Educational Policies Committee Agenda, February 5, 2015

Utah State University

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EDUCATIONAL POLICIES COMMITTEE AGENDA

5 February 2015

A meeting of the Educational Policies Committee will be held on 5 February 2015 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

I. Approval of the minutes of the 8 January 2015 meeting (see attached)

II. Subcommittee Reports

   a. Curriculum Subcommittee (Ed Reeve)

      Course Approvals

      Request from the Department of Instructional Technology and Learning Sciences to rename the Master of Education to Master of Education in Educational Technology and Learning Sciences. (see attached)

      Request from the Department of Instructional Technology and Learning Sciences to discontinue all specializations affiliated with the Education Specialist and the Master of Science degree programs. (see attached)

      Request from the School of Teacher Education and Leadership for a specialization in Higher Education/Student Affairs within the existing Master of Education degree. (see attached)

      Request from the Department of Plants, Soils, and Climate to offer a Landscape Management Certificate. (see attached)

      Request from the School of Applied Sciences, Technology, and Education to offer a Bachelor of Science degree in Outdoor Product Design and Development. (see attached)

   b. Academic Standards Subcommittee (Scott Bates)

      No January meeting – Nothing to report.

   c. General Education Subcommittee (Norm Jones)

      January 20, 2015, 8:30 A.M.
      Champ Hall Conference Room

      Present: Norm Jones, Chair; Dean Adams, Engineering; Janet Anderson, Provost’s Office; Eddy Berry, Social Sciences; Lawrence Culver, American Institutions; Dan Coster, Quantitative Intensive; Stephanie Hamblin, University Advising; Harrison
Call to Order – Norm Jones

Approval of Minutes – December 9, 2014
Motion to approve minutes from December 9, 2014 made by Dawn Kirby. Seconded by Dean Adams.

Course Approvals
N/A

Course/Designation Removals
N/A

Syllabi Approvals
ART 1020 (BCA) Mark Koven APPROVED ..............................................Cindy Dewey
Motion to approve made by Cindy Dewey. Seconded by Dawn Kirby.

HIST 4251 (DHA) APPROVED ...........................................................Brian McCuskey
Motion to approve made by Cindy Dewey. Seconded by Eddy Berry.

HIST 4815 (DHA) APPROVED ...........................................................Brian McCuskey
Motion to approve made by Cindy Dewey. Seconded by Eddy Berry.

LAEP 2300 (BHU) WITHDRAWN.......................................................Brian McCuskey
BHU subcommittee does not think that this meets the BHU criteria. Suggested it be resubmitted as a BCA.

NDFS 1010 (BPS) APPROVED ............................................................Ryan Dupont
Motion to approve made by Cindy Dewey. Seconded by Dawn Kirby.

PHIL 4410 (DHA) Charlie Huenemann PENDING.................................Brian McCuskey

Business
Caine College of the Arts Course Designations (Prerequisites) - The CCA is proposing that the following courses have the pre-requisite of being a major in the
department in order to take the course. They would not be open to non-majors. This raises the policy issue of whether a general education course may have acceptance into a major as a prerequisite, barring students who are not in that major from taking a course that has a Gen Ed designation.

MUSC 1110 (BCA)  
THEA 1033 (BCA)  
THEA 1513 (BCA)  
THEA 1713 (BHU)

Would the CCA be better advised to apply this policy from the General Catalog? “Exceptions may be made to satisfy the breadth requirement within a major’s categorization. For example, in order to accommodate students within majors or minors not offering an approved Breadth course, an advisor may allow substitution of a higher-numbered course (i.e., a higher numbered Physics class might be used to satisfy the Physical Sciences requirement for an Engineering major). In order to accommodate students within majors or minors offering an approved Breadth course, but for which a student is required to take a significant amount of coursework within the subject matter that does not include the approved Breadth course, an advisor may allow a substitution of a higher-numbered course (i.e., a higher-numbered Music class might be used to satisfy the Creative Arts requirement for a Music major).”

Motion to withdraw the prerequisite request from the EPC and encourage managed enrollment through "majors only" section controls made by Dawn Kirby. Seconded by Eddy Berry. Motion approved.

Communications Intensive course policy modifications were proposed by the CI subcommittee, concerning the oral communication expectations – Brock Dethier

Oral Communication:

Students may communicate orally in a wide variety of formats. Some examples include the following:

Each applicant for the CI designation should explain how the course in question gives students practice, feedback, and/or instruction in oral communication relevant and useful to the specific discipline. The following are some ways oral communication has been incorporated into courses, but this is not a complete list. The Communication Committee welcomes the use of discipline-appropriate ways of meeting the CI goals.

1. Make a formal presentation to a class or subgroup of a class, an outside audience, or the instructor.
2. Make a formal presentation using video format or other presentation software.
3. Perform in a dramatic presentation or other oral reading.
4. Participate in structured in-class debates with assigned roles.
5. Lead structured discussions by doing such things as introducing the reading, synthesizing class materials and audience responses, summarizing at the end of
class, or reading and paraphrasing important but not required articles.

6. Have the class join or create a mock-conference with poster or PowerPoint presentations.

7. Create podcasts or YouTube videos.

Discussions on whether to change the policy wording requiring both written and oral communication back to “and/or” for the CI requirements.

There are concerns about the impact on course supply if we insist on oral as well as written in all CI courses. Not all faculty, or courses, can offer good oral experiences. It is unclear if current CI courses are providing good oral experiences. On the other hand, it is recognized that a quality degree should prepare students to communicate orally as well as in writing. The proposed language presumes majors do require written and oral proficiency, and the GE committee should let them explain how this occurs. The committee thought it would be a good idea to have the CI subcommittee attend the February meeting and provide additional information regarding this subject. Members of the GE committee are to explore the problem in their particular contexts.

*Motion to table this item until February made by Cindy Dewey. Seconded by Dan Coster.*

Meeting adjourned at 9:31 am

**III. Other Business**
EDUCATIONAL POLICIES COMMITTEE MINUTES

8 January 2015

A meeting of the Educational Policies Committee was held on 8 January 2015 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Larry Smith, Chair
Heidi Kesler, Curriculum Retention
Michele Hillard, Secretary
Richard Mueller, College of Science
Roland Squire, Registrar’s Office
Kevin Olson, Caine College of the Arts
Kacy Lundstrom, Libraries
Ed Reeve, Curriculum Subcommittee Chair
Melanie Nelson, USU-Eastern
Eddy Berry, Humanities and Social Sciences
Norm Jones, General Education Subcommittee Chair
Kelly Fadel, Huntsman School of Business
Thom Fronk, Engineering
Scott Bates, Academic Standards Subcommittee Chair
Janet Anderson, Provost’s Office

Absent: Scott DeBerard, Graduate Council
Derek Hastings, Graduate Studies Senator
Doug Fiefia, USUSA President
Karen Mock, Quinney College of Natural Resources
Jared Schultz, Education and Human Services
Nathan Straight, Regional Campuses

Visitors: Dawn Kirby, Assoc. Dean, Humanities and Social Sciences
Kristine Miller, Honors
Debra Spielmaker, Applied Sciences, Technology, and Education

I. Approval of the minutes of the 4 December 2014 meeting (see below)
   Approved

II. Subcommittee Reports

   a. Curriculum Subcommittee (Ed Reeve)
   
   Motion to approve made by Norm Jones. Seconded by Kelly Fadel.
   
   Course Approvals

   Request from the School of Applied Sciences, Technology and Education to restructure the Agricultural Systems Technology MS degree. (see below)
Request from the Department of Engineering Education to discontinue the Associates of Pre-Engineering (APE) degree at the Regional and USU Eastern campuses. (see below)

b. **Academic Standards Subcommittee** (Scott Bates)
   
   *Motion to approve made by Scott Bates. Seconded by Ed Reeve.*
   
   *Motion to change Due Dates for final exams from 120 hours to Thursdays at 5:00 pm made by Richard Mueller. Seconded by Norm Jones. Motion Approved*

   A meeting of the Academic Standards Subcommittee was held on 11 December 2014 at 2:00 pm in Old Main 136 (Champ Hall Conference Room)

   **Present:** Scott Bates, Chair, Emma Eccles Jones College of Education & Human Services  
   Roland Squire, Registrar’s Office (represented by Eric Humphrey)  
   Heidi Kesler, Curriculum Retention  
   Deidri Nielson, Secretary  
   Dawn Kirby, College of Humanities & Social Sciences  
   Doug Fiefia, USUSA President  
   Thom Fronk, Engineering  
   Nathan Straight, Regional Campuses  
   Marci Smith, Registrar’s Office

   **Absent:**  
   Stephanie Hamblin, Advising  
   Karen Mock, Quinney College of Natural Resources

   **Visitors:** Brandy Reeves, Student Services

   **Approval of Minutes**  
   The minutes from the November 11, 2014, meeting were approved as adjusted by the educational policy committee (which modified the grading policy to say that grades are due 120 hours after the last final of the semester).

   **International Baccalaureate Organization (IBO) Awarding of Credit Policy**  
   Brandy Reeves reviewed the policies of all the state institutions and found that Utah State University’s current IBO policy was misaligned; this is potentially problematic given articulation agreements. The discussion centered on changes necessary to the current policy to bring USU not to just the standard level but to a higher level in the state’s scoring requirements; edits and additions are reflected in the accepted new IBO policy which will go into effect immediately. (see below)

   Dawn Kirby motioned to accept revisions to IBO; Eric Humphrey seconded.  
   **Outcome: motion passed.**
Scott Bates started the discussion by stating that the current excused absence policy is found in two places: the student code and the USU catalog. There is discussion to remove the excused absence policy from the student code, therefore, in the future the new excused absence policy will only be found in the catalog. Scott is working from Texas A&M’s excused absence policy as a starting point for discussion.

Some questions/concerns were:

- Several members raised questions about limits on excused time from class “meetings.” The current draft policy refers to business days.
- Nathan Straight brought up a concern for faculty working with students in classes that meet once-per-week; if they miss a class it is two and half hours of class time. He suggested that accreditation may inform this new policy.
- Question was raised by Dawn Kirby: should there be specific language about time away for internships. Follow-on question raised by Doug Fiefia: should there be language about job interviews?
- Compliance with Title IX is currently not in the USU excused absence policy. It is include in the revised policy.
- Procedures for the excused absence policy surrounding grievances should involve -Deans, VP of Athletics, or VP Student Services
- Several members raised questions about the policy and how it fits with existing policies (e.g., incomplete, semester withdrawal, academic record adjustment).

Scott Bates requested additional feedback on the proposed policy change and will bring a revised draft Excused Absence policy that incorporates feedback to the next sub-committee meeting.

The January 9, 2015 meeting is cancelled. We will look for another date and notify the committee.

c. General Education Subcommittee (Norm Jones)

Motion to approve made by Norm Jones. Seconded by Eddy Berry.

December 9, 2014, 8:30 A.M.
Champ Hall Conference Room

Present: Norm Jones, Chair; Dean Adams, Engineering; Janet Anderson, Provost’s Office; Eddy Berry, Social Sciences; Lawrence Culver, American Institutions; Richard Cutler (for Dan Coster), Quantitative Intensive; Ryan Dupont, Life and Physical Sciences; Doug Fiefia, USUAS President; Laura Gelfand, Arts; Stephanie Hamblin, University Advising; Harrison Kleiner, Connections; Mary Leavitt, Advising; Kacy Lundstrom, Library; Brian McCuskey, Humanities; Kris Miller, Honors; Karen Mock, Natural Resources; Bob Mueller, Regional Campus; Dick Mueller, Science; Melanie Nelson, USU Eastern; Lee Rickords, Agriculture and
Call to Order – Norm Jones

Approval of Minutes – November 18, 2014
Motion to approve made by Dean Adams. Seconded by Dick Mueller, minutes approved.

Course Approvals
MATH 2010 (QI) APPROVED.......................... Richard Cutler
Motion to approve made by Richard Cutler. Seconded by Dick Mueller.

MATH 2020 (QI) APPROVED.......................... Richard Cutler
Motion to approve made by Richard Cutler. Seconded by Dick Mueller.

Class/Designation Removals
N/A

Syllabi Approvals
ART 1020 (BCA) Mark Koven PENDING.......................... Cindy Dewey
PHIL 4300 (DHA) Charlie Huenemann APPROVED.................. Brian McCuskey
Motion to approve made by Brian McCuskey. Seconded by Dick Mueller.

PHIL 4410 (DHA) Charlie Huenemann PENDING.................. Brian McCuskey
REL/HIST 3020 (DHA) Ravi Gupta APPROVED.................. Brian McCuskey
Motion to approve made by Brian McCuskey. Seconded by Kris Miller.

Business
CI Oral Component Suggestions – Brock Dethier/Brad Hall/Bob Mueller/Kelsey Hall
Conversation carried to January’s meeting due to Brock Dethier’s excused absence.

Students may communicate orally in a wide variety of formats. Some examples include the following:
1. Make a formal presentation to a class or subgroup of a class, an outside audience, or the instructor.
2. Make a formal presentation using video format or other presentation software.
3. Perform in a dramatic presentation or other oral reading.
4. Participate in structured in-class debates with assigned roles.
5. Lead structured discussions by doing such things as introducing the reading, synthesizing class materials and audience responses, summarizing at the end of class, or reading and paraphrasing important but not required articles.
6. Have the class join or create a mock-conference with poster or PowerPoint
presentations.
7. Create podcasts or YouTube videos.

Fifteen Year Proposed Policy Change - Janet Anderson
Courses taken to satisfy specific General Education (or University Studies) requirements will be deemed as acceptable for satisfying that requirement without review for a maximum of 15 years from the time the course was completed. Students who have not completed the baccalaureate requirements within 15 years after taking General Education (or University Studies) courses must have their courses evaluated and approved by their department head or dean the Provost’s Office or a designee in order for the courses to satisfy current General Education (or University Studies) requirements.

Motion to approve made by Dick Mueller. Seconded by Dean Adams.

Meeting adjourned at 8:50 a.m.

III. Other Business
Motion to accept and approve this proposal made by Richard Mueller. Seconded by Norm Jones.

PROPOSAL from the University Honors Program (Kristine Miller, director): to create a new “Global Engagement Scholar” transcript designation

DESCRIPTION: The University Honors Program proposes to offer its students the opportunity to ground their Honors work in topics of global concern. Focusing on both academic understanding and practical application, Global Engagement Scholars would be students who have learned to think deeply and to engage thoughtfully with the international issues that shape their disciplines. The resulting transcript designation of “Global Engagement Scholar” will communicate to future employers and/or graduate programs the student’s commitment to international communication and understanding.

PROPOSED REQUIREMENTS (and alignment with existing requirements for Honors):

- **Foreign language competence**: Students will need to complete two years of course work (or equivalent competency testing) in a second language.
  - Not a current Honors requirement, but many Honors students choose to complete this work.

- **9 credits/points of Study Abroad and other Practical Application Work**: All Global Engagement Scholars will complete six credits (or two contracts for six Honors points) of course and/or internship work during at least one term abroad (fall, spring, or summer). Students earn the additional three credits/points in Honors Practical Application work by completing a contract that explores and produces work on a specific topic of global concern.
•  

  Honors students are required to complete 9 credits of “practical application” work, which may include various types of academic work beyond the classroom; this requirement focuses that work on topics of global concern and study abroad.

•  

  Returning Traveler Presentation: The semester of their return from study-abroad, Global Engagement Scholars will present to the Honors community a 30-minute PowerPoint presentation outlining a specific international issue that informed their study abroad and articulating how that issue has extended and shaped their academic study here at USU.

•  

  Honors students must have a final product for any practical application work; this requirement advertises the program and creates a venue for their final products.

•  

  Honors Capstone/Thesis: The final capstone or thesis project will need to demonstrate substantial engagement with global issues in the student’s discipline. Like other Honors students, Global Engagement Scholars will enroll in a one-credit thesis proposal course before completing the thesis. The faculty mentor, any committee members, departmental Honors advisor, and Honors program director must approve not only the thesis proposal itself but also its Global Engagement emphasis.

•  

  Honors students must all complete a thesis or capstone project; once again, this transcript designation would focus that work on global issues.

Adjourned: 3:46 pm
Institution Submitting Request: Utah State University
Proposed Title: MEd in Educational Technology & Learning Sciences
Currently Approved Title: MEd in Instructional Technology
School or Division or Location: College of Education
Department(s) or Area(s) Location: Instructional Technology & Learning Sciences
Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): 00.0000
Current Classification of Instructional Programs (CIP) Code (for existing programs): 13.0501
Proposed Beginning Date (for new programs): upon approval
Institutional Board of Trustees' Approval Date:
Proposal Type (check all that apply):

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*Requires “Section V: Program Curriculum” of Abbreviated Template

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

____________________________  ____________________
Signature                                          Date:

Printed Name: Name of CAO or Designee

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
Program Request - Abbreviated Template
Utah State University
MEd in Instructional Technology
11/14/14

Section I: Request

The Department of Instructional Technology & Learning Sciences (ITLS) at Utah State University requests approval to rename the Master of Education degree (MEd in Instructional Technology) to reflect the degree’s focus, content, and curriculum. The proposed degree name is Master of Education in Educational Technology & Learning Sciences.

In conjunction with the name change, the ITLS department requests to discontinue both the Educational Technology specialization and the Interactive Learning Technologies specialization that are affiliated with the ITLS Master of Education degree.

This request is not for a new program or department.

Section II: Need

We wish to rename the degree to better reflect the focus and label it with traditional language. In particular, the curriculum is oriented toward K-12 teachers. The education field traditionally labels that as educational rather than instructional technology. Additionally, the learning sciences content has now been included in the curriculum. The degree now focuses on how teachers can effectively integrate design principles, implement learning innovations, and incorporate technology into their teaching.

With the proposed name change, there is no need for the Educational Technology specialization. Students who are in the Educational Technology specialization will move to the main degree without a specialization. The Interactive Learning Technologies specialization has had no students enrolled since 2004, so no additional accommodations are necessary to close that option.

Section III: Institutional Impact

*Enrollments*: The proposed restructuring will not affect current enrollments in the department's program.
*Facilities*: No new physical facilities or equipment will be required.
*Faculty*: The number of faculty and professional staff will not change.

Section IV: Finances

*Costs Anticipated*: No additional costs are anticipated.
Institution Submitting Proposal: Utah State University

College, School or Division in Which Program/Administrative Unit Will Be Located: Education

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located: Instructional Technology & Learning Sciences

Program/Administrative Unit Title: Instructional Technology & Learning Sciences (ITLS)

Recommended Classification of Instructional Programs (CIP) Code: 13.0501

Certificate, and/or Degree(s) to Be Awarded: MEd in Instructional Technology & Learning Sciences

Proposed Beginning Date: upon approval

Institutional Signatures (as appropriate):

Mimi Recker, Department Head
Instructional Technology & Learning Sciences

Beth Foley, Dean
College of Education

Mark R. McLellan, V.P. for Research and Dean of the School of Graduate Studies

Date:
Institution Submitting Request: Utah State University
Proposed Title: EdS in Instructional Technology & MS in Instructional Technology & Learning Sciences
Currently Approved Title: EdS in Instructional Technology & MS in Instructional Technology & Learning Sciences
School or Division or Location: College of Education
Department(s) or Area(s) Location: Instructional Technology & Learning Sciences
Recommended Classification of Instructional Programs (CIP) Code\(^1\) (for new programs): 00.0000
Current Classification of Instructional Programs (CIP) Code (for existing programs): 13.0501
Proposed Beginning Date (for new programs): upon approval
Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

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

Signature                                      Date:

Printed Name: Name of CAO or Designee

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Section I: Request

The department of Instructional Technology & Learning Sciences (ITLS) at Utah State University requests to discontinue all specializations affiliated with both the Education Specialist (EdS) and Master of Science (MS) degree programs. There are currently two specializations affiliated with both programs, Interactive Learning Technologies and Instructional Development for Training and Education.

Section II: Need

There have been no students enrolled in either specialization since 2004. Instructional Technology, as a field, has evolved and progressed to where the two old specializations are not as relevant as they once were. Additionally, the ITLS department has broadened its scope to include the learning sciences field.

Section III: Institutional Impact

Enrollments: The proposed restructuring will not affect current enrollments in the department's program. Facilities: No new physical facilities or equipment will be required. Faculty: The number of faculty and professional staff will not change.

Section IV: Finances

Costs Anticipated: No additional costs are anticipated.
Institution Submitting Proposal: Utah State University

College, School or Division in Which Program/Administrative Unit Will Be Located: Education

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located: Instructional Technology & Learning Sciences

Program/Administrative Unit Title: Instructional Technology & Learning Sciences (ITLS)

Recommended Classification of Instructional Programs (CIP) Code: 13.0501

Certificate, and/or Degree(s) to Be Awarded: EdS in Instructional Technology

Proposed Beginning Date: upon approval

Institutional Signatures (as appropriate):

_____________________________
Mimi Recker, Department Head
Instructional Technology & Learning Sciences

_____________________________
Beth Foley, Dean
College of Education

_____________________________
Mark R. McLellan, V.P. for Research
and Dean of the School of Graduate Studies

Date:
Institution Submitting Request: Utah State University

Proposed Title: Master of Education in Instructional Leadership with Specialization in Higher Education/Student Affairs

Currently Approved Title: Master of Education in Instructional Leadership

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

Department(s) or Area(s) Location: School of Teacher Education and Leadership

Recommended Classification of Instructional Programs (CIP) Code\(^1\) (for new programs): 13.0406

Current Classification of Instructional Programs (CIP) Code (for existing programs): 00.0000

Proposed Beginning Date (for new programs): 08/20/2015

Institutional Board of Trustees' Approval Date: MM/DD/YEAR

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*Requires “Section V: Program Curriculum” of Abbreviated Template

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

__________________________
Signature

Date: MM/DD/YEAR

Printed Name: Name of CAO or Designee

\(^1\) CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
Program Request - Abbreviated Template
Utah State University
Master of Education in Instructional Leadership – Specialization in Higher Education/Student Affairs
11/6/2014

Section I: Request

The School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services at Utah State University requests approval for a specialization in Higher Education/Student Affairs within the existing Master of Education degree in Instructional Leadership.

Section II: Need

This request is for a new specialization that would provide an appropriate degree for those pursuing leadership positions in higher education and student affairs, but not desiring administrative licensure through the Utah State Board of Education (USBE). While the University of Utah has a similar program, it is confined to students on the university campus. This new program would be provided using distance education delivery to provide opportunities for students throughout the state of Utah and surrounding regions. Southern Utah University also has a similar program that serves the southern Utah region.

The currently existing (old) Master of Education program in Instructional Leadership is focused on preparing students for licensure by the Utah State Board of Education within the Administrative Supervisory area of concentration. This new specialization will better serve students desiring a degree in leadership in education, but not seeking licensure through the USBE, such as college and university staff in the area of student affairs and student services. It will also prepare students for leadership positions in other higher education agencies and offices.

Section III: Institutional Impact

We have experienced regular and consistent requests for a leadership-oriented graduate program in education that is not designed for administrative licensure through the USBE. The program will be administered and taught by existing instructional leadership faculty, with current qualified university administrators in student affairs filling adjunct teaching and advising roles. Modest adjustments in teaching assignments will be required, but no new positions are requested. There will be no need for additional facilities or equipment.

Section IV: Finances

Funding for the development and offering of proposed new courses and any additional sections of existing courses will be provided through the USU Regional Campus System with funds generated through tuition and fees. No additional cost to existing units is anticipated.

Three additional courses will be developed (two requiring financial support) for the degree with a total estimated cost of $24,500. This cost will be funded by Academic and Instructional Services (AIS), with an expected recovery of the development cost from student tuition and fees in the first 2-year cycle. Please see below for the estimated cost and recovery projection.
Required Course Development:

- Intro to Leadership in St Affairs $12,250.00
- Legal and Policy Issues in Higher Education $12,250.00

Total Development Funds: $24,500.00

Estimated 2 Year Tuition & Fees:

- Tuition & Fees (10 Students @ 36 Credits)* $123,475.80
- Less USU Administration (1.5% of Tuition Only)* -$1,598.41
- Less Instructional Transfers ($200 per SCH)* $73,800.00
- Less Regional Campus Charge ($65 per SCH)* $23,400.00

Total Remaining Tuition & Fees: $24,677.39

2 Year Residual (Tuition & Fees Less Development Funds): $177.39

*Based on 10 students taking the full 36 degree credits in the 2-year cycle.

Section V: Program Curriculum

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tr>
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<td>TEAL 6410</td>
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<tr>
<td>TEAL 6710</td>
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<tr>
<td>TEAL 6150</td>
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<td>TEAL 6090</td>
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Suggested Elective Courses

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<td>TEAL 6740</td>
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<td>TEAL 7325</td>
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<td>TEAL 6560</td>
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<td>Other graduate courses as approved</td>
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Specialization Courses

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<td>TEAL 6850*</td>
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<tr>
<td>TEAL 6860*</td>
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</tr>
<tr>
<td>TEAL 6880*</td>
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<td></td>
<td><strong>Sub-Total</strong></td>
<td>9</td>
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</table>

Total Number of Credits 36

*Bold represents new courses
Program Schedule

Fall 2015:
- TEAL 6850 Introduction to Leadership in Student Affairs/Higher Education (3)
- TEAL 6410 Social Foundations of Education (3)

Spring 2016:
- EDUC 6010 Introduction to Program Evaluation (3)
- TEAL 6090 Theories of Organizational Leadership in Education (3)

Summer 2016:
- TEAL 6860 Legal and Policy Issues in Higher Education (3)
- TEAL 6710 Diversity in Education (3)
- TEAL 6500 School Finance and Resource Management (3)

Fall 2016:
- TEAL 6150 Foundations of Curriculum (3)
- Elective Course (3)

Spring 2017:
- TEAL 6190 Theories of Learning and Models of Teaching (3)
- Elective Course (3)

Summer 2018:
- TEAL 6880 Internship in Student Affairs/Higher Education (3)
Institution Submitting Request: **Utah State University**
Proposed Title: **Landscape Management Certificate**
School or Division or Location: **College of Agriculture and Applied Sciences**
Department(s) or Area(s) Location: **Plants, Soils, and Climate**
Recommended Classification of Instructional Programs (CIP Code) for new programs: **01.0605**
Proposed Beginning Date (for new programs): **08/15/2015**
Institutional Board of Trustees' Approval Date: **XX/XX/XXXX**

Proposal Type (check all that apply):

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<td>Emphasis*</td>
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<td>(GCR) Graduate Certificate*</td>
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<td>Administrative Unit Consolidation</td>
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<td>5.4.5</td>
<td>Conditional Three-Year Approval for New Centers, Institutes, or Bureaus</td>
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<td>New Center</td>
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<td>5.5.2</td>
<td>New Institute</td>
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<tr>
<td>5.5.3</td>
<td>New Bureau</td>
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<td>5.5.4</td>
<td>Out-of-Service Area Delivery of Programs</td>
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<tr>
<td>5.5.5</td>
<td>Program Transfer</td>
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<tr>
<td>5.5.6</td>
<td>Program Restructure</td>
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<td>Program Consolidation</td>
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<td>5.5.8</td>
<td>Name Change of Existing Programs</td>
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<td>5.5.9</td>
<td>Program Discontinuation</td>
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<td>5.5.10</td>
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<td>5.5.11</td>
<td>Reinstatement of Previously Suspended Program</td>
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<tr>
<td>5.5.12</td>
<td>Reinstatement of Previously Suspended Administrative Unit</td>
</tr>
</tbody>
</table>

*Requires "Section V: Program Curriculum" of Abbreviated Template

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

______________________________
Signature
Date: **MM/DD/YEAR**

Printed Name: **Name of CAO or Designee**

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Section I: Request

Utah State University requests approval to offer a Landscape Management Certificate program effective Fall, 2015. This program has been approved by the institutional Board of Trustees on ____________.

Section II: Need

This program is valuable and needed to provide skills for students interested in starting a landscape business or progressing to higher positions in organizations that provide landscape services. This certificate provides a pathway with stackable credentials. The proposed Landscape Management Certificate is an initial certificate that can be completed, then the credits used toward completing the AAS in Ornamental Horticulture and BS degrees in Horticulture or Residential Landscape Design and Construction. The credits can also be used towards the BS in Plant Science, if the student attends the Logan Campus. Each credential provides additional skills and employment opportunities.

The continued urbanization and population growth of Utah make it highly likely that there will continue to be strong labor market demand for graduates in horticulture focused on urban needs. The Utah Department of Workforce Services describes the positions relating to First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers as having a good employment outlook and relatively high wages. The department also describes the field as having faster than average employment growth with a high volume of annual job openings. Business expansion, as opposed to the need for replacements, will provide the majority of job openings in the coming decade. This is likely due to the expectations of 1.6 million new residents in Utah by 2040 and 80% of these located along the Wasatch Front (Utah Legislature Briefing paper, Feb. 2014). As a result, we expect long term trends to be consistent or more likely grow for this degree with the increased demands on urban landscapes.

We estimate student demand for this certificate based on our other related horticulture programs centered at the Salt Lake campus. Over the last five years (FY 2008-2013) the number of graduates through the RCDE program with a Bachelor’s degree have been 20, 16, 11, 18, and 15 respectively. We expect enrollment in this certificate program to begin small but grow in demand as students become aware of the program and the industry increases in size due to increased regional population as described above.

While there are landscape management degrees at other state and regional institutions, none offer similar programs to place-bound students along the Wasatch Front. In addition, this program will solidify our collaboration with Salt Lake Community College (SLCC) maximizing our use of resources and expertise at the two public institutions.

This program, being in cooperation with SLCC will offer additional opportunities to students that were not available previously such as the trade courses in plumbing, electrical, and small engine maintenance.
Section III: Institutional Impact

Currently there is one full time faculty member based at the Salt Lake campus. Logan-based faculty from the PSC department travel to teaching sites or broadcast from Logan. Some teaching, advising & program coordination is done by program advisors. All the personnel are currently in place and no changes would be needed to accommodate the new certificate since no new USU courses are being developed. Advising, recruiting, and program coordination done by program advisors and faculty based at the Salt Lake campus and all are currently in place and are able to accommodate additional students. This certificate may increase future enrollments in those AAS and BS degrees because this certificate offers a smaller initial step on the way to towards those degrees, making it easier to recruit students then recruit them into the higher level degrees.

The courses offered by USU will remain the same and are already in place. There is room for growth in student numbers in these courses without adding additional faculty and staff as well as physical facilities. Students have access to Library & Information resources through the Regional Campus.

Section IV: Finances

One full time faculty member & one full time advisor, coordinator, instructor are already in place as well as instructors for the USU courses. Some changes to courses may be made for better RC delivery. These instructors include adjunct and Logan faculty. The funding for these instructors has previously and will continue through the RCDE model. The USU courses are already in place for this program and no reallocations are needed. As a result, there will be no negative budgetary impact on USU. Additional courses are being developed through SLCC as part of this partnership.
### Section V: Program Curriculum

All Program Courses (with New Courses in Bold)

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 1010</td>
<td>Introduction to Writing</td>
<td>3</td>
</tr>
<tr>
<td>LAND 1110</td>
<td>Plumbing</td>
<td>3</td>
</tr>
<tr>
<td>LAND 1120</td>
<td>Electrical</td>
<td>3</td>
</tr>
<tr>
<td>LAND 1210</td>
<td>Small Engine Repair and Maintenance</td>
<td>5</td>
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<tr>
<td><strong>Required Courses USU</strong></td>
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<tr>
<td>PSC 1800</td>
<td>Introduction to Horticulture (LS)</td>
<td>3</td>
</tr>
<tr>
<td>PSC 2200</td>
<td>Pest Management</td>
<td>3</td>
</tr>
<tr>
<td>PSC 2600</td>
<td>Herbaceous Plants</td>
<td>3</td>
</tr>
<tr>
<td>PSC 2620</td>
<td>Woody Plant materials</td>
<td>3</td>
</tr>
<tr>
<td>PSC 3400</td>
<td>Arboriculture (pre req PSC 2620)</td>
<td>3</td>
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<tr>
<td><strong>OR</strong></td>
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<td></td>
</tr>
<tr>
<td>PSC 3810</td>
<td>Turf Management (pre req PSC 1800)</td>
<td>3</td>
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### Program Schedule ½ time student

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<tr>
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<th>Summer USU</th>
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<tbody>
<tr>
<td>Engl 1010 (3) Intro to Writing</td>
<td>LAND 1120 (3) Electrical</td>
<td>PSC 2600 (3) Herbaceous Plants</td>
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<tr>
<td>LAND 1110 (3) Plumbing</td>
<td>LAND 1210 (5) Small Engine Repair &amp; Maintenance</td>
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<tr>
<td>6 credit hours</td>
<td>8 credit hours</td>
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<tr>
<td>Fall USU</td>
<td>Spring USU</td>
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<tr>
<td>PSC 1800 (3) Introduction to Horticulture</td>
<td>PSC 2200 (3) Pest Management</td>
<td></td>
</tr>
<tr>
<td>PSC 2620 (3) Woody Plant Materials</td>
<td>PSC 3400 (3) Arboriculture</td>
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</tr>
<tr>
<td>6 credit hours</td>
<td>6 credit hours</td>
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### Program Schedule  full time student: must show proficiency in English prior to starting classes.

<table>
<thead>
<tr>
<th>Fall SLCC</th>
<th>Spring SLCC</th>
<th>Summer USU</th>
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<tbody>
<tr>
<td>Engl 1010 (3) Intro to Writing</td>
<td>LAND 1120 (3) Electrical</td>
<td>PSC 2600 (3) Herbaceous Plants</td>
</tr>
<tr>
<td>LAND 1110 (3) Plumbing</td>
<td>LAND 1210 (5) Small Engine Repair &amp; Maintenance</td>
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<tr>
<td>USU 12 credits</td>
<td>Spring SLCC (2 nights per week)</td>
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<tr>
<td>PSC 1800 (3) Introduction to Horticulture</td>
<td>PSC 2200 (3) Pest Management</td>
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<tr>
<td>PSC 2620 (3) Woody Plant Materials</td>
<td>PSC 3400 (3) Arboriculture</td>
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<td>6 credit hours</td>
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<td>Fall USU</td>
<td>Spring USU</td>
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<tr>
<td>PSC 3810 (3) Turf Management</td>
<td>PSC 2600 (3) Herbaceous Plants 3 credits</td>
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<tr>
<td>3 credits</td>
<td>USU PSC 2600 could be taken Fall Semester as on line</td>
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Institution Submitting Request: Utah State University
Proposed Title: Bachelor of Science Degree in Outdoor Product Design & Development
School or Division or Location: College of Agriculture and Applied Sciences
Department(s) or Area(s) Location: School of Applied Sciences, Technology and Education
Recommended Classification of Instructional Programs (CIP) Code: 19.0902
Proposed Beginning Date: 08/24/2015
Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

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

Signature __________________________ Date: __________

Printed Name: _______________________

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1 CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
Executive Summary – Full Template
Utah State University
Bachelor of Sciences Degree in Outdoor Product Design & Development
12/4/2014

Program Description
The School of Applied Sciences, Technology and Education (ASTE) at Utah State University (USU) is developing a Outdoor Product Design and Development degree with plans, if approved, to begin fall of 2015. The program will be offered on the Logan campus.

Role and Mission Fit
The proposed Bachelor of Science in Outdoor Product Design and Development will contribute to the Board of Regent's mission “to be one of the nation's premier student-centered land-grant universities”. Developed based on student and industry demand, the degree program will provide a rigorous academic experience, cultivate diversity of thought and culture; and serve the public through learning, discovery, and engagement. Overall, the proposed program will enhance the visibility of the university across the nation and internationally; strengthen recruitment, retention, graduation, and placement of students in industry. It will help build new partnerships with an industry that depends on the economic and natural resources of Utah. The Bachelor of Science in Outdoor Product Design and Development will help prepare students for successful careers and add to the knowledge, skills and abilities required of a vibrant sector of the outdoor industry. These are all part of the University, College of Agriculture and Applied Sciences and School of Applied Sciences, Technology and Education mission and goals.

Faculty
The faculty in the School of Applied Sciences, Technology and Education department can accommodate the proposed program. The faculty in Family and Consumer Sciences Education can facilitate the technical clothing production skills and professional seminar/studio experiences. Faculty in Technology and Engineering Education currently offer the computer-aided design courses needed and materials processing content and skills. Further, the faculty member in Agricultural Communications and Journalism can teach the skills required for digital technologies. The students in these programs take similar technical skill courses. The interdisciplinary nature of the program utilizes courses that are currently offered on the Logan campus. As the program grows, graduate student teaching and reallocation can support the addition of a faculty member to support additional courses or advising for the students.

Market Demand
Utah State University is responding to the demand for a trained workforce by the outdoor product design and development industry by creating an innovative and industry-inspired degree program. Not only is the industry calling for a trained workforce, but the demand for new and innovative outdoor products continues to rise. According to the Outdoor Industry Association (2012), more than 140 million Americans make outdoor recreation a priority. This fact is illustrated by the over $646 billion that was spent on outdoor products in 2012 (Outdoor Industry Association, 2012). Outdoor recreation is a growing and diverse economic super sector that is a vital cornerstone of successful communities that cannot be ignored (OIA, 2012). Outdoor recreation is no longer a “nice to have”, but it is a “must have” that provides a strong outlook for employment opportunities for future graduates. This degree program connects students to industry leaders and has been developed with assistance from the world's leading technical designers, world's largest fabric manufacturer and heads of outdoor product companies.
Student Demand
There are three specific factors that contribute to student demand for the study of Outdoor Product Design and Development in Utah. First, there are still a large number of secondary education programs facilitating clothing production courses and even outdoor clothing design. This would be a direct feeder to the post-secondary program. Currently, there is not an opportunity for students to major in clothing production with an outdoor apparel emphasis in Utah or in the region. Second, there has been an increase in the number of students majoring in Interdisciplinary Studies in the College of Agriculture and Applied Sciences with an emphasis on clothing production, sewing and fashion design. The new OPDD program would be a specific program that would meet ITDS student needs. Third, there are currently two Associate of Applied Science degrees offered in Utah that would be a direct feeder for the program. With industry demand for employees, the new program would continue the AAS student's education in Utah instead of requiring them to transfer to an institution in another state to complete the required education for employment.

Statement of Financial Support
None required.

- Appropriated Fund
- Special Legislative Appropriation
- Grants and Contracts
- Special Fees
- Differential Tuition (must be approved by the Regents)
- Other (please describe)

Similar Programs Already Offered in the USHE
There is not a similar program offered at other Utah Institutions or in the region. The closest programs recognized by the industry as appropriate for preparation to work in the outdoor product design and development field are located in Canada and Europe. Two-year fashion design programs are offered in Utah, but the industry demands an interdisciplinary program that integrates technical clothing design with engineering, considerations of the environment and sustainability, business skills, and advanced technology applications.
Program Description – Full Template
Utah State University
Bachelor of Science Degree in Outdoor Product Design & Development
12/4/2014

Section I: The Request

Utah State University requests approval to offer a bachelor’s degree in Outdoor Product Design and Development effective Fall 2015. This program has been approved by the institutional Board of Trustees on

Section II: Program Description

Complete Program Description
The Bachelor of Science in Outdoor Product Design and Development prepares students to become professionals in the outdoor product industry (a $646 billion industry that is continuing to grow). Graduates of the program will be able to contribute to the design and development of a variety of soft goods for the outdoor product industry. This degree can also be used as a foundation to pursue advanced degrees in product design and development or other disciplines.

The primary focus of the degree will be on technical product design and development skills required by industry with a few courses integrated to connect to the business, environmental and technological side of the outdoor product industry. The industry is experiencing a shortage of qualified technical designers with specific skills required of design and developing products to be used in the outdoors. The proposed degree program will meet the need of preparing future employees for this super sector in a state that is the premiere place for outdoor recreation. A degree in Outdoor Product Design & Development from Utah State University is the first step to a high skill, high wage, and high demand career opportunity. Many of the skills needed for success are included in the goals guiding the course curriculum and assessments. Complex 21st century skills are integrated into the program courses to ensure that graduates are well rounded and prepared for working in a complex industry and environment. Student needs are addressed through hands-on educational and studio-based experiences that integrate developmentally appropriate theory and research-based teaching strategies to facilitate learning for the future professional.

Purpose of Degree
The primary purpose of this degree program is to prepare future technical designers of outdoor products that can integrate business, environmental and technological considerations into the development of innovative products for the outdoors. The BS in Outdoor Product Design and Development provides excellent technical design and production-related learning experiences, meets the needs of students and the outdoor product industry, and matches the goals of the University, College, and Department. The degree will prepare students for careers in a wide range of outdoor product development sectors by providing a broad foundational education combined with practical “real world” experiences created with assistance from leaders in the industry. The degree not only prepares the student for a future career, but also contributes to the economic development in Utah, the premiere place for outdoor recreation.
Institutional Readiness
As the land-grant institution in Utah, Utah State University has a unique opportunity to respond to a demand of industry that depends on the state economic and natural resources. The biggest assets that USU has for the Outdoor Product Design and Development degree will be the components of the degree and faculty already available at USU. In addition to the support from faculty in the School of Applied Sciences, Technology and Education (Family and Consumer Sciences Education, Technology and Engineering Education, and Agricultural Communications and Journalism), this degree program will bring together existing faculty in the College and University community to offer a degree that is innovative and cutting edge. The new program offers 13 new courses with the OPDD designation. Each of these courses will be developed in collaboration with existing faculty and the use of graduate student teaching assistantships that already exist in the department. With the assistance of graduate student teaching assistantships, a reallocation of current faculty teaching loads can be accomplished. The collaboration and support of faculty in other program areas within the department, college and university will assist in the development of the new courses (Family and Consumer Sciences Education for the clothing production and design courses; Technology and Engineering Education for the digital technologies and design-related courses; Landscape Architecture and Environmental Planning and Interior Design faculty to inform the development of studio-related experiences). Overall, this program provides Utah State University the opportunity to develop an interdisciplinary program that meets the current demand of students and the industry.

Departmental Faculty

<table>
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<th>Department Faculty Category</th>
<th>Department Faculty Headcount – Prior to Program Implementation</th>
<th>Faculty Additions to Support Program</th>
<th>Department Faculty Headcount at Full Program Implementation</th>
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<tbody>
<tr>
<td>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>13</td>
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<tr>
<td>Full-time Non-Tenured</td>
<td>1</td>
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<tr>
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<tr>
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<tr>
<td>With Master’s Degrees</td>
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<tr>
<td>Full-time Non-Tenured</td>
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<tr>
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<tr>
<td>Part-time Non-Tenured</td>
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<tr>
<td>With Bachelor’s Degrees</td>
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<tr>
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<tr>
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<td></td>
<td></td>
<td></td>
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<td>Full-time Non-Tenured</td>
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<tr>
<td>Part-time Tenured</td>
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</tr>
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<td>Part-time Non-Tenured</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total Headcount Faculty in the Department</td>
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<td></td>
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<tr>
<td>----------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
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<td>19</td>
<td></td>
</tr>
<tr>
<td>Full-time Non-Tenured</td>
<td>19</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Part-time Tenured</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time Non-Tenured</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for “prior to program implementation” and using the A-1/S-11 Cost Study Definition for the projected “at full program implementation.”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.42</td>
</tr>
</tbody>
</table>

**Staff**
Current faculty workloads will be adjusted to allow for the additional courses required of the proposed program. For the first two years of the program, current full-time and part-time faculty with the addition two graduate students can facilitate the program without significant impact on existing degrees. Faculty with the required education, experience and background are already involved with other programs within the department. Additional faculty will be considered as the enrollment in the program grows or the industry sponsors such additions. As stated previously, the 13 new courses with the OPDD designation will be developed in collaboration with faculty from across the department, college and university.

**Library and Information Resources**
Clothing production, design, and fashion studies-related holdings will be adequate for the Outdoor Product Design and Development program. Additional resources will not be needed. USU’s current undergraduate resources include all software needed for this degree program.

**Admission Requirements**
The admission requirements will be consistent with the existing USU undergraduate admission requirements.

**Student Advisement**
The School of Applied Sciences, Technology and Education has a designated advisor in the College of Agriculture and Applied Sciences Student Services Center. The new program will accommodate the students who were majoring in Interdisciplinary Studies with an emphasis in fashion-related studies. The use of a faculty mentor/advisor will assist the Advisor with the increased number of students.

**Justification for Graduation Standards and Number of Credits**
The proposed program aligns with the standards and number of credits of other programs granting the bachelor’s of science degree at USU. A graduating senior who has followed the four-year plan will have earned a minimum of 120 credits including general education, University Studies and courses in the major.

**External Review and Accreditation**
There is currently no national accreditation process for a degree in Outdoor Product Design and Development. To evaluate the program, an advisory board of the world’s leading technical designers, the world’s largest fabric manufacturing company and head’s of outdoor product companies has been established. Every six months, the advisory board meets at the Outdoor Retailer Show in Salt Lake City, Utah to review the program requirements and propose revisions to the degree. This is not a formal
committee, but is open to all interested USU faculty and outdoor product industry representatives. The input of the Outdoor Industry Association has been requested.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

<table>
<thead>
<tr>
<th>Data Category</th>
<th>Current – Prior to New Program Implementation</th>
<th>PROJ YR 1</th>
<th>PROJ YR 2</th>
<th>PROJ YR 3</th>
<th>PROJ YR 4</th>
<th>PROJ YR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data for Proposed Program</td>
<td></td>
<td>X</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Number of Graduates in Proposed Program</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total # of Declared Majors in Proposed Program</td>
<td></td>
<td>X</td>
<td>15</td>
<td>30</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>Departmental Data – For All Programs Within the Department</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Department Faculty FTE (as reported in Faculty table above)</td>
<td>31.42</td>
<td>31.42</td>
<td>32.42</td>
<td>32.42</td>
<td>32.42</td>
<td>32.42</td>
</tr>
<tr>
<td>Total Department Student FTE (Based on Fall Third Week)</td>
<td>656.74</td>
<td>676</td>
<td>696</td>
<td>716</td>
<td>736</td>
<td>736</td>
</tr>
<tr>
<td>Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)</td>
<td>20.9</td>
<td>21.5</td>
<td>21.5</td>
<td>21.6</td>
<td>22.7</td>
<td>22.7</td>
</tr>
<tr>
<td>Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_______________________)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Expansion of Existing Program
The Bachelor of Science in Outdoor Product Development is a new degree program and not an expansion of an existing program.

Section III: Need

Program Need
Utah leads the nation in outdoor recreation. According to the “State of Utah Outdoor Recreation Vision” (2013), Utah’s outdoor recreation industry is a significant and growing part of the state’s economy, contributing to well-paying jobs for highly skilled workers. One specific area that needs a trained workforce is the outdoor product design and development industry. A program does not exist in the United States to train outdoor product design and development professionals with the specific skill set required by the innovative and rapidly growing industry. Fashion design programs and other industrial design programs have fallen short of the demand for an interdisciplinary program that Utah State University can provide as the land-grant university in the state that is referred to as “the premiere place for outdoor recreation”. There is a need for a technical design program that considers the economic, sustainability, and technological factors associated with this growing and diverse economic super sector that is vital to the Utah community. Additionally, the program will help supply professionals to the growing number of outdoor industry...
companies that are based in Utah and beyond, which currently have difficulty filling the growing number of open positions.

**Labor Market Demand**
As the first state to create an economic development cluster focusing on the outdoor product industry, Utah has seen an increased number of outdoor recreation product companies relocating to the state. With immediate access to high-quality outdoor recreation experiences, Utah allows for hands-on product research, development and testing. The world’s leading technical designers, the world’s largest fabric manufacturer and heads of outdoor product companies have requested a new degree program to train their workforce be developed at Utah State University. Specifically, the closest innovative and interdisciplinary program to train future employees for the industry is located in Canada. It has been difficult for the industry to relocate designers from Canada to the United States. As the land-grant university, Utah State University is strategically positioned to support an industry that makes up a significant portion of the state’s economy. Utah ranks first among the states in the concentration of outdoor/sporting goods jobs as a percentage of total state jobs. Today, there are over 1,000 outdoor product companies in Utah (Utah Governor’s Office of Economic Development, Outdoor Products and Recreation Cluster, 2013). The following companies are currently headquartered in Utah and demand a trained workforce: Amer Sports (brands including Atomic, Salomon, Suunto, Arc’teryx, etc.), Backcountry.com, Black Diamond, Easton, ENVE Composites, Fezzari, Flat-Attack, Gregory Mountain Products, Liberty Mountain, Ogio, Petzl, Rossignol, Voile, EK Accessories, William Joseph, Chums, and Goathead Spikes to name a few. Students participating in the program will have access to the Outdoor Industry Association’s summer and winter markets that showcase top outdoor products and companies. Overall, the outdoor recreation industry sees an estimated $646 billion dollars in direct sales with $120.7 billion of that from product sales. If the outdoor recreation has moved from “nice to have” to a “must have” then the new degree program will see the same demand.

**Student Demand**
Students interested in being a technical designer for the outdoor product industry must currently choose from a two-year Associates Degree in Fashion Design option (Salt Lake Community College or Bridgerland Applied Technology College) or an Interdisciplinary Studies degree from Utah State University with an emphasis on fashion design and art. None of these programs meet the demand of the industry for a future workforce that has a bachelor's degree in Outdoor Product Design and Development. The proposed program will meet the student and labor demand by offering a program that integrates experiences in technical design that considers economic, sustainability, engineering and technological factors. Utah is a state with over 500 teachers certified to teach clothing production-related courses. These courses do not have many college and/or career opportunities for students after high school. The proposed program would be an important career pathway for students who currently participate in these courses in Utah and who have an interest in outdoor recreation and product development. Transfer students with an Associates Degree from Snow College, Salt Lake Community College or Bridgerland Applied Technology College could pursue the new program and have a viable career upon completion.

**Similar Programs**
There is not a similar program offered at other Utah Institutions or in the region. The closest programs recognized by the industry as appropriate for preparation to work in the outdoor product design and development field are located in Canada and Europe. Two-year fashion design programs are offered in Utah, but the industry demands an interdisciplinary program that integrates technical clothing design with engineering, considerations of the environment and sustainability, business skills, and advanced technology applications.
Collaboration with and Impact on Other USHE Institutions
There are no other programs similar to the proposed program in the other USHE Institutions.

Benefits
USU and the USHE will benefit by offering the Bachelor of Science in Outdoor Product Design and Development because it represents and new and innovative approach to preparing an important industry to Utah's economy. The proposed curriculum will be a model for other programs across the nation as it is the first program of this nature available in the United States. Strategic partnerships are an integral part of the proposed program and will bring industry-relevant curriculum to students at Utah State University. There is a direct connection between the degree program and career opportunities in the outdoor product development industry. The new degree is intended to reflect the care and concern of professional educators in providing current, relevant, real-world problems to talented, motivated students. Students receive a relevant and rigorous educational experience that will help them develop a career not only as a designer, but also in many other sectors of the outdoor product industry.

This degree will contribute to the Governor's Outdoor Recreation Vision by offering students a degree option that directly relates to the current and future economy of the state.

Consistency with Institutional Mission
The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.

The new Bachelor of Science degree in Outdoor Product Design and Development reflects the University mission and goals by:

- Offering a program that is current and directed at the needs to the students
- Providing learning, discovery, and engagement opportunities directly relating to the students talents, skills and career objective
- Attract outstanding students in an environment that is highly competitive, demanding and engaging. The degree will help retain good students and be a major factor in them completing their college education
- The degree program will encourage interdisciplinary opportunities (courses focusing on technology and engineering, sustainability, business skills and hands-on design studio experiences). The program will also offer industry-based field experiences and internships
- Offering faculty new challenges and opportunities to use their talents and skills in areas for which they are highly qualified by the traditional degrees have not required them to use some of their abilities
- Encouraging the formation of new partnerships with the outdoor product industry
- Supporting the regional campuses with online courses for training for the industry and other special programs throughout the state
Section IV: Program and Student Assessment

Program Assessment
The School of Applied Sciences, Technology and Education will conduct on-going assessment of the degree program and make improvement or adjustments as needed. The competencies selected for this program include skills and knowledge outlined by industry leaders. Instructors will use student course evaluations as a formative step in the entire program as they see instantaneous reaction to their teaching. The program faculty will have the opportunity to interact and work with other design faculty from across campus. The department will also conduct exit interviews/surveys of graduating students. The program will survey alumni at approximate five-year intervals to provide an opportunity for student reflection on the program outcomes and overall value.

Expected Standards of Performance

Core Standards of Performance:
• Explain and interpret the organization and structure of the global product development industry for soft goods.
• Develop textile/apparel products for specific target markets within the outdoor industry to meet expectations for cost and quality (materials, performance, and aesthetics).
• Demonstrate effective leadership, teamwork, and communication skills.
• Plan, develop, and present merchandise lines for identified market segments within the outdoor product industry.
• Explain and apply the basic decision-making, production, and creative processes involved in the conversion of materials to finished textile/apparel products for the outdoors.
• Assess and evaluate the manner in which historic, cultural, economic, and environmental factors impact outdoor products.
• Evaluate the characteristics and performance of materials in textile/apparel products for the outdoors.
• Use technology and quantitative, analytical, and creative concepts in addressing a design dilemma.

Design Standards of Performance:
• Assess and evaluate aesthetic, historic, and trend information from a variety of sources to create innovative and artistic textile and apparel products for the outdoors.
• Apply the creative design process and evaluate outcomes.
• Develop and create images of fabrics and apparel in an artistic and informative manner using a variety of techniques, computer technology, and media.
• Apply technical knowledge and skills in pattern making, fit assessment, materials selection, and assembly processes to meet customer demand.
• Communicate creative and design work to professionals and consumers.

Production Standards of Performance:
• Analyze factors affecting human resource management issues, production planning, scheduling, and inventory control relative to business goals and professional development.
• Develop and analyze production methods appropriate to products, quality, cost, and equipment.
• Develop and analyze quality and engineering specifications and production standards for products and processes.
• Apply technology and work measurement to increase productivity, decrease costs, and shorten delivery time.

Merchandising Standards of Performance
• Assess market and consumer factors that influence apparel and textile merchandising and marketing decisions.
• Analyze merchandise assortments and line dimensions from a marketing perspective.
• Interpret and apply mathematical concepts and financial statements related to merchandise planning, control, and distribution.
• Demonstrate understanding of relationship management strategies with vendors, customers, employees, and other industry stakeholders.
• Recognize the types, functions, and significance of store and non-store retailing in contemporary global markets.
## Section V: Finance

### Department Budget

### Three-Year Budget Projection

<table>
<thead>
<tr>
<th>Departmental Data</th>
<th>Current Departmental Budget – Prior to New Program Implementation</th>
<th>Additon to Budget</th>
<th>Total Budget</th>
<th>Additon to Budget</th>
<th>Total Budget</th>
<th>Additon to Budget</th>
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</thead>
<tbody>
<tr>
<td><strong>Personnel Expense</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries and Wages</td>
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<td>$35,725</td>
<td>$3,608,244</td>
<td>$36,082</td>
<td>$3,644,326</td>
<td>$36,443</td>
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<tr>
<td>Benefits</td>
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<td>$1,659,791</td>
<td>$16,597</td>
<td>$1,676,388</td>
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<tr>
<td><strong>Total Personnel Expense</strong></td>
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<td>$52,158</td>
<td>$5,268,035</td>
<td>$52,679</td>
<td>$5,320,714</td>
<td>$53,206</td>
<td>$5,373,920</td>
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<tr>
<td><strong>Non-Personnel Expense</strong></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Travel</td>
<td>$123,463</td>
<td>$1,235</td>
<td>$124,698</td>
<td>$1,247</td>
<td>$125,945</td>
<td>$1,259</td>
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<tr>
<td>Capital</td>
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<td>$432</td>
<td>$43,644</td>
<td>$436</td>
<td>$44,080</td>
<td>$441</td>
<td>$44,521</td>
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<tr>
<td>Library</td>
<td>$18,521</td>
<td>$184</td>
<td>$18,705</td>
<td>$188</td>
<td>$18,893</td>
<td>$189</td>
<td>$19,082</td>
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<td>Current Expense</td>
<td>$432,122</td>
<td>$4,322</td>
<td>$436,444</td>
<td>$4,363</td>
<td>$440,807</td>
<td>$4408</td>
<td>$445,215</td>
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<td><strong>Total Non-Personnel Expense</strong></td>
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<td>$6,173</td>
<td>$623,491</td>
<td>$6,234</td>
<td>$629,725</td>
<td>$6,297</td>
<td>$636,022</td>
</tr>
<tr>
<td><strong>Total Expense (Personnel + Current)</strong></td>
<td>$5,833,195</td>
<td>$58,331</td>
<td>$5,891,526</td>
<td>$58,913</td>
<td>$5,950,439</td>
<td>$59,503</td>
<td>$6,009,942</td>
</tr>
</tbody>
</table>

### Appropriated Fund
- $4,742,814
- $47,428
- $4,790,242
- $47,902
- $4,838,144
- $48,381
- $4,886,525

### Other
- $368,253
- $3,683
- $371,936
- $3,719
- $375,655
- $3,756
- $379,411

### Special Legislative Appropriation
- $722,128
- $7,220
- $729,348
- $7,292
- $736,640
- $7,366
- $744,006

### Special Fees / Differential Tuition
<table>
<thead>
<tr>
<th>Total Revenue</th>
<th>$5,833,195</th>
<th>$58,331</th>
<th>$5,891,526</th>
<th>$58,913</th>
<th>$5,950,439</th>
<th>$59,503</th>
<th>$6,009,942</th>
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<tr>
<td>Difference</td>
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<td>Revenue-Expense</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Departmental Instructional Cost / Student Credit Hour* (as reported in institutional Cost Study for &quot;current&quot; and using the same Cost Study Definition for &quot;projected&quot;)</td>
<td>$236</td>
<td>$0</td>
<td>$236</td>
<td>$0</td>
<td>$236</td>
<td>$0</td>
<td>$236</td>
</tr>
</tbody>
</table>

**Funding Sources**
Not applicable—all costs will be covered in existing budgets. No new faculty or staff FTE, library, or other operational funds will be required.

**Reallocation**
No new funding required as the program will use existing resources and mechanisms.

**Impact on Existing Budgets**
No foreseeable negative impacts upon existing programs, departmental, college, or university budgets are anticipated.

**Section VI: Program Curriculum**

**All Program Courses (with New Courses in Bold)**

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education (not met by major requirements): 21 credits</td>
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<td></td>
</tr>
<tr>
<td>Various</td>
<td>Breadth Creative Arts (BCA)</td>
<td>3</td>
</tr>
<tr>
<td>Various</td>
<td>Breadth Social Science (BSS)</td>
<td>3</td>
</tr>
<tr>
<td>Various</td>
<td>Breadth Humanities (BHU)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1010</td>
<td>Introduction to Writing: Academic Prose (CL1)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2010</td>
<td>Intermediate Writing: Research Writing in a Persuasive Model (CL2)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1050 or STAT 1040</td>
<td>College Algebra or Intro to Statistics (QL)</td>
<td>3</td>
</tr>
<tr>
<td>Various</td>
<td>Depth Social Science (DSS)</td>
<td>3</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Outdoor Product Design &amp; Development Major Requirements: 99 credits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPDD 1700</td>
<td>Outdoor Product Design &amp; Development Prof. Seminar</td>
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</tr>
<tr>
<td>OPDD 1750</td>
<td>History of the Outdoor Industry</td>
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</tr>
<tr>
<td>OPDD 3030</td>
<td>Design Thinking, Methods &amp; Materials</td>
<td>3</td>
</tr>
<tr>
<td>OPDD 3400</td>
<td>Color Theory &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>OPDD 3760</td>
<td>Outdoor Product Design &amp; Development Studio I</td>
<td>3</td>
</tr>
<tr>
<td>OPDD 3770</td>
<td>Outdoor Product Design &amp; Dev. Industry Experience</td>
<td>3</td>
</tr>
<tr>
<td>OPDD 4250</td>
<td>Digital Design Technologies for Outdoor Products I</td>
<td>3</td>
</tr>
<tr>
<td>OPDD 4430</td>
<td>Digital Design Technologies for Outdoor Products II</td>
<td>3</td>
</tr>
<tr>
<td>OPDD 4440</td>
<td>Aesthetics, Human Factors and Brand Image</td>
<td>3</td>
</tr>
<tr>
<td>OPDD 4750</td>
<td>Senior Design Studio I</td>
<td>3</td>
</tr>
<tr>
<td>OPDD 4760</td>
<td>Senior Design Studio II</td>
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<td>OPDD 4770</td>
<td>Senior Exhibit</td>
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</tr>
<tr>
<td>FCSE 1140</td>
<td>Introductory Sewing</td>
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<tr>
<td>FCSE 2040</td>
<td>Clothing Production Principles</td>
<td>3</td>
</tr>
<tr>
<td>FCSE 3030</td>
<td>Textile Science (DSC, QI)</td>
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<tr>
<td>FCSE 3040</td>
<td>Advanced Clothing Production</td>
<td>3</td>
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<td>ECN 1500</td>
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<td>LAEP 2039</td>
<td>Foundations of Sustainable Systems</td>
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# Program Schedule

## Freshman Year

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<td>FCSE 2040: Clothing Production Principles</td>
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## Sophomore Year

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<td>OPDD 3400: Color Theory &amp; Design</td>
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## Summer

OPDD 4250: Outdoor Product Design & Development Industry Experience 3 credits

## Junior Year

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## Summer

OPDD 4250: Outdoor Product Design & Development Industry Experience 3 credits

## Senior Year

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<td>MGT 2050: Legal &amp; Ethical Env. of Bus.</td>
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Section VII: Faculty

The School of Applied Sciences, Technology & Education has broad expertise in technical and content-related skills as well as existing specific expertise to support an outdoor product design and development degree program. The table below shows faculty with general expertise areas followed by the faculty who have expertise/credentials related directly to Business Education.

<table>
<thead>
<tr>
<th>ASTE</th>
<th>Faculty</th>
<th>Teach</th>
<th>Res</th>
<th>Ext</th>
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<th>Admin</th>
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<th>University</th>
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<tr>
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<td>Betty</td>
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<td>Michael</td>
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References