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CURRICULUM SUBCOMMITTEE MINUTES 6 September 2018

A meeting of the Curriculum Subcommittee of the Educational Policies Committee was held on 6 September 2018 at 2:00 pm in Old Main 136 (Champ Hall Conference Room).

Present: Nicholas Morrison, Chair, Caine College of the Arts
Brian Warnick, College of Agriculture and Applied Sciences
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
Greg Podgorski for Richard Mueller, College of Science
Clint Pumphrey, University Libraries
Scott Henrie, USU Eastern
Shana Geffeny, Regional Campuses
Michele Hillard, Secretary
Ed Reeve, Provost's Office
Geneva Harline, Graduate Council
Marshall Grimm for Kristin Hall, Graduate Senator
Allie Haas, Executive Vice President
Fran Hopkin, Registrar
Barbara Williams, Catalog Editor
Chenese Boyle, Program Coordinator
Frank Galey, Provost

Excused: Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources

Visitors: John Louviere, Assistant Vice President and Executive Director

1. ***Approval of 5 April 2018 Minutes***

Motion to approve minutes made by Brian Warnick. Seconded by Merideth Thompson. Minutes approved.

2. ***Program Proposal***

Request from the Department of Mathematics and Statistics in the College of Science to offer an [Applied Mathematics Emphasis](#).

Section 3 in curricular table is blank and total credits addition is not correct. May have addressed in the curricular map. Some issues with General Education sequencing.

Motion to approve the proposal pending abovementioned revisions made by Scott Hunsaker. Seconded by Greg Podgorski. Approved pending revisions.

Request from the Office of the Executive Vice President and Provost to establish a [Latinx Cultural Center](#).

Motion to approve the proposal made by Brian Warnick. Seconded by Scott Hunsaker. Approved.

Request from the office of Academic and Instructional Services to establish a [Center for Student Analytics](#).

Motion to approve the proposal made by Matt Sanders. Seconded by Merideth Thompson. Approved.

3. *Semester Course Approval Reviews*

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

1. ADVS - 3520

2. AV - 2500

3. AV - 2501

4. AV - 2502

5. AV - 2503

6. AV - 2504

7. AV - 2505

8. AV - 3885

9. MUSC - 1110

10. MUSC - 1120

11. MUSC - 2110

12. WATS - 4510

13. WILD - 6400

College of Agriculture and Applied Sciences

Motion to approve the business of the College of Agriculture and Applied Sciences made by Brian Warnick. Seconded by Greg Podgorski. Business approved.

ADVS = 1

APEC =

APPR =

ASTE = 7

LAEP =

OPDD =

NDFS =

PSC =

Caine College of the Arts

Motion to approve the business of the Caine College of the Arts made by Scott Hunsaker. Seconded by Meridith Thompson. Business approved.

ART =

MUSC = 3

THEA =

CCA =

Jon M. Huntsman School of Business

ACCT =

BUS =
ECN =
MGT =
MIS =

Emma Eccles Jones College of Education and Human Services

COMD =
EDUC =
HDFS =
KHS =
ITLS =
NURS =
PSY =
SPER =
TEAL =

College of Engineering

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

College of Humanities and Social Sciences

ENGL =
HIST =
JCOM =
LPCS =
POLS =
SSWA =
IELI =
USU =

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 Matt Sanders. Seconded by Brian Warnick. Business approved.

ENVS =
WATS = 1
WILD = 1
NR =

College of Science

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

UN –CAS =

4. ***Other Business***

Curriculog Updates – System was shut down during the summer and updates were made to help streamline the processes and make the system more user-friendly.

R401 Process in Curriculog – Currently working on setting up the R401 process in Curriculog. A new R401 abbreviated template is also being worked on. Looking to have the R401 up and running in Curriculog in the next few months.

Prerequisites – The question is arising “when are pre-requisites effective?” The catalog date may be different than Banner and this can cause problems depending on where we are in the calendar year. This can become an issue because the catalog is updated only twice a year. Will continue to look at and resolve this issue.

Cross-listed Courses – This is becoming a big concern. Using the Curriculog system has brought this problem to light. It appears that not always are the cross listed courses the same. They do not have the same title or description. Departments do not consider them the same class. Another concern is in updating the catalog - programs are not treated equally. Some departments will accept one course but not the other. There are a couple of policies regarding dual listing courses, but none that cover cross listing. We need to define what a cross listing is and when it should be used. Many cross-listed courses are affecting the students because some are paying course fees and others are not because of differential tuition. Need to look at how to fix this problem

Huntsman School of Business department split. Need to create new prefixes for courses for new department. Large changes can be put in a “blanket” request. These still need to go through the college curriculum committee. Work with departments and provide Chenese with enough time but also be aware of requests. Asking for approval to make prefix changes now. Any pre-requisite changes must come through Curriculog at a later day.

Motion to approve contingent upon College Curriculum approval made by Scott Hunsaker. Seconded by Thomas Fronk. Approved pending College Curriculum approval. One Nay vote recorded.

Adjourn: 3:02

CURRICULUM SUBCOMMITTEE MINUTES
5 April 2018

A meeting of the Curriculum Subcommittee of the Educational Policies Committee was held on 5 April 2018 at 2:00 pm in Old Main 136 (Champ Hall Conference Room).

1. *Approval of 1 March 2018 Minutes*

2. *Program Proposal*

Request from the Department of Biology in the College of Science to [restructure Biology PhD and Biology-Ecology PhD](#).

Request from the Department of Management in the Jon M. Huntsman School of Business to [change specialization name of “Value Creation” to Strategic Value Creation](#).

Request from the Department of Management in the Jon M. Huntsman School of Business to [change the Management Minor to Leadership and Management Minor](#).

Request from the Department of Management in the Jon M. Huntsman School of Business to [change name from MBA specialization: Shingo Leadership and Operational Excellence/Manufacturing Management to Supply Chain Management](#).

3. *Semester Course Approval Reviews*

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

1. AG - ADVS - 2020

2. AG - ADVS - 3610

3. AG - ADVS - 4230

4. AG - ADVS - 6010

5. AG - ADVS - 6070

6. AG - ADVS - 6100

7. AG - ADVS - 6840

8. AG - APEC - 5040

9. AG - APEC - 6040

10. AG - ASTE - 6370 

11. AG - ASTE - 6470

12. AG - ASTE - 6920

13. AG - ASTE - 7170

14. AG - ASTE - 7370 

15. AG - ASTE - 7400 

16. AG - AV - 2175

17. AG - AV - 2410

18. AG - AV - 3145

19. AG - AV - 4605

20. AG - AV - 4930

21. AG - FCSE - 1140

22. AG - FCSE - 2040

23. AG - FCSE - 2510

24. AG - FCSE - 2520

25. AG - FCSE - 3030

26. AG - FCSE - 3040

27. AG - FCSE - 3080

28. AG - FCSE - 3300

29. AG - FCSE - 3400

30. AG - FCSE - 3700

31. AG - FCSE - 3790

32. AG - FCSE - 4000

33. AG - FCSE - 4040

34. AG - FCSE - 4300

35. AG - FCSE - 4400

36. AG - FCSE - 5500

37. AG - NDFS - 4050

38. AG - NDFS - 4490

39. AG - NDFS - 4500

40. AG - NDFS - 4730

41. AG - NDFS - 4780

42. AG - NDFS - 5020 

43. AG - NDFS - 5520 

44. AG - NDFS - 6020 

45. AG - NDFS - 6520 

46. AG - OPDD - 3030

47. AG - OPDD - 3400

48. AG - OPDD - 3760

49. AG - OPDD - 3900

50. AG - OPDD - 4420

51. AG - PSC - 4500

52. AG - TEE - 7400 

53. AG - TESI - 3000

54. AG - TESI - 3110

55. AG - TESI - 4130

56. BU - ECN - 5700

57. BU - MGT - 3855

58. ED - COMD - 4100

59. ED - COMD - 4200

60. ED - COMD - 4450

61. ED - COMD - 4500

62. ED - COMD - 5240 

63. ED - COMD - 6240 

64. ED - EDUC - 7990

65. ED - ELED - 3100

66. ED - ELED - 3101

67. ED - ELED - 4020

68. ED - ELED - 4021

69. ED - ELED - 4030

70. ED - ELED - 4031

71. ED - ELED - 4032

72. ED - ELED - 4033

73. ED - ELED - 4040

74. ED - ELED - 4041

75. ED - ELED - 4042

76. ED - ELED - 4043

77. ED - ELED - 4050

78. ED - ELED - 4051

79. ED - ELED - 4056

80. ED - ELED - 4062

81. ED - ELED - 4063

82. ED - ELED - 4065

83. ED - ELED - 4150

84. ED - ELED - 4151

85. ED - ELED - 4480

86. ED - ELED - 5105

87. ED - ELED - 5106

88. ED - HDFS - 4970

89. ED - HEAL - 1600

90. ED - HEP - 6010

91. ED - HEP - 6020

92. ED - HEP - 6050

93. ED - HEP - 6650

94. ED - HEP - 6850

95. ED - NURS - 2250

96. ED - NURS - 3225

97. ED - NURS - 4250

98. ED - PSY - 1400

99. ED - PSY - 3660

100. ED - PSY - 4420

101. ED - PSY - 4430

102. ED - PSY - 4910

103. ED - PSY - 4920

104. ED - PSY - 5900

105. ED - PSY - 5910

106. ED - PSY - 5930

107. ED - SCED - 5210

108. ED - TEAL - 3660

109. ED - TEAL - 5205

110. ED - TEAL - 5215

111. ED - TEAL - 5235

112. ED - TEAL - 5390

113. ED - TEAL - 5521

114. ED - TEAL - 5523

115. ED - TEAL - 5711

116. ED - TEAL - 6205

117. ED - TEAL - 6215

118. ED - TEAL - 6225

119. ED - TEAL - 6245

120. ED - TEAL - 6265

121. EN - BENG - 5710 

122. EN - ECE - 5160 

123. EN - ECE - 5710 

124. EN - ECE - 6160 

125. HS - ANTH - 1090 

126. HS - CMST - 6000

127. HS - CMST - 6010

128. HS - CMST - 6050

129. HS - CMST - 6055

130. HS - CMST - 6200

131. HS - CMST - 6500

132. HS - CMST - 6600

133. HS - CMST - 6920

134. HS - CMST - 6970

135. HS - ENGL - 3385

136. HS - ENGL - 3395

137. HS - ENGL - 3400

138. HS - ENGL - 3500

139. HS - ENGL - 3610

140. HS - ENGL - 5320

141. HS - ENGL - 5330

142. HS - ENGL - 5340

143. HS - HIST - 3080 

144. HS - HIST - 4870

145. HS - PORT - 4100

146. HS - RELS - 1090 

147. HS - RELS - 3080 

148. HS - RELS - 3820

149. HS - RELS - 4990

150. HS - SOC - 6020

151. HS - SOC - 6750

152. HS - SOC - 6770

153. HS - SOC - 7210


154. HS - SOC - 7440

155. NR - ENVS - 6000 

156. NR - ENVS - 6700 

157. NR - ENVS - 7000 

158. NR - ENVS - 7700 

159. NR - WILD - 5580 

160. SC - BIOL - 1615

161. SC - BIOL - 1625

162. SC - BIOL - 5580 

163. SC - BIOL - 6320 

164. SC - PHYS - 5710 

165. UN - CAS - 6310 

166. UN - CAS - 6320 

College of Agriculture and Applied Sciences

ADVS = 7
APEC = 2
APPR =
ASTE = 32
LAEP =
OPDD = 5
NDFS = 9
PSC = 1

ALL APPROVED

Caine College of the Arts

ART =
MUSC =
THEA =
CCA =

Jon M. Huntsman School of Business

ACCT =
BUS =
ECN = 1
MGT = 1
MIS =

ALL APPROVED

Emma Eccles Jones College of Education and Human Services

COMD = 6
EDUC = 1
HDFS = 1
KHS = 5
ITLS =
NURS = 4
PSY = 9
SPER =
TEAL = 37 – TEAL 5215 is missing the title

ALL APPROVED

College of Engineering

BENG = 1
CEE =
CS =
ECE = 3
EED =
MAE =

ALL APPROVED

College of Humanities and Social Sciences

ENGL = 8
HIST = 2
JCOM =
LPCS = 10
POLS =
SSWA = 9
IELI =
USU =

ALL APPROVED

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

ENVS = 4
WATS =
WILD = 1
NR =

ALL APPROVED

College of Science

BIOL = 4
CHEM =
GEOL =
MATH =
PHYS = 1
PUBH =
SCI =

UN –CAS = 2

ALL APPROVED

4. *Other Business*

Election of Chair

High Impact Practices (HIPs)

R401 Proposal Process

Adjourn:

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

Institution Submitting Request: Utah State University
 Proposed or Current Program Title: Applied Mathematics Emphasis
 Sponsoring School, College, or Division: Science
 Sponsoring Academic Department(s) or Unit(s): Mathematics & Statistics
 Classification of Instructional Program Code¹ : 27.0301
 Min/Max Credit Hours Required of Full Program: 71 / 71
 Proposed Beginning Term²: Fall 2018
 Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input checked="" type="checkbox"/>	NEW Emphasis for Regent-Approved Program				
	<i>Current Program BOR Approval Date:</i>				
	<div style="border: 1px solid black; background-color: #cccccc; padding: 5px; display: inline-block;">Propose a NEW Emphasis</div>				
<input type="checkbox"/>	Out of Service Area Delivery Program				

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date: _____

I understand that checking this box constitutes my legal signature.

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

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

Utah System of Higher Education
Program Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to offer the following Degree: Applied Mathematics Emphasis with emphases effective Fall 2018. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

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

The Department of Mathematics and Statistics currently provides students with an “Applied Mathematics Option.” This request is to change the word in its current name, from "Option" to "Emphasis" (i.e., Applied Mathematics Emphasis).

The emphasis program would be no different from what is currently offered in the Applied Mathematics Option. The department believes this change would be beneficial for the students as the word “emphasis” would appear on their diploma.

The emphasis program focuses on training students to be skillful in the application of mathematics and statistics to the solution of problems in engineering and sciences in general. The program includes the study of natural phenomena modeling, continuum mechanics, reaction-diffusion equations, wave propagation, dynamical systems, numerical and asymptotic methods, variational calculus, inverse problems, and applications to specific scientific and industrial topics.

This program addresses the need of exposing the students to both theory and real-world problem-solving. It also prepares students to work across disciplines and employment sectors instead of focusing in a single area of expertise. Students enrolled in this program will be able to engage in a "global collaboration" culture that characterizes the current approaches to university education.

Labor Market Demand

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

According to the Utah Department of Workforce Services, applied mathematics degrees are in high demand.

Mathematicians and statisticians analyze data and apply mathematical and statistical techniques to help solve real-world problems in business, engineering, healthcare, or other fields. According to the Bureau of Labor Statistics, the job outlook in this field is very promising as the overall employment of mathematicians and statisticians is projected to grow 33 percent from 2016 to 2026, much faster than the average for all occupations. Businesses will need these workers to analyze the increasing volume of digital and electronic data (<https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm>)

Consistency with Institutional Mission/Impact on Other USHE Institutions

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

This program is already in existence at USU.

Finances

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

None as the program is already in existence at USU.

Section III: Curriculum

Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
					General Education Credit Hour Sub-Total
Required Courses					
<input type="radio"/>	<input type="radio"/>	MATH 1210 (QL)		Calculus I	4
<input type="radio"/>	<input type="radio"/>	MATH 1220 (QL)		Calculus II	4
<input type="radio"/>	<input type="radio"/>	MATH 2210 (QI)		Multivariable Calculus	3
<input type="radio"/>	<input type="radio"/>	MATH 2270 (QI)		Linear Algebra	3
<input type="radio"/>	<input type="radio"/>	MATH 2280 (QI)		Ordinary Differential Equations	3
<input type="radio"/>	<input type="radio"/>	MATH 3310		Discrete Mathematics	3
<input type="radio"/>	<input type="radio"/>	MATH 4200 (CI)		Foundations of Analysis	3
<input type="radio"/>	<input type="radio"/>	MATH 5210		Introduction to Analysis I	3
<input type="radio"/>	<input type="radio"/>	MATH 5220		Introduction to Analysis II	3
<input type="radio"/>	<input type="radio"/>	MATH 5270		Complex Variables	3
<input type="radio"/>	<input type="radio"/>	MATH 5410		Methods of Applied Mathematics	3
<input type="radio"/>	<input type="radio"/>	MATH 5420		Partial Differential Equations	3
<input type="radio"/>	<input type="radio"/>	MATH 5710		Introduction to Probability	3
<input type="radio"/>	<input type="radio"/>	STAT 3000 (QI)		Statistics for Scientists	3
Choose _____ of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>	CS 1400		Introduction to Computer Science-CS 1	4
<input type="radio"/>	<input type="radio"/>	PHYS 2110		General Physics-Life Sciences I	4
<input type="radio"/>	<input type="radio"/>	PHYS 2120 (BPS)		General Physics-Life Sciences II	4
<input type="radio"/>	<input type="radio"/>	MATH 4610		Fundamentals of Computational Mathematics	3
<input type="radio"/>	<input type="radio"/>	MATH 5620		Numerical Solution of Differential Equations	3
					Required Course Credit Hour Sub-Total
					62
Elective Courses					
<input type="radio"/>	<input type="radio"/>	MATH 5110		Differential Geometry	3
<input type="radio"/>	<input type="radio"/>	MATH 5310		Introduction to Modern Algebra	3
<input type="radio"/>	<input type="radio"/>	MATH 5340		Theory of Linear Algebra	3
<input type="radio"/>	<input type="radio"/>	MATH 5460		Introduction to the Theory and Application of Nonlinear Dynamical <input type="checkbox"/>	3
<input type="radio"/>	<input type="radio"/>	MATH 5470		Advanced Ordinary Differential Equations	3

		Course Number	NEW Course	Course Title	Credit Hours
+	-	MATH 5510		Introduction to Topology	3
+	-	MATH 5560		Actuarial Financial Mathematics	3
+	-	MATH 5720		Introduction to Mathematical Statistics	3
+	-	MATH 5760		Stochastic Processes	3
+	-	MATH 5810		Topics in Mathematics	3
+	-	MATH 5820		Topics in Mathematics	3
+	-	STAT 5100		Linear Regression and Time Series	3
+	-	STAT 5120		Catagorical Data Analysis	3
+	-	STAT 5200		Design of Experiments	3
+	-	STAT 5410		Applied Multivariate Statistics	3
+	-	STAT 5500		Biostatistics Methods	3
+	-	STAT 5570		Statistical Bioinformatics	3
+	-	STAT 5600		Applied Multivariate Statistics	3
+	-	STAT 5810		Topics in Statistics	3
+	-	STAT 5820		Topics in Statistics	3
+	-	STAT 5890		Problem Solving in Statistics	3
Elective Credit Hour Sub-Total					63
Core Curriculum Credit Hour Sub-Total					125
Propose a NEW Emphasis to an existing Regent approved program					

Program Curriculum Narrative

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

Students are required to complete 62 credits in the core and choose 9 Elective Credits in either Mathematics or Statistics courses numbered 5000 and above.

Degree Map

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

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
CS 1400: Introduction to Computer Science-CS 1400	4	ENGL 2010: Intermediate Writing: Research Writing	3
ENGL 1010: Introduction to Writing: Academic Writing	3	MATH 2220: Calculus II (QL)	4
MATH 1210: Calculus I (QL)	4	STAT 3000: Statistics for Scientists (QL)	3
Breadth Creative Arts (BCA)	3	Breadth Life Sciences (BLS)	3
Total	14	Total	13
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
MATH 2210: Multivariable Calculus (QL)	3	MATH 2280: Ordinary Differential Equations (QL)	3
MATH 2270: Linear Algebra (QL)	3	MATH 4200: Foundations of Analysis (CI)	3
Depth Social Sciences (DSS)	3	Depth Humanities and Creative Arts (DHA)	3
PHYS 2110: General Physics - Life Sciences I	4	PHYS 2120: General Physics - Life Science II	4
Total	13	Total	13
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
MATH 5210: Introduction to Analysis I	3	MATH 5220: Introduction to Analysis II	3
MATH 4610: Fundamentals of Computational Mathematics	3	MATH 5710: Introduction to Probability	3
Breadth American Studies (BAI)	3	MATH 5620: Numerical Solution of Differential Equations	3
		Breadth Social Sciences (BSS)	3
Total	9	Total	12
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
MATH 5410: Methods of Applied Mathematics	3	MATH 5270: Complex Variables	3
MATH/STAT Elective Courses	3	MATH 5420: Partial Differential Equations	3
MATH/STAT Elective Courses	3	MATH/STAT Elective Courses	3
Breadth Humanities (BHU)	3		
Total	12	Total	9

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

Institution Submitting Request: Utah State University

Proposed Effective Date¹: Spring 2019

Institutional Board of Trustees' Approval Date:

Proposed Unit Title: Latinx Cultural Center (LCC)

Sponsoring School, College, or Division: Provost Office

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

Proposed Unit Type:

<input type="checkbox"/>	New Administrative Unit
<input checked="" type="checkbox"/>	New Center
<input type="checkbox"/>	New Institute
<input type="checkbox"/>	New Bureau
<input type="checkbox"/>	Conditional Three-Year Approval for New Center, Institute, or Bureau

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

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

New Unit Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to establish Latinx Cultural Center (LCC) effective Spring 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 new administrative unit or change to the unit is justified. Are similar units offered elsewhere in the USHE or the State? State how the institution and the USHE benefit from the proposed unit or unit change.

The Latinx Cultural Center serves as a conduit for service, engagement, advocacy, and visibility for the Latinx community on the USU campus and in the Cache Valley and surrounding areas. The center is the result of a year-long process of “fact-finding” meetings with USU faculty and local Latinx community leaders convened by USU President Noelle Cockett. The meetings discussed and recognized the unique challenges faced by Latinx students and others vested in the prosperity of the Latinx community at large.

There are similar initiatives such as the one being proposed at USU and these vary in scope and size among USHE institutions (e.g., Southern Utah University has created a “Hispanic Center for Academic Excellence” on their campus).

The Latinx Cultural Center will be devoted to enhancing access, recruitment, retention, and overall success of students who identify with the Latinx community or whose professional aspirations are to work with the Latinx community. The result is an added benefit to the statewide Latinx community, especially those at USU and in Cache Valley.

Consistency with Institutional Mission/Institutional Impact

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

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement. The Latinx Cultural Center strongly supports USU's mission as the LCC aspires to increase access to resources, training, education, and professionalization that increases excellence in education for a historically-underserved demographic (i.e., the Latinx population).

As of 2018 in the state of Utah, there is a glaring disparity between the numbers of Latinos that graduate from high school and the number of Latinos that matriculate to higher education and attain a postsecondary degree. Addressing this disparity would align with the Board of Regents and Commissioner of Higher Education identified "big goal" to have 66% of Utahans with a postsecondary degree or certificate by 2020.

One of the most significant contributors to this disparity is a characteristic of the Latinx culture, which historically has not had much experience with higher education. Because of this situation Latinx parents often have no experience with higher education and thus do not know

how to adequately prepare their children for the pursuit of a postsecondary degree.

The Latinx Cultural Center is a multifaceted initiative that aims to serve “first-generation students” Latinx USU students, Utah secondary education Latinx students, and the parents/guardians of those students. The center will "plug in" to other existing initiatives, programs, and centers that may have some overlap, such as the Access and Diversity Center at USU.

The Latinx Cultural Center will require a Director, an Associate Director, a Program Coordinator, and graduate student staff. The Latinx Cultural Center will also require a permanent space on the USU campus that will serve as a hub that coordinates the various initiatives concerning the Latinx community both at USU and in the larger Utah community. Currently, USU has chosen Dr. Christopher Gonzalez, associate professor in the department of English to be the Director of the Latinx Cultural Center.

Finances

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

The space that will house the Latinx Cultural Center will require some modifications, including office and meeting space. The space will be used for graduate and undergraduate student mentors to convene; for affiliated organizations to meet; for affiliated events and speakers; for the public to visit and learn more about the Latinx community; for the showcasing of Latinx art and educational exhibits that are open to the public; as a space for students to do research and collaborate on academic endeavors. Appropriate furniture, office telephones and computers, and a projector/screen will be necessary.

The LCC will also require will require a full-time Director, Associate Director, Program Coordinator and staff assistant. The LCC will be funded in the Provost office, with funding from the President's office. Additional funding will be sought through grants and community partners. The LCC will also seek to partner with the various units on campus to provide opportunities for graduate students.

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

Institution Submitting Request: Utah State University

Proposed Effective Date¹: 09/01/2018

Institutional Board of Trustees' Approval Date:

Proposed Unit Title: Center for Student Analytics

Sponsoring School, College, or Division: Academic & Instructional Services

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

Proposed Unit Type:

<input type="checkbox"/>	New Administrative Unit
<input checked="" type="checkbox"/>	New Center
<input type="checkbox"/>	New Institute
<input type="checkbox"/>	New Bureau
<input type="checkbox"/>	Conditional Three-Year Approval for New Center, Institute, or Bureau

Chief Academic Officer (or Designee) Signature:

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

_____ Date:

I understand that checking this box constitutes my legal signature.

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

New Unit Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to establish Center for Student Analytics effective 09/01/2018. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Administrative Unit Description/Rationale

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

Dr. Noelle Cockett, President of Utah State University (USU), in partnership with Dr. Robert Wagner, Vice-President of Academic and Instructional Services, together propose the creation of the **Center for Student Analytics** as a response to emerging trends of 21st century innovation that have highlighted the ability of machine learning and predictive analytics to enhance an institution's capacity to serve students. This proposed unit will function as a service entity at USU, providing professional empowerment and opportunities for enhanced data literacy to other administrative units on campus and, when appropriate, to other USHE institutions, as well. The core tenets of this proposed administrative unit center on the following three premises which relate to why analytics are an essential feature of the modern higher education landscape:

1. Analytics enhance professional capacities and highlight professional competency by making an institution's data more accessible and actionable through robust modeling and dynamic visualizations.
2. When used appropriately and with proper training, analytics are an invaluable resource for informed professional decision making and enhanced deployment of curriculum and student services.
3. Analytics are most effective when used in a manner that leads to increased human collaboration and a greater sense of professional efficacy.

This proposal emerged from the recognition that a center serving this functions does not exist elsewhere in the USHE system or in the State. To these ends, the Center for Student Analytics is committed to the following activities:

1. Identifying opportunities to collect and increase the accessibility of actionable data to staff, administrators, and faculty, with proper transparency and data governance.
2. Using advanced techniques of data science to construct robust statistical models that reveal actionable patterns within the institution's data.
3. Creating dynamic visualizations that support professional consumption of data and subsequent improvements in informed decision making by staff, faculty, and administration.
4. Providing active training on an ongoing basis to catalyze enhanced data literacy and professional efficacy.
5. Supporting data-informed action that leads to increased institutional outcomes.

6. Assessing general and specific evidence of the success and value of analytics and disseminating such evidence in appropriate venues, both in collaboration with research faculty and for the ancillary purpose of procuring external funding.

Acting through USU's initiative and leadership, the Utah System of Higher Education is now fostering a collaborative spirit of analytics deployment. An additional action of the proposed center would be to facilitate ongoing collaboration amongst the USHE institutions related to enhanced deployment of analytics using this same framework of activities (1-6 above), by:

- a. Coordinating monthly teleconferences and semi-annual meetings amongst analytics specialists and administrators at USHE schools.
- b. Collecting, cataloging, and disseminating best practices related to the activities of analytics (e.g., white papers, online repository, trainings, etc.) through collaboration with other USHE institutions in the production of peer-reviewed publications and conference presentations.

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 proposal situates the Center for Student Analytics and its staff under the guidance and within the existing administrative structure of USU's Academic and Instructional Services (AIS), a division that has a heritage of performance as a service entity. In keeping with the values of AIS, the new center will work with other units of the university system in providing the highest level of service to meet the overarching goal of an organization wherein individuals are empowered to be successful. A recent reorganization of AIS has structured the division to include offices related to enrollment management and student success, which will only enhance the proposed Center's ability to collaborate toward the end of student well-being. Additionally, the Center will operate in close collaboration with the Office of Analysis, Assessment, and Accreditation (AAA). As an operational expression of this formal partnership, the Center for Student Analytics and AAA will collaboratively fund one full-time employee, with primary reporting lines to AAA and ancillary duties associated with the Center for Student Analytics.

As a student-centered, land-grant university with 34 campuses and sites throughout the state, Utah State University admits a student population that is uniquely positioned to benefit from the predictive models that analytics systems provide. In keeping with this role, the proposed Center supports each of USU's core themes of *learning*, *discovery*, and *engagement*:

- The proposed Center aligns with USU's goals for *learning*, as analytics magnify the data collection that occurs in the student information system and learning management system in high quality tools that support the institution's affirmation that “academics come first.”
- The proposed Center aligns with USU's goals for *discovery*, as analytics enhance the institution's ability to carry out high quality research related to the innovation of best practices in higher education and enhanced practice that supports student success.
- The proposed Center aligns with USU's goals for *engagement*, as a key element of this proposal is for the Center to facilitate, both internally at USU and externally throughout higher education, active collaboration and advocacy for improved institutional effectiveness.

In striving to uphold these ideals, the proposed Center for Student Analytics will also benefit from the counsel of an Executive Advisory Board with constituent members from multiple division across campus, including: Academic & Instructional Services, Student Affairs, Regional Campuses, the Provost's Office, and the academic Colleges. This board will meet regularly to discuss the affairs of the Center, its successes, and potential directions for its growth and improvement.

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.

For anticipated costs, see appended budget for a funding breakdown, the vast majority of which comes from existing accounts in AIS and Central Administration, and existing positions restructured to report to the proposed Center. New funds, beyond those already covered by existing accounts and staffing, will be primarily sought from external funding sources through grant writing and related activities. Existing office space under the control of Academic and Instructional Services will be utilized by Center staff.

Anticipated savings will surface when analytics are deployed effectively and with proper training, as their use is designed to increase institutional effectiveness across a wide variety of administrative units. Tracking this improvement of practice is a key function of the proposed Center. In the initial deployment of analytics at USU, we have already observed savings resulting from increased institutional effectiveness which analytics have empowered. For example, USU's first-year retention rate has increased more than 4% compared to last year (i.e., 2017), and USU's continuing student population has increased 356 students compared to last year (i.e., 2017). These results are due to the hard work and dedication of other administrative units on campus, whose efforts the proposed Center, as a service entity, can only ever support. In this way, credit for the retained revenue that we anticipate the proposed Center will help generate will always lie primarily at the feet of other units.

AIS - Center for Student Analytics

Proposed Annual Budget

[8/1/2018]

Summary	ANNUAL	AIS	Central	Gear-Up	Other
TOTAL PROPOSED BUDGET	\$275,291.00	\$247,267.00	\$41,304.00	\$6,720.00	\$0.00
Professional Staff (Salary & Benefits)	\$243,021.00	\$201,717.00	\$41,304.00		
Student Employees (Wages)	\$17,320.00	\$10,600.00		\$6,720.00	
Travel	\$11,350.00	\$11,350.00			
Office Supplies, Printing, & Event Marketing	\$1,000.00	\$1,000.00			
Computers, Software, & Misc. Tech	\$2,600.00	\$2,600.00			
Research & Development	\$20,000.00	\$20,000.00			

Professional Staff (Salary & Benefits)	ANNUAL
<i>Data Analyst SR</i>	
-Salary (Grade G) (50% AIS Funding/50% Central Funding)	\$57,000.00
-Benefits (50% AIS Funding/50% Central Funding)	\$25,608.00
<i>Programmer Analyst III (Systems Specialist)</i>	
-Salary (Grade H)	\$66,000.00
-Benefits	\$28,000.00
<i>Data Analyst III (Program Evaluation Specialist) TWO YEAR TEMPORARY</i>	
-Salary (Grade F)	\$38,250.00
-Benefits	\$28,163.00
Total	\$243,021.00

Student Employees (Wages)	ANNUAL
<i>Graduate Assistant</i>	
-Wages (\$13.25/hr; 20 hrs./wk; 40 wks./yr.)	\$10,600.00
<i>Undergraduate Research Assistant (100% Gear-up Funding)</i>	
-Wages (\$10.50/hr.; 20 hrs./wk; 32 wks./yr.)	\$6,720.00
Total	\$17,320.00

Travel	ANNUAL
<i>Conferences for Professional Staff</i>	
x2 National Conference (if presenting; airfare, hotel, fees, per diem)	\$4,400.00
x1 Regional Conference (mileage, fees)	\$700.00
<i>Regional Campus Visits</i>	
x8 (mileage, lodging, meals)	\$4,000.00
<i>Summits, Colloquia, & Drive-Ins</i>	
x5 (mileage, meals)	\$750.00
<i>Vendor Advocacy</i>	
x1 (airfare, lodging, meals)	\$1,500.00
Total	\$11,350.00

Office Supplies, Printing, & Event Marketing	ANNUAL
<i>Posters & Flyers / Workbooks / Postage</i>	\$800.00
<i>Event Snacks & Beverages</i>	\$200.00
Total	\$1,000.00

Computers, Software, & Misc. Tech	ANNUAL
<i>Statistical Software Licences</i>	\$250.00
<i>Staff Computers, Monitors, Docks, Cables (Maintenance/Upgrade)</i>	\$1,500.00
Telephones	\$850.00
Total	\$2,600.00

R&D	ANNUAL
Research & Development	\$20,000.00
Total	\$20,000.00

Spring 2019 Scheduling Dates:

1st Draft Schedule Available	May 31, 2018
1st Due Date for Dpt. Changes Main and RCDE schedules (Begin Building in CAS).	August 13, 2018
Final Draft Schedule Available	August 28, 2018
Final Due Date for Dept. changes for Main and RCDE schedules.	September 17, 2018
Course Material/Book submissions begin. CAS Approvals Start	September 25, 2018
Course Materials Adoptions due	October 9, 2018
Emails to Dept. Heads and Associate Deans of courses pending for registration	October 10, 2018
Uploads from CAS to Banner begin	October 16, 2018
Courses Viewable in Banner Access (those without course materials submitted will not be viewable)	October 17, 2018
Priority Registration Begins (View Dates)	November 12, 2018
Master IVC schedule sent to centers	November 26, 2018
Master IVC schedule w/room assignments due to Logan	December 17, 2018

SUBJ	CRSE	COLL	DEPT	TITLE	CREDIT_HRS_LOW
MSLE	2900	BU	MSLE	PRO SALES	2
MSLE	3000	BU	MSLE	ENTREP: STARTING OWN BUSINESS	3
MSLE	3110	BU	MSLE	MANAGING ORGANIZ/PEOPLE (DSS)	3
MSLE	3300	BU	MSLE	CONTEMPORARY ISSUES INTL TRADE	3
MSLE	3300	BU	MSLE	CONTEMPORARY ISSUES INTL TRADE	3
MSLE	3300	BU	MSLE	CONTEMPORARY ISSUES INTL TRADE	3
MSLE	3500	BU	MSLE	FUND OF MARKETING	3
MSLE	3500	BU	MSLE	FUND OF MARKETING	3
MSLE	3510	BU	MSLE	NEW VENTURE FUNDAMENTALS	2
MSLE	3520	BU	MSLE	NEW VENTURE MANAGEMENT	2
MSLE	3530	BU	MSLE	NEW VENTURE MARKETING	2
MSLE	3540	BU	MSLE	NEW VENTURE FINANCING	2
MSLE	3550	BU	MSLE	ENTREPRENEUR LEADERSHIP SERIES	1
MSLE	3560	BU	MSLE	NEW VENTURE PLANNING	2
MSLE	3570	BU	MSLE	NEW VENTURE SOC RESPONSIBILITY	2
MSLE	3580	BU	MSLE	NEW VENTURE EXECUTION	2
MSLE	3590	BU	MSLE	SMALL BUSINESS CONSULTING	1
MSLE	3800	BU	MSLE	LEADERSHIP	2
MSLE	3820	BU	MSLE	INTERNATIONAL MGMT (DSS)	2
MSLE	3850	BU	MSLE	SPORTS MANAGEMENT	2
MSLE	3855	BU	MSLE	SUSTAINABILITY MARKETING	2
MSLE	3875	BU	MSLE	STRATEGIC ADVERTISING CAMPAIGN	2
MSLE	3890	BU	MSLE	SYSTEMS STRATEGY AND PROB SOLV	2
MSLE	3900	BU	MSLE	STRATGC MKTG HOSPITALTY & TRSM	3
MSLE	3910	BU	MSLE	REV & COST MGMT IN HSP & TRSM	3
MSLE	3920	BU	MSLE	HOSPITALITY MGMT & OPERATIONS	3
MSLE	3930	BU	MSLE	TOURISM & EVENTS ADMIN	3
MSLE	4050	BU	MSLE	INTERNATIONAL MARKETING	2
MSLE	4050	BU	MSLE	INTERNATIONAL MARKETING	2
MSLE	4050	BU	MSLE	INTERNATIONAL MARKETING	2
MSLE	4510	BU	MSLE	CONSUMER BEHAVIOR	2
MSLE	4520	BU	MSLE	STRATEGIC PRICING	2
MSLE	4530	BU	MSLE	MARKETING RESEARCH	3
MSLE	4531	BU	MSLE	COMPETITIVE INTELLIGENCE/DATA	2
MSLE	4532	BU	MSLE	DATA-DRIVEN DECISION MAKING	2
MSLE	4533	BU	MSLE	BIG MARKET INSIGHTS BIG DATA	2

MSLE	4534	BU	MSLE	SURVEY RESEARCH	2
MSLE	4535	BU	MSLE	PROMOTIONAL STRATEGY	2
MSLE	4540	BU	MSLE	CONTENT MARKETING	2
MSLE	4545	BU	MSLE	DIGITAL MARKETING	2
MSLE	4550	BU	MSLE	BRAND MANAGEMENT	2
MSLE	4555	BU	MSLE	MARKETING/RETAILING STRATEGIES	2
MSLE	4560	BU	MSLE	STRATEGIC SALES	2
MSLE	4565	BU	MSLE	SALES MANAGEMENT	2
MSLE	4570	BU	MSLE	CONSUMER CHOICE MODELING	2
MSLE	4590	BU	MSLE	MARKETING STRATEGY	3
MSLE	4890	BU	MSLE	STRATEGIC PLAN/EXECUTION (CI)	3
MSLE	6000	BU	MSLE	BUSINESS FUNDAMENTALS	1
MSLE	6310	BU	MSLE	CAREER AND PROF DEVELOPMENT	1
MSLE	6410	BU	MSLE	ENTERPRISE CREATION	3
MSLE	6430	BU	MSLE	ENTERPRISE GROWTH AND MGMT	2
MSLE	6470	BU	MSLE	PROJECT PLANNING AND EXECUTION	3
MSLE	6510	BU	MSLE	MARKETING TECHNIQUES	1.5
MSLE	6520	BU	MSLE	ENTERPRISE BRAND AND MARKETING	3
MSLE	6525	BU	MSLE	MRKTNG CHANNELS AND SOCIAL MED	3
MSLE	6741	BU	MSLE	LEADERSHIP DEVELOPMENT	3
MSLE	6890	BU	MSLE	ADV STRATEGY	2
MSLE	6891	BU	MSLE	SYS THINKING AND ADV TACTICS	2
MSLE	6892	BU	MSLE	SYS THNKNG AND ADV TACTICS II	1