

Utah State University

DigitalCommons@USU

---

Educational Policies Committee

Faculty Senate

---

4-4-2019

## Curriculum Subcommittee Agenda, April 4, 2019

Utah State University

Follow this and additional works at: [https://digitalcommons.usu.edu/fs\\_edpol](https://digitalcommons.usu.edu/fs_edpol)

---

### Recommended Citation

Utah State University, "Curriculum Subcommittee Agenda, April 4, 2019" (2019). *Educational Policies Committee*. Paper 553.

[https://digitalcommons.usu.edu/fs\\_edpol/553](https://digitalcommons.usu.edu/fs_edpol/553)

This Curriculum Subcommittee Agenda is brought to you for free and open access by the Faculty Senate at DigitalCommons@USU. It has been accepted for inclusion in Educational Policies Committee by an authorized administrator of DigitalCommons@USU. For more information, please contact [digitalcommons@usu.edu](mailto:digitalcommons@usu.edu).



# CURRICULUM SUBCOMMITTEE AGENDA

4 April 2019

A meeting of the Curriculum Subcommittee of the Educational Policies Committee will be held on 4 April 2019 at 2:00 pm in Old Main 136 (Champ Hall Conference Room).

1. *Approval of 7 March 2019 Minutes*

2. *Program Proposals*

Request from the Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services to offer a [Bachelor of Science in Human Experience Design and Interaction](#).

Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to [discontinue all K-6 degree programs leading to licensure](#).

Request from the Department of English in the College of Humanities and Social Sciences to [change the specialization name in Literature and Writing to Creative Writing](#).

Request from the Department of Geology in the College of Science to [restructure Climate Adaptation Science](#).

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

3. *Semester Course Approval Reviews*

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

1. ACCT - 6104

---

2. ACCT - 6105

---

3. ADVS - 5900

---

4. ANTH - 5800

---

5. ANTH - 6800

---

6. APEC - 6250

---

7. APEC - 6910

---

8. APEC - 6970

---

9. APEC - 6990

---

10. ART - 4270

---

11. ASTE - 5220

---

12. ASTE - 6220

---

13. AV - 2520

---

14. AV - 2540

---

15. AV - 2660

---

16. AV - 2670

---

17. AV - 3610

---

18. AV - 4610

---

19. AV - 4620

---

20. CEE - 5060

---

21. CHEM - 6780

---

22. CMST - 4750

---

23. COMD - 4450

---

24. COMD - 4770

---

25. COMD - 4790

---

26. COMD - 5070

---

27. COMD - 5630

---

28. COMD - 5730

---

29. COMD - 5950

---

30. COMD - 6130

---

31. COMD - 6250

---

32. COMD - 6730

---

33. COMD - 6770

---

34. COMD - 6790

---

35. COMD - 6920

---

36. COMD - 6930

---

37. ECN - 6250

---

38. ECN - 6910

---

39. ECN - 6970

---

40. ECN - 6990

---

41. EDUC - 6600

---

42. EDUC - 7610

---

43. ELED - 3100

---

44. ENGL - 3400

---

45. ENGL - 3410

---

46. ENGL - 3460

---

47. ENGL - 3500

---

48. ENGL - 3830

---

49. ENGL - 4230

---

50. ENGL - 4340

---

51. ENGL - 4345

---

52. ENGL - 4360

---

53. ENGL - 4365

---

54. ENGL - 4410

---

55. ENGL - 5400

---

56. ENGL - 5410

---

57. ENGL - 5420

---

58. ENGL - 5430

---

59. ENGL - 5490

---

60. FCSE - 2040

---

61. FCSE - 3200

---

62. FIN - 5470

---

63. GEO - 5390

---

64. GEO - 5410

---

65. GEO - 5430

---

66. GEO - 5440

---

67. GEO - 6280

---

68. GEO - 6290

---

69. GEO - 6390

---

70. GEO - 6410

---

71. GEO - 6430

---

72. GEO - 6440

---

73. GEO - 6580

---

74. GEO - 7280

---

75. GEO - 7290

---

76. GEO - 7580

---

77. HDFS - 6010

---

78. HDFS - 6020

---

79. HDFS - 6060

---

80. HDFS - 6070

---

81. HDFS - 6400

---

82. HDFS - 7045

---

83. HDFS - 7400

---

84. HEP - 4200

---

85. HIST - 3830

---

86. HIST - 4660

---

87. ID - 2770

---

88. ID - 2780

---

89. JCOM - 4040

---

90. JCOM - 4230

---

91. KIN - 6015

---

92. LAEP - 1350

---

93. LAEP - 2720

---

94. LAEP - 4040

---

95. LAEP - 4110

---

96. LAEP - 6060

---

97. LANG - 7010

---

98. LING - 6700

---

99. MAE - 4800

---

100. MAE - 5060

---

101. MAE - 6060

---

102. MAE - 6061

---

103. MAE - 6460

---

104. MAE - 6480

---

105. MIS - 5050

---

106. MIS - 5650

---

107. MIS - 6050

---

108. MIS - 6650

---

109. MSLE - 3510

---

110. MSLE - 3530

---

111. MSLE - 3540

---

112. MSLE - 3580

---

113. MSLE - 3855

---

114. MUSC - 3260

---

115. MUSC - 3920

---

116. NDFS - 4740

---

117. NDFS - 5170

---

118. NDFS - 6170

---

119. NDFS - 6171

---

120. NDFS - 6172

---

121. NDFS - 6173

---

122. NDFS - 6174

---

123. NDFS - 6175

---

---

124. NDFS - 6440

---

125. NDFS - 6950

---

126. NDFS - 6960

---

127. NURS - 3210

---

128. PE - 2005

---

129. PE - 3000

---

130. PE - 3830

---

131. PE - 4015

---

132. PEP - 3000

---

133. PEP - 4000

---

134. PSC - 4750

---

135. PSC - 6750

---

136. PSY - 4000

---

137. PSY - 4790

---

138. PSY - 6260

---

139. PSY - 6291

---

140. PSY - 6292

---

141. PSY - 6600

---

142. PSY - 6790

---

143. PSY - 7610

---

144. REH - 6160

---

145. RELS - 3830

---

146. SOC - 3340

---

147. SOC - 3650

---

148. SOC - 4720

---

149. SOC - 4770

---

150. SOC - 5270

---

151. SOC - 6270

---

152. SOC - 6450

---

153. SOC - 6630

---

154. SPED - 1010

---

155. SPED - 4300

---

156. SPED - 5011

---

157. SPED - 5012

---

158. SPED - 5013

---

159. SPED - 5014

---

160. SPED - 5015

---

161. SPED - 5016

---

162. SPED - 5017

---

163. SPED - 5018

---

164. SPED - 5311

---

165. SPED - 5312

---

166. SPED - 5511

---

167. SPED - 5512

---

168. SPED - 6160

---

169. SW - 4925

---

170. TEAL - 3000

---

171. TEAL - 3660

---

172. TEAL - 4780

---

173. TEAL - 5430

---

174. TEAL - 5480

---

175. TEAL - 5490

---

176. TEAL - 6270

---

177. TEAL - 6480

---

178. TEAL - 6490

---

179. TEAL - 6780

---



---

**180. TESI - 4810**

---

**181. TESI - 4820**

---

**182. TESI - 4830**

---

**183. TESI - 4850**

---

**184. THEA - 2550**

---

**185. VM - 7596**

---

**186. WATS - 2250**

---

**187. WATS - 4250**

---

**188. WATS - 6220**

---

**189. WATS - 6240**

---

**190. WATS - 6260**

---

***College of Agriculture and Applied Sciences***

ADVS = 2

APEC = 4

APPR =

ASTE = 15

LAEP = 5

NDFS = 11

OPDD =

PSC = 2

***Caine College of the Arts***

ART = 3

MUSC = 2

THEA = 1

CCA =

***Jon M. Huntsman School of Business***

ACCT = 2

BUS =

ECN = 5

MGT =

MSLE = 5

MIS = 4

***Emma Eccles Jones College of Education and Human Services***

COMD = 14

EDUC = 2

HDFS = 7

KHS = 8

ITLS =

NURS = 1

PSY = 8  
SPER = 16  
TEAL = 11

***College of Engineering***

BENG =  
CEE = 1  
CS =  
ECE =  
EED =  
MAE = 6  
ENGR =

***College of Humanities and Social Sciences***

ENGL = 16  
HIST = 3  
JCOM = 2  
LPCS = 3  
POLS =  
SSWA = 11  
IELI =  
CHSS =  
WGS =

***S.J. & Jessie E. Quinney College of Natural Resources***

ENVS =  
WATS = 5  
WILD =  
NR =

***College of Science***

BIOL =  
CHEM = 1  
GEOL = 14  
MATH =  
PHYS =  
PUBH =  
SCI =

HONR =  
ISTU =  
UN-CAS =  
USU =

**4. *Other Business***

Appoint committee chair for 2019-2020 academic year.

***Adjourn:***

## CURRICULUM SUBCOMMITTEE MINUTES 7 March 2019

A meeting of the Curriculum Subcommittee of the Educational Policies Committee was held on 7 March 2019 at 2:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Nicholas Morrison, Chair, Caine College of the Arts  
Ed Reeve for Brian Warnick, College of Agriculture and Applied Sciences  
Kathy Chudoba for Merideth Thompson, Jon M. Huntsman School of Business  
Scott Hunsaker, Emma Eccles Jones College of Education and Human Services  
Thomas Fronk, College of Engineering  
Matt Sanders, College of Humanities and Social Sciences  
Richard Mueller, College of Science  
Michele Hillard, Secretary  
Ed Reeve, Provost's Office  
Geneva Harline, Graduate Council  
Adam Gleed, Registrar's Office  
Chenese Boyle, Program Coordinator  
Erik Thalman, Catalog Editor  
Frank Galey, Provost  
Clint Pumphrey, University Libraries  
Scott Henrie, USU Eastern

Absent: Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources  
Kristin Hall, Graduate Senator  
Allie Haas, Executive Vice President  
Shana Geffaney, Regional Campuses

Visitors: Gary Straquadine, Vice Provost  
Andy Walker, Department Head  
Kristy Bloxham, Faculty  
Jeannie Johnson, Assistant Professor  
Briana Bowen, Program Coordinator  
Nate Trauntvein, Faculty  
Jeannie Thomas, Department Head  
Rebecca Walton, Associate Professor  
Bruce Miller, Department Head  
Ryan Whitby, Professor  
Eadric Bressel, Department Head  
Harrison Kleiner, Associate Vice Provost

1. ***Approval of 7 February 2019 Minutes***  
*Motion to approve the minutes made by Thomas Fronk. Seconded by Matt Sanders. Minutes approved.*
  
2. ***Program Proposals***  
Request from the School of Applied Science, Technology, and Education in the College of Agriculture and Applied Sciences to **establish a Division of Career and Technical Education**.  
*Motion to approve the proposal made by Scott Hunsaker. Seconded by Matt Sanders. Proposal approved.*

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

*Motion to approve the proposal made by Kathy Chudoba. Seconded by Richard Mueller. Proposal approved pending revisions.*

Depth Science listed before the Breadth. Change Emphases to Emphasis. Degree Map credits do not add up.

Request from the Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services to [offer an online BS degree in Technology, Design and Interaction](#). Change name to Human Experience Design and Interaction. Changes in credits. Change class titles. Budget was confusing. *Proposal withdrawn by Scott Hunsaker.*

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to [change the name from Parks and Recreation to Recreation Administration](#).

*Motion to approve the proposal made by Scott Hunsaker. Seconded by Thomas Fronk. Proposal approved.*

Request from the College of Humanities and Social Sciences to [offer an undergraduate Anticipatory Intelligence Minor](#).

*Motion to approve the proposal made by Matt Sanders. Seconded by Kathy Chudoba. Proposal approved.*

Request from the Department of English in the College of Humanities and Social Sciences to [change the name from English: Professional and Technical Writing Emphasis to English: Technical Communication and Rhetoric Emphasis](#). Add more information regarding the reason for adding the Rhetoric. Must be written in third person.

*Motion to approve the proposal made by Matt Sanders. Seconded by Kathy Chudoba. Proposal approved pending revisions.*

3. *Semester Course Approval Reviews*  
<https://usu.curriculog.com/>

---

1. APEC - 2010

---

2. ASTE - 6045

---

3. AV - 3505

---

4. CHEM - 3080

---

5. CHEM - 3090

---

6. CHEM - 4990

---

7. CHEM - 5640

---

8. CHEM - 5650

---

9. CMST - 4270

---

10. COMD - 4100

---

11. COMD - 6100

---

12. ECN - 2010

---

13. ECN - 5090

---

14. EDUC - 6570

---

15. ELED - 1010

---

16. ENVS - 6850

---

17. ENVS - 7850

---

18. FIN - 4300

---

19. HDFS - 4930

---

20. HDFS - 6045

---

21. HIST - 1060

---

22. HIST - 3240

---

23. ITLS - 1870

---

24. ITLS - 3110

---

25. ITLS - 3130

---

26. ITLS - 3210

---

27. ITLS - 3870

---

28. ITLS - 4130

---

29. JCOM - 2400

---

30. JCOM - 5400

---

31. LING - 6810

---

---

32. LING - 6820

---

33. LING - 6830

---

34. MATH - 0920

---

35. MATH - 0921

---

36. MATH - 0922

---

37. MATH - 0995

---

38. MATH - 2010

---

39. MATH - 2020

---

40. MATH - 2250

---

41. MATH - 4200

---

42. MATH - 4310

---

43. MATH - 4410

---

44. MATH - 5710

---

45. MGT - 6670

---

46. MUSC - 2920

---

47. MUSC - 3795

---

48. MUSC - 4920

---

49. NR - 6920

---

50. NR - 6940

---

51. PSC - 4550

---

52. PSY - 4930

---

53. PSY - 6560

---

54. RELS - 1070

---

55. WILD - 6920

---

***College of Agriculture and Applied Sciences***

*Motion to approve the business of the College of Agriculture and Applied Sciences made by Ed Reeve. Seconded by Kathy Chudoba. Business approved.*

ADVS =  
APEC = 1  
APPR =  
ASTE = 2  
LAEP =  
NDFS =  
OPDD =  
PSC = 1

***Caine College of the Arts***

*Motion to approve the business of the Caine College of the Arts made by Richard Mueller. Seconded by Geneva Harline. Business approved.*

ART =  
MUSC = 3  
THEA =  
CCA =

***Jon M. Huntsman School of Business***

*Motion to approve the business of the Jon M. Huntsman School of Business made by Kathy Chudoba. Seconded by Richard Mueller. Business approved.*

ACCT =  
BUS =  
ECN = 3  
MGT = 1  
MSLE =  
MIS =

***Emma Eccles Jones College of Education and Human Services***

*Motion to approve the business of the Emma Eccles Jones College of Education and Human Services made by Scott Hunsaker. Seconded by Richard Mueller. Business approved.*

COMD = 2  
EDUC = 1  
HDFS = 2  
KHS =  
ITLS = 6  
NURS =  
PSY = 2  
SPER =  
TEAL = 1

***College of Engineering***

BENG =  
CEE =  
CS =  
ECE =  
EED =  
MAE =  
ENGR =

### ***College of Humanities and Social Sciences***

*Motion to approve the business of the College of Humanities and Social Sciences made by Matt Sanders. Seconded by Richard Mueller. Business approved.*

ENGL =

HIST = 3

JCOM = 2

LPCS = 4

POLS =

SSWA =

IELI =

CHSS =

WGS =

### ***S.J. & Jessie E. Quinney College of Natural Resources***

*Motion to approve the business of the S.J. & Jessie E. Quinney College of Natural Resources made by Richard Mueller. Seconded by Geneva Harline. Business approved.*

ENVS = 2

WATS =

WILD = 1

NR = 2

### ***College of Science***

*Motion to approve the business of the College of Science made by Richard Mueller. Seconded by Scott Hunsaker. Business approved.*

BIOL =

CHEM = 5

GEOL =

MATH = 11

PHYS =

PUBH =

SCI =

HONR =

ISTU =

UN –CAS =

USU =

#### **4. *Other Business***

EPC/Curriculum Handbook

- **Course Description Guidelines**

This began as a review of course descriptions. It is important to have one voice and keep it brief and concise. Looked at other institutions to see what they use. The catalog editor will go in and unify the language without changing the content.  
*Motion to approve made by Richard Mueller. Seconded by Matt Sanders. Approved.*

- **Cross List | Dual List Courses**  
Good to go for course changes.



- **Zero Credit Courses**

Propose that we steer away from zero credits if we have a different solution. Registrar will reach out to departments and help them come up another way to get this accomplished. Remove the examples. A zero credit course does not have the same academic structure and will not be graded. Zero credit courses will be included on the transcript.

*Motion to approve made by Geneva Harline. Seconded by Richard Mueller.  
Approved.*

**General Education Assessment** – Harrison Kleiner

Harrison is the new Associate Vice Provost for General Education assessment. His first big task is to begin assessment. This came about from an issue during accreditation and the work and activity will begin in the fall. General Education is the biggest program on campus and crosses all colleges. Will be looking for assistance from the Associate Deans. He will be reaching out to 19 departments to talk about the assessment plan.

*Adjourn: 3:00 pm*

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

**Institution Submitting Request:** Utah State University

**Proposed Program Title:** Bachelor of Science Degree in Human Experience Design and Interaction

**Sponsoring School, College, or Division:** Emma Eccles Jones College of Education and Human Services

**Sponsoring Academic Department(s) or Unit(s):** Department of Instructional Technology and Learning Sciences

**Classification of Instructional Program Code<sup>1</sup> :** 13.0501

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

**Proposed Beginning Term<sup>2</sup>:** Fall 2020

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

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

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

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

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

<sup>3</sup> Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

**Chief Academic Officer (or Designee) Signature:**

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

Please type your first and last name \_\_\_\_\_ Date:

I understand that checking this box constitutes my legal signature.

# Utah System of Higher Education Program Description - Full Template

## Section I: The Request

Utah State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Science Degree in Human Experience Design and Interaction effective Fall 2020. This program was approved by the institutional Board of Trustees on .

## Section II: Program Proposal

### Program Description

*Present a complete, formal program description.*

The Department of Instructional Technology and Learning Sciences (ITLS) at Utah State University (USU) is proposing an **on-line** Bachelor of Science (BS) degree in Human Experience Design and Interaction. This degree is a standalone degree, but also can be stacked onto the existing Associates of Science degree in General Studies.

The degree will have five concentration areas: (1) Human Experience Design, (2) Information and Media Literacy, (3) Project Management, (4) Multimedia Development, and (5) Data Visualization and Analysis. Students will also choose two interdisciplinary strands from among the following options: Culturally Responsive Design, New Venture Management, Product Design, Marketing, Game Studies, Multimedia Development, and Technical Communications.

### Consistency with Institutional Mission

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at [higheredutah.org/policies/policy312](http://higheredutah.org/policies/policy312)) or, for "out of mission" program requests, the rationale for the request.*

The mission of Utah State University is "to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery and engagement" (<https://www.usu.edu/about/>).

The new Bachelor's of Science degree in Human Experience Design and Interaction addresses USU's mission by:

- Serving Utah learners through:
  - o Providing the opportunity to gain entry into high paying and enjoyable jobs for which growth in Utah is very strong and among the highest in the USA: Web Development, Training and Development, Project Management, Multi-media and eLearning Development, UX/UI Design, and Game Design.
  - o Being student-centered: Students can complete coursework completely online.
  - o Inviting students to gain rich industry experience through internships and authentic projects
- Serving Utah industry
  - o Addressing shortages in the technology and human experience design fields. This in turn empowers Utah businesses to stay in and expand within Utah.
  - o Forming new partnerships that can lead to improved practice in the technology sector.

## Section III: Needs Assessment

### Program Rationale

*Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.*

A needs assessment was conducted involving a newly established advisory board in the Department of Instructional Technology and Learning Sciences and included leaders in the education, corporate, and military sectors of the technology and training industry in Utah and elsewhere in the USA. This advisory board includes: training managers and directors, Higher Education administrators, corporate hiring managers, technology education specialists, product and project management directors, and human experience design professionals. Alumni of the department's

current programs were also consulted to shed light on current demands and changes in the field of technology. In addition, job postings were evaluated to determine desired skills, experience levels, and educational requirements for current in-demand jobs.

This needs assessment, which included individual interviews, group discussions, and surveys provided a preliminary indication of a need for an undergraduate program that combines human centered design, technology, learning development, and user experience (UX) design. In interviews, the corporate and non-profit hiring managers noted that when they want to hire a digital media or UX designer, a product manager, or instructional developer they need to either hire someone with a bachelor's degree from another field (e.g., psychology, graphic design, computer science) or someone with a Master's degree in instructional technology or related field who may not be familiar with business settings. Either way, many resources need to be deployed to organizational efforts before the new employee can contribute to organizational results that can then lead to positive outcomes for the organization.

Skilled workers are needed who have the ability to interface with software engineers, graphic designers, and consumers. Our rapidly advancing technology fields need students prepared to handle the problem solving and creative design challenges that have been created by our digital world and yet understand how to design with the consumer in mind. With a focused skill-set, this bachelors program is created to meet those rapidly changing needs as there is not another single program to address these various areas of expertise.

Desired skills identified by the department's needs assessment include: human centered design, visual design, basic coding and internet development skills, data analysis and visualization literacy, information and media literacy, media development, project management, and technical communications. The technology field is currently being impacted by the lack of employees with even a few of these specific skills, let alone all of them. In addition, many of the current job requests only require a bachelor's degree to obtain these jobs.

Another deficit the department's needs assessment uncovered was the ability for individuals with subject matter expertise to advance their education in order to grow in their career. By giving these individuals additional skills in human experience design this program allows students to better develop products and/or training in their field. These additional skills will make the individual more capable of advancement.

As an example, Discover Card has thousands of employees all over the world. One of their fundamental goals is to advance their employees from entry level positions, such as telephone agents, to full career jobs. They would also like to better equip their more advanced employees to succeed in technology focused areas. They are willing to pay for their employees to further their educations but need a program that will allow employees a flexible experience, as well as give them the desired skills to function in human experience design and interaction areas.

This is but one example of many opportunities for training and retraining in the field of technology that is in high demand. There is value for anyone with any subject matter expertise to better understand human centered design and how it can affect positive change in training, development, production, and process management. With the continued growth of technology fields, additional skilled labor is in high demand with no foreseeable slowdown.

## **Labor Market Demand**

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

The current department advisory board consists of leaders in the education, corporate, and military sectors of the technology and training industry in Utah and elsewhere in the USA. Their companies/organizations have many high paying jobs, and want to add more right here in Utah, but to do so, they need to have access to a strong talent base. They have confirmed the strong need for a bachelor's degree program in human experience design and interaction that serves the people of Utah.

Graduates of the proposed Bachelor of Science Degree in the Human Experience Design and Interaction program would be prepared to enter the workforce as a Web Developer, Training and Development Manager, Project Manager, Multi-media and eLearning Developer, UX/UI Designer, and Game Designer. According to the U. S. Department of Labor, Employment, and Training Administration (2017), the projected growth rates in Utah for these professions from 2014-2024 are strong: 55% for web developers (fastest growth rate in USA for profession); 33% for training and development specialists (fastest growth rate in USA for profession); 32% for training and development managers (fastest growth rate in USA for profession); 33% for UX/UI

Developers(2nd fastest growth rate in USA for profession); 27% for instructional coordinators (3rd fastest growth rate in USA for profession). Projections for annual openings in these careers in Utah are strong: 140 annual openings for web developers (median salary = \$67,990); 230 annual openings for training and development specialist (median salary = \$60,360); 20 annual openings for training and development manager (median salary = \$108,250); 110 annual openings for UX/UI Developers (median salary = \$85,880); 50 annual openings for instructional coordinator (median salary = \$63,750) (Utah Department of Workforce Services, 2018). In the three professions for which the projected growth rate in Utah is the fastest in the USA - web developer, training and development specialist, training and development manager - the majority of jobs only require a bachelor's degree. In short, there is a very strong need for bachelor's level hires with expertise in human human experience design and interactions, and there are currently no bachelor's programs in the Intermountain region in this field.

One key indication of labor market demand is that this program is poised to receive \$370,000 in ongoing legislative appropriations dollars from the state legislature as part of the strategic workforce investment initiative (SWI) program out of the Governor's office. USU is the lead institution on the grant and will get \$140,000 of those ongoing funds which is listed as a line item on this R401 proposal under Appendix D, part I as "Special Legislative Appropriation." The program is specifically targeted at meeting urgent workforce needs in the state of Utah. The statewide SWI funded grant has been approved by the appropriations committee as well as the House and the Senate and are only awaiting the Governor's signature before this is finalized. Instructional Technology and Learning Sciences as well as three regional TECH partners, led by BTECH are anxious to get this program approved in order to design and pilot testing courses as well as hire key faculty to assist with this new curriculum effort.

## **Student Demand**

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

Within the USA, there are currently few opportunities for bachelor's level students to learn how to use technology paired with human experience design, to solve problems in an ever changing job market. Within the Intermountain region, there are none. The current pathway to enter the technology and human experience design profession most often involves obtaining a master's degree or other post-bachelor's level education. But only 18.4% of bachelor's degree graduates from 2007-2008 pursued additional study within the four years after graduation (National Center for Education Statistics, 2014). With the employment instability that often characterizes the first few years after graduation, this is not surprising. Still, there are many well-paying job opportunities in the technology and human experience design field that go unfilled in Utah, and most only require a bachelor's degree.

While not all bachelor's level students actively consider employment when choosing a major, many do (Beggs, Bantham, & Taylor, 2008). The well-paying jobs in the technology field are growing at a very rapid pace within Utah.

When current Utah State University ITLS alumni were consulted about the program they expressed the need in the industry for this type of curriculum and asked to be kept up to date so they could refer students. Furthermore, Discover Financial Services (i.e., a large American financial services company) has expressed interest in paying for its employees to take courses from the department's program as well as obtain full degrees in both the department's proposed Bachelors program as well as Master's program.

## **Similar Programs**

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

BYU officially began a Design Thinking Minor in fall of 2018. It is the most closely aligned academic offering compared to the department's proposed Bachelor's degree from either a USHE or in this case a non-USHE institution. BYU students draw from 30 classes in a minor that is truly interdisciplinary, involving the close collaboration of four different academic programs with

Instructional Psychology and Technology as the academic lead. Some of BYU's classes are offered online but there is not currently a push to offer the whole minor that way. USU's program is also interdisciplinary, pulling emphasis areas from across campus, culminating in a Bachelor's degree that is exclusively online. The IPT department head described USU's Bachelor's degree proposal as "truly visionary" and predicted it "will be a trend-setter in our field" - Charles Graham, BYU IPT.

The University of Utah (UofU) offers both a Minor in Games and a Bachelor of Science in Games through Entertainment Arts & Engineering (EAE) as well as a BS in Computer Science with an EAE emphasis. Their academic programs are currently growing and not yet at capacity. These programs overlap with the emphasis area in Game Studies. UofU curriculum prepares students for careers in the professional games industry and closely related fields as well as game based learning for K-12 and edutainment purposes. Design is a key feature of several classes, including "Ethics & Games" and "Introduction to Design." Students who are interested can focus on game design or devote more of their program to game development. The game studies emphasis at USU is not intended to prepare students for the professional games industry but focuses instead on game based learning, including eSports, educational game design, and educational game development. The overall Bachelor's degree has a broader focus on design than gaming including learning design, human experience design, universal design, and UI/UX design all of which are broadly applied. UI/UX design is also part of existing UofU programs with a contextual focus on game design and development. Finally, the game studies emphasis area classes, will only be available face to face in Logan. USU will be drawing from students who have committed to USU for other reasons, such as our Bachelor's degree. While EAE manages eSports at UofU it is an activity that is independent from their academic programs. Thus, another unique feature of the game studies emphasis at USU is integration with eSports and two academic class offerings. The Department of Instructional Technology and Learning Sciences does intend in the long term to grow this emphasis area into a minor in game studies, although that is not part of the current proposal.

While not one of the USHE institutions, regional offerings in the form of certificates from Bridgerland, Davis, Mountainland, and Ogeden-Weber Technical colleges will provide mutual benefit in the form of a stackable credential model. Students will be able to count their certificates towards an Associate level degree at USU and then complete the remaining two years of their Bachelor's in Human Experience Design and Interaction. In the words of Mountainland Technical College's president Clay Christensen, "This program will create a crucial career pathway from MTECH programs into a field that is currently in need around the state and will only grow exponentially going forward."

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

*Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higherutah.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.*

Given that this is an online program, a discussion of related programs, the rationale, and discussion of collaboration is listed above under similar programs.

### **External Review and Accreditation**

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

A program advisory committee with industry leaders primarily from both Utah and the rest of the nation has provided input to the development of the proposed program and approve the submitted version.

## **Section IV: Program Details**

### **Graduation Standards and Number of Credits**

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

The proposed program aligns with the standards and number of credits of other programs granting the Bachelors of Science degree at USU. Upon graduation a student will have earned a minimum of 120 credits including general education, University Studies and major courses.

### **Admission Requirements**

*List admission requirements specific to the proposed program.*

The admission requirements will be consistent with the existing USU undergraduate admission requirements. A GPA requirement of 2.0 will be instituted with other criteria considered including prior work experience, aptitude for technology, and experience with multi-media.

### **Curriculum and Degree Map**

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

## **Section V: Institution, Faculty, and Staff Support**

### **Institutional Readiness**

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

Several options for completing depth and breadth education requirements are already in place at USU. One option is to "stack" onto the Associate of Applied Science in General Technology that is already in place within ASTE at USU. A second option is to complete the associate degree through USU Eastern. Additional options, after the initial admissions, will include working with the technical colleges similar to the AAS from ASTE, completing the online AS proposed program through AIS at USU, current USU students transferring in, any student with an existing associate degree, or new USU students being accepted directly into the program as incoming freshmen.

This degree program is a collaboration between multiple colleges and schools within the university. As the undergraduate level expansion is new for the ITLS department, many of the ITLS courses will need to be developed or restructured within ITLS to offer the Human Experience Design and Interaction degree. Most of the courses the student will use for their emphases areas are already in place.

The program is designed to allow students to take all courses online.

### **Faculty**

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

The ITLS Bachelor's program and ITLS courses draw on strengths and expertise of the faculty in the Department of Instructional Technology and Learning Sciences, along with collaboration from the Bridgeland Applied Technology College that provides technical content training for students within the AAS degree in General Technology in ASTE. Additional courses offered in programs outside the department, (e.g., the English Department or the Huntsman School of Business) will be applied to this degree with minimal student impact. Through restructuring and reallocation of teaching assignments, the faculty can accommodate the student demand of the proposed program while requiring only one additional faculty member the first year and another the second year. The funding for the faculty member position is already in place and additional faculty will be considered as the enrollment in the program grows or industry partners sponsor such additions. For the ITLS courses, the department will also use graduate student assistants and adjunct instructors.



## **Staff**

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

Other than an academic advisor, no additional staff will be required to meet the needs of the program.

## **Student Advisement**

*Describe how students in the proposed program will be advised.*

Initially, an experienced student advisor will be hired on a 10 hr/wk basis. Since other undergraduate program advisors handle large loads (up to 200 students), it is forecasted that additional advisors will not be needed for several years.

## **Library and Information Resources**

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

Additional resources will not be needed. USU's current undergraduate resources, including distance learning offerings, are adequate. Email communication from Teagan Eastmon via Jeanne Davidson on August 21st, 2018.

## **Projected Enrollment and Finance**

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

# **Section VI: Program Evaluation**

## **Program Assessment**

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

The Department of Instructional Technology and Learning Sciences will conduct on-going assessments of the degree program and make improvements or adjustments as needed. The objectives selected for this program include skills and knowledge identified by industry leaders.

This program has four primary objectives. After completion of this degree program, students will be able to:

1. Demonstrate technical knowledge and ability in at least two chosen emphasis areas.
2. Develop computational skills specific to problems and critical issues that exist in the technology and human experience design field.
3. Demonstrate written, verbal and visual communication skills.
4. Acquire training and development skills necessary for a career or an advanced degree program.

Instructors will use student course evaluations as a formative step in evaluating the program. The program faculty will have the opportunity to interact and work with other faculty from across campus to seek feedback. The department will also conduct exit interviews/surveys of graduating students and use portfolios and senior projects to evaluate the technical, written, verbal, and communication skills of the students. The program will survey alumni at approximate three-year intervals to provide an opportunity for student reflection on the program outcomes and overall value. Industry partners will offer internships and provide feedback about the program through the department's advisory committee.

## **Student Standards of Performance**

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

Competencies and marketable skills students will be expected to acquire are:

- A strong understanding of human experience design and how those principles guide the development of products, training, user experience, and media production.
- The ability to organize and manage projects using project management skills typical of the tech industry.
- Understand how to use data to evaluate and demonstrate value of products and processes.
- Obtain adequate multi-media skill that will allow the student to produce professional media or interact with media specialists.
- A strong knowledge of computer programming jargon and concepts in order to allow for productive interface with computer developers.
- Be able to gather information about users' experience interacting with an interface and understand how to improve the interface using information gathered.
- Understand how people learn best and how they use cognitive processes to solve problems.
- Develop a strong technology understanding and how people interface with it.
- Exceptional ability to work as an intermediary between consumers and software engineers.
- The ability to work in a group environment and communicate in a professional way.

These competencies were chosen based on surveys given to industry leaders as well as feedback by employers and alumni working in the field. All of these competencies have been vetted and approved as important elements of working in a technology rich world.

Student learning outcomes will be measured both formatively and summatively, using project based learning methods that will be evaluated by the professor, as well as industry professionals. These projects will be real world learning opportunities that will give the student the experience of making mistakes so as to become proficient sooner.

## Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
<b>General Education Credit Hour Sub-Total</b>					
Required Courses					
<input type="radio"/>	<input type="radio"/>	ITLS 3110	×	Design Perspectives and Processes 1 (o)	3
<input type="radio"/>	<input type="radio"/>	ITLS 3120	×	Design Perspectives and Processes 2 (o)	3
<input type="radio"/>	<input type="radio"/>	ITLS 3310	×	Introduction to Information and Media Literacy (o)	3
<input type="radio"/>	<input type="radio"/>	ITLS 3350	×	Computational Thinking (o)	3
<input type="radio"/>	<input type="radio"/>	ITLS 3130	×	How People Learn (o)	3
<input type="radio"/>	<input type="radio"/>	ITLS 3215	×	Video/Audio Design and Production (o)	3
<input type="radio"/>	<input type="radio"/>	ITLS 3230	×	Graphic Design and Production (o)	3
<input type="radio"/>	<input type="radio"/>	ITLS 3265	×	Internet Design and Development (o)	3
<input type="radio"/>	<input type="radio"/>	ITLS 4110	×	Introduction to Project Management (o)	3
<input type="radio"/>	<input type="radio"/>	ITLS 4130	×	Data Visualization (o)	3
<input type="radio"/>	<input type="radio"/>	ITLS 4160	×	Measuring Learning and Performance (o)	3
<input type="radio"/>	<input type="radio"/>	ASTE 3050		Technical and Professional Communications Principles (o)	3
Choose 1 of the following courses:					
<input type="radio"/>	<input type="radio"/>	ITLS 4960	×	Capstone Experience-Senior Project (o)	3
<input type="radio"/>	<input type="radio"/>	ITLS 4940		Internship (o class, f2f experience)	3
<b>Required Course Credit Hour Sub-Total</b>					42
Elective Courses					
<input type="radio"/>	<input type="radio"/>	ITLS 3900		Independent Study (o)	1
<input type="radio"/>	<input type="radio"/>	ITLS 4900		Independent Study (o)	1
<input type="radio"/>	<input type="radio"/>	ITLS 4910		Undergraduate Research (o)	1
<input type="radio"/>	<input type="radio"/>	ITLS 1870		Special Topics (o)	3
<input type="radio"/>	<input type="radio"/>	ITLS 3870		Special Topics (o)	3
<input type="radio"/>	<input type="radio"/>	ITLS 2890		Work Experience Equivalent (o)	1
<input type="radio"/>	<input type="radio"/>	ITLS 4890		Work Experience Equivalent (o)	1
<b>Elective Credit Hour Sub-Total</b>					
<b>Core Curriculum Credit Hour Sub-Total</b>					42

Can students complete this degree without emphases? Yes or  No

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Culturally Responsive Design (minimum of 9 credits)	
+ -	ANTH 1010		Cultural Anthropology (o)	3
+ -	ANTH 2010		Peoples of the World (o)	3
+ -	ANTH 3140		Anthropology of Sex and Gender (o/f2f)	3
+ -	ANTH 3200		Perspectives on Race (o)	3
+ -	PSY 3510		Social Psychology (o/b/f2f)	3
+ -	PSY 4230		Psychology of Gender (o/f2f)	3
+ -	PSY 4240		Multicultural Psychology (o/b/f2f)	3
+ -	SW 2400		Social Work with Diverse Populations (o)	3
<b>Emphasis Credit Hour Sub-Total</b>				24
<b>Total Number of Credits to Complete Program</b>				66
Remove this emphasis				

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		New Venture Management – minimum of 9 credits	
+ -	MIS 5700		Internet Management & Electronic Commerce (f2f)	3
+ -	ACCT 2010		Financial Accounting Principles (o)	3
+ -	ACCT 2020		Managerial Accounting Principles (o)	3
+ -	MSLE 3000		Entrepreneurship: Starting Own Business (o)	3
+ -	MSLE 3510		New Venture Fundamentals (o)	3
+ -	MSLE 3530		New Venture Marketing (o)	3
+ -	MSLE 3540		New Venture Financing (o)	3
+ -	MSLE 3550		Entrepreneur Leadership Series (o)	1
+ -	APEC 2010		Intro to Microeconomics (f2f)	3
+ -	APEC 5015		Firm Management, Planning, and Optimization (o/f2f)	3
<b>Emphasis Credit Hour Sub-Total</b>				28
<b>Total Number of Credits to Complete Program</b>				70
Remove this emphasis				

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Game Studies– minimum of 9 credits	
+ -	ITLS 3530	×	Introduction to Game Studies (f2f)	3
+ -	ITLS 3500	×	Gaming, Technology, and Culture (f2f)	3
+ -	ITLS 3210	×	Virtual Environment Development (o)	3
+ -	ITLS 3570	×	Special Topics in Game Studies (f2f)	3

	Course Number	NEW Course	Course Title	Credit Hours
+ -	CS 5410		Game Development (f2f, b)	4
+ -	ITLS 4410	×	Introduction to eSports (f2f)	3
+ -	ITLS 4420	×	Developmental eSports, P/F, repeatable (f2f)	2
+ -	ITLS 3260	×	Web and Mobile Design and Development (o/f2f)	3
<b>Emphasis Credit Hour Sub-Total</b>				24
<b>Total Number of Credits to Complete Program</b>				66
Remove this emphasis				

	Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			Product Development – minimum of 9 credits	
+ -	OPDD 3030		Design Thinking, Methods, and Materials (o)	3
+ -	OPDD 3760		Outdoor Product Design and Development Studio I (o)	3
+ -	OPDD 4420		Digital Design Tech for Outdoor Products (o)	3
+ -	OPDD 4430		Digital Design Technologies II (o)	3
+ -	ITLS 5270		Digital Making and Learning (f2f)	3
<b>Emphasis Credit Hour Sub-Total</b>				15
<b>Total Number of Credits to Complete Program</b>				57
Remove this emphasis				

	Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			Marketing – minimum of 9 credits	
+ -	MSLE 3500		Fundamentals of Marketing (o)	3
+ -	MSLE 4530		Marketing Research (o)	3
+ -	MSLE 4590		Marketing Strategy (o, f2f, b)	3
+ -	MSLE 4420		Brand Identity Design (o)	3
+ -	APEC 5010		Firm Marketing and Price Analysis (o, f2f)	3
<b>Emphasis Credit Hour Sub-Total</b>				15
<b>Total Number of Credits to Complete Program</b>				57
Remove this emphasis				

	Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			Technical Communication – minimum of 9 credits	

	Course Number	NEW Course	Course Title	Credit Hours
+ -	ENGL 3400		Professional Writing (f2f/b)	3
+ -	ENGL 3410		Professional Writing Technology (f2f)	
+ -	ENGL 3450		Methods and Research in Professional and Technical	3
+ -	ENGL 4400		Professional Editing (f2f)	3
+ -	ENGL 4410		Document Design and Graphics (f2f)	3
+ -	ENGL 5400		Social Justice in Technical Communication (f2f)	3
+ -	ENGL 5410		Studies in Writing for Digital Media (f2f)	3
+ -	ENGL 5420		Project Management in Technical Communications (f2f)	3
+ -	ENGL 5490		Current Topics (f2f)	3
<b>Emphasis Credit Hour Sub-Total</b>				24
<b>Total Number of Credits to Complete Program</b>				66
Remove this emphasis				

	Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			Multimedia Development-Minimum 9 Credits	
+ -	ITLS 3205		Computer Applications for Instruction and Training (o)	3
+ -	ITLS 3220		Digital Video Capture and Production II (o/f2f)	3
+ -	ITLS 3240		Instructional Graphics Production II (o/f2f)	3
+ -	ITLS 3245		Interactive Multimedia Production (o)	3
+ -	ITLS 3270		Digital Making and Learning (f2f)	3
+ -	ITLS 3290		Multimedia Development Capstone (o)	3
+ -	MIS 5700		Internet Management and Electronic Commerce	3
+ -	ITLS 3260	×	Web and Mobile Design and Development (o/f2f)	3
<b>Emphasis Credit Hour Sub-Total</b>				24
<b>Total Number of Credits to Complete Program</b>				66
Remove this emphasis				

### Program Curriculum Narrative

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

Please note that several classes in the emphasis areas have prerequisites. For example, CS 5410 requires several CS classes and will only be appropriate for students working towards a CS minor in conjunction with our Bachelor's program.

Students need to complete the 60 credit hours required for the Associate of Science in General Studies before they take the remaining 60 credit hours required for the Human Experience Design and Interaction BS. Students need to complete at least 9 credits from each of two emphasis areas, for a grand total of 21 credits from emphasis areas.

Independent Study is a variable credit course with available credits of 1-4.

Undergraduate Research is a variable credit course with available credits of 1-3.

## Degree Map

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

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

<b>First Year Fall</b>	<b>Cr. Hr.</b>	<b>First Year Spring</b>	<b>Cr. Hr.</b>
Associates Degree Credits	15	Associates Degree Credits	15
<b>Total</b>	15	<b>Total</b>	15
<b>Second Year Fall</b>	<b>Cr. Hr.</b>	<b>Second Year Spring</b>	<b>Cr. Hr.</b>
Associates Degree Credits	15	Associates Degree Credits	15
<b>Total</b>	15	<b>Total</b>	15
<b>Third Year Fall</b>	<b>Cr. Hr.</b>	<b>Third Year Spring</b>	<b>Cr. Hr.</b>
Design Perspectives and Processes 1	3	Design Perspectives and Processes 2	3
Intro to Information and Media Literacy	3	How People Learn	3
Computational Thinking	3	Graphic Design and Production	3
Technical and Professional Communications P	3	Emphasis Area Credits	3
Emphasis Area Credits	3	Emphasis Area Credits	3
<b>Total</b>	15	<b>Total</b>	15
<b>Fourth Year Fall</b>	<b>Cr. Hr.</b>	<b>Fourth Year Spring</b>	<b>Cr. Hr.</b>
Video/Audio Design and Production	3	Measuring Learning and Performance	3
Data Visualization	3	Introduction to Project Management	3
Internet Design and Development	3	Capstone	3
Emphasis Area Credits	3	Emphasis Area Credits	3
Emphasis Area Credits	3	Emphasis Area Credits	3
<b>Total</b>	15	<b>Total</b>	15



### Appendix C: Current and New Faculty / Staff Information

#### Part I. Department Faculty / Staff

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

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

#### Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
<b>Full Time Faculty</b>							
	Andrew	Walker	T	PhD	Utah State University	10	
	Kristy	Bloxham	Other	PhD	Utah State University	25	Professor of
	Breanne	Litts	TT	PhD	University of Wisconsin	10	teaching a d
	Sheri	Haderlie	Other	PhD	Utah State University	10	Senior Lectu
	Mimi	Recker	T	PhD	UC Berkely	10	teaching hov
	Victor	Lee	T	PhD	Northwestern	20	Intro to Espo
	Kristin	Searle	TT	PhD	University of Pennsylvania	10	teaching gar
	Jody	Clarke-Midura	TT	PhD	Harvard	10	teaching gar
	David	Feldon	TT	PhD	University of Southern California	10	teaching me
<b>Part Time Faculty</b>							
	Kevin	Reeve	Other	MS	Utah State University	10	instructor HT
	Donald	Thomas	Other	MS	Utah State University	10	instructor Dir
	Jeremy	Jensen	Other	MFA	Utah State University	10	instructor Dir
	Nathan	Smith	Other	MS	Utah State University	20	Senior Lectu

#### Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		4		2 classes/year each for 2 new faculty, using existing lines. 2 new	20
Faculty: Part Time with Doctorate					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////	////	2	Doctoral student teaching 4 classes/year + 2 over summer	50
Staff: Full Time					
Staff: Part Time			.25	Academic Advisor (.25 FTE)	25

## Appendix D: Projected Program Participation and Finance

### Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department	92	112	142	182	202	212
# of Majors in Proposed Program(s)		20	50	70	80	80
# of Graduates from Department	53	58	58	78	88	98
# Graduates in New Program(s)		0	0	20	30	40
<b>Department Financial Data</b>						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,543,898	\$110,761	\$187,407	\$205,397		
Operating Expenses (equipment, travel, resources)	\$78,215	\$9,777	\$19,554	\$19,554		
Other: First year salary benefits for SWI positions, faculty startup packages, course development stipends, costs for faculty course releases. <input type="checkbox"/>		\$258,000	\$195,000	\$35,000		
<b>TOTAL PROGRAM EXPENSES</b>		\$378,538	\$401,961	\$259,951		
<b>TOTAL EXPENSES</b>	\$1,622,113	\$2,000,651	\$2,024,074	\$1,882,064		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation		\$177,308	\$243,468	\$247,120		
Appropriation	\$1,622,113					
Special Legislative Appropriation		\$140,000	\$142,100	\$144,232		
Grants and Contracts						
Special Fees						
Tuition		\$18,205	\$45,513	\$63,719		
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>		\$335,513	\$431,081	\$455,071		
<b>TOTAL DEPARTMENT FUNDING</b>	\$1,622,113	\$1,957,626	\$2,053,194	\$2,077,184		
<b>Difference</b>						
Funding - Expense	\$0	(\$43,025)	\$29,120	\$195,120		

## Part II: Expense explanation

### Expense Narrative

*Describe expenses associated with the proposed program.*

Expenses include a bump in operating costs relative to two replacement faculty/staff and two new faculty lines added as a result of Strategic Workforce Investment Initiative funding. All four faculty positions will be phased in over a two year timeframe. Since this is the first undergraduate degree program for ITLS, the department will split .25 FTE of an academic advisor position with another unit. To help cover classes at the undergraduate level the department will require .67 FTE of a graduate teaching assistant in the first year growing to 2 FTE of graduate teaching assistants by year three. These students will be instructors of record for 6 classes throughout the year. Remaining costs include one time faculty startup packages for four new faculty, one time costs for course development stipends and faculty course releases given the dramatic number of new course preps. Ongoing costs include program specific equipment & supplies, marketing and outreach, and advisory board costs.

## Part III: Describe funding sources

### Revenue Narrative 1

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

ITLS has two open faculty lines and will dedicate half of their teaching load to the new program (2 classes per year each or .20 FTE/each). These replacement lines will be hired and start in year 1. The FTE/existing faculty percentages listed above represent a substantial commitment from ITLS with faculty teaching classes as part of the undergraduate program. The existing part-time and full-time faculty commitment adds up to \$99,681 for the first year.

While it may look like this represents a massive net gain for the department by year three of the program these dollars will be needed to maintain existing degree program offerings including the Multi-Media Development Minor, School Library Media Minor, MA, MEd, MS, EdS, and PhD. A positive benefit to the PhD program will be the ability to offer extended funding for almost two doctoral students/year who would teach in the new BS program.

### Revenue Narrative 2

*Describe new funding sources and plans to acquire the funds.*

There are two growth based funding sources. The first is Logan and in-state online students (\$30 per SCH). The second is out of State students, which the department projects to average 10% of the student population. The department receives half of the tuition (minus a \$5/per credit fee for the Emma Eccles Jones College of Education and Human Services) for those students.

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

**Institution Submitting Request:** Utah State University

*Current* *Proposed (if applicable)*

**Program Title:** K-6;  
Dual K-6/Special Education  
Birth to 5;  
Dual K-6/Special Education  
Mild/Moderate;  
Dual K-6/Special Education  
Severe

**Sponsoring School, College, or Division:** Emma Eccles Jones College  
of Education and Human  
Services

**Sponsoring Academic Department(s) or Unit(s):** School of Teacher Education  
and Leadership

**Classification of Instruction Program Code<sup>1</sup>:** 13.1202; 13.1015; 13.1017      13.1017 applies to Mild/Moderate

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

**Proposed Effective Term for Program Change<sup>2</sup>:** Spring      2020

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

**Award Type:** BS

**Program Change Type (check all that apply):**

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

**Chief Academic Officer (or Designee) Signature:**

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

Please type your first and last name \_\_\_\_\_

Date: \_\_\_\_\_

I understand that checking this box constitutes my legal signature.

1 For IP code classifications, please see <http://nces.ed.gov/ipeds/datacenter/ipedscode/definitions.asp>.

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

## Program Change Description - Abbreviated Template

### Section I: The Request

Utah State University requests approval to discontinue K-6;  
Dual K-6/Special Education Birth to 5;  
Dual K-6/Special Education Mild/Moderate;  
Dual K-6/Special Education Severe effective Spring 2020. This action was approved by the institutional Board of Trustees on .

### Section II: Program Proposal

#### Program Change Description/Rationale

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

All K-6 degree programs leading to teacher licensure are to be discontinued. The Utah State Board of Education (USBE) revised its rules concerning teacher licensure. This new rule becomes effective in January 2020. Faculty of the School of Teacher Education and Leadership discussed the rule change and determined that it would be necessary to discontinue the four K-6 options to comply with the new rule.

1. K-6 - This program resulted in licensure to teach kindergarten through grade six.
2. Dual K-6/Special Education- Birth to 5 - This program resulted in licensure to teach regular education grades kindergarten through grade six and to teach special education birth through age five.
3. Dual K-6/Special Education - Mild/Moderate Specialization - This program resulted in licensure to teach regular education grades kindergarten through grade six and special education K-12 mild/moderate.
4. Dual K-6/Special Education - Significant Cognitive Disabilities Specialization - This program resulted in licensure to teach regular education grades kindergarten through grade six and special education K-12 severe.

Licensure options in the new rule include early childhood education and elementary education, as well as the special education categories such as Birth to 5, Mild/Moderate, and Severe. Degree options at Utah State University already exist for these licensure areas singly and in combination. For example, students will still be able to earn a license in Elementary Education or Elementary Education/Mild/Moderate. Only the K-6 option is being discontinued.

Utah State University (USU) benefits by bringing its degree options in line with the rule. This also streamlines the offerings for a Bachelor's degree within the School of Teacher Education and Leadership (TEAL), which simplifies the decision for students as to what their licensure choice will be.

#### Consistency with Institutional Mission/Institutional Impact

*Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at [higheredutah.org/policies/policy312/](http://higheredutah.org/policies/policy312/) . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higheredutah.org/policies/policy315/](http://higheredutah.org/policies/policy315/) . Will faculty or staff structures be impacted by the proposed change?*

This action is consistent with USU's mission of "serving the public." USBE changed its rule to streamline the licensure process specifically in response to the current teacher shortage. By aligning with the rule, TEAL better serves its students when they complete their programs and apply for teacher licensure. Faculty and staff structures will not be impacted by this change as other licensure options in elementary education, early childhood education, and dual or composite degrees with special education and deaf education will continue.

### **Impact of Discontinuation**

*Indicate the statewide impact of discontinuing this program. Explain how currently admitted students may complete the program within a reasonable period of time compatible with accreditation standards either through either (1) enrollment of students at other institutions of higher education; or (2) courses being taught for a maximum of two years after discontinuation of the program or until no admitted students remain who are entitled to complete the program, whichever comes first.*

USBE hopes that streamlining the licensure rule will lead to more individuals being able to take advantage of various routes to licensure, thus ameliorating the current teacher shortage. TEAL faculty support this change and will continue to be active in providing multiple options to students on the Logan campus and at regional campuses and centers to achieve teacher licensure. Students currently completing K-6 majors will be able to finish under their current program of study as all courses needed for these majors will continue to be offered because they are also required in the remaining licensure options.

### **Finances**

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

No new costs or savings are anticipated as new students will be directed to other majors that remain. Enrollment levels will be maintained and, potentially, increased.

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

**Institution Submitting Request:**

Utah State University

**Program Title:**

*Current*  
Specialization in Literature  
and Writing

*Proposed (if applicable)*  
Specialization in Creative  
Writing

**Sponsoring School, College, or Division:**

College of Humanities and  
Social Sciences

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

English Depart,emt

**Classification of Instruction Program Code<sup>1</sup>:**

23.9999

6 - Digit CIP

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

30 / 30

Min Cr Hr / Max Cr Hr

**Proposed Effective Term for Program Change<sup>2</sup>:**

Fall 2019

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

**Award Type:**

MS

**Program Change Type (check all that apply):**

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

**Chief Academic Officer (or Designee) Signature:**

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

Please type your first and last name \_\_\_\_\_

Date:

I understand that checking this box constitutes my legal signature.

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

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



## Program Change Description - Abbreviated Template

### Section I: The Request

Utah State University requests approval to change name from Specialization in Literature and Writing to Specialization in Creative Writing effective Fall 2019. This action was approved by the institutional Board of Trustees on .

### Section II: Program Proposal

#### Program Change Description/Rationale

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

The English Department at Utah State University is requesting a name change for the specialization offered under the MA/MS in English. Currently students must choose the Specialization in Literature and Writing. We would like for students to two options: (1) the option of choosing a widely recognizable MA/MS in English or (2) the option of specializing in creative writing by choosing a Specialization in Creative Writing. We have several reasons for requesting this name change:

- Most of our peer institutions offer a traditional MA/MS in English. It is a recognizable degree. Offering a specialization in Literature and Writing is repetitive and adds no useful description to the degree.
- Currently 2/3 to ¾ of our graduate students focus on creative writing in our MA/MS in English program. They write creative theses. The Specialization in Creative Writing demonstrates a clear commitment to a specific aspect of English--the study and practice of literary arts—and more effectively names what students are choosing and studying.
- Creative writing is one of the areas within the field of English that continues to experience growth. Because students want to focus on creative writing, the degree will attract more diverse and stronger graduate students. The Specialization in Creative Writing will make that option apparent and clear.
- We have noticed a trend in offering emphases in creative writing at the graduate level as a way to prepare students to then apply to an MFA or creative PhD. It is a stepping stone of sorts, and we would publicize the specialization as a way to further apprentice before applying for these very selective degree programs.
- No school in the region offers this specialization.
- The program would require no changes or no additional faculty. The name change just more effectively names what we are already doing with most students.
- Students who would rather choose a more traditional MA/MS in English would still have that option and earn a general MA/MS in English.

**Consistency with Institutional Mission/Institutional Impact**

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

As a land grant university, our mission is student-centered. We encourage students to discover and create. A specialization in creative writing would signal our commitment to the literary arts and to the way students can pursue their interests and passions through apprenticeship and mentoring.

**Finances**

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

There are no costs for this change. We would be attracting stronger and more diverse graduate students and that would ultimately benefit Utah State overall.

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

**Institution Submitting Request:** Utah State University

*Current* *Proposed (if applicable)*

**Program Title:** Climate Adaptation Science (CAS)

**Sponsoring School, College, or Division:** University (UN)

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

**Classification of Instruction Program Code<sup>1</sup>:** 30.99 Multi/Interdisciplinary Stu 6 - Digit CIP 30.9999

**Min/Max Credit Hours for Full Program Required:** 9 Min Cr Hr 9/ Max Cr Hr

**Proposed Effective Term for Program Change<sup>2</sup>:** Fall 2019

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

**Award Type:** MS and PhD

**Program Change Type (check all that apply):**

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

**Chief Academic Officer (or Designee) Signature:**

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

Please type your first and last name \_\_\_\_\_ Date: \_\_\_\_\_

I understand that checking this box constitutes my legal signature.

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

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

## Program Change Description - Abbreviated Template

### Section I: The Request

Utah State University requests approval to restructure Climate Adaptation Science (CAS) effective Fall 2019. This action was approved by the institutional Board of Trustees on May 1, 2019.

### Section II: Program Proposal

#### Program Change Description/Rationale

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

Utah State University received a \$2.7 million National Science Foundation (NSF) Research Traineeship award in 2017 that affords USU students the opportunity to pursue advanced interdisciplinary research training and a Climate Adaptation Science specialization. The NSF Research Traineeship Program is designed to encourage the development and implementation of bold, new potentially transformative models for STEM graduate education training. The Traineeship Track is dedicated to effective training of STEM graduate students in high priority interdisciplinary research areas, through the comprehensive traineeship model that is innovative, evidence-based, and aligned with changing workforce and research needs.

This proposal, if implemented, will expand the Climate Adaptation Science (CAS) specialization into a tenth department, the Department of Geology. The B. S., M. S. and Ph.D. research and teaching efforts in this department concern carbon capture and storage, natural and anthropogenic carbon budgets, landscape sensitivity and responses to climate change, and low-temperature geochemistry of CO<sub>2</sub> and CH<sub>4</sub> systems. These topics are vital to understanding carbon cycles and to developing effective adaptation strategies. Current and future Geology courses address this topic and our faculty already serve collaboratively on committees with interdisciplinary research foci.

The Climate Adaptation Science (CAS) specialization is currently offered within eleven MS and nine PhD degrees, offered in nine departments and five colleges. This training program emphasizes interdisciplinary research and integrates training in informatics, modeling, communication, leadership, project management, risk assessment, decision-making under uncertainty, and interdisciplinary teamwork. Project research will advance understanding of changing hydroclimate (drought and flood), fire regimes (frequency, area burned, and severity), land cover (range shifts and invasions), social and economic effects, and potential adaptations. The project closely integrates research, instruction, and real-world experience and will foster collaborations among scientists, federal, state, and local land managers, policymakers, trainees, and citizen stakeholders. The NSF funding that started the program is not required for its future effectiveness.

The specialization requires nine credit hours, and will augment the current menu of possible specializations, or elective requirements that already exist in the MS and PhD degree programs. Other participating degree programs are: MS in Applied Economics, Biology, Civil and Environmental Engineering, Climate Science, Ecology, Economics and Statistics,

Environment and Society, Geography, Industrial Mathematics and Statistics, Sociology, and Watershed Sciences; PhD in Biology, Civil and Environmental Engineering, Climate Science, Ecology, Economics, Environment and Society, Mathematical Sciences, Sociology, and Watershed Sciences. The cover page indicates the approval of the College of Science.

### **Consistency with Institutional Mission/Institutional Impact**

*Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at [higheredutah.org/policies/policy312/](http://higheredutah.org/policies/policy312/) . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higheredutah.org/policies/policy315/](http://higheredutah.org/policies/policy315/) . Will faculty or staff structures be impacted by the proposed change?*

The CAS specialization emphasizes interdisciplinary research and skill building and encourages a diversity of thought and culture. The curriculum and professional, community-based internship will provide students with skills to serve the public consistent with the mission of Utah State University.

### **Finances**

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

The CAS specialization was funded by a grant from the National Science Foundation; no additional resources will be required from the university. As anticipated in the original proposal, this application to expand the list of participating departments reflects the unique skill set that Earth Scientists of our Geology department bring to climate adaptations. No new physical facilities or modifications to existing facilities will be required. There is no need to hire additional faculty for this program, as the novel educational elements to be provided will substitute for current graduate teaching assignments. The project implements and assesses innovations that are expected to improve graduate training and result in increased retention, decreased time to degree for PhD students, and increased job placement flexibility and satisfaction.

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

**Institution Submitting Request:** Utah State University

**Proposed Effective Date<sup>1</sup>:** July 1, 2019

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

**Existing Unit Title:** Department of Geology

**Sponsoring School, College, or Division:** College of Science

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

**Proposal Type:**

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

**Chief Academic Officer (or Designee) Signature:**

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

\_\_\_\_\_ Date:

I understand that checking this box constitutes my legal signature.

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

## Unit Description - Abbreviated Template

### Section I: The Request

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

### Section II: Program Proposal

#### Administrative Unit Description/Rationale

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

The USU Department of Geology is a moderate-sized academic unit with a long history of award-winning teaching and research. We sustain 60-70 undergraduate majors, a large and successful MS program, a relatively new PhD program, and we are known for our dedicated alumni.

Following our Regent's Review process in the 2017-2018 academic year, we developed a Strategic Plan. As recommended by our external reviewers, a central goal within our Strategic Plan is a name change for our department. Over fall of 2018, we conducted a process of information gathering and repeated debate and surveys, culminating in a vote on choices of names, which had 100% participation of faculty, Instructors and research staff. The definitive result was to change our name to Earth Sciences. Although that original proposal was approved by the Curriculum Subcommittee, it was declined by the main Educational Policies Committee.

This proposal follows upon our first one; and it is to change our name to our second choice -- Geosciences. We have two primary motivations for this name change:

A broader name is needed: What used to be called Geology has evolved into the application of other sciences to Earth, and its scope has broadened into a fundamentally interdisciplinary science over the past decades. This broadening of what we do now, and especially in the near future as our department grows, is the primary reason our name needs to be changed to Geosciences.

An up-to-date name is needed: Unlike most other classical sciences, the basic definitions of geology, geoscience, and earth science are poorly understood by students and the public, and the terms are variably used by professionals. Yet, it is agreed that "geology" is an antiquated and narrow term. A survey of nation-wide department names at peer and higher-level institutions confirms that Geology has become a rare moniker. Over the past decades, units that were formerly called Geology have changed, with Earth Sciences and Geosciences being the most common names of the strongest and most forward-looking programs.

For these reasons, both our Department and the greater USHE system will benefit from a broader, up-to-date, and forward-looking unit name, which will position us better with peers.

### **Consistency with Institutional Mission/Institutional Impact**

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

This name change to Department of Geosciences -- being broader and up-to-date -- will enhance our contribution to the mission of USU in academics to cultivate diversity of learning and culture, discovery through research, and engagement via clear and up-to-date communication of our science. With the name change, no new or changed administrative or organizational structures are necessary.

### **Finances**

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

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