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EDUCATIONAL POLICIES COMMITTEE AGENDA

6 December 2018

A meeting of the Educational Policies Committee will be held on 6 December 2018 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

1. *Approval of 1 November 2018 Minutes*

2. *Subcommittee Reports*

a. *Curriculum Subcommittee (Nicholas Morrison)*
Course Approvals - 107

Program Proposals

Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to add an [Associate of Science Degree in Veterinary Technology](#).

Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to offer a [Certificate of Completion in Ranch Horse Science at the Blanding Regional Campus](#).

Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to [change the name from Master of Science International Food and Agribusiness to MS Agribusiness](#).

Request from the Department of Management in the Jon M. Huntsman School of Business to offer a [BA/BS Degree in Business Administration with Emphases](#).

Request from the Department of Management in the Jon M. Huntsman School of Business to [rename the BA/BS Degree in Business Administration to Management](#).

Request from the Department of Journalism and Communication in the College of Humanities and Social Sciences to add a [Social Media Emphasis](#).

Request from the Department of Geology in the College of Science to change the [department name from Geology to Earth Sciences](#).

b. *Academic Standards Subcommittee (Scott Bates)*
Minutes – No meeting – nothing to report.

c. *General Education Subcommittee (Lee Rickords)*
Minutes – [November 20, 2018](#)

3. ***Other Business***

Zero Credit Course Discussion – Noted in Curriculum Handbook pg. 25 “*Approval can be given for 0.5 credits; however, all other credit requests must be in increments of 1.*”

Changing January’s meeting date (January 3rd and 10th)

Future Discussion Items

Adjourn:

EDUCATIONAL POLICIES COMMITTEE MINUTES

1 November 2018

A meeting of the Educational Policies Committee was held on 1 November 2018 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Ed Reeve, Chair, College of Agriculture and Applied Sciences
Cathy Bullock, College of Humanities and Social Sciences
Sterling Bone, Jon M. Huntsman School of Business
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Dan Coster, College of Science
Timothy Taylor, College of Engineering
Geneva Harline for Nicholas Flann, Graduate Council
Scott Bates, Academic Standards Subcommittee Chair
Kacy Lundstrom, University Libraries
Michelle Fleck, USU Eastern
Fran Hopkin, Registrar's Office
Michele Hillard, Secretary
Leslie Brott for Nicholas Morrison, Caine College of the Arts and Curriculum Subcommittee Chair
Shana Geffeny, Regional Campuses
Chenese Boyle, Academic and Instructional Services
Barbara Williams, Catalog Editor

Excused: Kristin Hall, Graduate Studies Senator
Frank Galey, Provost
Allie Haas, USUSA Executive Vice President
David Hole, College of Agriculture and Applied Sciences
Christa Haring, Emma Eccles Jones College of Education and Human Services
Jaren Hunsaker, USUSA President
Lee Rickords, General Education Subcommittee Chair

I. *Approval of 4 October 2018 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 Sterling Bone. Report approved.*

Course Approvals – 109 approved; 1 rejected

Program Proposals

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to add [School Based and Community Based Emphases in Family and Consumer Sciences Education](#).

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer an [Emphasis in Farm and Ranch Operations](#).

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to [change the name from Agricultural Communication and Journalism to Agricultural Communication](#).

Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to offer an [Elementary Mathematics Specialist Graduate Certificate](#).

Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to [establish an I-System Institute for Transdisciplinary Studies](#).

Request from USU Eastern-Blanding to offer an [Associate of Applied Science degree in Surgical Technology](#).

b. Academic Standards Subcommittee (Scott Bates)

Motion to approve the Academic Standards Subcommittee report made by Cathy Bullock. Seconded by Kacy Lundstrom. Report approved.

Minutes – [October 17, 2018](#)

c. General Education Subcommittee (Lee Rickords)

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

Minutes – [October 16, 2018](#)

III. Other Business

N/A

Adjourn: 3:25 pm

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

Institution Submitting Request: Utah State University
Proposed Program Title: Veterinary Technology
Sponsoring School, College, or Division: College of Agriculture and Applied Sciences
Sponsoring Academic Department(s) or Unit(s): Animal, Dairy and Veterinary Sciences
Classification of Instructional Program Code¹ : 51.0808
Min/Max Credit Hours Required of Full Program: 62 / 62
Proposed Beginning Term²: Fall 2019
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 checked="" type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input 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"/>	Out of Mission Program
<input type="checkbox"/>	NEW Profess. School

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date: _____

I understand that checking this box constitutes my legal signature.

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

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

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

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Associate's degree(s): **Veterinary Technology** effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Department of Animal, Dairy and Veterinary Sciences (ADVS) at Utah State University (USU) requests approval to add an Associate of Science (AS) degree in Veterinary Technology, that if approved, will begin fall semester, 2019. This is designed to be a stackable degree option for students completing the Veterinary Assistant certificate program at Bridgerland Technical College, as well as a valuable option for students enrolled at USU.

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.

As part of its Land Grant mission, USU is to provide practical education in relevant agricultural disciplines to residents of the State of Utah. The proposed AS degree in Veterinary Technology is consistent with USU's land-grant mission of education and outreach in agriculture. This degree option provides a means for students seeking careers as a licensed Veterinary Technician. Because of USU's unique mission, the proposed degree does not overlap or conflict with any other USHE institution, as USU is the only institution with undergraduate and doctoral programs in Veterinary Science and Veterinary Medicine.

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 will provide a clear degree path for students who wish to be qualified to sit for the Veterinary Technician National Exam. The proposed degree will articulate 20 hours of university credit from the 600 hours taught in the Bridgerland Technical College (BTECH) Veterinary Assistant certificate program, thereby allowing students to earn an AS degree in an effective manner, saving students one to two semesters of time and tuition costs. In addition, this provides a direct pathway for those interested in continuing their education and earning a Bachelor of Science (BS) degree.

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 (<https://www.bls.gov/ooh/healthcare/veterinary-technologists-and-technicians.htm>) projects the job outlook for veterinary technologists and technicians to be strong and is projected to grow 20% from 2016-2026, much faster than the average for all occupations. The 2017 median pay is \$33,400 per year (\$16.06 per hour). The Utah Department of Workforce Services projects the average annual openings for veterinary technologists and technicians to be 150, with an average growth rate of 4.8%. <https://jobs.utah.gov/wi/data/library/employment/occprojections.html> The Academies of Science Press published a comprehensive veterinary work force needs report in 2013 which projected a high demand for professionals (both technicians and veterinarians) to

meet the increased demand for companion animal care, public health, and food animal production. This demand coincides, in part, with the projected increase in population and expenditures by the public for their animals. A recent report estimates that there are approximately 70 million pet dogs and 74 million pet cats in the U.S. with the average veterinary expenditure per household for all pets to be \$375. In addition, the report states that 63% of pet owners consider their pet as family. Utah's population continues to grow, with some counties leading national expansion rates yearly, and is projected to increase from approximately 3 million in 2015 to 5.8 million in 2065; an increase of 2.8 million people with an annual average growth rate of 1.3%. Nationally, over 36% of households report owning a pet.² We anticipate that the increase in veterinary workforce needs will increase in proportion to the population and household growth.

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.

Estimated demand for this degree will reach 40+ students, both from the BTECH veterinary assistant certificate program and other rural areas of the state served by USU's regional campus system. This degree training is required for those wishing to sit for the Veterinary Technician National Examination administered by the American Association of Veterinary State Boards. There is considerable demand from recent graduates of the BTECH veterinary assistant certificate program, and those currently in the program, to enter into the AS degree in Veterinary Technology.

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 is no AS degree in Veterinary Technology in the State of Utah. BTECH in Logan, Utah offers a veterinary assistant certificate program. The certificate program does not completely prepare the students to sit for the national exam. An associate's degree from an accredited institution is required. This proposed degree provides a stackable degree option for all of their graduates. Broadview University (private) provides an Associate of Applied Sciences degree in Veterinary Technology that does not economically serve the interests of BTECH graduates and our regional campus students due to location and cost.

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 proposed degree is consistent with USU's land-grant mission of education in agriculture. This proposal provides a clear degree option for students preparing to take the Veterinary Technician National Examination and for those interested in continuing their higher education. It provides a significant collaboration with BTECH and greatly enhances the options for their graduates.

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 proposed AS degree was developed by a committee comprised of Dirk Vanderwall (Department Head, Lee Rickords (Associate Department Head 0 Academics) and Kerry Rood (Associate Department Head - Extension) at USU, and Wendy Carter (VP for Instruction), Lisa Moon (Associate VP for Instruction) and Susan Curtis (Department Head) at BTECH. The accrediting body over U.S. veterinary technicians is the American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA). The CVTEA is tasked with outlining and accrediting veterinary technician education. The CVTEA has established policy and procedure to petition for accreditation. In summary, it requires the program to meet 11 standards of accreditation that includes institutional accreditation, finances, organization and communications, physical facilities, and equipment, resources for clinical instruction, library informational resources,

admissions, students, faculty and staff, curriculum, and outcomes assessment.

Fees and expenses associated with accreditation are assumed by the program petitioning for accreditation and are estimated to total \$10,000 and are itemized:

1. Application fee = \$3,000
2. CVTEA site visit team travel expenses = \$5,000
3. USU - BTC program travel to AVMA national meeting = \$2,000

The CVTEA site visit team consists of 5 members and our program will be expected to cover all of the travel expenses associated with the visit.

We expect to petition for accreditation within 3 years after program implementation. The length of time is dictated by the requirement for a three-year rolling average VTNE pass percentage for the first time test takers at 50% or higher. The accreditation approval process can take up to 24 months depending on application completeness and the CVTEA's logistical demands for visits and scheduling.

CVTEA accreditation process can be found here: <https://www.avma.org/professionaldevelopment/education/accreditation/programs/pages/cvtea-about.aspx>

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.

A minimum of 62 credit hours, with a minimum passing grade in each class, and an overall minimum GPA of 2.0 is required to graduate.

Admission Requirements

List admission requirements specific to the proposed program.

Open enrollment is the minimum admission requirement as stated on the USU website for AS degrees.

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 program fits seamlessly with the current structure of the department of Animal, Dairy and Veterinary Sciences. We currently offer a BS degree with a Bioveterinary Science emphasis. In addition, the department houses the School of Veterinary Medicine.

Faculty

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

The following faculty resources within the ADVS Department will be needed to provide the academic instruction necessary for the proposed program: 1) three current faculty members (two full-time and one part-time) and 2) one new full-time faculty member. Funding for the new faculty position is being pursued through a SWI grant proposal that is being submitted in January, 2019. Details of these faculty profiles are provided in Appendix C.

Staff

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

The current level of staff support in the ADVS Department is sufficient to operate the proposed program. A Strategic Work Initiative grant is being submitted to provide one additional faculty member to teach in the program.

Student Advisement

Describe how students in the proposed program will be advised.

The college of Agriculture and Applied Sciences (CAAS) provides excellent student advisement services. The ADVS department has a full-time advisor and part-time access to an additional advisor.

Library and Information Resources

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

Utah State University currently has the necessary library resources to implement and sustain this new degree program using the holdings for the existing degree programs in the CAAS and the School of Veterinary Medicine. While reference materials (online journals, archives, database, and e-books) will be used, USU's learning management system (Canvas) allows for the placement of reference materials within the online course. All faculty are the beneficiaries of excellent library support.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

The program goal is to prepare students to become valued Veterinary Technicians and qualify them to take the Veterinary Technician National Examination. Assessment will be accomplished by program completion percentage, passing of the Veterinary Technician National Examination and placement after graduation.

Student Standards of Performance

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

Course examinations and passing of an extensive competency checklist will measure competencies. Passing the Veterinary

Technician National Examination is the final competency standard.

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					31
Required Courses					
<input type="radio"/>	<input type="radio"/>	ADVS 2010		Companion Animal Science & Management	3
<input type="radio"/>	<input type="radio"/>	ADVS 2020		Companion Animal Nursing	3
<input type="radio"/>	<input type="radio"/>	ADVS 2030	X	Laboratory Animal Medicine	3
<input type="radio"/>	<input type="radio"/>	ADVS 2040	X	Veterinary Critical Care Nursing	3
<input type="radio"/>	<input type="radio"/>	ADVS 2050	X	Veterinary Nurse Specialties	3
<input type="radio"/>	<input type="radio"/>	ADVS 2200		Anatomy & Physiology of Animals	4
<input type="radio"/>	<input type="radio"/>	ADVS 2250		Cooperative Work Experience	12
Choose _____ of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Required Course Credit Hour Sub-Total					31
Elective Courses					
<input type="radio"/>	<input type="radio"/>				
Elective Credit Hour Sub-Total					
Core Curriculum Credit Hour Sub-Total					62

Program Curriculum Narrative

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

ADVS 2250 (Cooperative Work Experience) is a variable credit class (1-12) that is used to for the hands-on clinical training and externship requirements of the American Association of Veterinary State Boards. This degree curriculum provides a stackable AS degree in Veterinary Technology in connection with the Veterinary Assistant certificate program at BETECH allowing a seamless pathway towards a BS degree.

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://higher.utah.edu/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 1010: Introduction to Writing	3	ENGL 2010: Intermediate Writing	3
MATH 1050: College Algebra	4	CHEM 1010: General Chemistry	3
BIOL 1010: Biology and the Citizen	3	BAI Breadth American Institutions	3
ADVS 2010: Companion Animal Science/Manag	3	ADVS 2020: Companion Animal Nursing	3
		ADVS 2200: Anatomy & Physiology of Animals	4
Total	13	Total	16
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
BCA Breadth Creative Arts	3	BSS Breadth Social Sciences	3
BHU Breadth Humanities	3	Exploratory: Integrated Sciences	3
ADVS 2030: Laboratory Animal Medicine	3	ADVS 2040: Veterinary Critical Care Nursing	3
ADVS 2250: Cooperative Work Experience	7	ADVS 2050: Veterinary Nurse Specialties	3
		ADVS 2250: Cooperative Work Experience	5
Total	16	Total	17
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Total		Total	
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Total		Total	

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	505	525	550	555	560	570
# of Majors in Proposed Program(s)		20	40	40	40	40
# of Graduates from Department		75	95	115	120	125
# Graduates in New Program(s)						
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)		\$125,000	\$125,000	\$125,000		
Operating Expenses (equipment, travel, resources)		\$15,000	\$15,000	\$15,000		
Other:						
TOTAL PROGRAM EXPENSES		\$140,000	\$140,000	\$140,000		
TOTAL EXPENSES	\$0	\$140,000	\$140,000	\$140,000		
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						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts		\$140,000	\$140,000	\$140,000		
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$140,000	\$140,000	\$140,000		
TOTAL DEPARTMENT FUNDING	\$0	\$140,000	\$140,000	\$140,000		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

In addition to the need for a new 1.0 FTE faculty position to deliver the proposed program, consumable supplies will be needed to deliver two new hands-courses (Laboratory Animal Medicine and Advanced Clinical Care). The sources of funding that will be needed for the new faculty position and consumable supplies are noted in the next two sections.

Part III: Describe funding sources

Revenue Narrative 1

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

Once the proposed program is fully enrolled with 40 students, it is estimated that new revenue of \$13,500 will be generated annually from the increased number of student credit hours associated with the program. This revenue will be used to cover the cost of consumable supplies needed for the new course offerings associated with the program.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

The ADVS department and BTECH will submit a Strategic Workforce Initiative Proposal in January of 2019. If awarded, it will provide one additional faculty member to assist with the teaching and coordination of the AS degree in Veterinary Technology. Full implementation of the proposed AS degree is dependent up receipt of the SWI grant. If the SWI is not awarded, we will search for additional funds to implement the degree program.

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

Institution Submitting Request: Utah State University

Proposed or Current Program Title: Ranch Horse Science

Sponsoring School, College, or Division: Utah State University Blanding; College of Agriculture and Applied Sciences

Sponsoring Academic Department(s) or Unit(s): Animal, Dairy, and Veterinary Science

Classification of Instructional Program Code¹ : 01.0307

Min/Max Credit Hours Required of Full Program: 31 / 31

Proposed Beginning Term²: Fall 2019

Institutional Board of Trustees' Approval Date:

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

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

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

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

**Utah System of Higher Education
Program Description - Abbreviated Template**

Section I: The Request

Utah State University requests approval to offer the following Certificate of Completion: Ranch Horse Science effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

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

A very large portion of the geographic area surrounding Utah State University Blanding, and from where students are recruited, is the Navajo Nation. Horses have always been a main component of Navajo culture, tradition, and everyday life. Most Navajo youth are introduced to the horse shortly after birth. The horse is used for work such as caring for the sheep and cattle, and Navajo youth spend countless hours in the saddle.

A certificate of completion in the Ranch Horse Science Program at the Blanding Campus will provide a foundation for those students wishing to find careers in the equine industry, but also portions of the beef industry as well where horses are used in cattle management systems. The certificate of completion is also a beginning pathway for students who decide to pursue an associate's degree in Agricultural Sciences or a bachelor's degree in equine science and management on the Logan campus. The ranch horse program will attract students to USU Blanding even if they are not seeking careers with horses, but would just like to take some classes while they pursue degrees in other areas. It will also be a means of introducing students to the possibilities and unlimited opportunities of earning a degree in some aspect of agricultural sciences or other areas.

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).

As of January 25, 2018 there were 28 job openings in the State of Utah looking for a ranch worker with horse experience. The Winecup and Gamble Ranching Enterprise of Montello, Nevada called USU Blanding in September seeking five potential employees with horse and cattle experience. Indeed.com reported that ranch jobs in 2018 in the West pay an average of \$2,400 per month. Currently there are 16 horseback tour businesses located in the Four Corners Area, five of which are located in Monument Valley. These businesses are always looking for individuals who have experience and are well versed in equine safety.

Consistency with Institutional Mission/Impact on Other USHE Institutions

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

In accordance with the Utah System of Higher Education, Policy 312-6 regarding role of the land grant institution, Utah State University, acting as a community college through its Extension efforts, USU Blanding offers open admission to associate's degree programs with appropriate academic preparatory support. In accordance with Policy 321-4.4 the community college role is to transmit knowledge and skills through transfer education at the associate of arts and associate of science degree level along with offering associate of applied science degrees, career and technical education, customized training for employers, developmental education, and strong student services to support these functions. The addition of the Ranch Horse Science Program Certificate of Completion further extends the fulfillment of this mission.

In accordance with Utah Higher Education Policy 315-7 this program will not be offered outside of Utah State University's Designated Service Area.

Finances

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

The Equine - Ranch Horse Science Program originally received funding from the Regional Campus Investment Fund in 2017 of approximately \$15,000 to construct an equine facility on the campus of Utah State University Blanding. In 2018 funding was received from the USU College of Agriculture and Applied Sciences for \$80,000. This money will be used to purchase horses, equipment, construct a limited amount of infrastructure, and basically bring the program up to an operational level to serve students. In the future money will come from student fees to help support the program, but outside funding will need to be pursued. Courses will be taught by current faculty.

Section III: Curriculum

Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					
Required Courses					
+	-	ENGL 1010		Introduction to Writing Academic Prose	3
+	-	CMST 2110		Interpersonal Communications	3
+	-	ADVS 1110		Introduction to Animal Science	4
+	-	ADVS 1200		Basic Horsemanship Skills	3
+	-	ADVS 1600		Riding Fundamentals I	3
+	-	ADVS 2080		Beef and Dairy Herd Health and Production Practices	3
+	-	ADVS 2150		Yearling Fitting and Sales Preparation	3
+	-	ADVS 2190		Horse Production Practices	3
+	-	ADVS 2400		Riding Fundamentals II - Intermediate	3
+	-	ADVS 2500		Feeds and Feeding	3
Required Course Credit Hour Sub-Total					31
Elective Courses					
+	-				
Elective Credit Hour Sub-Total					
Core Curriculum Credit Hour Sub-Total					31

Program Curriculum Narrative

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

Degree Map

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

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 1010 Introduction to Writing Academic Papers	3	ADVS 2080 Beef and Dairy Herd Health and Production	3
ADVS 1110 Introduction to Animal Science	4	ADVS 2190 Horse Production Practices	3
ADVS 1200 Basic Horsemanship Skills	3	ADVS 2400 Riding Fundamentals II - Intermediate	3
ADVS 1600 Riding Fundamentals I	3	ADVS 2500 Feeds and Feeding	3
CMST 2110 Interpersonal Communications	3	ADVS 2150 Yearling Fitting and Sales Preparation	3
Total	16	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
Total		Total	
Four Year Map			

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

Institution Submitting Request:	Utah State University	
	<i>Current</i>	<i>Proposed (if applicable)</i>
Program Title:	M.S. International Food and Agribusiness	M.S. Agribusiness
Sponsoring School, College, or Division:	College of Agriculture and Applied Sciences	College of Agriculture and Applied Sciences
Sponsoring Academic Department(s) or Unit(s):	Applied Economics	Applied Economics
Classification of Instruction Program Code¹:	01.0701	01.0101
Min/Max Credit Hours for Full Program Required:	30 / Max Cr Hr	30 / Max Cr Hr
Proposed Effective Term for Program Change²:	Fall 2019	
Institutional Board of Trustees' Approval Date:		
Award Type:	MS	

Program Change Type (check all that apply):

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

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date: _____

I understand that checking this box constitutes my legal signature.

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

² "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations**, "effective term" refers to the term the program will suspend admissions.

Program Change Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to change name from M.S. International Food and Agribusiness to M.S. Agribusiness and restructure M.S. Agribusiness effective Fall 2019. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Change Description/Rationale

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

The M.S. International Food and Agribusiness degree program was conducted jointly with the Royal Agriculture University (RAU) in Cirencester, UK. Students would attend the Spring Semester at the RAU and also part of a Summer term. Nine credits from the course work at RAU were transferred back to USU for our degree. The RAU has changed their MBA in International Food and Agribusiness in a manner that it is no longer compatible for USU students to be required to spend a Spring semester in that program. We are dropping "International Food" from the degree title and students will no longer be required to attend the RAU. Students will obtain the nine credits that they previously received from the RAU from course work in the Applied Economics department and/or courses from the USU Huntsman School of Business. One of those courses will be taught by a new Assistant Professor in Applied Economics on firm decision strategy. The other two courses could include 5-6000 level courses in management, marketing or finance.

Consistency with Institutional Mission/Institutional Impact

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

Utah State University is a student centered institution and this proposed change is designed with students in mind. Students will now be able to obtain the M.S. Agribusiness degree without the necessity of attending the RAU for one semester.

Finances

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

No changes to costs or savings are anticipated from this change.

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

Institution Submitting Request: Utah State University
Proposed or Current Program Title: BA/BS Degree in Business Administration
Sponsoring School, College, or Division: Huntsman School of Business
Sponsoring Academic Department(s) or Unit(s): Management
Classification of Instructional Program Code¹ : 52.02.01
Min/Max Credit Hours Required of Full Program: 70 / 71
Proposed Beginning Term²: Fall 2019
Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input checked="" type="checkbox"/>	NEW Emphasis for Regent-Approved Program				
	<i>Current Program BOR Approval Date:</i>				
	<i>Proposed Emphasis Title</i>	Human Resource Management			
	<i>Credit Hours for NEW Emphasis Only:</i>	9	/	9	
	<i>Proposed Emphasis Title</i>	Operations Management			
	<i>Credit Hours for NEW Emphasis Only:</i>	9	/	9	
	Propose a NEW Emphasis				
<input type="checkbox"/>	Out of Service Area Delivery Program				

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

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

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 - Abbreviated Template**

Section I: The Request

Utah State University requests approval to offer the following Degree: BA/BS Degree in Business Administration with emphases effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

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

It is proposed that the existing BA/BS degree in Business Administration be redesigned with required emphases. Two objectives underlie the redesign, 1. to enhance the current core curriculum, and 2. to better align the degree around placement opportunities. (Note that by separate R 401 a request is being made to to rename the degree BS/BS Degree in Management.)

Faculty driven benchmarking of similar programs and analysis of employer based data identified gaps in skills, knowledge, and competencies that employers expect of students graduating with a degree in Management. The new curriculum contains a revised and more focused 16 credit core (current core is 19 credits) that addresses these gaps. It includes new courses in Critical Thinking for Managerial Decision Making, Managerial Ethics, and Project Management.

While the largest degree within the Huntsman School, data from the school's career specialist function indicates that it poses the greatest challenge with regard to placement. Reasons for this include (1) it attracts students seeking a 'generalist' business degree rather than a more focused one (i.e., Finance), (2) the breadth implied by the title of the degree, and (3) students are not positioned to communicate that they possess a skill/competency set that aligns with employer needs. The redesign will require students to select an emphasis consisting of 9 credits of coursework in one of two areas based on their career objectives. This replaces the existing 8 credits of electives. The emphases are Human Resource Management and Operations Management, and align directly with employment opportunities.

Anticipated benefits of the proposed changes include (1) more effective student preparation and (2) positioning for employment opportunities, (3) increased efficiency in the utilization of the school's career development function, and (4) improved focus in how the school's external relations function is utilized to develop relationships with employers.

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).

This is an existing degree program and as noted above is the largest within the Huntsman School of Business. There are currently 620 declared majors.

Consistency with Institutional Mission/Impact on Other USHE Institutions

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

The proposed change is consistent with USU's mission of providing 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

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

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

Section III: Curriculum

Program Curriculum

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

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

Can students complete this degree without emphases? Yes or <input checked="" type="checkbox"/> No					
		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				32	
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	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 1050		Foundations of Business and Leadership	3
<input type="radio"/>	<input type="radio"/>	MGT 2050		Business Law	2
<input type="radio"/>	<input type="radio"/>	MGT 3700		Operations Management	2
<input type="radio"/>	<input type="radio"/>	MIS 2100		Principles of Management Information Systems	3
<input type="radio"/>	<input type="radio"/>	MIS 3200		Business Communication	3
<input type="radio"/>	<input type="radio"/>	MIS 3300		Big Data Analytics	3
<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"/>	STAT 2300		Business Statistics	4
Choose 8 of the following courses:					
<input type="radio"/>	<input type="radio"/>	MGT 3XXX	<input checked="" type="checkbox"/>	Managerial Ethics	2
<input type="radio"/>	<input type="radio"/>	MGT 3XXX	<input checked="" type="checkbox"/>	Critical Thinking for Managerial Decision Making	2
<input type="radio"/>	<input type="radio"/>	MGT 3XXX	<input checked="" type="checkbox"/>	Project Management	2
<input type="radio"/>	<input type="radio"/>	MGT 3100		Organizational Behavior	2
<input type="radio"/>	<input type="radio"/>	MGT 3250		Introduction to Human Resources	3
<input type="radio"/>	<input type="radio"/>	MGT 4600		Negotiations	2
<input type="radio"/>	<input type="radio"/>	MGT 4790		Managing Global Value Chains	2
<input type="radio"/>	<input type="radio"/>	MSLE 4532		Data Driven Decision Making	2
<input type="radio"/>	<input type="radio"/>				
Required Course Credit Hour Sub-Total				62	

	Course Number	NEW Course	Course Title	Credit Hours
Elective Courses				
+ -				
Elective Credit Hour Sub-Total				
Core Curriculum Credit Hour Sub-Total				94

	Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			Human Resource Management	
+ -	MGT 4XXX	×	Recruitment and Selection	2
+ -	MGT 4XXX	×	Talent Management	2
+ -	MGT 4630		Human Resource Strategy	3
+ -	MSLE 4560		Strategic Sales Management	2
Emphasis Credit Hour Sub-Total				9
Total Number of Credits to Complete Program				103
Remove this emphasis				

	Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			Operations Management	
+ -	MGT 4720		Production Planning and Control	2
+ -	MGT 4740		Quality Systems	2
+ -	MGT 4XXX	×	Service Operations	2
+ -	MGT 5730		Problem Solving and Continuous Improvement	3
Emphasis Credit Hour Sub-Total				9
Total Number of Credits to Complete Program				103
Remove this emphasis				

Propose a NEW Emphasis to an existing Regent approved program

Program Curriculum Narrative

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

The first set of 16 required classes represents the business school acumen that is required of all business students, the second set of 8 required courses represents those specific to this degree. In addition to the new courses listed for which course proposals are being initiated simultaneous to this request, several other course changes are being initiated:

- MGT 3250: To be renamed Managing Human Capital and changed to 2 credits
- MGT 4630: To be renamed Applied Human Resource Management
- MGT 4720: To be renamed Sales and Operations Planning
- MGT 5730: To be renamed Lean Continuous Improvement

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://highereducation.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENG 1010 Intro to Writing (CL1)	3	ENG 2010 Intro to Writing (CL1)	3
ECN 1500 Intro to Economics (BAI)	3	ECN 2100 Intro to Microeconomics (BSS)	3
MATH 1050 College Alegbra (QL)	4	STAT 2300 Business Statistics (QL)	4
MGT/ECN 1050 Foundations of Business and	3	MIS 2100 Principles of MIS	3
USU 1010 University Connections	1	Breadth Creative Arts (BCA)	3
Total	14	Total	16
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
ACCT 2010 Financial Accounting Principles	3	ACCT 2020 Managerial Accounting Principles	3
MGT 2050 Business Law	2	MGT 3XXX Managerial Ethics	2
Breadth Humanities (BHU)	3	MGT 3XXX Critical Thinking for Managerial Dec	2
Breadth Physical Science (BPS)	3	MIS 3200 Business Communications (CI)	3
Breadth Life Sciences (BLS)	3	MSLE 3800 Leadership	2
Elective	1	Depth Humanities and Creative Arts (DHA)	3
	15		15
Third Year Fall		Third Year Spring	
MSLE 3500 Fundamentals of Marketing	3	BA Emphasis	3
MIS 3300 Big Data Analytics (CI)	3	Depth Life and Physical Sciences (DSC)	3
Fourth Year Fall		Fourth Year Spring	
MSLE 4532 Data Driven Decision Making	2	Elective	3
Elective	3		
Total		Total	
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
FIN 3200 Financial Management	3	FIN 3400 Corporate Finance (QI)	3
MGT 3100 Organizational Behavior	2	MGT 3250 Introduction to Human Resources	2
MGT 3700 Operations Management	2	MGT 4600 Negotiations	2
MGT 3XXX Project Management	2	MGT 4790 Managing Global Value Chains	2
From Second Year Fall	6	From Second Year Spring	6
Total	15	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
BA Emphasis	3	Elective	3
BA Emphasis	3	Elective	3
Elective	3	Elective	3

MSLE 3890 Systems Strategy and Problem Solv	2	Elective	3
From Second Year Fall	5	From Second Year Fall	3
Total	16	Total	15

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

Institution Submitting Request: Utah State University

Program Title: *Current* BA/BS degree in Business Administration *Proposed (if applicable)* BA/BS degree in Management

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

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

Classification of Instruction Program Code¹: 52.02.01

Min/Max Credit Hours for Full Program Required: 72 / 72 72 / 72

Proposed Effective Term for Program Change²: Fall 2019

Institutional Board of Trustees' Approval Date:

Award Type:

Program Change Type (check all that apply):

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

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____

Date:

I understand that checking this box constitutes my legal signature.

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

² "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations**, "effective term" refers to the term the program will suspend admissions.

Program Change Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to change name from BA/BS degree in Business Administration to BA/BS degree in Management effective Fall 2019. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Change Description/Rationale

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

It is proposed that the existing BA/BS degree in Business Administration be renamed BA/BS degree in Management. The current degree name does not accurately reflect the underlying objective of the program, to provide students with training that positions them for managerial roles both within and outside the domain of business.

Consistency with Institutional Mission/Institutional Impact

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

The proposed change is consistent with USU's mission of providing students with a student centered experience that prepares them to serve the public. It will enable students to make a more informed choice about whether the degree aligns with their academic and professional objectives. 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

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

There will be no budgetary impact as a result of the change.

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

Institution Submitting Request: Utah State University
Proposed or Current Program Title: Social Media Emphasis
Sponsoring School, College, or Division: College of Humanities and Social Sciences
Sponsoring Academic Department(s) or Unit(s): Department of Journalism and Communication
Classification of Instructional Program Code¹ : 09.0702
Min/Max Credit Hours Required of Full Program: 39 / 42
Proposed Beginning Term²: Fall 2019
Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input checked="" type="checkbox"/>	NEW Emphasis for Regent-Approved Program				
	<i>Current Program BOR Approval Date:</i>				
	<i>Proposed Emphasis Title</i>	Social Media			
	<i>Credit Hours for NEW Emphasis Only:</i>	39	/	42	
	Propose a NEW Emphasis				
<input type="checkbox"/>	Out of Service Area Delivery Program				

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date: _____

I understand that checking this box constitutes my legal signature.

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

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

**Utah System of Higher Education
Program Description - Abbreviated Template**

Section I: The Request

Utah State University requests approval to offer the following Degree: Social Media Emphasis with emphases effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

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

Description: Students within the Journalism and Communication major currently choose one of three areas of emphasis: (1) Public Relations/Corporate Communication, (2) Broadcast/Electronic Media, and (3) Print. The Department of Journalism and Communication (JCOM) proposes to initiate a fourth emphasis --Social Media --to prepare students to work effectively within today's changing mass media environment.

This area of emphasis will prepare students for careers using social media as a platform for message creation and distribution in a variety of organizations and settings. It will prepare students to create, manage, and analyze social media content aimed at specific target audiences. Students will apply theory to develop effective strategies for use in emerging media campaigns and social media community building. Expertise will be developed through a variety of learning experiences, including hands-on practice, project-based learning, group activities, community-service projects, and internships.

Students in the new area of emphasis will take the foundational JCOM courses required of all majors (18 credits total), four courses specific to the social media track (3 social media courses and one public relations course; 12 credits total), plus electives (at least 9 credits). The Department will revise its current social media course and add two new courses; all other courses within the major will remain the same. Thus, departmental changes will be minimal.

Rationale for New Emphasis: Social media are becoming increasingly important sources of news, information, and entertainment. For example, the Pew Research Center reports that:

- 68 percent of U.S. adults say they use Facebook and 73 percent say they use YouTube (2018 data);
- 67 percent of Americans say they get news from social media (2017 data);
- 53% of U.S. adults say they used social media for some form of political or social-minded activity in 2017 (2018 data);
- majorities of U.S. adults consider social media very or somewhat important for meeting a variety of political goals, such as getting politicians to pay attention to issues (2018 data).

This trend has created new career opportunities, from managing social media for companies, nonprofits, public relations agencies, and political candidates to creating social media content for more traditional broadcast and print media outlets. The Social Media emphasis will prepare students to take

advantage of these opportunities.

Several factors suggest that interest in social media expertise is strong among USU students as well as employers, and these factors helped shape the Department's decision to propose a Social Media emphasis. JCOM 4040, the Department's current social media course, typically fills and often has a waiting list. JCOM graduates are already finding jobs as social media directors, marketers, analysts, or editors for international companies, public relations agencies, traditional mass media outlets, and other organizations as reported in the department's "Where Are They Now?" list of alumni. Furthermore, the Department's advisory board, made up primarily of professionals working within the communication industries, confirmed the importance of social media training and supports the Department's efforts to expand its course offerings.

A number of departments across campus offer Web, Internet, electronic commerce, and other courses related to the digital environment. However, this will be Utah State's only area of emphasis specifically focused on social media.

In addition, the Social Media emphasis will position Utah State to compete with other mass communication departments within the Utah System of Higher Education (USHE). Based on discussion at the February 2018 USHE Communication Committee meeting and current degree maps, many of the state's universities offer one or more social media courses, Dixie State University offers a Social Media emphasis, and Weber State University offers a Digital Media emphasis (which includes social media). Southern Utah University was considering developing a Social Media certificate at the time of the committee meeting. The proposed emphasis is consistent with the direction in which other Utah colleges and universities are moving and prepares Utah State to meet the needs of students transferring to or from these schools. Discussion from the USHE Communication Committee meeting helped guide the development of the proposed sequence of courses.

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).

Statistics from the U.S. Department of Labor's Bureau of Labor Statistics (Employment Projections program) reiterate the importance of social media training for those entering a variety of communication professions. Some of these occupations are expected to grow at or above the projected average for all occupations (7 percent). For example, as shown in the Bureau's Occupational Outlook Handbook (January 30, 2018):

Occupation	2016-2026 Projected Change	2026 Projected Employment	Relevance of Social Media and Web
Public relations specialist	+9%	282,600	"The growing use of social media also is expected to increase employment for public relations specialists."
Public relations and fundraising managers	+10%	81,100	"As online social media increase the speed at which news travels, public relations managers will be needed to address good and bad news for their organization or client."
Advertising, promotions, and marketing managers	+10%	273,400	"[A]dvertising and promotion managers are expected to see employment growth in [industries other than print newspapers] in which they will be needed to manage digital media campaigns that often target

			customers through the use of websites, social media, or live chats.”
Writers and authors	+8%	141,200	“Writers and authors who have adapted to online and social media, and who are comfortable writing for and working with a variety of electronic and digital tools, should have an advantage in finding work.”
Editors	-1%	125,600	“Editors who have adapted to online media and are comfortable writing for and working with a variety of electronic and digital tools will have an advantage in finding work.”
Reporters, correspondents, and broadcast news analysts	-9%	45,900	“Because stations and media outlets are increasingly publishing content on multiple media platforms, particularly the web, employers may prefer applicants who have experience in website design and coding.”

The Department was unable to find a category specific to social media in Utah’s wage and occupational openings database. However, a search using the indeed.com job site and the phrase “social media manager” yielded 206 openings in the Salt Lake City metropolitan area. Among these were 10 jobs that specifically included social media in the title and a number of others that incorporated social media work as an important aspect of a larger job.

New jobs specifically focused on social media are becoming available at the same time as more traditional jobs are being revised and/or expanded to include social media. Both facts speak to the need for social media training.

Consistency with Institutional Mission/Impact on Other USHE Institutions

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

The 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 (R312.4.2). The proposed "Social Media Emphasis" supports USU's mission as it is specifically designed to prepare students to meet the needs of a changing media environment.

The proposed Social Media emphasis will be delivered on Utah State's Logan campus; it will not be delivered outside Utah State's designated service area. In addition, the emphasis is consistent with the social media offerings of other institutions within the Utah System of Higher Education (USHE), making it easier for students to transfer to and from Utah State.

Finances

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

Addition of this emphasis is not expected to save the Department of Journalism and Communication money, and cost of the proposed area of emphasis is expected to be minimal. Two assistant professors

have taught the existing social media course. They will teach the revised version of that course plus one of the new courses (Social Media Content Development). In September, the Dean of the College of Humanities and Social Sciences gave the Department permission to hire a tenure-track faculty member specializing in social media. The plan is for this new colleague to teach the third course (Social Media Analytics and Client Management). The current instructors have identified less expensive analytics software, and course fees will help cover the cost. No budgetary impact on other programs or units is expected.

Section III: Curriculum

Program Curriculum

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

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

Can students complete this degree without emphases? Yes or <input checked="" type="checkbox"/> No				
	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				
+	-			
Choose of the following courses:				
+	-			
+	-			
Required Course Credit Hour Sub-Total				0
Elective Courses				
+	-			
Elective Credit Hour Sub-Total				
Core Curriculum Credit Hour Sub-Total				0

	Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			Social Media	
+	-		JCOM 2300 Introduction to Public Relations	3
+	-	X	JCOM 2400 Introduction to Social Media	3
+	-		JCOM 4040 Social Media Content Development (formerly: Social Media)	3
+	-	X	JCOM 5400 Social Media Analytics and Client Management	3
+	-			

	Course Number	NEW Course	Course Title	Credit Hours
Choose of the following courses:				
+ -			Required of all JCOM Majors	18
+ -	JCOM 1130		Beginning Newswriting	3
+ -	JCOM 1500		Introduction to Mass Communication	3
+ -	JCOM 2010		Media Smarts: Making Sense of the Information Age	3
+ -	JCOM 2020		Communication Research Methods	3
+ -	JCOM 2030		Multimedia Boot Camp	3
+ -	JCOM 4030		Mass Media Law	3
+ -				
+ -				
+ -				
Emphasis Credit Hour Sub-Total				12
Total Number of Credits to Complete Program				12
Remove this emphasis				

Propose a NEW Emphasis to an existing Regent approved program

Program Curriculum Narrative

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

This is a new emphasis for an existing Regent-approved program. Students will take 12 credits of courses specific to the emphasis, 18 credits of courses required for all Journalism and Communication majors regardless of emphasis, 3 credits of electives from a specific list (JCOM 4010, Mass Communication Ethics; JCOM 4020, Mass Media and Society; JCOM 4410, Gender and the Mass Media; JCOM 4530, Special Topics in Communication; and JCOM 5420, Mass Media and Politics), and 6 additional elective credits from among the complete listing of JCOM courses. Of these 6 credits, at least 3 must be upper division. The only courses with variable credits are Projects in Communication (JCOM 4500, 1-5 credits), Communication Internship (JCOM 4510, 1-3 credits), and Special Topics in Communication (JCOM 4530, 1-3 credits). The emphasis credits will total 12; the program will total a minimum of 39 credits.

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://highereducation.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 1010: Intro to Writing: Academic Prose (6)	3	JCOM 1130: Beginning News Writing	3
JCOM 1500: Intro to Mass Communication (BS)	3	Breadth Life Sciences (BLS)	3
STAT 1040: Intro to Statistics (QL) or STAT 1045	3	Breadth Humanities (BHU)	3
Breadth Creative Arts (BCA)	3	Elective Course	3
Elective Course	3	Elective Course	3
Total	15	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
ENGL 2010: Intermediate Writing: Research Writing	3	JCOM 2020: Communication Research Methods	3
JCOM 2010: Media Smarts: Making Sense of the	3	Depth Humanities and Creative Arts (DHA)	3
Breadth Physical Sciences (BPS)	3	Depth Life and Physical Sciences (DSC)	3
Breadth American Institutions (BAI)	3	Upper Division Elective Course	3
Elective Course	3	Elective Course	3
Total	15	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
JCOM 2300: Intro to Public Relations	3	JCOM 2030: Multimedia Boot Camp	3
JCOM 2400: Intro to Social Media	3	JCOM 4040: Social Media Content Development	3
Required Minor Course	3	Required Minor Course	3
Upper Division Elective Course	3	JCOM Upper Division Elective Course	3
Upper Division Elective Course	3	Upper Division Elective Course	3
Total	15	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
JCOM 4030: Mass Media Law (DSS)	3	JCOM Upper Division Elective Course	3
JCOM 5400: Social Media Analytics and Client	3	Required Minor Course	3
Required Minor Course	3	Required Minor Course	3
Upper Division Elective Course (CI)	3	Upper Division Elective Course	3
JCOM Elective Course	3	Elective Course (UD if minimum UD credits not	3

Total	15	Total	15
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**Utah System of Higher Education
Administrative Unit Change Proposal
Cover/Signature Page - Abbreviated Template**

Institution Submitting Request: Utah State University

Proposed Effective Date¹: July 1, 2019

Institutional Board of Trustees' Approval Date:

Existing Unit Title: Department of Geology

Sponsoring School, College, or Division: College of Science

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

Proposal Type:

<input checked="" type="checkbox"/>	Name Change of Existing Unit to Department of Earth Sciences
<input type="checkbox"/>	Administrative Unit Transfer
<input type="checkbox"/>	Administrative Unit Restructure (with or without Consolidation)
<input type="checkbox"/>	Administrative Unit Suspension
<input type="checkbox"/>	Administrative Unit Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit
<input type="checkbox"/>	Reinstatement of Previously Discontinued Administrative Unit

Chief Academic Officer (or Designee) Signature:

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

_____ Date:

I understand that checking this box constitutes my legal signature.

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

Unit Description - Abbreviated Template

Section I: The Request

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

Section II: Program Proposal

Administrative Unit Description/Rationale

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

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

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

The Geology faculty have multiple motivations for this name change:

- Geoscience is often the application of other sciences to Earth problems, and as such, its scope has broadened amazingly over the past decades through interdisciplinary advances. This broadening of what we do now, and especially in the near future as our department evolves and grows, is the primary reason our name needs to be changed.
- Unlike most other classical sciences, the basic definition of geology or geoscience is poorly communicated and understood by youth and the public. Thus, how we label ourselves is an integral part of communicating what we do.
- Across the U.S., undergraduate enrollments in geoscience programs are currently falling. To prevent this from happening at USU, we seek a name that may help in attracting majors - one that is broader and free of the antiquated associations people have with the word geology.
- A survey of nation-wide department names at peer and higher-level institutions confirms that Geology has become a rare moniker, whereas Earth Sciences and Geosciences are the most common names of the strongest and most forward-looking programs.

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

Consistency with Institutional Mission/Institutional Impact

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

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

Finances

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

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



GENERAL EDUCATION SUBCOMMITTEE MINUTES

November 20, 2018

8:30 a.m. – 9:30 a.m.

Champ Hall Conference Room – OM 136

Present: Lee Rickords, College of Agriculture and Applied Sciences (Chair)
 Ed Reeve, Office of the Executive Vice President and Provost
 Christopher Scheer, Caine College of the Arts
 Thom Fronk, College of Engineering
 Harrison Kleiner, College of Humanities and Social Sciences
 Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
 Richard Mueller, College of Science
 Robert Mueller, Regional Campus
 Melanie Nelson, USU Eastern
 Kacy Lundstrom, University Libraries
 Lawrence Culver, American Institutions
 Ryan Bosworth, Social Sciences
 Charlie Huenemann, Humanities
 Ryan Dupont, Life and Physical Sciences
 David Brown, Quantitative Literacy/Intensive
 Matt Sanders, Connections
 John Mortensen, Academic and Instructional Services
 Stephanie Hamblin, Exploratory Advising
 Barbara Williams, Registrar’s Office
 Mykel Beorchia, University Advising
 Kristine Miller, University Honors Program
 Amber Summers-Graham, Secretary

Excused: Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
 Vance Grange, Jon M. Huntsman School of Business
 Jaren Hunsaker, USUSA President

Call to Order –Lee Rickords

Approval of Minutes – [October 16, 2018](#)

Minutes approved as distributed.

Course Approvals/Removals/Syllabi Approvals

MUSC 1050 (BCA) **APPROVED** Christopher Scheer
Motion to approve BCA designation made by Christopher Scheer. Seconded by Richard Mueller. Designation approved.

BIOL 3200 (CI) **APPROVED** Robert Mueller
Motion to approve CI designation made by Robert Mueller. Seconded by Richard Mueller. Designation approved.

ELED 4031 (CI) **APPROVED** Robert Mueller
*Motion to approve CI designation made by Robert Mueller. Seconded by Richard Mueller.
Designation approved.*

SOC 2120 (QI) **APPROVED**David Brown
*Motion to approve QI designation made by David Brown. Seconded by Charlie Huenemann.
Designation approved.*

Business

FCSE 1350 and FIN 1010 BSS Discussion – Ryan Bosworth

The Social Sciences subcommittee has received some pushback after rejecting a few course proposals recently. The courses are well done and cover some important financial literacy information, but do not align with the social science designation rubrics. The Social Sciences subcommittee has fielded questions about how financial literacy courses could incorporate enough social science to meet the general education requirements.

The General Education committee recognized the importance of ensuring that students are financially prepared for adulthood, but worried about general education courses that are proposed under the logic of saying, “what can be done to make this fit the rubric?” There is a methodology focus when creating a general education course. It is possible that a financial literacy course could organize itself in such a way that it could meet the social sciences rubric requirements, but this is a problem related to the issue faced by the Humanities subcommittee.

There needs to be a broader policy or way of dealing with the issue at hand. The general education categories should not be seen as “bins” that classes are assigned to according to what designation they most closely resemble. There was recognition by the committee that there seems to be an underlying pressure to build general education courses into a student’s degree.

Additionally, faculty can map their courses onto the rubric in their proposal justification, but if their syllabi do not reflect the rubric requirements through class assignments and activities, the subcommittee members should feel empowered to ask for additional information from faculty about how the rubric requirements are going to be met in the classroom before a decision is reached. The rubrics are the standards that courses need to meet and the subcommittees must have enough information to be able to assess whether or not the course will meet the requirements. This is particularly important as the General Education Task Force begins the program assessment process. The General Education subcommittee must demonstrate that there is concrete information being measured. The rubrics provide this. The important message to bring to the faculty member is the importance of measurable learning outcomes and not simply trying to fit a course into the mold of a general education designation.

The committee will work to provide faculty with easy access to rubric information and instructions from within Curriculog as a means to mitigate some of these problems.

Depth Courses and Categorization of Majors – John Mortensen

In the University Studies requirements section of the catalog, there is a listing of major categorizations to help students determine which depth courses they are required to take. This

information was outdated and so at the end of spring 2018 semester, it was decided by the committee that John Mortensen's staff would reach out to the colleges and departments and ask them to provide categorizations for the missing majors. It was suggested that the committee cut the categories down to three to match the three general education depth designations. Behind the scenes, a comprehensive list would be maintained. This would make things consistent and easier for the students and the advisors. This topic was tabled at the September meeting until the full committee could be present to weigh in and vote on the change.

The motion to simplify the categorization from five to three categories was made by Ryan Dupont. Seconded by Ryan Bosworth. The catalog change was approved.

Current Articulation of Credit by Examination of AP, CLEP, DANTEs, and IBO – John Mortensen

Currently, articulations are being made at the departmental level including whether or not courses are given general education designations. Many course articulations are double counting for students and it becomes a credit game. By the time a transcript is articulated, it is possible that a student could have the same general education designation covered in multiple ways whereas other universities might give the student credit once. This gives USU an advantage over other schools because USU grants more credits, but while it may be an advantage in the way of cutting costs for students, it is not an advantage in the student's educational experience. There is not a specific action item for the committee on this issue other than providing direction moving forward and possible council for the departments. It was suggested that this issue be taken to the Departmental Curriculum committees, Associate Deans, and the Academic Standards committee. The recommendation from the General Education committee would be to curb the excessive counting of credits in a phased way for the consideration of the academic advisors. A lot of work will need to be done with the high school counselors in advance of any change because students are being promised that they are entering USU with a certain number of credits. Students pay a lot of money to take the examinations for these credits. It was suggested that informational handouts be created for high schools to guide students about the best way to manage their advanced placement courses.

Adjournment 9:37 a.m.

Next meeting will be **Thursday, December 13, 2018 at 8:30** am in Champ Hall conference room. This is a change from the originally scheduled December 18, 2018 meeting. General Education requests for this meeting are due **December 8, 2018**.