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

Institution Submitting Request: Utah State University

Proposed Program Title: BS/BA in Integrated Studies

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

Sponsoring Academic Department(s) or Unit(s): N/A

Classification of Instructional Program Code¹ : 30.9999

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

Proposed Beginning Term²: Fall 2018

Institutional Board of Trustees' Approval Date: 05/04/2018

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 ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input checked="" 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 ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<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 ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<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

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.

Edward M. Reeve

Date: May 8, 2018

☒ 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.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

**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): BS/BA in Integrated Studies effective Fall 2018. This program was approved by the institutional Board of Trustees on 05/04/2018.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

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

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

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

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

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

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

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

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policyr312) or, for "out of mission" program requests, the rationale for the request.

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

Section III: Needs Assessment

Program Rationale

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

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

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

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

Student Type Number of Students

Exploratory (undeclared) and pre-business students with GPA below 3.0 and 60+ credits 294

Pre-program with GPA below 3.0 and 60+ credits 430

Students in declared majors with GPA below 2.5 and 60+ credits. These students could be candidates for General Studies in their college. 351

Total 1075

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

can find a completion pathway that will give them broad training in a way that they can increase career pursuits.

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

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

General Studies (GS) Integrated Studies (IS)

Purpose Students who encounter barriers in their final semesters of taking courses within a college or department. General Studies is used as an exit strategy for students who cannot complete or pass final requirements and have a majority of credits taken within a specific college or area of study. Students in good academic standing who lack the ability, due to high credit amounts and/or required GPA, to declare a major at USU.

IS will be used as a completion pathway for students who do not qualify for the General Studies option.

Major requirements 30 credits in one college

General Studies at USU requires students to have 30 credits in one field of study. This degree is designed for students who have been exploring multiple possibilities for majors, thereby accumulating large numbers of credits but not meeting a 30-credit corpus to satisfy the General Studies requirements.

30 credits in an IS Career Focus Area

IS 3010

IS 4010

General Education Courses Communications Literacy (CL1, CL2)

Quantitative Literacy (QL)

Breadth courses (BAI, BCA, BHU, BLS, BSS, BPS, Integrated Studies)

Quantitative Intensive (QI)

Communications Intensive: 2 CI courses

2 of the following: DSS, DHA, DSC Same

Labor Market Demand

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

The Integrated Studies degree reaches across traditional college boundaries. It is therefore not specific enough to define state or national labor market data to determine demand for this degree. The IS degree will give students in good academic standing a degree completion option and the opportunity for career preparation. All students in the IS program will be required to take the capstone course IS 4010. This course will require students to engage in career planning and preparation including the development of a professional portfolio that will help employers understand the purpose and value of the IS degree. As described later, IS students will concentrate credits in a focus area that complements their interests, skills, and passion. Students completing an IS degree will enjoy the economic benefits associated with the attainment of a bachelor's degree and they will have an undergraduate degree from an accredited university making them better citizens who can contribute to society in more impactful ways.

Student Demand

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

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

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

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

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

Similar Programs

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

Utah Valley University has a Bachelor's of Science in Integrated Studies so there is a similarly-named degree at another USHE institution. However, the structure of the UVU IS degree is significantly different from which USU

proposes. Therefore, programmatically speaking, there is no similar degree within USHE or within the region.

Collaboration with and Impact on Other USHE Institutions

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

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

External Review and Accreditation

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

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

Section IV: Program Details

Graduation Standards and Number of Credits

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

The general completion requirements for this degree are:

Total credits 120

Upper-division credits 40*

Career Focus Area Credits 30

USU and Overall GPA 2.0

Required courses IS 3010 (1 credit)

IS 4010 (2 credits)

*Can count as Career Focus Area credits.

Admission Requirements

List admission requirements specific to the proposed program.

- 60 credits
- 2.0 or greater GPA

Curriculum and Degree Map

Use the tables in Appendix A to provide 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?

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

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

Faculty

Describe faculty development activities that will support this program. Will existing faculty/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.

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

Staff

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

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

Instructors for IS 3010 and IS 4010

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

Academic Advisors

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

Student Advisement

Describe how students in the proposed program will be advised.

Two new advisors will provide initial advising capacity for the IS degree. Additional advisors will be hired by the Office of the Executive Vice President and Provost as the IS student numbers increase. It is anticipated that 200-300 students can be served by one academic advisor. Individualized plans of study will be created for each student and students will be required to meet with an academic advisor each semester to ensure they are meeting benchmarks toward completion.

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

Academic advisor(s) will use Degree Works, USU's degree auditing system, to guide students toward degree completion.

Library and Information Resources

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

Not applicable.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

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

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

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

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.

Standards, Competencies, and Marketable Skills Formative Assessment Summative Assessment

Develop career exploration skills. Successful completion of career exploration modules Successful completion of course

Exit survey of graduates (self-assessment)

Feedback from alumni mentor

Gain an understanding of self-including interests, values, skills, personality, and strengths. Completion of a variety of proven assessments Successful completion of course

Exit survey of graduates (self-assessment)

Develop and implement decision-making strategies and customized action plans. Completion of goal setting through groups, presentations, events, career fairs, and individual counseling. Successful completion of course

Exit survey of graduates (self-assessment)

Develop career planning and employment seeking skills. Successful completion of professional portfolio Successful completion of course

Exit survey of graduates (self-assessment)

Students will prepare effective employment documents, LinkedIn profiles, and networking strategies through Attendance at employer panels, fairs, on-campus information sessions, and interviews.

Successful completion of professional portfolio Successful completion of course

Exit survey of graduates (self-assessment)

Obtain a job in a field related to their career focus area. Determine percentage of degree completers at years 4-6 from starting semester, leave of absence excluded.

Obtain placement data on degree completers, including number employed, number employed with career focus area, and number seeking additional education.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					
Required Courses					
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
Required Course Credit Hour Sub-Total					
Elective Courses					
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
Elective Credit Hour Sub-Total					
Core Curriculum Credit Hour Sub-Total					0

Program Curriculum Narrative

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

The curriculum and degree map will take advantage of courses already completed by a student and those courses

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

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

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

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

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

- **IS 3010:** 1 Credit. Offered by USU Career Services, students learn and apply the content and processes of career exploration by learning more about themselves and career/educational options. They will assess and clarify their interests, values, skills, personality and strengths through a variety of proven assessments and connect them to viable career options. Students will develop and implement decision-making strategies and customized action plans including goal setting through groups, presentations, events, career fairs, and individual counseling. An alumni mentor will be assigned to each student to further support and engage them as they explore themselves and the world of work.
- **IS 4010:** 2 credits. This course will emphasize career planning and employment seeking skills. The IS degree program will require the creation of a professional portfolio. Students will receive professional help in framing the value and relevance of the IS degree for potential employers. With the support of their alumni mentor and career coach, students will prepare effective employment documents, LinkedIn profiles, and networking strategies through attendance at employer panels, fairs, on-campus information sessions, and interviews. By engaging with USU Career Services' alumni and employers, and focusing on clear pathways to graduation, students' success is advanced.

Degree Map

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

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

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

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

Part II. Proposed Program Faculty Profiles

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

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

Part III: New Faculty / Staff Projections for Proposed Program

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

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

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department						
# of Majors in Proposed Program(s)	////					
# of Graduates from Department						
# Graduates in New Program(s)	////					
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	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)		
EXPENSES – nature of additional costs required for proposed program(s)						
<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)						
Operating Expenses (equipment, travel, resources)						
Other:						
TOTAL PROGRAM EXPENSES	////	\$0	\$0	\$0		
TOTAL EXPENSES	\$0	\$0	\$0	\$0		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$0	\$0		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

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

Part III: Describe funding sources

Revenue Narrative 1

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

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.