



EDUCATIONAL POLICIES COMMITTEE AGENDA

4 February 2021

3:00 – 4:00 p.m.

[Zoom Meeting](#)

Agenda

1. **Approval of 7 January 2021 Minutes**

2. **Subcommittee Reports**

a. **Curriculum Subcommittee** (Nicholas Morrison)

Course Approvals – 212

Program Proposals

Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to [change the name of the minor from Equine Assisted Activities and Therapies to Equine-Human Science](#).

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to [update the Certificate of Completion in the Plan of Study for Automotive Technology](#).

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to [offer a Certificate of Completion Unmanned Aerial Systems \(UAS\)](#).

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to [update the Medical Assistant Certificate of Completion](#).

Request from the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences to [offer an accelerated Bachelor of Landscape Architecture and a Master of Science in Environmental Planning](#).

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to [offer a new Post Baccalaureate Certificate, Practitioner of Food Safety](#).

Request from the Departments of Communicative Disorders and Deaf Education, Human Development and Family Studies, Instructional Technology and Learning Sciences, Kinesiology and Health Science, Psychology, School of Teacher Education and Leadership and Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services to [offer a Post-Baccalaureate \(Graduate\) Certificate Program: Certificate in Advanced Research Methods and Analysis – Quantitative \(CARMA-Q\)](#).

Request from the Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services to [change the name of the Rehabilitation Counseling specialization within the Disability Disciplines doctoral program to Rehabilitation Counselor Education and Supervision](#).

Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to [offer a Baccalaureate degree in Data Analytics](#).

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to [offer a new Business Economics emphasis within the BA/BS degree in Economics](#).

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to [create a new Econometrics and Data Analytics emphasis within the existing BA/BS Economics degree](#).

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to [create a new Financial Economics Emphasis within the existing BA/BS Economics degree](#).

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to [offer a Master of Financial Economics degree](#).

Request from the Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources to [offer a Master of Ecological Restoration](#).

b. Academic Standards Subcommittee (*Renee Galliher*)
Minutes – No January Meeting (nothing to report)

c. General Education Subcommittee (*Lee Rickords*)
[Minutes](#) – 19 January 2021

3. Other Business

Missing Course Descriptions ([missing descriptions/examples](#)) – Toni Gibbons

Institutional Certificates – Paul Barr

Adjourn:



EDUCATIONAL POLICIES COMMITTEE MINUTES

7 January 2021

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
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
Mike Conover, S.J. & Jessie E. Quinney College of Natural Resources
Fran Hopkin, Registrar’s Office
Michele Hillard, Secretary
Renee Galliher, Academic Standards Chair
Sterling Bone, Jon M. Huntsman School of Business
Adam Gleed, Registrar’s Office

Absent: Alex Braeger, Graduate Studies Senator
Timothy Taylor, College of Engineering
Lucas Stevens, USUSA Executive Vice President
Harrison Kleiner, GE Assessment
Sami Ahmed, President USUSA
Kat Oertle, Emma Eccles Jones College of Education and Human Services
Jason Marshall, USU Eastern

Guests: N/A

I. *Approval of 3 December 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 Lee Rickords. Report approved.*

Program Proposals

Request from the Department of Music in the Caine College of Arts proposes offering a [Piano Pedagogy Minor](#).

Request from the Department of Theatre Arts in the Caine College of the Arts proposes [suspending the program Theatre Education Applied Option – Bachelor of Fine Arts](#).

Request from the Department of Marketing and Strategy in the Jon M. Huntsman School of Business proposes creating an [emphasis in Leadership within the existing Master of Business Administration degree](#).

Request from the Department of Geosciences in the College of Science proposes [discontinuing the Geoarchaeology emphasis to the Bachelor's degree program in Geology](#).

b. *Academic Standards Subcommittee (Renee Galliher)*

Motion to approve the Academic Standards Subcommittee report made by Nick Morrison. Seconded by Sterling Bone. Report approved.

Minutes – [10 December 2020](#)

c. *General Education Subcommittee (Lee Rickords)*

Motion to approve the General Education Subcommittee report made by Richard Cutler. Seconded by Dan Coster. Report approved.

Minutes – [15 December 2020](#)

III. *Other Business*

[Institutional Certificates of Proficiency \(ICP\)](#) – Fran Hopkin

Trying to accomplish consistency with these types of certificates so that departments can use and leverage them. ICP require 30 semester credit hours or less and are not eligible for financial aid. They can be established without notifying the Board of Trustees or Regents. ICPs are for both graduate and undergraduate students. Looking for feedback or discussion from the committee. Might be a good idea to have students receive ICP in extension and continuing education courses (CEU). We need to be careful about granting a USHE academic award based on solely CEU work. There are a number of differences in the route and path through CEUs vs. academic courses. Courses taken as a CEU don't show up on the academic transcript and if we want a ICP on the transcript we would have to make some changes to the system. Committee will review and this item will come back to next month's meeting.

Adjourn: 4:00 pm



EDUCATIONAL POLICIES COMMITTEE MINUTES

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

Guests: N/A

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

Minutes approved as distributed.

II. **Subcommittee Reports**

a. **Curriculum Subcommittee** (Nicholas Morrison)

Motion to approve the Curriculum Subcommittee Report made by Matt Sanders.

Seconded by Lee Rickords. Report approved.

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 Social 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)

Motion to approve the Academic Standards Subcommittee report made by Sterling Bone. Seconded by Nick Morrison. Report approved.

Minutes – [12 November 2020](#)

The School of Graduate Studies has resolved to discontinue the GRE exam. This is sometimes an impediment to underrepresented groups but does not preclude programs or departments from using the exam. There will need to be some adjustments as to how some fellowships will be looked at and may need to come up with alternative criteria. Many programs across the country have discontinued the GRE during COVID but will be reinstating it afterwards.

c. General Education Subcommittee (Lee Rickords)

Motion to approve the General Education Subcommittee report made by Dan Coster. Seconded by Matt Sanders. Report approved.

Minutes – [17 November 2020](#)

Had one item of business ARTH 4260 – DHA which was approved. Discussed being able to receive designations for short-term study abroad courses. If a course meets for one to two weeks should its designation be accepted? As long as it meets the designation rubrics it could be approved. Communication Intensive (CI) subgroup has been working on the main working components for CI and Communication Literacy (CL) designations. Courses for Quantitative Intensive (QI) designations and are being assessed because there has not been a definitive list or rubrics. All classifications will now have a good working model and rubric.

III. Other Business

Curriculog New Course 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). This verbiage will be added to the 2.1 forms in Curriculog.

Curriculog R401 Full Template Language – Robert Heaton
(Describe the library resources required to offer the proposed program, including those needed for new courses or research areas. Include specialized resources that the Library already provides as well as new resources that would need to be acquired (with funding sources detailed in Appendix D). If you need assistance in completing this section, contact your departments assigned liaison librarian.) This verbiage will be added to the 4.1.b form in Curriculog.

Adjourn: 4:05 pm



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

ACADEMIC STANDARDS SUBCOMMITTEE OF THE EDUCATION POLICIES COMMITTEE

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 [Excused Absences](#) policy will be made at the December meeting of the Academic Standards Subcommittee.

Other Business

- N/A

Adjourn: 3:13 p.m.

Agenda Item Synopsis (provided by Richard Cutler):

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.



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
Recommended by Charlie Huenemann
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.

CCA - Music - Piano Pedagogy 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: 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)*

CCA

DEPARTMENT (include all cross listed departments)*

Music

Current Title (if applicable)*

None

Proposed Title* Piano Pedagogy Minor

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

CIP Code (6-digits) 50.0912

Minimum Number of Credits (if applicable)* 22

Maximum Number of Credits (if applicable)* 22

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*

The purpose of this R401 is to propose creation of a Piano Pedagogy minor for non-music major students at Utah State University.

Section II: Program Proposal

Proposed Action & Rationale*

There has been consistent interest in piano pedagogy courses from non-music majors who have experience as pianists, and who want training to teach piano in an independent studio. Offering piano pedagogy as a minor will fill this demand, while offering Utah State University's piano majors the opportunity to interact with other pianists outside the Department of Music, adding energy and diversity to some of the piano courses offered.

Labor Market Demand (if applicable)

Integrating piano performance and pedagogy will prepare students to be solo and collaborative performers, as well as instructors for individuals and groups at a variety of proficiencies and settings. Independent piano studio teachers continue to be in demand around the United States, with an estimate of over 200,000 teachers nationwide (<https://pianoeducation.org/pnotomem.html>). The US Bureau of Labor Statistics reported a median annual salary in 2016 of \$68,650, and a projected 12% increase in jobs from 2016-2026 for all art, drama and music teachers at the postsecondary level

**Consistency with
Institutional Mission
& Institutional
Impact***

A minor in piano pedagogy would fulfill Utah State University's goal as a land-grant institution by "educating the state" and offering training for piano teachers who will interact directly with the community.

Finances*

There will be no impact on faculty loads or salary. All courses in the proposed minor are offered as part of regular faculty loads.

Section III: Curriculum (if applicable)


**Program Curriculum
Narrative**

The minor in Piano Pedagogy intends to train piano instructors in giving professional-level instruction to pianists from beginning through advanced levels. Instruction will include training on their own piano skills, as well as courses in pedagogy, and general music analysis and history. Minor requirements are as follows:

- MUSC 1010 - Introduction to Music (BCA) (3 credits)
- MUSC 1100 - Fundamentals of Music for Non-Music Majors (BCA) OR MUSC 1110 - Music Theory I (BCA) (by instructor permission) (3 credits)
- MUSC 1430 - Piano Pedagogy I (3 credits)
- MUSC 1440 - Piano Pedagogy II (3 credits)
- Select 6 credits from the following options:
 - MUSC 1420 - Pedagogy Practicum (3 credits)
 - MUSC 2420 - Piano Literature I (3 credits)
 - MUSC 2430 - Piano Literature II (3 credits)
 - MUSC 2440 - Piano Literature III (3 credits)
 - MUSC 3410 - Collaborative Piano in Ensemble (1 credit)
 - MUSC 4410 - Special Topics in Performance and Pedagogy (1 credit)
- MUSC 1480 - Individual Piano Instruction for Nonmusic Majors (4 credits total)


Four semesters, each for 1 credit hour. Because of the nature of applied study, the faculty recommends taking all 4 semesters consecutively.

Total Credits Required: 22

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.

CCA - Theatre Arts - Theatre Education Applied Option - BFA

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)*

CCA

DEPARTMENT (include all cross listed departments)*

Theatre Arts

Current Title (if applicable)* Theatre Education Applied Option - BFA

Proposed Title* Theatre Education Applied Option - BFA

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

CIP Code (6-digits) 50.0501
*

Minimum Number of Credits (if applicable)* 120

Maximum Number of Credits (if applicable)* 120

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

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 proposal is to suspend the program "Theatre Education Applied Option – BFA" at Utah State University. It has been prepared and submitted by the Department of Theatre Arts.

Section II: Program Proposal

Proposed Action & Rationale*

The proposed action is suspension of the program "Theatre Education Applied Option – BFA." The reason for this change is consistently low enrollment and the existence of a similar program that will continue. In terms of enrollment: only 2 students are enrolled this semester (fall 2020) and both of those students will graduate this spring. Further, the department will continue the existing program in "Theatre Education – Certification Option – BFA." This continuing program is similar to the option being suspended, and the department believes that future students will be served by this continuing program; we therefore anticipate total student enrollment in the department will be not be affected. No courses will be added, deleted, changed in frequency, or otherwise affected by this change. No changes to current faculty teaching loads will result from this change.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*


Given the program’s very limited enrollment and the continuation of a similar program, we do not believe this program suspension will have a significant institutional impact.

Finances*

The suspension of this program will have no or minimal impact on finances. There will be no changes in the department in terms of courses offered or faculty teaching those courses. Because the “Theatre Education – Certification” option will continue, we anticipate new theatre education students will enroll in this program. Given this, we do not anticipate the total enrollment in the department will be affected.


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.

HSB - Marketing and Strategy - Leadership

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)*

Marketing and Strategy

Current Title (if applicable)*

None

Proposed Title* Leadership

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

CIP Code (6-digits) 52.0201

Minimum Number of Credits (if applicable)* 9

Maximum Number of Credits (if applicable)* 9

Type of Degree: (BA, BS, etc.)* Master of Business Administration (MBA)

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- New Certificates of Proficiency-except Institutional Certificates
 - 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*

The Jon M. Huntsman School of Business at Utah State University, in conjunction with the Stephen R. Covey Leadership Center, proposes the creation of an emphasis in leadership within the existing Master of Business Administration (MBA) degree. The Covey Leadership Center was created to support the mission of the Huntsman School which is to "develop leaders of distinction in commerce and public affairs." This proposed leadership emphasis within the MBA supports the mission of the Huntsman School and the Covey Leadership Center.

Section II: Program Proposal

Proposed Action & Rationale*

The proposed action is to create a new emphasis in leadership within the existing Master of Business Administration (MBA) degree. The emphasis will consist of three courses:

- MSLE 6741 Leadership Development

- MSLE 6645 Innovative and Inclusive Leadership

- MSLE 6200 Executive Influence

Offering an emphasis in leadership aligns with the mission of the Huntsman School and provides distinction for both the School and the MBA program. The purpose of creating an emphasis within the MBA is to add value to the students' degree and offer them a focused set of courses in leadership. It is imperative that we continue to innovate and enhance the curriculum in order to add value to the MBA program for our students.

The MBA program is currently 36 credits. With the addition of MSLE 6645 Innovative and Inclusive Leadership (3 credits), the emphasis will be created by bundling MSLE 6645 with two other existing leadership courses within the existing MBA curriculum. Dr. Susan Madsen has been recently hired as a full professor of leadership and this course will be part of her regular teaching assignment.

Labor Market Demand (if applicable)

National demand for generic MBA programs has been leveling off (Forbes: MBA in Crisis. Aug 20, 2019) in favor of graduate business education that offers specializations. Several major universities have recently eliminated their resident MBA programs, including Purdue University and the University of Illinois at Urbana-Champaign. Students and employers are interested in both breadth, which is included in the traditional MBA, and depth. The emphasis in leadership provides a specialized focus in addition to the breadth courses offered in the MBA.

Consistency with Institutional Mission & Institutional Impact*

The Huntsman MBA and the proposed emphasis in leadership are consistent with the institutional mission of Utah State University. This proposed leadership emphasis is also consistent with the missions of the Jon M. Huntsman School of Business and Stephen R. Covey Leadership Center as mentioned above. The MSLE 6645 Innovative and Inclusive

Leadership course specifically supports USU's mission in "cultivating diversity."

Finances*

There is no financial impact. No new staff or faculty are required. In addition to the existing courses already offered in the MBA, a new course has been created for this new emphasis that will be taught by existing faculty with no additional resources needed.

Section III: Curriculum (if applicable)


**Program Curriculum
Narrative**

The emphasis in leadership consists of three courses for a total of 9 credits:

- MSLE 6741 Leadership Development (3 credits). This course increases students' self-awareness with regard to their own leadership strengths, weaknesses, and style. It also helps students understand how to develop leadership skills in others. The course bridges the practice of leadership with the philosophy of leadership. Students create their own signature leadership development plan.


- MSLE 6645 Innovative and Inclusive Leadership (3 credits). This course focuses on building innovative leaders who can effectively navigate complex environments, manage constant change, and engage tomorrow's dynamic workforce. Through research-based tools, concepts, and frameworks, students will learn how leaders effectively utilize strategies for leveraging innovation, diversity, equity, and inclusion.

- MSLE 6200 Executive Influence (3 credits). This course focuses on theoretical models and practical strategies that executives utilize to influence outcomes, create value, find common ground, negotiate terms, and implement decisions. The course is designed to help students create value by developing influence skills to move individuals, groups, and organizations from disagreement and conflict toward agreement and shared vision.

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 BA BS - Geoarchaeology 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: 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)*

COS

DEPARTMENT (include all cross listed departments)*

Geosciences

Current Title (if applicable)*

Geology BA BS - Geoarchaeology Emphasis

Proposed Title*

Geology BA BS - Geoarchaeology Emphasis

Step 3: Enter 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
 - 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 Department of Geosciences at Utah State University requests to discontinue the Geoarchaeology emphasis to the bachelor's degree program in Geology.

Section II: Program Proposal

Proposed Action & Rationale*

The Geoarchaeology emphasis for the Geology bachelor's degree has not been a popular option with students since the Applied Environmental Geoscience emphasis was introduced during the 2011-2012 academic year. During the past five academic years (2015/16 through 2019/20), there has been only one student who pursued this emphasis, and that student no longer is a Geology major. The last student to graduate with this emphasis did so in 2015, and was the first such student since 2012. Consequently, the department would like to discontinue the emphasis due to a lack of student interest.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*


This field does not seem applicable because the emphasis is being discontinued. Consequently, there would not seem to be any institutional impact.

Finances*

This field also does not seem applicable because the emphasis is being discontinued. Consequently, there should be no financial ramifications.


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.

ACADEMIC STANDARDS SUBCOMMITTEE OF THE EDUCATION POLICIES COMMITTEE

Meeting held December 12, 2020 from 3-4 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
- Fran Hopkin, Registrar's Office
- Kacy Lundstrom, University Libraries
- Robyn Peterson, subcommittee secretary (ex officio; not a voting member)

Absent:

- Lucas Stevens, USUSA

Guests:

- Paul Barr

AGENDA

1. New Business
 - a. Proposed amendment to Student Code: Excused Absences (see attached Item #1).
 - i. Renee Galliher presented a proposed wording amendment to the [Excused Absences](#) policy per a meeting held between Renee Galliher and Hilary Renshaw (the Utah State University Title IX Coordinator) on November 5, 2020 (see Item #1 below). Renee reviewed the proposed changes to the policy with the committee. The committee discussed the definition of "3 or more days" mentioned in the "Injury, Illness, Medical Condition/Status" portion of the policy (class meetings versus calendar days, application to online courses, etc.). They reviewed how the time period for missed class mentioned in this policy differed from the time period included in the [Incomplete \(I\) Grade](#) policy. The committee examined how the three-day illness or injury related to the number of instruction days in any given semester. The committee discussed faculty roles in the policy's enforcement. The committee also discussed the 20% deadline mentioned in the policy and its influence on athletics. The committee explored class attendance versus class participation,

documentation from medical providers, etc. The committee discussed making changes to the current policy that would allow it to be more succinct while covering a broader range of issues. The committee examined the fourth item under “Other Allowable Reasons” but decided to not make any changes to the item at this time. Renee offered to provide a write-up of discussed changes and distribute the proposed amendments to the committee by Thursday evening. The committee agreed to review the proposed changes and provide feedback to Renee.

- ii. Sterling Bone, Fran Hopkin, Kacy Lundstrom, and Daniel Coster emailed their support of the proposed changes on 12/11/20. The proposed changes (please see Item #2) will be sent on to the EPC next month.

Adjourn: 3:38 p.m.

Item #1 - Original Proposed Amendment (**please see Item #2 for final changes**):

Excused Absences

Reasons

A student requesting an excused absence is responsible for providing evidence to the instructor substantiating the reason for absence.

Excused absences may not exceed 20% of the class meetings.

Among the reasons absences are considered excused by the university are the following. **Note that in accordance with Title IX of the Educational Amendments of 1972, Utah State University shall treat pregnancy and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student’s physician. Questions about Title IX should be directed to the University Title IX Coordinator.**

University Supported Participation

1. Participation in a university-sponsored or sanctioned activity.
2. Mandatory participation as a student-athlete in NCAA-sanctioned competition.

Injury, Illness, Medical Condition/Status

1. Injury, illness, or medical condition/status that is too severe or contagious for the student to attend class
 - o **Injury or illness of 3 or more days.** For injury or illness that requires a student to be absent from classes for three or more class meetings, the

student should obtain a medical confirmation note from his or her medical provider. The Student Health & Wellness Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. Medical documentation can be collected after the absence has occurred. The medical confirmation note must contain the date and time of the visit for the injury or illness and the medical professional's confirmation of needed absence.

- **Injury or illness less than 3 days.** Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than 3 or more class meetings. At the discretion of the faculty member, as outlined in the course syllabus, injury or illness confirmation may be obtained through a note from a health care professional affirming the date and time of visit. Medical documentation can be collected after the absence has occurred.
 - An absence for a non-acute (e.g., elective) medical service does not constitute an excused absence.
2. Major injury, illness, or medical condition/status in a student's immediate family (as defined in Policy 346.1 of the USU Policies Manual).
 3. A death in a student's immediate family (as defined in Policy 346.1 of the USU Policies Manual).

Other Allowable Reasons

1. Required participation in military duties, including mandatory medical appointments for veterans and military personnel.
2. Mandatory admissions interviews for professional or graduate school, or internships, that cannot be rescheduled.
3. Religious holy day.
4. Participation in legal proceedings or administrative procedures that require a student's presence.
5. Accommodation or other support requests, as negotiated with student service offices, such as the Disability Resource Center, Office of Student Conduct.
6. Supportive measures requested through the Office of Equity related to sexual misconduct and/or discriminative (see USU Policy 339).
7. **In accordance with Title IX of the Educational Amendments of 1972, pregnancy and related conditions are a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician.**

Item #2 - Final Proposed Amendment (to be proposed at the upcoming EPC meeting):

[Excused Absences](#)

Reasons

A student requesting an excused absence is responsible for providing evidence to the instructor substantiating the reason for missed class or course deadlines/due dates.

Excused absences may not exceed 20% of the class meetings.

Acceptable reasons for absences and other missed course requirements include the following.

University Supported Participation

1. Participation in a university-sponsored or sanctioned activity.
2. Mandatory participation as a student-athlete in NCAA-sanctioned competition.

Injury, Illness, Medical Condition/Status

1. Injury, illness, or medical condition/status that is too severe or contagious for the student to participate in class.
 - At the discretion of the faculty member, as outlined in the course syllabus, injury or illness confirmation may be obtained through a note from a health care professional affirming the date and time of visit. The Student Health & Wellness Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. Medical documentation can be collected after the missed participation has occurred.
 - An absence for a non-acute (e.g., elective) medical service does not constitute an excused absence.
2. Major injury, illness, or medical condition/status in a student's immediate family (as defined in Policy 346.1 of the USU Policies Manual).
3. A death in a student's immediate family (as defined in Policy 346.1 of the USU Policies Manual).

Other Allowable Reasons

1. Required participation in military duties, including mandatory medical appointments for veterans and military personnel.
2. Mandatory admissions interviews for professional or graduate school, or internships, that cannot be rescheduled.
3. Religious holy day.
4. Participation in legal proceedings or administrative procedures that require a student's presence.
5. Accommodation or other support requests, as negotiated with student service offices, such as the Disability Resource Center or Office of Student Conduct.

6. Supportive measures requested through the Office of Equity related to sexual misconduct and/or discrimination (see USU Policy 339).
7. In accordance with Title IX of the Educational Amendments of 1972, pregnancy and related conditions are a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician.



GENERAL EDUCATION COMMITTEE

December 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
Toni Gibbons, 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
Harrison Kleiner, College of Humanities and Social Sciences
Paul Barr, Office of the Executive Vice President and Provost
Lawrence Culver, American Institutions
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
David Brown, Quantitative Literacy/Intensive
Beth Buyserie, Communications Intensive Subcommittee Member
Michelle Smith, Secretary

Excused: David Wall, Creative Arts
Steve Nelson, USU Eastern
Daniel Holland, Jon M. Huntsman School of Business
Sami Ahmed, USUSA President
Ryan Dupont, Life and Physical Sciences

Call to Order – Lee Rickords, 8:31 a.m.

Approval of Minutes – [November 17, 2020](#)

Motion: Shelley Lindauer

Second: Christopher Scheer

Minutes approved unanimously

Course Approvals/Removals/Syllabi Approvals

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

ARTH 4260 (CI) **APPROVED**..... Robert Mueller
Discussion: Explained by Bob Mueller
Motion to approve made by Bob Mueller
Seconded: Greg Podgorski
Approved unanimously

SOC 3320 (DSS) **APPROVED**.....Ryan Bosworth
Discussion: Explained by Ryan Bosworth
Motion to approve made by Ryan Bosworth
Seconded: Bob Mueller
Approved unanimously

SOC 3750 (DSS) **APPROVED**.....Ryan Bosworth
Discussion: Explained by Ryan Bosworth
Motion to approve made by Ryan Bosworth
Seconded: Bob Mueller
Approved unanimously

SOC 4440 (DSS) **APPROVED**.....Ryan Bosworth
Discussion: Explained by Ryan Bosworth. A study-abroad class, was discussed in November.
Motion to approve made by Ryan Bosworth
Seconded: Charlie Huenemann
Approved unanimously

APEC 3020 (DSS Removal) **APPROVED**.....Ryan Bosworth
Discussion: Class will be a 2000-level class and can't have designation.
As it no longer meets designation criteria, removal is informational only. No vote needed.

GEO 3200 (DSC Removal) **APPROVED**.....Ryan Bosworth
Discussion: Greg Podgorski explained it will be a 2000-level class.
As it no longer meets designation criteria, removal is informational only. No vote needed.
Harrison pointed out that these courses could be breadth level requirements as long as scope isn't too narrow. There will be more depth designations dropped to align with USHE's move to help align general education in the future, so that may be something to look at.

PSC 2040 (BPS) **APPROVED**..... Ryan Dupont
Discussion: Ryan Dupont not present at committee meeting. Michelle explained the basic course outline. Greg also explained he had looked it over carefully and it looked to be a good course for the designation. Bob also said he'd looked at it and felt it met the criteria.
Motion to approve made by David Brown
Seconded: Bob Mueller
Approved by most, Charlie Huenemann opposed. Charlie explained that he hadn't looked at it, but he was against it because the chair wasn't there to provide background and hadn't informed the chairman. Without access to the chair of the subcommittee, he didn't want to approve. No abstentions.

GEO 5570 (QI) **APPROVED**David Brown
Discussion: Explained GEO 5570. Was on docket previously but removed for edits and updates, and was later added back. QI rubric was being developed and is available. Greg explained he

didn't approve it as dean and he felt uncomfortable moving it forward. He asked for edits to make sure the proposal was aligned with the rubric.

Motion to approve made by Ryan Dupont

Seconded: Greg Podgorski

Approved unanimously

Business

Gen Ed Task Force Updates

The state wants institutions' General Ed requirements to be more cohesive for transfer students and to ensure students from Technical colleges will be able to enter four-year programs at all universities without being penalized. USU will need to add more Gen Ed courses/credit requirements to meet the upcoming mandate from USHE.

If USHE raises the minimum Gen Ed requirements to 35 credits, USU will have to design co-requisite courses that would qualify for Gen Ed designations. It will be difficult in some departments to add five more credits to their coursework to meet the Gen Ed mandate. Many departments, such as those in the College of Science, Agriculture, Arts, and Engineering, will be in a difficult position to meet this requirement.

Some suggestions for addressing this impact of a change or mandate from USHE for Gen Ed requirements were to add classes in majors/departments into the Gen Ed scope such as at some other universities. Other institutions also require three types or categories of classes and call them Gen Ed, and include a list of courses much larger than USU currently offers within those types of courses for students to choose from.

There is some concern that such a mandate could erode the value of a General Education as USU has worked to create.

Harrison Kleiner pointed out that there are squeezes on both ends of a USHE mandate – institutions that have to drop their Gen Ed requirements will also be hurting. Our issue is an easier one to solve than theirs. We have only 27 credits and adding a temporary option gets us to 30. If we have to go up to 33, we have six credits that are fillers. This is a challenge to not harm students and departments. The committee should look intentionally at those six credits. How do we help students use those credits to be more and do more? We already had to address this with the integrated options. Now it is time to have that discussion/conversation to make Gen Ed better, not watered down. You have to make sure that students meet Learning Objectives, not credits. Are students achieving proficiency in outcomes for Gen Ed? Credits are an antiquated way to measure that.

John commented that if you look at the whole package, USU has a strong package with Univ studies and depth and breadth classes. We could look at increasing Gen Ed and lowering Univ studies. Other universities have a diversity requirement. Some institutions have students take three areas of courses, such as quantitative, humanities, and science. We can't require high depth requirements and still meet the Gen Ed requirements.

Lee stated that those making decisions for USHE are looking from the viewpoint of students trying to transfer from a two-year or technical college to a four-year institution and how to make the first two years more transferrable without penalties for transferring.

Paul said that Gen Ed and University Studies are two different requirements. There might be some changes for depth requirements with changes in Gen Ed requirements. Diversity is also on the table as a requirement at USU.

Composition Outcomes

Harrison stated that he and Beth have been looking at the whole CI/CL sequence for over a year. They have been working with a group of CI instructors and committee members to come up with rubrics. They are ready to put them forward.

CL1 and CL2 (Eng 1010 & 2010), and other CI rubrics were a stumbling block when accreditors were assessing USU. Making a CL rubric helped satisfy their demands. The working group started with CI – what do students need to understand and do and then how can CL2 and CL1 outcomes meet that effort? It has been a collaborative effort to make this rubric.

The sequence CI, CL2, and CL1 rubrics are to be presented for adoption to the committee in the future.

Lee pointed out that it will not be voted on today, it will be explained and then we will vote next month so people can ask more questions.

Harrison presented differences with the former rubrics and current suggestions. One change was in Outcome #5. The CI committee decided to remove information literacy from CI. It remains in CL1 and CL2.

A concern was expressed regarding removing information literacy. How can the rubric be revised to recognize that students are going to use information in communications skills for their literacy? Is there a way to make sure that all classes meet the four points in the generalized description of General Education? There is a meaningful way to include information literacy as part of a rubric requirement and it is an important skill all students should be expected to learn.

Another concern was language used to evaluate proficiency. The language emphasized positive outcomes, but did not use words such as “lacking”. If students felt they were meeting the rubric requirements because they were “satisfactory” and didn’t really value or understand the desire was to be “proficient”, would the rubric be followed or provide impetus for improvement? Such language would also make proposals for the General Education designation harder to assess.

Harrison stated the General Education description will be revised. He also mentioned that information literacy occurs in every major but didn’t feel it needed to be in the CI course rubric, such as with creative writing courses.

The Communications Intensive Committee will look at the feedback and determine how to make necessary revisions to the rubric.

Lee said that those with suggestions and questions should communicate them to Harrison.

Harrison also said that since there is a break coming up, he doesn’t know if he’ll have made substantive progress in revisions by January. He prefers for the rubric to be on the docket for February.

Course Fee Approval Timeline

Michelle and Toni explained that changes made to courses for designations need to be approved through the EPC by February so that changes to course designations can be added to the catalog for summer term.

Paul explained that the timeline for designations was changed to benefit students so that any changes are published the same across all areas, such as in the catalog and online. The designations are changed once, not semester by semester so there are no inconsistencies.

Lee thanked the committee.

Adjourn at 9:35 a.m.

Institutional Certificates of Proficiency

USHE definition:

Institutional certificates of proficiency require less than 30 semester credit hours, or 900 clock hours and are not eligible for federal financial aid. Institutions may establish institutional certificates without notifying the Board. Institutions may use these certificates to address varying needs, including workforce preparation, bridging student pathways from high school, avocational interests, or development of specialized skills.

We offer a number of these certificate programs at both the undergraduate and graduate level and they go by many names and are handled differently by our departments. This has caused confusion over the years with everyone involved as to how they should be treated at our institution. We think we could eliminate this confusion by creating a new degree type institutional certificates (as outlined in the description from USHE) and by offering a framework to help departments better manage and track their programs.

We would like to propose the creation of an Institutional Certificate of Proficiency (ICP) degree type in Banner using the Degree Code Validation form STVDEGC. The 'Count in Financial Aid' and 'Award Category' fields will be left unpopulated. This will ensure that these programs are not Title IV eligible and are excluded from the Banner delivered IPEDS reporting process. By having a common degree code of ICP, we will be able to easily identify all eligible programs for reporting and tracking purposes.

There are a variety of programs that fit the description of an Institutional Certificate of Proficiency offered by numerous departments. For example, here is a list of Area Studies Certificates from College of Humanities and Social Sciences with their proposed program codes:

- Law and Society Area Studies Certificate (LASO_ICP)
- Medieval and Early-Modern Studies Area Studies Certificates (MAEM_ICP)
- Museum Studies Area Studies Certificates (MUSE_ICP)
- Native American Studies Area Studies Certificates (NAAS_ICP)
- Women and Gender Studies Area Studies Certificates (WGST_ICP)

Any new certificates approved by the University should receive the ICP degree type and use the program code naming convention as outlined above.

Topics to be discussed in conjunction with the Provost's Office

We would like to work out the details of how the following topics should be addressed. Not all departments that offer institutional certificates of proficiency want or need their students to follow the traditional path of tracking and receiving a credential.

Program Declaration:

- Departments may wish to leverage the existing process within our department to have students placed into these programs similar to what is done with our change of major process.
 - o Some departments have their own internal applications or approval process for interested students. By declaring them in a program in Banner, departments can track their students more easily.

Degree Works:

- We can build out the ICP programs and degree code in Degree Works for those departments that wish to track progress towards completion of the certificate
 - o We anticipate that not all departments will choose to leverage Degree Works due to the number of credits required for an ICP and the timing of when the student will apply/receive the certificate.

Graduation:

- Do we want departments to opt-in or be required to have their students apply through the application for graduation?
 - o There are benefits to using the application including reduced workload for staff by automatically feeding data into Banner and the collection of the student's diploma name and mailing address.
- Should all these certificates appear in the commencement book at graduation?
 - o Some of the Area Studies certificates offered by the College of Humanities and Social Sciences have traditionally included their students in the book.

Transcript:

- Should the institutional certificates of proficiency be designated on the transcript similar to other credentials awarded by the University?
 - o Traditional UG and GR certificates appear as an award.
 - o Community Engaged Scholars and the Honors recipients are denoted on the transcript by a comment, not an award.

Diploma:

- Some institutional certificates of proficiency are printed by departments. Others are printed by the Registrar's Office on a unique diploma template with signatures from the department head, program director or President Cockett and include the University seal.
 - o Are there any issues with the Registrar's Office continuing to use those signatures and the University seal?

CAAS - Animal, Dairy and Veterinary Sciences - Equine-Human Science

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)*

Animal, Dairy and Veterinary Sciences

Current Title (if applicable)*

Equine Assisted Activities and Therapies

Proposed Title*

Equine-Human Science

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

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 51.2313
*

Minimum Number of Credits (if applicable)* 15

Maximum Number of Credits (if applicable)* 15

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

Request

Step 4: Select the Type of Change Being Requested.

New Academic Program:

- Certificates of Completion (including CTE)
- Certificates of Proficiency (including CTE)
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- Out of Service Area Delivery Program (attach signed MOU)
- Post-Baccalaureate
- Post-Masters Certificate

Existing Academic Program Changes:

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- Name Change of Existing Unit
- Administrative Unit Transfer
- Administrative Unit Restructure (with or without Consolidation)
- Administrative Unit Suspension
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

- New Administrative Unit:**
- New Administrative Unit
 - New Center
 - New Institute
 - New Bureau

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose* A change is required for the title of the minor to be current with the terminology in the field and compliant with the professional certifications supported by the Department of Animal, Dairy and Veterinary Sciences at Utah State University.

Section II: Program Proposal

Proposed Action & Rationale* In 2020, a concerted effort to develop a consensus on optimal terminology for the industry that incorporates horses to benefit people has resulted in a paper that was published in the *Journal of Alternative and Complementary Medicine* this past December. The Professional Association of Therapeutic Horsemanship International (PATH, Intl) is adopting the recommendations of this terminology and requiring the discontinuation of a number of terms, including the use of Equine Assisted Activities and Therapy (EAAT), for which the current minor in the Animal, Dairy and Veterinary Sciences (ADVS) Department is named.

The EAAT minor, which started in 2016, consists of five Animal, Dairy, Veterinary, Science (ADVS) courses. Each of these courses, along with the title of the minor, will require changes to align with the new suggested terminology.

Labor Market Demand (if applicable) This minor is proving to be very successful for the ADVS Department. Enrollment in the minor is up 300%. In 2018, there were 11 students in the minor and currently the department has 34 students enrolled. Of the 17 students who have completed the minor,

nearly 40% have gone on to graduate school or are in process of applying.

Consistency with Institutional Mission & Institutional Impact*

Changing the title of this minor to Equine-Human Science better aligns with the current research direction for the broader field of Animal Assisted Interventions. Current research of the Human-Equine Bond is demonstrating unique and distinctive scientific qualities pertaining to the human-horse dyad.

The Equine-Human Science program strives to educate students, facilitate research, and impact the community through clinical services, Extension outreach, and equine-assisted services.


The program:

- Provides equine-assisted interventions and interactions to a wide variety of individuals with differing abilities. The program offers a special focus on Veterans, individuals with disabilities, and their families.
- Develops students' skills and the required knowledge to facilitate recreational and adaptive riding or become trained equine specialists for the mental health and learning fields. Students are also given the tools and knowledge to prepare to be certified by appropriate entities.
- Provides continuing education opportunities for professionals and the community through cooperative Extension and clinical services.

Finances* n/a


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.

CAAS - Aviation and Technical Education - Automotive Technology

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)*

Aviation and Technical Education

Current Title (if applicable)* Automotive Technology

Proposed Title* Automotive Technology

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

CIP Code (6-digits) * 47.0604

Minimum Number of Credits (if applicable)* 43

Maximum Number of Credits (if applicable)* 43

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

Request

Step 4: Select the Type of Change Being Requested.

New Academic Program:

- Certificates of Completion (including CTE)
- Certificates of Proficiency (including CTE)
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- Out of Service Area Delivery Program (attach signed MOU)
- Post-Baccalaureate
- Post-Masters Certificate

Existing Academic Program Changes:

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- Name Change of Existing Unit
- Administrative Unit Transfer
- Administrative Unit Restructure (with or without Consolidation)
- Administrative Unit Suspension
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

New Administrative Unit:

- New Administrative Unit
- New Center
- New Institute
- New Bureau

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose* Updating Plan of Study for Automotive Technology. Updating credit hours and raising available credits for financial aid support as approved.

Section II: Program Proposal

Proposed Action & Rationale* Updating Plan of Study and Schedule of Courses.

Labor Market Demand (if applicable)


Consistency with Institutional Mission & Institutional Impact* Creating a comprehensive program in line with local and national industry standards that is both affordable and financial aid eligible. This is an existing program that has produced great successes in the past and will continue to in the future.

Finances* This is an existing program and will not require new funding to update.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

AUTO 1000	Introduction to Transportation Technology I	4
AUTO 1100	Engine Repair Theory	3
AUTO 1105	Engine Repair Lab	3
AUTO 1200	Automatic Transmission/Transaxle Theory	3
AUTO 1205	Automatic Transmission/Transaxle Lab	2
AUTO 1300	Manual Drive Train and Axle Theory	3
AUTO 1305	Manual Drive Train and Axle Lab	2
AUTO 1400	Suspension and Steering Theory	3
AUTO 1405	Suspension and Steering Lab	3
AUTO 1500	Brakes Theory	3
AUTO 1505	Brake Lab	2
AUTO 1600	Electrical and Electronics I Theory	3
AUTO 1605	Electrical and Electronics I Lab	3
AUTO 1800	Engine Performance I Theory	3
AUTO 1805	Engine Performance I Lab	3
	Totals	43

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 - Aviation and Technical Education - Drone 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)*

Aviation and Technical Education

Current Title (if applicable)* Not applicable

Proposed Title* Drone Certificate

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

CIP Code (6-digits) 490101

Minimum Number of Credits (if applicable)* 30

Maximum Number of Credits (if applicable)* 30

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

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*

Unmanned Aerial Systems (UAS) is a rapidly growing industry. The industry provides individuals with the ability to learn the knowledge, skills, and abilities to support many careers, including aerial photography, mapping, imaging, and collecting data.

The UAS Minor at the Logan campus has grown to 100 students since it was introduced in 2018, and this new certificate is planned to be introduced at the Price Campus, USU Eastern, in fall 2021. Currently, there are no Drone Certificate programs in any university in the state of Utah, and the only similar program is at SUU for an AAS in UAS. USU is initiating a Bachelor of Science degree in Aviation Management with an emphasis in UAS. The Drone Certificate will stack into the existing General Technology AAS at USU Eastern, and the new Aviation Management degree at USU.

Section II: Program Proposal

Proposed Action & Rationale*

Approval of this new Drone Certificate will enable students to become FAA certified as a Remote Pilot and gain the experience in flying, maintaining, fixing, and repairing aircraft, and collecting, analyzing, and reporting data in the one-year program. The following courses will be required for the Drone Certificate:

First Year Fall	AV 1130	FLIGHT PRINCIPLES	3	UAS FALL
	PSC 2040	AVIATION WEATHER	3	UAS FALL
	AV 1900	DRONES: HISTORY, RULES AND REMOTE PILOT LICENSE PREPARATION	2	UAS FALL
	AV 1910	DRONES: INTRODUCTORY FLIGHT LAB	1	UAS FALL
	AV 1940	DRONES: BASIC DESIGN AND CONSTRUCTION	3	UAS FALL
	AV 1950	DRONES: sUAS MAINTENANCE	3	UAS FALL
CREDITS			15	
First Year Spring	AV 1920	DRONES: INTERMEDIATE FLIGHT LAB	3	UAS SPRING
	AV 1930	DRONES: PILOT IN COMMAND	3	UAS SPRING
	AV 1960	DRONES: AERIAL PHOTOGRAPHY	3	UAS SPRING
	AV 1970	DRONES FOR HIRE: SENSORS AND DATA	3	UAS SPRING
	BUSN 2320	SMALL BUSINESS MANAGEMENT	3	UAS SPRING
CREDITS			15	

Labor Market Demand (if applicable)

The following is copied from the new Aviation Management degree proposal awaiting final approval at NWCCU. The US Bureau of Labor Statistics (BLS) employment forecasts for technical positions in aviation anticipate an annual growth rate of 12-13%. A series of studies by the Federal Aviation Administration in 2011 titled 'The Economic Impact of Civil Aviation' found civil aviation contributes ten million jobs and \$1.3 trillion in economic activity, representing 5.2 percent of the US GDP. In Utah, the estimated 106,385 aviation related jobs and \$11.3 billion economic activity account for 6.5 percent of jobs and 5.7 percent of GDP respectively, placing Utah sixth highest in the US for both categories in the contiguous 48 states with four of the top five states in these categories all in the region (Nevada, Washington, Colorado and Arizona).

From recent online reports (<https://unmanned-aerial.com/faa-predicts-future-uas-growth>), the latest aerospace forecast provided by the Federal Aviation Administration (FAA) highlights what it calls the “phenomenal growth” of the small unmanned aircraft systems (sUAS) industry.

According to the agency’s aerospace forecast report for fiscal years 2019-2039, there were more than 277,000 non-model unmanned aircraft registered with the FAA at the end of 2018, representing a bigger growth rate than the agency had anticipated. With a forecast of 158,900 made by the FAA a year prior, it fell short by a whopping 80%.

If this pace of growth continues, the agency predicts that last year’s forecast of 452,000 in 2022 could actually be surpassed later this year or in early 2020. Although the growth rate could “slow down over time,” the report says, the non-model sUAS sector “will be much larger than what [the FAA] understood as recently as last year.”

Looking ahead to five years, the FAA predicts that the U.S.’ non-model sUAS fleet will total more than 835,000 in 2023.

Consistency with Institutional Mission & Institutional Impact*

This new certificate supports the mission of USU by delivering graduates that are employed locally and across the nation to meet industry needs in aviation technology. The growing Aviation program has expanded to Eastern Utah in support of the land-grant mission, and the Drone Certificate will enable students to be more employable in new emerging technologies in Unmanned Aerial Systems (UAS). The aviation program has already established relationships with Aggie Air, local companies and graduate students in the USU MAS degree, and other local and national employers in the aviation industry, who require specific certifications and experience for employment.

The Aviation Program is focused on providing student centered learning and discovery through focused programs with learning and discovery in hands-on laboratory experiences on the ground and in the air. As a program utilizing science, technology, engineering and math (STEM) as its core, students engage with emerging technology, interact with industry professionals and practice the skills required for job placement. Students will be prepared to contribute to their chosen profession, and through interaction with international students and instructors, prepared for the global market representing diversity of thought, culture and ready with the education necessary for leadership roles in industry.

Finances*

The Aviation program is offering flight courses at USU Eastern. The department head, Bruce Miller, and the Associate Vice President, Greg Dart, at USU Eastern are developing plans to offer this drone certificate within the technical education program. No new funding is requested and the resources will be reallocated at the departmental, College, and campus to provide this opportunity.

Section III: Curriculum (if applicable)

**Program Curriculum
Narrative**

Students will complete 30 credits as a cohort in a two-semester sequence covering a broad foundation of aviation knowledge including principles of flight, aviation weather and small business management. Students will complete coursework that exceeds the Federal Aviation Administration requirements for a Part 107 Remote Pilot Certificate, and have hands-on experiential learning build and flight labs. Students will become proficient in flying both fixed and multi-rotor drones, be able to plan, get approval for and fly actual data collection missions, and then analyze the results for the project. The culminating course of Drones for Hire will be an internship, actual job or similar project that will combine the many new skills, abilities and knowledge from the certificate.

Courses will include the following:

AV 1130 Flight Principles

This course introduces basic flight theory and physics of flight, including aircraft control systems related to flight. Ground handling, servicing, helicopter and drone mechanics will also be covered.

AV 1900 Drones: History, Rules Rules and Remote Pilot License Preparation

This course covers the history of Unmanned Aerial Systems, focusing on the recent developments of the small UAS and the future of this emerging technology in commercial applications. Topics include flight/ground safety, regulations, and preparation for FAA certification.

AV 1910 Drones: Introductory Flight Lab

This course is the flight lab to AV 1900 and may be taken concurrently with AV 1900. Students participate in lab preparation activities to include basic flying skills for fixed wing and rotary wing aircraft, minor maintenance and principles of flight.

AV 1940 Drones: Basic Design and Construction

Students learn how a small unmanned aircraft system (sUAS) is designed, constructed, and maintained. Students build a fixed wing and UAS and learn basic concepts of sUAS maintenance. The course covers plastic, foam, metal and composite material construction.

AV 1950 Drone: sUAS Maintenance

Students will put a multi-rotor sUAS together, with motors, propellers, frame, legs and electronics. Topics include electronics, batteries, controllers, power management and mechanics of rotary wing flight.

PSC 2040 Aviation Weather

This course includes the discussion, observation, and analysis of weather important for pilots and those associated with air travel.

AV 1920 Drones: Intermediate Flight Lab

Students will expand their flying skills with increasingly more challenging drones, including both fixed wing and multi rotor drones. Emphasis is on hands-on flying skills as well as basic flight programming.

AV 1930 Drones: Pilot in Command

This course trains students to use all resources available to them for safe completion of UAS flight from mission planning to post flight debriefing. Topics include safety management, checklist usage, business planning, and importance of compliance in the aviation industry.

AV 1960 Drones: Aerial Photography


Students learn aerial mapping, photo mosaic construction, and video creation with fixed and rotary wing applications. Students complete a business proposal of their project for approval by a simulated advisory panel. Students may use their own sUAS for their project.

AV 1970 Drones for Hire

This class will culminate in a project or internship, synthesizing the business, rulemaking, flight planning and drone/sensor selection to accomplish a specific drone task. The student will take a project from start to end, including a formal proposal, outline and presentation.


BUSN 2320 Small Business Management

This class will ensure students are prepared to plan, run and operate a successful business.

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 - Aviation and Technical Education - Medical Assistant 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: 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)*

Aviation and Technical Education

Current Title (if applicable)* Medical Assistant Certificate of Completion

Proposed Title* Medical Assistant Certificate of Completion

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

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 510801
*

Minimum Number of Credits (if applicable)* 45

Maximum Number of Credits (if applicable)* 46

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

Request

Step 4: Select the Type of Change Being Requested.

New Academic Program:

- Certificates of Completion (including CTE)
- Certificates of Proficiency (including CTE)
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- Out of Service Area Delivery Program (attach signed MOU)
- Post-Baccalaureate
- Post-Masters Certificate

Existing Academic Program Changes:

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- Name Change of Existing Unit
- Administrative Unit Transfer
- Administrative Unit Restructure (with or without Consolidation)
- Administrative Unit Suspension
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

- New Administrative Unit:**
- New Administrative Unit
 - New Center
 - New Institute
 - New Bureau

Other: (explain change) Updating course plan credits for financial aid cost of attendance calculation

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose* Update the requirements for the Medical Assistant Certificate of Completion to reflect the 30 credit hour technical assistant with 15-16 credit certificate program prerequisites as required by the accreditation standards.

Section II: Program Proposal

Proposed Action & Rationale* The certificate of completion credit requirement including the prerequisite courses totals 45-46 credits. The accreditors recognize the Medical Assistant certificate as being 30 credits + 15-16 credits of program prerequisites. This request is to align the program credit requirements with the financial aid eligibility.

Labor Market Demand (if applicable)


Consistency with Institutional Mission & Institutional Impact* The Medical Assistant Certificate of Completion is an existing program in the Health Professions programs.

Finances* No changes to current practices. Request is clarifying student requirements.

Section III: Curriculum (if applicable)


**Program Curriculum
Narrative**

The 2020-21 catalog describes the program accurately. The document from the catalog has been attached describing existing program efforts.

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.

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

Institution Submitting Request: Utah State University

Proposed Program: Accelerated Bachelor of Landscape Architecture and Master of Science in Environmental Planning

Are There New Emphases: Yes No

Names of New Emphases (Separated by Commas):

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

Sponsoring Academic Department(s) or Unit(s): Landscape Architecture and Environmental Planning

Classification of Instructional Program Code¹ : 30103

Min/Max Credit Hours Required of Full Program: 150 / 150

Proposed Beginning Term²: Fall 2021

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Baccalaureate and Master's degree(s): Accelerated Bachelor of Landscape Architecture and Master of Science in Environmental Planning 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.

Utah State University (USU), College of Agriculture and Applied Sciences (CAAS), Department of Landscape Architecture and Environmental Planning (LAEP) proposes to offer an accelerated Bachelor of Landscape Architecture + Master of Science in Environmental Planning (BLA+EP) degree that provides a seamless course of study beginning with pre-graduate studies during the Bachelor of Landscape Architecture (BLA) senior year, completion of Master of Science in Environmental Planning graduate studies (MsEP) the following year, and conferral of both the BLA and MsEP degrees concurrently, similar to a 3+2 graduate program.

The accelerated BLA+EP will allow advanced LAEP undergraduates the opportunity to pursue a combined bachelor's and master's degree program within an accelerated time frame. This will provide graduates an opportunity for complementary knowledge and skills development, promote their competitive advantage in the professional marketplace, help to expand LAEP graduate program recruitment and retention goals, and foster integration and interaction between undergraduate and graduate programs, while maintaining the expectations and disciplinary exposure of each individual degree program.

The mission of the accelerated BLA+EP program is to prepare future professionals to recognize the reciprocal relationship between the biophysical attributes of a region and the human dimensions of settlement and culture; build expertise in landscape level analysis and planning; and prepare to serve as leaders within a transdisciplinary environment to develop better alternatives for land-use decisions and policy. This mission will be accomplished through a core set of undergraduate and graduate landscape architecture and environmental planning courses and experiences.

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 proposed accelerated BLA+EP degree program is consistent with USU's mission "to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels; through research and development; and through service and extension programs" (R312, 4.1.1). This program specifically addresses USU's goals and objectives for strengthening graduate programs. In addition, the goals of discovery and promotion of excellence in research and scholarship are consistent with this program's focus on producing strong professionals and future leaders in the field of environmental planning.

The proposed program will benefit the institution by expanding the graduate program offerings. Given that USU is focused on increasing graduate enrollments, this program will benefit USU. In terms of benefits to USHE and the state, as noted in the section above, the accelerated BLA+EP program will serve the public through learning, discovery, and engagement through a

new cadre of professional leaders who can advance the design, planning, and management of natural and built landscapes across the Intermountain West and around the world.

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 demand for environmental planning professionals is strong with projected growth of 11% between 2019 and 2029. The fields of landscape architecture and environmental planning are naturally complementary, with a long history of such in the Department of Landscape Architecture and Environmental Planning at USU. Given these complementary foci in the LAEP department, it seems reasonable to seek to prepare students to be future professionals and leaders in both.

Further, the BLA+EP program enhances the marketability of students in professional practice in which the master's degree is fast becoming a requirement, even for entry-level positions. In the technical and globally competitive field of environmental planning, a graduate degree is frequently viewed as the 'working degree' on ZipRecruiter, for example. Graduate study provides the opportunity to deepen students' understanding of their discipline. In fields where there is a shortage of professionals, students benefit by earning their degrees at a faster rate than in conventional degree programs. At present, a number of LAEP BLA students choose to pursue graduate study in other programs, and the opportunity to do so in an accelerated time frame while remaining at USU in LAEP will be an attractive option. This additional source for recruitment will benefit LAEP's graduate program with candidates who are likely to be high quality, as they would have demonstrated an early commitment to the pursuit of a graduate degree and maintained a good academic record within the LAEP program.

The availability of programs similar to the proposed accelerated BLA+EP program in LAEP reflects recognition of the benefits of such a program to increase recruitment and retention of students while enhancing the quality of LAEP's graduate program, raising the marketability of graduates, and increasing interaction across the graduate and undergraduate programs, thereby benefiting the undergraduate program as well.

Labor Market Demand

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

The Bureau of Labor Statistics reports that the job outlook for Urban and Regional Planners nationally, where environmental planning is urban and regional planning with a specialized focus on sustainability, is projected to be 11% (much faster than average) over the next ten years. The typical entry-level education of an Environmental Planner is a master's degree, with a median salary of \$74,350 annually as of 2019.

Utah's median salary for Environmental Planning was \$68,260 in 2019, with the job outlook projected to increase at 4.9%. The proposed accelerated BLA+EP program in LAEP will respond to these market characteristics by training strong professionals and future leaders in two complementary fields to be well-positioned to move into professional practice.

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.

As referred to in the previous section on labor market demand, the majority of new graduates receive a master's degree in environmental planning. There is strong demand for the MsEP degree. Considering the attractiveness of an accelerated BLA+EP degree, there is strong initial demand among LAEP's undergraduate students, with a likely applicant pool of 3-4 current junior-year BLA students.

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)?

The Landscape Architecture and Environmental Planning program at USU is the only program in Utah currently offering degrees in either Landscape Architecture or Environmental Planning.

The University of Utah's College of Architecture + Planning does offer a master's degree in City & Metropolitan Planning, which is an analog of USU's existing Master of Science in Environmental Planning, albeit without the specialized focus on landscape-level sustainability. The two programs focus on different aspects of planning, urban/metropolitan and environmental, and are not in direct competition with each other. Neither does the University of Utah offer an accelerated undergraduate/graduate program in urban and regional planning as is being proposed here.

Within the intermountain region states, Arizona State University offers a Master of Urban and Environmental Planning and the University of Idaho offers a Master of Bioregional Planning. However, the program at the University of Idaho is presently not accepting students due to program restructuring.

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 higher.utah.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.

Very little impact is expected on other USHE institutions. What impact may occur will be due to LAEP BLA students seeking the proposed accelerated BLA+EP degrees rather than pursuing graduate education at another USHE institution, which an average of roughly two per year presently do.

Little collaboration with other USHE institutions, other than what presently occurs, is expected given this is an internal integration of existing undergraduate and graduate programs within USU.

External Review and Accreditation

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

The BLA degree is accredited by the Landscape Architectural Accreditation Board (LAAB). LAAB will continue to review and accredit this degree and its integration as a component of the accelerated BLA+EP degree. There is precedence for LAAB doing so as they accredit the five similarly accelerated programs.

The Master of Science in Environmental Planning degree is currently unaccredited. At present there are no plans to seek accreditation through the Planning Accreditation Board for this degree program. A curriculum committee of LAEP faculty with input from LAEP Advancement Board members from professional practice oversee the Master of Science in Environmental Planning degree program.

Section IV: Program Details

Graduation Standards and Number of Credits

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

The accelerated BLA+EP program will function as a 3+2 program, conferring both an accredited BLA degree with a concurrent Environmental Planning degree. Students in the program will be required to earn a minimum of 120 credits, 9 of which will be graduate credit, toward the BLA and 30 additional graduate credits toward the Environmental Planning degree. The total credit requirements for each respectively meet the minimum requirements for undergraduate and graduate degrees at USU. The 9 credits of graduate credit applied to the BLA meets USU's policy for such, and while not counting toward the Environmental Planning portion of the BLA+EP program nevertheless provides additional graduate education exposure.

Independently, the BLA program currently requires 120 credits and the Master of Science in Environmental Planning program requires 41 credits for graduation. The accelerated BLA+EP program maintains the expectations and disciplinary exposure of each individual degree program, but takes advantage of overlap between the two to reduce the time frame and overall credit load of completing each separately. The BLA+EP degree program allows students to complete both degrees over 150 total credits of which 39 are graduate credit, 9 of these being shared between the undergraduate and graduate degree programs. The 9 shared credits are those courses in both programs which are planning focused and may be taken as graduate credit. Accelerating the time frame and reducing the overall credit load is possible as the credits for one degree provide the additional breadth and depth for the other degree. For example, students in the Master of Science in Environmental Planning degree are required to take a course on biophysical landscape factors; however, biophysical landscape factors are considered throughout the Bachelor of Landscape Architecture's curriculum. Therefore, students in the BLA+EP program will not need to take a graduate-level course on biophysical landscape factors.

Further, the MsEP degree of the accelerated BLA+EP will continue to require the completion of either master's thesis research or project.

Admission Requirements

List admission requirements specific to the proposed program.

Admission to the accelerated BLA+EP program will be granted to a small number of highly qualified undergraduate BLA students each year. Students will apply to the accelerated BLA+EP degree program by March 15th of their junior year of the BLA program.

Prospective students will submit the standard graduate application through the School of Graduate Studies. Admission criteria will be consistent with USU's School of Graduate Studies requirements, including an undergraduate GPA of at least a 3.0 and GRE scores for the verbal and quantitative areas at

the 40th percentile or higher. Applicants will also need to demonstrate, through their statement of interest/ letter of intent, research interests that are consistent with current faculty in the program. Admission will be granted by the LAEP faculty with the recommendation of the LAEP Graduate Program Director. Students will be accepted into the accelerated BLA+EP program for their fourth/senior undergraduate year, with their program of study amended to reflect the BLA+EP program, then matriculated into the graduate program for their fifth/final year of the BLA+EP program. Although accepted into the BLA+EP program, students will remain enrolled as undergraduate students during their fourth/senior year of the program, although they will enroll in 9 graduate credits, and will be matriculated as graduate students for the final graduate year of the BLA+EP program. As these 9 graduate credits count toward the 120 required credits for the BLA degree of the BLA+EP and not toward the additional 30 graduate credits which apply to the MsEP of the BLA+EP, students will be required to submit a Split Form to the School of Graduate Studies during their fifth/graduate year of the program. The 9 credits are considered graduate exposure and, while not directly applied to the MsEP degree, they are considered waived.

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?

Current administrative structure that supports the MsEP graduate program, including support from the Office of Research and Graduate Studies as well as college and departmental infrastructure that are already in place, will be used to support this program. No new support or organizational structure is needed. The accelerated BLA+EP program will be administratively housed in the Landscape Architecture and Environmental Planning Department. The staff resources (e.g., Graduate Program Director, Graduate Program Coordinator, and Administrative Assistant) already in place will be used to support this program. This proposed program will have minimal impact on the delivery of undergraduate or graduate courses, other than increased graduate student enrollment and increased interaction between the undergraduate and graduate 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.

LAEP department faculty will support the accelerated BLA+EP program. No new lines are required for this program as existing faculty can cover program needs. The growth in total number of MsEP and BLA+EP students in each cohort will be managed to maintain the faculty's ability to cover program needs. As the graduate program grows, additional faculty lines would strengthen the program in terms of diversity of course offerings and graduate experiences. Opportunities for targeted hires will be explored over time as

such become available.

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.

Existing staff will be utilized to provide support for the accelerated BLA+EP program. Although interdisciplinary, the program will be housed in the LAEP Department where the current staff can provide support for admissions, student tracking, etc. As with all graduate-level program advising, advising duties will be carried by LAEP's graduate faculty as well as the Graduate Program Director.

Student Advisement

Describe how students in the proposed program will be advised.

Students will be advised by the Graduate Program Director at the time they are admitted to the program. Upon selection of a major professor, prior to the end of the student's second semester in the program, the major professor will assume the role of the student's primary advisor through the remainder of the student's time in the program. In addition to their faculty advisor, each student's progress in the program will be reviewed annually by all program faculty in an annual student review meeting, led by the Graduate Program Coordinator. Students will receive written feedback on their progress following this meeting. The feedback will address progress in the areas of:

- Thesis progress
- Progress toward completion of the program
- Didactic coursework
- Other accomplishments and/or concerns

Library and Information Resources

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

No additional library resources will be needed to support this program. Key journals in the Environmental Planning area are presently available digitally through USU's library to support the existing MsEP degree program.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

The overall goal of this program is to produce landscape architecture and environmental planning graduates who will be successful in professional settings post-graduation. Data on placement rates of students will be an important metric of success. While in the program, students will be expected to meet certain standards (as described below). Outcomes on these standards will also be used to judge program

success.

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.

To assure ongoing excellence in achieving learning outcomes, an assessment process is undertaken by the LAEP Department. The learning objectives included in this process are identified in the Assessment section of the LAEP website, as is the mapping of the intersection of the objectives with specific courses in the program. The standards of performance for the existing BLA and MsEP degree programs are found at laep.usu.edu/assessment. Completion of the accelerated BLA+EP program will prepare students as strong professionals and future leaders in the fields of landscape architecture and environmental planning well-positioned to move into professional practice.

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					36
Required Courses					
+	-	LAEP 1200		2D Graphics	4
+	-	PSC 2620		Woody Plants	3
+	-	LAEP 1350		Theory of Design	4
+	-	LAEP 1300		2D Color Graphics	3
+	-	LAEP 2700		Analysis and Design I	4
+	-	LAEP 2600		Landscape Construction I	4
+	-	LAEP 2720		Analysis and Design II	5
+	-	LAEP 2300		History of Landscape Architecture	3
+	-	LAEP 2500		Landscape Materials	2
+	-	LAEP 3100		Recreation and Open Space	5
+	-	LAEP 3500		Planting Design	4
+	-	LAEP 3300		Advanced Computer Apps	4
+	-	LAEP 2400		3D Representation	3
+	-	LAEP 3120		Residential Planning and Design	5
+	-	LAEP 4110		Landscape Construction II	5
+	-	LAEP 4910		Professional Communication and Leadership	3
+	-				
+	-			THE FOLLOWING ARE FOR THE BLA OF THE BLA+EP	
+	-	LAEP 4100		Urban Theory, Systems and Design	5
+	-	LAEP 6740		Planning Theory and Methods	3
+	-	LAEP 6890		Thesis Proposals and Procedures	1
+	-	GEO 3100		Natural Disasters	3
+	-	LAEP 4350		Travel Course	1
+	-	LAEP 6880		Research Methods	2
+	-	LAEP 6370		City & Regional Planning	3
+	-	LAEP 3400		AGAVE	5
+	-				
+	-			THE FOLLOWING ARE FOR THE MsEP OF THE BLA+EP	
+	-	LAEP 6200		Bioregional Analysis & Planning	5
+	-	LAEP 6930		Reading Seminar 2	1
+	-	LAEP 6110		Landscape Ecology	3
+	-	LAEP 6970		Thesis - Plan A	2
+	-	ENVS 6310		Environmental Law & Policy	2

		Course Number	NEW Course	Course Title	Credit Hours
+	-	LAEP 6210		Bioregional Management & Policy	5
+	-	LAEP 6910		Reading Seminar 1	1
+	-	LAEP 6970/6960		Thesis Plan A or B	5
+	-	LAEP 6750		Implementation & Regulatory Techniques	3
<input type="text" value="Add A Group of Courses"/>					
Required Course Credit Hour Sub-Total					111
Elective Courses					
+	-	various		Social or Economic Elective	3
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
<input type="text" value="Add A Group of Courses"/>					
Elective Credit Hour Sub-Total					3
Core Curriculum Credit Hour Sub-Total					150

Program Curriculum Narrative

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

Please see attached course schedule.

The Social or Economic Elective is drawn from the list of elective course choices in the MsEP degree program which focus on either social or economic aspects of sustainability.

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

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	4	4	
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters	1	1	3
Faculty: Part Time with Masters			1
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			
Staff: Full Time			1
Staff: Part Time			2

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							
	David	Anderson	Other	MLA	Utah State University	5%	Pro. Prac.
	Brent	Chamberlain	TT	PhD	University of British Columbia	10%	
	Keith	Christensen	T	PhD	Utah State University	5%	
	David	Evans	Other	MUD	University of California Berkeley	5%	Pro. Prac.
	Benjamin	George	TT	PhD	Utah State University	5%	
	Todd	Johnson	Other	MLA	Harvard	5%	Pro. Prac.
	Caroline	Lavoie	T	MLA	University of Southern California	5%	
	Daniella	Hirschfeld	TT	PhD	University of California Berkeley	10%	
	Carlos	Licon	T	PhD	Arizona State University	10%	
	Sean	Michael	T	PhD	Virginia Polytechnic University	5%	
	Ole	Sleipness	T	PhD	Clemson University	5%	
	Keunhyun	Park	TT	PhD	University of Utah	10%	
	Jake	Powell	TT	MLA	Pennsylvania State University	5%	
							Add Another Full Time
Part Time Faculty							
	Josh	Runhaar	Other	MLA/MUD		100%	Adjunct
							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					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	9	8	7	7	7	7
# of Majors in Proposed Program(s)	////	3	6	7	8	8
# of Graduates from Department	3	3	3	3	3	3
# Graduates in New Program(s)	////	0	3	3	4	4
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)						
Operating Expenses (equipment, travel, resources)		\$3,000	\$3,000	\$4,000		
Other:						
TOTAL PROGRAM EXPENSES	////	\$3,000	\$3,000	\$4,000		
TOTAL EXPENSES	\$0	\$3,000	\$3,000	\$4,000		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation		\$3,000	\$3,000	\$4,000		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$3,000	\$3,000	\$4,000		
TOTAL DEPARTMENT FUNDING	\$0	\$3,000	\$3,000	\$4,000		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Budgets in other programs will not be impacted. The courses required for the accelerated BLA+EP program are already being offered in existing programs and there is verified capacity for additional students. Although faculty engaged in the Landscape Architecture and Environmental Planning graduate program may have additional advisees, this load will be spread out over multiple faculty members with no implications for budgets.

Part III: Describe funding sources

Revenue Narrative 1

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

The Landscape Architecture accelerated BLA+EP program will utilize existing faculty and courses at USU. No additional funding is required for this program. No external reallocation of funds will be needed to support this program. The accelerated BLA+EP program will generate new differential graduate tuition.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

CAAS - Nutrition, Dietetics and Food Sciences - Practitioner of Food Safety 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)*

Nutrition, Dietetics and Food Sciences

Current Title (if applicable)* not applicable

Proposed Title* Practitioner of Food Safety Certificate

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

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 01.1001
*

Minimum Number of Credits (if applicable)* 11

Maximum Number of Credits (if applicable)* 11

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

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- New Certificates of Proficiency-except Institutional Certificates
 - 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* The Department of Nutrition, Dietetics and Food Sciences requests the approval of a new Post-Baccalaureate certificate, Practitioner of Food Safety.

Section II: Program Proposal

Proposed Action & Rationale*

The USU Nutrition, Dietetics and Food Sciences department currently offers an online professional degree, the Master of Food Safety and Quality (Plan C). This degree was designed to be flexible to meet the needs of students who desired additional coursework to enhance their professional career but were not seeking employment in research-oriented fields. The proposed Practitioner of Food Safety Certificate will provide additional educational opportunities to industry professionals who are unable to commit to a full master's program.

The Practitioner of Food Safety Certificate provides students with advanced training in food microbiology, toxicology, and sanitation. Students must also demonstrate mastery in two areas aligned with industry or regulatory trainings, for example, Hazard Analysis and Critical Control Points, Preventive Controls for Human Food, or Food Safety and Quality management systems. The certificate credits can be applied toward the requirements for the Master of Food Safety and Quality degree, should the student decide to further their studies. A bachelor's degree is required for admission into the certificate program.

Since the passage of the Food Safety Modernization Act (FSMA) in 2011, there have been significant changes in the food safety landscape. In 2019, the Food and Drug Administration (FDA) proposed to work with industry, academia, and other government agencies to create a safer, and more readily traceable, food system, within the formal structure of FSMA. Their plan was officially announced July 13, 2020, with the current pandemic highlighting the importance of food safety. From Stephen M. Hahn, M.D., Commissioner of Food and Drugs:

“In March, we were a few days away from announcing the release of the New Era of Smarter Food Safety Blueprint when the FDA’s focus turned to the COVID-19 pandemic. Our plans for the New Era initiative were rightfully put on hold in order to prioritize the agency’s COVID-19 response...The challenges that have arisen during the pandemic have made it clear that the actions called for in the blueprint will strengthen how we approach the safety and security of the food supply, not just in the normal course of events but especially in times of crisis.”

<https://www.fda.gov/food/new-era-smarter-food-safety>

The New Era of Smarter Food Safety Blueprint identifies four core elements that will be central to the Agency’s activities over the next decade: Tech-enabled Traceability; Smarter Tools and Approaches for Prevention and Outbreak Response; New Business Models and Retail Modernization; and Food Safety Culture. Beyond the obvious element of Food Safety Culture, food safety professionals will be needed to guide the changes in retail food companies. As a direct result of the COVID-19 pandemic, the FDA identified new business models, such as grocery delivery services, that bring to light additional food safety concerns and regulatory questions.

Individuals with targeted training in food safety will be in demand in multiple industries to respond to these new challenges. The proposed certificate program will prepare individuals already working in the food industry to address pandemic-related and food safety concerns. Though the food processing sector did not suffer job losses seen in other food-related industries (i.e. restaurants), it is more important than ever to have skilled employees ensuring a safe and constant food supply.

Labor Market Demand (if applicable)

The Bureau of Labor Statistics projects an employment growth rate of 5% (2018 – 2028) for Food Scientists and Technologists, on par with the average for all occupations. The Utah Department of Workforce Services states that, though most job openings will be due to the need for replacements, technological and scientific advancements will result in an increasing demand for trained Food Scientists. However, as this is an entirely online program, students across the country may enroll. In their most recent nation-wide salary survey (2019), the Institute of Food Technologists reports a median starting salary of \$50,200 for BS graduates and \$63,800 for MS. Advanced training in food safety will open additional career pathways and provide increased job security compared to individuals with BS degrees.

Consistency with Institutional Mission & Institutional Impact*


As a land-grant university, USU has strong ties to agriculture and offers several related degrees, including food science. USU is the only university in Utah to grant graduate degrees in Food Science, including one professional (Master of Food Safety and Quality) and two research-based (MS, PhD) degrees. As such, the proposed certificate program will have no impact on other USHE institutions.

Finances*

No new funds are required for the proposed certificate. All required courses are currently taught for the Master of Food Safety and Quality program. Tuition returns from distance education will be used to hire additional instructors or teaching assistants as needed. The current Program Director and Graduate Program Coordinator will use existing systems to track students in the proposed certificate program.


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.

CEHS - *EDUC Courses Communicative Disorders and Deaf Education Human Development and Family Studies Instructional Technology and Learning Sciences Kinesiology and Health Science Psychology School of Teacher Education and Leadership Special Education and

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)*

DEPARTMENT (include all cross listed departments)*

Current Title (if applicable)* Not Applicable

Proposed Title* Certificate in Advanced Research Methods and Analysis - Quantitative

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

CIP Code (6-digits)* 45.0102

Minimum Number of Credits (if applicable)* 15

Maximum Number of Credits (if applicable)* 30

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

The Emma Eccles Jones College of Education and Human Services at the Utah State University requests approval to offer the following Post-Baccalaureate (Graduate) Certificate Program: Certificate in Advanced Research Methods and Analysis - Quantitative (CARMA-Q) effective Fall 2021.

Section II: Program Proposal

Proposed Action & Rationale*

The Emma Eccles Jones College of Education and Human Services (EEJ CEHS) proposes the creation of a Post-Baccalaureate (Graduate) Certificate in Advanced Research Methods and Analysis - Quantitative (CARMA-Q). The establishment of this certificate is anticipated to: (a) facilitate graduate students' knowledge and application of advanced research methods related to their fields of discipline; (b) increase graduate students' marketability for future careers post-graduation; and (c) advance graduate students', as well as faculty members', research programs by utilizing innovative and cutting-edge research methodologies.

Ultimately, this certificate will provide graduate students with added value to their degrees in their home departments.

Labor Market Demand (if applicable)

Both the academic and non-academic labor markets are consistently searching for candidates with strong analytic skills. This certificate program will enhance USU graduates' competitiveness for positions in which such skills are required. Further, analysis of peer institutions (both USU peer universities as well as other regional land-grant universities) reveals that more than half offer similar certificate programs or graduate minors in advanced research methodologies and statistics. Establishment of this certificate program also will make EEJ CEHS (as well as social science programs in other colleges) graduate programs more attractive to top graduate student candidates.

Consistency with Institutional Mission & Institutional Impact*

Consistent with the mission of the EEJ CEHS, the establishment of this Post-Baccalaureate (Graduate) Certificate will:

- Offer high quality graduate programs in education and human services that are innovative and widely accessible;
- Support and nurture students (and indirectly faculty) interested in and committed to conducting cutting-edge research through the application of advanced research methodologies and statistics.


Finances*

Establishment and maintenance of this Post-Baccalaureate (Graduate) Certificate will require no financial contributions from the university, School of Graduate Studies, or EEJ CEHS. All of the classes proposed to be included in the certificate are offered regularly, either by the college (EDUC) or a department within the college. Oversight of the certificate will fall under the responsibilities of the EEJ CEHS Associate Dean for Research.

Section III: Curriculum (if applicable)


Program Curriculum Narrative

This flexible, 15 credit, Post-Baccalaureate (Graduate) Certificate requires the completion of two courses (EDUC/PSY 6600: Statistical Foundations and EDUC/PSY 7610: Regression Analysis) and the completion of 9 credits in elective courses.

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 - Disability Disciplines - Rehabilitation Counselor Education and Supervision

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)*

Disability Disciplines - Rehabilitation Counseling

Proposed Title*

Disability Disciplines - Rehabilitation Counselor Education and Supervision

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

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)* 61

Maximum Number of Credits (if applicable)* 62

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

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 Department of Special Education and Rehabilitation Counseling in the College of Education and Human Services seeks to change the name of the Rehabilitation Counseling specialization within the Disability Disciplines doctoral program to Rehabilitation Counselor Education and Supervision.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is the accrediting body for doctoral programs in counselor education. Their preferred name for doctoral programs is Counselor Education and Supervision. To align with this, we are seeking to change the name of the counseling specialization within the Disability Disciplines doctoral program to Rehabilitation Counselor Education and Supervision.

We want to emphasize that this name change applies only to the Rehabilitation Counseling specialization within the Disability Disciplines doctoral program.

Section II: Program Proposal

Proposed Action & Rationale*

The Department of Special Education and Rehabilitation Counseling in the College of Education and Human Services seeks to change the name of the Rehabilitation Counseling specialization within the Disability Disciplines doctoral program to Rehabilitation Counselor Education and Supervision. Counselor Education and Supervision is the preferred title by our accreditation body. This will help add wording to the degree title emphasizing the development of a potential student's/graduate's professional identity as a counselor upon completion of their program. While this is a small change, it will allow us to move forward with accrediting our doctoral program and begin large scale recruitment for doctoral students. Presently, given the hiring preference for graduates of CACREP-accredited doctoral programs, the change to the doctoral specialization and eventual accreditation will be a boon to current and future students.

Labor Market Demand (if applicable)

While not yet accredited, the name change to this specialization within the Disability Disciplines doctoral program will allow the doctoral program at USU to seek accreditation. If accredited, the Counseling specialization will be one of eight accredited doctoral programs in the intermountain west. The labor market is strong. While no specific labor market information is available through the Occupation Outlook Handbook or O*Net OnLine, research has indicated a strong need for additional counselor educators at the doctoral level (O'Brien & Graham, 2009).

Consistency with Institutional Mission & Institutional Impact*

This will meet the mission of USU by being the only counselor education and supervision program in the state of Utah. Graduates will be qualified to serve the state of Utah as professional counselors or as faculty members in institutions of higher education. No additional strain on faculty and staff structures is anticipated.


Finances*

There are no anticipated costs associated with the name change. All courses are part of the existing Rehabilitation Counseling curriculum within the Disability Disciplines doctoral degree curriculum. There is no anticipated impact on facilities and equipment and we do not anticipate any budgetary impact.

Section III: Curriculum (if applicable)


Program Curriculum Narrative

The curriculum is not effected by the proposed name change to the specific specialization.

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.

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

Institution Submitting Request: Utah State University

Proposed Program Title: Data Analytics

Are There New Emphases: Yes No

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: Jon M. Huntsman School of Business

Sponsoring Academic Department(s) or Unit(s): Data Analytics and Information Systems

Classification of Instructional Program Code¹ : 30.7101

Min/Max Credit Hours Required of Full Program: Min Cr Hr / 120

Proposed Beginning Term²: Fall 2021

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Baccalaureate degree(s): Data Analytics 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 purpose of the new undergraduate Data Analytics program is to better prepare students in the Jon M. Huntsman School of Business for an increasingly analytics-driven job market. The program will integrate coursework in business processes, database management, programming, business intelligence, visualization, analysis, modeling, and business literacy and communication. The current shortage of data analysts in business -- as documented below under Labor Market Demand -- reflects the relatively broad skills required by potential employers, both in the private and public sectors. This motivates the underlying objectives of this program: to prepare students to (1) use modern database tools, programming languages, and algorithms to build, clean, manage, and process large datasets, and to analyze them as efficiently as possible; (2) understand both conventional and modern analytical approaches and how they can be appropriately applied in data-driven settings; and (3) accurately interpret and clearly present analytical results for the sake of forecasting, prediction, risk management, or strategic decision-making within a business or other organization.

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/policy312) or, for "out of mission" program requests, the rationale for the request.

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement. The proposed Data Analytics program will fulfill these objectives in significant ways. It will foremost support USU's academic mission by making students more aware of and better prepared for the dramatically growing breadth of opportunities in data analytics within the private sector across the state and region. It will also ensure that Utah employers understand USU's commitment to meeting their needs by producing qualified graduates who are ready for the rapidly evolving tech- and data-driven economy. USU's land-grant mission makes this branding particularly compelling: the Kem C. Garner Institute report cited below points out that 28 of 29 Utah counties have at least one tech company. The Department of Data Analytics and Information Systems will be well positioned to recruit and train students from a broader base across USU's statewide system.

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.

This degree program will better position the Jon M. Huntsman School and Utah State University to support the increasingly data-driven economy and workforce. It represents a key part of the Huntsman School's strategic plan to meet student and employer needs. This strategy has been developed over the past several years in response to professional recommendations and requirements, and in collaboration with

Huntsman's corporate partners and recruiters, the college's and department's advisory boards, and Huntsman faculty and students. The Association to Advance Collegiate Schools of Business (AACSB) -- the accrediting authority for university business programs -- recently observed that "Business demand for graduates with data analytics knowledge and skills has exploded, while the field itself is still evolving and changing rapidly, with new strategies, tools, and techniques coming online daily. These dynamics are challenging business schools to respond with innovative programs and curricular approaches that are connected deeply with practice." A panel report at the International Conference on Information Systems (ICIS) in 2012 recommended that IS departments incorporate business analytics and big data into their programs (see Gefen et al., 2012; <https://aisel.aisnet.org/cais/vol30/iss1/11/>). A recent research project led by DAIS faculty within the Huntsman School found that fewer than 1% of IS programs offered programs in data analytics at that time, but this grew to 28% in 2018 and continues to increase, with 61% of IS programs in AACSB-accredited schools now offering programs in data analytics.

The generous gift from Jon M. Huntsman in 2007 and the renaming of the school reinvigorated the student focus, establishing *Analytical Rigor* as one of the four central pillars supporting the Huntsman School mission. The Huntsman School and the Data Analytics and Information Systems Department have worked diligently over the past several years to address these demands, adding faculty with analytics expertise and creating relevant courses to better prepare graduates. For example, critical programming courses in database management and Python have been added, and the DAIS and Economics and Finance Departments are establishing a shared sequence in machine learning with applications in business. This addition of appropriate expertise and curriculum is sufficient now to support an undergraduate program in Data Analytics. This program is essential to reinforcing USU's and USHE's strong commitment to the numerous and varied analytics-oriented careers in the private sector, particularly in tech. This is critical for the sake of the business professions, the Huntsman School, and its students and corporate recruiting partners, particularly because of the acute employment pressures just within the state of Utah.

IBM and Burning Glass Technologies published a seminal report in 2017, titled "The Quant Crunch," that illustrates the need for a broad-based effort on the part of universities to address the pressing need (see <https://www.ibm.com/downloads/cas/3RL3VXGA>). Their exhaustive analysis of the job market established a framework for identifying demands in data science and analytics, distinguishing between roles across a spectrum of technical skill sets. Their framework categories span academic departments across the university. For example, they distinguish Data Scientists and Advanced Analysts -- who require advanced training in mathematics, statistics, and computer science -- from other vital roles that include Data Systems Developers, Data-Driven Managers, and Analytics Managers. These latter opportunities benefit from specific training in a more business-oriented technology curriculum, with exposure to topics broadly supporting data analytics as a business domain that combines business intelligence, analysis, database management, database programming, and cybersecurity. These skills are critical across all of the academic programs offered by the Huntsman School of Business. Adding this program at USU will provide a strong complement to the ongoing Data Science initiatives in the Departments of Computer Science and Mathematics and Statistics.

Labor Market Demand

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

A 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 one-fifth of Utah's economy. These needs are further delineated by the Utah Jobs Outlook, which anticipates that 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 same opportunities as among the best in Utah that require at least a bachelor's degree. These are domains that significantly intersect with the proposed Analytics program.

The IBM/Burning Glass Quant Crunch report cited in the previous section provided additional analysis with regard to workforce needs, estimating a five-year growth rate in data science and analytics jobs of about 15%, with nearly three million job postings just this year. An influential 2018 paper published by the McKinsey Global Institute in the *Harvard Business Review* further illustrates the importance of why and how analytics should be centrally integrated into business education (see <https://www.mckinsey.com/business-functions/mckinsey-analytics/our-insights/analytics-translator>). As in "The Quant Crunch," this report likewise highlights the spectrum of roles and needs in analytics across the business domain, defining the enterprise-supporting role of translators. The report notes that "translators play a critical role in bridging the technical expertise of data engineers and data scientists with the operational expertise of marketing, supply chain, manufacturing, risk, and other frontline managers. In their role, translators help ensure that the deep insights generated through sophisticated analytics translate into impact at scale in an organization." The report points out that the demand for translators by 2026 in the United States alone may reach two to four million. The Department of Data Analytics and Information Systems in the Huntsman School of Business will be optimally positioned to recruit and provide the breadth of training needed to meet this demand.

Student Demand

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

The Data Analytics and Information Systems Department has an existing degree program in Information Systems with about 200 currently declared majors. In direct response to student demand and market needs, the DAIS Department has expanded curriculum in the management and processing of big data, and in data mining for information assurance. In extensive focus groups with undergraduates held during the 2019-2020 academic year, students surveyed were presented with a tentative plan for a Data Analytics degree program, for which they expressed uniformly enthusiastic support.

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)?

Among business colleges within the USHE system, the undergraduate Quantitative Analysis of Markets and Organizations (QAMO) program in the Eccles School of Business at the University of Utah is the most comparable existing major with quantitative requirements consistent with the degree proposed in this application. The QAMO degree focuses on game theory and econometrics, and includes a required Analytics emphasis and an optional IS emphasis. Dixie State University offers a combined program in Information Systems and Analytics. There is also a Business Analytics emphasis offered within the Economics major at Southern Utah University, and a Business Data Analytics Professional Certificate available at Utah Valley University. Given the labor market demands and job growth projections for

graduates with analytics training, coupled with the rapid growth of Utah's tech economy, there is more than ample need for varied programs in analytics across all USHE institutions.

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.

This degree will not be delivered outside of USU's designated service area. There are no collaborative agreements with other USHE institutions. As indicated previously, the market demand for the skills developed in this program far exceeds the capacity of currently approved comparable programs in the state.

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.

In developing this program, the department consulted with members of the DAIS Department's External Advisory Board -- comprised of senior professionals and managers in information systems and technology -- in addition to other corporate partners with extensive experience across the analytics pipeline. The companies and organizations these advisors represent include Deloitte & Touche, Intermountain Healthcare, WCF Insurance, Conclude Analytics, CloudPassage, OC Tanner, Questar Gas, Conservice, Interactive Intelligence, Micron, BioFire, and Koch Industries. Other than Economics, which is separately accredited, all programs within the Huntsman School of Business are accredited by AACSB International -- the Association to Advance Collegiate Schools of Business. AACSB is the premier accrediting association for business and accounting programs. The Huntsman School's next AACSB evaluation will occur in 2022, after the proposed Data Analytics program becomes available. This will offer an immediate opportunity to ensure that key objectives of the program meet AACSB standards and integrate effectively within the overarching mission of the Huntsman School. No additional resources will be required to manage this process.

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.

Requirements for this degree:

1. At least 120 total credits
2. 100 credits with a C- or better
3. At least 30 credits through USU
4. At least 10 credits within the major at USU
5. At least 40 upper-division credits (i.e., credits numbered 3000 or above)
6. At least 20 upper-division credits at USU

7. Completion of USU General Education requirements
8. Minimum 2.00 GPA
9. Completion of three credits for USU American Institutions requirement
10. Completion of USU University Studies Depth requirement
11. Completion of the credits within the Data Analytics major (Course Curriculum in Appendix A)
12. At least a C for courses outlined in the Course Curriculum that are included in the Huntsman School Acumen (the first 17 courses in Appendix A from ACCT 2010 through DATA3300)

Admission Requirements

List admission requirements specific to the proposed program.

Admission requirements for this program will follow those for the Huntsman School of Business:

- Direct admission for first-time student meeting one of the following criteria: top 10% of high school class; 3.7+ high school GPA; 28+ ACT score/1310+ SAT score; 3.5+ high school GPA and 24+ ACT; or 3.5+ high school GPA and 1160+ SAT.
- Direct admission for transfer student with 24+ post-high school credits and 3.5+ GPA.
- Admission for any current student receiving a C or better in the following USU courses: ECN 1500, ACCT 2010, DATA 1100, and DATA 2100.

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 Data Analytics program will be offered within the existing Data Analytics and Information Systems Department. No additional administrative resources are needed. The program will use courses that are already offered or that are under development for the 2021-22 AY, and will serve to expand choices for students already in the department's Information Systems degree program.

Faculty

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

This program can be provided using existing faculty.

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.

This program can be managed using existing staff and advising resources within the Huntsman School of Business.

Student Advisement

Describe how students in the proposed program will be advised.

Students in the Huntsman School of Business are advised through the FJ Management Center for Student Success. The center brings together various student services, including undergraduate advising and career development under one organizational structure and in one physical space to create a centralized resource for students seeking academic and career advising.

Library and Information Resources

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

The Merrill-Cazier Library at Utah State University provides both physical and virtual access to a vast collection of resources, including over two million print books and journals, 7,600,000 e-books (including over seven million in the HathiTrust Digital Library), 480,000 government publications, and over 60,000 electronic journals. In addition to the Merrill-Cazier Library, services are provided at the USU Eastern and USU Blanding campus libraries, and the Young Education Technology Center (curriculum and teacher preparatory materials). The USU Libraries are a member of the Utah Academic Library Consortium (UALC) and Greater Western Library Alliance (GWLA). These resources provide comprehensive access for students and faculty to a breadth of sources that are critical in the domains that intersect with data analytics, including computing, data management, information technology and systems, security, quantitative analysis, business strategy.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

The Data Analytics and Information Systems Department and the Huntsman School of Business have established a process for continuous improvement of program curricula that will be applied to the proposed Data Analytics program. This strategy includes providing value-added services to students that emphasize career and professional development, and cultivating strong relationships with industry and alumni. A variety of activities are conducted annually to measure the level of success achieved in accomplishing this mission. Data are measured from students, employers, and recruiters to ensure that

students are prepared and marketable (e.g., placement rates and corporate engagement in recruiting and other college events and functions). For the sake of accreditation, learning goals and objectives for the Data Analytics program will be mapped to specific courses within the program curriculum. Success in meeting these objectives will be regularly assessed through course-embedded evaluations. Routine feedback from industry experts, advisory boards, and employers will be used to evaluate students' career preparedness upon completing the the program. Outcomes data will be reviewed by school leadership and faculty committees at the school and department levels. When outcomes data suggests an opportunity for improvement, the school will take specific action and document these data-based decisions.

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.

Skills and competencies for the proposed program have been identified in consultation with professional recommendations and requirements (e.g., Certified Analytics Professional recommendations), and in collaboration with Huntsman's corporate partners and recruiters, the college's and department's advisory boards, and Huntsman faculty and students. To complete the Data Analytics program at USU, students will be required to demonstrate the following competencies (for each competency, courses are identified in which related course learning objectives are designed and assessed):

1. Appropriately characterize a business problem, formulate hypotheses, and identify and collect the data required to address the problem. (DATA 1100, 2100, 3100, 3300; Huntsman School Acumen courses)
2. Plan for the execution of solutions developed in the analytics cycle. (DATA 3300, DATA5500)
3. Manipulate, transform, and clean data; develop normalized, logical database designs. (DATA 1100, 2100, 3300, 3330, 4330)
4. Apply programming skills for data management and analysis. Use programming tools to manage big data. (DATA 3330, 3500, 4330, 5500)
5. Understand how to visualize and mine data for quality assurance and to communicate insights in a clear and concise manner. (DATA 3400, 5400)
6. Demonstrate an understanding of machine learning models, how different models are used, and how to validate and select appropriate models. Translate model results to convey insight into business value. (DATA 3100, 3300, 5500, 5600, 5610)
7. Deploy, integrate, and monitor an appropriately selected model into an existing environment as a basis for making business decisions. (DATA 5400, 5500, 5600, 5610)
8. Provide leadership in an enterprise setting by demonstrating an understanding of business processes and of the practical opportunities and risks of a given solution. (DATA 2100, 3300; Huntsman School Acumen courses)

The required internship for this program will broadly reinforce these competencies. The success of individual student internships is assessed through the department's IS 4250 course.

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					44
Required Courses					
<input type="radio"/>	<input type="radio"/>	ACCT 2010		Financial Accounting Principles	3
<input type="radio"/>	<input type="radio"/>	ACCT 2020		Managerial Accounting Principles	3
<input type="radio"/>	<input type="radio"/>	ECN 1500		Introduction to Economic Institutions, History, and Principles	3
<input type="radio"/>	<input type="radio"/>	ECN 2010		Introduction to Microeconomics	3
<input type="radio"/>	<input type="radio"/>	FIN 3200		Financial Management	3
<input type="radio"/>	<input type="radio"/>	FIN 3400		Corporate Finance	3
<input type="radio"/>	<input type="radio"/>	MGT 2050		Legal and Ethical Environment of Business	3
<input type="radio"/>	<input type="radio"/>	MGT 3050		Foundations of Business: Capitalism, Markets, and Innovation	3
<input type="radio"/>	<input type="radio"/>	MGT 3700		Operations Management	2
<input type="radio"/>	<input type="radio"/>	MSLE 3500		Fundamentals of Marketing	3
<input type="radio"/>	<input type="radio"/>	MSLE 3800		Leadership	2
<input type="radio"/>	<input type="radio"/>	MSLE 3890		Systems Strategy and Problem Solving	2
<input type="radio"/>	<input type="radio"/>	BUS 3200		Business Communication	3
<input type="radio"/>	<input type="radio"/>	DATA 1100		Excel for Business Analysis	1
<input type="radio"/>	<input type="radio"/>	DATA 2100		Data and Information in Business	3
<input type="radio"/>	<input type="radio"/>	DATA 3100		Making Decisions with Data	3
<input type="radio"/>	<input type="radio"/>	DATA 3300		Introduction to Modern Business Analytics	3
<input type="radio"/>	<input type="radio"/>	DATA 3330		Database Management	3
<input type="radio"/>	<input type="radio"/>	DATA 4330		Advanced Database and Database Analytics	3
<input type="radio"/>	<input type="radio"/>	DATA 3400		Data Visualization with Tableau	2
<input type="radio"/>	<input type="radio"/>	DATA 5400		Visual Data Analytics	3
<input type="radio"/>	<input type="radio"/>	DATA 3500		Introduction to Python Programming	3
<input type="radio"/>	<input type="radio"/>	DATA 5500		Advanced Python Programming for Analytics	3
<input type="radio"/>	<input type="radio"/>	DATA 5600	×	Introduction to Regression and Machine Learning for Analytics	3
<input type="radio"/>	<input type="radio"/>	DATA 5610	×	Advanced Machine Learning for Analytics	3
<input type="radio"/>	<input type="radio"/>	MATH 1210		Calculus I	4
<input type="radio"/>	<input type="radio"/>	MATH 2270		Linear Algebra	3
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Add A Group of Courses					
Required Course Credit Hour Sub-Total					76

	Course Number	NEW Course	Course Title	Credit Hours
Elective Courses				
+ -				
Add A Group of Courses				
Elective Credit Hour Sub-Total				
Core Curriculum Credit Hour Sub-Total				120

Add An Emphasis

Program Curriculum Narrative

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

To complete the Data Analytics major, students will be required to take the 46 credits comprising the Huntsman School Acumen, along with 30 core credits in database management, programming, visualization and data mining, and machine learning for analytics. There are no variable credits required for this program as it is structured in this proposal.

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.
ECN 1500 - Introduction to Economic Institutions	3	MATH 1060 - Trigonometry	2
ENGL 1010 - Introduction to Writing: Academic P	3	ACCT 2010 - Financial Accounting Principles	3
MATH 1050 - College Algebra	4	ECN 2010 - Introduction to Microeconomics	3
Breadth Humanities	3	ENGL 2010 - Intermediate Writing: Research Wri	3
USU 1010: University Connections	1	Breadth Life Sciencs	3
Add Courses	Total	Total	Total
	14		14
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
MATH 1210 - Calculus I	4	MATH 2270 - Linear Algebra	3
ACCT 2020 - Managerial Accounting Principles	3	MGT 2050 - Legal and Ethical Environment of Bu	3
Breadth Physical Sciences	3	DATA 1100 - Excel for Business Analysis	1
Breadth Creative Arts	3	DATA 2100 - Data and Information in Business	3
Electives	3	Breadth Integrated Studies Course	3
		Electives	3
Add Courses	Total	Total	Total
	16		16
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
BUS 3200 - Business Communication	3	FIN 3200 - Financial Management	3
MGT 3050 - Foundations of Business: Capitalism	3	DATA 3300 - Introduction to Modern Business An	3
MSLE 3800 - Leadership	2	DATA 3500 - Introduction to Python Programming	3
DATA 3100 - Making Decisions with Data	3	DATA 4330 - Advanced Database and Database	3
DATA 3330 - Database Management	3	DATA 5400 - Visual Data Analytics	3
DATA 3400 - Data Visualization with Tableau	2		
Add Courses	Total	Total	Total
	16		15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
FIN 3400 - Corporate Finance	3	MGT 3700 - Operations Management	2
DATA 5500 - Advanced Python Programming for	3	MSLE 3500 - Fundamentals of Marketing	3
DATA 5600 - Introduction to Regression and Mac	3	MSLE 3890 - Systems Strategy and Problem Sol	2
IS 4250 - Internship	3	DATA 5610 - Advanced Machine Learning for An	3
Depth Life and Physical Science	3	Depth Humanities and Creative Arts	3
		Electives	1
Add Courses	Total	Total	Total
	15		14

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	11	1	1
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			8
Faculty: Part Time with Masters			2
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			
Staff: Full Time			1
Staff: Part Time			1

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Chris	Corcoran	T	PhD	Harvard University	25%	
	Tyler	Brough	T	PhD	University of Arizona	50%	
	Andrew	Brim	Other	PhD	Utah State University	75%	Non-TT
	Polly	Conrad	Other	MS	Truman State University	25%	Lecturer
	Reagan	Siggard	Other	MS	Utah State University	25%	Lecturer
	Zsolt	Ugray	T	PhD	University of Texas Austin	25%	
	Yong Seog	Kim	T	PhD	University of Iowa	25%	
	Kelly	Fadel	T	PhD	University of Arizona	10%	
	Robert	Mills	T	PhD	Utah State University	50%	
	Brian	Dunn	TT	PhD	University of Pittsburgh	10%	
	Lianne	Wappett	Other	MS	University of Idaho	10%	Lecturer
	Pam	Dupin-Bryant	T	PhD	Utah State University	10%	
							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	n/a				
Faculty: Part Time with Doctorate	n/a				
Faculty: Full Time with Masters	n/a				
Faculty: Part Time with Masters	n/a				
Faculty: Full Time with Baccalaureate	n/a				
Faculty: Part Time with Baccalaureate	n/a				
Teaching / Graduate Assistants					
Staff: Full Time	n/a				
Staff: Part Time	n/a				

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	200	220	240	260	280	300
# of Majors in Proposed Program(s)		20	30	40	50	60
# of Graduates from Department	40	45	50	55	60	70
# Graduates in New Program(s)		0	10	20	25	30
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expenses (equipment, travel, resources)	\$0	\$0	\$0	\$0	\$0	\$0
Other:	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$0	\$0	\$0	\$0	\$0	\$0
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$0	\$0	\$0	\$0	\$0	\$0
Appropriation	\$0	\$0	\$0	\$0	\$0	\$0
Special Legislative Appropriation	\$0	\$0	\$0	\$0	\$0	\$0
Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0
Special Fees	\$0	\$0	\$0	\$0	\$0	\$0
Tuition	\$0	\$0	\$0	\$0	\$0	\$0
Differential Tuition (requires Regents approval)	\$0	\$0	\$0	\$0	\$0	\$0
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0	\$0	\$0
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$0	\$0	\$0	\$0
Difference						
Funding - Expense	\$0	\$0	\$0	\$0	\$0	\$0

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The program as proposed can be managed using currently available resources and revenue.

Part III: Describe funding sources

Revenue Narrative 1

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

No internal reallocations will be required to administer the program as it is proposed.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

No new funding sources will be required to manage the program as it is proposed.

HSB - Economics and Finance - Economics BA BS - Business Economics 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: 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)*

Economics and Finance

Current Title (if applicable)* NA

Proposed Title* Economics BA BS - Business Economics Emphasis

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

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 45.0601
*

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 18

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*

Propose a new "Business Economics Emphasis" within the BA/BS degree in Economics

Section II: Program Proposal

Proposed Action & Rationale*

It is proposed that the existing BA/BS degree in Economics be redesigned to include new emphases. The BA/BS degree in Economics currently has the following emphases: Economic Theory, Managerial Economics, Pre-law, International Economics and Trade, and Quantitative Economic History. Three new emphases are being proposed: Business Economics, Financial Economics, and Econometrics and Data Analytics. This proposal details the Business Economics emphasis. This emphasis will allow students to differentiate themselves within the broader economics curriculum, enhance faculty mentoring of students within the subject matter, better prepare students for the labor market, and aid student placement.

The BA/BS degree in Economics typically has 300-400 majors on the Logan campus (typically 1000+ when including statewide campuses and the China Cooperative program). The large number of faculty and majors in the department allow for a wide array of economics courses to be offered. Given the breadth of content in the field of economics, students often lack a focused skill set or are not in a position to adequately signal the tools they have possessed in preparation for the job market. Faculty in the department, according to their expertise, will work with students in their emphasis and will take a more active role in mentoring students throughout the program. The emphases are Economic Theory, International Economics and Trade, Business Economics, Financial Economics, and Econometrics and Data Analytics, Managerial Economics, Pre-law, and Quantitative Economic History. Each emphasis supports a directed path to aid students in their career objectives.

The proposed emphasis does not require the creation of any new faculty or staff positions. Furthermore, no additional courses need to be created to facilitate the changes and additions.

Labor Market Demand (if applicable)

This is an existing degree program, and as noted above, it is one of the largest within the Huntsman School of Business. According to sources like Monster.com (<https://www.monster.com/career-advice/article/work-skills-2018-1217>) and the National Association of Colleges and Employers (<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>), employers are seeking students that display critical thinking, analytical tools, and technical skills. One of the strengths of USU's Economics degree is the diverse set of faculty that offer a large array of courses ranging from economic history to advanced econometrics and machine learning. Currently, students must find ways to demonstrate the critical thinking, analytical tools, and technical skills they have obtained while searching for a job in the labor market. Employers and students have said that it would be helpful if there was a mechanism that would allow students with unique technical skills to differentiate themselves in the marketplace. Defined emphases on transcripts will substantially help in this process. In a global economy that requires students to be more competitive to land high quality jobs, signaling an expertise in more than one area can produce substantial dividends. Particularly, students in the Economics and Finance department are encouraged to double major with other majors in the business school and across campus. The Business Economics emphasis facilitates this process by helping students obtain a breadth of knowledge in economics and other business fields. The emphasis is structured to encourage double majoring. Although it requires six additional credit hours, there are economies of scope as students have the ability to double count a select number of electives in the Business Economics emphasis with other majors in the business school.

Consistency with Institutional Mission & Institutional Impact*


The proposed change is consistent with USU's mission of providing students with a student centered experience that prepares them to serve the public. Students will be more effectively positioned for employment opportunities and have a richer understanding of the context of managerial decision making. The program will be offered in the same areas as the existing degree program. No faculty/staff structures will be affected by the changes.

Finances*

Current funding levels are adequate to support the proposal as no new classes are proposed.


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.

HSB - Economics and Finance - Economics BA BS - Econometrics and Data Analytics 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: 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)*

Economics and Finance

Current Title (if applicable)* NA

Proposed Title* Economics BA BS - Econometrics and Data Analytics Emphasis

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

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 45.0601

Minimum Number of Credits (if applicable)* 12

Maximum Number of Credits (if applicable)* 12

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*

To create a new "Econometrics and Data Analytics" emphasis within the existing BA/BS Economics Degree

Section II: Program Proposal

Proposed Action & Rationale*

It is proposed that the existing BA/BS degree in Economics be redesigned to include new emphases. The BA/BS degree in Economics currently has the following emphases: Economic Theory, Managerial Economics, Pre-law, International Economics and Trade, and Quantitative Economic History. Three new emphases are being proposed: Business Economics, Financial Economics, and Econometrics and Data Analytics. This proposal details the Econometrics and Data Analytics emphasis. This emphasis will allow students to differentiate themselves within the broader economics curriculum, enhance faculty mentoring of students within the subject matter, better prepare students for the labor market, and aid student placement.

The BA/BS degree in Economics typically has 300-400 majors on the Logan campus (typically 1000+ when including statewide campuses and the China Cooperative program). The large number of faculty and majors in the department allow for a wide array of economics courses to be offered. Given the breadth of content in the field of economics, students often lack a focused skill set or are not in a position to adequately signal the tools they have possessed in preparation for the job market. Faculty in the department, according to their expertise, will work with students in their emphasis and will take a more active role in mentoring students throughout the program. The emphases are Economic Theory, International Economics and Trade, Business Economics, Financial Economics, and Econometrics and Data Analytics, Managerial Economics, Pre-law, and Quantitative Economic History. Each emphasis supports a directed path to aid students in their career objectives.

The proposed emphasis does not require the creation of any new faculty or staff positions. Furthermore, no additional courses need to be created to facilitate the changes and additions.

Labor Market Demand (if applicable)

This is an existing degree program, and as noted above, it is one of the largest within the Huntsman School of Business. According to sources like Monster.com (<https://www.monster.com/career-advice/article/work-skills-2018-1217>) and the National Association of Colleges and Employers (<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>), employers are seeking students that display critical thinking, analytical tools, and technical skills. One of the strengths of USU's Economics degree is the diverse set of faculty that offer a large array of courses ranging from economic history to advanced econometrics and machine learning. Currently, students must find ways to demonstrate the critical thinking, analytical tools, and technical skills they have obtained while searching for a job in the labor market. Employers and students have said that it would be helpful if there was a mechanism that would allow students with unique technical skills to differentiate themselves in the marketplace. Defined emphases on transcripts will substantially help in this process. Students entering the labor market with a background in data science and analytics are among the highest demanded globally. According to the BLS Occupational Outlook Handbook, there is a projected growth rate of 31% from 2019-2029 in the field of data science. In his book Business Data Science, Matt Taddy, the former Head of Economics and Data Science at Microsoft and current VP of Economic Technology at Amazon, strongly advocates for the need of economic training in the field of data science. An emphasis in Econometrics and Data Analytics will provide foundational microeconomic tools to our students and allow them to take advanced courses in econometrics, machine learning, and data analytics.

Consistency with Institutional Mission & Institutional Impact*


The proposed change is consistent with USU's mission of providing students with a student centered experience that prepares them to serve the public. Students will be more effectively positioned for employment opportunities and have a richer understanding of the context of managerial decision making. The program will be offered in the same areas as the existing degree program. No faculty/staff structures will be affected by the changes.

Finances*

Current funding levels are adequate to support the proposal as no new classes are proposed.


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.

HSB - Economics and Finance - Economics BA BS - Financial Economics 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: 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)*

DEPARTMENT (include all cross listed departments)*

Current Title (if applicable)*

Proposed Title*

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

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 45.0603
*

Minimum Number of Credits (if applicable)* 12

Maximum Number of Credits (if applicable)* 12

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 R401 is to create a new Financial Economics Emphasis within the existing BA/BS Economics degree.

Section II: Program Proposal

Proposed Action & Rationale*

It is proposed that the existing BA/BS degree in Economics be redesigned to include new emphases. The BA/BS degree in Economics currently has the following emphases: Economic Theory, Managerial Economics, Pre-law, International Economics and Trade, and Quantitative Economic History. Three new emphases are being proposed: Business Economics, Financial Economics, and Econometrics and Data Analytics. This proposal details the Financial Economics emphasis. This emphasis will allow students to differentiate themselves within the broader economics curriculum, enhance faculty mentoring of students within the subject matter, better prepare students for the labor market, and aid student placement.

The BA/BS degree in Economics typically has 300-400 majors on the Logan campus (typically 1000+ when including statewide campuses and the China Cooperative program). The large number of faculty and majors in the department allow for a wide array of economics courses to be offered. Given the breadth of content in the field of economics, students often lack a focused skill set or are not in a position to adequately signal the tools they have possessed in preparation for the job market. Faculty in the department, according to their expertise, will work with students in their emphasis and will take a more active role in mentoring students throughout the program. The emphases are Economic Theory, International Economics and Trade, Business Economics, Financial Economics, and Econometrics and Data Analytics, Managerial Economics, Pre-law, and Quantitative Economic History. Each emphasis supports a directed path to aid students in their career objectives.

The proposed emphasis does not require the creation of any new faculty or staff positions. Furthermore, no additional courses need to be created to facilitate the changes and additions.

Labor Market Demand (if applicable)

This is an existing degree program, and as noted above, it is one of the largest within the Huntsman School of Business. According to sources like Monster.com (<https://www.monster.com/career-advice/article/work-skills-2018-1217>) and the National Association of Colleges and Employers (<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>), employers are seeking students that display critical thinking, analytical tools, and technical skills. One of the strengths of USU's Economics degree is the diverse set of faculty that offer a large array of courses ranging from economic history to advanced econometrics and machine learning. Currently, students must find ways to demonstrate the critical thinking, analytical tools, and technical skills they have obtained while searching for a job in the labor market. Employers and students have said that it would be helpful if there was a mechanism that would allow students with unique technical skills to differentiate themselves in the marketplace. Defined emphases on transcripts will substantially help in this process.

Students entering the labor market with a background in finance continue to be highly demanded in Utah and around the globe. The BLS Occupational Outlook Handbook suggests that Financial Analysts positions are growing faster than average and have a high median pay.

Consistency with Institutional Mission & Institutional Impact*


The proposed change is consistent with USU's mission of providing students with a student centered experience that prepares them to serve the public. Students will be more effectively positioned for employment opportunities and have a richer understanding of the context of managerial decision making. The program will be offered in the same areas as the existing degree program. No faculty/staff structures will be affected by the changes.

Finances*

Current funding levels are adequate to support the proposal as no new classes are proposed.


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.

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

Institution Submitting Request: Utah State University

Proposed Program Title: Master of Financial Economics

Are There New Emphases: Yes No

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: Huntsman School of Business

Sponsoring Academic Department(s) or Unit(s): Department of Economics and Finance

Classification of Instructional Program Code¹ : 45.0603

Min/Max Credit Hours Required of Full Program: 30 / 30

Proposed Beginning Term²: Fall 2021

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Master's degree(s): **Master of Financial Economics** 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 proposed Master of Financial Economics (MFE) professional program stems from the department's other graduate degree, the Master of Science in Financial Economics (MSFE). The MSFE was started in 2011-2012 and has been a fantastic success in a variety of ways. The MSFE was designed to cater to students interested in very technical and quantitative careers in both finance and economics. Additionally, several students each year enjoy working on research and decide to pursue a PhD and sometimes a career in academia. The program has been very successful. Students have obtained positions as financial analysts, traders, quantitative analysts, wealth managers, portfolio analysts, and bankers. Companies that have hired students include Zions Bancorp, Goldman Sachs, The Royal Bank of Scotland, Equity Methods, Hewlett Packard, American Express, Vivint, JP Morgan Chase, the Securities and Exchange Commission, and Wells Fargo among others. Students pursuing a PhD have been admitted to programs at Ohio State University, University of North Carolina, Arizona State University, University of Mississippi, University of Arizona, Texas A&M, University of Tennessee, Purdue University, Penn State University, Washington State University, Texas Tech University, University of Kentucky, University of Utah, and other well known institutions. Some of those students are now pursuing academic careers at universities that include Texas A&M, Oklahoma State, Loyola Marymount, Southern Illinois University, Tulane, and even Utah State University.

However, despite all of the success achieved with the MSFE, it remains a very narrow and specialized degree program. Over the years, feedback from students almost always includes suggestions that the scope of the degree be broadened, add more flexibility, and create clear career pathways. The purpose of the proposed Master of Financial Economics (MFE) program is in response to that feedback. The proposed MFE will still prepare students for careers as financial economists, financial service providers, financial analysts, traders, quantitative analysts, financial managers, financial planners, and other finance related fields, but it will allow students to customize their program of study to fit their individual career goals. Instead, it was decided that offering a new sister degree that, while very similar to the MSFE, would allow students to complete additional coursework instead of a research-focused thesis was a better solution. For example, a student could choose coursework designed to prepare them for the Certified Financial Planner (CFP) exam instead of completing a thesis with the MFE.

Thus, the MFE is really just an extension of the current MSFE degree that will allow students additional flexibility while they pursue a graduate degree in financial economics. Students will have a broader menu of options to choose from that will better align with their career goals. The MFE will consist of 9 credits of core classes and 21 credits of elective courses that can be customized to meet the specific career goals of individual students. Unlike the MSFE, the MFE will not require a thesis.

The MFE is also designed to prepare students for additional industry-specific certifications and designations. For example, depending on their program of study, students may sit for the Chartered Financial Analyst (CFA) designation or for the Certified Financial Planner (CFP) exam, both of which are industry standards in their respective fields.

Given the labor market demand (detailed later in this document) for finance professionals, the MFE is designed to be adaptive to changes in demand in both Utah and the United States.

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/policy312) or, for "out of mission" program requests, the rationale for the request.

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement. This degree program will fulfill these objectives in several significant ways. It will foremost support USU's academic mission by providing new opportunities for students to significantly improve their competitiveness and earning potential following graduation. It will serve the mission of research and discovery by providing a formal framework to train students to conduct financial analysis and research. This program will also directly support USU's land-grant mission to engage the community. As summarized in Section III, the rapid growth of the finance related industries in Utah has created a demand for qualified finance professionals. This program will create a useful pipeline for Utah companies to fill a variety of finance related positions.

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 proposed professional master's degree in Financial Economics (MFE) stems from numerous faculty discussions and meetings regarding the current Master of Science in Financial Economics (MSFE) degree over a several year period. Each year, the department solicits feedback from graduate students and consider how changes to the program might better serve both students and the university. One of the common themes from students finishing the MSFE program has been a desire to have more flexibility. Initially, the program consisted of 10 courses with no electives. Currently, the program has a couple of electives but primarily caters to those students that are technically inclined or thinking about pursuing a PhD.

As the department weighed student feedback, it considered different ways to add flexibility to the program while maintaining the current quality and standards. While some students excelled doing research and even published peer-reviewed papers with faculty, others struggled with the process and often had to delay their graduation (or even employment start dates) to complete the research component of the degree. This observation has led to a desire to give students more flexibility with respect to their program of study. One option considered was modifying the current MSFE degree. Given that some students want to pursue careers in research or apply to PhD programs, modifying the already successful current program would be problematic. Instead, it was decided that offering a new sister degree that is very similar to the MSFE but allows students to complete additional coursework instead of a research focused thesis was a better solution. Professional master's degree programs have been popular in recent years and this program will benefit from that trend. In reality, some students will apply to the MSFE/ MFE programs and not know which degree path makes the most sense for them until after some of their coursework is completed. The goal is to help students find ways to maximize the value of their education, and this added flexibility will aid that goal.

Given the current labor market trends for expertise in both finance and economics, the college, the university, and the USHE will all benefit from the increase in enrollments that should occur from the broader scope of the graduate degree offerings in financial economics.

Labor Market Demand

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

Graduates of the MSFE have had phenomenal success finding employment, as described above, with well over 90% of students each year accepting positions prior to graduation. Anecdotally, both employers and PhD graduate programs have told said that they would happily take more students if available. This alone speaks to the demand for future graduates and finance professionals.

There are also plenty of statistics from independent sources that shed light on the prospects for future graduates. Because so many jobs involve aspects of finance and economics, the US Bureau of Labor Statistics (BLS) has several relevant classifications related to a Master of Financial Economics. For example, Financial Manager positions are expected to grow at 15% per year from 2019-2029 (a rate much faster than average) with a median salary of \$129,890 per year. Similarly,

Economists have expected growth of 14% per year with a median salary of \$105,020 per year. Financial Analyst positions are expected to grow at a 5% annual rate from 2019 to 2029. The median pay for a financial analyst in the US is listed at \$81,590 per year. Personal Financial Advisors receive median pay of \$87,850 per year and are expected to grow at 4% per year over the next 10 years. Securities, commodities, and financial services agents are also expected to grow at 4% per year and have a current median salary of \$62,270 per year. Other related BLS classifications include budget analysts, insurance agents, insurance underwriters, real estate brokers, operations research analysts, actuaries, market analysts, financial examiners, statisticians, and loan officers. All of which are expected to grow at an average or above average rate over the next 10 years. More locally, the Utah Department of Workforce Services forecasts an annual growth rate of 3% for finance related positions.

Forbes.com lists a finance degree in the top 10 degrees with respect to starting salary. Furthermore, Robert Half (a recruiting and staffing agency) stated that employers continue to struggle to fill all of their financial oriented positions because of the lack of qualified candidates.

Student Demand

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

The proposed program will complement the current Master of Science in Financial Economics (MSFE) degree. Annual enrollments in the MSFE are generally between 12 and 18 students. Graduates of the MSFE have had phenomenal success finding employment with more than 90% of students each year accepting positions prior to graduation. However, direct feedback from former students shows that there is room for improvement. Many students have suggested a more flexible degree since their interests are quite broad. While the MSFE is more technical in nature, some graduates have chosen to pursue less technical positions in banking, insurance, and other financial services. Those students have commented that additional elective courses within their areas of interest would have been helpful. Although several MSFE students each year get very involved in research and decide to pursue a PhD, the majority do not. Many prospective students would like to further their financial education with a more applied curriculum instead of the more traditional research focused requirements.

Similar Programs

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

There are several similar programs offered at the master's level in the region. As stated previously, the Huntsman School of Business already houses a Master of Science in Financial Economics degree. The proposed Master of Financial Economics will complement that program and offer students more flexibility when designing their program of study. The University of Utah offers a Master of Science in Finance through the Eccles School of Business. Similarly, Master in Finance programs can be found at the University of Colorado, Colorado State, University of Arizona, and Arizona State. Given the strong placements of recent MSFE graduates and the limited number of universities that have a comparable offerings, giving students more flexibility and more graduate degree options within the area of finance and economics will only enhance their ability to excel in the workforce. It is helpful not to think of the proposed MFE degree as a new offering, but more as an extension of the current MSFE degree that will better cater to the demand of both students and employers. It is also worth noting that Utah State is the only institution that offers a degree that pairs Finance and Economics at the master's level. Both the MSFE and the proposed MFE will continue to offer students the ability to pursue programs of study that not only include the standard finance courses but also micro and macro economics, econometrics, machine learning, and numerous other courses that help set graduates apart.

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 higher.utah.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.

The designated service areas for Utah State University include Cache, Rich, Box Elder, Duchesne, Uintah, Daggett, Tooele, Emery, Carbon, Grand, and San Juan counties, and USU maintains statewide campuses and education centers in all of these counties. The proposed delivery area for the Master of Financial Economics program is only within USU's service areas.

Initially, most advanced coursework will be taught face-to-face at USU's Logan campus with IVC broadcast within USU's service area as demand justifies. Given the current pandemic and its impact on education, the hope is to work toward having more of the content available through remote delivery methods.

External Review and Accreditation

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

The MFE will be subject to the normal AACSB accreditation process for graduate programs. No external consultants or advisors were involved in the development of this program. Additionally, the curriculum will be calibrated to prepare students individually for exams related to becoming a Chartered Financial Analyst (CFA) or a Certified Financial Planner (CFP).

Section IV: Program Details

Graduation Standards and Number of Credits

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

The total number of credits required for the program is 30, consistent with the School of Graduate Studies requirements for professional degree programs. Students will be required to complete all coursework with a grade of C- or higher.

Admission Requirements

List admission requirements specific to the proposed program.

Admissions requirements for the MFE program will follow those of the USU School of Graduate Studies, as well other general guidelines or requirements of the Huntsman School of Business.

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 proposed Master of Financial Economics program will not, by itself, require any new administrative structures or personnel. The delivery of current undergraduate courses or programs will not be affected. The proposed MFE will fit seamlessly into the current administrative processes for the MSFE. Students will select their preferred degree and alternatives when deciding on a program of study. Given the overlap between the two degrees, students will have some flexibility during the degree program to decide which route best meets their academic and career goals.

Faculty

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

Initially, the current faculty is sufficient to instruct additional students attracted to the proposed MFE. If enrollments increase as expected, additional faculty requirements will be supported by the additional credit hours taken by the new students. The MFE is viable without any additional resources and should internally support any additional resources needed in the future. One of the reasons that the MSFE has been so successful is that faculty are committed to student success. Below are brief bios for some of the faculty involved in the program.

Ben Blau is a professor and the holder of the George S. Eccles Endowed Chair in Finance at Utah State University. Since arriving at USU in 2009, Ben has won multiple awards, including the 2012 Huntsman School of Business Teacher of the Year and the 2013 Huntsman School Researcher of the Year. Before joining the faculty at Utah State, he taught at the Marriott School at Brigham Young University and received an undergraduate teaching award in 2009. Ben's research interests include financial development, asset pricing, market microstructure, and banking. He has published approximately seventy articles in academic journals, such as the *Journal of Financial and Quantitative Analysis*, the *Journal of Development Economics*, and the *Journal of Banking and Finance*. His article titled, "Signaling, Free Cash Flow, and Nonmonotonic Dividends" won the Outstanding Paper award in the *Financial Review* in 2010. Another one of Ben's article titled, "Trade Size and Price Clustering: The Case of Short Sales and the Suspension of Price Tests" won the 2012 Outstanding Article award at the *Journal of Financial Research*. His research has also been highlighted by several media outlets, such as the *Wall Street Journal*, *SmartMoney Magazine*, and *Politico*.

Timothy James (TJ) Bond currently teaches in the Economics and Finance Department at USU's Huntsman School of Business. Before joining the Huntsman School in August 2016, he was Head of Economics for a large sovereign wealth fund in Singapore. Prior to that, he spent more than a decade as Chief Economist for Bank of America - Merrill Lynch in Hong Kong. TJ began his career as an economist at the International Monetary Fund in the mid-1990s, and traveled extensively in Asia during the regional financial crisis in 1997-98. He holds a PhD in Economics from Harvard University.

Jared DeLisle is currently an Assistant Professor of Finance at Utah State University. He completed his PhD in Finance, MBA, and B.S. in Chemical Engineering at Florida State University. His research interests include market efficiency, volatility and skewness, short selling, option pricing, and institutional investing. Selected publications in which his work is published include *Financial Management*, *Financial Review*, *Journal of Banking & Finance*, *Journal of Corporate Finance*, *Journal of Financial Markets*, *Journal of Futures Markets*, *Journal of Real Estate Research*, *Review of Corporate Finance Studies*, and *Review of Quantitative Finance & Accounting*. He has also presented his work at various conferences, such as the Auckland Derivatives Markets Conference, Financial Management Association, Midwest Finance Association, Southern Finance Association, Southwestern Finance Association, European Financial Management Association, and Eastern Finance Association. Dr. DeLisle frequently serves as one of the faculty advisors of the PhD Project's Finance & Economics DSA Planning Committee.

Dr. Briggs Depew is an Associate Professor of Economics in the Jon M. Huntsman School of Business at Utah State University and a Research Fellow with the Institute for the Study of Labor (IZA), Bonn, Germany. Briggs earned a PhD in Economics at the University of Arizona in 2013. Prior to joining Utah State University, he was an Assistant Professor of Economics at Louisiana State University. Briggs enjoys both teaching and research. While at LSU he was awarded the Outstanding Undergraduate Teacher award in his department. His research is focused on policy-oriented microeconomic topics and has been published in leading academic journals. His work studying the Affordable Care Act was cited in the October 2014 Council of Economic Advisers report to the President of the United States. His research has also been featured in several media outlets, including *The Washington Post* and NPR.

Paul B. Fjeldsted, CFA is a Senior Lecturer in the Economics and Finance Department of the Jon M. Huntsman School of Business at Utah State University. Paul joined the Huntsman School in 2008 after retiring as a managing director of Citigroup Global Markets Inc., where he was responsible for structuring and trading credit derivatives on the emerging markets of Central and South America. He started his career in 1986 as an analyst at Citibank in New York City, where he worked for two years prior to attending Harvard Business School. He rejoined Citibank in 1990 in New York and in 1991 became a founding member of Citibank's emerging markets derivatives desk. In 1993, he was hired by Salomon Brothers and, with two other colleagues, was responsible for developing the emerging markets business at Salomon, which was subsequently acquired by Citigroup. Until his retirement, he contributed to the establishment of emerging markets credit trading as a core business franchise for Citigroup. Paul became a CFA charterholder in 2011. Paul served a full-time mission in the Taiwan Taipei mission for the Church of Jesus Christ of Latter-day Saints from 1981 to 1983. He graduated from Utah State University with a bachelor's

degree in liberal arts in 1986 and from Harvard Business School in 1990. He met his wife Patricia at USU. They have three children. Their oldest daughter Hannah started at USU in 2007.

Dr. Todd Griffith is an Assistant Professor of Finance in the Jon M. Huntsman School of Business at Utah State University. Dr. Griffith graduated with honors, earning a PhD in Finance from the University of Mississippi in June 2017. Todd received an MS in Financial Economics in 2012 and a BS in Economics in 2011 from Utah State University. He teaches Corporate Finance, Investments, and Markets and Trading to both undergraduate and graduate students. His research interests are in empirical market microstructure, asset pricing, and banking. He has published work in several academic journals, such as the *Review of Financial Studies*, the *Journal of Banking and Finance*, the *Journal of Financial Markets*, and *Financial Management*.

Rick Hornsby is a Lecturer and Graduate Program Director in the Economics and Finance Department of the Huntsman School of Business at Utah State. Rick joined the Huntsman School in 2015. Rick previously worked as the Chief Operating Officer for the Federal Housing Finance Agency (FHFA) in Washington, D.C., from 2011 thru 2015. Rick joined FHFA after retiring from the Federal Reserve Bank of San Francisco where he served in multiple roles for 26 years. Rick began his banking career in 1982, working as a commercial credit officer for First Security Bancorporation in Salt Lake City, Utah. In 1984, he joined the Federal Reserve Bank of San Francisco as a bank examiner in the Banking Supervision & Regulation division. During his tenure as a supervising examiner, among many other assignments, Mr. Hornsby was the examiner-in-charge of the second largest bank holding company in the U.S. In 1994, he was promoted to a director within business development, information technology services, and the Fed's for-profit payment services. In 2000, Mr. Hornsby was promoted to vice president to help lead the Federal Reserve System's National Support Function Office which developed a platform that enabled commercial banks to conduct business with the Federal Reserve via a secure internet protocol. In 2001, Mr. Hornsby was promoted to group vice president and branch manager of the Portland branch of the Federal Reserve Bank of San Francisco. Reporting to the Board of Directors, Mr. Hornsby had overall responsibility for the Fed's efforts in Oregon, Idaho and a portion of Washington. In addition to responsibility for the Portland branch, Mr. Hornsby was assigned district-wide responsibility for business development in Payment Services. In this role, Mr. Hornsby led the bank's effort to market correspondent banking services to 1,400 financial institutions throughout the western United States and Guam. In 2006, he was transferred to the head office and served as the division head for the bank's Financial Planning and Control function, Corporate Strategy and Corporate Administration.

Pedram Jahangiry, PhD, CFA, is an assistant professor in the Economics and Finance Department of the Jon M. Huntsman School of Business at Utah State University. Prior to joining the Huntsman School in 2018, Pedram was a research associate within Financial Modeling Group at BlackRock NYC. His research is involved in machine learning applications in finance, empirical asset pricing, and factor models.

Dr. Danjue Shang is an Assistant Professor of Finance in the Jon M. Huntsman School of Business at Utah State University. Dr. Shang earned a PhD in Finance at the University of Arizona in 2016, an MS in Mathematics at the University of Florida in 2011, a Master in Econometrics at Renmin University of China in 2009, and a BS in Mathematics at East China Normal University in 2003. She teaches Financial Management and Derivatives Markets to undergraduates. Her research interests are in empirical asset pricing and investment.

Jason Smith received his PhD in Finance from Washington University in St. Louis. Prior to joining Utah State University, he was a faculty member at the University of Kentucky. Before attending graduate school, Jason worked as a Commercial Loan Officer for 1st Source Bank. He is a member of the American Finance Association, Western Finance Association, and the Financial Management Association. His research interests are in theoretical and empirical corporate finance, the economics of information, and financial markets. Jason enjoys spending time with his family and the outdoors.

Ryan Whitby received his PhD in Finance from the University of Utah in 2007. He is currently an Associate Professor of Finance in the Department of Economics and Finance at the Jon M. Huntsman School of Business. Ryan has broad research interests and has published articles in a variety of finance, real estate, and economics journals. While at the Huntsman School, he has taught Investments, Real Estate Finance, Advanced Econometrics, Equity Valuation, and the Huntsman Scholar Lab on Analytical Rigor.

Dr. Tyler J. Brough is an Associate Professor of Finance in the Jon M. Huntsman School of Business at Utah State University. Dr. Brough earned a PhD in Finance at the University of Arizona in 2010, an MS in Finance at the University of Illinois Urbana-

Champaign in 2004, and a BS in Economics at Brigham Young University in 2000. He teaches business statistics in the Huntsman Scholars Program to undergraduates, and Derivatives Markets, Computational Methods, and Financial Econometrics to graduate students in the MSFE and MDATA programs. His research interests are in empirical market microstructure, applied econometrics, and computational methods.

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.

Similarly to the faculty support, the proposed MFE will initially piggyback on the current MSFE infrastructure for staff support. No additional staffing will be needed initially and future needs will stem directly from growth that should support the costs of any additional staff required. Additionally, Utah State University already has extensive computer laboratories and classrooms, particularly in the new Huntsman Hall, and many computer programs are available free for students to download onto their home computers and laptops.

Student Advisement

Describe how students in the proposed program will be advised.

The advising staff that currently handles the MSFE program will also handle the MFE students. Instead of thinking of these as separate groups of students, it is better to think of the larger group of graduate financial economic students that are being advised of the relative pros and cons of the MFE and MSFE. Another important advising mechanism is faculty mentoring and interactions. Historically, one of the ways that faculty have interacted with graduate students is through advising related to their program of study. Advising students on how coursework aligns with career paths and helping them decide which path makes the most sense for them is a strength of the faculty. Students also have the opportunity to interact with faculty through coursework, student clubs, research projects, and graduate program events.

Library and Information Resources

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

No additional library resources will be required to support the proposed Master of Financial Economics program. Utah State University already has extensive holdings of journals in the core areas of finance, economics, econometrics, and statistics. Further, students and faculty have access to a comprehensive collection of journals, books, and articles through the interlibrary systems.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

The proposed master's degree program (MFE) is a terminal professional degree in financial economics. Its purpose is to provide the foundation for a career in one of the many related fields to finance and economics. It will also prepare students for independent certifications such as the Chartered Financial Analyst (CFA) exam or Certified Financial Planner (CFP) exam. Students will have the flexibility to choose a program of study that aids and accelerates them along their desired career path. The broad range of finance and economics related career options and the flexibility of the proposed program to prepare students for those paths increases the importance of advising students and properly communicating with both students and employers.

The curriculum will be calibrated to prepare students individually for exams related to becoming a Chartered Financial Analyst (CFA) or a Certified Financial Planner (CFP). The department will continue to do assessments with all of the graduate programs. Assessments may use post graduation surveys, job placement statistics, employer feedback, student feedback, CFA and CFP exam results, and course specific metrics. The main goal of internal assessments is to aid in the continual

improvement of the program and to make sure it is adapting to market trends and expectations.

Assessments are also a necessary part of the AACSB accreditation process. Assessments from the accreditation process will be documented and compared to other metrics in order to focus on continual improvement.

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.

An easy way to evaluate the competency of graduates is their performance on independent exams such as the Chartered Financial Analyst (CFA) exam or the Certified Financial Planner (CFP) exam. These exams are well known and prestigious standards in their respective fields and give an independent metric of success. However, even if students do not choose to pursue independent certification through the CFA or CFP exams, those exams give outlines of skills and competencies that are important to finance professionals. As appropriate, formative and summative assessment measures for each core competency may include: master exams, class performance, evaluations and assignments, practicum evaluations, focus groups, presentations, fieldwork, and surveys.

Furthermore, the department of economics and finance believes that one of the best evaluation metrics that can be used is market outcomes. Students abilities to achieve their career goals and find employment upon graduation is another form of external validation. Labor markets are competitive and fairly efficient. If students are not properly prepared, employers will not return to hire more of them. Anecdotally, employers have said that they would happily hire more students and that seems like a great way to measure success.

Appendix A: Program Curriculum

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

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

	Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)				
General Education Credit Hour Sub-Total				
Required Courses				
<input type="radio"/> + <input type="radio"/> -	FIN 6400	X	Foundations of Finance (already submitted for approval)	3
<input type="radio"/> + <input type="radio"/> -	FIN 6410		Corporate Finance	3
<input type="radio"/> + <input type="radio"/> -	FIN 5600		Financial Economics	3
Add A Group of Courses				
Required Course Credit Hour Sub-Total				9
Elective Courses				
<input type="radio"/> + <input type="radio"/> -				
Choose _____ of the following courses:				
<input type="radio"/> + <input type="radio"/> -				
<input type="radio"/> + <input type="radio"/> -				

		Course Number	NEW Course	Course Title	Credit Hours
Choose 7 of the following courses:					
+	-	FIN 5000		Advanced Investment Analysis	3
+	-	FIN 5100		Financial Markets and Trading	3
+	-	FIN 5250		Banking Administration and Regulation	3
+	-	FIN 5300		Fixed Income	3
+	-	FIN 5330		Financial Econometrics	3
+	-	FIN 5350		Financial Modeling	3
+	-	FIN 5440		Cases in Finance	3
+	-	FIN 5470		Investment Practicum I	3
+	-	FIN 5700		Portfolio Management	3
+	-	FIN 5800		Financial Analysis	3
+	-	FIN 6060		Financial Planning and Advising	3
+	-	FIN 6070		Retirement Planning	3
+	-	FIN 6080		Estate Planning	3
+	-	FIN 6090		Financial Plans	3
+	-	FIN 6320		Computational Methods in Finance	3
+	-	FIN 6460		Investment Analysis	3
+	-	FIN 6470		Derivative Markets	3
+	-	ECN 5030		Applied Econometrics	3
+	-	ECN 5050		Experimental Economics	3
+	-	ECN 5090		Machine Learning in Economics and Finance	3
+	-	ECN 5300		Industrial Organization-Game Theory	3
+	-	ECN 5310		Mathematical Methods for Economics and Finance II	3
+	-	ECN 5950		Behavioral Economics and Finance	3
+	-	ECN 6310		Economics for Decision Making	3
+	-	ECN 6910		Independent Research	3
+	-				
+	-				
<input type="button" value="Add A Group of Courses"/>					
Elective Credit Hour Sub-Total					21
Core Curriculum Credit Hour Sub-Total					30

Program Curriculum Narrative

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

Of the 30 total credits for the degree, 9 of those credits are required and 21 credits are elective. Program advisors will work with each student to develop a program of study that is most appropriate for the student's background and career goals. In special cases, elective coursework outside of the listed above may be approved by the student's committee. Within the degree, students have the flexibility to pursue customized programs of study that meet their goals (CFA, CFP, PhD, specific employment needs).

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

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	6	2	2
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			2
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			
Staff: Full Time			
Staff: Part Time			

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							
	Todd	Griffith	TT	PhD	University of Mississippi	50%	FIN
	Jason	Smith	T	PhD	Washington University in St Louis	50%	FIN
	Jared	Delisle	T	PhD	Florida State University	25%	FIN
	Ryan	Whitby	T	PhD	University of Utah	25%	FIN
	Danjue	Shang	TT	PhD	University of Arizona	25%	FIN
	Tyler	Brough	T	PhD	University of Arizona	50%	DATA
	Paul	Fjeldsted	Other	MBA	Harvard University	50%	FIN
	Rick	Hornsby	Other	MBA	Utah State University	50%	FIN
	Benjamin	Blau	T	PhD	University of Mississippi	25%	FIN
	TJ	Bond	Other	PhD	Harvard University	20%	FIN
	Briggs	Depew	T	PhD	University of Arizona	25%	FIN
	Pedram	Jahangiry	Other	PhD	Arizona State University	50%	FIN
							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					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	15					
# of Majors in Proposed Program(s)		10	20	30	30	30
# of Graduates from Department	15					
# Graduates in New Program(s)			10	20	30	30
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)						
Operating Expenses (equipment, travel, resources)						
Other:						
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0		
TOTAL EXPENSES	\$0	\$0	\$0	\$0		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
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	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

There will be no additional expenses to operate this program since current resources from the MSFE program will be shared. Current estimates are that no new resources will be needed if the number of students between the MSFE and MFE is less than 50.

Part III: Describe funding sources

Revenue Narrative 1

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

It is estimated that the increase in graduate students will double the revenue from graduate programs in finance. If the program grows beyond 50 students then the additional revenue from the increase in students can be used to hire faculty and fund the expenses related to that growth.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

No new funding sources are required.

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

Institution Submitting Request: Utah State University

Proposed Program Title: Master of Ecological Restoration

Are There New Emphases: Yes No

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: Quinney College of Natural Resources

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

Classification of Instructional Program Code¹ : 030205

Min/Max Credit Hours Required of Full Program: 30 / 30

Proposed Beginning Term²: Fall 2021

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

Describe Above Changes

NA

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Master's degree(s): **Master of Ecological Restoration** 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.

Utah State University (USU), Quinney College of Natural Resources (QCNR), Department of Watershed Sciences (WATS) proposes a Master of Ecological Restoration (MoER) degree. Combining coursework, an internship, and design exercises, the degree is intended to be completed within one year following attainment of a related BS degree. A master's degree is the preferred entry point into the workforce in the field of ecosystem restoration and this new degree enables students to obtain a BS degree and MoER degree within a five-year time frame.

The MoER builds on research and teaching expertise of existing WATS, QCNR and USU faculty, several of whom are internationally renowned as leaders in ecosystem restoration. The curriculum and professional development opportunities of the MoER program will provide graduates with a competitive advantage when applying for restoration and ecosystem management jobs, which will in turn improve WATS recruitment, persistence, and retention. As a coursework intensive program targeting students who aspire to careers as restoration practitioners, MoER provides a useful applied-science complement to the successful and highly competitive, research-intensive Plan A MS programs currently offered by the department. Moreover, much of the coursework already exists to serve the Graduate Certificate in Aquatic Ecosystem Restoration targeted at the department's Plan A MS and PhD students.

The mission of the WATS MoER program is to prepare future restoration professionals with the perspective and skillsets needed to assess the condition of wetland, lake and stream ecosystems; identify causes of degradation; and develop and implement plans for restoration of ecosystem health. The Department of Watershed Sciences is uniquely positioned to accomplish this inherently interdisciplinary mission with respect to aquatic ecosystems. While MoER is proposed as an extension of the two existing WATS BS degrees (Management and Restoration of Aquatic Ecosystems (MRAE) and Fisheries and Aquatic Sciences (FAS)), the intention is to evolve the program over the next several years to enable students from similar BS degree programs (e.g., 'Landscape Architecture' and 'Conservation and Restoration Ecology' at USU and eventually similar programs at other institutions) to enroll and complete the one-year MoER degree program. The Department of Watershed Sciences has discussed the proposed program with the Departments of Wildland Resources, Environment and Society, Geosciences, Landscape Architecture, and Civil and Environmental Engineering and all are supportive of the program. The Wildland Resources Department is considering developing a complementary MoER degree, focused on restoration of terrestrial ecosystems.

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/policy312) or, for "out of mission" program requests, the rationale for the request.

USU's mission is "to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement." And the mission of the Department of Watershed Sciences is "to foster the discovery, learning and application of knowledge about aquatic and earth resources and their related ecosystems to promote stewardship of the environment." The proposed program helps to fulfill both of these missions. WATS has long been a leader in research at USU, consistently among the top departments on a per capita basis in terms of research funding and publications. Most importantly, the proposed restoration-practitioner-focused MoER program greatly bolsters the department's ability to train students how to apply all of the knowledge that WATS faculty and staff have developed about watershed processes and ecosystem functions.

This new program augments the department's strong research focus by putting that knowledge to work in very practical ways, thus better aligning the department with USU's land-grant mission. Further, this program enables the department to produce graduates who are prepared for employment at local, state and federal agencies, private consulting firms and non-profit organizations. These students will graduate equipped with the best conceptual knowledge and technical skillsets needed to plan and implement wetland, lake and stream restoration projects in ways that are cost-effective and maximize ecological improvement and long-term sustainability.

The proposed program also advances USU's mission as an institution that values graduate education. The program is expected to directly increase the number of master's students. By expanding the department's emphasis on applied restoration, the new program is expected to increase the diversity of ideas, techniques, and careers for which the department is preparing graduate students. With this new five-year pathway for students to obtain a BS and master's degree, the MoER program is also expected to increase attractiveness of WATS BS degrees and therefore increase enrollment, persistence, retention and number of undergraduate degrees conferred by the department. Lastly, the department expects the MoER program to advance USU's diversity and inclusion initiatives. The department has ongoing research and education connections to the Yakima Nation, who have expressed support and expect to have students enroll in the program. The department will similarly reach out to recruit students from Shoshone, Ute, Navajo and other Native American nations throughout the Intermountain West.

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.

Plans for the MoER have been developing for nearly ten years and in many ways, initiation of the program is long overdue. Nearly all WATS faculty hires over the past decade have extensive expertise and experience in conservation and restoration, and, as a result, the department's research and course offerings have systematically shifted in that direction. In 2017, the department initiated the USU Restoration Consortium (<https://restoration.usu.edu/>), which hosts courses, workshops and other resources for students and professionals in the restoration field and highlights restoration-related research ongoing at USU. Recognizing strong demand among existing graduate students, WATS recently initiated a Graduate Certificate in Aquatic Ecosystem Restoration, which provides research-intensive (Plan A) MS and PhD students the ability to obtain a restoration credential as part of their program of study. However, the department has long recognized the need to increase the attractiveness of its BS degrees and improve the competitiveness of its graduates as they enter the job market. And the department has also long recognized the value of distinguishing between its current, research-intensive MS degree and a practitioner-focused master's degree. The training and skillsets are distinct for these two career tracks and the degree programs should reflect that distinction.

Labor Market Demand

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

The quality and competitiveness of graduates from MoER is expected to be the program's greatest attribute, but the labor market is also expanding in ways that indicate sufficient and growing demand for the program. It is possible/probable that the labor demand numbers provided below will be revised up under a Biden/Harris administration, given the disposition of the recently elected administration toward environmental protection and restoration. It is also likely that near-future economic stimulus focused on job creation will target the rural economies where so much of this sort of restoration work is needed.

Students graduating from MoER will be competitive for careers in Soil and Water Conservation, Ecological Restoration Planning, Environmental Science, Natural Resources Management, Wildlife Management, Environmental Consulting, Conservation Planning, Restoration Construction, and Restoration Ecology. According to the Bureau of Labor Statistics (bls.gov), "Employment of environmental scientists and restoration specialists is projected to grow eight percent from 2019 to 2029 (about 710 new jobs per year nationally), much faster than the average for all occupations. Heightened public interest in the hazards facing the environment, as well as increasing demands placed on the environment by population growth, are expected to spur demand for environmental scientists and specialists." The median annual wage for environmental scientists

and specialists was \$71,360 in May 2019. In Utah, employment of Environmental Scientists and Specialists (from jobs.utah.gov) is expected to experience average employment growth (~2% per year 30 positions statewide per year) with median annual salary ranging between \$60,000-\$68,000). Similarly, Conservation Scientist jobs are expected to experience moderate growth (~2% per year 20 positions statewide per year), with median salaries ranging \$55,000-\$70,000). According to BenDor et al. (2015), the ecological restoration economy in the US was worth \$9.5 billion/year in 2015, employing 126,000 employees and with an overall economic impact closer to \$24.8 billion/year.

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.

Current and recent WATS majors have been very enthusiastic about the potential for the MoER program. A town hall Q&A session was held for WATS undergrad majors on November 11, 2020. A total of 13 current students expressed interest in the program. The two WATS undergrad majors (MRAE and FAS) have struggled to grow, despite a thoughtful realignment of the curriculum in 2018. While no formal survey data exist regarding factors limiting enrollment of WATS majors, anecdotal evidence collected by WATS faculty and advisors suggests that prospective WATS undergraduate students acknowledge that a master's degree is the preferred entry level for most desirable career pathways and students are turned off by uncertainty about getting into an MS program. Beyond the fact that research-intensive MS programs fail to provide adequate training needed for restoration practitioners, admission to most research MS programs is highly competitive and completion of research-oriented MS degrees requires at least two additional years of study/research. For example, WATS faculty typically receive 15-30 application inquiries for each open MS and PhD position. MoER provides an opportunity for students to go directly through the BS and master's program within five years. As an indirect effect of MoER, the department anticipates the number of undergrad BS majors increasing by approximately 50% (from currently 41 FAS and 17 MRAE = 59, to 45 and 45 respectively, for a total of 90 majors). In addition, MoER provides an alternate career pathway focused on the practice of restoration, in contrast to the research-intensive focus of the existing WATS MS degrees.

Similar Programs

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

There are no comparable programs within the Intermountain West. While it is conceivable that other universities could develop programs with an emphasis on aquatic ecosystem restoration, no other departments have the breadth and depth of restoration-related research and course offerings that are available in USU's Watershed Sciences Department. There are only two similar programs in the US, one at Duke University and the other at Portland State University. Given the increased job demand and the strength of the Department of Watershed Sciences faculty, the MoER program is expected to compete well with these existing programs, quickly become established as the lead ecological restoration program in the Intermountain West, and gain national recognition for WATS and USU.

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.

The MoER degree will only be offered for students matriculated at the USU-Logan campus. Given that there is not another undergraduate degree comparable to the WATS MRAE or FAS BS degrees at any other USHE institutions, the department does not anticipate any competition with, or direct negative impacts on, other USHE institutions. One potential positive impact on other USHE institutions is that students who complete a relevant degree (e.g., Biology or Geology and Geophysics at the University of Utah, Biology, Environmental Sciences, or Applied Environmental Geosciences at Weber State University) at one of the other USHE institutions could complete a second BS degree in the Department of Watershed Sciences (requires 30 credits at USU) and complete the MoER in one additional year (two years total at USU). Notably, WATS has already attracted the attention of one student, who completed their BS at the University of Utah in 2018 (Magna Cum Laude) and who has enrolled starting Spring 2021 to complete a second BS in WATS with the intention of obtaining the MoER, if approved.

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.

Currently there is not an option for professional accreditation for MoER, but given the growth rate of the discipline it is likely that a formal accreditation process will be available in the future, in which case the department would likely seek accreditation. WATS is currently undergoing review by the Society for Ecological Restoration (SER) for both of its undergraduate BS majors, which prepare students for MoER. There are only seven SER-aligned programs in North America (<https://www.ser-rrc.org/directory/academic/>). SER provides resources in response to growing international demand for an ecological restoration database and practitioners. They provide certification and guidelines for educational needs of practitioners. As government agencies, non-profit organizations, and environmental consulting firms seek certified Restoration practitioners, there is a growing demand for this education (ser.org).

The Department of Watershed Sciences recently formed an External Advisory Board consisting of Drew Cushing (Aquatic Section Chief for Utah DNR Division of Wildlife Resources), Trevor Thompson (Director of the Utah Watershed Restoration Initiative), Jodi Gardberg (Section Manager for Utah Division of Water Quality), Lynn de Freitas (Executive Director of Friends of Great Salt Lake), Brandon Albrecht (Co-Principal of BioWest Environmental Consulting) and David Epstein (Water Resources Specialist, SWCA). The External Advisory Board will begin in earnest in January 2021 and will review and provide feedback regarding the curriculum, workforce training skillsets, and professional development opportunities provided in both WATS BS degrees as well as the proposed MoER degree. However, in informal discussions that occurred as the department was establishing the External Advisory Board, all board members were supportive of the rationale and general approach proposed for MoER. The department does not anticipate that the External Advisory Board will recommend major changes to the proposed MoER curriculum but may offer suggestions regarding specific concepts or skillsets that can be integrated into courses as well as approaches for optimizing internship experiences.

Section IV: Program Details

Graduation Standards and Number of Credits

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

The MoER program will effectively function as a 4+1 program that enables students completing a relevant BS degree to obtain a restoration-practitioner focused professional master's degree in one additional year. After completing a relevant BS degree, students in the program will be required to earn a minimum of 30 credits, including all core curriculum requirements and a minimum of two credits from each of the four topical blocks, to complete the MoER degree. Core requirements include a professional internship (minimum of four credits, which translates to (4 credits x 45 work hours per credit =) 180 work hours). The department already has several internship opportunities but will expand, diversify and strengthen these opportunities. Core requirements also include participation in the Watershed Sciences Capstone class. The Capstone is a requirement of both WATS BS degrees and employs a variety of high-impact teaching practices to provide students with real-world experiences in restoration design, implementation and monitoring as well as stakeholder engagement. MoER students will have completed the Capstone course as part of their BS and will return to serve in mentoring and leadership roles as part of the MoER Capstone Mentoring class.

Admission Requirements

List admission requirements specific to the proposed program.

The primary admission requirement is having completed a BS degree in Management and Restoration of Aquatic Ecosystems or Fisheries and Aquatic Sciences in the WATS department, with a 3.0+ GPA.

Initially limiting admission to students who have completed one of the two WATS BS degrees will allow for slower, and more sustainable, growth of the course offerings and internship opportunities and will enable faculty to tweak course content with a group of students that possess a common knowledge base and skillset. However, within the first year of the program the

department intends to begin working with other units on campus (LAEP, WILD, GEO, CEE) to determine what coursework and experiences would be needed to prepare their majors for admission into the MoER program. The greatest challenges are expected to be ensuring that students in these other BS programs have 1) adequate backgrounds in both physical and ecological processes, 2) sufficient exposure to key restoration principles, and 3) a capstone experience that provides training, hands-on practice, and summative assessment of key restoration concepts. Assuming these issues can be worked out, the department expects to modify this admission requirement within two to three years to enable students from those related programs to be admitted to MoER. Subsequently, the department will assess the feasibility of further modifying admission requirements to allow students from similar programs at other universities to enter the program.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

Administrative structures that currently support WATS BS and MS programs, including support from the Office of Research, School of Graduate Studies, and existing college and department resources will be used to support this program. The department anticipates that no additional resources would be needed if the program were to grow to as many as 20 students per year (notably, anticipated growth is 10-15 students completing the program each year).

The department has completed an assessment of potential impacts on courses required for undergraduate majors. If the total number of WATS BS majors increases to 90, primarily as a result of growth in the MRAE degree as anticipated, two courses would be at risk of exceeding current course caps, namely WATS 2000 Natural Resources Professional Orientation and WATS 3700 Fundamentals of Watershed Science. The possible increase in students taking Natural Resources Professional Orientation could be accommodated by increasing the cap slightly in each of the four sections of the course. Alternatively, new sections have been added to the NR Professional Orientation course as NR majors requiring the course have grown. Potential growth in students required to take WATS 3700 could also be absorbed by increasing the cap, but the majority of the students in WATS 3700 are non-majors taking the course for the CI credit. WATS is planning to propose in the near future one to two other courses that could fulfill this CI service for the university and focus the content of WATS 3700 better for MRAE and FAS majors. In summary, the department does not anticipate any negative impacts on undergraduate or graduate education.

Faculty

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

WATS faculty are well suited to support the proposed MoER program. No new lines are required. All WATS faculty hired within the past decade have strength in management and restoration of aquatic ecosystems, and several are internationally renowned leaders in the field. Nearly all courses needed for the MoER program are already offered and have capacity for more students without increasing caps. Faculty will play a small role mentoring MoER students and evaluating products from internship and design projects. To the extent that WATS is able to replace faculty members who retire or leave the university, the role of replacements in supporting the MoER program will be considered on a case-by-case basis as a part of each faculty hiring search.

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.

Existing staff are able to provide the support needed for the MoER program. Existing academic advising resources are adequate to support expected growth in the BS programs in addition to estimated 10-15 students that would enroll in the MoER program each year. Departmental staff will not experience any significant change in workload. The Restoration Consortium Coordinator will work with the department head and other faculty to maintain internship opportunities, place students in internships, and provide other professional development opportunities for MoER students. The Restoration Consortium Coordinator position is currently operating at 0.5 FTE. If needed, this position could be expanded to 1.0 FTE as the program grows.

Student Advisement

Describe how students in the proposed program will be advised.

The department head will serve as the primary advisor for students in the MoER program, primarily advising students on courses, aligning classes and professional development experiences with their career goals, and advising students on internships and restoration projects. The department head will meet with each student three times, once at the beginning of their program (preferably between the time of acceptance and start of the student's summer internship or first class), at a midpoint in their program (near the end of the first semester of classes), and near completion of the program (near or just after the end of classes). Students will also be paired with a faculty advisor who will provide additional guidance on coursework, job searches, career goals and restoration projects. The Watershed Sciences undergraduate advisor and graduate program coordinator will further assist with guidance on classes and technical aspects of registration. The Restoration Consortium Coordinator will provide advisement on internships and restoration projects.

Library and Information Resources

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

No new library or information resources are needed for this program.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

The goal of the MoER program is to produce students who are prepared to begin successful careers in ecosystem restoration. Achievement of these learning objectives will be assessed by the department head, faculty advisor and instructor for the Capstone Mentoring course, one outcome from which will be a report based on the students' Capstone Mentoring activities, internship activities (e.g., a consulting report), or restoration projects the students have completed as part of the program.

The department will work with the Watershed Sciences External Advisory Board to adapt the specific skillsets and learning objectives as needed.

Each student will be asked to complete a questionnaire regarding their experience in the MoER program and specifically to evaluate their achievement on each of the seven learning objectives (see below). The department head will follow up with each student on the results of the questionnaire and discuss whether the program has met each student's particular abilities and interests in a meeting prior to completion of the program, as described above under Student Advisement.

This information will be tracked each school year and will be reviewed, along with course evaluations and other outcomes data, when the department faculty hold an in-service day at the end of spring semester. At this meeting, the department will make data-based decisions and implement changes for the next school year.

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.

MoER is an extension of WATS BS degrees and will reinforce learning objectives of the MRAE degree, specifically:

- (1) Competence in applying computing and mathematical methods
- (2) Functional knowledge of the physical, biological and chemical components of aquatic ecosystems
- (3) Ability to make and analyze observations of aquatic ecosystems
- (4) Ability to understand and apply the principles of aquatic ecosystem restoration
- (5) Effective oral, written, and visualization communication skills
- (6) Understanding of the social context of ecosystem management and restoration in modern society
- (7) Ability to identify, formulate, and develop solutions to ecosystem management and restoration problems using modern analytical tools, synthesizing knowledge from supporting sciences

Specific, marketable skills and competencies will vary from student to student depending on selection of elective courses, but may include proficiency in geospatial analysis, basic proficiency in computer programming (R and/or Python), hands-on experience planning and implementing aquatic ecosystem restoration projects, ability to complete an assessment, consulting on restoration design report (assessed in the Internship Practicum and Capstone Mentoring course), water quality modeling, habitat modeling, sediment transport modeling, hydrologic and hydraulic modeling, wetland delineation, and professional development "soft" skills in communication, collaboration, and leadership/teamwork (assessed in the Internship and Capstone Mentoring course). Formative assessments will be built into each of the courses. The assessment/consulting/restoration design report will provide a summative assessment regarding student achievement of all seven learning outcomes.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					
Required Courses					
<input type="radio"/>	<input type="radio"/>	WATS 5620		Intro to Low-Tech Process Based Restoration of Riverscapes	1
<input type="radio"/>	<input type="radio"/>	WATS 6240		Graduate Internship/Co-op	4
<input type="radio"/>	<input type="radio"/>	WATS 6350	X	Capstone Mentoring	2
<input type="radio"/>	<input type="radio"/>	WATS 6700		Restoration Ecology	4
<input type="radio"/>	<input type="radio"/>	WATS 6900	X	Adaptive Management and Monitoring	1
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="button" value="Add A Group of Courses"/>					
Required Course Credit Hour Sub-Total					12
Elective Courses					
<input type="radio"/>	<input type="radio"/>				
Choose 2 of the following courses:					
<input type="radio"/>	<input type="radio"/>			Ecology (Minimum of two credits required)	
<input type="radio"/>	<input type="radio"/>	WATS 5200		Fish Habitats	2
<input type="radio"/>	<input type="radio"/>	WATS 5310		Ecology and Restoration of Wetland and Riparian Plants	3
<input type="radio"/>	<input type="radio"/>	WATS 6650		Principles in Fishery Management	3
<input type="radio"/>	<input type="radio"/>	WATS 6840		Fluvial Hydraulics and Ecohydraulics	3
<input type="radio"/>	<input type="radio"/>	WATS 6860		Partnering with Beaver in Restoration Design	1
<input type="radio"/>	<input type="radio"/>	WATS 6900	X	Fish Bioenergetics	2
<input type="radio"/>	<input type="radio"/>	ENVS 6300		Conservation Psychology	3
<input type="radio"/>	<input type="radio"/>	ENVS 6410		Translational Ecology	3

		Course Number	NEW Course	Course Title	Credit Hours
Choose 2 of the following courses:					
<input type="radio"/>	<input type="radio"/>			GIS and Remote Sensing (Minimum of two credits required)	
<input type="radio"/>	<input type="radio"/>	AV 3560		UAS Aerial Photography	3
<input type="radio"/>	<input type="radio"/>	NR 6920		Python Programming for GIS	3
<input type="radio"/>	<input type="radio"/>	NR 6930		Advanced GIS for Natural Resource Applications	3
<input type="radio"/>	<input type="radio"/>	NR 6940		Principles of Remote Sensing of Natural Resources	3
<input type="radio"/>	<input type="radio"/>	WATS 6850		Geomorphic Change Detection: Restoration Monitoring	1
<input type="radio"/>	<input type="radio"/>	WATS 6900	×	Beaver Restoration Assessment Tool	1
<input type="radio"/>	<input type="radio"/>	WATS 6900	×	Riparian Condition Assessment Tool	1
<input type="radio"/>	<input type="radio"/>	NR 6950		Geospatial Analysis	3
Choose 2 of the following courses:					
<input type="radio"/>	<input type="radio"/>			Quantitative Methods (Minimum of two credits required)	
<input type="radio"/>	<input type="radio"/>	CEE 6740		Surface Water Quality Modeling	4
<input type="radio"/>	<input type="radio"/>	NR 6580		Data Analysis and Programming for Natural Resource Managers	3
<input type="radio"/>	<input type="radio"/>	WATS 6050		Aquatic Ecosystems and Water Resources Systems Modeling	2
<input type="radio"/>	<input type="radio"/>	WATS 6150		Fluvial Geomorphology	3
<input type="radio"/>	<input type="radio"/>	WATS 6900		Sediment Transport in Stream Assessment and Design	1
<input type="radio"/>	<input type="radio"/>	WATS 6110		Biogeochemistry: Tracking Environmental Processes and Change	3
<input type="radio"/>	<input type="radio"/>	WATS 6220		Advanced Limnology	2
<input type="radio"/>	<input type="radio"/>	WILD 6580		Management and Manipulation of Ecological Data Using R	1
<input type="radio"/>	<input type="radio"/>	WILD 6900		Applied Bayesian Analysis of Ecological Data	3
Choose 2 of the following courses:					
<input type="radio"/>	<input type="radio"/>			Design (Minimum of two credits required)	
<input type="radio"/>	<input type="radio"/>	WATS 5621	×	Science and Case Studies of Low-Tech Process-Based Restoration	1
<input type="radio"/>	<input type="radio"/>	WATS 5622	×	Planning Low-Tech Process-Based Restoration	1
<input type="radio"/>	<input type="radio"/>	WATS 5623	×	Designing Low-Tech Process-Based Restoration	1
<input type="radio"/>	<input type="radio"/>	WATS 5624	×	Implementing Low-Tech Process-Based Restoration	1
<input type="radio"/>	<input type="radio"/>	CEE 3880		Civil and Environmental Design	1
<input type="radio"/>	<input type="radio"/>	LAEP 6060		E Studio/Entrepreneurship in Planning and Design	3
<input type="radio"/>	<input type="radio"/>	LAEP 6100		Regional Landscape Analysis and Planning	5
<input type="radio"/>	<input type="radio"/>	LAEP 6110		Landscape Ecology for Planning	3
<input type="radio"/>	<input type="radio"/>	LAEP 6210		Regional Design Studio	5
<input type="radio"/>	<input type="radio"/>	LAEP 6310		Recreation and Open Space Planning and Design	5
<input type="radio"/>	<input type="radio"/>	LAEP 6750		Implementation and Regulatory Techniques in Planning	3
Add A Group of Courses					
Elective Credit Hour Sub-Total					89
Core Curriculum Credit Hour Sub-Total					101

Add An Emphasis

Program Curriculum Narrative

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

All MoER students will be required to pass the 12 credits of courses that comprise the core curriculum of the program (see Required Courses group listed in the top block of courses above). The remaining 18 credits will be selected from the four blocks (Ecology, GIS and Remote Sensing, Quantitative Methods, Design) of elective credits. Note, the elective credit hour sub-total and core curriculum credit hour sub-totals listed above are a cumulative count of all possible credits and are not indicative of the actual required core credits (12) and elective credits (18) required to complete the program.

Elective credits require a minimum of two credits per group, not two courses per block. Requiring a specific number of credits in each block is not an option on this form, but setting the elective block according to the number of credits is most useful for the MoER program in order to maintain flexibility for students and to take advantage of the variety of one, two, and three-credit course options. Through advising, students will be encouraged to develop depth (e.g., ten credits in one block and two to three credits in each of the other blocks), but the electives are intended to be flexible so students can tailor their education to the topics and skillsets that will be most marketable for their specific job and career goals. Not all elective courses will be offered every year.

WATS 6240 - Graduate Internship can be taken from four to eight credits.

WATS 6050 - Aquatic Ecosystems and Water Resources Systems Modeling - two credits for the basic course, four credits if completing a modeling project.

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

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	10	6	3
Faculty: Part Time with Doctorate	0	0	4
Faculty: Full Time with Masters	0	0	1
Faculty: Part Time with Masters	0	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	13
Staff: Part Time	0	0	4

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							
	Patrick	Belmont	T	PhD	Lehigh Univ	5%	
	Janice	Brahney	TT	PhD	Univ of Colorado	5%	
	Karin	Kettenring	T	PhD	Univ of Minnesota	10%	
	Sarah	Null	T	PhD	Univ of California, Davis	5%	
	Soren	Brothers	TT	PhD	Univ Potsdam, Germany	5%	
	Peter	Wilcock	T	PhD	Massachusetts Institute of Technology	10%	
	Joseph	Wheaton	T	PhD	Univ of Southampton	10%	
							Add Another Full Time
Part Time Faculty							
	Nick	Bouwes	Other	PhD	Utah State Univ	5%	Adjunct Assi
	Brett	Roper	Other	PhD	Univ of Idaho	5%	USDA Fores
	Carl	Saunders	Other	PhD	Colorado State University	5%	Adjunct Assi
	Wally	Macfarlane	Other	PhD	Bard College	5%	Research Sc
							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.
--	-----------	-----------------	---------------------	---	---

	# 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	0	0	0		
Faculty: Part Time with Doctorate	0	0	0		
Faculty: Full Time with Masters	0	0	0		
Faculty: Part Time with Masters	0	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		

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	60	70	80	90	90	90
# of Majors in Proposed Program(s)	////	8	10	12	12	12
# of Graduates from Department	15	23	25	30	30	30
# Graduates in New Program(s)	////	8	10	12	12	12
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$0	\$32,760	\$37,200	\$41,370		
Operating Expenses (equipment, travel, resources)						
Other:						
TOTAL PROGRAM EXPENSES	////	\$32,760	\$37,200	\$41,370		
TOTAL EXPENSES	\$0	\$32,760	\$37,200	\$41,370		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation		\$15,000	\$15,000	\$15,000		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)		\$17,760	\$22,200	\$26,370		
PROPOSED PROGRAM FUNDING	////	\$32,760	\$37,200	\$41,370		
TOTAL DEPARTMENT FUNDING	\$0	\$32,760	\$37,200	\$41,370		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The department has balanced the budget assuming a long term average of 12 students per year completing the program. The largest expenses of the program cover time and effort of the Restoration Consortium Coordinator, who will help coordinate curriculum, advise students, and coordinate internship opportunities for students. In addition to the \$15,000 in department funds that will be re-allocated to this position (see Revenue Narrative 1), the department seeks to raise through differential tuition another \$10,000 plus benefits (\$4,650) each year to support the MoER-related activities of the Restoration Consortium Coordinator.

By year three, the program requires additional support (\$8,000 plus \$3,720 in benefits) for several of the high-impact, hands-on restoration courses taught by part-time or adjunct faculty who are not otherwise compensated as instructors and are not included in the department's E&G budget. Costs for the program are projected to be lower during years one and two as the department builds the program as some of these courses may not yet be available. The department is prepared to reallocate additional funds as needed to support instructional costs during years one and two.

Part III: Describe funding sources

Revenue Narrative 1

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

Watershed Sciences contributed \$15,000 in funding towards the Restoration Consortium Coordinator salary in FY 21 for efforts related to coordinating restoration research activities. The department will reallocate use of those funds so that portion of the Restoration Consortium Coordinator position will be dedicated to activities needed for MoER. Restoration Consortium Coordinator activities currently being supported by the department will be completed by the end of FY 21, so this reallocation does not impact existing programs or services.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

The department seeks to raise the remaining funds to support the program through differential tuition. With an expected 12 students per year completing the program by year 3, at 30 credits per student each year, the total needed (\$26,370 per year) could be raised with a differential tuition rate of \$74 per student credit hour ($\$74 \times 30 \text{ credits} \times 12 \text{ students per year}$). The department also plans to work with USU Advancement to raise funds for scholarships that will offset program costs for students.



GENERAL EDUCATION COMMITTEE

Date

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
 - *Toni Gibbons, Registrar's Office
 - *Mykel Beorchia, University Advising
 - *Kristine Miller, University Honors Program
 - *Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
 - *Thom Fronk, College of Engineering
 - *Steve Nelson, USU Eastern
 - *Daniel Holland, Jon M. Huntsman School of Business
 - *David Wall, Creative Arts
 - *Daniel Coster, Quantitative Literacy/Intensive
 - *Harrison Kleiner, College of Humanities and Social Science
 - *Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
 - *Paul Barr, Office of the Executive Vice President and Provost
 - Michelle Smith, Secretary

Excused:

- Sami Ahmed, USUSA President
- Ryan Dupont, Life and Physical Sciences
- John Mortensen, Academic and Instructional Services

Call to Order – Lee Rickords

Approval of Minutes – December 15, 2020

Kristine Miller pointed out that David Brown did not motion to approve GEO 5570. Michelle will watch the recording and correct the minutes. Charlie also asked that the minutes be amended regarding his comments on PSC 2040 to remove language suggesting he hadn't reviewed the proposal. Michelle will correct the minutes.

Motion to approve the amended minutes made by Greg Podgorski

Seconded by Bob Mueller

Amended minutes approved unanimously

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

LANG 3570 (DHA) **Charlie Huenemann**
Recomended by Charlie Huenemann
Secoded by Greg Podgorski
Approved unanimously

SOC 4010 (DSS) **Ryan Bosworth**
Recomended by Ryan Bosworth
Secoded by Kristine Miller
Approved unanimously

Business

Harrison stated that he is starting to gather artifacts and assessment data on Gen Ed rubrics for the Fall semester. Last year's tools to gather data didn't work very well on the academic year timeline. Gathering some artifacts on committees was also hampered due to Covid. Harrison suggested to committees that they gather their data on a calendar year basis and not an academic year basis. He will contact committee chairs in February to score their 15-20 artifacts.

Bob asked what the assessment artifacts were referring to – for example, are they syllabi? Harrison clarified that there are early and late assignments identified by faculty of a course that are part of the rubric requirements and the committees should look at student submissions as samples to compare how the assignments are fulfilled for Gen Ed outcomes. There were problems last year with science course evaluations because the program that was used to pull and evaluate student exam questions/answers couldn't pull data for exams so there were few student submissions to sample. Last year there were also problems with seeing the rubric assignment prompts along with student submissions. Canvas is working on fixing how that information can be made available.

Kristine asked who is telling faculty this is happening with their assignments. For example, she has not told any honors courses faculty about assessing their assignments and submissions. Harrison clarified only depth level courses are being evaluated. He informs faculty via email with instructions on how to submit this information to the committee.

Harrison also stated he and Beth met over the break to work on composition rubrics. He will reach out to the working group along with concerned stakeholders and is confident he and Beth will be able to submit the revised rubrics to the committee a week before the February meeting.

Greg asked if Harrison had heard more about the timeline for revised Gen Ed minimum requirements and details from USHE. Harrison said no, but they will completely revise R470. It is in that USHE document where credit amounts and requirements will be listed. There is a working group of 4-5 people on the USHE Gen Ed task force, including himself, tackling that revision. His sense is that in the last meeting, after listening to Julie Hartley, the assistant commissioner, the transfer council/committee felt that a rushed document would do more harm than good. However, he thinks it will probably happen by the end of this semester.

Lee asked Paul about the transfer committee, since he attended the last meeting. Paul said the transfer committee is starting a study to look at the impact of transfers. It appears there is a pause to the final decisions being made on changes that would impact transfer students.

Harrison stated that there is probably some more time before there will be changes or a decision from USHE about Gen Ed credit requirements.

Greg stated he is concerned because the College of Science would be highly impacted by credit requirement changes to 2000, 3000, and 4000 level courses. Harrison stated he thinks other members of the USHE Gen Ed task force are now realizing the complications and impacts on changes or increases to Gen Ed requirements. Provost Galey and President Cockett will also advocate for USU and voice concerns over increases for credit requirements.

Lee also stated that as he understands, some of the two-year institutions have high requirements and are concerned about losing faculty and students if requirements are lowered. USU is on the other end pushing to keep Gen Ed requirements lower. Everyone will have to wait and see how the requirements are resolved.

Adjourned at 8:48 a.m.

Department	Subject	Course Title	Type
ADVS	ADVS	7970 DISSERTATION RESEARCH	DI
ADVS	ADVS	7990 CONT GRAD ADVISEMENT	GA
ART	ART	6970 RESEARCH AND THESIS	TH
ART	ART	6990 CONT GRAD ADVISEMENT	GA
ART	ID	6700 GRAD TOPICS IN INTERIOR DESIGN	GT
ART	ID	6710 GRAD INTERNSHIP IN ID	GI
ART	ID	6720 RESEARCH METHODS IN ID	RE
ART	ID	6990 CONT GRAD ADVISEMENT	GA
ASTE	ASTE	6970 RESEARCH AND THESIS	TH
ASTE	ASTE	6990 CONT GRAD ADVISEMENT	GA
ASTE	TEE	5910 SP: ETE	SP
ASTE	TEE	5920 RELATED TECH TRAIN	O
ASTE	TEE	6800 SEMINAR	SE
ASTE	TEE	6990 CONT GRAD ADVISEMENT	GA
BENG	BENG	6990 CONT GRAD ADVISEMENT MS	GA
BENG	BENG	7970 DISSERTATION RESEARCH	DI
BENG	BENG	7990 CONT GRAD ADVISEMENT PHD	GA
BIOL	BIOL	1750 TOPICS IN BIOLOGY	ST
BIOL	BIOL	4750 TOPICS IN BIOLOGY	ST
BIOL	BIOL	5850 MICROBIOLOGY SEMINAR	SE
BIOL	BIOL	6750 TOPICS IN BIOLOGY	ST
BIOL	BIOL	6850 MICROBIOLOGY SEMINAR	SE
BIOL	BIOL	6970 THESIS RESEARCH	TH
BIOL	BIOL	6990 CONT GRAD ADVISEMENT	GA
BIOL	BIOL	7750 TOPICS IN BIOLOGY	ST
BIOL	BIOL	7970 DISSERTATION RESEARCH	DI
BIOL	BIOL	7990 CONT GRAD ADVISEMENT	GA
BIOL	PUBH	4850 ST: PUBLIC HEALTH	ST
CCA	CCA	1250 INTERDISCIPLINARY WORKSHOP	IW
CCA	CCA	5250 INTERDISCIPLINARY WORKSHOP	IW
CDDE	COMD	6900 INDEPENDENT STUDY	IS
CDDE	COMD	6970 THESIS	TH
CDDE	COMD	6990 CONT GRAD ADVISEMENT	GA
CDDE	COMD	7990 CONT GRAD ADVISEMENT	GA
CEE	CEE	6900 DIRECTED READING	DR
CEE	CEE	6970 THESIS RESEARCH	TH
CEE	CEE	6990 CONT GRAD ADVISEMENT	GA
CEE	CEE	7970 DISSERTATION RESEARCH	DI
CEE	CEE	7990 CONT GRAD ADVISEMENT	GA
CHEM	CHEM	3750 CHEMISTRY SPECIAL TOPIC	ST
CHEM	CHEM	6990 CONT GRAD ADVISEMENT	GA
CHEM	CHEM	7970 DISSERTATION RSRCH	DI

CHEM	CHEM	7990 CONT GRAD ADVISEMENT	GA
CS	CS	6990 CONT GRAD ADVISEMENT	GA
DATA	MIS	6990 CONT GRAD ADVISEMENT	GA
ECE	ECE	6950 DESIGN PROJECT	DP
ECE	ECE	6970 THESIS RESEARCH, MS	TH
ECE	ECE	6990 CONT GRAD ADVISEMENT	GA
ECE	ECE	7970 DISSERTATION RESEARCH	DI
ECE	ECE	7990 CONT GRAD ADVISEMENT	GA
ECFN	ECN	4900 INDEP READ/RESEARCH	RE
ECFN	FIN	4900 INDEP RESEARCH/READ	RE
EED	EED	7970 DISSERTATION RESEARCH	DI
EED	EED	7990 CONT GRAD ADVISEMENT	GA
ENGL	ENGL	2030 GREAT BOOKS AND IDEAS	O
ENGL	ENGL	6920 DIRECTED STUDY	DS
ENGL	ENGL	6970 THESIS	TH
ENGL	ENGL	6990 CONT GRAD REGISTRATION	GA
ENGL	ENGL	7920 DIRECTED STUDY	DS
ENGL	ENGL	7970 DISSERTATION RESEARCH	DI
ENGL	ENGL	7990 CONT GRAD ADVISEMENT	GA
ENVS	ENVS	6800 ENVS DEPT SEMINAR	SE
ENVS	ENVS	6910 DIRECTED STUDY	DS
ENVS	ENVS	6970 THESIS RESEARCH	TH
ENVS	ENVS	6990 CONT GRAD ADVISEMENT	GA
ENVS	ENVS	7800 ENVS DEPT SEMINAR	SE
ENVS	ENVS	7970 DISSERTATION RESEARCH	DI
ENVS	ENVS	7990 CONT GRAD ADVISEMENT	GA
GEOS	GEO	4800 SENIOR SEMINAR	SE
GEOS	GEO	6800 GRADUATE SEMINAR	SE
GEOS	GEO	6970 THESIS	TH
GEOS	GEO	6990 CONT GRAD ADVISEMENT	GA
GEOS	GEO	7800 GRADUATE SEMINAR	SE
GEOS	GEO	7970 DISSERTATION RESEARCH	DI
GEOS	GEO	7990 CONT GRAD ADVISEMENT	GA
HDFS	HDFS	5550 INTERDISCIPLINARY WORKSHOP	IW
HIST	HIST	6970 THESIS RESEARCH	TH
HIST	HIST	6990 CONT GRAD ADVISEMENT	GA
IAD	ID	6790 MASTERS SEMINAR	SE
IAD	ID	6970 MASTERS THESIS RESEARCH	TH
JCOM	JCOM	6970 THESIS RESEARCH	TH
JCOM	JCOM	6990 CONT GRAD ADVISEMENT	GA
KAHS	HEP	5200 Foundations of GLOBAL HEALTH	O
KAHS	HEP	6900 INDEPENDENT STUDY	IS
KAHS	HEP	6950 INDEPENDENT RESEARCH	RE

KAHS	HEP	6970 THESIS	TH
KAHS	HEP	6990 CONT GRAD ADVISEMENT	GA
KAHS	KIN	7970 DISSERTATION	DI
KAHS	PE	1340 LIFE GUARD	O
KAHS	PE	1345 WATER SAFETY INSTRUCTOR	O
KIN	KIN	6970 THESIS	TH
KIN	KIN	7990 COUNTINUING GRADUATE ADVISMM	GA
LPCS	PHIL	6890 PHILOSOPHY OF SCIENCE	O
LPCS	PHIL	6900 INDEPENDENT STUDY	IS
MAE	MAE	6970 THESIS RESEARCH	TH
MAE	MAE	6990 CONT GRAD ADVISEMENT	GA
MAE	MAE	7970 DISSERTATION RESEARCH	DI
MAE	MAE	7990 CONT GRAD ADVISEMENT	GA
MGT	MGT	6990 CONT GRAD ADVISEMENT	GA
MTST	MATH	2910 DIRECTED READING	DR
MTST	MATH	4910 DIRECTED READING	DR
MTST	MATH	5810 TOPICS IN MATH	ST
MTST	MATH	5820 TOPICS IN MATH	ST
MTST	MATH	5910 DIRECTED READING	DR
MTST	MATH	6810 TOPICS IN MATH	ST
MTST	MATH	6820 TOPICS IN MATH	ST
MTST	MATH	6910 DIRECTED READING	DR
MTST	MATH	6970 THESIS	TH
MTST	MATH	6990 CONT GRAD ADVISEMENT	GA
MTST	MATH	7110 GEOMETRY (TOPIC)	ST
MTST	MATH	7120 GEOMETRY (TOPIC)	ST
MTST	MATH	7210 ANALYSIS (TOPIC)	ST
MTST	MATH	7220 ANALYSIS (TOPIC)	ST
MTST	MATH	7310 ALGEBRA (TOPIC)	ST
MTST	MATH	7320 ALGEBRA (TOPIC)	ST
MTST	MATH	7410 DIFFERENTIAL EQUATIONS (TOPIC)	ST
MTST	MATH	7420 DIFFERENTIAL EQUATIONS (TOPIC)	ST
MTST	MATH	7510 TOPOLOGY (TOPIC)	ST
MTST	MATH	7520 TOPOLOGY (TOPIC)	ST
MTST	MATH	7610 NUMERICAL ANALYSIS (TOPIC)	ST
MTST	MATH	7620 NUMERICAL ANALYSIS (TOPIC)	ST
MTST	MATH	7750 PROBABILITY (TOPIC)	ST
MTST	MATH	7760 PROBABILITY (TOPIC)	ST
MTST	MATH	7810 TOPICS IN MATH	ST
MTST	MATH	7820 TOPICS IN MATH	ST
MTST	MATH	7910 COLLEGE TEACHING INTERNSHIP	GI
MTST	MATH	7970 DISSERTATION RESEARCH	DI
MTST	MATH	7990 CONT GRAD ADVISEMENT	GA

MTST	STAT	4950 DIRECTED READING	DR
MTST	STAT	5820 TOPICS IN STATISTICS	ST
MTST	STAT	5940 DIRECTED READING	DR
MTST	STAT	6950 DIRECTED READING	DR
MTST	STAT	6990 CONT GRAD ADVISEMENT	GA
MTST	STAT	7110 LINEAR MODELS (TOPIC)	ST
MTST	STAT	7120 LINEAR MODELS(TOPIC)	ST
MTST	STAT	7180 TIME SERIES (TOPIC)	ST
MTST	STAT	7190 TIME SERIES (TOPIC)	ST
MTST	STAT	7210 EXPERIMENTAL DESIGN (TOPIC)	ST
MTST	STAT	7220 EXPERIMENTAL DESIGN (TOPIC)	ST
MTST	STAT	7310 BUS/INDUSTRIAL STAT (TOPIC)	ST
MTST	STAT	7320 BUS/INDUSTRIAL STAT (TOPIC)	ST
MTST	STAT	7510 NONPARAMETRIC STAT (TOPIC)	ST
MTST	STAT	7520 NONPARAMETRIC STAT (TOPIC)	ST
MTST	STAT	7550 COMP-GRAPH (TOPIC)	ST
MTST	STAT	7560 COMP-GRAPH (TOPIC)	ST
MTST	STAT	7610 MULTIVARIATE STAT (TOPIC)	ST
MTST	STAT	7620 MULTIVARITE STAT (TOPIC)	ST
MTST	STAT	7710 MATH STATISTICS (TOPIC)	ST
MTST	STAT	7720 MATH STATISTICS (TOPIC)	ST
MTST	STAT	7730 BAYESIAN STAT/DEC (TOPIC)	ST
MTST	STAT	7740 BAYESIAN STAT/DEC (TOPIC)	ST
MTST	STAT	7810 TOPICS-STAT (TOPIC)	ST
MTST	STAT	7820 TOPICS-STAT (TOPIC)	ST
MTST	STAT	7970 DISSERTATION RESEARCH	DI
MTST	STAT	7990 CONT GRAD ADVISEMENT	GA
NDFS	NDFS	6990 CONT GRAD ADVISEMENT	GA
NDFS	NDFS	7990 CONT GRAD ADVISEMENT	GA
PHYX	PHYS	2700 SCIENCE EXCURSION	O
PHYX	PHYS	6990 CONT GRAD ADVISEMENT	GA
PHYX	PHYS	7510 SEMINAR	SE
PHYX	PHYS	7970 DISSERTATION RESEARCH	DI
PHYX	PHYS	7990 CONT GRAD ADVISEMENT	GA
POLS	POLS	3250 CHINESE GOVT/POLITIC (DSS)	O
POLS	POLS	4890 SPECIAL TOPICS	ST
POLS	POLS	6910 GRADUATE TUTORIAL	O
POLS	POLS	6970 THESIS RESEARCH	TH
POLS	POLS	6990 CONT GRAD ADVISEMENT	GA
PSC	PSC	6970 RESEARCH AND THESIS	TH
PSC	PSC	6990 CONT GRAD ADVISEMENT	GA
PSC	PSC	7970 RESEARCH AND THESIS	TH
PSC	PSC	7990 CONT GRAD ADVISEMENT	GA

PSY	PSY	5500 INTERDISCIPLINARY WORKSHOP	IW
PSY	PSY	6970 THESIS	TH
PSY	PSY	6990 CONT GRAD ADVISEMENT	GA
PSY	PSY	7970 DISSERTATION	DI
PSY	PSY	7990 CONT GRAD ADVISEMENT	GA
SPER	REH	6900 INDEPENDENT STUDY	IS
SPER	REH	6910 INDEPENDENT RESEARCH	RE
SPER	REH	6970 THESIS	TH
SPER	REH	6990 CONT GRAD ADVISEMENT	GA
SPER	REH	7990 CONT GRAD ADVISEMENT	GA
SPER	SPED	2790 SPECIAL TOPICS	ST
SPER	SPED	4790 SPECIAL TOPICS	ST
SPER	SPED	5200 STUDENT TEACHING (CI)	O
SPER	SPED	5790 SPECIAL TOPICS	ST
SPER	SPED	5900 INDEPENDENT STUDY	IS
SPER	SPED	5910 INDEPENDENT RESEARCH	RE
SPER	SPED	6810 SEMINAR IN SPED	SE
SPER	SPED	6900 INDEPENDENT STUDY	IS
SPER	SPED	6910 INDEPENDENT RESEARCH	RE
SPER	SPED	6990 CONT GRAD ADVISEMENT	GA
SPER	SPED	7990 CONT GRAD ADVISEMENT	GA
SSWA	ANTH	6950 SPECIAL TOPICS/SEMINAR	ST
SSWA	ANTH	6970 THESIS RESEARCH	TH
SSWA	SOC	6970 THESIS RESEARCH	TH
SSWA	SOC	6990 CONT GRAD ADVISEMENT	GA
SSWA	SOC	7970 DISSERTATION RESEARCH	DI
SSWA	SOC	7990 CONT GRAD ADVISEMENT	GA
TEAL	ELED	5900 INDEPENDENT STUDY	IS
TEAL	SCED	5900 INDEPENDENT STUDY	IS
TEAL	TEAL	6990 CONT GRAD ADVISEMENT	GA
TEAL	TEAL	7050 THEORIES INSTR SUPERVISION	O
TEAL	TEAL	7500 INTERDISCIPLINARY WORKSHOP	IW
THAR	THEA	6970 THESIS	TH
THAR	THEA	6990 CONT GRAD ADVISEMENT	GA
WILD	WILD	6990 CONT GRAD ADVISEMENT	GA
WILD	WILD	7990 CONT GRAD ADVISEMENT	GA

Key:

<i>DI</i>	<i>Dissertation</i>
<i>DP</i>	<i>Design Project</i>
<i>DR</i>	<i>Directed Reading</i>
<i>DS</i>	<i>Directed Study</i>
<i>GA</i>	<i>Grad Advisement</i>
<i>GI</i>	<i>Grad Internship</i>
<i>GT</i>	<i>Grad Topics</i>
<i>IS</i>	<i>Independent Study</i>
<i>IW</i>	<i>Interdisciplinary Workshop</i>
<i>O</i>	<i>Other</i>
<i>RE</i>	<i>Research</i>
<i>SE</i>	<i>Seminar</i>
<i>SP</i>	<i>Special Problems</i>
<i>ST</i>	<i>Special Topics</i>
<i>TH</i>	<i>Thesis</i>

Course Titles	Sample Descriptions
<ul style="list-style-type: none"> • CONT GRAD ADVISEMENT • COUNTINUING GRADUATE ADVISMNT • CONT GRAD ADVISEMENT MS • CONT GRAD ADVISEMENT PHD • CONT GRAD REGISTRATION 	<ul style="list-style-type: none"> • MSLE 6990 - Continuing Graduate Advisement <ul style="list-style-type: none"> ○ This course is designed for students to work very closely with a faculty mentor on research, a consultative internship or a deep dive into a particular topic. Deliverables and outcomes for this course will be determined collaboratively by the faculty member and student. • APEC 6990 - Continuing Graduate Advisement <ul style="list-style-type: none"> ○ This course involves Master's-level advisement in Applied Economics. • KIN 6990 - Continuing Graduate Advisement <ul style="list-style-type: none"> ○ Provides graduate students with continued support and advisement. Usually taken following completion of all coursework required for the degree. • TEAL 7990 - Continuing Graduate Advisement <ul style="list-style-type: none"> ○ This course is designed for individual students to work on their graduate studies under the advisement of their graduate committee. • HDFS 6990 – Continuing Graduate Advisement <ul style="list-style-type: none"> ○ This course consists of continuing registration to complete thesis requirements. • WATS 7990 - Continuing Graduate Advisement <ul style="list-style-type: none"> ○ Offers credit for students currently enrolled in a doctoral program, who are not currently taking classes. Students may be conducting research or waiting for final approval from School of Graduate Studies. • LING 6990 - Continuing Graduate Advisement <ul style="list-style-type: none"> ○ Allows students access to faculty and facilities to complete graduate thesis, project, and papers.
<ul style="list-style-type: none"> • INDEPENDENT RESEARCH • INDEPENDENT STUDY 	<ul style="list-style-type: none"> • TEAL 6910 - Independent Research <ul style="list-style-type: none"> ○ Students engage in independent research with faculty mentor. • KIN 5910 - Independent Research

	<ul style="list-style-type: none"> ○ This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor. • ACCT 4900 - Independent Research and Readings <ul style="list-style-type: none"> ○ This course consists of selected readings and research individually assigned, handled, and directed. Problems of mutual interest to students and the instructor are investigated and reported. • ITLS 7910 - Independent Research <ul style="list-style-type: none"> ○ Provides for individually directed research. • RAM 5910 - Independent Research <ul style="list-style-type: none"> ○ Students work on research out of the classroom, with approval and guidance of instructor. • MGT 4800 - Independent Research and Readings <ul style="list-style-type: none"> ○ This course provides opportunities for students to pursue special interests under tutorship of faculty.
<ul style="list-style-type: none"> • THESIS • THESIS RESEARCH • THESIS RESEARCH, MS 	<ul style="list-style-type: none"> • GEO 5650 - Senior Thesis <ul style="list-style-type: none"> ○ This course consists of individually directed work with a particular faculty member resulting in the preparation, submission and completion of an undergraduate thesis. • TEAL 6970 – Thesis <ul style="list-style-type: none"> ○ Students complete individually-directed work in thesis writing with guidance from their committee chair. The course is designed for use on MA and MS degrees only. • BIOL 5810 - Bachelor’s Thesis <ul style="list-style-type: none"> ○ Preparation of a written thesis, based upon individual investigation, under the supervision of faculty. • ENGL 5910 - Senior Honors Thesis (CI) <ul style="list-style-type: none"> ○ Students work in conjunction with English faculty member to write a thesis. • HDFS 6970 - Thesis Research

	<ul style="list-style-type: none"> ○ This course consists of research for a master's thesis, arranged with the advisor. • MSLE 6970 – Thesis <ul style="list-style-type: none"> ○ This course is designed for students preparing a master's degree thesis. • APEC 6970 - Thesis Research <ul style="list-style-type: none"> ○ This course involves Master's-level research in Applied Economics. • WATS 6970 - Thesis Research <ul style="list-style-type: none"> ○ Offers credit for field or laboratory research at master's level.
<ul style="list-style-type: none"> • DISSERTATION • DISSERTATION RESEARCH • DISSERTATION RSRCH 	<ul style="list-style-type: none"> • HDFS 7970 - Dissertation Research <ul style="list-style-type: none"> ○ This course consists of research for a dissertation, as arranged with an advisor. • ASTE 7970 - Dissertation Research <ul style="list-style-type: none"> ○ This course consists of individual work on research problems for students enrolled in doctoral programs. It emphasizes writing and editorial techniques. • AEP 7970 – Dissertation <ul style="list-style-type: none"> ○ This course is to be used for students conducting research and working on their PhD dissertation. PhD students within LAEP are required to have a minimum of 12 dissertation credits to graduate. • COMD 7970 – Dissertation <ul style="list-style-type: none"> ○ Variable credit for dissertation project in connection with the doctoral program emphasis in educational audiology. • TEAL 7970 - Dissertation Research for Students in the Research and Evaluation Specialization <ul style="list-style-type: none"> ○ This course covers dissertation research for students in the Curriculum and Instruction specialization.
<ul style="list-style-type: none"> • INTERDISCIPLINARY WORKSHOP 	<ul style="list-style-type: none"> • PSY 3000 - Interdisciplinary Workshop <ul style="list-style-type: none"> ○ Students study a specific area in psychology that is not part of the department's regularly scheduled curriculum. • SY 6500 - Interdisciplinary Workshop

	<ul style="list-style-type: none"> ○ Series of self-instructional modules and videos and a variety of elective training. Module topics include developmental disabilities, legal aspects and issues, assessment, intervention, assistive technology, transition, and prevention/intervention for aggression and violence. ● SPED 6500 - Interdisciplinary Workshop <ul style="list-style-type: none"> ○ Series of self-instructional modules and videos and a variety of elective training. Module topics include developmental disabilities, legal aspects and issues, assessment, intervention, assistive technology, transition, and prevention/intervention for aggression and violence.
<ul style="list-style-type: none"> ● SPECIAL TOPICS ● SPECIAL TOPICS/SEMINAR 	<ul style="list-style-type: none"> ● SPED 7820 - Seminar: Special Topics <ul style="list-style-type: none"> ○ In-depth study of special topics in special education and rehabilitation. Seminars examine historical aspects, relevant research, and theoretical positions on selected topics. ● AV 6930 - Aviation Special Topics <ul style="list-style-type: none"> ○ This course will cover special topics that vary from semester to semester. Topics may include current events, new and emerging technologies, and other topics that do not fall into any other aviation masters course. ● CAI 5890 - Special Topics <ul style="list-style-type: none"> ○ This course examines special topics within anticipatory intelligence and is intended to be a vehicle for new or unique courses not offered as part of the regular anticipatory intelligence curriculum. ● KIN 5700 - Special Topics in Physical Education <ul style="list-style-type: none"> ○ In-depth review and discussion of special topics in physical education. ● POLS 5890 - Special Topics <ul style="list-style-type: none"> ○ This course provides an examination of special topics in political science. It is intended to be a vehicle for new or unique courses not offered as part of the regular curriculum. ● CHEM 7030 - Special Topics in Physical Chemistry (Topic) <ul style="list-style-type: none"> ○ This course covers special areas of current interest and activity in physical chemistry.

<ul style="list-style-type: none"> • STUDENT TEACHING (CI) 	<ul style="list-style-type: none"> • ELED 5150 - Student Teaching: Elementary <ul style="list-style-type: none"> ○ This course constitutes six semester credit hours of student teaching at the upper elementary grade level. Student teachers need to demonstrate competency and professionalism in teaching. Students begin their transition from university student to professional teacher. • THEA 5631 - Student Teaching in Secondary Schools Out of State <ul style="list-style-type: none"> ○ This course is a thirteen-week-minimum culminating teaching practicum in theatre arts and applicable minor fields in which students assume full-time teaching responsibilities under the direction of cooperating teachers and university faculty supervisors. • SCED 5630 - Student Teaching in Secondary Schools <ul style="list-style-type: none"> ○ Thirteen-week minimum culminating practicum in which students assume full-time teaching responsibilities under direction of cooperating teachers in major and minor fields.
<ul style="list-style-type: none"> • THEORIES INSTR SUPERVISION 	<ul style="list-style-type: none"> • TEAL 6050 - Theories of Instructional Supervision <ul style="list-style-type: none"> ○ Principles and theoretical base of supervision as they relate to improving instructional practices. Emphasizes research findings and recommended practices. Differentiated syllabi provided between master's and doctoral versions.
<ul style="list-style-type: none"> • DIRECTED READING 	<ul style="list-style-type: none"> • CS 6950 - Directed Readings in Computer Science <ul style="list-style-type: none"> ○ Directed reading on advanced topics in computer science. • RELS 4930 - Directed Readings <ul style="list-style-type: none"> ○ Directed readings in any special religious studies field. For each credit granted, a minimum of four books must be read. • ALC 6900 - Directed Readings <ul style="list-style-type: none"> ○ This course covers directed readings in historical fields where the knowledge of ancient language is required. • WILD 4960 - Directed Readings <ul style="list-style-type: none"> ○ Individual reading research on forest, range, and wildlife science readings. • SW 4950 - Directed Readings

	<ul style="list-style-type: none"> ○ Independent readings in various areas of social work: practice, policy, HBSE, research, populations-at-risk, values and ethics, social and economic justice, and diversity.
<ul style="list-style-type: none"> • DIRECTED STUDY 	<ul style="list-style-type: none"> • ENGL 5920 - Directed Study <ul style="list-style-type: none"> ○ Provides students with opportunity to work individually with faculty member. Contract for work to be completed must be signed by faculty member and student, then filed with English Department. • WATS 6910 - Directed Study <ul style="list-style-type: none"> ○ Offers credit for special assignments, reading, and seminars beyond regularly scheduled courses.
<ul style="list-style-type: none"> • GRADUATE TUTORIAL 	No examples available
<ul style="list-style-type: none"> • INTERNATIONAL INTERNSHIP 	<ul style="list-style-type: none"> • POLS 5950 - International Internship <ul style="list-style-type: none"> ○ A semester internship at the international level.
<ul style="list-style-type: none"> • COLLEGE TEACHING INTERNSHIP 	<ul style="list-style-type: none"> • REH 7340 - College Teaching Internship <ul style="list-style-type: none"> ○ Guided experience in teaching university courses. • KIN 7340 - College Teaching Internship <ul style="list-style-type: none"> ○ Guided experience and supervision in teaching university-level discipline courses.
<ul style="list-style-type: none"> • SCIENCE EXCURSION 	<ul style="list-style-type: none"> • BIOL 2800 - Science Excursion <ul style="list-style-type: none"> ○ Extended field trips to study the biology, geology, geography, and historical aspects of areas in Utah. Human-powered transportation is required for many trips. Included attendance of one or more pre- or post-trip lecture. Students with physical disabilities should contact the instructor before enrolling. • GEO 2700 - Science Excursion <ul style="list-style-type: none"> ○ Students will study the geology, geography, plant and animal life, astronomy, and historical aspects of the areas visited on a field trip. Students will be expected to attend one or more lectures preceding or following the trip. Assignments, reports and/or exams may be required. Variable fees will be charged, which may include transportation, food,

	<p>course handouts, and rental fees for some of the necessary equipment. Participation will be up to the discretion of the instructor.</p>
<ul style="list-style-type: none"> • DESIGN PROJECT 	<ul style="list-style-type: none"> • MAE 6950 - Design Project <ul style="list-style-type: none"> ○ Individual projects involving the design, development, and/or testing of components, devices, or systems. Formal report required.
<ul style="list-style-type: none"> • CHEMISTRY SPECIAL TOPIC • ALGEBRA (TOPIC) • ANALYSIS (TOPIC) • DIFFERENTIAL EQUATIONS (TOPIC) • GEOMETRY (TOPIC) • NUMERICAL ANALYSIS (TOPIC) • PROBABILITY (TOPIC) • TOPOLOGY (TOPIC) • BAYESIAN STAT/DEC (TOPIC) • BUS/INDUSTRIAL STAT (TOPIC) • COMP-GRAPH (TOPIC) • EXPERIMENTAL DESIGN (TOPIC) • LINEAR MODELS (TOPIC) • LINEAR MODELS(TOPIC) • MATH STATISTICS (TOPIC) • MULTIVARIATE STAT (TOPIC) • MULTIVARITE STAT (TOPIC) • NONPARAMETRIC STAT (TOPIC) • TIME SERIES (TOPIC) • TOPICS-STAT (TOPIC) • TOPICS IN STATISTICS • TOPICS IN MATH • TOPICS IN BIOLOGY 	<ul style="list-style-type: none"> • MIS 5150 - Special Topics: Emerging Technologies in Management Information Systems <ul style="list-style-type: none"> ○ This course introduces emerging topics not covered in regular courses. It is repeatable for credit only when students enroll for topics for which they have not previously received credit. It is usually offered when the instructor has a special topic or project. • CHEM 7530 - Special Topics in Inorganic Chemistry (Topic) <ul style="list-style-type: none"> ○ Students study topics of current interest in inorganic chemistry. • CS 6890 - Topics in Computer Science (Topic) <ul style="list-style-type: none"> ○ Current topics in computer science as determined by advances in the field. • LANG 3990 - Special Topics <ul style="list-style-type: none"> ○ Additional readings or research done beyond the material covered in other language courses. May be repeated for credit if different topic is covered. • ART 4270 - Special Topics: Drawing and Painting <ul style="list-style-type: none"> ○ This course focuses on various issues in the field of drawing and painting and allows students to pursue production of their own creative endeavors related to the topic of the course. Course content varies from semester to semester.
<ul style="list-style-type: none"> • SEMINAR • MICROBIOLOGY SEMINAR • ENVS DEPT SEMINAR 	<ul style="list-style-type: none"> • SW 4900 - Topical Issue Seminar <ul style="list-style-type: none"> ○ Advanced seminar, designed as a forum for students from varied social science disciplines. Seminars may include issues involved in social work

<ul style="list-style-type: none"> • SEMINAR IN SPED • GRADUATE SEMINAR • SENIOR SEMINAR 	<p>values and ethics, diversity, promotion of social and economic justice, and/or populations-at-risk.</p> <ul style="list-style-type: none"> • BIOL 6870 - Ecology Seminar <ul style="list-style-type: none"> ○ The Ecology Center schedules seminars with ecological scientists from participating institutions. Ecology majors are required to attend or view a minimum of 10 such lectures. Ecologically focused seminars offered by other departments and colleges may also be eligible for credit. • SPED 7820 - Seminar: Special Topics <ul style="list-style-type: none"> ○ In-depth study of special topics in special education and rehabilitation. Seminars examine historical aspects, relevant research, and theoretical positions on selected topics. • NDFS 7810 - Public Health Graduate Seminar <ul style="list-style-type: none"> ○ Public Health includes five core disciplines including (1) Biostatistics, (2) Epidemiology, (3) Environmental Health, (4) Social and Behavioral Public Health, and (5) Health Policy and Health Services Administration. This interdisciplinary seminar will engage graduate students and faculty across departments and colleges with common interests in the Public Health professions. Seminar material will include each of the five core areas of Public Health. Completed credits in this seminar will be required for students enrolled in the USU Master of Public Health graduate degree program. The seminar is also available for credit for other interested graduate students. • GEO 6820 - Graduate Seminar Series <ul style="list-style-type: none"> ○ Seminar for graduate students, linked to the Department of Geology's visiting speaker series. • LING 5500 - Student Teaching Seminar <ul style="list-style-type: none"> ○ Capstone seminar focused upon student teaching issues, professional development, and principles of effective instruction, with emphasis on reflective teaching.
<ul style="list-style-type: none"> • LIFE GUARD • WATER SAFETY INSTRUCTOR 	

- GREAT BOOKS AND IDEAS
- PHILOSOPHY OF SCIENCE
- CHINESE GOVT/POLITIC (DSS)
- ST: PUBLIC HEALTH