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11-5-2015

## Educational Policies Committee Minutes, November 5, 2015

Utah State University

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# EDUCATIONAL POLICIES COMMITTEE MINUTES

5 November 2015

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

Present: Larry Smith, Chair  
Michele Hillard, Secretary  
Dan Coster, College of Science  
Marci Smith, Registrar's Office  
Nicholas Morrison, Caine College of the Arts  
Nancy Mesner for Karen Mock, Quinney College of Natural Resources  
Melanie Nelson, USU-Eastern  
Nathan Straight, Regional Campuses  
Dan McInerney for Dawn Kirby, General Education Subcommittee Chair  
Thomas Fronk, Engineering  
Flora Schrode for Kacy Lundstrom, Libraries  
Jessica Hansen, Academic and Instructional Services  
Nick Flann, Graduate Council  
Kelly Fadel, Huntsman School of Business  
Jared Schultz, Education and Human Services  
Lauren Sondergaard for Ty Aller, Graduate Studies Senator

Absent: Janet Anderson, Provost's Office  
Eddy Berry, Humanities and Social Sciences  
Scott Bates, Academic Standards Subcommittee Chair  
Ed Reeve, Curriculum Subcommittee Chair  
Trevor Olsen, USUSA President

Visitors: Bruce Miller, Department Head, School of Applied Sciences, Technology and Education  
Brad Hall, Department Head, Languages, Philosophy and Communication Studies

**I. Approval of the minutes of the 1 October 2015**  
<https://usu.box.com/s/pk5th8s922xs9119p0zet2981a175g6x>  
*Approved*

## **II. Subcommittee Reports**

**a. Curriculum Subcommittee (Ed Reeve)**  
*Motion to approve the business of the Curriculum Subcommittee made by Nick Morrison. Seconded by Dan Coster. Business approved.*

Course Approvals

Program Proposals

<https://usu.box.com/s/qmojrso8l7v8zduebszh2xclfqvkn8r3>

Request from the School of Accountancy in the Jon M. Huntsman School of Business to offer an executive-level Master of Accounting (EMAcc) program.

Request from the Department of Management in the Jon M. Huntsman School of Business to offer a Technical Sales Management Minor.

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer a Digital Design Certificate of Proficiency.

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to add a Technology and Engineering Education Minor.

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to change the name of the existing Certificate of Completion in Accounting Information Systems to Professional Bookkeeping

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer a Web Business Certificate of Proficiency.

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer a Professional Bookkeeping Certificate of Proficiency.

Approval Timeline

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EPC/Curriculum	5 November 2015
Faculty Senate	11 January 2016
Board of Trustees	4 March 2016
Board of Regents	Schedule not set past 20 May 2016

**b. Academic Standards Subcommittee** (Scott Bates)

No meeting held in October. Nothing to report.

**c. General Education Subcommittee** (Dan McInerney for Dawn Kirby)

<https://usu.box.com/s/0o232g4mupwxi28m698gxr7ubhx3gsre>

*Motion to approve the business of the General Education Subcommittee made by Dan Coster. Seconded by Kelly Fadel. Business approved.*

Five Courses: ARTH-4310, ARTH-4410, MUSC-3785, PHYS-2210 and THEA-1000 were approved on the April 21, 2015 Gen Ed minutes, however, the minutes were not reported on at the September EPC meeting. Approval of these are being requested so they can be processed through the Registrar's Office.

**III. Other Business**

Graduation Credits for Intensive English Courses

<https://usu.box.com/s/qmojrso8l7v8zduebszh2xclfqvkn8r3>

*Motion to approve the graduation credit change in Intensive English courses made by Thomas Fronk. Seconded by Nancy Mesner. Change approved.*

Meeting adjourned at 3:35 pm.

# EDUCATIONAL POLICIES COMMITTEE MINUTES

**1 October 2015**

A meeting of the Educational Policies Committee was held on 1 October 2015 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Larry Smith, Chair  
Barbara Williams for Michele Hillard, Secretary  
Dan Coster, College of Science  
Marci Smith, Registrar's Office  
Nicholas Morrison, Caine College of the Arts  
Karen Mock, Quinney College of Natural Resources  
Melanie Nelson, USU-Eastern  
Nathan Straight, Regional Campuses  
Dawn Kirby, General Education Subcommittee Chair  
Thomas Fronk, Engineering  
Kacy Lundstrom, Libraries  
Jessica Hansen, Academic and Instructional Services  
Eddy Berry, Humanities and Social Sciences  
Scott Bates, Academic Standards Subcommittee Chair  
Ed Reeve, Curriculum Subcommittee Chair  
Nick Flann, Graduate Council  
Trevor Olsen, USUSA President  
Kelly Fadel, Huntsman School of Business  
Jared Schultz, Education and Human Services

Absent: Scott DeBerard, Graduate Council  
Ty Aller, Graduate Studies Senator  
Janet Anderson, Provost's Office

## **I. Approval of the minutes of the 3 September 2015**

<http://www.usu.edu/epc/meetings/minutes/2015-2016/EPCMinutesSept2015.pdf>  
*Minutes of 3 September 2015 EPC meeting approved by committee.*

## **II. Subcommittee Reports**

### **a. Curriculum Subcommittee (Ed Reeve)**

*Motion to approve Curriculum subcommittee report made by Nick Morrison.  
Seconded by Trevor Olsen. Report approved.*

Course Approvals

Request from the Department of Electrical and Computer Engineering proposes removing the emphasis in the Master of Science degree in Electrical Engineering.  
<https://usu.box.com/s/geda7ucue28zqxdgf6q7qso3t139nb6g>

Request from the Department of Family, Consumer and Human Development to discontinue the Early Childhood Development Associate of Arts degree at USU Eastern.

<https://usu.box.com/s/1ekdulodbpz8qk0cxzjrwaolpkz3f0nw>  
<https://usu.box.com/s/xvw5axv869hikjfm7v4r8rhg6zk9fl>

Request from the School of Applied Sciences, Technology and Education to offer an Associate of Science degree in Agricultural Science.

<https://usu.box.com/s/nmncuh47akyilyhs5qcm025ai34t1hgk>

Request from the Department of Music to create a Minor in Music Studies.

<https://usu.box.com/s/4186g0hij2zjovy1eoigyvurzd7e0qk>

Request from the College of Agriculture and Applied Sciences to offer the Bachelor of Arts degree in International Agribusiness and the Bachelor of Science in Agribusiness to The American Campus (TAC) in Flic en Flac, Mauritius.

<https://usu.box.com/s/g7j3ijyd4pkso2bh7kvfdnur3di3o3b2>

Request from the Provost to offer a Certificate of Completion in General Education.

<https://usu.box.com/s/7jejpdqfduta23avkvvh14uxjesga7>

**b. Academic Standards Subcommittee (Scott Bates)**

<https://usu.box.com/s/rt64850sst4us4o86faxr4yz8421yu9k>

*Motion to approve Academic Standards subcommittee report made by Kelly Fadel. Seconded by Dawn Kirby. Report approved.*

**c. General Education Subcommittee (Dawn Kirby)**

[http://www.usu.edu/epc/subcommittees/general\\_education/meetings/minutes/2015-2016/GenEdMinutesSept2015.pdf](http://www.usu.edu/epc/subcommittees/general_education/meetings/minutes/2015-2016/GenEdMinutesSept2015.pdf)

*Motion to approved General Education subcommittee report made by Eddy Berry. Seconded by Kelly Fadel. Report approved.*

**III. Other Business**

Change the January 2016 meeting to January 14.

*Motion to move meeting date made by Ed Reeve. Seconded by Eddy Berry. Change of meeting date approved.*

**Cover/Signature Page – Full Template**

**Institution Submitting Request:** Utah State University  
**Proposed Title:** Executive Master of Accounting (EMAcc)  
**School or Division or Location:** Huntsman School of Business  
**Department(s) or Area(s) Location:** School of Accountancy  
**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> :** 52.0305  
**Proposed Beginning Date:** 07/01/2016  
**Institutional Board of Trustees' Approval Date:**

**Proposal Type (check all that apply):**

Regents' Agenda Items		
R401-4 and R401-5 Approval by Committee of the Whole		
SECTION NO.		ITEM
4.1.1	<input type="checkbox"/>	(AAS) Associate of Applied Science Degree
4.1.2	<input type="checkbox"/>	(AA) Associate of Arts Degree
	<input type="checkbox"/>	(AS) Associate of Science Degree
4.1.3	<input type="checkbox"/>	Specialized Associate Degree
4.1.4	<input type="checkbox"/>	Baccalaureate Degree
4.1.5	<input type="checkbox"/>	K-12 School Personnel Programs
4.1.6	<input checked="" type="checkbox"/>	Master's Degree
4.1.7	<input type="checkbox"/>	Doctoral Degree
5.2.2	<input type="checkbox"/>	(CER C) Certificate of Completion
5.2.4	<input type="checkbox"/>	Fast Tracked Certificate

**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:**

<sup>1</sup> 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**  
**Executive Master of Accounting (EMAcc) Program**  
**06/10/2015**

### **Program Description**

Many working professionals who aspire for promotions to financial management positions (e.g. Chief Financial Officer, Chief Accounting Officer, Controller, etc.) lack the accounting knowledge and background necessary to function in these positions at a high level. Some of these individuals arrived at their current position without any formal educational training in finance or accounting. The School of Accountancy proposes to offer an executive-level Master of Accounting (EMAcc) program tailored to these aspiring financial managers. Similar to executive MBA programs, this EMAcc program will build upon students' experience in the business world by providing accounting course content tailored to this group of individuals.

### **Role and Mission Fit**

Utah State University is a "Doctorate-granting University" as defined in Regents' Policy R312. Regents' Policy R312-4.1 states, "The mission of a Doctorate-granting University is to discover, create, and transmit knowledge through *education and training programs at the undergraduate, graduate, and professional levels* through research and development and through service and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. *The institution contributes to the quality of life and economic development at the local, state, and national levels.*" [emphasis added] This proposed program is an educational program at the graduate as well as professional levels.

### **Faculty**

This program will be taught by a combination of current USU faculty as well as adjunct faculty and lecturers who are deemed to be experts in their respective fields. As such, no additional full-time faculty will be needed to effectively deliver this program.

### **Market Demand**

Through discussions with the School of Accountancy (SOA) advisory board as well as others in the profession the SOA has learned that many individuals who aspire to financial management positions within organizations lack the technical accounting knowledge necessary to compete for and function at a high level in these positions. Many are limited in their ability to obtain promotions to these positions. Others who are promoted to these positions find that they are underqualified for the responsibilities they now have. In addition, due to the educational requirements imposed by state boards of accountancy many of these individuals are unqualified to sit for the CPA exam. The individuals in these financial management positions play key roles in the financial health of the organization and its stakeholders. With recent new regulation such as the Sarbanes-Oxley Act of 2002 and the Dodd-Frank Act of 2010, technical accounting knowledge has become even more essential for these financial managers.

The United States Bureau of Labor Statistics predicts that employment of financial managers will increase by approximately 9% during the period from 2012 to 2022.<sup>2</sup> The Utah Department of Workforce Services projects annual increases of 2.5% in "Business and Financial Operations" jobs during that same time

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<sup>2</sup> <http://data.bls.gov/projections/occupationProj>



period.<sup>3</sup> This increased demand, combined with the fact that many individuals currently aspiring to financial management positions are underprepared, creates an opportunity for the School of Accountancy to fill a need in the education of these professionals.

### Student Demand

Through conversations with high-level executives at large corporations as well as the SOA advisory board the SOA believes that this program has demand from students. Through these conversations, the SOA believes large corporations will provide financial support for promising up-and-coming professionals to enroll in this master's program. This program is a first of its kind, and the SOA intends to test its belief that an untapped market exists by filling this need. The structure being used (i.e. using adjunct faculty) allows the SOA to test this market at very low cost with no new overhead being assumed.

### Statement of Financial Support

Appropriated Fund.....	<input type="checkbox"/>
Special Legislative Appropriation.....	<input type="checkbox"/>
Grants and Contracts.....	<input type="checkbox"/>
Special Fees .....	<input type="checkbox"/>
Differential Tuition (must be approved by the Regents).....	<input type="checkbox"/>
Other (please describe).....	<input checked="" type="checkbox"/>

Financial support for this program will come from an initial investment from existing Huntsman School of Business resources and subsequently through revenues collected from students. Revenues will be collected via a contractual arrangement with the USU Regional Campuses (RC) in which RC will register students and collect payment, transferring to HSB funds at least adequate to cover costs associated with running the program. This contractual arrangement will be patterned after the one that is in place for the Shingo MBA program that is offered by the Huntsman School of Business.

### Similar Programs Already Offered in the USHE

Some executive-level programs currently exist that would provide limited exposure to accounting curriculum (e.g. Executive MBA programs). However, the SOA is unaware of any current advanced degree programs that offer both the breadth and depth of accounting knowledge in a way as accessible to aspiring financial executives as the program the SOA is proposing. As a land grant institution, Utah State University is well-positioned to be a pioneer in such a program.

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<sup>3</sup> <https://jobs.utah.gov/wi/pubs/outlooks/state/>

**Program Description – Full Template  
Utah State University  
Executive Master of Accounting (EMAcc) Program  
06/10/2015**

**Section I: The Request**

Utah State University requests approval to offer Executive Master of Accounting effective Summer 2016. This program has been approved by the institutional Board of Trustees on **Date**.

**Section II: Program Description**

**Complete Program Description**

The Executive Master of Accounting program includes a combination of in-class and online learning. This program is tailored to working professionals who have at least five years of work experience. Students matriculated in the Executive Master of Accounting degree must complete a program of study consisting of 30 credit hours. The program of study is pre-determined and does not include any elective courses.

**Purpose of Degree**

Through conversations with the SOA advisory board as well as other practicing professionals, the SOA has determined that there is a demand for a master’s-level accounting degree tailored to working professionals. While many Master of Accounting degrees exist (including one at Utah State University), the SOA has not been able to identify a single program that tailors its offerings to executives who are seeking to advance their careers through obtaining accounting-specific education and training. This degree offering fits that identified need by tailoring the content as well as the format of the courses provided to working professionals.

**Institutional Readiness**

The SOA is prepared to begin offering this program with no additional administrative structures needed. If the program is successful, it is anticipated that one additional administrative support staff person will be needed to support the ongoing needs of the program. The proposed program will not impact the delivery of existing undergraduate or graduate courses in any way.

**Departmental Faculty**

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</b>			
Full-time Tenured	6	0	6
Full-time Non-Tenured	3	0	3
Part-time Tenured			
Part-time Non-Tenured			
<b>With Master’s Degrees</b>			

Full-time Tenured			
Full-time Non-Tenured	2	0	2
Part-time Tenured			
Part-time Non-Tenured			
<b>With Bachelor's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Headcount Faculty in the Department</b>			
Full-time Tenured	6	0	6
Full-time Non-Tenured	5	0	5
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Department Faculty FTE</b> <i>(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.")</i>	16.37	X	16.37

### Staff

It is anticipated that one additional administrative assistant will be needed to assist with the logistics of the program. This administrative assistant will perform secretarial work and will be needed beginning with the first year of the program after it is verified that a sufficient demand exists to warrant going forward with this program.

### Library and Information Resources

No additional library resources will be necessary beyond those already available at Utah State University.

### Admission Requirements

Proposed admission requirements are as follows:

- Applicant must have an undergraduate degree (not topic specific)
- Applicant must have five or more years of work experience
- Applicant must either have taken the following courses, or have work experience in the following areas sufficient to justify waiver of the course requirement:
  - Intermediate financial accounting
  - Tax
  - Auditing

### Student Advisement

Students will receive advising from the faculty member assigned to serve as the EMAcc program director as well as from the faculty members teaching the courses within the program.

**Justification for Graduation Standards and Number of Credits**

Students must complete the required set of 10 courses (30 credit hours) and have a minimum 3.0 GPA from courses taken as part of the EMAcc program to graduate.

**External Review and Accreditation**

No external consultants were involved in the development of this program. The School of Accountancy (SOA) and Huntsman School of Business are both accredited by the AACSB. This program will become part of the accreditation reviews scheduled for the fall of 2017 to continue the business accreditation and accounting accreditation already granted by the AACSB.

**Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students**

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	X	0	20	20	20	20
Total # of Declared Majors in Proposed Program	X	20	20	20	20	20
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE <i>(as reported in Faculty table above)</i>	16.37	17.37	17.37	17.37	17.37	17.37
Total Department Student FTE <i>(Based on Fall Third Week)</i>	296.27	296.27	316.27	316.27	316.27	316.27
Student FTE per Faculty FTE <i>(ratio of Total Department Faculty FTE and Total Department Student FTE above)</i>	18.1	17.0	18.2	18.2	18.2	18.2
<b>Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)</b>						

**Section III: Need**

**Program Need**

Through discussions with the School of Accountancy (SOA) advisor board as well as others in the profession the SOA has learned that many individuals who aspire to financial management positions within organizations lack the technical accounting knowledge necessary to compete for and function at a high level in these positions. Many are limited in their ability to obtain promotions to these positions. Others who are promoted to these positions find that they are underqualified for the responsibilities they now have. In addition, due to the educational requirements imposed by state boards of accountancy many of these individuals are unqualified to sit for the CPA exam. The individuals in these financial management positions

play key roles in the financial health of the organization and its stakeholders. With the increase of new regulation such as the Sarbanes-Oxley Act of 2002 and the Dodd-Frank Act of 2010, technical accounting knowledge has become even more essential for these financial managers.

### **Labor Market Demand**

The United States Bureau of Labor Statistics predicts that employment of financial managers will increase by approximately 9% during the period from 2012 to 2022.<sup>4</sup> The Utah Department of Workforce Services projects annual increases of 2.5% in “Business and Financial Operations” jobs during that same time period.<sup>5</sup> This increased demand, combined with the fact that many individuals currently aspiring to financial management positions are underprepared, creates an opportunity for the School of Accountancy to fill a need in the education of these professionals.

### **Student Demand**

Through conversations with high-level executives at large corporations as well as the SOA advisory board the SOA believes that this program has demand from students. Through these conversations, the SOA believes large corporations will provide financial support for promising up-and-coming professionals to enroll in this master’s program. This program is a first of its kind, and the SOA intends to test its belief that an untapped market exists by filling this need. The structure being used (i.e. using adjunct faculty) allows the SOA to test this market at very low cost with no new overhead being assumed.

### **Similar Programs**

Some executive-level programs currently exist that would provide limited exposure to accounting curriculum (e.g. Executive MBA programs). However, the SOA is unaware of any current advanced degree programs that offer both the breadth and depth of accounting knowledge in a way as accessible to aspiring financial executives as the program the SOA is proposing. As a land grant institution, Utah State University is well-positioned to be a pioneer in such a program.

### **Collaboration with and Impact on Other USHE Institutions**

This program is being developed by the School of Accountancy at Utah State University. No other USHE institutions have been contacted regarding the development of this program. Since no other university is currently offering a similar program, it is not anticipated that the creation of this program will impact other USHE institutions in any way.

### **Benefits**

The SOA believes that successful implementation of this program has several benefits to both Utah State University, the USHE more broadly, as well as the U.S. and Utah workforce. Specific benefits include name brand building, financial benefits, as well as a better-educated and better-prepared workforce. The target market for this program is a national one. As such, Utah’s brand will be extended beyond the state’s boundaries via this program.

### **Consistency with Institutional Mission**

Utah State University is a “Doctorate-granting University” as defined in Regents’ Policy R312. Regents’ Policy R312-4.1 states, “The mission of a Doctorate-granting University is to discover, create, and transmit knowledge through *education and training programs at the undergraduate, graduate, and*

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<sup>4</sup> <http://data.bls.gov/projections/occupationProj>

<sup>5</sup> <https://jobs.utah.gov/wi/pubs/outlooks/state/>

*professional levels* through research and development and through service and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. *The institution contributes to the quality of life and economic development at the local, state, and national levels.*" [emphasis added] This proposed program is an educational program at the graduate as well as professional levels.

## Section IV: Program and Student Assessment

### Program Assessment

The SOA has identified three main categories for student learning in the Executive Master of Accounting (EMAcc) program: (1) business and accounting knowledge; (2) professional skills; (3) and values and attitudes. Within each of these three categories, key competencies have been identified and specific learning goals established. These learning goals are listed below with the course numbers where these goals will be assessed following each goal in parentheses:

#### Business and Accounting Knowledge

Students will demonstrate technical knowledge of the following areas:

1. Professional standards, regulations, and best practices relating to the recording, presentation, and verification of accounting information. (6100)
2. Internal controls, security, key business processes, and design and implementation of effective information management solutions. (6101)
3. Organizational leadership (6108)
4. Corporate governance and fraud deterrence (6107)
5. Tax policy and compliance for enterprises. (6105)
6. Global environment related to business, finance, and accounting (6106)
7. Understanding of the SEC including its structure, responsibilities, and registration and reporting requirements (6100)
8. Understanding of capital markets and the use of public information in ratio analysis, valuation, and accounting-based trading strategies (6103)

#### Professional Skills

Students will demonstrate basic professional skills in the following areas:

1. Oral and written communication in the context and language of accounting and business. (6108, 6109)
2. Develop, record, analyze, validate, communicate, and make professional judgments relative to financial and other types of information. (6100, 6101, 6109)
3. Use of information technology and Big Data analysis and visualization techniques in decision making (6104, 6109)
4. Ability to work productively as a member or leader of a team. (6108, 6109)
5. Ability to use resources such as professional standards, regulations, and other financial data to research accounting-related issues and apply their findings to various decision settings. (6102, 6109)

#### Values and Attitudes

Students will demonstrate dedication to the following professional values and attitudes needed for success in the accounting profession:

1. Value-based reasoning techniques under conditions of uncertainty to enhance personal objectivity, integrity, and ethical conduct. (6108, 6109)
2. Motivation and commitment to continue learning throughout life to maintain professional knowledge and skills. (6108)
3. Appreciation of diverse world-views resulting from a variety of geographical and cultural experiences. (6106)

These learning goals will be assessed by faculty members who teach the courses using the master template developed by the SOA for embedded assessment. Course numbers have been listed following each learning goal to which that course most closely contributes.

### Expected Standards of Performance

Students must complete the required set of 10 courses (30 credit hours) and have a minimum 3.0 GPA from courses taken as part of the EMAcc program to graduate. The SOA will also request written feedback via student course evaluations in order to improve courses and teaching.

## Section V: Finance

### Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
<b>Personnel Expense</b>							
Salaries and Wages	1,920,035	200,000	2,120,035		2,120,035		2,120,035
Benefits	999,328	86,000	1,085,328		1,085,328		1,085,328
<b>Total Personnel Expense</b>	<b>\$2,919,363</b>	<b>\$286,000</b>	<b>\$3,205,363</b>	<b>\$</b>	<b>\$3,205,363</b>	<b>\$</b>	<b>\$3,205,363</b>
<b>Non-Personnel Expense</b>							
Travel							
Capital							
Library							
Current Expense	52,005	214,000	266,005		266,005		266,005
Total Non-Personnel Expense							
<b>Total Expense</b>	<b>\$2,971,368</b>	<b>\$500,000</b>	<b>\$3,471,368</b>	<b>\$</b>	<b>\$3,471,368</b>	<b>\$</b>	<b>\$3,471,368</b>

(Personnel + Current)							
<b>Departmental Funding</b>							
Appropriated Fund	2,971,368		2,971,368		2,971,368		2,971,368
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition		1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
<b>Total Revenue</b>	<b>\$2,971,368</b>	<b>1,500,000</b>	<b>\$4,471,368</b>	<b>\$1,500,000</b>	<b>\$4,471,368</b>	<b>\$1,500,000</b>	<b>\$4,471,368</b>
<b>Difference</b>							
Revenue-Expense	\$0	\$	\$1,000,000	\$	\$1,000,000	\$	\$1,000,000
Departmental Instructional Cost / Student Credit Hour* <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>	\$460	\$	\$460	\$	\$460	\$	\$460

\* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

**Funding Sources**

All necessary funds will come from Huntsman School of Business resources. It is anticipated that the program will be self-sustaining after the initial investment for startup. Note that while all revenue in the table above is listed in the 'Special Fees / Differential Tuition' line category, the revenue collected by the Huntsman School of Business will come through a contractual arrangement with USU Regional Campuses (RC) similar to the arrangement that is in place for the Shingo MBA program offered by the Huntsman School of Business. It is anticipated that a flat fee of approximately \$75,000 per student will be collected for this program rather than the standard university tuition rates.

**Reallocation**

No reallocation of existing funds will be necessary.



## Impact on Existing Budgets

The budgetary needs of this program will not impact other programs in any way. All costs will be covered by revenue derived from the program.

## Section VI: Program Curriculum

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

Course Prefix and Number	Title	Credit Hours
Required Courses		
ACCT 6100	Financial Reporting and the SEC	3
ACCT 6101	Advanced Strategic Cost Management	3
ACCT 6102	Research and Valuation	3
ACCT 6103	Accounting Information and the Capital Markets	3
ACCT 6104	Big Data and Systems Analytics for Financial Executives	3
ACCT 6105	Taxes: Planning and Strategy	3
ACCT 6106	International Business, Finance, and Accounting	3
ACCT 6107	Corporate Governance	3
ACCT 6108	Leadership for Financial Executives	3
ACCT 6109	Financial Strategy	3
<b>Sub-Total</b>		<b>30</b>
Elective Courses		
<b>Sub-Total</b>		<b>0</b>
Track/Options (if applicable)		
<b>Sub-Total</b>		<b>0</b>
<b>Total Number of Credits</b>		<b>30</b>

## Program Schedule

Below is the anticipated schedule for the Executive EMAcc program. Note that this program is being tailored to executives who (1) typically are busy and unavailable for courses spread over full university semesters, and (2) enjoy a significant amount of work experience upon which the SOA can build. As such, this program does not follow the traditional semester system at Utah State University. In addition, each course will be a combination of an out-of-class component and an intensive in-class session and will be built around a cohort group of students.

Summer I (Two-Week Intensive Session)	Winter (One-Week Intensive Session)	Summer II (Two-Week Intensive Session)
ACCT 6100 <i>Financial Reporting and the SEC</i> (3 credit hours)	ACCT 6105 <i>Taxes: Planning and Strategy</i> (3 credit hours)	ACCT 6101 <i>Advanced Strategic Cost Management</i> (3 credit hours)
ACCT 6103	ACCT 6106	ACCT 6102

<i>Accounting Information and the Capital Markets</i> (3 credit hours)	<i>International Business, Finance, and Accounting</i> (3 credit hours)	<i>Research and Valuation</i> (3 credit hours)
ACCT 6107 <i>Corporate Governance</i> (3 credit hours)		ACCT 6104 <i>Big Data and Systems Analytics for Financial Executives</i> (3 credit hours)
ACCT 6108 <i>Leadership for Financial Executives</i> (3 credit hours)		ACCT 6109 <i>Financial Strategy</i> (3 credit hours)

### Section VII: Faculty

It is anticipated that the following current faculty will work to support the program:

Larry Walther, PhD, CPA is serving as co-department head and EY Professor in the School of Accountancy. Professor Walther has been on faculty at Utah State University for seven years. Prior to joining USU, Professor Walther served as department head at the University of Texas at Arlington. In addition to his role as a professor, Dr. Walther has owned businesses and has served as a consultant and/or director to various public and non-public companies. He has taught a variety of courses at both the undergraduate and graduate levels. It is anticipated that Dr. Walther will provide oversight services to one or more EMAcc courses. He will also assist in identifying talented adjunct faculty as well as highly-respected individuals in the profession to assist with the teaching of the EMAcc courses.

Chris Skousen, PhD is serving as co-department head of the School of Accountancy. He has been on the faculty at USU for eight years. Prior to joining the faculty of USU, Dr. Skousen served on the faculty of the University of Texas at Arlington. He has taught a variety of both undergraduate and graduate accounting courses. He has also filled a variety of administrative assignments including serving on the USU budget and faculty welfare committee, serving on the faculty senate, and serving on the Huntsman School's curriculum committee. Dr. Skousen will provide oversight services to one or more EMAcc courses.

Jeffrey T. Doyle, PhD, CPA is a Full Professor in the School of Accountancy. Dr. Doyle has been on faculty at USU for nine years. Prior to joining the USU faculty, Dr. Doyle served as Visiting Assistant Professor at Stanford University for one year and served on the faculty at the University of Utah for three years. He has published widely and has received awards for both research and teaching. Dr. Doyle also spent a year serving as Research Fellow at the Financial Accounting Standards Board (FASB) where he advised the U.S. accounting standard setter regarding academic research relevant to their deliberations. Dr. Doyle will provide oversight services to one or more EMAcc courses.

E. Vance Grange, PhD is an Associate Professor in the School of Accountancy and has been on faculty since 1983. He has served as the Director of Taxation Programs and the Director of Personal Financial Planning Programs for the School of Accountancy. He has taught a variety of courses at both the undergraduate and graduate levels. Dr. Grange will provide oversight services to one or more EMAcc courses.

Richard Jensen, PhD, CPA is a Full Professor in the School of Accountancy and has been on faculty since 1987. Dr. Jensen has served in a variety of capacities in the SOA including Department Head and Director of Graduate Programs. He has taught a variety of courses in accounting at both the undergraduate and graduate levels. Dr. Jensen will provide oversight services to one or more EMAcc courses.

Nathaniel Stephens, PhD, CPA is an Associate Professor of Accountancy will serve as program director. Professor Stephens has been on faculty at Utah State University for seven years and has taught a variety of accounting courses at both the undergraduate and graduate levels. He has also filled administrative assignments both in the School of Accountancy (SOA) and the Huntsman School of Business (HSB). Most closely related to this program is his leadership of the SOA's effort to implement effective assurance of learning processes in compliance with accreditation standards.

Richard Price, PhD is an Assistant Professor of Accountancy and will provide oversight services to one or more EMAcc courses. Professor Price has been on faculty at Utah State University for three years and has taught accounting courses at both the undergraduate and graduate levels. Prior to joining USU, Professor Price taught in the graduate business program at Rice University. Professor Price has served in a variety of service and administrative assignments, including implementing a faculty mentoring program for students here at USU.

Chad A. Simon, PhD is an Assistant Professor of Accountancy and will provide oversight services to one or more EMAcc courses. Professor Simon has been on faculty at Utah State University for three years and has taught accounting courses at both the undergraduate and graduate levels. Prior to joining USU, Professor Simon served on the faculty of UNLV. Professor Simon has served in a variety of service and administrative assignments, including overseeing the Quigley Ambassadors; a group of students who reach out to recruit students into the accounting program.

It is not anticipated that there will be any need to hire any additional full-time faculty for this program. All faculty needs will be met through existing faculty or through hiring adjunct faculty who are well known in their respective fields.

**Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum**

**Institution Submitting Request:** Utah State University, Jon M Huntsman School of Business, Department of Management

**Proposed Title:** Technical Sales Management Minor

**Currently Approved Title:** Technical Sales Management Minor

**School or Division or Location:** Jon M Huntsman School of Business

**Department(s) or Area(s) Location:** Management Department

**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs):** 00.0000

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

**Proposed Beginning Date (for new programs):** 05/01/2016

**Institutional Board of Trustees' Approval Date:**

**Proposal Type (check all that apply):**

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input checked="" type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

*\*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:

\_\_\_\_\_

<sup>1</sup> 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**  
**Jon M Huntsman School of Business**  
**Technical Sales Management Minor**  
**10/14/15**

**Section I: Request**

The Management Department in the Jon M Huntsman School of Business seeks to launch a minor in "Technical Sales Management" for students at Utah State University with backgrounds in science, technology, engineering, and mathematics (STEM).

**Section II: Need**

STEM (Science, Technology, Engineering and Mathematics) has been a strategic priority at Utah State University for several years. Students graduating in these disciplines have strong technical skills but little or no business experience or competency that would broaden their ability to apply these skills in organizational contexts. Students in STEM disciplines have an interest in learning General Management and Marketing concepts and tools, but programs of study with the mix of technical and business content that would accelerate career development do not exist. The proposed minor is designed specifically for these students.

The job market for STEM graduates has generally been strong. However, we have found that graduates with STEM degrees combined with business skills have a market advantage over those who do not. STEM students armed with business skills are more capable of working within an organization and typically advance more quickly in their careers. Further, direct conversations with multiple major STEM employers in the state have yielded a clear statement that the most challenging positions for them to fill are those that require both technical and business skills. Without business skills, STEM students' career growth and job advancement can be somewhat limited. The proposed minor will give USU STEM students professional opportunities they won't have without it by giving them training in core business principles with an emphasis on developing relationships within and between organizations.

Pedagogically, the minor must be designed so that it is accessible to STEM students and focuses on skill development. STEM programs of study are rigorous and time consuming. The new minor must be designed so that students are able to learn and apply concepts outside the time constraints imposed by existing programs of study. The courses in this minor will use a hybrid pedagogical approach that combines classroom instruction with digital technology. The program is designed so that the minor can be accomplished over the course of three months during the summer. Cases and concept applications will focus upon technology industries and organizations utilizing STEM.

This minor is new to Utah State University and Utah in general. No other university has a minor with the courses and design proposed. While other universities within the state may have certificates, courses, and dual major options, none has a minor utilizing hybrid instruction that can be completed during the summer period.

### Section III: Institutional Impact

The proposed minor will not adversely affect enrollment in other programs within the Huntsman School of Business or STEM programs of study as it is designed specifically to complement the training of STEM students. The proposed minor will utilize classroom and technology resources in the summer when these resources are otherwise under-utilized.

Huntsman School faculty have taught the proposed courses for many years. Many of the courses have already been developed in a hybrid format. The only changes needed will be to frame the courses to meet the unique needs of the student group.

### Section IV: Finances

This is a new minor targeted to a cohort of students seeking technical degrees. As such existing faculty will be compensated on an Extra Service Compensation basis to teach the required courses. We anticipate that all program expenses can be covered with tuition revenue generated by the program.

### Section V: Program Curriculum

All courses will be framed for STEM students with technical background and skills.

Course Prefix and Number	Title	Credit Hours	Semester
Required Courses			
MGT 3000	Introduction to Business	3	Summer
MGT 3500	Fundamentals of Marketing	3	Summer
MGT 3540	New Venture Financing	2	Summer
MGT 4560	Strategic Sales Management	2	Summer
MGT 4600	Negotiations	2	Summer
MGT 4545	Marketing and Sales Technology	2	Summer
	<b>Total Number of Credits</b>	<b>14</b>	

**Institution Submitting Proposal:** Utah State University

**College, School or Division in Which Program/Administrative Unit Will Be Located:** College of Agriculture and Applied Sciences

**Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:** School of Applied Sciences Technology and Education

**Program/Administrative Unit Title:** Division of Professional and Technical Education USU-E

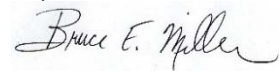
**Recommended Classification of Instructional Programs (CIP) Code:** 11.0801

**Certificate, and/or Degree(s) to Be Awarded:** Certificate of Proficiency – Digital Design

**Proposed Beginning Date:** May 1, 2016

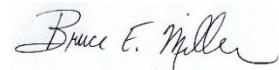
**Institutional Signatures (as appropriate):**

*Department Chair*



*Dean or Division Chair*

*Career and Technical Education Director*



*Graduate School Dean*

*Council on Teacher Education*

**Date:** September 29, 2015

**Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum**

**Institution Submitting Request:** Utah State University Eastern

**Proposed Title:** Digital Design Certificate of Proficiency

**Currently Approved Title:**

**School or Division or Location:** Division of Professional and Technical Education; School of Applied Sciences, Technology & Education; College of Agriculture and Applied Sciences

**Department(s) or Area(s) Location:** Applied Sciences Technology and Education in the Southeast Region (Price, Moab, and Blanding)

**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs):** 11.0801

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

**Proposed Beginning Date (for new programs):** 05/01/2016

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

**Proposal Type (check all that apply):**

Regents' General Consent Calendar Items	
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>	
SECTION NO.	ITEM
5.1.1 <input type="checkbox"/>	Minor*
5.1.2 <input type="checkbox"/>	Emphasis*
5.2.1 <input checked="" type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3 <input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/> New Administrative Unit
	<input type="checkbox"/> Administrative Unit Transfer
	<input type="checkbox"/> Administrative Unit Restructure
	<input type="checkbox"/> Administrative Unit Consolidation
5.4.2 <input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/> New Center
	<input type="checkbox"/> New Institute
	<input type="checkbox"/> New Bureau
5.5.1 <input type="checkbox"/>	Out-of-Service Area Delivery of Programs
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	<input type="checkbox"/> Program Restructure
	<input type="checkbox"/> Program Consolidation
5.5.3 <input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/> Program Discontinuation
	<input type="checkbox"/> Program Suspension
5.5.5	<input type="checkbox"/> Reinstatement of Previously Suspended Program
	<input type="checkbox"/> Reinstatement of Previously Suspended Administrative Unit

*\*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

<sup>1</sup> 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>.



Printed Name: Dr. Peter Iyere, Vice Chancellor

**Program Request - Abbreviated Template**  
**Utah State University Eastern**  
**Certificate of Proficiency, *Digital Design***  
**05/01/2016**

**Section I: Request**

Utah State University Eastern requests approval to offer a Digital Design Certificate of Proficiency effective summer 2016. The Certificate of Proficiency in Digital Design is a 17 credit hour stand-alone credential that will also fill elective class requirements for several existing business related certificates of completion as well as associate of applied science degrees. The proposed Certificate of Proficiency will meet some requirements for USU's IT Support and Web Development AAS degree as well as the statewide AAS degree in General Technology, with a business emphasis. In addition to qualifying students for entry-level design jobs, a Digital Design Certificate of Proficiency will build momentum to facilitate student transitions and support student completion of certificate and associate degree programs.

**Section II: Need**

Digital design is a growing specialty in the field of graphic design. Digital design students will learn website design (including Flash basics and interactive website design), digital video production, graphics and communication technologies as well as overall layout and production design for advertisements, brochures, magazines and corporate reports. The proposed certificate of proficiency will provide students with the initial tools to enhance business marketing through digital equipment and software.

In January 2015 InnovatEducate published, *Utah: A High Demand JOBS Economy*. According to the report, IT skills in greatest demand in metropolitan areas of the state include: JavaScript, LINUX, UNIX, C++, website development and HTMLS—all of which are utilized in the proposed Digital Design Certificate of Proficiency. In just one or two semesters, students will have marketable skills to help them gain employment. Completion of the proposed Digital Design Certificate of Proficiency will create pathways for additional education and employment opportunities.

The Bureau of Labor Statistics (December 2013 Monthly Labor Review) projects that employment of graphic designers in general could increase as much as 7%; however, employment for those working in digital design is projected to grow up to 35%. According to the Department of Workforce Services Utah Occupational Report for Graphic Designers, the statewide star rating for graphic designers is four, which gives graphic designers a good employment outlook with relatively high wages. In Utah, the occupation is expected to experience faster than average employment growth with a high volume of annual job openings, mostly from business expansion.

The Utah Occupational Report indicates the following median hourly wage for graphic designers in these areas of the state: Bear River , \$17.08; Central Utah, \$11.72; Eastern Utah, \$11.57; Ogden metro, \$18.71; Provo-Orem Metro, \$18.75; Salt Lake metro, \$21.30; Southwest Utah, \$10.44; and St. George Metro, \$14.69. The statewide median hourly wage is \$19.95 compared to a national median wage of \$21.22. For related occupations, the statewide median hourly wage is as follows; desk publishers, \$15.44; art directors, \$29.51; web developers, \$24.71, print workers, \$14.33; industrial designers, \$21.19; and advertising/marketing managers, \$25.90.

The hourly wage for digital designers is similar to that of many related occupations (e.g. desktop publishers, art directors, web developers, print workers, industrial designers and advertising/marketing managers). While many of these related occupations usually require two to four years of training in an associate or bachelor's degree program, the proposed Digital Design Certificate of Proficiency will provide students with the skills needed to obtain entry-level jobs in just one or two semesters. Entry-level jobs provide a livable wage, and additional education provides career pathways and opportunities for salary growth.

### Section III: Institutional Impact

The proposed Certificate of Proficiency in Digital Design will be offered through the Division of Professional and Technical Education of the School of Applied Sciences and Technology Education (ASTE) at the Southeast region locations of Price, Moab and Blanding. Depending on articulation agreements with individual regions, the certificate can be available statewide. Existing faculty, staff, facilities and equipment will implement and sustain the proposed certificate program. No additional resources will be required.

The Certificate of Proficiency will provide an independent certification as part of a stackable credential toward many of the existing business related certificates of completion as well as associate of applied science degrees. The proposed certificate of proficiency will meet some requirements for the existing IT Support and Web Development, and the General Technology AAS degrees. Additionally, this Certificate of Proficiency will allow future expansion to include training in app design, game design, and other emerging trends in digital technology.

### Section IV: Finances

The proposed certificate of proficiency will be cost neutral, funded by internal reallocation of funds and tuition revenue. All courses for the proposed certificate are currently offered, and no new faculty, staff, library or operational funds are required. There will be no budgetary impact, including cost savings, to other programs or units at Utah State University.

### Section V: Program Curriculum

**\*\*\*THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY\*\*\***

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

Course Prefix and Number	Title	Credit Hours
<b>Required Courses</b>		
BCIS 1300	Website Design	3
BCIS 1340	Digital Video Production	3
BCIS 1350	Flash Basics & Interactive Web Design	3
BCIS 2430	Desktop Publishing	2
BCIS 2441	Graphics for the Web	3
TEE 1010	Communication Technology or BCIS 2988 Emerging Technologies	3
<b>Sub-Total</b>		<b>17</b>
<b>Elective Courses</b>		

Course Prefix and Number	Title	Credit Hours
<b>Sub-Total</b>		<b>0</b>
Track/Options (if applicable)		
<b>Sub-Total</b>		<b>0</b>
<b>Total Number of Credits</b>		<b>17</b>

### Program Schedule

Digital Design – Certificate of Proficiency		
Class Schedule		Cr.
<b>Fall</b>		
BCIS 1300 (F/S)	Website Design	3
BCIS 1350 (F)	Interactive Web Design	3
BCIS 2430 (F)	Desktop Publishing	2
BCIS 2441 (F)	Graphics for the Web	3
TEE 1010 (F)	Communication Technology Or BCIS 2988 Emerging Technologies	3
Total		14
<b>Spring</b>		
BCIS 1340 (S)	Digital Video Production	3
Total		3
<b>Total Certificate Credits</b>		<b>17</b>

**Institution Submitting Proposal:** Utah State University

**College, School or Division in Which Program/Administrative Unit Will Be Located:** College of Agriculture and Applied Sciences

**Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:** School of Applied Sciences Technology and Education

**Program/Administrative Unit Title:** Technology and Engineering Education

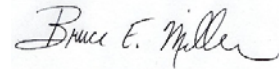
**Recommended Classification of Instructional Programs (CIP) Code:** 13.1309

**Certificate, and/or Degree(s) to Be Awarded:** Minor in Technology and Engineering Education

**Proposed Beginning Date:** May 1, 2016

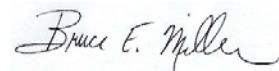
**Institutional Signatures (as appropriate):**

*Department Chair*



*Dean or Division Chair*

*Career and Technical Education Director*



*Graduate School Dean*

*Council on Teacher Education*

**Date:** September 29, 2015

**Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum**

Institution Submitting Request: *Utah State University*  
 Proposed Title: *Minor in Technology and Engineering Education*  
 Currently Approved Title: *N/A*  
 School or Division or Location: *College of Agriculture and Applied Sciences*  
 Department(s) or Area(s) Location: *ASTE*  
 Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs): *13.1309*  
 Current Classification of Instructional Programs (CIP) Code (for existing programs): *00.0000*  
 Proposed Beginning Date (for new programs): *05/01/2016*  
 Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

**Proposal Type (check all that apply):**

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input checked="" type="checkbox"/>	Minor*
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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*

<sup>1</sup> 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**  
**Minor in Technology Education**  
*09/25/2015*

**Section I: Request**

This is to request the addition of a Technology and Engineering Education Minor within the Technology and Engineering Education program. This will allow any students involved in the education program the opportunity to add an additional endorsement area to their credentials upon graduation.

**Section II: Need**

Throughout the state of Utah there is a teacher shortage in the area of Technology and Engineering. As a result, the Utah State Office of Education has made changes in the requirements for endorsements. They have created a separate content area for middle school Technology and Engineering Education with less education requirements for endorsement. The required course experience is covered in 5 courses taught in the Technology and Engineering Education program at USU. By creating a minor in Technology and Engineering Education it will provide students in other fields of education the opportunity to expand their marketability while addressing the shortage of technology and engineering teachers in Utah.

**Section III: Institutional Impact**

No substantive administrative or equipment changes will be necessary to facilitate the creation and operation of this minor. Courses are currently in place and have additional capacity. The department will also monitor interest in this minor/course offerings for future regional campus offering as some of the existing courses are already available at the regional campus sites.

**Section IV: Finances**

*No new funding will be required. Possible gains can be implied as enrollment in the courses will increase slightly decreasing the cost per student per course.*

**Section V: Program Curriculum**

**\*\*\*THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY\*\*\***

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

<b>Course Prefix and Number</b>	<b>Title</b>	<b>Credit Hours</b>
Required Courses		
TEE 1010	Communications Technology or	3
TEE 3050	Networking and computer systems	
TEE 1020	Energy Power, Transportation, and Control Technology	3

Course Prefix and Number	Title	Credit Hours
TEE 2030	Wood-Based Manufacturing Systems	3
TEE 1030	Material and Processing Systems	
TEE 1040	Construction and Estimating	3
TEE 1200	Computer Aided Drafting & Design	3
Sub-Total		15
Elective Courses		0
Sub-Total		15
Track/Options (if applicable)		0
Sub-Total		15
Total Number of Credits		15

### Program Schedule

#### *Fall*

*TEE 1010 Communications Technology 3 Cr. Offered Online*

*TEE 1020 EPT and Control systems technology 3 Cr. Offered distance to regional campus*

*TEE 1030 Materials and Processing Systems 3 Cr.*

*TEE 1200 Computer Aided Drafting and Design 3 Cr. Offered Online*

*TEE 2030 Wood-Based Manufacturing Systems 3 Cr.*

#### *Spring*

*TEE 1010 Communications Technology 3 Cr. Offered Online*

*TEE 1020 EPT and Control systems technology 3 Cr. Offered distance to regional campus*

*TEE 1030 Materials and Processing Systems 3 Cr.*

*TEE 1200 Computer Aided Drafting and Design 3 Cr. Offered Online*

*TEE 1040 Construction and Estimating 3 Cr.*

*Additional sections may be offered in the summer depending on enrollment needs.*

**Institution Submitting Proposal:** Utah State University

**College, School or Division in Which Program/Administrative Unit Will Be Located:** College of Agriculture and Applied Sciences

**Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:** School of Applied Sciences Technology and Education

**Program/Administrative Unit Title:** Division of Professional and Technical Education USU-E

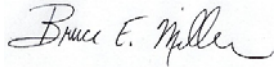
**Recommended Classification of Instructional Programs (CIP) Code:** 52.0302

**Certificate, and/or Degree(s) to Be Awarded:** Certificate of Proficiency – Professional Bookkeeping

**Proposed Beginning Date:** May 1, 2016

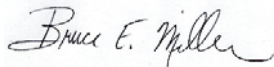
**Institutional Signatures (as appropriate):**

*Department Chair*



*Dean or Division Chair*

*Career and Technical Education Director*



*Graduate School Dean*

*Council on Teacher Education*

**Date:** September 29, 2015



**Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum**

**Institution Submitting Request:** Utah State University Eastern

**Proposed Title:** Professional Bookkeeping Certificate of Proficiency

**Currently Approved Title:**

**School or Division or Location:** Division of Professional and Technical Education; School of Applied Sciences, Technology & Education; College of Agriculture and Applied Sciences

**Department(s) or Area(s) Location:** Southeast Region (Price, Moab, and Blanding): optionally available statewide, depending on articulation agreements in individual regions

**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs):** 52.0302

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

**Proposed Beginning Date (for new programs):** 01/01/2016

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

**Proposal Type (check all that apply):**

Regents' General Consent Calendar Items	
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>	
SECTION NO.	ITEM
5.1.1 <input type="checkbox"/>	Minor*
5.1.2 <input type="checkbox"/>	Emphasis*
5.2.1 xxx <input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3 <input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1 <input type="checkbox"/>	New Administrative Unit
	Administrative Unit Transfer
	Administrative Unit Restructure
	Administrative Unit Consolidation
5.4.2 <input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3 <input type="checkbox"/>	New Center
	New Institute
	New Bureau
5.5.1 <input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2 <input type="checkbox"/>	Program Transfer
	Program Restructure
	Program Consolidation
5.5.3 <input type="checkbox"/>	Name Change of Existing Programs
5.5.4 <input type="checkbox"/>	Program Discontinuation
	Program Suspension
5.5.5 <input type="checkbox"/>	Reinstatement of Previously Suspended Program
	Reinstatement of Previously Suspended Administrative Unit

*\*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:

<sup>1</sup> 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 Eastern**  
**Certificate of Proficiency, Professional Bookkeeper**  
**05/01/2016**

**Section I: Request**

Utah State University requests approval to offer a Professional Bookkeeping Certificate of Proficiency effective spring 2016. The Certificate of Proficiency in Professional Bookkeeping is a 16 credit hour stand-alone credential that will also fill some of the requirements for a certificate of completion and/or an associate of applied science degree such as IT Support & Web Development or General Technology. In addition qualifying students for entry-level bookkeeping jobs, a certificate of proficiency will build momentum to facilitate student transitions and support student completion of certificate of completion and associate degree programs.

**Section II: Need**

The Professional Bookkeeping Certificate of Proficiency is designed to help students prepare for and pass national tests administered by the American Institute of Professional Bookkeepers (AIPB). Part of AIPB's mission is to certify bookkeepers who meet national standards and help them receive recognition as bookkeepers and accounting professionals. Students who complete the certificate will be prepared to help a small business with business accounting, tax filing, general financial management and budget tracking.

The United States Bureau of Labor Statistics projects employment of bookkeeping, accounting and auditing clerks to grow 11 percent from 2012 to 2022 (<http://www.bls.gov/ooh/office-and-administrative-support/bookkeeping-accounting-and-auditing-clerks.htm>). Bookkeeping (including accounting and auditing clerks) is a sizeable occupation. In the coming decade, business expansion and retiring workers will create greater demand and a high volume of annual job openings for certified bookkeepers. An opportunity to earn certification in bookkeeping during one semester will allow students to become familiar with higher education and gain current occupational training in a short period of time. Students enrolled in the certificate program will also have an opportunity to complete an internship which will reduce the on-the-job learning curve and enable them to quickly earn an equitable wage.

Professional bookkeeping jobs fall within accounting and auditing clerk occupations where most moderate training occurs on the job and a high school diploma or equivalent is required. The statewide median wage for bookkeepers is \$16.11 an hour. In Utah's southeastern area, the wage for inexperienced bookkeepers is \$11.37 an hour and \$15.89 an hour for experienced bookkeepers. The occupation's annual growth rate is 2.6% with average annual job openings of 520. Related occupations and their corresponding statewide median wages are as follows: billing and posting clerks, \$14.71; brokerage clerks, \$20.28; loan interviewers and clerks, \$15.94; office clerks (general) \$12.04; and secretaries and administrative assistants (except legal, medical or executive) \$15.20. The annual growth rate for these related occupations is close to the growth rate for a professional bookkeeper.

According to the Bureau of Labor Statistics, professional bookkeepers with a high school diploma and moderate on-the-job training earn a median wage of \$16.91 per hour (same as the state of Utah) and the job outlook for 2012-2022 projects an average growth rate of 11%. Although the median wage for comparable occupations described above is almost twice as much annually, those occupations require a bachelor's degree for entry-level positions. Whereas the proposed certificate of proficiency offers

accelerated entrance to the job market and a short-term credential which students can build on to access more advanced jobs and higher wages. The proposed certification will be especially important for businesses in regions of the state with a diverse tourism, travel and recreation industry. For example, an industry advisory group in Moab has requested this training and certification.

### **Section III: Institutional Impact**

The proposed Certificate of Proficiency in Professional Bookkeeping will be offered through the Division of Professional and Technical Education of the School of Applied Sciences and Technology Education (ASTE) at the Southeast region locations of Price, Moab and Blanding. Depending on articulation agreements with individual regions, the certificate can be available statewide. Existing faculty, staff, facilities and equipment will implement and sustain the proposed certificate program. No additional resources will be required.

The Certificate of Proficiency will provide an independent, industry-recognized certification as well as a stackable credential toward a one-year Certificate of Completion in Professional Bookkeeping. Credits earned in the certificate program(s) will meet some requirements for two existing AAS degrees:

- AAS, IT Support & Web Development
- AAS, General Technology, Business Emphasis.

The School of Applied Sciences and Technology Education (ASTE) at Utah State University offers a broad-based associate of applied science degree in general technology with emphasis areas in STEM, Business & IT, and Allied Health. The proposed Certificate of Proficiency will be part of the Business & IT emphasis.

The proposed certificate provides an opportunity to develop region-specific training at all USU regional campuses and creates a needed framework to lead the state in forming new partnerships with the Utah College of Applied Technology, including specific partnerships with the Uintah Basin Applied Technology College (UBATC), Tooele Applied Technology College (TATC), and Bridgerland Applied Technology College (BATC) campuses. The certificate will carefully articulate with the UCAT campuses to provide additional opportunities for students while avoiding unnecessary duplication.

### **Section IV: Finances**

The proposed certificate of proficiency will be cost neutral, funded by internal reallocation of funds and tuition revenue. All courses for the proposed certificate are currently offered, and no new faculty, staff, library or operational funds are required. There will be no budgetary impact, including cost savings, to other programs or units at Utah State University.

### Section V: Program Curriculum

\*\*\*THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY\*\*\*

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

Course Prefix and Number	Title	Credit Hours
<b>Required Courses</b>		
BUSN 1111	Survey of Accounting	3
ACTG/ACCT 2010	Financial Accounting	4
BCIS 1410	Spreadsheet 1	2
<b>BUSN 2988</b>	<b>ICE House: Entrepreneurial Thought</b>	<b>3</b>
BUSN 2800	Computerized Accounting	2
BUSN 2151 or BUSN 2320	Income Tax Preparation - OR - Small Business Management for CTE	2
<b>Sub-Total</b>		<b>16</b>
<b>Elective Courses</b>		
<b>Sub-Total</b>		<b>0</b>
<b>Track/Options (if applicable)</b>		
<b>Sub-Total</b>		<b>0</b>
<b>Total Number of Credits</b>		<b>16</b>

#### Program Schedule

All classes may be taken during the spring semester, and several of the classes may be taken during the fall semester.

Professional Bookkeeper – Certificate of Proficiency		
Spring Class Schedule		Cr.
BUSN 2800 (S)	Computerized Accounting	2
BUSN 2151 (S) or BUSN 2320 (F/S)	Income Tax Preparation or Small Business Management-CTE	2
BUSN 1111 (F/S)	Survey of Accounting	3
ACTG/ACCT 2010 (F/S/SU)	Financial Accounting	4
BCIS 1410 (F/S)	Spreadsheet 1	2
BUSN 2988 (F/S/SU)	ICE House: Entrepreneurial Thought	3
<b>Total Credits</b>		<b>16</b>

**Institution Submitting Proposal:** Utah State University

**College, School or Division in Which Program/Administrative Unit Will Be Located:** College of Agriculture and Applied Sciences

**Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:** School of Applied Sciences Technology and Education

**Program/Administrative Unit Title:** Division of Professional and Technical Education USU-E

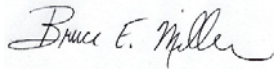
**Recommended Classification of Instructional Programs (CIP) Code:** 52.0302

**Certificate, and/or Degree(s) to Be Awarded:** Certificate of Completion – Accounting Information Systems to Professional Bookkeeper

**Proposed Beginning Date:** May 1, 2016

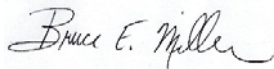
**Institutional Signatures (as appropriate):**

*Department Chair*



*Dean or Division Chair*

*Career and Technical Education Director*



*Graduate School Dean*

*Council on Teacher Education*

**Date:** September 29, 2015

**Institution Submitting Request:** Utah State University Eastern  
**Proposed Title:** Professional Bookkeeper  
**Currently Approved Title:** Accounting Information Systems  
**School or Division or Location:** Division of Professional and Technical Education, School of Applied Sciences and Technology Education (ASTE), College of Agriculture and Applied Sciences  
**Department(s) or Area(s) Location:** Southeast Region (Price, Moab, and Blanding); optionally available in the Southwest and other areas statewide, depending on articulation agreements in individual regions  
**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs):** 52.0302  
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** 52.0302  
**Proposed Beginning Date (for new programs):** 05/01/2016  
**Institutional Board of Trustees' Approval Date:** MM/DD/YEAR

**Proposal Type (check all that apply):**

Regents' General Consent Calendar Items	
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>	
SECTION NO.	ITEM
5.1.1 <input type="checkbox"/>	Minor*
5.1.2 <input type="checkbox"/>	Emphasis*
5.2.1 <input type="checkbox"/>	
5.2.3 <input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1 <input type="checkbox"/>	New Administrative Unit
	Administrative Unit Transfer
	Administrative Unit Restructure
	Administrative Unit Consolidation
5.4.2 <input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3 <input type="checkbox"/>	New Center
	New Institute
	New Bureau
5.5.1 <input type="checkbox"/>	Out-of-Service Area Delivery of Programs
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5.5.4 <input type="checkbox"/>	Program Discontinuation
	Program Suspension
5.5.5 <input type="checkbox"/>	Reinstatement of Previously Suspended Program
	Reinstatement of Previously Suspended Administrative Unit

*\*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:

**Program Request - Abbreviated Template**  
**Utah State University Eastern**  
**Name Change: Certificate of Completion, *Accounting Information Systems* to**  
***Professional Bookkeeper***  
**09/29/2015**

**Section I: Request**

Utah State University requests approval to change the name of the existing Certificate of Completion/one-year program in Accounting Information Systems to Professional Bookkeeping, effective in summer of 2016. The Certificate of Completion in Professional Bookkeeping is a 33-credit hour program that builds upon a shorter Certificate of Proficiency in Professional Bookkeeping.

The certificate provides a stand-alone credential as well as a stackable credential that is part of existing associate of applied science degrees such as IT Support & Web Development or General Technology. Several of the courses also meet requirements of the baccalaureate degree in Business Education. By building momentum, the Certificate of Completion will support student completion and facilitate student transitions.

**Section II: Need**

The Professional Bookkeeping Certificate of Completion is designed to help students prepare for and pass national tests administered by the American Institute of Professional Bookkeepers (AIPB). Part of AIPB's mission is to certify bookkeepers who meet national standards to help them receive recognition as bookkeepers and accounting professionals. Students who complete the certificate will be prepared to help a small business with business accounting, tax filing, general financial management and budget tracking. Students will also take core classes that can be applied to longer, two-year applied science degrees, or to a baccalaureate degree in Business Education.

The United States Bureau of Labor Statistics projects employment of bookkeeping, accounting and auditing clerks to grow 11 percent from 2012 to 2022 (<http://www.bls.gov/ooh/office-and-administrative-support/bookkeeping-accounting-and-auditing-clerks.htm>). Bookkeeping (including accounting and auditing clerks) is a sizeable occupation. In the coming decade, business expansion and retiring workers will create greater demand and a high volume of annual job openings for certified bookkeepers. An opportunity to earn certification in bookkeeping during one semester will allow students to become familiar with higher education and gain current occupational training in a short period of time. Students enrolled in the certificate program will also have an opportunity to complete an internship which will enable them to quickly gain employable skills and earn an equitable wage.

Professional bookkeeping jobs fall within accounting and auditing clerk occupations where most moderate training occurs on the job and a high school diploma or equivalent is required. The statewide median wage for bookkeepers is \$16.11 an hour. In Utah's southeastern area, the wage for inexperienced bookkeepers is \$11.37 an hour and \$15.89 an hour for experienced bookkeepers. The occupation's annual growth rate is 2.6% with average annual job openings of 520. Related occupations and their corresponding statewide median wages are as follows: billing and posting clerks, \$14.71; brokerage clerks, \$20.28; loan interviewers and clerks, \$15.94; office clerks (general) \$12.04; and secretaries and administrative assistants (except legal, medical or executive) \$15.20. The annual growth rate for these related occupations is close to the growth rate for a professional bookkeeper.

According to the Bureau of Labor Statistics, professional bookkeepers with a high school diploma and moderate on-the-job training earn a median wage of \$16.91 per hour (same as the state of Utah) and the job outlook for 2012-2022 projects an average growth rate of 11%. Although the median wage for comparable occupations described above is almost twice as much annually, those occupations require a bachelor's degree for entry-level positions. The proposed certification will be especially important for businesses in regions of the state with a diverse tourism, travel and recreation industry. For example, an industry advisory group in Moab has requested this training and certification.

### **Section III: Institutional Impact**

The name change also better reflects the purposes of this degree as to providing short-term training, leading to employment, while also avoiding potential confusion for students who are pursuing the baccalaureate or MAcc degrees in accounting offered by the Hunstman School of Business.

The proposed Certificate of Completion in Professional Bookkeeping will be offered through the Division of Professional and Technical Education of the School of Applied Sciences and Technology Education (ASTE) at the Southeast region locations of Price, Moab and Blanding. Depending on articulation agreements with individual regions, the certificate can be available statewide through the USU regional campus system. The program would be implemented using existing faculty, staff, facilities, and equipment. No additional resources will be required.

The Certificate of *Completion* will provide students with an independent, industry-recognized certification as well as a stackable credential toward additional degrees. Credits earned in the certificate program(s) also meet many of the requirements in the following USU degrees:

- AAS, IT Support & Web Development
- AAS, General Technology, Business Emphasis.
- BS, Business Education

The School of Applied Sciences and Technology Education (ASTE) at Utah State University offers a broad-based Associate of Applied Science degree in General Technology with emphasis areas in STEM, Business & IT, and Allied Health. The proposed Certificate of Completion will be part of the Business & IT emphasis.

The certificate provides an opportunity to offer needed regional training at all USU regional campuses and creates a needed framework to lead the state in forming new partnerships with the Utah College of Applied Technology, including specific partnerships with the Uintah Basin Applied Technology College (UBATC), Tooele Applied Technology College (TATC), and Bridgerland Applied Technology College (BATC). The certificate will carefully articulate with the Utah College of Applied Technology (UCAT) campuses to provide additional opportunities for students while avoiding unnecessary duplication.

### **Section IV: Finances**

The Certificate of Completion will be cost neutral, funded by internal reallocation of funds and tuition revenues. All courses for the proposed certificate are currently offered. There will be no budgetary impact, including cost savings, to other programs or units within Utah State University.



## Section V: Program Curriculum & Program Schedule

The following grid shows the required and elective classes for the Certificate of Completion, including when courses would be available to students.

<b>Certificate &amp; General Education Core</b>		<b>17</b>	<b>Offered*</b>		
<b>Verbal Communication - Presentations</b>		<b>3</b>	<b>F</b>	<b>S</b>	<b>SU</b>
BUSN 1091	Business Presentations	3	✓	✓	
<b>Written Communication - Choose <u>ONE</u></b>		<b>3</b>			
BUSN 2200	Business Communication	3	✓	✓	✓
ENGL 1010	Introduction to Writing (CL1)	3	✓	✓	✓
<b>Human Relations - Choose <u>ONE</u></b>		<b>3</b>			
BUSN 2320	Small Business Management	3	✓		
BUSN 2390	Organizational Behavior	3		✓	
<b>Math - Choose <u>ONE</u></b>		<b>3</b>			
BUSN 1050	Business Mathematics	3	✓	✓	
MATH 1050	College Algebra (QL)	4	✓	✓	✓
<b>Certificate Electives (Choose <u>TWO</u> courses)</b>		<b>5</b>	<b>F</b>	<b>S</b>	<b>SU</b>
BUSN 1021	Personal Finance	3	✓	✓	
BUSN 2050	Business Law	4		✓	
BUSN 2977	Internship	1-2	✓	✓	✓
BCIS 1405	Word Processing	3	✓	✓	
<b>Certificate of Proficiency</b>					
<b>Professional Bookkeeper</b>		<b>16</b>			
BUSN 1111	Survey of Accounting	3	✓	✓	
BUSN 2010	Financial Accounting	3	✓	✓	
BUSN 2151	Income Tax Preparation	2		✓	
BUSN 2800	Computerized Accounting	2		✓	
BCIS 1410	Spreadsheet I	3	✓	✓	
BUSN 2988	Ice House: Intro to Entrepreneurial Thought	3	✓	✓	
<b>Degree Total</b>		<b>33-34</b>			



**Institution Submitting Proposal:** Utah State University

**College, School or Division in Which Program/Administrative Unit Will Be Located:** College of Agriculture and Applied Sciences

**Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:** School of Applied Sciences Technology and Education

**Program/Administrative Unit Title:** Division of Professional and Technical Education USU-E

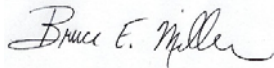
**Recommended Classification of Instructional Programs (CIP) Code:** 11.0801

**Certificate, and/or Degree(s) to Be Awarded:** Certificate of Proficiency – Web Business

**Proposed Beginning Date:** May 1, 2016

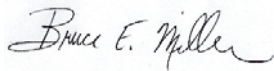
**Institutional Signatures (as appropriate):**

*Department Chair*



*Dean or Division Chair*

*Career and Technical Education Director*



*Graduate School Dean*

*Council on Teacher Education*

**Date:** September 29, 2015

**Cover/Signature Page – Abbreviated Template**

**Institution Submitting Request:** USU Eastern

**Proposed Title:** Web Business

**School or Division or Location:** Professional & Technical Education Division; School of Applied Sciences, Technology & Education; College of Agriculture and Applied Sciences

**Department(s) or Area(s) Location:** Southeast Region (Price, Moab, and Blanding)

**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> :** 11.0801

**Proposed Beginning Date:** 05/01/2016

**Institutional Board of Trustees' Approval Date:** TBD

**Proposal Type (check all that apply):**

Regents' Agenda Items	
<i>R401-5 OCHE Review and Recommendation: Approval on General Consent Calendar</i>	
SECTION NO.	ITEM
4.1.5.1	<input type="checkbox"/> K-12 Endorsements
5.1.1	<input type="checkbox"/> Minor*
5.1.2	<input type="checkbox"/> Emphasis*
5.2.1	<input checked="" type="checkbox"/> (CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/> (GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/> New Administrative Unit
	<input type="checkbox"/> Administrative Unit Transfer
	<input type="checkbox"/> Administrative Unit Restructure
	<input type="checkbox"/> Administrative Unit Consolidation
5.4.2	<input type="checkbox"/> Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
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	<input type="checkbox"/> Program Suspension
5.2.5	<input type="checkbox"/> Reinstatement of Previously Suspended Program
	<input type="checkbox"/> Reinstatement of Previously Suspended Administrative Unit

*\*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: Insert date

Printed Name: Dr. Peter Iyere, Vice Chancellor

<sup>1</sup> 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 Eastern  
Certificate of Proficiency, Web Business  
05/01/2016

**Section I: The Request**

Utah State University requests approval to offer Web Business – Certificate of Proficiency effective summer 2016. This certificate can be used as a stand-alone credential or used to fill some the requirements of the existing AAS degree in the *IT Support and Web Development* AAS degree.

**Section II: Need**

Utah's long term outlook projections show a 2.1 percent growth in Office and Administrative support. There is also a 3.1 percent annual growth in Computer and Mathematical Occupations between 2010-2020. This is close behind Construction/Extraction work (3.4 percent) and nearly as high as Healthcare occupations (3.2 percent) (Services, 2012). Note that the median income potential for Computer and Mathematical Occupations is significantly higher (\$31.45/hr) versus the others: construction (\$18.88), helthcare practitioners & technicians (\$30.76), and healthcare support (\$12.80). (Services, 2012) When looked at nationally, a similar trend is seen: Computer and Mathematical Occupation growth (22%), construction/extraction (22.2%), healthcare practitioners (25.9%), and healthcare support (34.5%) (Statistics, 2012). Most businesses have a web presence and need qualified individuals to maintain a web presenece to faciliate their marketing efforts. These skills benefit many different industries including hospitality, real estate, restaurants, retail etc.

**Section III: Institutional Impact**

This program will bring together existing resources available within the USU regional campus system and leverage these resources to offer a program that is needed throughout the state. This action also builds upon the individual Career and Technical Education programs housed in the Division of Professional & Technical Education at USU Eastern (PTE Division). The PTE Division is part of the ASTE Department at Utah State, housed in the College of Agriculture and Applied Sciences. The Web Business certificate will have minimal impact on faculty and staff. Current faculty and staff exist and have the necessary expertise to offer the program without needing to acquire additional skills.

**Section IV: Finances**

No foreseeable negative impacts upon existing programs, departmental, college, or university budgets. All costs are currently covered in existing budgets. No new faculty or staff FTE, library or other operational funds are required.

**Section V: Program Curriculum**

**\*\*\*THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY\*\*\***

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

Course Prefix and Number	Title	Credit Hours
BCIS 1200 or BCIS 2610	Introduction to Operating Systems or Administrating Windows Professional	2 or 3
BCIS 2210	Linux & Web Server Hosting	3
BCIS 2300	Web Programming	3
BCIS 2500	Web Business	3

BUSN 2201 or MGT 3500	Marketing Concepts or Fundamentals of Marketing	3
BUSN 2988	The ICE House: An Introduction to Entrepreneurial Thought	3
<b>Total Number of Credits</b>		<b>17 or 18</b>

### Program Schedule

Web Business – Certificate of Proficiency		
Fall Class Schedule		Cr.
BCIS 1200 or	Introduction to Operating Systems or	2
BCIS 2610	Administrating Windows Professional	3
BUSN 2988	ICE House: Entrepreneurial Thought	3
Total Semester Credits		5 or 6
Spring Class Schedule		
BCIS 2210	Linux & Web Server Hosting	3
BCIS 2300	Web Programming	3
BCIS 2500	Web Business	3
BUSN 2201 or MGT 3500	Marketing Concepts or Fundamentals of Marketing	3
Total Semester Credits		12
<b>Total Credits</b>		<b>17 or 18</b>



## GENERAL EDUCATION SUBCOMMITTEE MINUTES

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

**Present:** Dawn Kirby, Chair; Eddy Berry, Social Sciences; Harrison Kleiner, Connections; Mary Leavitt, Advising; Kacy Lundstrom, Library; Kris Miller, Honors; Melanie Nelson, USU Eastern; Michele Hillard, Secretary; Dan McInerney, American Institutions; Brock Dethier, Writing Program; Trevor Olsen, USUSA President; Laura Gelfand, Arts; John Mortensen, Student Services; Larry Smith, Provost's Office; Susan Haddock for Stephanie Hamblin, University Advising; Jessica Hansen, Academic and Instructional Services; Cindy Dewey, Creative Arts; Dick Mueller, Science

**Absent:** Brian McCuskey, Humanities; Lee Rickords, Agriculture and Applied Sciences; Dean Adams, Engineering; Kathy Chudoba, Business; Dan Coster, Quantitative Intensive; Bob Mueller, Regional Campus; Karen Mock, Natural Resources; Shelley Lindauer, Education and Human Services; Ryan Dupont, Life and Physical Sciences

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**Call to Order** - Dawn Kirby

**Approval of Minutes** - September 15, 2015

<https://usu.box.com/s/8mr121dp0r2ws15kaicir6qw2qtcju7o>

*Motion to approve minutes made by Eddy Berry. Seconded by Laura Gelfand. Minutes approved.*

**Course Approvals/Removals/Syllabi Approvals**

<https://usu.curriculog.com>

*Motion to approve Gen Ed requests made by Richard Mueller. Seconded by Trevor Olsen. Requests approved.*

ARTH 3270 – Native North American Art (CI) **APPROVED**

BIOL 5390 – Genes and Behavior (CI) **APPROVED**

CCA 3060 – Quantitative Methods for the Arts (QI) **APPROVED**

CHIN 3540 – Translating from and into Chinese (CI) **APPROVED**

GEO 3400 – Communicating Geoscience (CI) **APPROVED**

HONR 3010 – Special Topics: Live and Physical Sciences (DSC / QI) **APPROVED**

HONR 3020 – Special Topics: Humanities/Creative Arts (DHA / CI) **APPROVED**

HONR 3030 – Special Topics: Social Sciences (DSS / CI) **APPROVED**

**Business**

USU Courses vs. Defined Courses (John Mortensen)

*The committee would like to have further discussions on these courses. These discussions would include integrated options, differential tuition, etc. It was recommended*

*that the committee members talk with their colleges and departments and get recommendations/consensus on how this consideration should move forward. College representatives will return next month with the information. John Mortensen will return to discuss this business further.*

Some Thoughts about USU-Prefix Courses - Submitted by John Mortensen  
Report Date: October 12, 2015

1. USU courses are problematic for students who transfer from USU to another institution. In many instances, a course like USU 1320 will not articulate, but a course like HUM 1320 would likely articulate.
2. Where possible, USU courses should be changed to a departmental course when courses are truly not an integrated course. For example, a section of USU 1350 was changed to BIOL 1010. PHYS 1080, Intelligent Life in the Universe, has never been offered on the Logan Campus, but has been offered as USU 1360, Intelligent Life in the Universe.
3. With multiple sections of some USU courses, a student could take a section of USU 1320, How to Conquer the World, and then repeat the class by taking USU 1320, Great Ideas.
4. When USU courses were first introduced, the intent was that the content would be integrated and that the courses would have a cap of no larger than 50.

#### Recommendations

*USU 1300, U.S. Institutions*

Change to ECN 1300, HIST 1300, or POLS 1300, depending on the faculty member teaching the class.

*USU 1320, Civilization: Humanities*

Change the course to HUM 1320, Civilization: Humanities

*USU 1320, History and Civilization*

Change the course to HIST 1320, History and Civilization

*USU 1320, Great Ideas*

Change the course to PHIL 1320, Great Ideas

*USU 1320, Ideas from the Ancient World*

Change the course to PHIL 1321, Ideas from the Ancient World

*USU 1320, How to Conquer the World*

Change the course to POLS 1320, How to Conquer the World

*USU 1320, Religion and Play*

Change the course to RELS 1320, Religion and Play



*USU 1330, Civilization: Creative Arts*

Change the course to ARTS 1330, Creative Arts.

Change USU 3330 to ARTS 3330, Arts Symposium – other schools do not know what CCA is

*USU 1340, Social Systems and Issues*

Change to POLS 1340 or other prefix, depending on the faculty member teaching the class.

*USU 1350, Integrated Life Science*

Change the course to ASTE 1350, WILD 1350, or other prefix, depending on the faculty member teaching the class.

*USU 1360, Intelligent Life in the Universe*

Teach the course as PHYS 1080, Intelligent Life in the Universe. This course already on the books and is approved as BPS.

*USU 1360, Energy*

Teach the course as PHYS 1360, Energy

*USU 1360, Planet Earth*

Change the course to GEOL 1360, Planet Earth

*USU 1360, The Climate Puzzle*

Change the course to PSC 1360, The Climate Puzzle

Designation Subcommittee Comments/Approval (Open Discussions)

*Dawn Kirby will contact the Gen Ed designation subcommittee chairs to see how they would like to proceed with their approvals, i.e, via email before submitting/launching in Curriculog or rejecting once the proposal has been submitted.*

*Motion to adjourn meeting made by Richard Mueller. Seconded by Kacy Lundstrom. Adjourned at 9:27 am*

November 24, 2014

TO: USU - Educational Policies Committee

FROM: Bradford 'J' Hall, Department Head – LPSC  
James Rogers, IELI Director

RE: Graduation Credits for Intensive English Courses

We are writing to request a change in the number of credits accepted towards graduation from the Intensive English program (IELI). Currently, a maximum of 18 credits is allowed. We fairly regularly get requests for exceptions to be made to this rule. After examining this issue, we are proposing that all IELI courses 2000 level or above be counted toward graduation. The 2000 level courses cover levels three and four of the IELI program (1000 level courses are for levels one and two). There are four levels of IELI courses with 18 credits in each level, so this would expand the number of credits allowed from 18 to 36 and would relieve a consistent and unnecessary problem.

Utah State University students may apply Foreign Language courses toward their graduation. The courses we are proposing to count toward graduation mirror these Foreign Language courses for our international students for whom English is not a native language.

The current wording in the catalog is as follows:

Credit for **Intensive English** Study

Classes in IELI carry academic credit. Full-time students at each level take 18 credits per semester. A student who begins IELI at level 1 and progresses to level 4 may earn a total of 72 undergraduate elective credits. While all the credits will appear on a student's transcript, a maximum of 18 can be counted toward graduation. Application of the 18 credits will be determined by the student's college and major department. Students must, therefore, meet with their departmental advisors to determine the role of IELI credits in their graduation requirements. [IELI 2470](#) and [IELI 2475](#) count toward the General Education Breadth Social Science (BSS) requirement.

If our proposal is accepted the new wording in the catalog would be as follows:

Credit for **Intensive English** Study

Classes in IELI carry academic credit. Full-time students at each level take 18 credits per semester. A student who begins IELI at level 1 and progresses to level 4 may earn a total of 72 undergraduate elective credits. While all the credits will appear on a student's transcript only IELI courses whose course number is 2000 or greater may be applied toward graduation. Application of up to 36 credits will be determined by the student's college and major department. Students must, therefore, meet with their departmental advisors to determine the role of IELI credits in their graduation requirements. [IELI 2470](#) and [IELI 2475](#) count toward the General Education Breadth Social Science (BSS) requirement.