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Educational Policies Committee Agenda, December 7, 2017

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EDUCATIONAL POLICIES COMMITTEE AGENDA

7 December 2017

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

1. **Approval of the minutes of the 2 November 2017 meeting**

2. **Subcommittee Reports**

   a. **Curriculum Subcommittee** (Vijay Kannan)
   Course Approvals - 158

   Program Proposals
   Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer a Minor in Unmanned Aerial Systems.

   Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to offer a Minor in Animal Biotechnology.

   Request form the Department of Applied Economics in the College of Agriculture and Applied Sciences to drop the BA in International Agribusiness and add emphasis areas to the existing BS in Agribusiness degree.

   Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to offer an Agriculture and Natural Resources Pre-Law Minor.

   Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to restructure the BS into three separate BS degrees.

   Request from the Jon M. Huntsman School of Business to establish a Marketing and Strategic Department.

   Request from the Provost's office to offer a Bachelor's Degree in Integrated Studies.

   b. **Academic Standards Subcommittee** (Scott Bates)
   Minutes – November 15, 2017

   c. **General Education Subcommittee** (Lee Rickords)
   Minutes – November 21, 2017

3.   Other Business

Adjourn:

EDUCATIONAL POLICIES COMMITTEE MINUTES

2 November 2017

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

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

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

Visitors: Richard Mueller, Associate Dean, College of Science
            Derrik Tollefson, Department Head, Sociology, Social Work and Anthropology
            Brad Hall, Department Head, Languages, Philosophy and Communication Studies

Approval of the minutes of the 5 October 2017 meeting
Motion to approve the 5 October minutes made by Leslie Brott. Seconded by Blake Harms. Minutes approved.

Subcommittee Reports

    a. **Curriculum Subcommittee** (Vijay Kannan)
        Motion to approve the business of the Curriculum Subcommittee made by Blake Harms. Seconded by Ning Fang. Business approved.

        Course Approvals
        121 course approvals were reviewed and approved.

Program Proposals
Request from the Department of Human Development and Family Studies in the Emma Eccles Jones College of Education and Human Services to discontinue Early Childhood Development Certificate Program.

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to discontinue the Master of Science in Health and Human Movement.

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to discontinue the Master of Health Promotion.

Request from the Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences to offer a Masters in Communication Studies.

Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to offer a Social Work Minor.

Request from the Department of Physics in the College of Science to restructure the PhD in Physics by reducing the number of research credits.

Discussions on request for zero credit courses. The issue has not been resolved but will be handled on a case-by-case basis.

b. *Academic Standards Subcommittee* (Scott Bates)
No reporting needed.

Minutes – September 20, 2017
       October 2017 – no meeting

c. *General Education Subcommittee* (Lee Rickords)
Motion to approve the business of the General Education Subcommittee made by Dick Mueller. Seconded by Blake Harms. Business approved.

Minutes – April 18, 2017
       September 19, 2017
       October 17, 2017

II.   Other Business
None

Adjourn 3:25 pm

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

Institution Submitting Request:	Utah State University
Proposed or Current Program Title:	Minor in Unmanned Aerial Systems
Sponsoring School, College, or Division:	College of Agriculture and Applied Sciences (CAAS)
Sponsoring Academic Department(s) or Unit(s):	School of Applied Sciences, Technology and Education (ASTE)
Classification of Instructional Program Code[1] :	49.0102
Min/Max Credit Hours Required of Full Program:	12 / 12
Proposed Beginning Term[2]:	Fall 2018
Institutional Board of Trustees' Approval Date:	

☐	Certificate of Proficiency	☐	Entry-level CTE CP	☐	Mid-level CP
☐	Certificate of Completion				
☒	Minor				
☐	Graduate Certificate				
☐	K-12 Endorsement Program				
☐	NEW Emphasis for Regent-Approved Program				
☐	Out of Service Area Delivery Program				

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

Please type your first and last name _____ Date:

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

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

Utah System of Higher Education
Program Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to offer the following Minor: Minor in Unmanned Aerial Systems effective Fall 2018. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

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

The Federal Aviation Administration (FAA) released the new rules for small Unmanned Aerial Systems (UAS) in August of 2016. This 12-credit minor in UAS (a.k.a drones) brings expertise from the USU's Aviation Technology programs to individuals interested in using this technology commercially. The first course will allow the students to become FAA certified drone pilots, with the knowledge, skills and certification to fly commercially. The first test class in the spring of 2017 (i.e., AV 5910), had over 50 interested students for the 20 slots originally allowed. This was the final decision point for moving forward with this program. The UAS minor will give the students additional experience in design, construction, propulsion, guidance, control, programming and data collection. The first elective is aerial photography, a keen interest for natural resources, landscape architecture, engineering as well as aviation technology majors. There is currently no UAS program in USHE, and nationally only a few universities have an established program. The UAS Minor will serve students wanting to use UAS in their professional fields of training, as well as for noncommercial use.

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).

Every major news organization predicts a large growth in drone operations and the required jobs will be in the thousands per year. 3 years ago, Embry-Riddle Aeronautical University in Florida started their drone program with 11 students--they now have over 200. Experienced drone pilots can earn upwards of $100K and the large scale aircraft are $150K. The cost to become a drone pilot is far less than a commercial pilot ($1-3,000 versus >$55,000 on top of tuition). Aggie Air, a USU program involved in UAS for scientific applications, has for than a decade been conducting research, designing and flying incredible drones, but needs certified operators to fly the drones. The proposed UAS minor can help fill their need for certified drone pilots.

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/ .

Aggie Air has been flying drones for the water lab, agriculture and other sponsors for over a decade. They are nationally known and are working closely with Aviation Technology to develop this program. This minor will be guided by the mission and roles of the land grant institution. This minor is interdisciplinary and crosses over to many majors in the University. The program will require hands-on labs and will only be initially offered at USU-Logan campus.

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.

For the initial course offering, minimal costs are expected. The existing labs, classrooms and field trips to the outdoors will allow the program to begin. Ideally, the future program would include an indoor 'drone zone' and lab space for students to design, build and test their vehicles, as well as plans to expand to a drone simulator. This program will not affect the other aviation technology programs, but will complement many other programs at USU.

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			
+ -		AV 3500		Intro to UAS	3
+ -		AV 3510	✕	UAS Design, Construction and Maintenance	3
+ -		AV 3520	✕	UAS Sensors, Guidance and Control	3
+ -					
+ -					
+ -					
+ -					
+ -					
+ -					
+ -					
				Required Course Credit Hour Sub-Total	9
		Elective Courses			
+ -		AV 3550	✕	UAS Advanced Design and Construction	3
+ -		AV 3560	✕	UAS Aerial Photography	3
+ -		AV 3900		Independent Study	3
+ -					
+ -					
+ -					
+ -					
+ -					
+ -					
+ -					
				Elective Credit Hour Sub-Total	3
				Core Curriculum Credit Hour Sub-Total	12

Program Curriculum Narrative

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

AV 3900 Independent Study allows students to design a tailored independent study with an instructor. With the 3 core courses, students have only 1 elective required to complete the minor. With the rapidly changing technology of Unmanned Aerial Systems (drones), additional course electives will be created. 4 courses in the minor will encourage many students across the campus to explore the possibilities on how drones can enhance their job prospects, and provide synergy with other majors. Current plans are to offer AV 3500 each semester, with AV 3510 and Av 3560 in the fall, and AV 3520 and AV 350 in the spring. Syllabi have been created for each course and the lessons plans are under development.   Current faculty and an adjunct instructor are planned for this first year as the test courses are developed and taught.

Degree Map

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

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

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

Institution Submitting Request:	Utah State University
Proposed or Current Program Title:	Animal Biotechnology
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 Code[1] :	26.1201 (Biotechnology)
Min/Max Credit Hours Required of Full Program:	15 / 15
Proposed Beginning Term[2]:	Fall 2018
Institutional Board of Trustees' Approval Date:	

☐	Certificate of Proficiency	☐	Entry-level CTE CP	☐	Mid-level CP
☐	Certificate of Completion				
☒	Minor				
☐	Graduate Certificate				
☐	K-12 Endorsement Program				
☐	NEW Emphasis for Regent-Approved Program				
☐	Out of Service Area Delivery Program				

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

Please type your first and last name   Date:

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

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

Utah System of Higher Education
Program Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to offer the following Minor: Animal Biotechnology effective Fall 2018. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

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

Currently, the Animal, Dairy and Veterinary Sciences Department (ADVS) offers an emphasis in biotechnology within its ADVS BS degree program. In addition to serving the needs of ADVS students, several core courses in the biotechnology emphasis serve students in other departments/majors, such as Plants, Soils, and Climate; Nutrition, Dietetics and Food Science; Biology; and Chemistry and Biochemistry. The addition of a 15-credit minor in animal biotechnology will further serve these students by allowing them to complete a formal minor that complements their major degree. The course requirements for the proposed minor are based upon the cross-disciplinary core courses within the biotechnology emphasis that currently serve students in other majors.

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).

Students trained in the animal biotechnology minor will be poised for technical jobs in the life science industry. According to BIOUTAH, Utah's life science industry is one of six economic clusters (https://chambermaster.blob.core.windows.net/userfiles/ UserFiles/chambers/9284/CMS/PDFs/BioUtah's_Life_Science_Report.pdf). Utah's life science economy is anchored by a broad range of large corporations employing thousands of scientists and engineers in areas including medical devices, pharmaceutical, diagnostics and contract research. Notably, employment in Utah's life science industry grew by 25.8 % from 2001 to 2010. Currently, more than 1,000 life science companies employ more than 30,000 Utahns. In 2015, jobs in the life science industry paid on average 161% of the average Utah wage (approximately $62,000). Importantly, the proposed minor in animal biotechnology will help support Utah's life science industry in two capacities: 1) by increasing the pipeline of suitably trained personnel for this vibrant and growing Utah industry and 2) fostering interest in graduate training for individuals who can then subsequently enter the life science workforce at a more advanced level.

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 minor in animal biotechnology is an outgrowth of the current ADVS BS degree emphasis in biotechnology, and as such, fully aligns with USU's Regents-approved mission, roles and goals.

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 resources necessary for the animal biotechnology minor are currently in place, since all of the required courses are presently taught within the ADVS BS degree biotechnology emphasis.

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			
+	-	ADVS 3200*		Ethical Issues in Genetic Engineering	3
+	-	ADVS 5160**		Methods in Biotechnology: Cell Culture	3
+	-	ADVS 5260***		Methods in Biotechnology: Molecular Cloning	3
+	-	ADVS 5280****		Animal Molecular Biology	3
+	-	ADVS 5650		Science Communication	3
+	-				
				Required Course Credit Hour Sub-Total	15
		Elective Courses			
+	-				
				Elective Credit Hour Sub-Total	
				Core Curriculum Credit Hour Sub-Total	15

Program Curriculum Narrative

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

*ADVS 3200 is cross-listed as PHIL 3200.

**ADVS 5160 is cross-listed as BIOL/NDFS/PSC 5160.

***ADVS 5260 is cross-listed as BIOL/NDFS/PSC 5260.

****ADVS 5280 is cross-listed as BIOL 5280.

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.
ADVS 5260 or ADVS 5650	3	ADVS 3200	3
Total	3	Total	3
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
ADVS 5260 or ADVS 5650	3	ADVS 5160	3
		ADVS 5280	3
Total	3	Total	6

Four Year Map

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

Institution Submitting Request: Utah State University

	Current	*Proposed (if applicable)*

Program Title: Agribusiness - BS

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

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

Classification of Instruction Program Code[1]:   01.0101   6 - Digit CIP

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

Proposed Effective Term for Program Change[2]:   Fall   2018

Institutional Board of Trustees' Approval Date:

Award Type: BS

Program Change Type (check all that apply):

☐	Name Change of Existing Program
☒	Program Restructure with or without Consolidation
☐	Program Transfer to a new academic department or unit
☐	Program Suspension
☐	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program

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

Please type your first and last name   Date:

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

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

Program Change Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to restructure Agribusiness - BS effective Fall 2018. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Change Description/Rationale

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

The Applied Economics department underwent a department review during the spring semester of 2017. As part of that review, it was recommended that the department reduce the number of undergraduate majors offered. Presently, the department offers a B.S. in Agribusiness and a B.A. in International Agribusiness and two other B.S. degrees. Much of the course work is the same for the B.S. Agribusiness and the B.A. International Agribusiness degrees. We are proposing to drop the B.A. in International Agribusiness and to add emphasis areas to our existing B.S. in Agribusiness degree. The emphasis areas would be: International Agribusiness; Agricultural Finance; Agricultural Marketing; and Farm and Ranch Management. A student can choose to just obtain the B.S. Agribusiness degree without an emphasis area, or they may choose one emphasis area.

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. The emphasis areas being added to the B.S. Agribusiness degree will give the students greater flexibility in choosing a major and emphasis area that better fits their career goals.

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 are no costs savings or other budgetary impacts associated with this proposed change. All of the course work required with the proposed changes are currently being taught and no courses will be dropped as a result of ending the B.A. International Agribusiness major.

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: Agriculture and Natural Resources Pre Law Minor

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

Sponsoring Academic Department(s) or Unit(s):   Department of Applied Economics

Classification of Instructional Program Code[1] :   22.0001

Min/Max Credit Hours Required of Full Program: 17   /   17

Proposed Beginning Term[2]:   Fall   2018

Institutional Board of Trustees' Approval Date:

☐ Certificate of Proficiency	☐ Entry-level CTE CP	☐ Mid-level CP	
☐ Certificate of Completion			
☒ Minor			
☐ Graduate Certificate			
☐ K-12 Endorsement Program			
☐ NEW Emphasis for Regent-Approved Program			
☐ Out of Service Area Delivery Program			

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

Please type your first and last name   Date:

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

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

Section I: The Request

Utah State University requests approval to offer the following Minor: Agriculture and Natural Resources Pre Law Minor effective Fall 2018. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

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

This proposed minor requires a minimum of 17 credits and focuses on agriculture and natural resources pre law concepts. It would help those students interested in gaining a broader understanding regarding how laws and policies impact agriculture and natural resources and provide a foundation for those pursuing a law degree. Many agriculture students do not realize that their background and education provide a strong foundation for a legal education, as evidenced by the fact that only 0.13% of law school entrants in 2015-2016 had agriculture majors. However, individuals with both a legal and an agriculture background are highly sought after in the private sector and policy arena.

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).

Utah employment projections for lawyers projects an increase of 1.98% annually. Annual openings are expected to be 180 positions and this category earns a 5 Star Rating. As agriculture and natural resources continue to become more complex with additional legal issues, the need for individuals that understand both law and agriculture continues to grow. Further, students with a basic understanding of legal concepts and government are better suited for agriculture policy and advocacy positions.

Consistency with Institutional Mission/Impact on Other USHE Institutions

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

This proposed minor is consistent with the USU mission of being a student-centered land grant university. It should not impact other USHE Institutions in that USU has the only Applied Economics Department and no other institution offers an Agriculture Pre Law degree. It will provide agriculture students with broader career opportunities.

Finances

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

There will be no additional costs and no additional savings with this new minor. All but one course are currently being taught and additional courses will be absorbed by existing 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			
+	-	POLS 1100		U.S. Government and Politics	3
+	-	MGT 2050		Business Law	2
+	-	APEC 4300		Agriculture Law	3
+	-	APEC 5950		Applied Economics and Policy	3
+	-				
				Choose of the following courses:	
+	-				
+	-				
				Required Course Credit Hour Sub-Total	11
		Elective Courses			
+	-				
				Choose 2 of the following courses:	
+	-	POLS 4130		Constitutional Theory	3
+	-	POLS 5130		Law and Policy	3
+	-	ENVS 5300		Natural Resources Law and Policy	3
+	-	MGT 3810		Employment Law and Policy Development	3
+	-	POLS 4160		The First Amendment	3
+	-	APEC 4250		Applied Economics Internship	
+	-	IOGP 5910		Institute of Government and Politics Internship	
+	-	ECN 3170		Law and Economics	3
+	-	ENVS 3010		Fundamentals of Natural Resource and Environmental Policy	3
+	-				
				Elective Credit Hour Sub-Total	6
				Core Curriculum Credit Hour Sub-Total	17

Program Curriculum Narrative

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

There are 11 credits of required courses for this minor. There are 6 elective credits required for this minor. Therefore the minor requires a minimum of 17 credits.   APEC 4250 and IOGP 5910 are listed as a variable credit courses. However, to count it for this minor they must be taken for 3 credits.

Degree Map

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
POLS 1100 U.S Government and Politics	3	MGT 2050 Business Law	2
		POLS 4130 Constitutional Theory	3
Total	3	Total	5
Second Year Fall	**Cr. Hr.**	**Second Year Spring**	**Cr. Hr.**
APEC 5950 Applied Economics and Policy	3	APEC 4300 Agriculture Law	3
MGT 3810 Employment Law and Policy Develop	3		
Total	6	Total	3

Four Year Map

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

Institution Submitting Request: Utah State University

	Current	*NEW (if applicable)*
Program Title:	Bachelor of Science - Nutrition, Dietetics and Food Sciences	Bachelor of Science - Nutrition Science; Bachelor of Science - Dietetics; Bachelor of Science - Food Science
Sponsoring School, College, or Division:	College of Agriculture and Applied Sciences	
Sponsoring Academic Department(s) or Unit(s):	Nutrition, Dietetics and Food Sciences	
Classification of Instruction Program Code[1]:	19.0501	19.0504; 51.3101; 01.1001

Min/Max Credit Hours Required for Full Program: 120 / 120   120 / 120

Proposed Effective Term for Program Change[2]: Fall 2018

Institutional Board of Trustees' Approval Date:

Award Type: BS

Program Change Type (check all that apply):

☐	Name Change of Existing Program
☒	Program Restructure with or without Consolidation
☐	Program Transfer to a new academic department or unit
☐	Program Suspension
☐	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program -- *Attached Signed MOU*

Program Change Description/Narrative
Briefly describe program change. For program discontinuance or suspension, include teach out plan.

This request is to restructure the current single Bachelors of Science (BS) degree offered by the Department of Nutrition, Dietetics and Food Sciences (NDFS) into three separate Bachelor of Science Degrees. The current degree is BS in Nutrition, Dietetics and Food Sciences with emphasis areas of Nutrition Science or Dietetics or Food Science. It is proposed to offer three separate BS degrees to include:

1) BS Nutrition Science
2) BS Dietetics
3) BS Food Science

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
New Administrative Unit Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Utah State University

Proposed Effective Date[1]:   07/01/2018

Institutional Board of Trustees' Approval Date:

Proposed Unit Title: Marketing and Strategy Department

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

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

Proposed Unit Type:

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

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

_____   Date:

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

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

New Unit Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to establish Marketing and Strategy Department effective 07/01/2018. 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 new administrative unit or 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 or unit change.

The Management Department in the Jon M Huntsman School of Business is one of the largest and most academically diverse departments at Utah State University. The department has fifty-one full-time faculty and staff, three majors (Business Administration, Marketing, International Business), eight minors (Business, Entrepreneurship, Hospitality and Tourism, Human Resources Management, International Business, Management, Marketing, Operations Management), and two graduate programs (Masters of Human Resources, Masters of Business Administration). It also has nine undergraduate and two graduate student clubs (Society for the Advancement of Ethical Leadership, Entrepreneurship Club, Huntsman Marketing Association, Leaders for Continuous Improvement, Society for Human Resource and Management, Society for International Business and Economic Development, Women in Business Association, Pro Sales, Hospital Administration Association, Master of Business Administration Association, Master of Human Resources Association). The number, diversity, and complexity of programs of study and faculty have made management of the department difficult.

It is proposed that The Management Department be divided into two departments. The new Management Department will include micro business disciplines that are more people focused, as well as law and operations. Faculty in the areas of human resource management, organizational behavior, ethics, law, and operations will remain in the Management department. The proposed Management Department will have 23 faculty and staff. Degree programs housed in the department will include the Bachelor of Business Administration (approximately 673 students) and the Masters of Human Resources (approximately 111 students).

The new department will be named The Department of Marketing and Strategy. It will include more macro and market focused disciplines including Marketing, Strategy, Entrepreneurship, and Leadership. The department will have 28 faculty and staff. Undergraduate degree programs offered will include majors in Marketing (approximately 345 students) and International Business (approximately 118 students). The Masters of Business Administration (approximately 225 students) is a Huntsman School program involving classes from all departments that will be administered by the new Department of Marketing and Strategy.

Dividing The Management Department into two departments each with a tighter cluster of disciplines will benefit students, faculty, and the Huntsman School of Business. Faculty within the proposed departments will share more focused theoretical and conceptual space for teaching and research collaboration. Programs of study will be more manageable, enabling support for them to be more targeted and

presenting opportunities for them to develop a stronger market image. The size of each department will allow strategic planning, people and program support, and overall administrative oversight to be carried out in a more focused manner allowing the units to better support the Huntsman School and the university. It will also enable potential future growth and new initiatives to be managed more meaningfully than can be accomplished by a department that has already exceeded an efficient operating size.

All other universities in the state of Utah have already established departments focusing upon Management/Business Administration and Marketing, indeed having two departments for these functional areas is the norm nationally. The proposed change will enable the Huntsman School of Business to operate in a more effective manner and in a way that is consistent with the structure of leading business schools nationwide.

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?

The Utah State Board of Regents' Strategic Plan 2025 lists increasing capacity to serve 50,000 + new students by 2025 as a primary objective. It goes on to state that "it will be a significant challenge to grow capacity academically (faculty, course sections, and support staff), physically (capital facilities, infrastructure), and virtually (information technology resources) to keep pace with such rapid enrollment growth over the next decade." In January 2015, the Board of Regents also adopted three long term objectives for higher education in Utah. They included 1. Increase the number of Utahns who decide to access, are prepared for, and succeed in higher education; 2. Increase the percentage of students who persist in and graduate from higher education; 3. Encourage innovation as a core value at each USHE institution, in keeping with its distinct mission.

The proposed division of the Management Department is consistent with positioning the Huntsman School to respond to priorities of the State Board of Regents in a manner that is consistent with the mission of the school and USU. Over the past five years the numbers of students majoring in business administration and marketing have each increased by an average annual rate of over 20% (trends shown below). This growth is expected to continue. The two degrees are both offered throughout Utah using creative live, broadcast, hybrid and on-line pedagogies. In addition, collaboration with Snow College and Salt Lake Community College have helped students completing their associate degrees at those institutions easily matriculate into the USU degree programs in Marketing and Business Administration and take USU classes on those campuses.

Student Enrollment Trends

Year	Business Administration	Marketing
2012	322	169
2013	431	207
2014	531	283
2015	581	325
2016	673	345

In addition to the growth and outreach opportunities described above, significant potential exists to more fully leverage other programming (minors, graduate programs, student organizations, experiential learning) and to expand support for students outside the Logan campus. The current administrative structure does not lend itself to the effective management of such opportunities.

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.

The proposed creation of the new department will not involve the addition of new faculty or staff merely a reallocation of existing personnel between the existing and new administrative units. Incremental expenses associated with a new department head will be met from Huntsman School Resources. A recent renovation of the Eccles Business Building, funded by the Huntsman School, created a new department suite, thus no additional resources are needed to situate the new department other than for office equipment and supplies that will be funded internally.

Institution Submitting Request: Utah State University

Proposed Program Title: Bachelors of Integrated Studies

Sponsoring School, College, or Division: Office of the Executive Vice President and Provost

Sponsoring Academic Department(s) or Unit(s):   Not applicable

Classification of Instructional Program Code[1] :   30.9999

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

Proposed Beginning Term[2]:   Fall   2018

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

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

_____   Date:

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

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[1] 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

Section I: The Request

Utah State University requests approval to offer the following Baccalaureate degree(s): Bachelors of Integrated Studies effective Fall 2018. This program was approved by the institutional Board of Trustees on _____.

Section II: Program Proposal

Program Description: What is the purpose of the new degree?
Present a complete, formal program description.

Utah State University proposes offering a new undergraduate bachelor's degree in Integrated Studies (IS) to provide a completion pathway option for students seeking an undergraduate degree.

As a land-grant institution, Utah State University should be obligated to provide a responsible completion option for all undergraduate students in good academic standing. Although good academic standing is awarded to USU students with a minimum 2.0 GPA, the vast majority of current undergraduate majors at USU require a GPA of 2.50 or higher for students to gain acceptance into a major and/or graduate. This "academic gap" between the institution's good standing and academic program admission, pushes students into "academic limbo" where degree attainment cannot be reached. The Integrated Studies bachelor's degree option will allow students' earned credits to count toward degree completion.

The IS degree option is specifically for students who fit these characteristics:

- Current students who have accumulated significant credits (60 or greater) while on a pathway to a specific major but whose GPA prevents them from matriculation in a major.
- Current students who are in official "good academic standing" with a GPA of 2.0 or greater but after four semesters and do not have a clear academic or career path.
- Prospective students choosing to return to college and have significant credits from previous attendance, but lack GPA for entry into a major.
- Students who are seeking a broad general education.
- Students without the necessary GPA for matriculation into a major due to legitimate reasons, such as life circumstances, family obligations, and/or employment requirements.
- Students who performed poorly in college early, but then performed much better later, and as a consequence their early GPA is making it difficult to enter a program and complete a degree.

In addition to an anticipated increase in completion, the IS degree will also promote greater retention at Utah State University. Presently, there are many students who have been attending USU for four or more semesters and have a cumulative GPA between 2.0 and 2.5. If these students have 60 or more credits, they would be required to complete an unrealistic number of credits with a very high grade in order to raise their GPA to a high enough level for acceptance into a major. Table 1 gives example scenarios for this unachievable situation toward major declaration. Consequently, these students become discouraged and drop out or transfer to a university that offers an Integrated Studies-like option. The IS option will offer students a way to remain at USU and successfully complete a bachelor's degree.

TABLE 1. Examples of Actual Student Scenarios Pertaining to the Proposed Integrated Studies Degree.

	Student A	Student B	Student C
Current College and Major	College of Science, Math Education	College of Education, Human Movement Science	Exploratory
Overall GPA	2.11	2.15	2.45
Overall Attempted Credits	101	56	50
Credits of A grades needed to declare desired major	69	39	28

Consistency with Institutional Mission
Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals.

Utah State University's mission is to be "student centered" and "serve the public through learning, discovery, and engagement". The focus on public access to higher education in Utah is a responsibility of USU and drives this institution's growth physically and programmatically. The IS degree for undergraduates addresses a need for students who seek to complete a four-year degree that will empower them to achieve career aspirations.

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 USHE benefit by offering the proposed program.

A Student Success Task Force, appointed by President Cockett, was tasked with identifying barriers to student retention, completion, performance, and success. Among the first issues addressed by the task force was that of students caught in the "academic gap" or "academic limbo" between academic good standing and matriculation into a major program. The task force unanimously agreed that issue is a critical need deserving of an innovative solution, i.e., the IS degree option.

Table 2 is data as of Fall 2017 for the numbers of students in situations that would render them eligible for an IS degree. The numbers are substantial and indicate that the IS degree would make a big difference in the lives of many USU students by helping them to complete a college degree and position them for the kind of career success accompanying that achievement.

TABLE 2. Estimated Numbers of Students from Fall 2017 Data Deemed Good Fit for Integrated Studies Degree.

Student Type	Number of Students
Exploratory (undeclared) and pre-business students with GPA below 3.0 and 60+ credits	294
Pre-program with GPA below 3.0 and 60+ credits	430
Students in declared majors with GPA below 2.5 and 60+ credits. These students could be candidates for General Studies in their college.	351
Total	1075

From Table 3 it is clear that the proposed IS degree focuses on a different student population than USU's current degree option in General Studies. Additionally, the IS degree option allows students to pursue a curriculum aligned with their strengths and interests. It not only provides a guided pathway, but allows students to define outcomes and career options. By allowing students who fall within the "academic gap" to concentrate in a focus area, students can find a completion pathway that will give them broad training in a way that they can increase career pursuits.

Table 3 clarifies differences between the General Studies and Integrated Studies degrees.

TABLE 3. Comparison of USU General Studies and Proposed Integrated Studies Degree.

	General Studies (GS)	Integrated Studies (IS)
Purpose	Students who encounter barriers in their final semesters of taking courses within a college or department. General Studies is used as an exit strategy for students who cannot complete or pass final requirements and have a majority of credits taken within a specific college or area of study.	Students in good academic standing who lack the ability, due to high credit amounts and/or required GPA, to declare a major at USU. IS will be used as a completion pathway for students who do not qualify for the General Studies option.
Major requirements	30 credits in one college General Studies at USU requires students to have 30 credits in one field of study. This degree is designed for students who have been exploring multiple possibilities for majors, thereby accumulating large numbers of credits but not meeting a 30-credit corpus to satisfy the General Studies requirements.	30 credits in an IS Career Focus Area IS 3010 IS 4010
General Education Courses	Communications Literacy (CL1, CL2) Quantitative Literacy (QL) Breadth courses (BAI, BCA, BHU, BLS, BSS, BPS, Integrated Studies) Quantitative Intensive (QI) Communications Intensive: 2 CI courses 2 of the following: DSS, DHA, DSC	Same

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 and the Occupation Outlook Handbook.

The Integrated Studies degree reaches across traditional college and department boundaries. It is therefore not specific enough to define state or national labor market data to determine demand for this degree. The IS degree will give students in good academic standing a degree completion option and the opportunity for career preparation. All

students in the IS program will be required to take the capstone course IS 4010. This course will require students to engage in career planning and preparation including the development of a professional portfolio that will help employers understand the purpose and value of the IS degree. As described later, IS students will concentrate credits in a focus area that compliments their interests, skills, and passion. Students completing an IS degree will enjoy the economic benefits associated with the attainment of a bachelor's degree and they will have an undergraduate degree from an accredited university making them better citizens who can contribute to society in more impactful ways.

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

As in the "Labor Demand" section above, the IS degree is a non-specific degree making it difficult to provide information about the extent to which students see the degree as something they seek and demand as a goal. The IS degree is a degree completion option. An analysis of enrolled students (see Table 2) suggests that students are very likely to choose the IS degree if the alternatives are dropping out of college or continuing to take courses and pay tuition in an unfulfilled attempt to gain access to a major.

USU will apply new learning analytics tools (CIVITAS) to proactively help students in developing strengths and career goals that align with a USU degree in one of over 150 traditional undergraduate majors. However, when this is not possible, the IS degree affords students a credible solution. In addition to students at the Logan campus, the IS degree option will serve students at Regional Campuses and distance delivery locations throughout Utah. Regional Campus students are often adult learners who return to college after some hiatus, and/or may have significant numbers of credits without the prerequisite GPA for matriculation into a USU major.

In summary, students who will benefit from the IS degree would include the following:

- Students who have an academic history that reflects many changes in direction.
- Students who enter as transfer students with a high number of credits and GPA between 2.0-2.99 GPA.
- Returning students with expired coursework (Departmental-7 years, General education-15 years).
- Students who have 60+ credits and are not pursuing their desired major.
- Students in pre-program majors who are not admitted to the program.
- Students who change their major late in their academic career and completing major requirements for the new major will put them over 160 credits.
- Students who are place bound with limited degree options such as those at Regional Campuses. IS will allow them to combine content in similar areas and complete a meaningful degree.

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)?

Utah Valley University has a Bachelor's of Science in Integrated Studies so there is a similarly-named degree at another USHE institution. However, the structure of the UVU IS degree is significantly different from which USU proposes. Therefore, programmatically speaking, there is no similar degree within USHE or within the region.

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

The IS degree will be offered within the USU service regions and there are no plans to collaborate with other USHE institutions.

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 administrative home for the USU IS degree will be the Office of the Executive Vice President and Provost. This office also administers the Associates of Arts and Associates of Science in General Studies degree. There is no accrediting body for general degrees of this kind so it will not be reviewed in that context. The degree will be evaluated following guidelines under Utah Regents policy R401 for new programs and R411 for established programs.

Section IV: Program Details

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

The general completion requirements for this degree are:

Total credits	120
Upper-division credits	40*
Career Focus Area Credits	30
USU and Overall GPA	2.0
Required courses	IS 3010 (1 credit) IS 4010 (2 credits)

*Can count as Career Focus Area credits.

Admission Requirements
List admission requirements specific to the proposed program.

- 60 credits
- 2.0 or greater GPA

Curriculum and Degree Map

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

The curriculum and degree map will take advantage of courses already completed by a student and those courses will be used to build the remaining program of study. It is critical that students be given credit for work they have already completed and the eventual IS curriculum focuses student efforts in a meaningful area of study aligned with their academic and career goals. A fundamental "degree map" for the IS degree would be:

1. *Assess coursework the student has completed*
2. *Student completes IS 3010 (see below)*
3. *Student completes course work in a career focus area*
4. *Student completes IS 4010 (see below)*

A significant requirement of the IS degree is that the student complete 30 credits in a Career Focus Area (CFA). USU has identified 6 CFAs from an analysis of course-taking patterns of students across institutional disciplines. In other words, an analysis has demonstrated that a large majority of students who are unable to matriculate into a traditional undergraduate degree program take courses within a realm of relatedness. For example, a student hoping to major in Psychology but unable to meet entrance requirements, will take courses in the areas of Psychology, Sociology, and Family, Consumer, and Human Development. The analysis has identified 6 such realms which will be designated as CFAs. They are:

1. Agriculture and Natural Resources
2. Biological and Environmental Sciences
3. Business and Communication
4. Humanities and Arts
5. Physical Sciences, Engineering, and Math
6. Social Sciences and Human Services

All students choosing the IS degree option will be required to complete two program-specific courses. They are:

- **IS 3010**. 1 Credit. Offered by USU Career Services, students learn and apply the content and processes of career exploration by learning more about themselves and career/educational options. They will assess and clarify their interests, values, skills, personality and strengths through a variety of proven assessments and connect them to viable career options. Students will develop and implement decision-making strategies and customized action plans including goal setting through groups, presentations, events, career fairs, and individual counseling. An alumni mentor will be assigned to each student to further support and engage them as they explore themselves and the world of work.

- **IS 4010:** 2 credits. This course will emphasize career planning and employment seeking skills. The IS degree program will require the creation of a professional portfolio. Students will receive professional help in framing the value and relevance of the IS degree for potential employers. With the support of their alumni mentor and career coach, students will prepare effective employment documents, LinkedIn profiles, and networking strategies through attendance at employer panels, fairs, on-campus information sessions, and interviews. By engaging with USU Career Services' alumni and employers, and focusing on clear pathways to graduation, students' success is advanced.

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?

As noted above, the Office of Executive Vice President and Provost will host the IS degree as it has the AA/AS in General Studies so it is prepared for administration of this degree. The IS degree is an exit strategy option for students with pre-existing credits and builds on existing courses across USU programs. The IS degree can also be aligned with USU Associate degree (2 years of general education courses and electives) options and constitute a stackable credential option. There is a growing number of students seeking general Associate degrees.

USU will establish two new courses described above; i.e., IS 3010 and IS 4010.

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

No additional faculty will be required for the IS degree because it is built on existing courses and curriculum.

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 Office of the Executive Vice President and Provost will provide the support necessary for the IS degree. Anticipated needs include the following:

Instructors for IS 3010 and IS 4010

USU Career Services is very experienced in offering career exploration courses and counseling very similar to the content of the proposed IS 3010 and 4010 courses. Career services will partner with the Office of the Executive Vice President and Provost to supply instruction for the two new IS courses in relation to demand. It is anticipated that there will be some early demand for the courses but that it will take time to both identify students that fit the IS degree profile and for students to become familiar with the IS degree option. Instructors and numbers of course sections will be scaled up as required.

Academic Advisors

Initially, two academic advisor positions will be hired to advise IS students.

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

Two new advisors will provide initial advising capacity for the IS degree. Additional advisors will be hired by the Office of the Executive Vice President and Provost as the IS student numbers increase. It is anticipated that 200-300

students can be served by one academic advisor. Individualized plans of study will be created for each student and students will be required to meet with an academic advisor each semester to ensure they are meeting benchmarks toward completion.

Academic advisor(s) will use the Appreciative Advising framework to work with students. Each student will complete a strengths assessment and a one-on-one appointment with an academic advisor focused on emphasizing strengths. Advisors will be trained and mentored by a certified strengths coach. Academic advisors will continue to assist the student in understanding their strengths and connecting the student to emphasis areas within the IS degree. Academic advisor(s) will use Degree Works, USU's degree auditing system, to guide students toward degree completion.

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

Not applicable.

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

An analysis done by the USU Office of Analysis, Assessment, and Accreditation estimated that upwards of 1000 students might actually be in a position to take advantage of the IS program (see Table 2). It might be that the number of students opting for the IS degree will be relatively high in early years and then decrease in subsequent years as IS students complete degrees. However, it's expected that the IS pathway will be an important option to help a very significant number of students each year complete a four year college degree.

Section VI: Program Evaluation
Program Assessment

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

The goals of the IS degree are to offer USU students an opportunity to identify a college completion pathway that builds on their interests and strengths and help them leverage their learning and experience into a competitive position for employment and career development.

Retention and completion data of IS students will be important measures of the impact of the IS degree. The progress of students opting for the IS degree will be tracked to assess academic performance while in the program. IS advisors will also report on numbers of IS students helped and barriers students encounter to know best ways to improve advising and program design.

Post graduate surveys of IS degree holding students will also be conducted. Employer surveys of IS graduates would be another form of program assessment. This information will be valuable in determining employment and career success. These data will be regularly evaluated and used in making adjustments to the IS program.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
		General Education Courses (list specific courses if recommended for this program on Degree Map)			
				General Education Credit Hour Sub-Total	
		Required Courses			
+ -		IS 3010	X	Career Planning and Preparation	1
+ -		IS 4010	X	Integrated Studies Capstone	2
+ -					
+ -					
+ -					
+ -					
+ -					
+ -					
+ -					
+ -					
				Required Course Credit Hour Sub-Total	3
		Elective Courses			
+ -					
+ -					
+ -					
+ -					
+ -					
+ -					
+ -					
+ -					
				Elective Credit Hour Sub-Total	
				Core Curriculum Credit Hour Sub-Total	3

Program Curriculum Narrative

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

See curriculum description in proposal

Degree Map

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

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

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff
Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

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

Part II. Proposed Program Faculty Profiles
List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program
Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	/////				
Staff: Full Time			2		100
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department						
# of Majors in Proposed Program(s)	/////////					
# of Graduates from Department						
# Graduates in New Program(s)	/////////					

Department Financial Data					
		Department Budget			
		Year 1	Year 2	Year 3	
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	
EXPENSES – nature of additional costs required for proposed program(s)					
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.					
Personnel (Faculty & Staff Salary & Benefits)	$0	$124,960	$127,452	$130,000	
Operating Expenses (equipment, travel, resources)					
Other:					
TOTAL PROGRAM EXPENSES	/////////	$124,960	$127,452	$130,000	
TOTAL EXPENSES	$0	$124,960	$127,452	$130,000	
FUNDING – source of funding to cover additional costs generated by proposed program(s)					
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.					
Internal Reallocation		$124,960	$127,452	$130,000	
Appropriation					
Special Legislative Appropriation					
Grants and Contracts					
Special Fees					
Tuition					
Differential Tuition (requires Regents approval)					
PROPOSED PROGRAM FUNDING	/////////	$124,960	$127,452	$130,000	
TOTAL DEPARTMENT FUNDING	$0	$124,960	$127,452	$130,000	
Difference					
Funding - Expense	$0	$0	$0	$0	

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The Office of the Executive Vice President and Provost will fund two full-time advising positions for the proposed Bachelors degree in Integrated Studies.

Part III: Describe funding sources

Revenue Narrative 1

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

The funding for the two full-time advising positions will come from discretionary sources available. The institutional funds used to support the program will not impact other areas of the institution.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

If the Integrated Studies degree has the positive impact on retention and completion as projected, future funding may come from legislative performance-based funding or funding for completion initiatives.

ACADEMIC STANDARDS SUBCOMMITTEE MINUTES

November 15, 2017

A meeting of the Academic Standards Subcommittee of the Educational Policies Committee was held on November 15, 2017 at 3:00 pm in Old Main 136 (Champ Hall Conference Room).

Present:

- Scott Bates, Chair, Emma Eccles Jones College of Education & Human Services
- Fran Hopkins, Registrar's Office
- Jared Schultz, Special Education & Rehabilitation
- Ning Fang, College of Engineering
- Cathy Bullock, College of Humanities and Social Sciences
- Mykel Beorchia, Advising
- Barbara Williams, subcommittee secretary (ex officio; not a voting member)

Absent:

- Michael Scott Peters, USUSA President
- Ed Reeve, EPC Chair (ex officio; not a voting member)

Visiting:

- Jim Rogers
- Connie Radke-Kurian

AGENDA

New Business

English Language Proficiency Policy -International Students
(Jim Rogers & Connie Radke-Kurian)

See Attached.

Motion to approve proposal made by Fran Hopkin. Seconded by Ning Fang.
Motion approved (with friendly amendment):

- *Current requirements have not been a good indicator of language ability.*

- *Friendly amendment to specify that requirements apply to undergraduate international students (not domestic students, who have different admissions requirements).*

- *Most language is changing to improve clarity. Most other universities in our area do not have the requirements that we are removing. One year of coursework is sufficient to demonstrate language proficiency. An appeal process has been added for students.*

The committee's next meeting will be held December 20, 2017.

Proposed USU Catalog English Language Proficiency Text

Undergraduate International Admissions

English Proficiency Requirement

To provide a foundation for academic success, USU requires all undergraduate international students to demonstrate a high level of English language proficiency.

The English language proficiency may be demonstrated by meeting one of the following. Students must ask the testing agency to send official exam scores to Utah State University (USU).

- TOEFL internet-based (iBT) exam score of at least 71. The institution school code for USU is 4857*

- IELTS overall band score of at least 6.0 with a minimum of 5.0 on each subscale*

- SAT Critical Reading score of at least 500 on exams last administered January 2016 or SAT Reading score of at least 27 on exams first administered March 2016

- ACT English score of at least 18

- USU Intensive English Language Institute (IELI) General Placement Exam score of at least 146 and a passing score of at least 31 on the IELI Writing Exam**

- Completion of at least 24 credits of U.S. post-secondary/university course work taught in English, excluding English as a second language courses. Courses must have been taken at an accredited college/university to be considered for direct admission.

Scores that are more than two years old are not accepted.
**The IELI placement exam is offered at the beginning of fall, spring, and summer semesters.*

Intensive English Programs

Students who do not demonstrate the required English proficiency scores, but are academically qualified, may be considered for admission to the Intensive English Language Institute (IELI) on the Logan campus or the English as a Second/Other Language (ESOL) program on the Price campus. If admitted, students complete required English language courses before beginning their academic coursework.

Undergraduate students who believe they demonstrate English language proficiency should complete the English Language Proficiency Appeal form.

Applicants from Australia, Canada (except Quebec Province), New Zealand, United Kingdom, and the United States whose first language is English are exempt from this requirement. Utah State University reserves the right to require proof of English language proficiency from any applicant regardless of their citizenship, if deemed necessary by a university official.

UtahState
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GENERAL EDUCATION SUBCOMMITTEE MINUTES

November 21, 2017
8:30 a.m. – 9:30 a.m.
Old Main – Champ Hall

Present: Lee Rickords, College of Agriculture and Applied Sciences (Chair)
Konrad Lee, Jon M. Huntsman School of Business
Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
Dean Adams, College of Engineering
Harrison Kleiner, College of Humanities and Social Sciences
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Richard Mueller, College of Science
Robert Mueller, Regional Campus
Kacy Lundstrom, University Libraries
Melanie Nelson, USU Eastern
Susan Neel, American Institutions
Brock Dethier, Communications Intensive
Charlie Huenemann, Humanities
David Brown, Quantitative Literacy/Intensive
Barbara Williams, Registrar's Office
John Mortensen, Student Affairs
Stephanie Hamblin, Exploratory Advising
Mykel Beorchia, University Advising
Amber Summers-Graham, Secretary

Excused: Laura Gelfand, Caine College of the Arts
Matt Sanders, Connections
Ed Reeve, Office of the Executive Vice President and Provost
Michael Scott Peters, USUSA President
David Wall, Creative Arts
Ryan Dupont, Life and Physical Sciences
Ryan Bosworth, Social Sciences
Kristine Miller, University Honors Program

Call to Order – Lee Rickords

Approval of Minutes – October 17, 2017
Motion to approve minutes made by Charlie Huenemann. Seconded by David Brown. Minutes approved.

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

LAEP – 2300 (BHU) APPROVED .... Charlie Huenemann
Motion to approve BHU designation made by Charlie Huenemann. Seconded by Dick Mueller. Designation approved.

TEE – 2200 (BPS) TABLED UNTIL NEXT MEETING ....Ryan Dupont

GEOG – 3100 (CI) APPROVED.. Brock Dethier
Motion to approve CI designation made by Brock Dethier. Seconded by Shelley Lindauer.
Designation approved.

WILD – 5560 (CI) APPROVED .... Brock Dethier
Motion to approve CI designation made by Brock Dethier. Seconded by Shelley Lindauer.
Designation approved.

PHIL - 3990 (DHA) APPROVED .... Charlie Huenemann
Motion to approve DHA designation made by Charlie Huenemann. Seconded by Dick Mueller.
Designation approved.

CCA – 3070 (QI) APPROVED..David Brown
Motion to approve QI designation made by David Brown. Seconded by Dick Mueller.
Designation approved.

CCA – 3070 (DSC) TABLED UNTIL NEXT MEETING ....Ryan Dupont

Business

Review of the 15-year General Education rule
Utah State University currently has a 15-year statute of limitations for General Education
coursework. The General Education Subcommittee was asked to review the rule's current
relevancy. After thorough discussion, a motion to discontinue the 15-year statute of limitations
for General Education coursework was made by Dick Mueller and seconded by Dean Adams.

Five-year reviews
Michael Torrens with Analysis, Assessment and Accreditation attended the meeting to discuss
the possibility of using the IDEA course evaluations as a tool for General Education
assessment. With the current software platform, it would be possible but challenging and would
require individual instructor/departments to input the additional questions. Currently, discussions
are taking place regarding moving to a new delivery platform with the same IDEA system. This
new platform allows courses to be assigned with attributes that can automatically load a set of
scripted questions. Scripts could be created for the General Education designations and
courses tagged with these attributes when they are loaded into IDEA. If it is decided that Utah
State University will move to this new platform, the earliest implementation of the system will be
Fall 2019. There was discussion about piloting a few classes on the current system this next fall
to see the effectiveness of survey questions for General Education evaluation and to give us
feedback on possible survey fatigue. A concern was brought up about whether these questions
would cause problems for tenure-line faculty. AAA will check into possibilities of separating the
General Education questions in the evaluation reports.

Five-year reviews ad hoc committee update
Empowering Teaching Excellence (ETE) is ready to do a trial run of some professional
development sessions for General Education. The ad hoc committee will put together a
description of the professional development that will be presented at the January meeting.

Adjournment: 9:15 a.m.

No December meeting. Next meeting will be held at 8:30 a.m. on Tuesday, January 16, 2018.