to work collaboratively on design teams and manage communication projects.

- Journalism and Communications courses lay a theoretical foundation for

understanding mass communication. Beyond studying theory, though, these classes offer hands-on learning of practical skills for developing stories and conveying complex information in accessible ways. JCOM courses in this certificate emphasize multimedia communication for dissemination of information across a wide range of platforms.

- Creative writing courses will teach students to both establish and disrupt a narrative or story arc; select details that convey both story and deeper subject; launch metaphors and images that connect the concrete and abstract; wed form to content through understanding of genre and audience; give and receive meaningful feedback; revise based on feedback; and refine language and syntax to say more with less.

Again, the idea behind this structure is to ensure that students work in the places of overlap, to see, most broadly, the relationship between purpose and audience and to know which tools work best given their chosen audience. Because they have worked at the crossroads of fields, they are then also able to articulate and translate to potential employers the benefit of always asking about both function and beauty. Each of these three areas in the college are very popular with students. Undergraduates see the value of each area but all too often have to make a choice in following one path and not the others. This certificate gives them the opportunity to combine the content knowledge of their major with the aesthetic, technical, and professional tools offered in areas they might not typically have access to. While some students in this certificate may be majoring in one of the three areas of the certificate, the certificate itself is aimed at all students across the university as a way to meaningfully present their knowledge, through digital media, to an audience that may or may not be in their field.

Thumbnail sketches of courses offered in the certificate:

TCR Core courses:

ENGL 3400: Writing for the Workplace (CI)

Students are introduced to professional workplace writing, transitioning from writing for academic audiences to writing workplace documents. Students design and write professional documents, synthesize and evaluate arguments on technology and society, and collaborate in teams to present technical information.

ENGL 3410: Digital Writing Technologies

Teaches students how to learn writing technologies used by professional communicators, including photo manipulation software, advanced document design software, basic HTML and CSS, and screencasting tools.

ENGL 4400: Professional Editing (CI)

Students learn editing of technical and scientific documents; working with deadlines, levels of editing, and editing marks; working with groups of editors and clients; and revising document design.

JCOM Core courses:

JCOM 2030—Multimedia Boot Camp

Provides the basics of digital multimedia skills.

JCOM 2220—Introduction to Video Media

Introduction to the theories and practice of video production and functions in broadcasting and the electronic mass media, including concepts, techniques, and impacts of various video approaches.

JCOM 2400—Introduction to Social Media

This course addresses the history of social media platforms, the theoretical foundations for persuasion, message creation, and community building, and the ethical responsibilities of public communication. Students learn to analyze audiences across platforms and decide on the strongest messaging.

CW Core courses:

ENG 3420: Fiction Writing

Covers the basic elements of writing fiction: form, structure, plot, theme, characterization, dialogue, point of view, and imagery.

ENG 3430: Poetry Writing

Covers the basic elements of writing poetry: language, detail, voice, tone, literal and figurative imagery, rhythm, open and closed form, structure and theme.

ENG 3440: Creative Nonfiction Writing

Focuses on the essay as creative nonfiction, emphasizing persona, audience, purpose, tone and style. Students study difference between fiction and nonfiction. Goal is to write publishable nonfiction.

TCR Elective courses:

ENGL 4410: Document Design and Graphics

Teaches design principles, color theory, typography, and graphics. Students learn to analyze and improve the design of existing documents, as well as to design new documents to meet stakeholders' needs. Prerequisite/Restriction: ENGL 3410

ENGL 4900: Internship/Cooperative Work Experience

Offers credit for professional experience obtained outside the classroom, prior to

graduation. Requires statement of professional goals and summary report following the

experience. Prerequisite/Restriction: Permission of department.

ENGL 5400: Technology and Activism

Students examine the role of ethics and social justice in the use and development of technology, learning to connect theory and heuristics with user advocacy and decision making. Topics, which vary by instructor, have included digital democracy and hacktivism, gender and technology, and accessibility.

ENGL 5410: Digital and Social Media

Examines digital media genres, providing opportunities for students to apply theories and best practices in developing many types of digital documents. Topics, which vary by instructor, have included social media marketing, writing for people with disabilities, writing for the gaming industry, and international professional communication. Prerequisite: ENGL 3410 with grade of B- or better.

ENGL 5420: Project Management in Technical Communication

Students study project management strategies involving and affecting diverse groups of stakeholders. Students learn how gender, race, culture, age, ideology, and socioeconomic class influence the design, execution, and outcomes of projects. Topics vary by instructor. Prerequisite: ENGL 3400 with grade of B- or better.

JCOM Elective Courses:

JCOM 3110—Feature Writing (CI)

Intensive feature-writing course emphasizing the research, writing, editing, and marketing of articles for magazines, newspapers, online sites, and other publications.

JCOM 3140—Opinion Writing (DSS)

Study and practice of persuasive editorial and opinion writing for the mass media.

JCOM 4010—Mass Communication Ethics (DSS)

Study of ethical systems and philosophies and their applications to the practice of mass communication.

JCOM 4020—Mass Media and Society (DSS)

Study of theories and practice of the impact of mass media in conjunction with other social institutions: political, social, cultural, ideological, economic, and religious.

NOTE: Depending on how this is taught, it could be a good fit for the certificate, but other courses listed for this cluster might be more relevant.

JCOM 4030—Mass Media Law (DSS)

A comprehensive exploration of mass communication law. The course examines media rights of free expression and both the history and applicability of First Amendment protections. The courses discusses the structure and functioning of the U.S. court system, defamation, trademark, copyright, access to information, and other related topics and themes.

JCOM 4410—Gender and the Mass Media (CL2)

Examines the nature of gender-based images in a variety of mass media, from advertising to magazines, television, and film. Analysis of gender stereotypes and portrayals in news and entertainment media, along with resulting social impacts. Prerequisites: junior standing or instructor permission.

JCOM 4510—Communication Internship

Supervised, real-world training and practice in communication work places, including news and business environments.

JCOM 5400—Social Media Analytics and Client Management

This course prepares students to run professional social media accounts through an immersion in cross-platform storytelling. Students learn social-media tools and use skills in research, videography, graphic design, and writing to create messages for social media platforms.

CW Elective courses:

ENGL 3420: Fiction Writing

Covers the basic elements of writing fiction: form, structure, plot, theme, characterization, dialogue, point of view, and imagery.

ENG 3430: Poetry Writing

Covers the basic elements of writing poetry: language, detail, voice, tone, literal and figurative imagery, rhythm, open and closed form, structure and theme.

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Step 5: <u>Attach</u> (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: <u>Submit</u>

Click on the save all changes button below.

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

CHASS - Sociology, Social Work and Anthropology - Social Analytics - Certificate of Proficiency

4.1.a R401 Abbreviated Program Proposal

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> [USHE R401 Policy](#)

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> Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges) *	CHASS

DEPARTMENT (include all cross listed departments) *	Sociology, Social Work and Anthropology

Current Title (if applicable) *	Not Applicable

Proposed Title *	Social Analytics - Certificate of Proficiency

Step 3: <u>Enter</u> the Correct CIP Code Using the Following Website: [Classification](#)

CIP Code (6-digits) *	45.0102

Minimum Number of Credits (if applicable) *	18	**Maximum Number of Credits (if applicable)** *	24

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

Request

Step 4: Select the Type of Change Being Requested.

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- ☑ Certificates of Proficiency
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☐ Reinstatement of Previously Suspended Administrative Units

☐ Other

Creation of Non-Administrative Units:

☐ New Center

☐ New Institute

☐ New Bureau

☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council *
☐ Yes
☑ No

Council on Teacher Education *
☐ Yes
☑ No

Section I: The Request

R401 Purpose *

We are requesting permission to create a Certificate of Proficiency in Social Analytics in the College of Humanities and Social Sciences at Utah State University. This certificate will be housed in the Department of Sociology, Social Work, and Anthropology and made available to all undergraduate students in CHaSS and across the university.

Section II: Program Proposal

Proposed Action & Rationale*

The College of Humanities and Social Sciences offers courses in social research methodologies and techniques of data analysis in many of its programs. These courses teach students a wide range of skills, including representative sampling methodologies for human populations, questionnaire design strategies, statistical methods that are most relevant to social data, and techniques for the analysis of demographic data. Many of these methods (e.g., Total Design Survey Methods) and types of analysis (e.g., Social Network Analysis) were developed by sociologists and other social scientists to address special research challenges in these disciplines. This rich heritage overlaps with yet is distinct from traditional fields like statistics and emerging ones like data science. Nevertheless, there is currently no framework that encourages students to take courses in social research methods and types of analysis (i.e., Social Analytics) beyond those specified as minimum degree requirements. This Certificate of Proficiency will address that limitation by providing the structure, mentoring, and incentive needed to encourage students to take additional coursework to facilitate a deeper understanding and the acquisition of new skillsets in Social Analytics. Given the sometimes overlapping and interdisciplinary nature of these methods, students may take some courses outside of the College of Humanities and Social Sciences, allowing them to explore new areas and tailor the program to their own interests. A Certificate of Proficiency in Social Analytics will enable students to become more proficient in the collection, management, and analysis of social data, preparing them to enter a labor market where these skills are in high demand.

Labor Market Demand (if applicable)

There is tremendous labor market demand for individuals who understand how to collect, manage, and analyze social data. These positions include but are by no means limited to survey researchers, population scientists, analysts in health care and public health agencies, database managers, and focus group specialists. At any given time, there are >100 jobs in these fields in the state of Utah alone. To illustrate, a keyword search for "survey research" revealed 123 open positions in the state of Utah on October 2, 2020 (https://www.indeed.com/). This is just one of many areas of technical competency that will be addressed by the Certificate of Proficiency in Social Analytics.

Consistency with Institutional Mission & Institutional Impact*

As Utah's land-grant institution, Utah State University is charged with the task with providing a holistic and well-rounded education that also addresses critical employer needs and economic opportunities in the state. Undergraduate students who complete the certificate in Social Analytics will be well positioned to address those needs and capitalize on excellent job opportunities involving the collection, management, and analysis of social data. In addition, they will have the education necessary to detect inappropriate uses of social analytics and adjudicate between competing arguments in the marketplace of ideas.

Finances*

Because the certificate in Social Analytics is based on existing curricula, it will not require any new financial resources.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

The Certificate of Proficiency in Social Analytics will be housed and administered in the College of Humanities and Social Sciences and the Department of Sociology, Social Work, and Anthropology. However, it will incorporate classes from across CHaSS as well as other colleges to give maximum flexibility to students from a variety of programs.

The certificate will include two core required classes. These classes cover essential research methods and statistical techniques used across a range of social sciences. This certificate will require students to identify a mentor to help select elective coursework and craft strategies to use the certificate to maximum benefit after graduation. Elective coursework will span a range of topic areas, both in CHaSS and other colleges at USU, including: geographic information science; applied demographic analysis; ethnographic methods; big data modeling; and programming for statistical software such as SAS and R. Finally, students will have the option of taking up to three credits of independent study with their certificate mentor, providing them with additional flexibility to tailor the certificate to individual student needs and interests. See the attached program curriculum for details.

The overarching motivation for the development of this certificate is the lack of a framework to encourage students in the social sciences to take courses in Social Analytics beyond those specified as minimum degree requirements. In developing the program curriculum for this Certificate of Proficiency, we have worked with and received support and approval from Dean Joe Ward in CHaSS, Acting Dean Jamison Fargo in Education, Christopher Corcoran (Department Head in Data Analytics and Information Systems), and other stakeholders across the university.

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CHASS - Sociology, Social Work and Anthropology - Department of Social Work

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Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges) *	CHASS

DEPARTMENT (include all cross listed departments) *	Sociology, Social Work and Anthropology

Current Title (if applicable) *	NA

Proposed Title *	Department of Social Work

Step 3: <u>Enter</u> the Correct CIP Code Using the Following Website: Classification

CIP Code (6-digits) *	44.0701

Minimum Number of Credits (if applicable) *	0	**Maximum Number of Credits (if applicable)** *	0

Type of Degree: (BA, BS, etc.) *	N/A

Request

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Reinstatement of Previously Suspended Administrative Units

☐ Other

Creation of Non-Administrative Units:	☐ New Center
	☐ New Institute
	☐ New Bureau
	☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*
☐ Yes
☑ No

Council on Teacher Education*
☐ Yes
☑ No

Section I: The Request

R401 Purpose*

The purpose of this request is to create a new Department of Social Work by dividing the Department of Sociology, Social Work and Anthropology into the Department of Social Work and the Department of Sociology and Anthropology.

Section II: Program Proposal

Proposed Action & Rationale*

The College of Humanities and Social Sciences proposes this action to enhance the effectiveness and efficiency of academic program administration. This restructuring will better serve the needs of our students and the faculty in these diverse disciplines as will be explained below.

The Department of Sociology, Social Work and Anthropology (SSWA) is an unusual conglomeration of disciplines and programs that is not often found at other universities. The growth experienced by all three programs during the past decade, Social Work in particular, has resulted in a large department that is increasingly difficult for one department head to manage effectively. In 2008, the department had fewer than 30 benefitted faculty; as of fall 2020, this number has grown to 53.

The bulk of this growth has occurred in the Social Work program which has grown from 5 to 20 benefitted faculty plus one full-time staff member. These faculty members are located at campuses in Logan, Brigham City, Kaysville, Tooele, Price, Moab, Blanding, and the Uintah Basin. Most of this increase is tied to the addition of a Master of Social Work (MSW) program in 2008, as well as to extending the undergraduate degree to six statewide campuses in 2010 (both initiatives were funded by House Bill 185). Two of the eleven social work faculty hired were added in 2020 as part of a legislative appropriation specifically to support the growth of the MSW program to help meet the skyrocketing demand for mental health professionals in Utah.

In the last decade, the Sociology program grew from 15 to 22 faculty members with the majority of this growth due to the merger between the College of Eastern Utah and USU which brought the Associate of Criminal Justice degree program and its faculty to the Sociology program. During this same time frame Anthropology added three faculty members to support a new graduate program in Archaeology and Cultural Resource Management as well as the expansion of the minor that is now offered to students at statewide campuses through online and interactive video conference (IVC) classes.

The growth in the number of faculty attached to the SSWA department has been driven by increased demand for all the SSWA degree programs. The demand for Social Work degrees, in particular, has grown substantially. The first MSW cohort (2008) numbered 74. In 2020, that number had increased to 131—one of the largest graduate programs at USU. The number of MSW students is expected to increase to 200 in the next 5 years- an expansion made possible through the 2020 legislative appropriation. In approximately the same number of years, the undergraduate program has grown from around 100 juniors and seniors to 150. This number increases to more than 300 if pre-majors and students pursuing a minor are included. This increase equates to a 77% growth rate in the MSW program and a 50% growth rate in the BSW program. The Social Work program has also grown in complexity by adding the I-System Institute, the Transforming Communities

Initiative, and the Sexual Assault and Anti-Violence Information (SAAVI) clinic to its portfolio.

Social work programs that are embedded in multidisciplinary departments are increasingly rare. Among our five Utah peer institutions, USU and UVU are the only programs that are not their own stand-alone departments, schools, or colleges. Among our land-grant peers, USU's social work program is likewise an anomaly. At the eleven land-grant peer comparisons in the region, only one other is embedded in a department that resembles SSWA. In part this occurs because Social Work is a professional degree program with unique needs and considerations for growth and success. For example, social work programs are accredited by the Council on Social Work Education (CSWE) and operate from a competency-based teaching and learning model. (During the most recent visit by CSWE commissioners, they remarked that it was highly unusual for a social work program of this size to not be a stand-alone department.) Additionally, as a professional program, Social Work interfaces differently with the graduate school as compared with the Sociology and Anthropology programs. Moreover, Social Work degrees require a substantial field experience component that is essential to preparing professionals to fill critical roles in human service and mental health agencies in Utah communities.

The Social Work program's unique administrative needs, combined with an increasing administrative burden as it and the rest of the SSWA Department faculty size has grown sharply, point to the need for this change in organizational and leadership structure. As the field of social work evolves, so too has social work education. It is shifting to more integrated models of service with an accompanying increased demand for skilled social work professionals in a broad range of settings and sectors. Social Work needs an autonomous department head who has the capacity to focus on maintaining the program's positive trajectory and engage key statewide stakeholders that are critical to the program's mission. Similarly, the Sociology and Anthropology programs need a department head who has the capacity to focus on their unique needs and missions.

The current Department Head, Professor Derrik Tollefson, will be stepping down from his role at the end of the 2020-21 academic year, thus now is an ideal time to provide for greater administrative focus and efficiency within each of the proposed departments. The restructuring will facilitate a stronger, clear base on which to build communities for the students, faculty and alumni of the various programs.

The Social Work department name was voted on and approved by the faculty who will belong to this new department. The name is common in the field and will be readily recognizable to students, community partners, and peer institutions. This department will have 20 faculty members including three full professors, seven associate professors, and ten assistant professors (3 tenure-track and 7 clinical-track) plus two full-time staff members (MSW program Admissions and Recruitment Coordinator and the I-System Institute Associate Director who is funded by a privately funded endowment). As mentioned above, in fall 2020 Social Work had more than 300 students pursuing a social work major or minor and 131 graduate students—a number that is expected to grow to

more than 200 in the near future.

The name Department of Sociology and Anthropology is simply a merger of the two remaining programs in the original department. Based on current numbers, this department will have 32 faculty members, including eight full professors, four associate professors, 15 assistant professors, three full-time lecturers, one research assistant professor, and two professors of professional practice (one of these also serves as Director of the Anthropology Museum). In fall 2020 the Sociology program had 119 sociology majors, 100 sociology/criminal justice emphasis majors, 178 minors, and 130 pursuing the Associate of Criminal Justice degree. Anthropology has 98 majors, 29 minors, 6 pursuing the Native American Studies minor, 15 enrolled in the Museum Studies certificate program, and 16 graduate students.

| Labor Market Demand (if applicable) | National and regional studies indicate strong growth in demand in the foreseeable future for social workers who have a social work degree from an accredited program. The U.S. Department of Labor estimates that nationwide demand for social workers will grow much faster than average (increase 13 percent) in the next decade (DOL, 2020). Job prospects are expected to be particularly robust in rural areas and in the medical, substance abuse, school, and private practice arenas. The job outlook in Utah reflects these national projections. The Utah Department of Workforce Services predicts positive job growth for social workers overall, rating the overall outlook a 4 on a 5-point scale (Utah Department of Workforce Services, 2020). |

Recognizing the acute need for more social workers in the state, the Utah Legislature appropriated $324,800 in ongoing funding to support the growth of USU's social work program during the 2020 session. The Social Work program expects to increase the number of students graduating with an MSW degree by 40% over the next five years.

| Consistency with Institutional Mission & Institutional Impact* | This is an administrative structural change to the academic programs within the College of Humanities and Social Sciences. This restructuring will allow for greater focus on the specific needs of the students in these disparate programs and is fully in line with the mission of Utah State University. Moreover, elevating Social Work from a program to a department will increase its visibility on campus and in Utah, which will facilitate recruitment/growth, alumni and stakeholder engagement, and positive impacts on communities across the state. As its own department, Social Work will benefit from leadership that is laser-focused on its growth and success in training social work professionals that are critical to the health and well-being of Utahns. The change will also provide Social Work with its own 'seat at the table' in college-wide discussions, making it easier for the Dean of the College of Humanities and Social Sciences, who strongly supports this proposal, to understand its needs and to advocate on its behalf in university-level discussions. |

Finances*

The restructuring action is not creating new programs, so the funds currently supporting these programs will be reallocated in a manner that continues to support their implementation and will not require new fiscal resources. There will be two new department heads hired through internal searches, and the college is already positioned to make these hires with existing resources. More specifically, the new department head positions will be funded by 1) the current department head's salary, and 2) shifting salaries used for administrative stipends given to program directors in Social Work, Sociology, and Anthropology. (The program director positions will essentially be merged with the new department head positions.) The current staff positions will be retained and assigned to each department in ways that allows the functions of each department to be supported.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

Not applicable.

Step 5: **Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files ⊞ icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: **Submit**

Click on the save all changes button below.

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

College of Humanities and Social Sciences Jon M. Huntsman School of Business - Languages, Philosophy and Communication Studies Political Science Economics and Finance

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*	College of Humanities and Social Sciences
	Jon M. Huntsman School of Business

DEPARTMENT (include all cross listed departments)*	Languages, Philosophy and Communication Studies	Political Science
	Economics and Finance	

Current Title (if applicable)	

Proposed Title Philosophy Politics and Economics Certificate

Step 3: <u>Enter</u> the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) 30.5101
*

Minimum Number of Credits (if applicable) * 18

Maximum Number of Credits (if applicable) * 18

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

Request

Step 4: <u>Select</u> the Type of Change Being Requested.

New Programs:
- ☑ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- ☐ New Certificates of Completion
- ☐ New Post-Baccalaureate and Post-Masters Certificates
- ☐ New Minors
- ☐ New Emphases within an Approved Degree
- ☐ New K-12 Endorsements
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:

- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units
- ☐ Other

Creation of Non-Administrative Units:

- ☐ New Center
- ☐ New Institute
- ☐ New Bureau
- ☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*
- ☐ Yes
- ☑ No

Council on Teacher Education*
- ☐ Yes
- ☑ No

Section I: The Request

R401 Purpose*

To create a proficiency certificate in Philosophy, Politics, and Economics (PPE) for students at USU.

Section II: Program Proposal

Proposed Action & Rationale*

A certificate of proficiency in Philosophy, Politics, and Economics (PPE) will introduce students to the principal texts that have defined these disciplines. USU students typically have technical and specialized skills in one of these three areas of study but too often they lack a general understanding of the ideas that have defined the foundations of the disciplines. If students have been exposed to such ideas it is usually only in a piecemeal or superficial fashion, based on incomplete and second or third-hand accounts of the readings; interpretations, or interpretations of interpretations, of the original texts. The purpose of the PPE certificate is to introduce students to a direct and comprehensive reading of the original texts themselves. Only in this way can students engage the foundational ideas of philosophy, political science, and economics in a thorough manner.

Only in this way as well will students be able to understand just how much the three areas of study intersect and influence how we think and act in so many aspects of our political, economic, and social life. Modern politics, law, and business are informed throughout by the ideas from these foundational texts. The origins of the Declaration of Independence, for instance, specifically the principle of equality and the inalienable rights to life, liberty, and the pursuit of happiness, have been attributed to John Locke's *Second Treatise of Government* (1689). The rationale for much of the law of property in the United States and the British Commonwealth has also been attributed to Locke's labor theory of value, again found in the *Second Treatise*. The idea, fundamental to modern globalization theory, that commerce between nations can have a moderating and pacifying effect on human mores, bringing nations closer together by revealing through trade that other cultures are not that different from our own, owes its most comprehensive seminal treatment to Montesquieu's *The Spirit of the Laws* (1748). Yet students have little, if any, familiarity with Locke's *Second Treatise* or Montesquieu's *The Spirit of the Laws*.

These are just two examples of what students will encounter through the PPE certificate. Engaging them in a close, careful study of foundational texts will not only help them develop their understanding of modern social, political, and economic theory but develop practical analytical, interpretive, reading, and dialogical skills that will allow them to better pursue careers in law, government, public policy, economics, and business. The LSAT exam, for instance, consists of reading comprehension, analytical reasoning, and logical reasoning sections. Similarly, the GMAT has sections on reading comprehension and critical reasoning. All of these skills, considered essential to the practice of law and business, will be developed and improved through the PPE certificate. In addition, the skills developed in the certificate will assist students who wish to work at public policy institutes, political and economic think tanks, departments and agencies of local, state, and federal government, and in other related professions and industries.

USU already has a set of students on campus whose interests span the disciplines of philosophy, political science, and economics. There are natural advantages to studying the disciplines together, and a PPE certificate could significantly benefit the students in these disciplines as they prepare for careers in politics, public policy, law, business, and finance.

| **Labor Market Demand (if applicable)** | The PPE certificate will provide critical communication and analytical skills that employers look for in virtually every job related to the social sciences and business and economics. In particular, these skills are critical to lawyers who practice civil and criminal litigation, constitutional law, corporate, commercial, and business law, family law, and alternative dispute resolution. Over the last three years, USU's prelaw advisor has advised roughly twice the number of students he had advised in years immediately prior to that. There is a significant demand among prelaw students for programs like the PPE certificate and we expect that market to grow significantly.

The PPE skills are also critical to anyone working in the corporate or commercial world, such as business managers, specialists in marketing, advertising, and the like. Public policy institutes, think tanks, and governments all require the analytical and critical reasoning skills the PPE certificate will develop.

PPE programs exist at some of the best universities in the country, like Duke, Notre Dame, and the University of Pennsylvania, and they have been very successful. |
| :-- | :-- |
| **Consistency with Institutional Mission & Institutional Impact** * | Part of USU's institutional mission is to cultivate "diversity of thought and culture" and to serve "the public through learning, discovery, and engagement." The PPE certificate will serve both of these missions by introducing students to ideas they have not been exposed to in the past and by addressing through the courses making up the PPE certificate how those ideas form the foundations and defining principles of the disciplines of philosophy, political science, and economics. The PPE certificate will also provide students expertise and intellectual skills related to questions of citizenship and civic engagement. |
| **Finances** * | The PPE certificate will not require any institutional funding. |

Section III: Curriculum (if applicable)

Program Curriculum Narrative	Students will be required to take two classes from each discipline, philosophy, political science, and economics, that will total 18 credits (one class = 3 credits). The classes students take will come from the list of courses below.

PHILOSOPHY

PHIL 1000 Introduction to Philosophy

PHIL 1320 The Good Life

PHIL 2400 Ethics

PHIL 3100 Ancient Philosophy

PHIL 3110 Medieval Philosophy

PHIL 3120 Early Modern Philosophy

PHIL 3150 Kant and the Nineteenth Century

PHIL 3580 Ethics and Economic Life

PHIL 3700 Political Philosophy

PHIL 3800 Philosophy in Literature

PHIL 4250 Tolkien and Lewis on Myth and Truth

PHIL 4600 Philosophy of Law

POLITICAL SCIENCE COURSES

POLS 2300 Introduction to Political Theory

POLS 3310 American Political Thought

POLS 3320 The Foundations of American Constitutionalism

POLS 4130 Constitutional Theory

POLS 4310 History of Political Thought I

POLS 4320 History of Political Thought II

POLS 4360 Critical Topics in Political Theory

POLS 4370 Modern Political Thought

POLS 5130 Law and Policy

POLS 5140 Law, Politics, and War

ECONOMICS COURSES

ECN 1500 Introduction to Economic Institutions, History, and Principles

ECN 2010 Introduction to Microeconomics

MGT 3050 Foundations of Business: Capitalism, Markets, and Innovation

ECN 3170 Law and Economics

ECN 5100 History of Economic Thought

ECN 5700 Economics of Public Choice

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

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

COS - Geosciences - Geology - GeoWorkforce Emphasis

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:
Paul Barr: Vice Provost (797-0718)

Step 1: <u>Turn</u> on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: <u>Select</u> the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

    Select the College(s) this proposal involves.

    Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges) *	COS

DEPARTMENT (include all cross listed departments) *	Geosciences

Current Title (if applicable) *	NA

Proposed Title *	Geology - GeoWorkforce Emphasis

Step 3: <u>Enter</u> the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

| CIP Code (6-digits)* | 40.0699 |

| Minimum Number of Credits (if applicable)* | 120 |

| Maximum Number of Credits (if applicable)* | 126 |

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

Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- ☐ Certificates of Completion
- ☐ Certificates of Proficiency
- ☐ Certificates of Proficiency - except Institutional Certificates
- ☑ Emphases within an Approved Degree
- ☐ Institutional Certificates of Proficiency
- ☐ K-12 Endorsements
- ☐ Minors
- ☐ Post-Baccalaureate and Post-Masters Certificates
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
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- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units

☐ Other

Creation of Non-Administrative Units:	☐ New Center
	☐ New Institute
	☐ New Bureau
	☐ Other

| Other: (explain change) | |

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
☑ No

Council on Teacher Education* ☐ Yes
☑ No

Section I: The Request

R401 Purpose*

This request is to add a new GeoWorkforce emphasis to the existing Bachelor of Arts and Bachelor of Science degrees in Geology at Utah State University.

Section II: Program Proposal

Proposed Action & Rationale*

In spring of 2019, the Utah Governor's Office provided a joint award to USU Geosciences and Uintah Basin Technical College through the Strategic Workforce Investment Program. The successful proposal was to create an integrated Geoscience workforce pathway for students, and a core component of that program is a new "GeoWorkforce" emphasis in USU's Geology degree program. Over the 2019-2020 academic year, the Geosciences Department completed a faculty search for a director of the new program. Now, the Department of Geosciences requests that this new GeoWorkforce emphasis be added to the existing Bachelor of Arts and Bachelor of Science degrees in Geology. Ultimately, the rationale for this new program is to better serve and place our bachelor's graduates into jobs and careers. No other institution of higher education in Utah offers a comparable degree emphasis or option.

Labor Market Demand (if applicable)	Graduates with a bachelor's degree in the geosciences may be employed in a range of roles in resource extraction, environmental monitoring and mitigation, and government regulatory and scientific agencies – especially if they also have pragmatic training beyond a traditional science degree. For example, Utah and other states maintain a Professional Geologist licensure, which makes individuals particularly well situated for industry employment. Training students for success in the Fundamentals of Geology exam leading to this license is a goal of the proposed GeoWorkforce curriculum. Furthermore, USU Geosciences has formed an Industry Advisory Council of individuals currently employed in these major fields, partly to ensure that our curriculum design and training meets the demands of the labor market. In Utah, energy companies are frequently among the largest employers. A 2016 report from the U.S. Bureau of Labor Statistics projects that the number of job openings in the energy industry will increase by 23.4% between 2016 and 2026. That same agency projects a 5% increase in jobs for geoscientists in general from 2019 to 2029, which is faster than average. At our state level, the Utah Department of Workforce Services (UDWS) projects that the need for environmental science technicians will be "much faster than average employment growth" over the next decade. The UDWS also reports that the majority of current mining and geological engineers will reach retirement age by 2024.
Consistency with Institutional Mission & Institutional Impact*	The stated mission of Utah State University includes, "serving the public through learning, discovery, and engagement". The proposed new GeoWorkforce emphasis in Geology will serve all three of these core themes. Students will be educated in practical, employable skills that will benefit them, as well as the general population of Utah. Students also will receive hands-on training in all aspects of scientific discovery, including research design, sampling, instrumental and computational analysis and reporting. Students will be engaged in teamwork and learning modules focused on professional skills, not only scientific skills. The inclusion of industry partners should lead to internships and/or co-operative employment for students, engaging them in off-campus opportunities. Finally, the new emphasis, through its focus on practical training in energy and environmental issues, should enhance "the historical land-grant tradition of partnering with communities to address critical societal issues." Concerning the impact on the institution, the employability of graduates in the new emphasis should appeal to and attract new students. It is hoped this will increase the number of Geology majors and add to the general student population. It is anticipated that ten to fifteen new students will enroll in this new degree emphasis initially, with this number increasing over time. Finally, it is hoped that the practical and professional focus of this science degree will spur the recruitment of historically under-represented populations in science at USU.

Finances*

The appropriation by the Utah State Legislature for the USU component of the Strategic Workforce Investment Proposal included $92,800 in one-time funds for course development and equipment, and $109,875 in ongoing funding for the salary and benefits of a professor of professional practice within the Department of Geosciences. Unfortunately, this latter component to fund the salary and benefits of the program director and advisor underwent incremental cuts in both FY 2019 and FY 2020, yet it provides the funds currently necessary.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

The new GeoWorkforce emphasis will include 18 required courses, with ten of them being existing Geology courses (not counting two co-requisite laboratories), three of them being new Geology courses tailored for this program, and five being lower-level supporting Mathematics and Statistics, Chemistry, Physics, and Geography courses and lab sections. In addition, the new emphasis will require 15 elective credits (5 courses) to be chosen mostly among Geology offerings, but including choices in other units such as Chemistry and Watershed Sciences. One of the elective courses (GEO 4850) is variable credit, from one to four. The minimum of one credit has been used for the program curriculum table (attached) in conformance with the instructions. In sum, the total course load for the proposed emphasis is 81 credits. Please note that course proposal requests already have been submitted in USU's Curriculog system for the three new Geology courses. Furthermore, course proposal requests also have been submitted in Curriculog to lower the course numbers for two courses, plus one co-requisite laboratory, from the 3000-level to the 2000-level to ensure that no upper-division courses are listed in the degree map table (attached) for this emphasis during the first two years.

In terms of sites of delivery and instructional modes, a goal of the new emphasis will be making a significant portion of it available through distance delivery to statewide locations, though these efforts will be incremental. In fact, our plan is to eventually propose a post-bachelor's certificate program mirroring this new emphasis. The Department of Geosciences does have a faculty member at the Uintah Basin Campus as well as the Price Campus. Seven of the ten required Geology courses are currently delivered as (hybrid) face-to-face, two are delivered as blended (face-to-face and online), and one is delivered purely online. Of the three new courses created for this degree emphasis, it is anticipated that two will be delivered as (hybrid) face-to-face and one as blended or online when fully developed.

Step 5: **Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files ⊞ icon located in the upper left-hand corner of

the Proposal Toolbox.

Step 6: **Submit**

Click on the save all changes button below.

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

Meeting held November 12, 2020 from 3:00-4:00 p.m. via Zoom.

MEMBERS

Present:

- Renee Galliher, Chair, Associate Vice Provost
- Mykel Beorchia, Advising
- Sterling Bone, Jon M. Huntsman School of Business
- Dan Coster, College of Science
- Kacy Lundstrom, University Libraries
- Robyn Peterson, subcommittee secretary (ex officio; not a voting member)

Absent:

- Fran Hopkin, Registrar's Office
- Lucas Stevens, USUSA

Guests:

- Paul Barr

AGENDA

1. New Business
   a. "Elimination of the Graduate Record Examinations (GRE) as a Requirement for Graduate Study at USU" presented by Richard Cutler (see attached synopsis).
      i. Richard Cutler presented a recommendation by the Graduate Council to eliminate the GRE as a School of Graduate Studies requirement and grant departments the autonomy to require the exam or not. The restricted value of the GRE in the graduate admission process was discussed, as well as the limitations of the current predictive value of the exam. Drawbacks of requiring the GRE in the graduate school's application process were considered, including adverse effects on underrepresented or marginalized populations. Departments would have the ability to decide which elements of the GRE (or other exams, such as the GMAT and MAT) they would incorporate in determining applicant eligibility for their programs. Concerns with the proposition included current scholarship metrics and recruiting protocols that incorporate the GRE as an essential component.

Motion to support the Graduate Council recommendation and forward the item to the Educational Policies Committee agenda made by Dan Coster. Seconded by Kacy Lundstrom. Motion approved unanimously.

Old Business

- Discussion regarding the revisions to the <u>Excused Absences</u> policy will be made at the December meeting of the Academic Standards Subcommittee.

Other Business

- N/A

Adjourn: 3:13 p.m.

<u>Agenda Item Synopsis (provided by Richard Cutler):</u>

Elimination of the Graduate Record Examinations (GRE) as a Requirement for Graduate Study at USU

At the Graduate Council meeting on October 14 the Council voted unanimously to eliminate the GRE as a School of Graduate Studies requirement for graduate study and to allow individual departments to decide if the GRE should be used as a requirement for some or all of their programs.

The discussion in Graduate Council focused on two main issues. First, the GRE is a very poor predictor of success in graduate programs. In the late 1990s researchers at Yale and Cornell found that the GRE did poorly even as a predictor of first year success in academic programs, and many studies that have followed have shown a weak association at best between GRE scores and success in graduate programs.

The second issue about the GRE that was discussed in Graduate Council was that it discourages underrepresented groups and that in some cases it is a financial hardship for low income students. In 2014 researchers from Vanderbilt University and the University of South Miami published an article in *Nature* arguing that the GRE harms student diversity.

School of Graduate Studies looked at graduate school requirements in regional research intensive universities. All follow the same model that Graduate Council is proposing for USU. That is, the GRE is not a "global" requirement for graduate study but individual departments may require the GRE for some or all of their programs.

Page Break

UtahState
U N I V E R S I T Y

GENERAL EDUCATION COMMITTEE

September 15, 2020
8:30 a.m. – 9:30 a.m.
Zoom Meeting

Present: Lee Rickords, College of Agriculture and Applied Sciences (Chair)
Christopher Scheer, Caine College of the Arts
Greg Podgorski, College of Science
Matt Sanders, Connections
Dory Rosenberg, University Libraries
Robert Mueller, Statewide Campuses/Communications Intensive
Charlie Huenemann, Humanities
Ryan Bosworth, Social Sciences
Robyn Peterson, Registrar's Office
Mykel Beorchia, University Advising
Kristine Miller, University Honors Program
Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
John Mortensen, Academic and Instructional Services
Thom Fronk, College of Engineering
Steve Nelson, USU Eastern
Daniel Holland, Jon M. Huntsman School of Business
David Wall, Creative Arts
Harrison Kleiner, College of Humanities and Social Science
Lawrence Culver, American Institutions
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
David Brown, Quantitative Literacy/Intensive
Michelle Smith, Secretary

Excused: Paul Barr, Office of the Executive Vice President and Provost
Sami Ahmed, USUSA President
Ryan Dupont, Life and Physical Sciences

Call to Order – Lee Rickords

Approval of Minutes – September 15, 2020
Motion to approve the September 15, 2020 minutes made by Charlie Huenemann
Seconded by Shelley Lindauer and David Wall
Approved unanimously

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

ARTH 4260 (CI) .... Robert Mueller

Robert stated this designation was approved in September

ARTH 4260 (DHA) **APPROVED** .... *Charlie Huenemann*
Recomended by Charlie Hueneman
Seconded by David Wall
Approved unanimously

Business

PSC 2040 (BPS)……………………………………………………………………Ryan Dupont
Recommended by BPS subcommittee to receive BPS and seconded by Robert Mueller.
Greg feels uncomfortable moving forward without having more information from Ryan because there isn't enough information on the course.
Lee also wants to ask for more information in order to make a decision.
Kris also stated that if Ryan couldn't make it, someone else could also present.
Harrison said that he read what was in Curriculog, and Ryan said that it was a good course.
Robyn pointed out that the new timeline for approving designations is once a year, so it would need to be effective in summer.
John Mortensen said that there is another offering in Spring.
Robyn agreed to find out from Paul if the course could be approved and given a designation earlier than summer.
Harrison also stated that there are links in Curriculog to the course, the proposal includes the syllabus, and that info on the course is on the proposal.
Claudia pointed out that it is only approved at the department head level, not at the dean level.
Michelle Smith explained why it was just a business item and approvals had not been finished.
Harrison gave some more information on the reason it was a business item.
Lee agreed it was best to wait until Ryan Dupont could present the course. He withdrew the recommendation and the second, and it will be on the agenda for December.

Ryan Bosworth explained that there was a course that fits the designation rubric for DSS, SOC 4440. The course is a study-abroad course that fits the rubric, but he wasn't aware if there was a precedent to have a study-abroad course as a gen ed course.
Harrison explained there was a precedent with a WATS course that was approved.
Ryan Bosworth said that with that precedent, they will move ahead to approve the course and present it at the next meeting.
Robert pointed out that if it fits the rubric, it fits the rubric.
Harrison explained there might be more study-abroad courses with designations forthcoming, because the study abroad office might pursue gen ed designations to help create more interest in study abroad courses.

Update on CI Outcomes …………………………...…………...…………………….. Harrison Kleiner
Harrison stated there is a group meeting several times, with great length, with stakeholders from across the university teaching CI courses and members of the CI Committee. Neither CL nor CI designations had an outcome rubric in the way the other breadth and depth designations have a rubric. It is still difficult to assess the CL English 1010 and 2020 courses.

The approach was to think of the CL1, CL2, and CI courses as a progressive outcome. The working group began creating the rubric backwards, to come up with what the CI requirements should be, and then work on the CL requirements. The process is going well and the sequence of outcomes should be finished by the end of this semester. Provost Galey asked Harrison to

work on supports for instructors of the CL and CI outcomes in Spring semester. In January, the CL/CI working group will present the outcomes to the committee.

Dave Brown asked if there was a timeline for the QI outcome to be produced.
Harrison said no because the CI/CL outcomes were put on a high priority, but if Dave would like to work on that process, he'd be willing to start.
Greg also mentioned that now is the time. There is a course trying to come up with a QI designation but there is no rubric, and the originators had trouble. While there is a draft for the rubric, it isn't set. He feels that it is time to obtain a QI designation.
Dave said that he is concerned with how long it might take to get a QI designation. Right now, the draft is the closest thing to what is available, but there are questions that need to be answered. Past QI courses have been approved without a rubric.
Greg said that he feels more comfortable having a rubric in place.
Harrison said it isn't necessary to stop QI considerations, but if he and Dave get together, they could have a QI rubric in place by March. It would be available for Fall.

Lee asked Harrison if there would be any documentation on the CL/CI designation rubric for the committee to review ahead of the January meeting.
Harrison said that he should be able to have documentation available. They are on target for a timeline that would allow them to present the information in January.

Adjourned at 8:55 a.m.