



CURRICULUM SUBCOMMITTEE AGENDA

4 February 2021

2:00 – 3:00 p.m.

[Zoom Meeting](#)

Agenda

1. ***Approval of 7 January 2021 Minutes***

2. ***Program Proposals***

Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to [change the name of the minor from Equine Assisted Activities and Therapies to Equine-Human Science](#).

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to [update the Certificate of Completion in the Plan of Study for Automotive Technology](#).

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to [offer a Certificate of Completion Unmanned Aerial Systems \(UAS\)](#).

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to [update the Medical Assistant Certificate of Completion](#).

Request from the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences to [offer an accelerated Bachelor of Landscape Architecture and a Master of Science in Environmental Planning](#).

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to [offer a new Post Baccalaureate Certificate, Practitioner of Food Safety](#).

Request from the Departments of Communicative Disorders and Deaf Education, Human Development and Family Studies, Instructional Technology and Learning Sciences, Kinesiology and Health Science, Psychology, School of Teacher Education and Leadership and Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services to [offer a Post-Baccalaureate \(Graduate\) Certificate Program: Certificate in Advanced Research Methods and Analysis – Quantitative \(CARMA-Q\)](#).

Request from the Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services to [change the name of the Rehabilitation Counseling specialization within the Disability Disciplines doctoral program to Rehabilitation Counselor Education and Supervision](#).

Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to [offer a Baccalaureate degree in Data Analytics](#).

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

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to [create a new Econometrics and Data Analytics emphasis within the existing BA/BS Economics degree](#).

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to [create a new Financial Economics Emphasis within the existing BA/BS Economics degree](#).

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to [offer a Master of Financial Economics degree](#).

Request from the Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources to [offer a Master of Ecological Restoration](#).

3. **Semester Course Approval Reviews**

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

College of Agriculture and Applied Sciences

ADVS = 9
APEC = 1
APPR =
ASTE = 9
AVTE = 20
LAEP =
NDFS =
OPDD =
PSC =

Caine College of the Arts

ART =
CCA =
MUSC = 5
THEA = 12

Jon M. Huntsman School of Business

ACCT =
BUS =
DAIS = 8
ECN = 1
MGT =
MSLE = 5

Emma Eccles Jones College of Education and Human Services

COMD =
EDUC =
HDFS = 9
KHS = 3
ITLS =
NURS =

PSY =
SPER = 1
TEAL = 45

College of Engineering

BENG = 4
CEE = 1
ECE = 6
EED = 7
ENGR =
MAE = 17

College of Humanities and Social Sciences

CHSS =
ENGL = 3
HIST =
IELI =
JCOM =
LPCS = 1
POLS =
SSWA = 21
WGS =

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

ENVS =
GEO = 2
NR =
WATS = 10
WILD = 3

College of Science

BIOL = 4
CHEM = 1
CS =
GEOL =
MATH =
PHYS = 2
PUBH =
SCI =

HONR =
ISTU =
UN –CAS =
USU =

4. *Other Business*

Missing Course Descriptions ([missing descriptions/examples](#)) – Toni Gibbons

Adjourn:



CURRICULUM SUBCOMMITTEE MINUTES

7 January 2021

2:00 – 3:00 p.m.

[Zoom Meeting](#)

Minutes

Present: Nicholas Morrison, Chair, Caine College of the Arts
Brian Warnick, College of Agriculture and Applied Sciences
Chad Simon, Jon M. Huntsman School of Business
Scott Hunsaker, Emma Eccles Jones College of Education & Human Services
Thomas Fronk, College of Engineering
Matt Sanders, College of Humanities and Social Sciences
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Greg Podgorski, College of Science
Rachel Wishkoski, University Libraries
Lucas Stevens, Executive Vice President
Paul Barr, Provost's Office
Richard Cutler, Graduate Council
Toni Gibbons, Registrar's Office
Chenese Boyle, Program Coordinator
Michele Hillard, Secretary
Scott Henrie, USU Eastern
Mark Chynoweth, Statewide Campuses

Absent: Sami Ahmed, President USUSA
Alex Braeger, Graduate Senator
Harrison Kleiner, Gen Ed Assessment

Visitors: Andy Walker
Sheri Haderlie
Kristy Bloxham

1. ***Approval of 3 December 2020 Minutes***

Minutes approved as distributed.

2. ***Program Proposals***

Request from the Department of Music in the Caine College of Arts proposes offering a [Piano Pedagogy Minor](#).

Motion to approve the proposal made by Matt Sanders. Seconded by Greg Podgorski. Proposal approved.

Request from the Department of Theatre Arts in the Caine College of the Arts proposes [suspending the program Theatre Education Applied Option – Bachelor of Fine Arts](#).

Motion to approve the proposal made by Richard Cutler. Seconded by Matt Sanders. Proposal approved.

Request from the Department of Marketing and Strategy in the Jon M. Huntsman School of Business proposes creating an [emphasis in Leadership within the existing Master of Business Administration degree](#).

Motion to approve the proposal made by Chad Simon. Seconded by Greg Podgorski. Proposal approved.

Request from the Department of Geosciences in the College of Science proposes [discontinuing the Geoarchaeology emphasis to the Bachelor's degree program in Geology](#).

Motion to approve the proposal made by Greg Podgorski. Seconded by Matt Sanders. Proposal approved.

3. **Semester Course Approval Reviews**

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

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 Richard Cutler. Business approved.

ADVS = 1

APEC =

APPR =

ASTE = 4

AVTE = 16

LAEP =

NDFS = 2

OPDD =

PSC =

Caine College of the Arts

Motion to approve the business of the Caine College of the Arts made by Brian Warnick. Seconded by Richard Cutler. Business approved.

ART =

CCA =

MUSC = 2

THEA =

Jon M. Huntsman School of Business

ACCT =

BUS =

DAIS =

ECN =

MGT =

MSLE =

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 Greg Podgorski. Business approved.

COMD =

EDUC =

HDFS = 1

KHS = 1

ITLS = 11

NURS =

PSY =

SPED =

TEAL =

College of Engineering

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

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 Claudia Radel. Business approved.

CHSS =
ENGL =
HIST = 7
IELI =
JCOM =
LPCS = 3
POLS =
SSWA = 5
WGS =

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

ENVS =
NR =
WATS =
WILD =

College of Science

Motion to approve the business of the College of Science made by Greg Podgorski. Seconded by Richard Cutler. Business approved.

BIOL = 2
CHEM =
CS =
GEOL =
MATH =
PHYS =
PUBH =
SCI =

HONR =
ISTU =
UN –CAS =
USU =

4. Other Business

Course Descriptions – Toni Gibbons

The USU catalog team has completed an audit of all courses listed in the catalog to determine if the catalog is in alignment with the active courses in Banner. During this process they discovered approximately 200 courses that are missing a course description. The majority of these courses are special topics, dissertations, research, and thesis-based. According to American Association of Collegiate Registrars and Admissions Officers (AACRAO) guidelines, course descriptions are included in the list of criteria for the curriculum approval process and should include “broad summary statements that communicate course content.” Including course descriptions on all courses will inform

individuals outside of a departmental community what the course offers and may also promote correct student registration.

Options are:

- Registrar's office reaching out to the departments to request a course description from them to add to the catalog listing.
- They will wait until the course needs another adjustment requiring a Curriculog proposal before addressing the missing description.
- Have a boilerplate course description be implemented for these courses that are currently missing a course description.
- Have the Registrar's provide a sample of what the course descriptions might look like.

Action items: Toni and her colleagues will look at similar courses that already have descriptions and work to develop boilerplate language for the subcommittee to review prior to next month's meeting. Concurrently, college representatives should review sources in their colleges so that we can determine a plan of action at our next meeting.

Institutional Certificates – Paul Barr

Looking at taking a proposal to the provost regarding institutional certificates of proficiency. We have seen an increased number of these certificates. Board of Trustees and Regents approval is not required for these kinds of certificates and it has created the question if there is a way to improve the process. Create a degree type in Banner that would formalize these at the graduate and undergraduate levels. Program declaration and Degree Works are combined right now. Tell students they can declare their intent to get the certificate. We can use Degree Works to help the students with this. There is some confusion on which certificates of proficiency are institutional and which ones aren't. The Institution Certificates of Proficiency are not eligible for financial aid. See link <https://ushe.edu/ushe-policies/r401-approval-of-new-programs-program-changes-discontinued-programs-and-program-reports/>.

Acronyms in Proposals – Nick Morrison

It was recommended that acronyms that are used in R401 proposals should be spelled out the first time it is used. Any time after that it is fine to use the acronym. This helps during the review process and removes the need to look that information up.

Several 1.1.a and 1.1.b forms that still need to be moved through the approval process. Since we are coming up on the last approval meeting these need to be through the process up to EPC/Curriculum.

Had a number of faculty reach out this past week concerned about vaccinations. They are more concerned about the process for distribution than the vaccine itself. The university does have a plan and the state has come up with a prioritization. Higher education has not come up in that first tier. One exception is that the frontline workers can have them that are conducting testing will get the vaccine before the students, faculty or staff. USU asked that high education should be considered just like K12 students.

Deadline for catalog program updates is March 1, 2021.

Curriculog will be shutdown on March 3, 2021 and will reopen on July 5, 2021.

Adjourn: 2:57 pm



CURRICULUM SUBCOMMITTEE MINUTES

3 December 2020

2:00 – 3:00 p.m.

[Zoom Meeting](#)

Minutes

Present: Nicholas Morrison, Chair, Caine College of the Arts
Brian Warnick, College of Agriculture and Applied Sciences
Chad Simon, 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
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Greg Podgorski, College of Science
Rachel Wishkoski, University Libraries
Harrison Kleiner, Gen Ed Assessment
Paul Barr, Provost's Office
Richard Cutler, Graduate Council
Alex Braeger, Graduate Senator
Adam Gleed, Registrar's Office
Chenese Boyle, Program Coordinator
Toni Gibbons, DegreeWorks
Michele Hillard, Secretary
Scott Henrie, USU Eastern
Mark Chynoweth, Statewide Campuses
Robyn Peterson, Catalog Editor

Absent: Lucas Stevens, Executive Vice President
Sami Ahmed, President USUSA

Visitors: Bruce Duerden, Professor, Theatre Arts
Chris Corcoran, Department Head, Data Analytics and Information Systems
David Law, Associate Professor, Uintah Basin-Roosevelt
Dillon Feuz, Department Head, Applied Economics

1. **Approval of 5 November 2020 Minutes**

Minutes approved as distributed.

2. **Program Proposals**

Request from the Department of Theatre Arts in the Caine College of the Arts to offer an [Associates of Arts in Theatre](#).

Motion to approve R401 proposal made by Brian Warnick. Seconded by Greg Podgorski. Proposal approved.

Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to create an Institutional [Certificate of Proficiency in the area of small firm management](#).

Discussed the differences between Certificates, Certificates of Proficiency and Institutional Certificates. Need to make sure we are requesting and approving the correct certificates. *Motion to approve R401 proposal made by Brian Warnick. Seconded by Chad Simon. Proposal approved.*

Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to [change the name from Applied Economics Small Firm Management Minor to Small Firm Management minor](#).

Motion to approve R401 proposal made by Brian Warnick. Seconded by Chad Simon. Proposal approved.

Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to [modify the name of the existing degree program in the Management Information Systems and to require that students complete an approved emphasis within the degree program](#).

Motion to approve R401 proposal made by Chad Simon. Seconded by Matt Sanders. Proposal approved.

Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to [establish an emphasis in Cybersecurity within the IS undergraduate degree program](#).

Motion to approve R401 proposal made by Chad Simon. Seconded by Greg Podgorski. Proposal approved.

Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to [establish an emphasis in Data Engineering within the IS undergraduate degree program](#).

Motion to approve R401 proposal made by Chad Simon. Seconded by Matt Sanders. Proposal approved.

Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to [establish an emphasis in Web Development within the IS undergraduate Degree program](#).

Motion to approve R401 proposal made by Chad Simon. Seconded by Greg Podgorski. Proposal approved.

Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Service to [offer an Educational Paraprofessional Certificate of Completion](#).

Motion to approve R401 proposal made by Scott Hunsaker. Seconded by Chad Simon. Proposal approved.

Request from the Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services to [restructure and change the name from Special Education and Rehabilitation Counseling Certificate of Proficiency to Certificate in Rehabilitation and Disability Studies](#).

Motion to approve R401 proposal made by Scott Hunsaker. Seconded by Chad Simon. Proposal approved.

Request from the Center for Intersectional Gender Studies & Research in the College of Humanities and Social Sciences to [discontinue the Women and Gender Studies minor](#).

Motion to approve R401 proposal made by Matt Sanders. Seconded by Claudia Radel. Proposal approved.

Request from the Departments of English and Journalism and Communication in the College of Humanities and Social Sciences to [create a Certificate of Proficiency in Digital Writing and Publication.](#)

Motion to approve R401 proposal made by Matt Sanders. Seconded by Claudia Radel. Proposal approved.

Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to [create a new Department of Social Work by dividing the Department of Sociology, Social Work and anthropology into the Department of Social Work and the Department of Sociology and Anthropology.](#)

Motion to approve R401 proposal made by Matt Sanders. Seconded by Claudia Radel. Proposal approved.

Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to [create a Certificate of Proficiency in Social Analytics.](#)

Motion to approve R401 proposal made by Matt Sanders. Seconded by Claudia Radel. Proposal approved.

Request from the Departments of Languages, Philosophy and Communication Studies, Political Science and Economics and Finance in the College of Humanities and Social Sciences and the Jon M. Huntsman School of Business to [create a Certificate of Proficiency in Philosophy, Politics and Economics.](#)

Motion to approve R401 proposal made by Matt Sanders. Seconded by Chad Simon. Proposal approved.

Request from the Department of Geosciences in the College of Science to [add a new GeoWorkforce emphasis to the existing Bachelor of Arts and Bachelor of Science degree in Geology.](#)

Motion to approve R401 proposal made by Greg Podgorski. Seconded by Chad Simon. Proposal approved.

3. **Semester Course Approval Reviews**

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

College of Agriculture and Applied Sciences

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

ADVS = 2

APEC = 2

APPR =

ASTE = 3

AVTE =

LAEP =

NDFS =

OPDD =

PSC = 2

Caine College of the Arts

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

ART =

CCA =

MUSC =

THEA = 1

Jon M. Huntsman School of Business

Motion to approve the business of the Jon M. Huntsman School of Business made by Scott Hunsaker. Seconded by Brian Warnick. Business approved.

ACCT =

BUS =

DAIS = 4

ECN =

MGT = 15

MSLE =

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 Brian Warnick. Business approved.

COMD =

EDUC =

HDFS =

KHS =

ITLS =

NURS = 7

PSY = 1

SPED =

TEAL =

College of Engineering

Motion to approve the business of the College of Engineering made by Scott Hunsaker. Seconded by Brian Warnick. Business approved.

BENG =

CEE = 3

ECE =

EED =

ENGR =

MAE =

College of Humanities and Social Sciences

Motion to approve the business of the College of Humanities and Social Sciences made by Scott Hunsaker. Seconded by Brian Warnick. Business approved.

CHSS =

ENGL =

HIST = 3

IELI =

JCOM = 2

LPCS = 12

POLS =

SSWA = 2

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 Scott Hunsaker. Seconded by Brian Warnick. Business approved.

ENVS = 4

GEOG = 2

NR = 1

WATS =

WILD =

College of Science

Motion to approve the business of the College of Science made by Scott Hunsaker.

Seconded by Brian Warnick. Business approved.

BIOL =

CHEM =

CS = 4

GEOL = 6

MATH =

PHYS =

PUBH =

SCI =

HONR =

ISTU =

UN –CAS =

USU =

4. Other Business

Finalize T-Grade Discussion

Motion to approve the T-Grade courses made by Scott Hunsaker. Seconded by Greg

Podgorski. List approved.

Adjourn: 3:00 pm



CURRICULUM SUBCOMMITTEE MINUTES

5 November 2020

2:00 – 3:00 p.m.

[Zoom Meeting](#)

Minutes

Present: Nicholas Morrison, Chair, Caine College of the Arts
Brian Warnick, College of Agriculture and Applied Sciences
Chad Simon, 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
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Greg Podgorski, College of Science
Rachel Wishkoski, University Libraries
Harrison Kleiner, Gen Ed Assessment
Paul Barr, Provost's Office
Richard Cutler, Graduate Council
Alex Braeger, Graduate Senator
Adam Gleed, Registrar's Office
Chenese Boyle, Program Coordinator
Toni Gibbons, DegreeWorks
Michele Hillard, Secretary
Olivia Hoge for Sami Ahmed, President USUSA
Robyn Peterson, Catalog Editor

Absent: Lucas Stevens, Executive Vice President
Scott Henrie, USU Eastern
Mark Chynoweth, Statewide Campuses

Visitors: N/A

1. ***Approval of 1 October 2020 Minutes***
Minutes approved as distributed.

2. ***Program Proposals***

Discussion on who should or could attend Curriculum Committee meetings to answer R401 questions. Committee members felt that they could easily answer the questions, however, if needed they would let Michele know to invite a subject matter expert to answer questions. At that point Michele would send the meeting invitation and invite those particular individuals.

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to [correct the acronym from Police Officers Standards and Training to Peace Officer Standards and Training](#).

Motion to approve the R401 proposal made by Brian Warnick. Seconded by Matt Sanders. Proposal approved.

Request from the Department of Art and Design in the Caine College of the Arts to [offer an Associate of Arts in Art at the USU Eastern campus](#).

Motion to approve the R401 proposal made by Greg Podgorski. Seconded by Chad Simon. Proposal approved.

Request from the Department of Marketing and Strategy in the Jon M. Huntsman School of Business to [create a new Consulting Minor](#).

Motion to approve the R401 proposal made by Chad Simon. Seconded by Scott Hunsaker. Proposal approved.

Request from the Center for Persons with Disabilities in the Emma Eccles Jones College of Education and Human Services to [change the name of the Center for Persons with Disabilities to the Institute for Disability Research, Policy and Practice](#).

Motion to approve the R401 proposal made by Scott Hunsaker. Seconded by Richard Cutler. Proposal approved.

Request from the Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences to [create a certificate of proficiency in Teaching English to Speakers of Other Languages](#).

Motion to approve the R401 proposal made by Matt Sanders. Seconded by Greg Podgorski. Proposal approved.

Request from the Department of Biology in the College of Sciences to [discontinue the Bachelor of Arts and Science in Biology Ecology/Biodiversity as well as the Biology: Environmental Bachelor of Arts and Science emphasis](#).

Withdraw proposal.

Request from the Department of Biology in the College of Science to [discontinue the Biology: Environmental program](#) – current listed as “not currently offered”.

Motion to approve the R401 proposal made by Greg Podgorski. Seconded by Chad Simon. Proposal approved.

Request from the Department of Biology in the College of Science to [change the emphasis program name from Ecology/Biodiversity in the Bachelor of Arts and Bachelor of Science to Ecology and Evolutionary Biology](#).

Motion to approve the R401 proposal made by Greg Podgorski. Seconded by Chad Simon. Proposal approved.

Request from the Department of Computer Science in the College of Science to [restructure the current Master of Computer Science program to a 33-credit professional, coursework-only degree](#).

Motion to approve the R401 proposal made by Greg Podgorski. Seconded by Richard Cutler. Proposal approved.

3. Semester Course Approval Reviews

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

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 Chad Simon. Business approved.

ADVS = 2

APEC = 2

APPR =

ASTE = 3
AVTE = 4
LAEP = 3
NDFS = 4
OPDD =
PSC = 2

Caine College of the Arts

Motion to approve the business of the Caine College of the Arts made by Richard Cutler. Seconded by Matt Sanders. Business approved.

ART = 1
CCA =
MUSC = 2 (withdraw MUSC 3150)
THEA =

Jon M. Huntsman School of Business

Motion to approve the business of the Jon M. Huntsman School of Business made by Chad Simon. Seconded by Matt Sanders. Business approved.

ACCT =
BUS =
DAIS = 2
ECN = 4
MGT =
MSLE = 3

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 Greg Podgorski. Business approved.

COMD =
EDUC =
HDFS =
KHS = 1
ITLS =
NURS =
PSY =
SPED = 31
TEAL =

College of Engineering

Motion to approve the business of the College of Engineering made by Thomas Fronk. Seconded by Chad Simon. Business approved.

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

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 Chad Simon. Business approved.

CHSS = 1
ENGL = 1
HIST = 7
IELI =

JCOM =
LPCS = 2
POLS =
SSWA = 5
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 Claudia Radel. Seconded by Richard Cutler. Business approved.

ENVS =
NR =
WATS = 1
WILD =

College of Science

Motion to approve the business of the College of Science made by Greg Podgorski. Seconded by Chad Simon. Business approved.

BIOL = 5
CHEM =
CS = 37 (HOLD CS 5500 pending confirmation with College of Engineering)
GEOL = 7
MATH = 1
PHYS =
PUBH = 1
SCI =

HONR =
ISTU =
UN-CAS =
USU =

4. Other Business

Revised [EPC/Curriculum Handbook](#)

Changes have been suggested for the handbook. Paul Barr and Nick Morrison will review the suggestions, recommendations, and questions. As Scott Hunsaker noted, if there is not a date after an item in the handbook, the item is procedural and can be changed to conform with current practice. If there is a date, the changes would need to come forward through the committees. Michele will send Robyn Peterson's markup to Paul Barr and Nick Morrison for review and recommendations. Greg Podgorski has volunteered to help with this review. Once changes have been updated the handbook would come back to the committee for review and approval. Paul Barr will take it to the EPC as well to see if anyone from that committee wants to participate in the initial review.

Course Objectives ([email-minutes](#))

This came from a discussion that was held a while ago. Just following up on course objectives when this decision was made. Will include the requirements/changes in the handbook. Add some specific wording to the handbook and make an information box in Curriculog that will cover the course objectives.

T-Grade Courses – Adam Gleed

Wrapping up the discussion on T-Grades. Adam Gleed sent out a list of courses for review and he has received a few edits and requests via email. Ready to start coding courses in Banner for Fall 2020 grading. If you have a course with T-Grade please let your students know. Any changes going forward will need to come to the Curriculum/EPC committees for approval. These should be submitted as an action item and a semester course approval form will need to be submitted. Any courses in addition to the spreadsheet can be

submitted immediately. Adam will send out the list again if needed. Deadline for the return of the spreadsheets is November 23.

Calendar Changes – Paul Barr

Thanks for all the efforts being done by the calendar committee. USU will be inserting two days off in the spring semester. Have proposed a day in the middle of March and one in April. It was originally proposed that those days would be Friday but it has been modified that in April the Friday classes will be moved to Thursday.

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: Associate of Arts in Theatre

Are There New Emphases: Yes No

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: Utah State University Eastern

Sponsoring Academic Department(s) or Unit(s): Department of Theatre Arts

Classification of Instructional Program Code¹ : 50.0501

Min/Max Credit Hours Required of Full Program: Min 60 Cr Hr / Max 62 Cr Hr

Proposed Beginning Term²: Fall 2021

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input checked="" 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 type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied 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"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Professional School

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

Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

Describe Above Changes

Offering an Associate of Arts in Theatre allows USU Eastern Theatre students to articulate the courses currently offered to a specific degree program, rather than the current General Education AA/AS degree which does not articulate specifically.

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.

Bruce Duerden

Date: October 5, 2020



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 Associate's degree(s): Associate of Arts in Theatre effective Fall 2021. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Associate of Arts in Theatre provides motivated students with a well-rounded liberal education, as well as training and experience in the areas of technical theatre production, basic design, and performance which will prepare them to enter the entertainment workforce or to pursue a BA or BFA degree in theatre arts. Students will follow the current USU Department of Theatre Arts core curriculum, completing this degree track in a two-year time span.

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.

The change in program will expand the curriculum currently in place at USU Eastern, and directly prepare students to enter the work force with practical experience, or transfer to a BA or BFA program to continue their education. The Associate of Arts in Theatre will support the Department of Theatre Arts four-year programs, as well as provide a two-year option for students who wish to enter the entertainment industry in a quicker timeline.

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.

The USU Department of Theatre Arts is currently pursuing accreditation by the National Association of Schools of Theatre (NAST). The Department is expected to be accredited in March 2021, and we have been charged with a thorough audit and reassessment of the curriculum at USUE. By creating an Associate of Arts (AA) in Theatre, we will better provide a direct path into the 4-year degree programs. The proposed curriculum mirrors other regional and national associate level programs which currently offer AA degrees in theatre. The proposed AA degree will also provide students access to department core courses (required by all theatre majors), allowing more students to enter the 4-year program without overloading the capacity of these core courses. The NAST accreditation, in addition to the desire to provide

a seamless transition from AA to baccalaureate degrees for USU students, led to the decision to create an Associate of Arts in Theatre at the USU Eastern campus.

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 AA program will enable students to pursue further education at any university. There are many college and university theatre programs across the country that produce talented and strong graduates. However, jobs in some areas of theatre (acting, for example), are limited. The number of graduates far exceeds the number of jobs available locally and nationally. Those students that have chosen a broader education path and explore other facets in theatre (e.g., set construction, props, costume construction, make-up, sound, lighting, arts administration, directing, stage management, etc.), find that there are many more employment options and choices available to them.

Many theatre graduates find work as teachers of theatre at the elementary and secondary levels. Those who obtain graduate degrees may become instructors and professors at institutions of higher learning. They can also advance into or apply for administrative positions.

The core classes provided by an associate's degree in theater, as well as hands-on production work, provide the basic skill-set required to begin entry level employment with professional union groups including IATSE (International Alliance of Theatrical Stage Employees), which work in major theatres all over the country. Job titles include: lighting technicians, sound technicians, carpenters, costume stitcher, cutters, draper or dresser, prop artisans, scenic artists, fly-man, riggers, etc. All of these positions are essential to every production, at every level and style of live entertainment. There is great opportunity for young technicians who are willing to work and learn as they move up the ladder. The entertainment industry is always working, and is always looking for trained, dependable people.

Often, entrepreneurial opportunities present themselves for graduates to create their own companies, providing design work or production teams for entertainment and industry events all over the world.

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.

In a recent Facebook poll of current USU Eastern theatre students, 80% expressed strong interest and unanimous support for an Associate of Arts in Theatre. A similar poll of former students and USUE alumni also showed overwhelming support for an AA in Associate of Arts in Theatre. Respondents stated that an AA degree would have aided their transfer experience, and assisted them in getting work in the entertainment industry.

The benefit to the institution will be an increase in FTE and increased name recognition for USU theatre programs within the state and region. We can easily project an increase of between 20 to 27 students joining the AA degree program within the first two years of its inception, almost doubling the current number of students in the USUE program. It is anticipated that an AA degree in Theatre will generate strong interest for students looking to continue their education in intensive and rigorous theatre programs that offer Bachelor of Fine Arts or Bachelor of Arts degrees in Theatre. We estimate a 10% to 12% increase in students applying to the four-year degree programs within the Department of Theatre Arts.

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)?

Currently there is not a university program that offers a theatre-specific AA degree in the state of Utah. The USU Eastern campus makes Utah State University the ideal institution for an Associates of Arts providing students across the state easier access to education that can stand alone and prepare them for the industry workforce, or put them well on their way to completion of a four-year degree program, close to home, providing a cost savings in obtaining their education

The closest similar programs are the Associates of Fine Arts in Theatre offered at Mesa Community College in Mesa, Arizona, and the Associate of Arts offered at Western Wyoming Community College in Rock Springs, Wyoming.

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.

USU Eastern is part of the Department of Theatre Arts, and the Caine College of the Arts at USU in Logan, UT. The AA degree will be a direct bridge into the BFA and BA Theatre degree program tracks at USU, and ensure that transfer students have the necessary skills and experience to be able to compete and work at comparable levels with other USU students. It also strengthens and supports the Department of Theatre Arts' overall academic program and

offers another academic option to incoming university students.

USU has transfer agreements in place with universities across the state. These agreements articulate the courses directly, eliminating the need to repeat classes and coursework at the transfer institutions, and saving students time and money in completing their degrees.

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.

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.

Students enrolled in the AA degree at USU Eastern will complete their program with a minimum of 60 credits, in four semesters. Minimum grade requirements meet Utah State University and the Department of Theatre Arts specifications, allowing for seamless transfer to 4-year programs. The Department of Theatre Arts requires a minimum 2.75 GPA, and a minimum grade of B- in all Theatre courses for graduation.

Admission Requirements

List admission requirements specific to the proposed program.

Most USU Eastern associate degrees and certificates are open enrollment and do not require a minimum high school GPA or ACT/SAT score for admission.

GPA and/or ACT requirements must be met for scholarship consideration.

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?

The administration at USU Eastern and within Caine College of the Arts are supportive and excited about this degree option and the potential that it has for increasing new and transfer students into our theatre programs. Implementing an AA degree will not require any additional administration as the courses are already in place and administered by the USU Department of Theatre Arts. The new degree will simply organize the existing courses into a manageable program, in alignment with NAST accreditation requirements, and provide more consistent support for the 4-year theatre programs.

Faculty

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

USU Eastern faculty will be encouraged to continue their involvement with the United States Institute of Theater Technology (USITT) and other professional organizations and training opportunities which will support the AA degree program.

Currently there are two full-time faculty in theatre at USU Eastern. It may become necessary to hire additional faculty and staff to meet the needs of the students as the program grows and the AA degree becomes more popular through recruiting efforts and measurable successes in job placements and transfers.

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.

Currently there are no staff positions for the theatre program at USU Eastern, but as the program grows with the option of the Associate of Arts in Theatre, adding one full-time tenure track faculty and one full-time staff would benefit the program and allow for growth in FTE and academic student support.

Student Advisement

Describe how students in the proposed program will be advised.

Students are currently advised through academic services, and are referred to USUE theatre faculty for specific program instruction and needs. Academic advising will continue in this method with the proposed degree change.

Library and Information Resources

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

There will be no change to current library needs or access to materials and resources.

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.

Assessment will continue to follow USU assessment guidelines and practices.

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.

Students who complete the Associate of Arts in Theatre will have the following theatre skills, standards and competencies:

- Basic understanding and experience with script analysis in various genres
- Basic understanding and experience in stagecraft (set construction, painting, prop construction, tool use and safety)
- Basic understanding and experience in stage acting
- Basic understanding and experience in stage makeup styles and techniques
- Basic knowledge and experience in entertainment sound design and techniques
- Basic knowledge and experience in entertainment light design styles and techniques
- Basic knowledge and experience in stage management
- Basic knowledge and experience in scene painting styles and techniques
- Experience working on productions as actors, stage technicians, light and sound board operators, and costume wardrobe technicians, using skills learned in the academic courses

Assessment measures will include the following areas:

1. Analysis of dramatic literature
2. Range of stagecraft knowledge and skills
3. Stage acting knowledge
4. Technical theatre knowledge and skills
5. Hands on experience/learned skills

Each area is assessed using the following categories of assessment as a marker of learning and skills from low to high:

- Disengaged: Does not attempt to alter the approach to theatre design, technology or management,

depending on the style or genre of theatre.

- Emerging: Has a rudimentary awareness of the rigors of the theatre profession but has developed few skills.
- Developing: Recognizes the varying needs of different types of theatre through the production process and takes basic steps towards effective action.
- Engaged: Understands and effectively adjusts to the varying needs of different types of theatre through the production process.

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					
<input type="radio"/>	<input type="radio"/>	THEA 1013		Understanding Theatre (BCA)	3
<input type="radio"/>	<input type="radio"/>	THEA 1023		Intro to Film Studies (BCA)	3
<input type="radio"/>	<input type="radio"/>	THEA 1033		Beginning Acting (BCA)	3
<input type="radio"/>	<input type="radio"/>	THEA 1223		Stage Makeup	2
<input type="radio"/>	<input type="radio"/>	THEA 1513		Stagecraft (BCA)	3
<input type="radio"/>	<input type="radio"/>	THEA 1713		Playscript Analysis (BHU)	3
<input type="radio"/>	<input type="radio"/>	THEA 2033		Scene Study	3
<input type="radio"/>	<input type="radio"/>	THEA 2500		Drafting for Theatre I	3
<input type="radio"/>	<input type="radio"/>	THEA 2510		Scene Painting	3
<input type="radio"/>	<input type="radio"/>	THEA 2530		Theatre and Studio Sound	3
<input type="radio"/>	<input type="radio"/>	THEA 2545		Fundamentals of Stage Lighting	3
<input type="radio"/>	<input type="radio"/>	THEA 2550		Fundamentals of Stage Management	3
<input type="radio"/>	<input type="radio"/>	THEA 2555		Production Practicum	4
<input type="radio"/>	<input type="radio"/>	Breadth American Inst			3
<input type="radio"/>	<input type="radio"/>	Breadth Life Sciences			3
<input type="radio"/>	<input type="radio"/>	Breadth Social Scienc			3
<input type="radio"/>	<input type="radio"/>	Breadth Physical Scie			3
<input type="radio"/>	<input type="radio"/>	ENGL 1010		Introduction to Writing	3
<input type="radio"/>	<input type="radio"/>	ENGL 2010		Intermediate Writing	3
<input type="radio"/>	<input type="radio"/>	QL Course			3
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="text" value="Add A Group of Courses"/>					
Required Course Credit Hour Sub-Total					60
Elective Courses					
<input type="radio"/>	<input type="radio"/>				
<input type="text" value="Add A Group of Courses"/>					
Elective Credit Hour Sub-Total					
Core Curriculum Credit Hour Sub-Total					60

Add An Emphasis

Program Curriculum Narrative

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

QL course will be 3-4 credits

THEA 2555, Production Practicum, is a repeatable 1 credit skills course. A total of 4 credits of Production Practicum is required for the Associate of Arts in Theatre.

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.

Toggle Cut-and-Paste

Toggle Table

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
THEA 1713 - Playscript Analysis	3	THEA 1033 - Beginning Acting	3
THEA 1513 - Stagecraft	3	THEA 2545 - Fund. Of Stage Lighting	3
THEA 2510 - Scene Painting	3	THEA 2555 - Production Practicum	1
THEA 2555 - Production Praticum	1	ENGL 2010 - Intermediate Writing	3
ENGL 1010 - Intro. To Writing	3	BAI Course	3
QL course	3	BLS or BPS Course	3
Add Courses	Total	Total	16
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
THEA 1023 - Intro to film	3	THEA 1013 - Understanding Theatre	3
THEA 2530 - Theatre and Studio Sound	3	THEA 1223 - Stage Makeup	2
THEA 2550 - Fund. of Stage Management	3	THEA 2033 - Scene Study	3
THEA 2555 - Production Praticum	1	THEA 2500 - Drafting I	3
BLS or BPS Course	3	THEA 2555 - Production Praticum	1
		BSS Course	3
Add Courses	Total	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Add Courses	Total	Total	
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.

Add Courses	Total	Total	

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	1	0	0
Faculty: Part Time with Doctorate	0	0	0
Faculty: Full Time with Masters	1	0	0
Faculty: Part Time with Masters	0	0	0
Faculty: Full Time with Baccalaureate	0	0	0
Faculty: Part Time with Baccalaureate	0	0	0
Teaching / Graduate Assistants			0
Staff: Full Time	0	0	0
Staff: Part Time	0	0	0

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							
	Brent	Innes	T	MFA	Utah State University	70%	
	Corey	Ewan	T	PHD	Brigham Young University	70%	
							Add Another Full Time
Part Time Faculty							
							Add Another Part Time

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		1		MFA in Costume Design/Technology	70%
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time			1	BFA or MFA in Technical Direction	100%
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	18	25	30	30	40	40
# of Majors in Proposed Program(s)		25	30	30	40	40
# of Graduates from Department	4	12	13	18	20	20
# Graduates in New Program(s)		12	13	18	20	20
Department Financial Data						
	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>						
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)	\$130,461					
Operating Expenses (equipment, travel, resources)	\$15,000					
Other: Production/Performing rights, royalties	\$6,178					
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0		
TOTAL EXPENSES	\$151,639	\$151,639	\$151,639	\$151,639		
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	(\$151,639)	(\$151,639)	(\$151,639)	(\$151,639)		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

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.

CAAS - Applied Economics - Small Firm Management - Certificate

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Applied Economics

Current Title (if applicable)* Small Firm Management - Certificate

Proposed Title* Small Firm Management - Certificate

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) 45.0602

Minimum Number of Credits (if applicable)* 12

Maximum Number of Credits (if applicable)* 12

Type of Degree: (BA, BS, etc.)* Certificate

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

Other

- Creation of Non-Administrative Units:**
- New Center
 - New Institute
 - New Bureau
 - Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

To create an Institutional Certificate of Proficiency in the area of small firm management.

Section II: Program Proposal

Proposed Action & Rationale*

The College of Agriculture and Applied Sciences offers many different B.S. degrees with a specific science emphasis. However, many of the students earning these degrees have an entrepreneurial mindset and are desirous of starting their own business to utilize the skills they acquired in their B.S. degree. For example, a student with an equine science degree may want to start a horse training and stable business; or a plant science student may want to build a greenhouse and run a roadside fresh vegetable market; or a landscape architecture student may want to start their own landscape design business; or a student with a Dietetics or Nutrition Science B.S. may want to form their own consulting business. These students would benefit from a certificate of proficiency with emphasis in small firm accounting, management, analytics and law.

Labor Market Demand (if applicable)

Utah Workforce Service data indicate that there are about 5,000 new business startups each year. The very small firms, 1-4 employees, are 86% of those startups. This certificate program is aimed specifically at helping these small business startups be successful. In addition, the management training would also qualify the students for jobs in management. The annual growth rate in the field of management is 2.8% with over 16,000 new job openings each year, according to the latest Utah Workforce Services data.

Consistency with Institutional Mission & Institutional Impact*

This proposed certificate is consistent with the USU mission of being a student-centered land-grant university. It should not impact other USHE institutions in that USU has the only Applied Economics Department and no other institution offers a small firm management certificate with emphasis on agriculture and applied sciences. It will provide agriculture students with broader career opportunities.

Finances*

There will be no additional costs and no additional savings with this proposed certificate. The Applied Economics Department is currently teaching three of the four courses and they are not at capacity. The one new course will be created by a current faculty member in Applied Economics who has the expertise to do so and who frequently teaches much of this information in an extension role.

Section III: Curriculum (if applicable)

**Program Curriculum
Narrative**

There are four courses (12 credits) required for this certificate.


APEC 2120 Small Firm Accounting Basics (new course)

APEC 2310 Small Firm Management (APEC 3020 renumbered and title changed)

APEC 3310 Analytical Methods in Applied Economics


APEC 4300 Agriculture Law (or other law course)

APEC 2120 and APEC 3310 will be taught in fall semesters and APEC 2310 and APEC 4300 will be taught in spring semesters. APEC 2120 needs to be taken as the first course and both APEC 2120 and APEC 2310 need to be taken prior to APEC 3310.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CAAS - Applied Economics - Small Firm Management - Minor

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Applied Economics

Current Title (if applicable)*

Applied Economics-Small Firm Management - Minor

Proposed Title*

Small Firm Management - Minor

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) 45.0602

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 19

Type of Degree: (BA, BS, etc.)* Minor

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

Other

- Creation of Non-Administrative Units:**
- New Center
 - New Institute
 - New Bureau
 - Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

Change (shorten) the name of a minor.

Section II: Program Proposal

Proposed Action & Rationale*

The minor name is being shortened to be more reflective of the course emphasis and to be more in line with the emphasis that students in the minor desire.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*


This name change remains within the Institutional Mission of Utah State University and should have no negative impacts. Positive impacts may occur if more students are drawn to the minor because of the name change and they leave USU with a more positive view of their overall experience.

Finances*

This will have no impact on finances.


Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

HSB - Data Analytics and Information Systems - Information Systems

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

HSB

DEPARTMENT (include all cross listed departments)*

Data Analytics and Information Systems

Current Title (if applicable)* Management Information Systems

Proposed Title* Information Systems

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) 11.0103

*

Minimum Number of Credits (if applicable)* 66

Maximum Number of Credits (if applicable)* 66

Type of Degree: (BA, BS, etc.)* BA/BS

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

- New Center
- New Institute
- New Bureau
- Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

The purpose of this R401 is to modify the name of the existing degree program in Management Information Systems and to require that students complete an approved emphasis within the degree program.

Section II: Program Proposal

Proposed Action & Rationale*

It is proposed that (1) the existing BA/BS degree in Management Information Systems (MIS) be renamed as Information Systems (IS); and (2) the program in Information Systems be redesigned with required emphases. The purpose of the name change is to align the program with the new name of the department, which was rebranded last year as Data Analytics and Information Systems, and to reduce confusion among students who often conflate Management Information Systems with programs within the Management Department. With emphases organized within the IS program, students will be able to better communicate their specific skills and competencies that align with employer needs. IS represents a relatively broad field, and establishing tracks of study through the proposed emphases will allow the DAIS Department to more effectively leverage the Huntsman School's career development resources and focus on developing relationships with potential employers. The individual emphases will be approved separately through the R401 process.

Labor Market Demand (if applicable)

This is an existing degree program with about 200 currently declared majors. The market for graduates in IS has continued to strengthen dramatically across the state and region. A recent report from the Kem C. Garner Policy Institute at the University of Utah demonstrated that the Utah tech industry is growing twice as fast as other industries in the state, and three times as fast as tech in other U.S. states (see <https://gardner.utah.edu/wp-content/uploads/2019TechReportVol1.pdf>). Wage growth in tech grew by nearly 17 percent in Utah during 2018, and the industry as a whole supports nearly 1/5 of Utah's economy. These needs are further delineated by the Utah Jobs Outlook, which anticipates that areas such as software development and applications, market research analysts, and management analysts are among the top five fastest growing occupations in Utah. This same report identifies these opportunities as among the best in Utah that require at least a bachelor's degree. These are domains that significantly intersect with the IS program. Updated and restructured, the IS program will be able to continue to more directly address these labor demands.

Consistency with Institutional Mission & Institutional Impact*

As Utah's land-grant institution, Utah State University is charged with the task of providing a holistic and well-rounded education that also address critical employer needs and economic opportunities in the state. Undergraduate students who complete the IS degree program with an appropriate emphasis will combine their general education experience at USU with a focused program in information systems and data technologies that will more directly align them with their professional goals and workforce needs.


Finances*

All changes can be met through the redeployment of existing resources.

Section III: Curriculum (if applicable)


Program Curriculum Narrative

The IS degree program will remain largely unchanged from the current MIS degree. The core courses in the Huntsman School acumen will still be required, as outlined in the attached curriculum map. The current program also requires core credits within the DAIS Department, along with nine elective credits. This proposal updates the MIS core content based on recently developed courses that meet modern market needs for our graduates. The elective credits will need to be completed as a part of at least one department emphasis. The first three of these emphases (Web Development, Data Engineering, and Cybersecurity) will be approved separately in additional R401 proposals. All DAIS Department courses will continue to be available as electives outside of these IS emphases for any USU student in any degree program.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

HSB - Data Analytics and Information Systems - Information Systems - Cybersecurity Emphasis

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

HSB

DEPARTMENT (include all cross listed departments)*

Data Analytics and Information Systems

Current Title (if applicable)* NA

Proposed Title* Information Systems - Cybersecurity Emphasis

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following Webber Classification
Instructional Programs

CIP Code (6-digits) 43.0404
*

Minimum Number of Credits (if applicable)* 9

Maximum Number of Credits (if applicable)* 9

Type of Degree: (BA, BS, etc.)* BA, BS

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

New Center

New Institute

New Bureau

Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes

No

Council on Teacher Education* Yes

No

Section I: The Request

R401 Purpose*

The purpose of this proposal is to establish an emphasis in Cybersecurity within the IS undergraduate degree program.

Section II: Program Proposal

Proposed Action & Rationale*

Cybersecurity has long been a focus of the Data Analytics and Information Systems Department, with courses provided in data communications, IT architecture, and information security. Organizing these courses into an emphasis will help students to better communicate their specific skills and competencies and align with employer needs. IS represents a relatively broad field, and establishing a Cybersecurity track will also allow the DAIS Department to more effectively leverage the Huntsman School's career development resources in developing relationships with corporate recruiters.

Note: The DAIS Department is simultaneously submitting a separate proposal to change the name of this BA,BS program from "Management Information Systems" to "Information Systems" (to align the degree name with the new department name) and to require the completion of at least one emphasis. Two other proposals for additional emphases are also being separately submitted.

Labor Market Demand (if applicable)

Information Systems is an existing degree program with about 200 currently declared majors. The market for graduates in IS has continued to strengthen dramatically across the state and region, and cybersecurity is one of the most pressing IT needs across the private and public sector. *Forbes* reported in January that unfilled cybersecurity jobs are expected to reach 1.8 million by 2022, up 20% from 1.5 million in 2015. The demand for graduates with cybersecurity skills is dramatically growing in the state of Utah with the increasing numbers of individuals working from home and by the rapid growth in the Utah tech industry (for example, see <https://gardner.utah.edu/wp-content/uploads/2019TechReportVol1.pdf> and <https://www.ksl.com/article/46494491/6-reasons-cybersecurity-will-be-a-top-utah-career-option-in-the-next-decade>). Wage growth in tech grew by nearly 17% in Utah during 2018, and the industry as a whole supports nearly 1/5 of Utah's economy. The skills students acquire in the Cybersecurity emphasis will provide key opportunities to support Utah's expanding tech-based economy.

Consistency with Institutional Mission & Institutional Impact*

As Utah's land-grant institution, Utah State University is charged with the task of providing a holistic and well-rounded education that also address critical employer needs and economic opportunities in the state. Undergraduate students who complete the IS degree program with the Cybersecurity emphasis will combine their general education experience at USU with a focused program that will more directly align them with their professional goals and with Utah's workforce needs.


Finances*

All changes can be met through the redeployment of existing resources.

Section III: Curriculum (if applicable)


Program Curriculum Narrative

The IS degree program requires 57 core credits (46 for the Huntsman School and 11 credits specific to IS). An established emphasis will be required for all graduates from the IS program (pending approval of the separate R401 that has been submitted). This nine-credit emphasis in Cybersecurity will provide a valuable new option for students fulfilling the new IS emphasis requirement. The attached Program Curriculum and Degree Map outlines the entire degree, including the proposed Cybersecurity emphasis.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

HSB - Data Analytics and Information Systems - Information Systems - Data Engineering Emphasis

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

HSB

DEPARTMENT (include all cross listed departments)*

Data Analytics and Information Systems

Current Title (if applicable)* NA

Proposed Title* Information Systems - Data Engineering Emphasis

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 11.0802

Minimum Number of Credits (if applicable)* 9

Maximum Number of Credits (if applicable)* 9

Type of Degree: (BA, BS, etc.)* BA, BS

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

New Center

New Institute

New Bureau

Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

Yes

No

Council on Teacher Education*

Yes

No

Section I: The Request

R401 Purpose*

The purpose of this proposal is to establish an emphasis in Data Engineering within the IS undergraduate degree program.

Section II: Program Proposal

Proposed Action & Rationale*

As data and information tools have become increasingly critical in the private and public sector, the Data Analytics and Information Systems Department has significantly expanded curriculum in the management and processing of big data, and in data mining for information assurance. Organizing these courses into a dedicated emphasis will help students to better communicate their specific skills and competencies and align with employer needs. IS represents a relatively broad field, and establishing a Data Engineering track will also allow the DAIS Department to more effectively leverage the Huntsman School's career development resources in developing relationships with corporate recruiters.

It is important to note that “Data Engineering” (DE) represents a relatively new label that has been manufactured over the past decade within the private sector to describe a critical function in the business analytics pipeline. It does not at all represent an engineering discipline or subdiscipline in the conventional sense; i.e., the application of scientific principles to design and build machines or structures, or the use of natural resources for the benefit of humankind. DE is focused simply on the collection, cleaning, preparation, quality assurance, and management of data. It is an information-based endeavor that serves a supporting role in business processes. A recent search on the title “Data Engineer” in Glassdoor yielded over 80,000 postings. The listed job requirements illustrate the nature of the field and how it overlaps with Information Systems, with experience generally required in SQL, Agile project management tools, Python, JavaScript, web-based application program interfaces (API's), cloud architecture, general business functions and processes (for accounting, finance, marketing and so forth), and other key skills that are routinely covered as a part of the IS curriculum. (The two links provided below share additional insight into the rapid growth of this information discipline, illustrating in this case how the “Rationale” and “Labor Market Demand” for this proposal are closely intertwined.) Establishing a DE emphasis within the existing Information Systems degree will allow the Huntsman School and the DAIS department to respond directly to a market need that is wholly aligned with the DAIS mission. The distinction is further reflected in the Classification of Instructional Programs (CIP) code applied to this emphasis (11.0103), which falls broadly under “Information Sciences” and conforms closely to the categories of “Business Analytics” and “Data Analytics”. There will be little or no academic overlap with any program in the College of Engineering.

Additional links:

From Smith Hanley Associates: [Why Data Engineers are More in Demand than Data Scientists](#)

From QuantHub: [Will Demand for Data Engineers Fuel a Talent Shortage in 2020?](#)

Note: The DAIS Department is simultaneously submitting a separate proposal to change the name of this BA, BS program from "Management Information Systems" to "Information Systems" (to align the degree name with the new department name) and to require the completion of at least one emphasis. Two other proposals for additional emphases are also being separately submitted.

Labor Market Demand (if applicable)

Information Systems is an existing degree program with about 200 currently declared majors. In response to market needs, the DAIS Department has expanded curriculum in the management and processing of big data, and in data mining for information assurance. While great attention has been paid to data analytics and data science, "data engineering" has emerged to describe a kind of software engineering that focuses deeply on data – data infrastructure, data warehousing, data mining, data modeling, data crunching, and metadata management. This follows the associated surge in demand for data engineer skills testing. As with the information summarized above from Glassdoor and other sources, LinkedIn's 2020 "Emerging Jobs Report" and Hired's "2019 State of Software Engineers Report" ranked Data Engineer jobs at a level of demand comparable to Data Scientist and Machine Learning Engineer. This market has continued to strengthen dramatically across the state and region. A recent report from the Kem C. Garner Policy Institute at the University of Utah demonstrated that the Utah tech industry is growing twice as fast as other industries in the state, and three times as fast as tech in other U.S. states (see <https://gardner.utah.edu/wp-content/uploads/2019TechReportVol1.pdf>). Wage growth in tech grew by nearly 17% in Utah during 2018, and the industry as a whole supports nearly 1/5 of Utah's economy. These needs are further delineated by the Utah Jobs Outlook, which anticipates that areas such as software development and applications, market research analysts, and management analysts are among the top five fastest growing occupations in Utah. This same report identifies these opportunities as among the best in Utah that require at least a bachelor's degree. The skills students acquire in the Data Engineering emphasis will provide key opportunities across these domains, all of which rely heavily on big data.

Consistency with Institutional Mission & Institutional Impact*

As Utah's land-grant institution, Utah State University is charged with the task of providing a holistic and well-rounded education that also address critical employer needs and economic opportunities in the state. Undergraduate students who complete the IS degree program with the Data Engineering emphasis will combine their general education experience at USU with a focused program in data technologies and strategies that will more directly align them with their professional goals and with Utah's workforce needs.


Finances*

All changes can be met through the redeployment of existing resources.

Section III: Curriculum (if applicable)


Program Curriculum Narrative

The IS degree program requires 57 core credits (46 for the Huntsman School and 11 credits specific to IS). An established emphasis will be required for all graduates from the IS program (pending approval of the separate R401 that has been submitted). This nine-credit emphasis in Data Engineering will provide a valuable new option for students fulfilling the new IS emphasis requirement. The attached Program Curriculum and Degree Map outlines the entire degree, including the proposed Data Engineering emphasis.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

HSB - Data Analytics and Information Systems - Information Systems - Web Development Emphasis

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

DEPARTMENT (include all cross listed departments)*

Current Title (if applicable)*

Proposed Title*

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 11.0103

Minimum Number of Credits (if applicable)* 9

Maximum Number of Credits (if applicable)* 9

Type of Degree: (BA, BS, etc.)* BA, BS

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

- Reinstatement of Previously Suspended Administrative Units
- Other

- Creation of Non-Administrative Units:**
- New Center
 - New Institute
 - New Bureau
 - Other

Other: (explain change)

Additional Approvals (if applicable)

- Graduate Council***
- Yes
 - No

- Council on Teacher Education***
- Yes
 - No

Section I: The Request

R401 Purpose*

The purpose of this proposal is to establish an emphasis in Web Development within the IS undergraduate degree program.

Section II: Program Proposal

Proposed Action & Rationale*

Web development has long been a focus of the Data Analytics and Information Systems Department, with courses provided in web interface programming, electronic commerce, and web analytics. Organizing these courses into an emphasis will help students to better communicate their specific skills and competencies and align with employer needs. IS represents a relatively broad field, and establishing a Web Development track will also allow the DAIS Department to more effectively leverage the Huntsman School's career development resources in developing relationships with corporate recruiters.

Note: The DAIS Department is simultaneously submitting a separate proposal to change the name of this BA, BS program from "Management Information Systems" to "Information Systems" (to align the degree name with the new department name) and to require the completion of at least one emphasis. Two other proposals for additional emphases are also being separately submitted.

Labor Market Demand (if applicable)

Information Systems is an existing degree program with about 200 currently declared majors. The market for graduates in IS has continued to strengthen dramatically across the state and region. A recent report from the Kem C. Garner Policy Institute at the University of Utah demonstrated that the Utah tech industry is growing twice as fast as other industries in the state, and three times as fast as tech in other U.S. states (see <https://gardner.utah.edu/wp-content/uploads/2019TechReportVol1.pdf>). Wage growth in tech grew by nearly 17% in Utah during 2018, and the industry as a whole supports nearly 1/5 of Utah's economy. These needs are further delineated by the Utah Jobs Outlook, which anticipates that areas such as software development and applications, market research analysts, and management analysts are among the top five fastest growing occupations in Utah. This same report identifies these opportunities as among the best in Utah that require at least a bachelor's degree. The skills students acquire in the Web Development emphasis will provide key opportunities in the software and market research domains.

Consistency with Institutional Mission & Institutional Impact*

As Utah's land-grant institution, Utah State University is charged with the task of providing a holistic and well-rounded education that also address critical employer needs and economic opportunities in the state. Undergraduate students who complete the IS degree program with the Web Development emphasis will combine their general education experience at USU with a focused program in web technologies that will more directly align them with their professional goals and with Utah's workforce needs.


Finances*

All changes can be met through the redeployment of existing resources.

Section III: Curriculum (if applicable)


Program Curriculum Narrative

The IS degree program requires 57 core credits (46 for the Huntsman School and 11 credits specific to IS). An established emphasis will be required for all graduates from the IS program (pending approval of the separate R401 that has been submitted). This nine-credit emphasis in Web Development will provide a valuable new option for students fulfilling the new IS emphasis requirement. The attached Program Curriculum and Degree Map outlines the entire degree, including the proposed Web Development emphasis.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CEHS - Special Education and Rehabilitation Counseling - Certificate in Rehabilitation and Disability

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Special Education and Rehabilitation Counseling

Current Title (if applicable)*

Certificate of Proficiency in Rehabilitation Counseling

Proposed Title*

Certificate in Rehabilitation and Disability

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) * 51.2310

Minimum Number of Credits (if applicable)* 16

Maximum Number of Credits (if applicable)* 23

Type of Degree: (BA, Certificate
BS, etc.)*

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
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- Administrative Unit Changes:**
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 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units
 - Other

- Creation of Non-Administrative Units:**
- New Center
 - New Institute
 - New Bureau
 - Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

The Department of Special Education and Rehabilitation Counseling in the College of Education and Human Services is seeking a name change for the Certificate of Proficiency in Rehabilitation Counseling to clearly differentiate between the Master of Rehabilitation Counseling (61 credit hours) and the certificate-based program. The certificate is currently an 18-credit hour program. The department is seeking to adjust the number of credits required from 18 to 16-23.

Present Name: Certificate of Proficiency in Rehabilitation Counseling consisting of 18 credit hours.

Proposed Name: Certificate in Rehabilitation and Disability consisting of 16-23 credit hours.

Section II: Program Proposal

Proposed Action & Rationale*

Presently, Utah State University offers a master's degree in Rehabilitation Counseling and a Certificate of Proficiency in Rehabilitation Counseling.

The certificate program is a way for students to become eligible for the Certified Rehabilitation Counselor (CRC) exam administered through the Commission on Rehabilitation Counselor Certification (CRCC). This is a national certification exam and many state agencies serving people with disabilities require this credential.

Additionally, at the national level, the Category R route for CRC eligibility was discontinued by the CRCC, and replaced with a course structure consisting of seven content areas. These seven content areas are addressed in the eight courses offered in the USU Rehabilitation and Disability Studies certificate and students are able to select and enroll in the courses they need for exam eligibility. Depending upon the individual student need, this could range from 16-23 credits. The program is currently 18 credit hours.

Some students were confusing the name of the old certificate with having a full degree in counseling. This is not the case. The name change will help differentiate the two programs and add a measure of emphasis on the actual master's degree. This will also help to clearly differentiate between the two programs for our accreditation body. It will show that the certificate program is a recognized program of study through USU leading to national certification, but still separate from the actual master's degree.

USU and its students will benefit from greater clarity on the two programs and their purpose. The program itself will benefit because we will be able to clearly market the two programs and their differences. Potential students will benefit from the clear distinction and be able to choose the one best suited to their needs.

**Labor Market Demand
(if applicable)**

The labor market is very strong and the following employment information was taken from O*Net on line.

Utah

Employment (2016)	Projected employment (2026)	Projected growth (2016-2026)	Projected annual job openings (2016-2026)
670 employees	840 employees	25%	90

United States

Employment (2018)	Projected employment (2028)	Projected growth (2018-2028)	Projected annual job openings (2018-2028)
119,700 employees	131,500 employees	10% (faster than average)	14,000

**Consistency with
Institutional Mission &
Institutional Impact***

This program is a distanced-based program and accessible to students in Utah and across the nation. Many of our students come from the rural parts of Utah (e.g., Blanding, Price, Moab, etc.). There are no other rehabilitation counseling programs in the state of Utah. The current faculty and staff structures are not impacted by this name change.

Finances*

There is no cost for the name change. All courses are part of the existing master's degree curriculum. There will be little to no impact on facilities and equipment and we do not anticipate any budgetary impact.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

The curriculum will be built upon existing graduate courses and consists of anywhere from 16-23 credits. The current certificate program is 18 credits. The variability in credits stems from a need for each student to demonstrate coursework in seven content areas outlined by the CRCC. Students with an existing master's degree will enroll in a combination of the courses outlined below with a program of study individualized to help them meet eligibility requirements for the Certified Rehabilitation Counselor (CRC) exam. Students will take 16-23 credits from the following courses:

REH 6100 - Professional Counseling Orientation (3 credits)

REH 6110 - Medical Aspects of Disability (3 credits)

REH 6120 - Psychosocial Aspects of Disability (3 credits)


REH 6150 - Rehabilitation Services and Resources (2 credits)

REH 6160 - Career Development, Analysis and Placement (3 credits)

REH 6190 - Vocational Assessment in Rehabilitation Counseling (3)

REH 6200 - Theories of Counseling (3 credits)

REH 6230 - Introduction to Research in Rehabilitation Counseling (3 credits)

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CEHS - School of Teacher Education and Leadership - Education Paraprofessional Certificate of Completion

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

School of Teacher Education and Leadership

Current Title (if applicable)* NA

Proposed Title* Education Paraprofessional Certificate of Completion

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 13.0101

Minimum Number of Credits (if applicable)* 33

Maximum Number of Credits (if applicable)* 33

Type of Degree: (BA, BS, etc.)* Certificate of Completion

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

New Center

New Institute

New Bureau

Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes

No

Council on Teacher Education* Yes

No

Section I: The Request

R401 Purpose*

The School of Teacher Education and Leadership (TEAL) requests the approval of an Education Paraprofessional Certificate of Completion.

Section II: Program Proposal

Proposed Action & Rationale*

The School of Teacher Education and Leadership provides bachelor's degrees leading to licensure in Elementary and Secondary Education. In discussions with school leaders about what the School could do to assist school districts with the current teacher shortage, the idea of a dynamic credentialing opportunity was broached as a solution to help districts "grow their own" teachers by supporting the career advancement of paraprofessional educators already working in the school. This certificate program was then developed through a collaborative task force representing the USU-Uintah Basin Campus, the School of Teacher Education and Leadership, and the Uintah and Duchesne School Districts. Initially to be instituted in these school districts, the certificate program is already attracting attention from other statewide campuses and will play an integral role in fulfilling the university's land-grant mission.

**Labor Market
Demand (if
applicable)**

Utah employs over 15,000 education paraprofessionals each year, assisting a teaching core of over 30,000 (Utah State Board of Education, USBE). The U.S. Office of Employment Statistics (OES) estimates that most employment of education paraprofessionals will be due to replacement rather than job growth, indicating that Utah will have about 550 openings per year. However, according to Utah Workforce Services (UWS), during the 2018-2019 school year, the demand in Utah was 1,210 openings, more than doubling the OES estimate. More than 1/3 of these openings (446) were off the Wasatch Front, even though counties not on the Wasatch Front comprise only about 12% of Utah's population. UWS data indicate there will be a greater demand for education paraprofessionals than any other education profession. The data should also be understood in the context of the high job turnover for teachers in Utah, with about 11% of teachers leaving the profession each year in the first three years (USBE), resulting in a general teaching shortage with 75% of Utah districts indicating that they started the 2019 school year without a teacher hired for every classroom.

In response to the demand for teachers, many districts are searching for ways to "grow your own" teachers. Tapping into the paraprofessional ranks to provide a pathway to teacher licensure is one strategy for achieving this. For example, within the two school districts that participated in this collaboration, 106 individuals are serving as teachers without a teaching license, and these two relatively small districts are currently employing 396 paraprofessionals.

Within TEAL, at the various stages of the elementary teacher preparation program, 33 current paraprofessionals are already enrolled. About 1/3 of these come from the single statewide section of the final course students take before being formally admitted to the program. These numbers indicate both an interest on the part of paraprofessionals advancing their careers, especially at the statewide campuses, and an audience that could be more effectively tapped by TEAL.

**Consistency with
Institutional Mission
& Institutional
Impact***

According to the USU mission statement, "A core characteristic of USU is engagement with communities and people in economic development, improvements to quality of life, and human capital." The Education Paraprofessional Certificate of Completion meets these purposes by providing the beginnings of a route to address the shortage of teaching professionals that primarily rural school districts often face. This program represents a "grow your own" solution to the teacher shortage problem. Initially to be piloted in the Uintah Basin, this program has the potential to affect teacher preparation at other statewide campuses and centers as well.

No similar certificate program exists at other USHE institutions. However, the U of U Neighborhood Partners currently has a "grown your own" program moving paraprofessionals into the teaching ranks that exclusively serves Salt Lake City School District. USU's program would serve districts across the state, especially focusing on USU statewide campuses and centers. Associate's degrees in Education are currently available at DSU, UVU, and WSU. The degrees at DSU and UVU both focus on Early Childhood Education preparing individuals for roles working with young children in settings such as "private and corporate centers, Head Start, and public education tuition preschools" (UVU Catalog). The WSU degree is a pre-major program that prepares students for later work in Elementary Education or Special Education. The USU program would be the only program in the state that focuses specifically on the needs of education paraprofessionals to enhance the knowledge and skills needed in that role, while providing a dynamic credentialing pathway that would permit the paraprofessional to make important career decisions along the way. Through the Certificate of Completion as an Education Paraprofessional, or through the Associate of Science in Education, the paraprofessional could choose to remain a highly qualified paraprofessional (with some districts already agreeing that paraprofessionals who achieve these benchmarks would receive wage enhancements), or they could determine to continue toward the bachelor's degree and teacher licensure, with all courses in the certificate and A.S. programs counting toward the bachelor's degree.

No faculty or staff structures will be impacted by the program and the program will be delivered only within USU's service area. Courses within the certificate program that are taught in other departments will not be impacted because only service courses already provided by these departments will be used, and participants will be absorbed into spaces already available within the teacher preparation programs. Indeed, the impact will be positive in moving teacher preparation programs at USU closer to full capacity.

Finances*

In the implementation of the certificate program, part of the goal for teaching courses is to use local school district leaders or teachers to teach courses in the Paraprofessional Sequence (TEAL 1001, 1002, 1003, 1004, 1005) as well as other courses in the program (e.g., TEAL 1010). Local educators who teach one of these one credit courses would be paid at the \$1,200 per credit rate within the budget of the hosting USU statewide campus.


In addition, if courses in the Paraprofessional Sequence are taught by USU statewide faculty, their compensation would be addressed through summer month salary at the established rate commensurate with their degree through the budget of hosting USU statewide campus.

Section III: Curriculum (if applicable)**Program Curriculum
Narrative**

A Paraprofessional Task Force consisting of representatives from TEAL, USU-Uintah Basin, and local school districts developed this program. Because no standards for paraprofessionals, other than in the field of special education, were available, the task force developed standards that would be used for the development of the program. These development efforts included focus groups conducted with principals, teachers, and paraprofessionals from the two school districts. The standards were used for a curriculum mapping survey of TEAL's teacher preparation programs. From this, gaps between the standards and the programs were identified, and new courses focusing specifically on the needs of paraprofessionals were developed to address those gaps.


As a result, the curriculum will consist of five one-credit courses called the Paraprofessional Sequence. The courses in this sequence are Professional Relationships, Assessment for Paraprofessionals, Instructional Strategies for Paraprofessionals, Safe Schools, and Educator Self-Awareness.

The remaining 28 credits in the certificate will be filled by students completing their Communications Literacy, Quantitative Literacy and Intensive, and Breadth Education courses, as well as the initial courses in the Preparation Anchor section of TEAL's current teacher licensing program (i.e., ELED 1010, HDFS 1500). This coursework is necessary as TEAL intends to eventually propose an associate's degree that will follow this certificate as part of a "dynamic credentialing" effort by the school.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CHASS - Center for Intersectional Gender Studies & Research - Women and Gender Studies Minor - Discontinued

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Center for Intersectional Gender Studies & Research

Current Title (if applicable)* Women and Gender Studies Minor

Proposed Title* Women and Gender Studies Minor - Discontinued

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 05.0207

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 18

Type of Degree: (BA, BS, etc.)* Minor

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
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 - K-12 Endorsements
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 - Other

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- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

New Center

New Institute

New Bureau

Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

Yes

No

Council on Teacher Education*

Yes

No

Section I: The Request

R401 Purpose*

We are requesting to discontinue the Women and Gender Studies (WGS) minor currently offered. New academic programs, including two new minors and a certificate of proficiency, in the re-envisioned Center for Intersectional Gender Studies and Research will replace the WGS minor beginning in Fall 2021.

Section II: Program Proposal

Proposed Action & Rationale*

We propose discontinuing the Women and Gender Studies minor, which will be replaced by two new minors and a certificate of proficiency program. These new programs will be housed in the new Center for Intersectional Gender Studies and Research. The new programs include a minor in Intersectional Gender Studies, a minor in Sexuality Studies and a Certificate of Proficiency in Inclusive Leadership.

In February 2019, USU established taskforce to evaluate the current state of USU's gender programming. The taskforce, which included faculty, staff and administrators, was charged with assessing existing programs and developing a vision for increasing the impact of gender studies and research at USU. The taskforce recommendations were informed by an exhaustive review of programs at peer and leading institutions and broad engagement with faculty, staff and student stakeholders. This work guided the re-branding of the Center, the development of new programs and the design of new curriculum.

The new identity and structure of the Center reflects best practices at peer and leading institutions including a focus on interdisciplinary teaching and research centered on the concept of intersectionality. The renewed mission of the Center is to advance interdisciplinary research, support inclusive teaching practices and provide outstanding instruction. As such, we will discontinue existing WGS programs and classes and replace them with new academic programming under the name of Intersectional Gender Studies and Research.

Labor Market Demand (if applicable)

N/A for termination of a program.

Consistency with Institutional Mission & Institutional Impact*


The new certificates and minor replacing the Women and Gender Studies minor fully support USU's mission, which includes cultivating diversity of thought and culture. Core curricular areas of these academic programs include: (1) race/ethnicity and indigenous studies; (2) gender, sexuality and the body; (3) global and transnational issues; and (4) science, technology and the environment. Core thematic areas also include: (1) community engaged leadership; (2) understanding conflict, power and difference; and (3) inclusive leadership skills and perspectives. Therefore, we will continue providing students with interdisciplinary training across these thematic areas, thus preparing students to think critically about social, political and economic issues that they confront as citizens, workers and scholars.

Finances*

New programs replacing the Women and Gender Studies minor are fully funded by the Office of the Provost and the College of Humanities and Social Sciences.


Section III: Curriculum (if applicable)

Program Curriculum Narrative	N/A
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Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CHASS - English Journalism and Communication - Digital Writing and Publication - Certificate of Proficiency

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

English

Journalism and Communication

Current Title (if applicable)* not applicable

Proposed Title* Digital Writing and Publication - Certificate of Proficiency

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 23.1301
*

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 18

Type of Degree: (BA, BS, etc.)* Certificate of Proficiency

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
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Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

New Center

New Institute

New Bureau

Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

Yes

No

Council on Teacher Education*

Yes

No

Section I: The Request

R401 Purpose*

We are requesting permission to create a Certificate of Proficiency in Digital Writing and Publication. The proposal uses existing courses and faculty across departments and develops a certificate that will enhance job prospects for students in any major.

Section II: Program Proposal

Proposed Action & Rationale*

More than anything, the past six months have taught us the importance of virtual space in creating community, opportunity, connection and growth. The pandemic has turned us toward technology and virtual communication in ways that no one could have predicted. Internet use alone has increased 70% since March. And while nothing is certain at all, we do know with certainty that life will never be the same again. Historically, lists of necessary skill sets for undergraduates seeking jobs have placed oral and written communication at the top. Now more than ever, the ability to communicate needs to happen online. The Certificate of Proficiency in Digital Writing and Publication seeks to give all majors the opportunity to learn the skills needed to communicate effectively across media and to do so with an understanding of the importance of telling stories and telling them well. Currently, students might learn to write within their major or to appeal to an online audience that is known, but they often don't have a way to step back and consider the question of audience more broadly and the kinds of craft elements and tools that strong writers wield. While these students don't have time to undertake a second major in the area of writing or digital media, they do already possess the content knowledge in their discipline. What they need are the skills that will allow them to meet the world virtually. A Certificate of Proficiency in Digital Writing and Publication will be a considerable resource to students who seek careers that involve written and/or digital components. Additionally, it will provide a formal acknowledgement and validation for students who need to differentiate themselves from other job applicants. Faculty and advisors across campus have expressed support for this certificate as it will fulfill the needs and desires of students across the university.

Labor Market Demand (if applicable)

The pandemic has highlighted a growing trend in modern employment: the employees of the future (our current and future students) will need to demonstrate flexibility and nimbleness in meeting market demands throughout their careers. Training in digital communication and publishing is central to achieving such agility. As more and more businesses and retailers close their brick-and-mortar stores, the number of online retailers increases, with two million in the US alone. In addition, for small businesses to remain afloat, they often choose to move online. A recent study found that close to 40% of small businesses in the US do not have websites. That will clearly need to change if they are to remain solvent. We will need a cadre of professionals who have strong content backgrounds as well as the skills needed to turn their knowledge into stories—whether they are working for businesses, non-profits, government, or education.

Consistency with Institutional Mission & Institutional Impact*

The mission of Utah State University is to be student-centered in terms of academics, but also to then serve “the public through learning, discovery, and engagement.” We have a commitment to make sure our students learn what they need to learn so that they can then move out into the world. Communicating with others and the ability to foster communication is at the center of what we do in higher education. This certificate will facilitate the university's mission to put students first so that they can then engage with the world around them.

Finances*

This certificate of proficiency will be created using existing courses across two departments. No new financial resources are needed.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

This certificate of proficiency will be housed and administered in the College of Humanities and Social Sciences and the Department of English. It will incorporate classes from two areas of emphasis within English as well as the Department of Journalism and Communication.

The certificate will draw on three areas in the College of Humanities and Social Sciences, specifically Journalism and Communications (JCOM), Technical Communication and Rhetoric (TCR), and Creative Writing (CW). Students will be required to complete eighteen credits, including nine credits from a list of core classes, with one core class from each area: Journalism and Communications (JCOM), Technical Communication and Rhetoric (TCR), and Creative Writing (CW). The core is meant to ensure that students are participating in all three areas brought together in the certificate. The core classes will begin to give students some common terminology as well as shared experiences that they can then take into the second half of their certificate.

Students will then take an additional nine credits from either core or elective courses in the three areas. Students may count a three-credit internship as part of those nine additional credits. Whether the additional nine credits include an internship or not, the credits must come from at least two of the three areas. Again, we want to ensure that students are benefitting from the expertise and skills that all three areas offer. Students must earn a C or better in courses they are counting toward the certificate. See the attached program curriculum for a list of core and elective classes.

Each of the three areas offers specific and complementary skills that, when combined, give students the tools and the rationale for making intentional choices in language and presentation. Because they are working across and between fields, students are encouraged to excavate connections in language and media that would be impossible if limited to only one field. Below, we lay out the skills developed in each area, but the strength of the certificate is in how skills become multiplied exponentially when acquired at points of intersection.

- From the TCR courses, students will learn to write for workplace purposes and audiences; they will become familiar with current communication technologies, including photo manipulation software, and learn their ethical implications for social justice; they will learn how to write for social media, build websites, and design and edit accessible documents that meet the needs of a wide variety of users (including people with disabilities); and they will learn how to work collaboratively on design teams and manage communication projects.
- Journalism and Communications courses lay a theoretical foundation for

understanding mass communication. Beyond studying theory, though, these classes offer hands-on learning of practical skills for developing stories and conveying complex information in accessible ways. JCOM courses in this certificate emphasize multimedia communication for dissemination of information across a wide range of platforms.

- Creative writing courses will teach students to both establish and disrupt a narrative or story arc; select details that convey both story and deeper subject; launch metaphors and images that connect the concrete and abstract; wed form to content through understanding of genre and audience; give and receive meaningful feedback; revise based on feedback; and refine language and syntax to say more with less.

Again, the idea behind this structure is to ensure that students work in the places of overlap, to see, most broadly, the relationship between purpose and audience and to know which tools work best given their chosen audience. Because they have worked at the crossroads of fields, they are then also able to articulate and translate to potential employers the benefit of always asking about both function and beauty. Each of these three areas in the college are very popular with students. Undergraduates see the value of each area but all too often have to make a choice in following one path and not the others. This certificate gives them the opportunity to combine the content knowledge of their major with the aesthetic, technical, and professional tools offered in areas they might not typically have access to. While some students in this certificate may be majoring in one of the three areas of the certificate, the certificate itself is aimed at all students across the university as a way to meaningfully present their knowledge, through digital media, to an audience that may or may not be in their field.

Thumbnail sketches of courses offered in the certificate:

TCR Core courses:

ENGL 3400: Writing for the Workplace (CI)

Students are introduced to professional workplace writing, transitioning from writing for academic audiences to writing workplace documents. Students design and write professional documents, synthesize and evaluate arguments on technology and society, and collaborate in teams to present technical information.

ENGL 3410: Digital Writing Technologies

Teaches students how to learn writing technologies used by professional communicators, including photo manipulation software, advanced document design software, basic HTML and CSS, and screencasting tools.

ENGL 4400: Professional Editing (CI)

Students learn editing of technical and scientific documents; working with deadlines, levels of editing, and editing marks; working with groups of editors and clients; and revising document design.

JCOM Core courses:

JCOM 2030—Multimedia Boot Camp

Provides the basics of digital multimedia skills.

JCOM 2220—Introduction to Video Media

Introduction to the theories and practice of video production and functions in broadcasting and the electronic mass media, including concepts, techniques, and impacts of various video approaches.

JCOM 2400—Introduction to Social Media

This course addresses the history of social media platforms, the theoretical foundations for persuasion, message creation, and community building, and the ethical responsibilities of public communication. Students learn to analyze audiences across platforms and decide on the strongest messaging.

CW Core courses:

ENG 3420: Fiction Writing

Covers the basic elements of writing fiction: form, structure, plot, theme, characterization, dialogue, point of view, and imagery.

ENG 3430: Poetry Writing

Covers the basic elements of writing poetry: language, detail, voice, tone, literal and figurative imagery, rhythm, open and closed form, structure and theme.

ENG 3440: Creative Nonfiction Writing

Focuses on the essay as creative nonfiction, emphasizing persona, audience, purpose, tone and style. Students study difference between fiction and nonfiction. Goal is to write publishable nonfiction.

TCR Elective courses:

ENGL 4410: Document Design and Graphics

Teaches design principles, color theory, typography, and graphics. Students learn to analyze and improve the design of existing documents, as well as to design new documents to meet stakeholders' needs. Prerequisite/Restriction: ENGL 3410

ENGL 4900: Internship/Cooperative Work Experience

Offers credit for professional experience obtained outside the classroom, prior to

graduation. Requires statement of professional goals and summary report following the

experience. Prerequisite/Restriction: Permission of department.

ENGL 5400: Technology and Activism

Students examine the role of ethics and social justice in the use and development of technology, learning to connect theory and heuristics with user advocacy and decision making. Topics, which vary by instructor, have included digital democracy and hacktivism, gender and technology, and accessibility.

ENGL 5410: Digital and Social Media

Examines digital media genres, providing opportunities for students to apply theories and best practices in developing many types of digital documents. Topics, which vary by instructor, have included social media marketing, writing for people with disabilities, writing for the gaming industry, and international professional communication. Prerequisite: ENGL 3410 with grade of B- or better.

ENGL 5420: Project Management in Technical Communication

Students study project management strategies involving and affecting diverse groups of stakeholders. Students learn how gender, race, culture, age, ideology, and socioeconomic class influence the design, execution, and outcomes of projects. Topics vary by instructor. Prerequisite: ENGL 3400 with grade of B- or better.

JCOM Elective Courses:

JCOM 3110—Feature Writing (CI)

Intensive feature-writing course emphasizing the research, writing, editing, and marketing of articles for magazines, newspapers, online sites, and other publications.

JCOM 3140—Opinion Writing (DSS)

Study and practice of persuasive editorial and opinion writing for the mass media.

JCOM 4010—Mass Communication Ethics (DSS)

Study of ethical systems and philosophies and their applications to the practice of mass communication.

JCOM 4020—Mass Media and Society (DSS)

Study of theories and practice of the impact of mass media in conjunction with other social institutions: political, social, cultural, ideological, economic, and religious.

NOTE: Depending on how this is taught, it could be a good fit for the certificate, but other courses listed for this cluster might be more relevant.

JCOM 4030—Mass Media Law (DSS)

A comprehensive exploration of mass communication law. The course examines media rights of free expression and both the history and applicability of First Amendment protections. The courses discusses the structure and functioning of the U.S. court system, defamation, trademark, copyright, access to information, and other related topics and themes.

JCOM 4410—Gender and the Mass Media (CL2)

Examines the nature of gender-based images in a variety of mass media, from advertising to magazines, television, and film. Analysis of gender stereotypes and portrayals in news and entertainment media, along with resulting social impacts. Prerequisites: junior standing or instructor permission.

JCOM 4510—Communication Internship

Supervised, real-world training and practice in communication work places, including news and business environments.

JCOM 5400—Social Media Analytics and Client Management

This course prepares students to run professional social media accounts through an immersion in cross-platform storytelling. Students learn social-media tools and use skills in research, videography, graphic design, and writing to create messages for social media platforms.

CW Elective courses:

ENGL 3420: Fiction Writing


Covers the basic elements of writing fiction: form, structure, plot, theme, characterization, dialogue, point of view, and imagery.

ENG 3430: Poetry Writing

Covers the basic elements of writing poetry: language, detail, voice, tone, literal and figurative imagery, rhythm, open and closed form, structure and theme.


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Focuses on the essay as creative nonfiction, emphasizing persona, audience, purpose, tone and style. Students study difference between fiction and nonfiction. Goal is to write publishable nonfiction.

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Step 6: Submit

Click on the save all changes button below.

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**College of Humanities and Social Sciences Jon M. Huntsman School
of Business - Languages, Philosophy and Communication Studies
Political Science Economics and Finance**

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

College of Humanities and Social Sciences

Jon M. Huntsman School of Business

DEPARTMENT (include all cross listed departments)*

Languages, Philosophy and Communication Studies

Political Science

Economics and Finance

Current Title (if applicable)

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits)* 30.5101

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 18

Type of Degree: (BA, BS, etc.)* Certificate of Proficiency

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- New Certificates of Proficiency (except Institutional Certificates of Proficiency)
 - New Certificates of Completion
 - New Post-Baccalaureate and Post-Masters Certificates
 - New Minors
 - New Emphases within an Approved Degree
 - New K-12 Endorsements
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

Administrative Unit Changes:

- New Administrative Units
- Administrative Unit Transfer
- Administrative Unit Restructure
- Administrative Unit Consolidation
- Reinstatement of Previously Suspended Administrative Units
- Other

Creation of Non-Administrative Units:

- New Center
- New Institute
- New Bureau
- Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

To create a proficiency certificate in Philosophy, Politics, and Economics (PPE) for students at USU.

Section II: Program Proposal

Proposed Action & Rationale*

A certificate of proficiency in Philosophy, Politics, and Economics (PPE) will introduce students to the principal texts that have defined these disciplines. USU students typically have technical and specialized skills in one of these three areas of study but too often they lack a general understanding of the ideas that have defined the foundations of the disciplines. If students have been exposed to such ideas it is usually only in a piecemeal or superficial fashion, based on incomplete and second or third-hand accounts of the readings; interpretations, or interpretations of interpretations, of the original texts. The purpose of the PPE certificate is to introduce students to a direct and comprehensive reading of the original texts themselves. Only in this way can students engage the foundational ideas of philosophy, political science, and economics in a thorough manner.

Only in this way as well will students be able to understand just how much the three areas of study intersect and influence how we think and act in so many aspects of our political, economic, and social life. Modern politics, law, and business are informed throughout by the ideas from these foundational texts. The origins of the Declaration of Independence, for instance, specifically the principle of equality and the inalienable rights to life, liberty, and the pursuit of happiness, have been attributed to John Locke's *Second Treatise of Government* (1689). The rationale for much of the law of property in the United States and the British Commonwealth has also been attributed to Locke's labor theory of value, again found in the *Second Treatise*. The idea, fundamental to modern globalization theory, that commerce between nations can have a moderating and pacifying effect on human mores, bringing nations closer together by revealing through trade that other cultures are not that different from our own, owes its most comprehensive seminal treatment to Montesquieu's *The Spirit of the Laws* (1748). Yet students have little, if any, familiarity with Locke's *Second Treatise* or Montesquieu's *The Spirit of the Laws*.

These are just two examples of what students will encounter through the PPE certificate. Engaging them in a close, careful study of foundational texts will not only help them develop their understanding of modern social, political, and economic theory but develop practical analytical, interpretive, reading, and dialogical skills that will allow them to better pursue careers in law, government, public policy, economics, and business. The LSAT exam, for instance, consists of reading comprehension, analytical reasoning, and logical reasoning sections. Similarly, the GMAT has sections on reading comprehension and critical reasoning. All of these skills, considered essential to the practice of law and business, will be developed and improved through the PPE certificate. In addition, the skills developed in the certificate will assist students who wish to work at public policy institutes, political and economic think tanks, departments and agencies of local, state, and federal government, and in other related professions and industries.

USU already has a set of students on campus whose interests span the disciplines of philosophy, political science, and economics. There are natural advantages to studying the disciplines together, and a PPE certificate could significantly benefit the students in these disciplines as they prepare for careers in politics, public policy, law, business, and finance.

Labor Market Demand (if applicable)

The PPE certificate will provide critical communication and analytical skills that employers look for in virtually every job related to the social sciences and business and economics. In particular, these skills are critical to lawyers who practice civil and criminal litigation, constitutional law, corporate, commercial, and business law, family law, and alternative dispute resolution. Over the last three years, USU's prelaw advisor has advised roughly twice the number of students he had advised in years immediately prior to that. There is a significant demand among prelaw students for programs like the PPE certificate and we expect that market to grow significantly.

The PPE skills are also critical to anyone working in the corporate or commercial world, such as business managers, specialists in marketing, advertising, and the like. Public policy institutes, think tanks, and governments all require the analytical and critical reasoning skills the PPE certificate will develop.

PPE programs exist at some of the best universities in the country, like Duke, Notre Dame, and the University of Pennsylvania, and they have been very successful.

Consistency with Institutional Mission & Institutional Impact*

Part of USU's institutional mission is to cultivate "diversity of thought and culture" and to serve "the public through learning, discovery, and engagement." The PPE certificate will serve both of these missions by introducing students to ideas they have not been exposed to in the past and by addressing through the courses making up the PPE certificate how those ideas form the foundations and defining principles of the disciplines of philosophy, political science, and economics. The PPE certificate will also provide students expertise and intellectual skills related to questions of citizenship and civic engagement.

Finances*

The PPE certificate will not require any institutional funding.

Section III: Curriculum (if applicable)

**Program Curriculum
Narrative**

Students will be required to take two classes from each discipline, philosophy, political science, and economics, that will total 18 credits (one class = 3 credits). The classes students take will come from the list of courses below.

PHILOSOPHY

PHIL 1000 Introduction to Philosophy

PHIL 1320 The Good Life

PHIL 2400 Ethics

PHIL 3100 Ancient Philosophy

PHIL 3110 Medieval Philosophy

PHIL 3120 Early Modern Philosophy

PHIL 3150 Kant and the Nineteenth Century

PHIL 3580 Ethics and Economic Life

PHIL 3700 Political Philosophy

PHIL 3800 Philosophy in Literature

PHIL 4250 Tolkien and Lewis on Myth and Truth

PHIL 4600 Philosophy of Law

POLITICAL SCIENCE COURSES

POLS 2300 Introduction to Political Theory

POLS 3310 American Political Thought

POLS 3320 The Foundations of American Constitutionalism

POLS 4130 Constitutional Theory

POLS 4310 History of Political Thought I

POLS 4320 History of Political Thought II

POLS 4360 Critical Topics in Political Theory

POLS 4370 Modern Political Thought

POLS 5130 Law and Policy

ECONOMICS COURSES

ECN 1500 Introduction to Economic Institutions, History, and Principles


ECN 2010 Introduction to Microeconomics

MGT 3050 Foundations of Business: Capitalism, Markets, and Innovation

ECN 3170 Law and Economics


ECN 5100 History of Economic Thought

ECN 5700 Economics of Public Choice

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CHASS - Sociology, Social Work and Anthropology - Social Analytics - Certificate of Proficiency

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology, Social Work and Anthropology

Current Title (if applicable)* Not Applicable

Proposed Title* Social Analytics - Certificate of Proficiency

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 45.0102

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 24

Type of Degree: (BA, BS, etc.)* Certificate of Proficiency

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

New Center

New Institute

New Bureau

Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

Yes

No

Council on Teacher Education*

Yes

No

Section I: The Request

R401 Purpose*

We are requesting permission to create a Certificate of Proficiency in Social Analytics in the College of Humanities and Social Sciences at Utah State University. This certificate will be housed in the Department of Sociology, Social Work, and Anthropology and made available to all undergraduate students in CHaSS and across the university.

Section II: Program Proposal

Proposed Action & Rationale*

The College of Humanities and Social Sciences offers courses in social research methodologies and techniques of data analysis in many of its programs. These courses teach students a wide range of skills, including representative sampling methodologies for human populations, questionnaire design strategies, statistical methods that are most relevant to social data, and techniques for the analysis of demographic data. Many of these methods (e.g., Total Design Survey Methods) and types of analysis (e.g., Social Network Analysis) were developed by sociologists and other social scientists to address special research challenges in these disciplines. This rich heritage overlaps with yet is distinct from traditional fields like statistics and emerging ones like data science. Nevertheless, there is currently no framework that encourages students to take courses in social research methods and types of analysis (i.e., Social Analytics) beyond those specified as minimum degree requirements. This Certificate of Proficiency will address that limitation by providing the structure, mentoring, and incentive needed to encourage students to take additional coursework to facilitate a deeper understanding and the acquisition of new skillsets in Social Analytics. Given the sometimes overlapping and interdisciplinary nature of these methods, students may take some courses outside of the College of Humanities and Social Sciences, allowing them to explore new areas and tailor the program to their own interests. A Certificate of Proficiency in Social Analytics will enable students to become more proficient in the collection, management, and analysis of social data, preparing them to enter a labor market where these skills are in high demand.

Labor Market Demand (if applicable)

There is tremendous labor market demand for individuals who understand how to collect, manage, and analyze social data. These positions include but are by no means limited to survey researchers, population scientists, analysts in health care and public health agencies, database managers, and focus group specialists. At any given time, there are >100 jobs in these fields in the state of Utah alone. To illustrate, a keyword search for “survey research” revealed 123 open positions in the state of Utah on October 2, 2020 (<https://www.indeed.com/>). This is just one of many areas of technical competency that will be addressed by the Certificate of Proficiency in Social Analytics.

Consistency with Institutional Mission & Institutional Impact*

As Utah’s land-grant institution, Utah State University is charged with the task with providing a holistic and well-rounded education that also addresses critical employer needs and economic opportunities in the state. Undergraduate students who complete the certificate in Social Analytics will be well positioned to address those needs and capitalize on excellent job opportunities involving the collection, management, and analysis of social data. In addition, they will have the education necessary to detect inappropriate uses of social analytics and adjudicate between competing arguments in the marketplace of ideas.

Finances*

Because the certificate in Social Analytics is based on existing curricula, it will not require any new financial resources.


Section III: Curriculum (if applicable)

Program Curriculum Narrative

The Certificate of Proficiency in Social Analytics will be housed and administered in the College of Humanities and Social Sciences and the Department of Sociology, Social Work, and Anthropology. However, it will incorporate classes from across CHaSS as well as other colleges to give maximum flexibility to students from a variety of programs.


The certificate will include two core required classes. These classes cover essential research methods and statistical techniques used across a range of social sciences. This certificate will require students to identify a mentor to help select elective coursework and craft strategies to use the certificate to maximum benefit after graduation. Elective coursework will span a range of topic areas, both in CHaSS and other colleges at USU, including: geographic information science; applied demographic analysis; ethnographic methods; big data modeling; and programming for statistical software such as SAS and R. Finally, students will have the option of taking up to three credits of independent study with their certificate mentor, providing them with additional flexibility to tailor the certificate to individual student needs and interests. See the attached program curriculum for details.

The overarching motivation for the development of this certificate is the lack of a framework to encourage students in the social sciences to take courses in Social Analytics beyond those specified as minimum degree requirements. In developing the program curriculum for this Certificate of Proficiency, we have worked with and received support and approval from Dean Joe Ward in CHaSS, Acting Dean Jamison Fargo in Education, Christopher Corcoran (Department Head in Data Analytics and Information Systems), and other stakeholders across the university.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CHASS - Sociology, Social Work and Anthropology - Department of Social Work

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

DEPARTMENT (include all cross listed departments)*

Current Title (if applicable)*

Proposed Title*

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 44.0701

Minimum Number of Credits (if applicable)* 0

Maximum Number of Credits (if applicable)* 0

Type of Degree: (BA, BS, etc.)* N/A

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

New Center

New Institute

New Bureau

Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

Yes

No

Council on Teacher Education*

Yes

No

Section I: The Request

R401 Purpose*

The purpose of this request is to create a new Department of Social Work by dividing the Department of Sociology, Social Work and Anthropology into the Department of Social Work and the Department of Sociology and Anthropology.

Section II: Program Proposal

Proposed Action & Rationale*

The College of Humanities and Social Sciences proposes this action to enhance the effectiveness and efficiency of academic program administration. This restructuring will better serve the needs of our students and the faculty in these diverse disciplines as will be explained below.

The Department of Sociology, Social Work and Anthropology (SSWA) is an unusual conglomeration of disciplines and programs that is not often found at other universities. The growth experienced by all three programs during the past decade, Social Work in particular, has resulted in a large department that is increasingly difficult for one department head to manage effectively. In 2008, the department had fewer than 30 benefitted faculty; as of fall 2020, this number has grown to 53.

The bulk of this growth has occurred in the Social Work program which has grown from 5 to 20 benefitted faculty plus one full-time staff member. These faculty members are located at campuses in Logan, Brigham City, Kaysville, Tooele, Price, Moab, Blanding, and the Uintah Basin. Most of this increase is tied to the addition of a Master of Social Work (MSW) program in 2008, as well as to extending the undergraduate degree to six statewide campuses in 2010 (both initiatives were funded by House Bill 185). Two of the eleven social work faculty hired were added in 2020 as part of a legislative appropriation specifically to support the growth of the MSW program to help meet the skyrocketing demand for mental health professionals in Utah.

In the last decade, the Sociology program grew from 15 to 22 faculty members with the majority of this growth due to the merger between the College of Eastern Utah and USU which brought the Associate of Criminal Justice degree program and its faculty to the Sociology program. During this same time frame Anthropology added three faculty members to support a new graduate program in Archaeology and Cultural Resource Management as well as the expansion of the minor that is now offered to students at statewide campuses through online and interactive video conference (IVC) classes.

The growth in the number of faculty attached to the SSWA department has been driven by increased demand for all the SSWA degree programs. The demand for Social Work degrees, in particular, has grown substantially. The first MSW cohort (2008) numbered 74. In 2020, that number had increased to 131—one of the largest graduate programs at USU. The number of MSW students is expected to increase to 200 in the next 5 years- an expansion made possible through the 2020 legislative appropriation. In approximately the same number of years, the undergraduate program has grown from around 100 juniors and seniors to 150. This number increases to more than 300 if pre-majors and students pursuing a minor are included. This increase equates to a 77% growth rate in the MSW program and a 50% growth rate in the BSW program. The Social Work program has also grown in complexity by adding the I-System Institute, the Transforming Communities

initiative, and the Sexual Assault and Anti-Violence Information (SAAVI) clinic to its portfolio.

Social work programs that are embedded in multidisciplinary departments are increasingly rare. Among our five Utah peer institutions, USU and UVU are the only programs that are not their own stand-alone departments, schools, or colleges. Among our land-grant peers, USU's social work program is likewise an anomaly. At the eleven land-grant peer comparisons in the region, only one other is embedded in a department that resembles SSWA. In part this occurs because Social Work is a professional degree program with unique needs and considerations for growth and success. For example, social work programs are accredited by the Council on Social Work Education (CSWE) and operate from a competency-based teaching and learning model. (During the most recent visit by CSWE commissioners, they remarked that it was highly unusual for a social work program of this size to not be a stand-alone department.) Additionally, as a professional program, Social Work interfaces differently with the graduate school as compared with the Sociology and Anthropology programs. Moreover, Social Work degrees require a substantial field experience component that is essential to preparing professionals to fill critical roles in human service and mental health agencies in Utah communities.

The Social Work program's unique administrative needs, combined with an increasing administrative burden as it and the rest of the SSWA Department faculty size has grown sharply, point to the need for this change in organizational and leadership structure. As the field of social work evolves, so too has social work education. It is shifting to more integrated models of service with an accompanying increased demand for skilled social work professionals in a broad range of settings and sectors. Social Work needs an autonomous department head who has the capacity to focus on maintaining the program's positive trajectory and engage key statewide stakeholders that are critical to the program's mission. Similarly, the Sociology and Anthropology programs need a department head who has the capacity to focus on their unique needs and missions.

The current Department Head, Professor Derrik Tollefson, will be stepping down from his role at the end of the 2020-21 academic year, thus now is an ideal time to provide for greater administrative focus and efficiency within each of the proposed departments. The restructuring will facilitate a stronger, clear base on which to build communities for the students, faculty and alumni of the various programs.

The Social Work department name was voted on and approved by the faculty who will belong to this new department. The name is common in the field and will be readily recognizable to students, community partners, and peer institutions. This department will have 20 faculty members including three full professors, seven associate professors, and ten assistant professors (3 tenure-track and 7 clinical-track) plus two full-time staff members (MSW program Admissions and Recruitment Coordinator and the I-System Institute Associate Director who is funded by a privately funded endowment). As mentioned above, in fall 2020 Social Work had more than 300 students pursuing a social work major or minor and 131 graduate students—a number that is expected to grow to

more than 200 in the near future.

The name Department of Sociology and Anthropology is simply a merger of the two remaining programs in the original department. Based on current numbers, this department will have 32 faculty members, including eight full professors, four associate professors, 15 assistant professors, three full-time lecturers, one research assistant professor, and two professors of professional practice (one of these also serves as Director of the Anthropology Museum). In fall 2020 the Sociology program had 119 sociology majors, 100 sociology/criminal justice emphasis majors, 178 minors, and 130 pursuing the Associate of Criminal Justice degree. Anthropology has 98 majors, 29 minors, 6 pursuing the Native American Studies minor, 15 enrolled in the Museum Studies certificate program, and 16 graduate students.

Labor Market Demand (if applicable)

National and regional studies indicate strong growth in demand in the foreseeable future for social workers who have a social work degree from an accredited program. The U.S. Department of Labor estimates that nationwide demand for social workers will grow much faster than average (increase 13 percent) in the next decade (DOL, 2020). Job prospects are expected to be particularly robust in rural areas and in the medical, substance abuse, school, and private practice arenas. The job outlook in Utah reflects these national projections. The Utah Department of Workforce Services predicts positive job growth for social workers overall, rating the overall outlook a 4 on a 5-point scale (Utah Department of Workforce Services, 2020).

Recognizing the acute need for more social workers in the state, the Utah Legislature appropriated \$324,800 in ongoing funding to support the growth of USU's social work program during the 2020 session. The Social Work program expects to increase the number of students graduating with an MSW degree by 40% over the next five years.

Consistency with Institutional Mission & Institutional Impact*

This is an administrative structural change to the academic programs within the College of Humanities and Social Sciences. This restructuring will allow for greater focus on the specific needs of the students in these disparate programs and is fully in line with the mission of Utah State University. Moreover, elevating Social Work from a program to a department will increase its visibility on campus and in Utah, which will facilitate recruitment/growth, alumni and stakeholder engagement, and positive impacts on communities across the state. As its own department, Social Work will benefit from leadership that is laser-focused on its growth and success in training social work professionals that are critical to the health and well-being of Utahns. The change will also provide Social Work with its own 'seat at the table' in college-wide discussions, making it easier for the Dean of the College of Humanities and Social Sciences, who strongly supports this proposal, to understand its needs and to advocate on its behalf in university-level discussions.


Finances*

The restructuring action is not creating new programs, so the funds currently supporting these programs will be reallocated in a manner that continues to support their implementation and will not require new fiscal resources. There will be two new department heads hired through internal searches, and the college is already positioned to make these hires with existing resources. More specifically, the new department head positions will be funded by 1) the current department head's salary, and 2) shifting salaries used for administrative stipends given to program directors in Social Work, Sociology, and Anthropology. (The program director positions will essentially be merged with the new department head positions.) The current staff positions will be retained and assigned to each department in ways that allows the functions of each department to be supported.

Section III: Curriculum (if applicable)


**Program Curriculum
Narrative**

Not applicable.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

COS - Geosciences - Geology - GeoWorkforce Emphasis

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

COS

DEPARTMENT (include all cross listed departments)*

Geosciences

Current Title (if applicable)*

NA

Proposed Title* Geology - GeoWorkforce Emphasis

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) 40.0699
*

Minimum Number of Credits (if applicable)* 120

Maximum Number of Credits (if applicable)* 126

Type of Degree: (BA, BS, etc.)* BA, BS

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

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 - Other

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- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

Other

- Creation of Non-Administrative Units:**
- New Center
 - New Institute
 - New Bureau
 - Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

This request is to add a new GeoWorkforce emphasis to the existing Bachelor of Arts and Bachelor of Science degrees in Geology at Utah State University.

Section II: Program Proposal

Proposed Action & Rationale*

In spring of 2019, the Utah Governor's Office provided a joint award to USU Geosciences and Uintah Basin Technical College through the Strategic Workforce Investment Program. The successful proposal was to create an integrated Geoscience workforce pathway for students, and a core component of that program is a new "GeoWorkforce" emphasis in USU's Geology degree program. Over the 2019-2020 academic year, the Geosciences Department completed a faculty search for a director of the new program. Now, the Department of Geosciences requests that this new GeoWorkforce emphasis be added to the existing Bachelor of Arts and Bachelor of Science degrees in Geology. Ultimately, the rationale for this new program is to better serve and place our bachelor's graduates into jobs and careers. No other institution of higher education in Utah offers a comparable degree emphasis or option.

Labor Market Demand (if applicable)

Graduates with a bachelor's degree in the geosciences may be employed in a range of roles in resource extraction, environmental monitoring and mitigation, and government regulatory and scientific agencies – especially if they also have pragmatic training beyond a traditional science degree. For example, Utah and other states maintain a Professional Geologist licensure, which makes individuals particularly well situated for industry employment. Training students for success in the Fundamentals of Geology exam leading to this license is a goal of the proposed GeoWorkforce curriculum. Furthermore, USU Geosciences has formed an Industry Advisory Council of individuals currently employed in these major fields, partly to ensure that our curriculum design and training meets the demands of the labor market.

In Utah, energy companies are frequently among the largest employers. A 2016 report from the U.S. Bureau of Labor Statistics projects that the number of job openings in the energy industry will increase by 23.4% between 2016 and 2026. That same agency projects a 5% increase in jobs for geoscientists in general from 2019 to 2029, which is faster than average. At our state level, the Utah Department of Workforce Services (UDWS) projects that the need for environmental science technicians will be “much faster than average employment growth” over the next decade. The UDWS also reports that the majority of current mining and geological engineers will reach retirement age by 2024.

Consistency with Institutional Mission & Institutional Impact*

The stated mission of Utah State University includes, “serving the public through learning, discovery, and engagement”. The proposed new GeoWorkforce emphasis in Geology will serve all three of these core themes. Students will be educated in practical, employable skills that will benefit them, as well as the general population of Utah. Students also will receive hands-on training in all aspects of scientific discovery, including research design, sampling, instrumental and computational analysis and reporting. Students will be engaged in teamwork and learning modules focused on professional skills, not only scientific skills. The inclusion of industry partners should lead to internships and/or co-operative employment for students, engaging them in off-campus opportunities. Finally, the new emphasis, through its focus on practical training in energy and environmental issues, should enhance “the historical land-grant tradition of partnering with communities to address critical societal issues.”

Concerning the impact on the institution, the employability of graduates in the new emphasis should appeal to and attract new students. It is hoped this will increase the number of Geology majors and add to the general student population. It is anticipated that ten to fifteen new students will enroll in this new degree emphasis initially, with this number increasing over time. Finally, it is hoped that the practical and professional focus of this science degree will spur the recruitment of historically under-represented populations in science at USU.

Finances*


The appropriation by the Utah State Legislature for the USU component of the Strategic Workforce Investment Proposal included \$92,800 in one-time funds for course development and equipment, and \$109,875 in ongoing funding for the salary and benefits of a professor of professional practice within the Department of Geosciences. Unfortunately, this latter component to fund the salary and benefits of the program director and advisor underwent incremental cuts in both FY 2019 and FY 2020, yet it provides the funds currently necessary.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

The new GeoWorkforce emphasis will include 18 required courses, with ten of them being existing Geology courses (not counting two co-requisite laboratories), three of them being new Geology courses tailored for this program, and five being lower-level supporting Mathematics and Statistics, Chemistry, Physics, and Geography courses and lab sections. In addition, the new emphasis will require 15 elective credits (5 courses) to be chosen mostly among Geology offerings, but including choices in other units such as Chemistry and Watershed Sciences. One of the elective courses (GEO 4850) is variable credit, from one to four. The minimum of one credit has been used for the program curriculum table (attached) in conformance with the instructions. In sum, the total course load for the proposed emphasis is 81 credits. Please note that course proposal requests already have been submitted in USU's Curriculog system for the three new Geology courses. Furthermore, course proposal requests also have been submitted in Curriculog to lower the course numbers for two courses, plus one co-requisite laboratory, from the 3000-level to the 2000-level to ensure that no upper-division courses are listed in the degree map table (attached) for this emphasis during the first two years.


In terms of sites of delivery and instructional modes, a goal of the new emphasis will be making a significant portion of it available through distance delivery to statewide locations, though these efforts will be incremental. In fact, our plan is to eventually propose a post-bachelor's certificate program mirroring this new emphasis. The Department of Geosciences does have a faculty member at the Uintah Basin Campus as well as the Price Campus. Seven of the ten required Geology courses are currently delivered as (hybrid) face-to-face, two are delivered as blended (face-to-face and online), and one is delivered purely online. Of the three new courses created for this degree emphasis, it is anticipated that two will be delivered as (hybrid) face-to-face and one as blended or online when fully developed.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of

the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CCA - Music - Piano Pedagogy Minor

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CCA

DEPARTMENT (include all cross listed departments)*

Music

Current Title (if applicable)*

None

Proposed Title* Piano Pedagogy Minor

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) 50.0912

*

Minimum Number of Credits (if applicable)* 22

Maximum Number of Credits (if applicable)* 22

Type of Degree: (BA, BS, etc.)* Minor

Request

Step 4: Select the Type of Change Being Requested.

New Programs:

- Certificates of Completion
- Certificates of Proficiency
- Certificates of Proficiency - except Institutional Certificates
- Emphases within an Approved Degree
- Institutional Certificates of Proficiency
- K-12 Endorsements
- Minors
- Post-Baccalaureate and Post-Masters Certificates
- Other

Existing Program Changes:

- Program Transfer
- Program Restructure
- Program Consolidation
- Program Suspension
- Program Discontinuation
- Program Name Change
- Out-of-Service Area Delivery of a Program
- Reinstatement of a Previously Suspended Program
- Other

Administrative Unit Changes:

- New Administrative Units
- Administrative Unit Transfer
- Administrative Unit Restructure
- Administrative Unit Consolidation
- Reinstatement of Previously Suspended Administrative Units

Other

- Creation of Non-Administrative Units:**
- New Center
 - New Institute
 - New Bureau
 - Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

The purpose of this R401 is to propose creation of a Piano Pedagogy minor for non-music major students at Utah State University.

Section II: Program Proposal

Proposed Action & Rationale*

There has been consistent interest in piano pedagogy courses from non-music majors who have experience as pianists, and who want training to teach piano in an independent studio. Offering piano pedagogy as a minor will fill this demand, while offering Utah State University's piano majors the opportunity to interact with other pianists outside the Department of Music, adding energy and diversity to some of the piano courses offered.

Labor Market Demand (if applicable)

Integrating piano performance and pedagogy will prepare students to be solo and collaborative performers, as well as instructors for individuals and groups at a variety of proficiencies and settings. Independent piano studio teachers continue to be in demand around the United States, with an estimate of over 200,000 teachers nationwide (<https://pianoeducation.org/pnotomem.html>). The US Bureau of Labor Statistics reported a median annual salary in 2016 of \$68,650, and a projected 12% increase in jobs from 2016-2026 for all art, drama and music teachers at the postsecondary level

**Consistency with
Institutional Mission
& Institutional
Impact***

A minor in piano pedagogy would fulfill Utah State University's goal as a land-grant institution by "educating the state" and offering training for piano teachers who will interact directly with the community.

Finances*

There will be no impact on faculty loads or salary. All courses in the proposed minor are offered as part of regular faculty loads.

Section III: Curriculum (if applicable)


**Program Curriculum
Narrative**

The minor in Piano Pedagogy intends to train piano instructors in giving professional-level instruction to pianists from beginning through advanced levels. Instruction will include training on their own piano skills, as well as courses in pedagogy, and general music analysis and history. Minor requirements are as follows:

- MUSC 1010 - Introduction to Music (BCA) (3 credits)
- MUSC 1100 - Fundamentals of Music for Non-Music Majors (BCA) OR MUSC 1110 - Music Theory I (BCA) (by instructor permission) (3 credits)
- MUSC 1430 - Piano Pedagogy I (3 credits)
- MUSC 1440 - Piano Pedagogy II (3 credits)
- Select 6 credits from the following options:
 - MUSC 1420 - Pedagogy Practicum (3 credits)
 - MUSC 2420 - Piano Literature I (3 credits)
 - MUSC 2430 - Piano Literature II (3 credits)
 - MUSC 2440 - Piano Literature III (3 credits)
 - MUSC 3410 - Collaborative Piano in Ensemble (1 credit)
 - MUSC 4410 - Special Topics in Performance and Pedagogy (1 credit)
- MUSC 1480 - Individual Piano Instruction for Nonmusic Majors (4 credits total)


Four semesters, each for 1 credit hour. Because of the nature of applied study, the faculty recommends taking all 4 semesters consecutively.

Total Credits Required: 22

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CCA - Theatre Arts - Theatre Education Applied Option - BFA

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CCA

DEPARTMENT (include all cross listed departments)*

Theatre Arts

Current Title (if applicable)* Theatre Education Applied Option - BFA

Proposed Title* Theatre Education Applied Option - BFA

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) 50.0501
*

Minimum Number of Credits (if applicable)* 120

Maximum Number of Credits (if applicable)* 120

Type of Degree: (BA, BS, etc.)* BFA

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

Other

- Creation of Non-Administrative Units:**
- New Center
 - New Institute
 - New Bureau
 - Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

The purpose of this proposal is to suspend the program "Theatre Education Applied Option – BFA" at Utah State University. It has been prepared and submitted by the Department of Theatre Arts.

Section II: Program Proposal

Proposed Action & Rationale*

The proposed action is suspension of the program "Theatre Education Applied Option – BFA." The reason for this change is consistently low enrollment and the existence of a similar program that will continue. In terms of enrollment: only 2 students are enrolled this semester (fall 2020) and both of those students will graduate this spring. Further, the department will continue the existing program in "Theatre Education – Certification Option – BFA." This continuing program is similar to the option being suspended, and the department believes that future students will be served by this continuing program; we therefore anticipate total student enrollment in the department will be not be affected. No courses will be added, deleted, changed in frequency, or otherwise affected by this change. No changes to current faculty teaching loads will result from this change.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*


Given the program’s very limited enrollment and the continuation of a similar program, we do not believe this program suspension will have a significant institutional impact.

Finances*

The suspension of this program will have no or minimal impact on finances. There will be no changes in the department in terms of courses offered or faculty teaching those courses. Because the “Theatre Education – Certification” option will continue, we anticipate new theatre education students will enroll in this program. Given this, we do not anticipate the total enrollment in the department will be affected.


Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

HSB - Marketing and Strategy - Leadership

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

HSB

DEPARTMENT (include all cross listed departments)*

Marketing and Strategy

Current Title (if applicable)*

None

Proposed Title* Leadership

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) 52.0201

Minimum Number of Credits (if applicable)* 9

Maximum Number of Credits (if applicable)* 9

Type of Degree: (BA, BS, etc.)* Master of Business Administration (MBA)

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- New Certificates of Proficiency-except Institutional Certificates
 - New Certificates of Completion
 - New Post-Baccalaureate and Post-Masters Certificates
 - New Minors
 - New Emphases within an Approved Degree
 - New K-12 Endorsements
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units
 - Other

- Creation of Non-Administrative Units:**
- New Center
 - New Institute
 - New Bureau
 - Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

The Jon M. Huntsman School of Business at Utah State University, in conjunction with the Stephen R. Covey Leadership Center, proposes the creation of an emphasis in leadership within the existing Master of Business Administration (MBA) degree. The Covey Leadership Center was created to support the mission of the Huntsman School which is to "develop leaders of distinction in commerce and public affairs." This proposed leadership emphasis within the MBA supports the mission of the Huntsman School and the Covey Leadership Center.

Section II: Program Proposal

Proposed Action & Rationale*

The proposed action is to create a new emphasis in leadership within the existing Master of Business Administration (MBA) degree. The emphasis will consist of three courses:

- MSLE 6741 Leadership Development

- MSLE 6645 Innovative and Inclusive Leadership

- MSLE 6200 Executive Influence

Offering an emphasis in leadership aligns with the mission of the Huntsman School and provides distinction for both the School and the MBA program. The purpose of creating an emphasis within the MBA is to add value to the students' degree and offer them a focused set of courses in leadership. It is imperative that we continue to innovate and enhance the curriculum in order to add value to the MBA program for our students.

The MBA program is currently 36 credits. With the addition of MSLE 6645 Innovative and Inclusive Leadership (3 credits), the emphasis will be created by bundling MSLE 6645 with two other existing leadership courses within the existing MBA curriculum. Dr. Susan Madsen has been recently hired as a full professor of leadership and this course will be part of her regular teaching assignment.

Labor Market Demand (if applicable)

National demand for generic MBA programs has been leveling off (Forbes: MBA in Crisis. Aug 20, 2019) in favor of graduate business education that offers specializations. Several major universities have recently eliminated their resident MBA programs, including Purdue University and the University of Illinois at Urbana-Champaign. Students and employers are interested in both breadth, which is included in the traditional MBA, and depth. The emphasis in leadership provides a specialized focus in addition to the breadth courses offered in the MBA.

Consistency with Institutional Mission & Institutional Impact*

The Huntsman MBA and the proposed emphasis in leadership are consistent with the institutional mission of Utah State University. This proposed leadership emphasis is also consistent with the missions of the Jon M. Huntsman School of Business and Stephen R. Covey Leadership Center as mentioned above. The MSLE 6645 Innovative and Inclusive

Leadership course specifically supports USU's mission in "cultivating diversity."

Finances*

There is no financial impact. No new staff or faculty are required. In addition to the existing courses already offered in the MBA, a new course has been created for this new emphasis that will be taught by existing faculty with no additional resources needed.

Section III: Curriculum (if applicable)


**Program Curriculum
Narrative**

The emphasis in leadership consists of three courses for a total of 9 credits:

- MSLE 6741 Leadership Development (3 credits). This course increases students' self-awareness with regard to their own leadership strengths, weaknesses, and style. It also helps students understand how to develop leadership skills in others. The course bridges the practice of leadership with the philosophy of leadership. Students create their own signature leadership development plan.


- MSLE 6645 Innovative and Inclusive Leadership (3 credits). This course focuses on building innovative leaders who can effectively navigate complex environments, manage constant change, and engage tomorrow's dynamic workforce. Through research-based tools, concepts, and frameworks, students will learn how leaders effectively utilize strategies for leveraging innovation, diversity, equity, and inclusion.

- MSLE 6200 Executive Influence (3 credits). This course focuses on theoretical models and practical strategies that executives utilize to influence outcomes, create value, find common ground, negotiate terms, and implement decisions. The course is designed to help students create value by developing influence skills to move individuals, groups, and organizations from disagreement and conflict toward agreement and shared vision.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

COS - Geosciences - Geology BA BS - Geoarchaeology Emphasis

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

COS

DEPARTMENT (include all cross listed departments)*

Geosciences

Current Title (if applicable)*

Geology BA BS - Geoarchaeology Emphasis

Proposed Title*

Geology BA BS - Geoarchaeology Emphasis

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) 40.0699
*

Minimum Number of Credits (if applicable)* 120

Maximum Number of Credits (if applicable)* 126

Type of Degree: (BA, BS, etc.)* BA, BS

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

Other

- Creation of Non-Administrative Units:**
- New Center
 - New Institute
 - New Bureau
 - Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

The Department of Geosciences at Utah State University requests to discontinue the Geoarchaeology emphasis to the bachelor's degree program in Geology.

Section II: Program Proposal

Proposed Action & Rationale*

The Geoarchaeology emphasis for the Geology bachelor's degree has not been a popular option with students since the Applied Environmental Geoscience emphasis was introduced during the 2011-2012 academic year. During the past five academic years (2015/16 through 2019/20), there has been only one student who pursued this emphasis, and that student no longer is a Geology major. The last student to graduate with this emphasis did so in 2015, and was the first such student since 2012. Consequently, the department would like to discontinue the emphasis due to a lack of student interest.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*


This field does not seem applicable because the emphasis is being discontinued. Consequently, there would not seem to be any institutional impact.

Finances*

This field also does not seem applicable because the emphasis is being discontinued. Consequently, there should be no financial ramifications.


Section III: Curriculum (if applicable)

**Program Curriculum
Narrative**

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

Institutional Certificates of Proficiency

USHE definition:

Institutional certificates of proficiency require less than 30 semester credit hours, or 900 clock hours and are not eligible for federal financial aid. Institutions may establish institutional certificates without notifying the Board. Institutions may use these certificates to address varying needs, including workforce preparation, bridging student pathways from high school, avocational interests, or development of specialized skills.

We offer a number of these certificate programs at both the undergraduate and graduate level and they go by many names and are handled differently by our departments. This has caused confusion over the years with everyone involved as to how they should be treated at our institution. We think we could eliminate this confusion by creating a new degree type institutional certificates (as outlined in the description from USHE) and by offering a framework to help departments better manage and track their programs.

We would like to propose the creation of an Institutional Certificate of Proficiency (ICP) degree type in Banner using the Degree Code Validation form STVDEGC. The 'Count in Financial Aid' and 'Award Category' fields will be left unpopulated. This will ensure that these programs are not Title IV eligible and are excluded from the Banner delivered IPEDS reporting process. By having a common degree code of ICP, we will be able to easily identify all eligible programs for reporting and tracking purposes.

There are a variety of programs that fit the description of an Institutional Certificate of Proficiency offered by numerous departments. For example, here is a list of Area Studies Certificates from College of Humanities and Social Sciences with their proposed program codes:

- Law and Society Area Studies Certificate (LASO_ICP)
- Medieval and Early-Modern Studies Area Studies Certificates (MAEM_ICP)
- Museum Studies Area Studies Certificates (MUSE_ICP)
- Native American Studies Area Studies Certificates (NAAS_ICP)
- Women and Gender Studies Area Studies Certificates (WGST_ICP)

Any new certificates approved by the University should receive the ICP degree type and use the program code naming convention as outlined above.

Topics to be discussed in conjunction with the Provost's Office

We would like to work out the details of how the following topics should be addressed. Not all departments that offer institutional certificates of proficiency want or need their students to follow the traditional path of tracking and receiving a credential.

Program Declaration:

- Departments may wish to leverage the existing process within our department to have students placed into these programs similar to what is done with our change of major process.
 - o Some departments have their own internal applications or approval process for interested students. By declaring them in a program in Banner, departments can track their students more easily.

Degree Works:

- We can build out the ICP programs and degree code in Degree Works for those departments that wish to track progress towards completion of the certificate
 - o We anticipate that not all departments will choose to leverage Degree Works due to the number of credits required for an ICP and the timing of when the student will apply/receive the certificate.

Graduation:

- Do we want departments to opt-in or be required to have their students apply through the application for graduation?
 - o There are benefits to using the application including reduced workload for staff by automatically feeding data into Banner and the collection of the student's diploma name and mailing address.
- Should all these certificates appear in the commencement book at graduation?
 - o Some of the Area Studies certificates offered by the College of Humanities and Social Sciences have traditionally included their students in the book.

Transcript:

- Should the institutional certificates of proficiency be designated on the transcript similar to other credentials awarded by the University?
 - o Traditional UG and GR certificates appear as an award.
 - o Community Engaged Scholars and the Honors recipients are denoted on the transcript by a comment, not an award.

Diploma:

- Some institutional certificates of proficiency are printed by departments. Others are printed by the Registrar's Office on a unique diploma template with signatures from the department head, program director or President Cockett and include the University seal.
 - o Are there any issues with the Registrar's Office continuing to use those signatures and the University seal?

CAAS - Animal, Dairy and Veterinary Sciences - Equine-Human Science

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Animal, Dairy and Veterinary Sciences

Current Title (if applicable)*

Equine Assisted Activities and Therapies

Proposed Title*

Equine-Human Science

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 51.2313
*

Minimum Number of Credits (if applicable)* 15

Maximum Number of Credits (if applicable)* 15

Type of Degree: (BA, BS, etc.)* Minor

Request

Step 4: Select the Type of Change Being Requested.

New Academic Program:

- Certificates of Completion (including CTE)
- Certificates of Proficiency (including CTE)
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- Out of Service Area Delivery Program (attach signed MOU)
- Post-Baccalaureate
- Post-Masters Certificate

Existing Academic Program Changes:

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- Name Change of Existing Unit
- Administrative Unit Transfer
- Administrative Unit Restructure (with or without Consolidation)
- Administrative Unit Suspension
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

- New Administrative Unit:**
- New Administrative Unit
 - New Center
 - New Institute
 - New Bureau

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose* A change is required for the title of the minor to be current with the terminology in the field and compliant with the professional certifications supported by the Department of Animal, Dairy and Veterinary Sciences at Utah State University.

Section II: Program Proposal

Proposed Action & Rationale* In 2020, a concerted effort to develop a consensus on optimal terminology for the industry that incorporates horses to benefit people has resulted in a paper that was published in the *Journal of Alternative and Complementary Medicine* this past December. The Professional Association of Therapeutic Horsemanship International (PATH, Intl) is adopting the recommendations of this terminology and requiring the discontinuation of a number of terms, including the use of Equine Assisted Activities and Therapy (EAAT), for which the current minor in the Animal, Dairy and Veterinary Sciences (ADVS) Department is named.

The EAAT minor, which started in 2016, consists of five Animal, Dairy, Veterinary, Science (ADVS) courses. Each of these courses, along with the title of the minor, will require changes to align with the new suggested terminology.

Labor Market Demand (if applicable) This minor is proving to be very successful for the ADVS Department. Enrollment in the minor is up 300%. In 2018, there were 11 students in the minor and currently the department has 34 students enrolled. Of the 17 students who have completed the minor,

nearly 40% have gone on to graduate school or are in process of applying.

Consistency with Institutional Mission & Institutional Impact*

Changing the title of this minor to Equine-Human Science better aligns with the current research direction for the broader field of Animal Assisted Interventions. Current research of the Human-Equine Bond is demonstrating unique and distinctive scientific qualities pertaining to the human-horse dyad.

The Equine-Human Science program strives to educate students, facilitate research, and impact the community through clinical services, Extension outreach, and equine-assisted services.


The program:

- Provides equine-assisted interventions and interactions to a wide variety of individuals with differing abilities. The program offers a special focus on Veterans, individuals with disabilities, and their families.
- Develops students' skills and the required knowledge to facilitate recreational and adaptive riding or become trained equine specialists for the mental health and learning fields. Students are also given the tools and knowledge to prepare to be certified by appropriate entities.
- Provides continuing education opportunities for professionals and the community through cooperative Extension and clinical services.

Finances* n/a


Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CAAS - Aviation and Technical Education - Automotive Technology

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

DEPARTMENT (include all cross listed departments)*

Current Title (if applicable)*

Proposed Title*

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) *

Minimum Number of Credits (if applicable)* 43

Maximum Number of Credits (if applicable)* 43

Type of Degree: (BA, BS, etc.)* Certificate of Completion

Request

Step 4: Select the Type of Change Being Requested.

New Academic Program:

- Certificates of Completion (including CTE)
- Certificates of Proficiency (including CTE)
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- Out of Service Area Delivery Program (attach signed MOU)
- Post-Baccalaureate
- Post-Masters Certificate

Existing Academic Program Changes:

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- Name Change of Existing Unit
- Administrative Unit Transfer
- Administrative Unit Restructure (with or without Consolidation)
- Administrative Unit Suspension
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

New Administrative Unit:

- New Administrative Unit
- New Center
- New Institute
- New Bureau

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose* Updating Plan of Study for Automotive Technology. Updating credit hours and raising available credits for financial aid support as approved.

Section II: Program Proposal

Proposed Action & Rationale* Updating Plan of Study and Schedule of Courses.

Labor Market Demand (if applicable)


Consistency with Institutional Mission & Institutional Impact* Creating a comprehensive program in line with local and national industry standards that is both affordable and financial aid eligible. This is an existing program that has produced great successes in the past and will continue to in the future.

Finances* This is an existing program and will not require new funding to update.

Section III: Curriculum (if applicable)

**Program Curriculum
Narrative**

AUTO 1000	Introduction to Transportation Technology I	4
AUTO 1100	Engine Repair Theory	3
AUTO 1105	Engine Repair Lab	3
AUTO 1200	Automatic Transmission/Transaxle Theory	3
AUTO 1205	Automatic Transmission/Transaxle Lab	2
AUTO 1300	Manual Drive Train and Axle Theory	3
AUTO 1305	Manual Drive Train and Axle Lab	2
AUTO 1400	Suspension and Steering Theory	3
AUTO 1405	Suspension and Steering Lab	3
AUTO 1500	Brakes Theory	3
AUTO 1505	Brake Lab	2
AUTO 1600	Electrical and Electronics I Theory	3
AUTO 1605	Electrical and Electronics I Lab	3
AUTO 1800	Engine Performance I Theory	3
AUTO 1805	Engine Performance I Lab	3
	Totals	43

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CAAS - Aviation and Technical Education - Drone Certificate

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)* Not applicable

Proposed Title* Drone Certificate

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) 490101

*

Minimum Number of Credits (if applicable)* 30

Maximum Number of Credits (if applicable)* 30

Type of Degree: (BA, BS, etc.)* Certificate of Completion

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

Other

- Creation of Non-Administrative Units:**
- New Center
 - New Institute
 - New Bureau
 - Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

Unmanned Aerial Systems (UAS) is a rapidly growing industry. The industry provides individuals with the ability to learn the knowledge, skills, and abilities to support many careers, including aerial photography, mapping, imaging, and collecting data.

The UAS Minor at the Logan campus has grown to 100 students since it was introduced in 2018, and this new certificate is planned to be introduced at the Price Campus, USU Eastern, in fall 2021. Currently, there are no Drone Certificate programs in any university in the state of Utah, and the only similar program is at SUU for an AAS in UAS. USU is initiating a Bachelor of Science degree in Aviation Management with an emphasis in UAS. The Drone Certificate will stack into the existing General Technology AAS at USU Eastern, and the new Aviation Management degree at USU.

Section II: Program Proposal

Proposed Action & Rationale*

Approval of this new Drone Certificate will enable students to become FAA certified as a Remote Pilot and gain the experience in flying, maintaining, fixing, and repairing aircraft, and collecting, analyzing, and reporting data in the one-year program. The following courses will be required for the Drone Certificate:

First Year Fall	AV 1130	FLIGHT PRINCIPLES	3	UAS FALL
	PSC 2040	AVIATION WEATHER	3	UAS FALL
	AV 1900	DRONES: HISTORY, RULES AND REMOTE PILOT LICENSE PREPARATION	2	UAS FALL
	AV 1910	DRONES: INTRODUCTORY FLIGHT LAB	1	UAS FALL
	AV 1940	DRONES: BASIC DESIGN AND CONSTRUCTION	3	UAS FALL
	AV 1950	DRONES: sUAS MAINTENANCE	3	UAS FALL
CREDITS			15	
First Year Spring	AV 1920	DRONES: INTERMEDIATE FLIGHT LAB	3	UAS SPRING
	AV 1930	DRONES: PILOT IN COMMAND	3	UAS SPRING
	AV 1960	DRONES: AERIAL PHOTOGRAPHY	3	UAS SPRING
	AV 1970	DRONES FOR HIRE: SENSORS AND DATA	3	UAS SPRING
	BUSN 2320	SMALL BUSINESS MANAGEMENT	3	UAS SPRING
CREDITS			15	

Labor Market Demand (if applicable)

The following is copied from the new Aviation Management degree proposal awaiting final approval at NWCCU. The US Bureau of Labor Statistics (BLS) employment forecasts for technical positions in aviation anticipate an annual growth rate of 12-13%. A series of studies by the Federal Aviation Administration in 2011 titled 'The Economic Impact of Civil Aviation' found civil aviation contributes ten million jobs and \$1.3 trillion in economic activity, representing 5.2 percent of the US GDP. In Utah, the estimated 106,385 aviation related jobs and \$11.3 billion economic activity account for 6.5 percent of jobs and 5.7 percent of GDP respectively, placing Utah sixth highest in the US for both categories in the contiguous 48 states with four of the top five states in these categories all in the region (Nevada, Washington, Colorado and Arizona).

From recent online reports (<https://unmanned-aerial.com/faa-predicts-future-uas-growth>), the latest aerospace forecast provided by the Federal Aviation Administration (FAA) highlights what it calls the “phenomenal growth” of the small unmanned aircraft systems (sUAS) industry.

According to the agency’s aerospace forecast report for fiscal years 2019-2039, there were more than 277,000 non-model unmanned aircraft registered with the FAA at the end of 2018, representing a bigger growth rate than the agency had anticipated. With a forecast of 158,900 made by the FAA a year prior, it fell short by a whopping 80%.

If this pace of growth continues, the agency predicts that last year’s forecast of 452,000 in 2022 could actually be surpassed later this year or in early 2020. Although the growth rate could “slow down over time,” the report says, the non-model sUAS sector “will be much larger than what [the FAA] understood as recently as last year.”

Looking ahead to five years, the FAA predicts that the U.S.’ non-model sUAS fleet will total more than 835,000 in 2023.

Consistency with Institutional Mission & Institutional Impact*

This new certificate supports the mission of USU by delivering graduates that are employed locally and across the nation to meet industry needs in aviation technology. The growing Aviation program has expanded to Eastern Utah in support of the land-grant mission, and the Drone Certificate will enable students to be more employable in new emerging technologies in Unmanned Aerial Systems (UAS). The aviation program has already established relationships with Aggie Air, local companies and graduate students in the USU MAS degree, and other local and national employers in the aviation industry, who require specific certifications and experience for employment.

The Aviation Program is focused on providing student centered learning and discovery through focused programs with learning and discovery in hands-on laboratory experiences on the ground and in the air. As a program utilizing science, technology, engineering and math (STEM) as its core, students engage with emerging technology, interact with industry professionals and practice the skills required for job placement. Students will be prepared to contribute to their chosen profession, and through interaction with international students and instructors, prepared for the global market representing diversity of thought, culture and ready with the education necessary for leadership roles in industry.

Finances*

The Aviation program is offering flight courses at USU Eastern. The department head, Bruce Miller, and the Associate Vice President, Greg Dart, at USU Eastern are developing plans to offer this drone certificate within the technical education program. No new funding is requested and the resources will be reallocated at the departmental, College, and campus to provide this opportunity.

Section III: Curriculum (if applicable)

**Program Curriculum
Narrative**

Students will complete 30 credits as a cohort in a two-semester sequence covering a broad foundation of aviation knowledge including principles of flight, aviation weather and small business management. Students will complete coursework that exceeds the Federal Aviation Administration requirements for a Part 107 Remote Pilot Certificate, and have hands-on experiential learning build and flight labs. Students will become proficient in flying both fixed and multi-rotor drones, be able to plan, get approval for and fly actual data collection missions, and then analyze the results for the project. The culminating course of Drones for Hire will be an internship, actual job or similar project that will combine the many new skills, abilities and knowledge from the certificate.

Courses will include the following:

AV 1130 Flight Principles

This course introduces basic flight theory and physics of flight, including aircraft control systems related to flight. Ground handling, servicing, helicopter and drone mechanics will also be covered.

AV 1900 Drones: History, Rules Rules and Remote Pilot License Preparation

This course covers the history of Unmanned Aerial Systems, focusing on the recent developments of the small UAS and the future of this emerging technology in commercial applications. Topics include flight/ground safety, regulations, and preparation for FAA certification.

AV 1910 Drones: Introductory Flight Lab

This course is the flight lab to AV 1900 and may be taken concurrently with AV 1900. Students participate in lab preparation activities to include basic flying skills for fixed wing and rotary wing aircraft, minor maintenance and principles of flight.

AV 1940 Drones: Basic Design and Construction

Students learn how a small unmanned aircraft system (sUAS) is designed, constructed, and maintained. Students build a fixed wing and UAS and learn basic concepts of sUAS maintenance. The course covers plastic, foam, metal and composite material construction.

AV 1950 Drone: sUAS Maintenance

Students will put a multi-rotor sUAS together, with motors, propellers, frame, legs and electronics. Topics include electronics, batteries, controllers, power management and mechanics of rotary wing flight.

PSC 2040 Aviation Weather

This course includes the discussion, observation, and analysis of weather important for pilots and those associated with air travel.

AV 1920 Drones: Intermediate Flight Lab

Students will expand their flying skills with increasingly more challenging drones, including both fixed wing and multi rotor drones. Emphasis is on hands-on flying skills as well as basic flight programming.

AV 1930 Drones: Pilot in Command

This course trains students to use all resources available to them for safe completion of UAS flight from mission planning to post flight debriefing. Topics include safety management, checklist usage, business planning, and importance of compliance in the aviation industry.

AV 1960 Drones: Aerial Photography


Students learn aerial mapping, photo mosaic construction, and video creation with fixed and rotary wing applications. Students complete a business proposal of their project for approval by a simulated advisory panel. Students may use their own sUAS for their project.

AV 1970 Drones for Hire

This class will culminate in a project or internship, synthesizing the business, rulemaking, flight planning and drone/sensor selection to accomplish a specific drone task. The student will take a project from start to end, including a formal proposal, outline and presentation.


BUSN 2320 Small Business Management

This class will ensure students are prepared to plan, run and operate a successful business.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CAAS - Aviation and Technical Education - Medical Assistant Certificate of Completion

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)* Medical Assistant Certificate of Completion

Proposed Title* Medical Assistant Certificate of Completion

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 510801
*

Minimum Number of Credits (if applicable)* 45

Maximum Number of Credits (if applicable)* 46

Type of Degree: (BA, BS, etc.)* Certificate of Completion

Request

Step 4: Select the Type of Change Being Requested.

New Academic Program:

- Certificates of Completion (including CTE)
- Certificates of Proficiency (including CTE)
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- Out of Service Area Delivery Program (attach signed MOU)
- Post-Baccalaureate
- Post-Masters Certificate

Existing Academic Program Changes:

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- Name Change of Existing Unit
- Administrative Unit Transfer
- Administrative Unit Restructure (with or without Consolidation)
- Administrative Unit Suspension
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

- New Administrative Unit:**
- New Administrative Unit
 - New Center
 - New Institute
 - New Bureau

Other: (explain change) Updating course plan credits for financial aid cost of attendance calculation

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose* Update the requirements for the Medical Assistant Certificate of Completion to reflect the 30 credit hour technical assistant with 15-16 credit certificate program prerequisites as required by the accreditation standards.

Section II: Program Proposal

Proposed Action & Rationale* The certificate of completion credit requirement including the prerequisite courses totals 45-46 credits. The accreditors recognize the Medical Assistant certificate as being 30 credits + 15-16 credits of program prerequisites. This request is to align the program credit requirements with the financial aid eligibility.

Labor Market Demand (if applicable)


Consistency with Institutional Mission & Institutional Impact* The Medical Assistant Certificate of Completion is an existing program in the Health Professions programs.

Finances* No changes to current practices. Request is clarifying student requirements.

Section III: Curriculum (if applicable)


**Program Curriculum
Narrative**

The 2020-21 catalog describes the program accurately. The document from the catalog has been attached describing existing program efforts.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

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

Institution Submitting Request: Utah State University

Proposed Program: Accelerated Bachelor of Landscape Architecture and Master of Science in Environmental Planning

Are There New Emphases: Yes No

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: College of Agriculture and Applied Sciences

Sponsoring Academic Department(s) or Unit(s): Landscape Architecture and Environmental Planning

Classification of Instructional Program Code¹ : 30103

Min/Max Credit Hours Required of Full Program: 150 / 150

Proposed Beginning Term²: Fall 2021

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 ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied Science Degree
<input checked="" type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ : BLA)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input checked="" 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"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Professional School

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

Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

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 and Master's degree(s): Accelerated Bachelor of Landscape Architecture and Master of Science in Environmental Planning effective Fall 2021. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

Utah State University (USU), College of Agriculture and Applied Sciences (CAAS), Department of Landscape Architecture and Environmental Planning (LAEP) proposes to offer an accelerated Bachelor of Landscape Architecture + Master of Science in Environmental Planning (BLA+EP) degree that provides a seamless course of study beginning with pre-graduate studies during the Bachelor of Landscape Architecture (BLA) senior year, completion of Master of Science in Environmental Planning graduate studies (MsEP) the following year, and conferral of both the BLA and MsEP degrees concurrently, similar to a 3+2 graduate program.

The accelerated BLA+EP will allow advanced LAEP undergraduates the opportunity to pursue a combined bachelor's and master's degree program within an accelerated time frame. This will provide graduates an opportunity for complementary knowledge and skills development, promote their competitive advantage in the professional marketplace, help to expand LAEP graduate program recruitment and retention goals, and foster integration and interaction between undergraduate and graduate programs, while maintaining the expectations and disciplinary exposure of each individual degree program.

The mission of the accelerated BLA+EP program is to prepare future professionals to recognize the reciprocal relationship between the biophysical attributes of a region and the human dimensions of settlement and culture; build expertise in landscape level analysis and planning; and prepare to serve as leaders within a transdisciplinary environment to develop better alternatives for land-use decisions and policy. This mission will be accomplished through a core set of undergraduate and graduate landscape architecture and environmental planning courses and experiences.

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.

The proposed accelerated BLA+EP degree program is consistent with USU's mission "to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels; through research and development; and through service and extension programs" (R312, 4.1.1). This program specifically addresses USU's goals and objectives for strengthening graduate programs. In addition, the goals of discovery and promotion of excellence in research and scholarship are consistent with this program's focus on producing strong professionals and future leaders in the field of environmental planning.

The proposed program will benefit the institution by expanding the graduate program offerings. Given that USU is focused on increasing graduate enrollments, this program will benefit USU. In terms of benefits to USHE and the state, as noted in the section above, the accelerated BLA+EP program will serve the public through learning, discovery, and engagement through a

new cadre of professional leaders who can advance the design, planning, and management of natural and built landscapes across the Intermountain West and around the world.

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.

The demand for environmental planning professionals is strong with projected growth of 11% between 2019 and 2029. The fields of landscape architecture and environmental planning are naturally complementary, with a long history of such in the Department of Landscape Architecture and Environmental Planning at USU. Given these complementary foci in the LAEP department, it seems reasonable to seek to prepare students to be future professionals and leaders in both.

Further, the BLA+EP program enhances the marketability of students in professional practice in which the master's degree is fast becoming a requirement, even for entry-level positions. In the technical and globally competitive field of environmental planning, a graduate degree is frequently viewed as the 'working degree' on ZipRecruiter, for example. Graduate study provides the opportunity to deepen students' understanding of their discipline. In fields where there is a shortage of professionals, students benefit by earning their degrees at a faster rate than in conventional degree programs. At present, a number of LAEP BLA students choose to pursue graduate study in other programs, and the opportunity to do so in an accelerated time frame while remaining at USU in LAEP will be an attractive option. This additional source for recruitment will benefit LAEP's graduate program with candidates who are likely to be high quality, as they would have demonstrated an early commitment to the pursuit of a graduate degree and maintained a good academic record within the LAEP program.

The availability of programs similar to the proposed accelerated BLA+EP program in LAEP reflects recognition of the benefits of such a program to increase recruitment and retention of students while enhancing the quality of LAEP's graduate program, raising the marketability of graduates, and increasing interaction across the graduate and undergraduate programs, thereby benefiting the undergraduate program as well.

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 Bureau of Labor Statistics reports that the job outlook for Urban and Regional Planners nationally, where environmental planning is urban and regional planning with a specialized focus on sustainability, is projected to be 11% (much faster than average) over the next ten years. The typical entry-level education of an Environmental Planner is a master's degree, with a median salary of \$74,350 annually as of 2019.

Utah's median salary for Environmental Planning was \$68,260 in 2019, with the job outlook projected to increase at 4.9%. The proposed accelerated BLA+EP program in LAEP will respond to these market characteristics by training strong professionals and future leaders in two complementary fields to be well-positioned to move into professional practice.

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 referred to in the previous section on labor market demand, the majority of new graduates receive a master's degree in environmental planning. There is strong demand for the MsEP degree. Considering the attractiveness of an accelerated BLA+EP degree, there is strong initial demand among LAEP's undergraduate students, with a likely applicant pool of 3-4 current junior-year BLA students.

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)?

The Landscape Architecture and Environmental Planning program at USU is the only program in Utah currently offering degrees in either Landscape Architecture or Environmental Planning.

The University of Utah's College of Architecture + Planning does offer a master's degree in City & Metropolitan Planning, which is an analog of USU's existing Master of Science in Environmental Planning, albeit without the specialized focus on landscape-level sustainability. The two programs focus on different aspects of planning, urban/metropolitan and environmental, and are not in direct competition with each other. Neither does the University of Utah offer an accelerated undergraduate/graduate program in urban and regional planning as is being proposed here.

Within the intermountain region states, Arizona State University offers a Master of Urban and Environmental Planning and the University of Idaho offers a Master of Bioregional Planning. However, the program at the University of Idaho is presently not accepting students due to program restructuring.

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/. 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.

Very little impact is expected on other USHE institutions. What impact may occur will be due to LAEP BLA students seeking the proposed accelerated BLA+EP degrees rather than pursuing graduate education at another USHE institution, which an average of roughly two per year presently do.

Little collaboration with other USHE institutions, other than what presently occurs, is expected given this is an internal integration of existing undergraduate and graduate programs within USU.

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 BLA degree is accredited by the Landscape Architectural Accreditation Board (LAAB). LAAB will continue to review and accredit this degree and its integration as a component of the accelerated BLA+EP degree. There is precedence for LAAB doing so as they accredit the five similarly accelerated programs.

The Master of Science in Environmental Planning degree is currently unaccredited. At present there are no plans to seek accreditation through the Planning Accreditation Board for this degree program. A curriculum committee of LAEP faculty with input from LAEP Advancement Board members from professional practice oversee the Master of Science in Environmental Planning degree program.

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 accelerated BLA+EP program will function as a 3+2 program, conferring both an accredited BLA degree with a concurrent Environmental Planning degree. Students in the program will be required to earn a minimum of 120 credits, 9 of which will be graduate credit, toward the BLA and 30 additional graduate credits toward the Environmental Planning degree. The total credit requirements for each respectively meet the minimum requirements for undergraduate and graduate degrees at USU. The 9 credits of graduate credit applied to the BLA meets USU's policy for such, and while not counting toward the Environmental Planning portion of the BLA+EP program nevertheless provides additional graduate education exposure.

Independently, the BLA program currently requires 120 credits and the Master of Science in Environmental Planning program requires 41 credits for graduation. The accelerated BLA+EP program maintains the expectations and disciplinary exposure of each individual degree program, but takes advantage of overlap between the two to reduce the time frame and overall credit load of completing each separately. The BLA+EP degree program allows students to complete both degrees over 150 total credits of which 39 are graduate credit, 9 of these being shared between the undergraduate and graduate degree programs. The 9 shared credits are those courses in both programs which are planning focused and may be taken as graduate credit. Accelerating the time frame and reducing the overall credit load is possible as the credits for one degree provide the additional breadth and depth for the other degree. For example, students in the Master of Science in Environmental Planning degree are required to take a course on biophysical landscape factors; however, biophysical landscape factors are considered throughout the Bachelor of Landscape Architecture's curriculum. Therefore, students in the BLA+EP program will not need to take a graduate-level course on biophysical landscape factors.

Further, the MsEP degree of the accelerated BLA+EP will continue to require the completion of either master's thesis research or project.

Admission Requirements

List admission requirements specific to the proposed program.

Admission to the accelerated BLA+EP program will be granted to a small number of highly qualified undergraduate BLA students each year. Students will apply to the accelerated BLA+EP degree program by March 15th of their junior year of the BLA program.

Prospective students will submit the standard graduate application through the School of Graduate Studies. Admission criteria will be consistent with USU's School of Graduate Studies requirements, including an undergraduate GPA of at least a 3.0 and GRE scores for the verbal and quantitative areas at

the 40th percentile or higher. Applicants will also need to demonstrate, through their statement of interest/ letter of intent, research interests that are consistent with current faculty in the program. Admission will be granted by the LAEP faculty with the recommendation of the LAEP Graduate Program Director. Students will be accepted into the accelerated BLA+EP program for their fourth/senior undergraduate year, with their program of study amended to reflect the BLA+EP program, then matriculated into the graduate program for their fifth/final year of the BLA+EP program. Although accepted into the BLA+EP program, students will remain enrolled as undergraduate students during their fourth/senior year of the program, although they will enroll in 9 graduate credits, and will be matriculated as graduate students for the final graduate year of the BLA+EP program. As these 9 graduate credits count toward the 120 required credits for the BLA degree of the BLA+EP and not toward the additional 30 graduate credits which apply to the MsEP of the BLA+EP, students will be required to submit a Split Form to the School of Graduate Studies during their fifth/graduate year of the program. The 9 credits are considered graduate exposure and, while not directly applied to the MsEP degree, they are considered waived.

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?

Current administrative structure that supports the MsEP graduate program, including support from the Office of Research and Graduate Studies as well as college and departmental infrastructure that are already in place, will be used to support this program. No new support or organizational structure is needed. The accelerated BLA+EP program will be administratively housed in the Landscape Architecture and Environmental Planning Department. The staff resources (e.g., Graduate Program Director, Graduate Program Coordinator, and Administrative Assistant) already in place will be used to support this program. This proposed program will have minimal impact on the delivery of undergraduate or graduate courses, other than increased graduate student enrollment and increased interaction between the undergraduate and graduate programs.

Faculty

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

LAEP department faculty will support the accelerated BLA+EP program. No new lines are required for this program as existing faculty can cover program needs. The growth in total number of MsEP and BLA+EP students in each cohort will be managed to maintain the faculty's ability to cover program needs. As the graduate program grows, additional faculty lines would strengthen the program in terms of diversity of course offerings and graduate experiences. Opportunities for targeted hires will be explored over time as

such become available.

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.

Existing staff will be utilized to provide support for the accelerated BLA+EP program. Although interdisciplinary, the program will be housed in the LAEP Department where the current staff can provide support for admissions, student tracking, etc. As with all graduate-level program advising, advising duties will be carried by LAEP's graduate faculty as well as the Graduate Program Director.

Student Advisement

Describe how students in the proposed program will be advised.

Students will be advised by the Graduate Program Director at the time they are admitted to the program. Upon selection of a major professor, prior to the end of the student's second semester in the program, the major professor will assume the role of the student's primary advisor through the remainder of the student's time in the program. In addition to their faculty advisor, each student's progress in the program will be reviewed annually by all program faculty in an annual student review meeting, led by the Graduate Program Coordinator. Students will receive written feedback on their progress following this meeting. The feedback will address progress in the areas of:

- Thesis progress
- Progress toward completion of the program
- Didactic coursework
- Other accomplishments and/or concerns

Library and Information Resources

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

No additional library resources will be needed to support this program. Key journals in the Environmental Planning area are presently available digitally through USU's library to support the existing MsEP degree program.

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 overall goal of this program is to produce landscape architecture and environmental planning graduates who will be successful in professional settings post-graduation. Data on placement rates of students will be an important metric of success. While in the program, students will be expected to meet certain standards (as described below). Outcomes on these standards will also be used to judge program

success.

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.

To assure ongoing excellence in achieving learning outcomes, an assessment process is undertaken by the LAEP Department. The learning objectives included in this process are identified in the Assessment section of the LAEP website, as is the mapping of the intersection of the objectives with specific courses in the program. The standards of performance for the existing BLA and MsEP degree programs are found at laep.usu.edu/assessment. Completion of the accelerated BLA+EP program will prepare students as strong professionals and future leaders in the fields of landscape architecture and environmental planning well-positioned to move into professional practice.

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					36
Required Courses					
+	-	LAEP 1200		2D Graphics	4
+	-	PSC 2620		Woody Plants	3
+	-	LAEP 1350		Theory of Design	4
+	-	LAEP 1300		2D Color Graphics	3
+	-	LAEP 2700		Analysis and Design I	4
+	-	LAEP 2600		Landscape Construction I	4
+	-	LAEP 2720		Analysis and Design II	5
+	-	LAEP 2300		History of Landscape Architecture	3
+	-	LAEP 2500		Landscape Materials	2
+	-	LAEP 3100		Recreation and Open Space	5
+	-	LAEP 3500		Planting Design	4
+	-	LAEP 3300		Advanced Computer Apps	4
+	-	LAEP 2400		3D Representation	3
+	-	LAEP 3120		Residential Planning and Design	5
+	-	LAEP 4110		Landscape Construction II	5
+	-	LAEP 4910		Professional Communication and Leadership	3
+	-				
+	-			THE FOLLOWING ARE FOR THE BLA OF THE BLA+EP	
+	-	LAEP 4100		Urban Theory, Systems and Design	5
+	-	LAEP 6740		Planning Theory and Methods	3
+	-	LAEP 6890		Thesis Proposals and Procedures	1
+	-	GEO 3100		Natural Disasters	3
+	-	LAEP 4350		Travel Course	1
+	-	LAEP 6880		Research Methods	2
+	-	LAEP 6370		City & Regional Planning	3
+	-	LAEP 3400		AGAVE	5
+	-				
+	-			THE FOLLOWING ARE FOR THE MsEP OF THE BLA+EP	
+	-	LAEP 6200		Bioregional Analysis & Planning	5
+	-	LAEP 6930		Reading Seminar 2	1
+	-	LAEP 6110		Landscape Ecology	3
+	-	LAEP 6970		Thesis - Plan A	2
+	-	ENVS 6310		Environmental Law & Policy	2

		Course Number	NEW Course	Course Title	Credit Hours
+	-	LAEP 6210		Bioregional Management & Policy	5
+	-	LAEP 6910		Reading Seminar 1	1
+	-	LAEP 6970/6960		Thesis Plan A or B	5
+	-	LAEP 6750		Implementation & Regulatory Techniques	3
<input type="text" value="Add A Group of Courses"/>					
Required Course Credit Hour Sub-Total					111
Elective Courses					
+	-	various		Social or Economic Elective	3
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
<input type="text" value="Add A Group of Courses"/>					
Elective Credit Hour Sub-Total					3
Core Curriculum Credit Hour Sub-Total					150

Program Curriculum Narrative

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

Please see attached course schedule.

The Social or Economic Elective is drawn from the list of elective course choices in the MsEP degree program which focus on either social or economic aspects of sustainability.

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.

Toggle Cut-and-Paste

Toggle Table

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	
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters	1	1	3
Faculty: Part Time with Masters			1
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	////	////	
Staff: Full Time			1
Staff: Part Time			2

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							
	David	Anderson	Other	MLA	Utah State University	5%	Pro. Prac.
	Brent	Chamberlain	TT	PhD	University of British Columbia	10%	
	Keith	Christensen	T	PhD	Utah State University	5%	
	David	Evans	Other	MUD	University of California Berkeley	5%	Pro. Prac.
	Benjamin	George	TT	PhD	Utah State University	5%	
	Todd	Johnson	Other	MLA	Harvard	5%	Pro. Prac.
	Caroline	Lavoie	T	MLA	University of Southern California	5%	
	Daniella	Hirschfeld	TT	PhD	University of California Berkeley	10%	
	Carlos	Licon	T	PhD	Arizona State University	10%	
	Sean	Michael	T	PhD	Virginia Polytechnic University	5%	
	Ole	Sleipness	T	PhD	Clemson University	5%	
	Keunhyun	Park	TT	PhD	University of Utah	10%	
	Jake	Powell	TT	MLA	Pennsylvania State University	5%	
							Add Another Full Time
Part Time Faculty							
	Josh	Runhaar	Other	MLA/MUD		100%	Adjunct
							Add Another Part Time

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	9	8	7	7	7	7
# of Majors in Proposed Program(s)	////	3	6	7	8	8
# of Graduates from Department	3	3	3	3	3	3
# Graduates in New Program(s)	////	0	3	3	4	4
Department Financial Data						
	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>						
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)		\$3,000	\$3,000	\$4,000		
Other:						
TOTAL PROGRAM EXPENSES	////	\$3,000	\$3,000	\$4,000		
TOTAL EXPENSES	\$0	\$3,000	\$3,000	\$4,000		
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		\$3,000	\$3,000	\$4,000		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$3,000	\$3,000	\$4,000		
TOTAL DEPARTMENT FUNDING	\$0	\$3,000	\$3,000	\$4,000		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Budgets in other programs will not be impacted. The courses required for the accelerated BLA+EP program are already being offered in existing programs and there is verified capacity for additional students. Although faculty engaged in the Landscape Architecture and Environmental Planning graduate program may have additional advisees, this load will be spread out over multiple faculty members with no implications for budgets.

Part III: Describe funding sources

Revenue Narrative 1

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

The Landscape Architecture accelerated BLA+EP program will utilize existing faculty and courses at USU. No additional funding is required for this program. No external reallocation of funds will be needed to support this program. The accelerated BLA+EP program will generate new differential graduate tuition.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

CAAS - Nutrition, Dietetics and Food Sciences - Practitioner of Food Safety Certificate

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Nutrition, Dietetics and Food Sciences

Current Title (if applicable)* not applicable

Proposed Title* Practitioner of Food Safety Certificate

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 01.1001

Minimum Number of Credits (if applicable)* 11

Maximum Number of Credits (if applicable)* 11

Type of Degree: (BA, BS, etc.)* Post-Baccalaureate Certificate

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- New Certificates of Proficiency-except Institutional Certificates
 - New Certificates of Completion
 - New Post-Baccalaureate and Post-Masters Certificates
 - New Minors
 - New Emphases within an Approved Degree
 - New K-12 Endorsements
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units
 - Other

- Creation of Non-Administrative Units:**
- New Center
 - New Institute
 - New Bureau
 - Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose* The Department of Nutrition, Dietetics and Food Sciences requests the approval of a new Post-Baccalaureate certificate, Practitioner of Food Safety.

Section II: Program Proposal

Proposed Action & Rationale*

The USU Nutrition, Dietetics and Food Sciences department currently offers an online professional degree, the Master of Food Safety and Quality (Plan C). This degree was designed to be flexible to meet the needs of students who desired additional coursework to enhance their professional career but were not seeking employment in research-oriented fields. The proposed Practitioner of Food Safety Certificate will provide additional educational opportunities to industry professionals who are unable to commit to a full master's program.

The Practitioner of Food Safety Certificate provides students with advanced training in food microbiology, toxicology, and sanitation. Students must also demonstrate mastery in two areas aligned with industry or regulatory trainings, for example, Hazard Analysis and Critical Control Points, Preventive Controls for Human Food, or Food Safety and Quality management systems. The certificate credits can be applied toward the requirements for the Master of Food Safety and Quality degree, should the student decide to further their studies. A bachelor's degree is required for admission into the certificate program.

Since the passage of the Food Safety Modernization Act (FSMA) in 2011, there have been significant changes in the food safety landscape. In 2019, the Food and Drug Administration (FDA) proposed to work with industry, academia, and other government agencies to create a safer, and more readily traceable, food system, within the formal structure of FSMA. Their plan was officially announced July 13, 2020, with the current pandemic highlighting the importance of food safety. From Stephen M. Hahn, M.D., Commissioner of Food and Drugs:

“In March, we were a few days away from announcing the release of the New Era of Smarter Food Safety Blueprint when the FDA’s focus turned to the COVID-19 pandemic. Our plans for the New Era initiative were rightfully put on hold in order to prioritize the agency’s COVID-19 response...The challenges that have arisen during the pandemic have made it clear that the actions called for in the blueprint will strengthen how we approach the safety and security of the food supply, not just in the normal course of events but especially in times of crisis.”

<https://www.fda.gov/food/new-era-smarter-food-safety>

The New Era of Smarter Food Safety Blueprint identifies four core elements that will be central to the Agency’s activities over the next decade: Tech-enabled Traceability; Smarter Tools and Approaches for Prevention and Outbreak Response; New Business Models and Retail Modernization; and Food Safety Culture. Beyond the obvious element of Food Safety Culture, food safety professionals will be needed to guide the changes in retail food companies. As a direct result of the COVID-19 pandemic, the FDA identified new business models, such as grocery delivery services, that bring to light additional food safety concerns and regulatory questions.

Individuals with targeted training in food safety will be in demand in multiple industries to respond to these new challenges. The proposed certificate program will prepare individuals already working in the food industry to address pandemic-related and food safety concerns. Though the food processing sector did not suffer job losses seen in other food-related industries (i.e. restaurants), it is more important than ever to have skilled employees ensuring a safe and constant food supply.

Labor Market Demand (if applicable)

The Bureau of Labor Statistics projects an employment growth rate of 5% (2018 – 2028) for Food Scientists and Technologists, on par with the average for all occupations. The Utah Department of Workforce Services states that, though most job openings will be due to the need for replacements, technological and scientific advancements will result in an increasing demand for trained Food Scientists. However, as this is an entirely online program, students across the country may enroll. In their most recent nation-wide salary survey (2019), the Institute of Food Technologists reports a median starting salary of \$50,200 for BS graduates and \$63,800 for MS. Advanced training in food safety will open additional career pathways and provide increased job security compared to individuals with BS degrees.

Consistency with Institutional Mission & Institutional Impact*


As a land-grant university, USU has strong ties to agriculture and offers several related degrees, including food science. USU is the only university in Utah to grant graduate degrees in Food Science, including one professional (Master of Food Safety and Quality) and two research-based (MS, PhD) degrees. As such, the proposed certificate program will have no impact on other USHE institutions.

Finances*

No new funds are required for the proposed certificate. All required courses are currently taught for the Master of Food Safety and Quality program. Tuition returns from distance education will be used to hire additional instructors or teaching assistants as needed. The current Program Director and Graduate Program Coordinator will use existing systems to track students in the proposed certificate program.


Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CEHS - *EDUC Courses Communicative Disorders and Deaf Education Human Development and Family Studies Instructional Technology and Learning Sciences Kinesiology and Health Science Psychology School of Teacher Education and Leadership Special Education and

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

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Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

DEPARTMENT (include all cross listed departments)*

Current Title (if applicable)* Not Applicable

Proposed Title* Certificate in Advanced Research Methods and Analysis - Quantitative

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits)* 45.0102

Minimum Number of Credits (if applicable)* 15

Maximum Number of Credits (if applicable)* 30

Type of Degree: (BA, BS, etc.)* Post-Baccalaureate Certificate

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 -

- Reinstatement of a Previously Suspended Program
- Other

Administrative Unit Changes:

- New Administrative Units
- Administrative Unit Transfer
- Administrative Unit Restructure
- Administrative Unit Consolidation
- Reinstatement of Previously Suspended Administrative Units
- Other

Creation of Non-Administrative Units:

- New Center
- New Institute
- New Bureau
- Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

The Emma Eccles Jones College of Education and Human Services at the Utah State University requests approval to offer the following Post-Baccalaureate (Graduate) Certificate Program: Certificate in Advanced Research Methods and Analysis - Quantitative (CARMA-Q) effective Fall 2021.

Section II: Program Proposal

Proposed Action & Rationale*

The Emma Eccles Jones College of Education and Human Services (EEJ CEHS) proposes the creation of a Post-Baccalaureate (Graduate) Certificate in Advanced Research Methods and Analysis - Quantitative (CARMA-Q). The establishment of this certificate is anticipated to: (a) facilitate graduate students' knowledge and application of advanced research methods related to their fields of discipline; (b) increase graduate students' marketability for future careers post-graduation; and (c) advance graduate students', as well as faculty members', research programs by utilizing innovative and cutting-edge research methodologies.

Ultimately, this certificate will provide graduate students with added value to their degrees in their home departments.

Labor Market Demand (if applicable)

Both the academic and non-academic labor markets are consistently searching for candidates with strong analytic skills. This certificate program will enhance USU graduates' competitiveness for positions in which such skills are required. Further, analysis of peer institutions (both USU peer universities as well as other regional land-grant universities) reveals that more than half offer similar certificate programs or graduate minors in advanced research methodologies and statistics. Establishment of this certificate program also will make EEJ CEHS (as well as social science programs in other colleges) graduate programs more attractive to top graduate student candidates.

Consistency with Institutional Mission & Institutional Impact*

Consistent with the mission of the EEJ CEHS, the establishment of this Post-Baccalaureate (Graduate) Certificate will:

- Offer high quality graduate programs in education and human services that are innovative and widely accessible;
- Support and nurture students (and indirectly faculty) interested in and committed to conducting cutting-edge research through the application of advanced research methodologies and statistics.


Finances*

Establishment and maintenance of this Post-Baccalaureate (Graduate) Certificate will require no financial contributions from the university, School of Graduate Studies, or EEJ CEHS. All of the classes proposed to be included in the certificate are offered regularly, either by the college (EDUC) or a department within the college. Oversight of the certificate will fall under the responsibilities of the EEJ CEHS Associate Dean for Research.

Section III: Curriculum (if applicable)


Program Curriculum Narrative

This flexible, 15 credit, Post-Baccalaureate (Graduate) Certificate requires the completion of two courses (EDUC/PSY 6600: Statistical Foundations and EDUC/PSY 7610: Regression Analysis) and the completion of 9 credits in elective courses.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CEHS - Special Education and Rehabilitation Counseling - Disability Disciplines - Rehabilitation Counselor Education and Supervision

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Special Education and Rehabilitation Counseling

Current Title (if applicable)*

Disability Disciplines - Rehabilitation Counseling

Proposed Title*

Disability Disciplines - Rehabilitation Counselor Education and Supervision

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 51.2310

Minimum Number of Credits (if applicable)* 61

Maximum Number of Credits (if applicable)* 62

Type of Degree: (BA, BS, etc.)* Doctorate of Philosophy

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

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 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

New Center

New Institute

New Bureau

Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes

No

Council on Teacher Education* Yes

No

Section I: The Request

R401 Purpose*

The Department of Special Education and Rehabilitation Counseling in the College of Education and Human Services seeks to change the name of the Rehabilitation Counseling specialization within the Disability Disciplines doctoral program to Rehabilitation Counselor Education and Supervision.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is the accrediting body for doctoral programs in counselor education. Their preferred name for doctoral programs is Counselor Education and Supervision. To align with this, we are seeking to change the name of the counseling specialization within the Disability Disciplines doctoral program to Rehabilitation Counselor Education and Supervision.

We want to emphasize that this name change applies only to the Rehabilitation Counseling specialization within the Disability Disciplines doctoral program.

Section II: Program Proposal

Proposed Action & Rationale*

The Department of Special Education and Rehabilitation Counseling in the College of Education and Human Services seeks to change the name of the Rehabilitation Counseling specialization within the Disability Disciplines doctoral program to Rehabilitation Counselor Education and Supervision. Counselor Education and Supervision is the preferred title by our accreditation body. This will help add wording to the degree title emphasizing the development of a potential student's/graduate's professional identity as a counselor upon completion of their program. While this is a small change, it will allow us to move forward with accrediting our doctoral program and begin large scale recruitment for doctoral students. Presently, given the hiring preference for graduates of CACREP-accredited doctoral programs, the change to the doctoral specialization and eventual accreditation will be a boon to current and future students.

Labor Market Demand (if applicable)

While not yet accredited, the name change to this specialization within the Disability Disciplines doctoral program will allow the doctoral program at USU to seek accreditation. If accredited, the Counseling specialization will be one of eight accredited doctoral programs in the intermountain west. The labor market is strong. While no specific labor market information is available through the Occupation Outlook Handbook or O*Net OnLine, research has indicated a strong need for additional counselor educators at the doctoral level (O'Brien & Graham, 2009).

Consistency with Institutional Mission & Institutional Impact*

This will meet the mission of USU by being the only counselor education and supervision program in the state of Utah. Graduates will be qualified to serve the state of Utah as professional counselors or as faculty members in institutions of higher education. No additional strain on faculty and staff structures is anticipated.


Finances*

There are no anticipated costs associated with the name change. All courses are part of the existing Rehabilitation Counseling curriculum within the Disability Disciplines doctoral degree curriculum. There is no anticipated impact on facilities and equipment and we do not anticipate any budgetary impact.

Section III: Curriculum (if applicable)


Program Curriculum Narrative

The curriculum is not effected by the proposed name change to the specific specialization.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

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

Institution Submitting Request: Utah State University

Proposed Program Title: Data Analytics

Are There New Emphases: Yes No

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: Jon M. Huntsman School of Business

Sponsoring Academic Department(s) or Unit(s): Data Analytics and Information Systems

Classification of Instructional Program Code¹ : 30.7101

Min/Max Credit Hours Required of Full Program: Min Cr Hr / 120

Proposed Beginning Term²: Fall 2021

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 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"/>	(BAS)	Bachelor of Applied 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"/> Attached MOU
<input type="checkbox"/>		Out of Mission Program
<input type="checkbox"/>		NEW Professional School

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

Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

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): Data Analytics effective Fall 2021. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The purpose of the new undergraduate Data Analytics program is to better prepare students in the Jon M. Huntsman School of Business for an increasingly analytics-driven job market. The program will integrate coursework in business processes, database management, programming, business intelligence, visualization, analysis, modeling, and business literacy and communication. The current shortage of data analysts in business -- as documented below under Labor Market Demand -- reflects the relatively broad skills required by potential employers, both in the private and public sectors. This motivates the underlying objectives of this program: to prepare students to (1) use modern database tools, programming languages, and algorithms to build, clean, manage, and process large datasets, and to analyze them as efficiently as possible; (2) understand both conventional and modern analytical approaches and how they can be appropriately applied in data-driven settings; and (3) accurately interpret and clearly present analytical results for the sake of forecasting, prediction, risk management, or strategic decision-making within a business or other organization.

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) 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. The proposed Data Analytics program will fulfill these objectives in significant ways. It will foremost support USU's academic mission by making students more aware of and better prepared for the dramatically growing breadth of opportunities in data analytics within the private sector across the state and region. It will also ensure that Utah employers understand USU's commitment to meeting their needs by producing qualified graduates who are ready for the rapidly evolving tech- and data-driven economy. USU's land-grant mission makes this branding particularly compelling: the Kem C. Garner Institute report cited below points out that 28 of 29 Utah counties have at least one tech company. The Department of Data Analytics and Information Systems will be well positioned to recruit and train students from a broader base across USU's statewide system.

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.

This degree program will better position the Jon M. Huntsman School and Utah State University to support the increasingly data-driven economy and workforce. It represents a key part of the Huntsman School's strategic plan to meet student and employer needs. This strategy has been developed over the past several years in response to professional recommendations and requirements, and in collaboration with

Huntsman's corporate partners and recruiters, the college's and department's advisory boards, and Huntsman faculty and students. The Association to Advance Collegiate Schools of Business (AACSB) -- the accrediting authority for university business programs -- recently observed that "Business demand for graduates with data analytics knowledge and skills has exploded, while the field itself is still evolving and changing rapidly, with new strategies, tools, and techniques coming online daily. These dynamics are challenging business schools to respond with innovative programs and curricular approaches that are connected deeply with practice." A panel report at the International Conference on Information Systems (ICIS) in 2012 recommended that IS departments incorporate business analytics and big data into their programs (see Gefen et al., 2012; <https://aisel.aisnet.org/cais/vol30/iss1/11/>). A recent research project led by DAIS faculty within the Huntsman School found that fewer than 1% of IS programs offered programs in data analytics at that time, but this grew to 28% in 2018 and continues to increase, with 61% of IS programs in AACSB-accredited schools now offering programs in data analytics.

The generous gift from Jon M. Huntsman in 2007 and the renaming of the school reinvigorated the student focus, establishing *Analytical Rigor* as one of the four central pillars supporting the Huntsman School mission. The Huntsman School and the Data Analytics and Information Systems Department have worked diligently over the past several years to address these demands, adding faculty with analytics expertise and creating relevant courses to better prepare graduates. For example, critical programming courses in database management and Python have been added, and the DAIS and Economics and Finance Departments are establishing a shared sequence in machine learning with applications in business. This addition of appropriate expertise and curriculum is sufficient now to support an undergraduate program in Data Analytics. This program is essential to reinforcing USU's and USHE's strong commitment to the numerous and varied analytics-oriented careers in the private sector, particularly in tech. This is critical for the sake of the business professions, the Huntsman School, and its students and corporate recruiting partners, particularly because of the acute employment pressures just within the state of Utah.

IBM and Burning Glass Technologies published a seminal report in 2017, titled "The Quant Crunch," that illustrates the need for a broad-based effort on the part of universities to address the pressing need (see <https://www.ibm.com/downloads/cas/3RL3VXGA>). Their exhaustive analysis of the job market established a framework for identifying demands in data science and analytics, distinguishing between roles across a spectrum of technical skill sets. Their framework categories span academic departments across the university. For example, they distinguish Data Scientists and Advanced Analysts -- who require advanced training in mathematics, statistics, and computer science -- from other vital roles that include Data Systems Developers, Data-Driven Managers, and Analytics Managers. These latter opportunities benefit from specific training in a more business-oriented technology curriculum, with exposure to topics broadly supporting data analytics as a business domain that combines business intelligence, analysis, database management, database programming, and cybersecurity. These skills are critical across all of the academic programs offered by the Huntsman School of Business. Adding this program at USU will provide a strong complement to the ongoing Data Science initiatives in the Departments of Computer Science and Mathematics and Statistics.

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).

A recent report from the Kem C. Garner Policy Institute at the University of Utah demonstrated that the Utah tech industry is growing twice as fast as other industries in the state, and three times as fast as tech in other U.S. states (see <https://gardner.utah.edu/wp-content/uploads/2019TechReportVol1.pdf>). Wage

growth in tech grew by nearly 17 percent in Utah during 2018, and the industry as a whole supports nearly one-fifth of Utah's economy. These needs are further delineated by the Utah Jobs Outlook, which anticipates that software development and applications, market research analysts, and management analysts are among the top five fastest growing occupations in Utah. This same report identifies these same opportunities as among the best in Utah that require at least a bachelor's degree. These are domains that significantly intersect with the proposed Analytics program.

The IBM/Burning Glass Quant Crunch report cited in the previous section provided additional analysis with regard to workforce needs, estimating a five-year growth rate in data science and analytics jobs of about 15%, with nearly three million job postings just this year. An influential 2018 paper published by the McKinsey Global Institute in the *Harvard Business Review* further illustrates the importance of why and how analytics should be centrally integrated into business education (see <https://www.mckinsey.com/business-functions/mckinsey-analytics/our-insights/analytics-translator>). As in "The Quant Crunch," this report likewise highlights the spectrum of roles and needs in analytics across the business domain, defining the enterprise-supporting role of translators. The report notes that "translators play a critical role in bridging the technical expertise of data engineers and data scientists with the operational expertise of marketing, supply chain, manufacturing, risk, and other frontline managers. In their role, translators help ensure that the deep insights generated through sophisticated analytics translate into impact at scale in an organization." The report points out that the demand for translators by 2026 in the United States alone may reach two to four million. The Department of Data Analytics and Information Systems in the Huntsman School of Business will be optimally positioned to recruit and provide the breadth of training needed to meet this demand.

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.

The Data Analytics and Information Systems Department has an existing degree program in Information Systems with about 200 currently declared majors. In direct response to student demand and market needs, the DAIS Department has expanded curriculum in the management and processing of big data, and in data mining for information assurance. In extensive focus groups with undergraduates held during the 2019-2020 academic year, students surveyed were presented with a tentative plan for a Data Analytics degree program, for which they expressed uniformly enthusiastic support.

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)?

Among business colleges within the USHE system, the undergraduate Quantitative Analysis of Markets and Organizations (QAMO) program in the Eccles School of Business at the University of Utah is the most comparable existing major with quantitative requirements consistent with the degree proposed in this application. The QAMO degree focuses on game theory and econometrics, and includes a required Analytics emphasis and an optional IS emphasis. Dixie State University offers a combined program in Information Systems and Analytics. There is also a Business Analytics emphasis offered within the Economics major at Southern Utah University, and a Business Data Analytics Professional Certificate available at Utah Valley University. Given the labor market demands and job growth projections for

graduates with analytics training, coupled with the rapid growth of Utah's tech economy, there is more than ample need for varied programs in analytics across all USHE institutions.

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.

This degree will not be delivered outside of USU's designated service area. There are no collaborative agreements with other USHE institutions. As indicated previously, the market demand for the skills developed in this program far exceeds the capacity of currently approved comparable programs in the state.

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.

In developing this program, the department consulted with members of the DAIS Department's External Advisory Board -- comprised of senior professionals and managers in information systems and technology -- in addition to other corporate partners with extensive experience across the analytics pipeline. The companies and organizations these advisors represent include Deloitte & Touche, Intermountain Healthcare, WCF Insurance, Conclude Analytics, CloudPassage, OC Tanner, Questar Gas, Conservice, Interactive Intelligence, Micron, BioFire, and Koch Industries. Other than Economics, which is separately accredited, all programs within the Huntsman School of Business are accredited by AACSB International -- the Association to Advance Collegiate Schools of Business. AACSB is the premier accrediting association for business and accounting programs. The Huntsman School's next AACSB evaluation will occur in 2022, after the proposed Data Analytics program becomes available. This will offer an immediate opportunity to ensure that key objectives of the program meet AACSB standards and integrate effectively within the overarching mission of the Huntsman School. No additional resources will be required to manage this process.

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.

Requirements for this degree:

1. At least 120 total credits
2. 100 credits with a C- or better
3. At least 30 credits through USU
4. At least 10 credits within the major at USU
5. At least 40 upper-division credits (i.e., credits numbered 3000 or above)
6. At least 20 upper-division credits at USU

7. Completion of USU General Education requirements
8. Minimum 2.00 GPA
9. Completion of three credits for USU American Institutions requirement
10. Completion of USU University Studies Depth requirement
11. Completion of the credits within the Data Analytics major (Course Curriculum in Appendix A)
12. At least a C for courses outlined in the Course Curriculum that are included in the Huntsman School Acumen (the first 17 courses in Appendix A from ACCT 2010 through DATA3300)

Admission Requirements

List admission requirements specific to the proposed program.

Admission requirements for this program will follow those for the Huntsman School of Business:

- Direct admission for first-time student meeting one of the following criteria: top 10% of high school class; 3.7+ high school GPA; 28+ ACT score/1310+ SAT score; 3.5+ high school GPA and 24+ ACT; or 3.5+ high school GPA and 1160+ SAT.
- Direct admission for transfer student with 24+ post-high school credits and 3.5+ GPA.
- Admission for any current student receiving a C or better in the following USU courses: ECN 1500, ACCT 2010, DATA 1100, and DATA 2100.

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?

The Data Analytics program will be offered within the existing Data Analytics and Information Systems Department. No additional administrative resources are needed. The program will use courses that are already offered or that are under development for the 2021-22 AY, and will serve to expand choices for students already in the department's Information Systems degree program.

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.

This program can be provided using existing faculty.

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.

This program can be managed using existing staff and advising resources within the Huntsman School of Business.

Student Advisement

Describe how students in the proposed program will be advised.

Students in the Huntsman School of Business are advised through the FJ Management Center for Student Success. The center brings together various student services, including undergraduate advising and career development under one organizational structure and in one physical space to create a centralized resource for students seeking academic and career advising.

Library and Information Resources

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

The Merrill-Cazier Library at Utah State University provides both physical and virtual access to a vast collection of resources, including over two million print books and journals, 7,600,000 e-books (including over seven million in the HathiTrust Digital Library), 480,000 government publications, and over 60,000 electronic journals. In addition to the Merrill-Cazier Library, services are provided at the USU Eastern and USU Blanding campus libraries, and the Young Education Technology Center (curriculum and teacher preparatory materials). The USU Libraries are a member of the Utah Academic Library Consortium (UALC) and Greater Western Library Alliance (GWLA). These resources provide comprehensive access for students and faculty to a breadth of sources that are critical in the domains that intersect with data analytics, including computing, data management, information technology and systems, security, quantitative analysis, business strategy.

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 Data Analytics and Information Systems Department and the Huntsman School of Business have established a process for continuous improvement of program curricula that will be applied to the proposed Data Analytics program. This strategy includes providing value-added services to students that emphasize career and professional development, and cultivating strong relationships with industry and alumni. A variety of activities are conducted annually to measure the level of success achieved in accomplishing this mission. Data are measured from students, employers, and recruiters to ensure that

students are prepared and marketable (e.g., placement rates and corporate engagement in recruiting and other college events and functions). For the sake of accreditation, learning goals and objectives for the Data Analytics program will be mapped to specific courses within the program curriculum. Success in meeting these objectives will be regularly assessed through course-embedded evaluations. Routine feedback from industry experts, advisory boards, and employers will be used to evaluate students' career preparedness upon completing the the program. Outcomes data will be reviewed by school leadership and faculty committees at the school and department levels. When outcomes data suggests an opportunity for improvement, the school will take specific action and document these data-based decisions.

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.

Skills and competencies for the proposed program have been identified in consultation with professional recommendations and requirements (e.g., Certified Analytics Professional recommendations), and in collaboration with Huntsman's corporate partners and recruiters, the college's and department's advisory boards, and Huntsman faculty and students. To complete the Data Analytics program at USU, students will be required to demonstrate the following competencies (for each competency, courses are identified in which related course learning objectives are designed and assessed):

1. Appropriately characterize a business problem, formulate hypotheses, and identify and collect the data required to address the problem. (DATA 1100, 2100, 3100, 3300; Huntsman School Acumen courses)
2. Plan for the execution of solutions developed in the analytics cycle. (DATA 3300, DATA5500)
3. Manipulate, transform, and clean data; develop normalized, logical database designs. (DATA 1100, 2100, 3300, 3330, 4330)
4. Apply programming skills for data management and analysis. Use programming tools to manage big data. (DATA 3330, 3500, 4330, 5500)
5. Understand how to visualize and mine data for quality assurance and to communicate insights in a clear and concise manner. (DATA 3400, 5400)
6. Demonstrate an understanding of machine learning models, how different models are used, and how to validate and select appropriate models. Translate model results to convey insight into business value. (DATA 3100, 3300, 5500, 5600, 5610)
7. Deploy, integrate, and monitor an appropriately selected model into an existing environment as a basis for making business decisions. (DATA 5400, 5500, 5600, 5610)
8. Provide leadership in an enterprise setting by demonstrating an understanding of business processes and of the practical opportunities and risks of a given solution. (DATA 2100, 3300; Huntsman School Acumen courses)

The required internship for this program will broadly reinforce these competencies. The success of individual student internships is assessed through the department's IS 4250 course.

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					44
Required Courses					
<input type="radio"/>	<input type="radio"/>	ACCT 2010		Financial Accounting Principles	3
<input type="radio"/>	<input type="radio"/>	ACCT 2020		Managerial Accounting Principles	3
<input type="radio"/>	<input type="radio"/>	ECN 1500		Introduction to Economic Institutions, History, and Principles	3
<input type="radio"/>	<input type="radio"/>	ECN 2010		Introduction to Microeconomics	3
<input type="radio"/>	<input type="radio"/>	FIN 3200		Financial Management	3
<input type="radio"/>	<input type="radio"/>	FIN 3400		Corporate Finance	3
<input type="radio"/>	<input type="radio"/>	MGT 2050		Legal and Ethical Environment of Business	3
<input type="radio"/>	<input type="radio"/>	MGT 3050		Foundations of Business: Capitalism, Markets, and Innovation	3
<input type="radio"/>	<input type="radio"/>	MGT 3700		Operations Management	2
<input type="radio"/>	<input type="radio"/>	MSLE 3500		Fundamentals of Marketing	3
<input type="radio"/>	<input type="radio"/>	MSLE 3800		Leadership	2
<input type="radio"/>	<input type="radio"/>	MSLE 3890		Systems Strategy and Problem Solving	2
<input type="radio"/>	<input type="radio"/>	BUS 3200		Business Communication	3
<input type="radio"/>	<input type="radio"/>	DATA 1100		Excel for Business Analysis	1
<input type="radio"/>	<input type="radio"/>	DATA 2100		Data and Information in Business	3
<input type="radio"/>	<input type="radio"/>	DATA 3100		Making Decisions with Data	3
<input type="radio"/>	<input type="radio"/>	DATA 3300		Introduction to Modern Business Analytics	3
<input type="radio"/>	<input type="radio"/>	DATA 3330		Database Management	3
<input type="radio"/>	<input type="radio"/>	DATA 4330		Advanced Database and Database Analytics	3
<input type="radio"/>	<input type="radio"/>	DATA 3400		Data Visualization with Tableau	2
<input type="radio"/>	<input type="radio"/>	DATA 5400		Visual Data Analytics	3
<input type="radio"/>	<input type="radio"/>	DATA 3500		Introduction to Python Programming	3
<input type="radio"/>	<input type="radio"/>	DATA 5500		Advanced Python Programming for Analytics	3
<input type="radio"/>	<input type="radio"/>	DATA 5600	×	Introduction to Regression and Machine Learning for Analytics	3
<input type="radio"/>	<input type="radio"/>	DATA 5610	×	Advanced Machine Learning for Analytics	3
<input type="radio"/>	<input type="radio"/>	MATH 1210		Calculus I	4
<input type="radio"/>	<input type="radio"/>	MATH 2270		Linear Algebra	3
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Add A Group of Courses					
Required Course Credit Hour Sub-Total					76

	Course Number	NEW Course	Course Title	Credit Hours
Elective Courses				
+ -				
Add A Group of Courses				
				Elective Credit Hour Sub-Total
				Core Curriculum Credit Hour Sub-Total 120

Add An Emphasis

Program Curriculum Narrative

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

To complete the Data Analytics major, students will be required to take the 46 credits comprising the Huntsman School Acumen, along with 30 core credits in database management, programming, visualization and data mining, and machine learning for analytics. There are no variable credits required for this program as it is structured in this proposal.

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.

Toggle Cut-and-Paste

Toggle Table

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ECN 1500 - Introduction to Economic Institutions	3	MATH 1060 - Trigonometry	2
ENGL 1010 - Introduction to Writing: Academic P	3	ACCT 2010 - Financial Accounting Principles	3
MATH 1050 - College Algebra	4	ECN 2010 - Introduction to Microeconomics	3
Breadth Humanities	3	ENGL 2010 - Intermediate Writing: Research Wri	3
USU 1010: University Connections	1	Breadth Life Sciencs	3
Add Courses	Total	Total	Total
	14		14
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
MATH 1210 - Calculus I	4	MATH 2270 - Linear Algebra	3
ACCT 2020 - Managerial Accounting Principles	3	MGT 2050 - Legal and Ethical Environment of Bu	3
Breadth Physical Sciences	3	DATA 1100 - Excel for Business Analysis	1
Breadth Creative Arts	3	DATA 2100 - Data and Information in Business	3
Electives	3	Breadth Integrated Studies Course	3
		Electives	3
Add Courses	Total	Total	Total
	16		16
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
BUS 3200 - Business Communication	3	FIN 3200 - Financial Management	3
MGT 3050 - Foundations of Business: Capitalism	3	DATA 3300 - Introduction to Modern Business An	3
MSLE 3800 - Leadership	2	DATA 3500 - Introduction to Python Programming	3
DATA 3100 - Making Decisions with Data	3	DATA 4330 - Advanced Database and Database	3
DATA 3330 - Database Management	3	DATA 5400 - Visual Data Analytics	3
DATA 3400 - Data Visualization with Tableau	2		
Add Courses	Total	Total	Total
	16		15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
FIN 3400 - Corporate Finance	3	MGT 3700 - Operations Management	2
DATA 5500 - Advanced Python Programming for	3	MSLE 3500 - Fundamentals of Marketing	3
DATA 5600 - Introduction to Regression and Mac	3	MSLE 3890 - Systems Strategy and Problem Sol	2
IS 4250 - Internship	3	DATA 5610 - Advanced Machine Learning for An	3
Depth Life and Physical Science	3	Depth Humanities and Creative Arts	3
		Electives	1
Add Courses	Total	Total	Total
	15		14

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	11	1	1
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			8
Faculty: Part Time with Masters			2
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	////	////	
Staff: Full Time			1
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
Full Time Faculty							
	Chris	Corcoran	T	PhD	Harvard University	25%	
	Tyler	Brough	T	PhD	University of Arizona	50%	
	Andrew	Brim	Other	PhD	Utah State University	75%	Non-TT
	Polly	Conrad	Other	MS	Truman State University	25%	Lecturer
	Reagan	Siggard	Other	MS	Utah State University	25%	Lecturer
	Zsolt	Ugray	T	PhD	University of Texas Austin	25%	
	Yong Seog	Kim	T	PhD	University of Iowa	25%	
	Kelly	Fadel	T	PhD	University of Arizona	10%	
	Robert	Mills	T	PhD	Utah State University	50%	
	Brian	Dunn	TT	PhD	University of Pittsburgh	10%	
	Lianne	Wappett	Other	MS	University of Idaho	10%	Lecturer
	Pam	Dupin-Bryant	T	PhD	Utah State University	10%	
<input type="button" value="Add Another Full Time"/>							
Part Time Faculty							
<input type="button" value="Add Another Part Time"/>							

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	n/a				
Faculty: Part Time with Doctorate	n/a				
Faculty: Full Time with Masters	n/a				
Faculty: Part Time with Masters	n/a				
Faculty: Full Time with Baccalaureate	n/a				
Faculty: Part Time with Baccalaureate	n/a				
Teaching / Graduate Assistants					
Staff: Full Time	n/a				
Staff: Part Time	n/a				

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	200	220	240	260	280	300
# of Majors in Proposed Program(s)		20	30	40	50	60
# of Graduates from Department	40	45	50	55	60	70
# Graduates in New Program(s)		0	10	20	25	30
Department Financial Data						
	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>						
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)	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expenses (equipment, travel, resources)	\$0	\$0	\$0	\$0	\$0	\$0
Other:	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$0	\$0	\$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	\$0	\$0	\$0	\$0	\$0	\$0
Appropriation	\$0	\$0	\$0	\$0	\$0	\$0
Special Legislative Appropriation	\$0	\$0	\$0	\$0	\$0	\$0
Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0
Special Fees	\$0	\$0	\$0	\$0	\$0	\$0
Tuition	\$0	\$0	\$0	\$0	\$0	\$0
Differential Tuition (requires Regents approval)	\$0	\$0	\$0	\$0	\$0	\$0
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0	\$0	\$0
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$0	\$0	\$0	\$0
Difference						
Funding - Expense	\$0	\$0	\$0	\$0	\$0	\$0

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The program as proposed can be managed using currently available resources and revenue.

Part III: Describe funding sources

Revenue Narrative 1

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

No internal reallocations will be required to administer the program as it is proposed.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

No new funding sources will be required to manage the program as it is proposed.

HSB - Economics and Finance - Economics BA BS - Business Economics Emphasis

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

HSB

DEPARTMENT (include all cross listed departments)*

Economics and Finance

Current Title (if applicable)* NA

Proposed Title* Economics BA BS - Business Economics Emphasis

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 45.0601

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 18

Type of Degree: (BA, BS, etc.)* BA, BS

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

New Center

New Institute

New Bureau

Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

Yes

No

Council on Teacher Education*

Yes

No

Section I: The Request

R401 Purpose*

Propose a new "Business Economics Emphasis" within the BA/BS degree in Economics

Section II: Program Proposal

Proposed Action & Rationale*

It is proposed that the existing BA/BS degree in Economics be redesigned to include new emphases. The BA/BS degree in Economics currently has the following emphases: Economic Theory, Managerial Economics, Pre-law, International Economics and Trade, and Quantitative Economic History. Three new emphases are being proposed: Business Economics, Financial Economics, and Econometrics and Data Analytics. This proposal details the Business Economics emphasis. This emphasis will allow students to differentiate themselves within the broader economics curriculum, enhance faculty mentoring of students within the subject matter, better prepare students for the labor market, and aid student placement.

The BA/BS degree in Economics typically has 300-400 majors on the Logan campus (typically 1000+ when including statewide campuses and the China Cooperative program). The large number of faculty and majors in the department allow for a wide array of economics courses to be offered. Given the breadth of content in the field of economics, students often lack a focused skill set or are not in a position to adequately signal the tools they have possessed in preparation for the job market. Faculty in the department, according to their expertise, will work with students in their emphasis and will take a more active role in mentoring students throughout the program. The emphases are Economic Theory, International Economics and Trade, Business Economics, Financial Economics, and Econometrics and Data Analytics, Managerial Economics, Pre-law, and Quantitative Economic History. Each emphasis supports a directed path to aid students in their career objectives.

The proposed emphasis does not require the creation of any new faculty or staff positions. Furthermore, no additional courses need to be created to facilitate the changes and additions.

Labor Market Demand (if applicable)

This is an existing degree program, and as noted above, it is one of the largest within the Huntsman School of Business. According to sources like Monster.com (<https://www.monster.com/career-advice/article/work-skills-2018-1217>) and the National Association of Colleges and Employers (<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>), employers are seeking students that display critical thinking, analytical tools, and technical skills. One of the strengths of USU's Economics degree is the diverse set of faculty that offer a large array of courses ranging from economic history to advanced econometrics and machine learning. Currently, students must find ways to demonstrate the critical thinking, analytical tools, and technical skills they have obtained while searching for a job in the labor market. Employers and students have said that it would be helpful if there was a mechanism that would allow students with unique technical skills to differentiate themselves in the marketplace. Defined emphases on transcripts will substantially help in this process. In a global economy that requires students to be more competitive to land high quality jobs, signaling an expertise in more than one area can produce substantial dividends. Particularly, students in the Economics and Finance department are encouraged to double major with other majors in the business school and across campus. The Business Economics emphasis facilitates this process by helping students obtain a breadth of knowledge in economics and other business fields. The emphasis is structured to encourage double majoring. Although it requires six additional credit hours, there are economies of scope as students have the ability to double count a select number electives in the Business Economics emphasis with other majors in the business school.

Consistency with Institutional Mission & Institutional Impact*


The proposed change is consistent with USU's mission of providing students with a student centered experience that prepares them to serve the public. Students will be more effectively positioned for employment opportunities and have a richer understanding of the context of managerial decision making. The program will be offered in the same areas as the existing degree program. No faculty/staff structures will be affected by the changes.

Finances*

Current funding levels are adequate to support the proposal as no new classes are proposed.


Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

HSB - Economics and Finance - Economics BA BS - Econometrics and Data Analytics Emphasis

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

HSB

DEPARTMENT (include all cross listed departments)*

Economics and Finance

Current Title (if applicable)* NA

Proposed Title* Economics BA BS - Econometrics and Data Analytics Emphasis

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 45.0601

Minimum Number of Credits (if applicable)* 12

Maximum Number of Credits (if applicable)* 12

Type of Degree: (BA, BS, etc.)* BA, BS

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
 - K-12 Endorsements
 - Minors
 - Post-Baccalaureate and Post-Masters Certificates
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

New Center

New Institute

New Bureau

Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

Yes

No

Council on Teacher Education*

Yes

No

Section I: The Request

R401 Purpose*

To create a new "Econometrics and Data Analytics" emphasis within the existing BA/BS Economics Degree

Section II: Program Proposal

Proposed Action & Rationale*

It is proposed that the existing BA/BS degree in Economics be redesigned to include new emphases. The BA/BS degree in Economics currently has the following emphases: Economic Theory, Managerial Economics, Pre-law, International Economics and Trade, and Quantitative Economic History. Three new emphases are being proposed: Business Economics, Financial Economics, and Econometrics and Data Analytics. This proposal details the Econometrics and Data Analytics emphasis. This emphasis will allow students to differentiate themselves within the broader economics curriculum, enhance faculty mentoring of students within the subject matter, better prepare students for the labor market, and aid student placement.

The BA/BS degree in Economics typically has 300-400 majors on the Logan campus (typically 1000+ when including statewide campuses and the China Cooperative program). The large number of faculty and majors in the department allow for a wide array of economics courses to be offered. Given the breadth of content in the field of economics, students often lack a focused skill set or are not in a position to adequately signal the tools they have possessed in preparation for the job market. Faculty in the department, according to their expertise, will work with students in their emphasis and will take a more active role in mentoring students throughout the program. The emphases are Economic Theory, International Economics and Trade, Business Economics, Financial Economics, and Econometrics and Data Analytics, Managerial Economics, Pre-law, and Quantitative Economic History. Each emphasis supports a directed path to aid students in their career objectives.

The proposed emphasis does not require the creation of any new faculty or staff positions. Furthermore, no additional courses need to be created to facilitate the changes and additions.

Labor Market Demand (if applicable)

This is an existing degree program, and as noted above, it is one of the largest within the Huntsman School of Business. According to sources like Monster.com (<https://www.monster.com/career-advice/article/work-skills-2018-1217>) and the National Association of Colleges and Employers (<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>), employers are seeking students that display critical thinking, analytical tools, and technical skills. One of the strengths of USU's Economics degree is the diverse set of faculty that offer a large array of courses ranging from economic history to advanced econometrics and machine learning. Currently, students must find ways to demonstrate the critical thinking, analytical tools, and technical skills they have obtained while searching for a job in the labor market. Employers and students have said that it would be helpful if there was a mechanism that would allow students with unique technical skills to differentiate themselves in the marketplace. Defined emphases on transcripts will substantially help in this process. Students entering the labor market with a background in data science and analytics are among the highest demanded globally. According to the BLS Occupational Outlook Handbook, there is a projected growth rate of 31% from 2019-2029 in the field of data science. In his book Business Data Science, Matt Taddy, the former Head of Economics and Data Science at Microsoft and current VP of Economic Technology at Amazon, strongly advocates for the need of economic training in the field of data science. An emphasis in Econometrics and Data Analytics will provide foundational microeconomic tools to our students and allow them to take advanced courses in econometrics, machine learning, and data analytics.

Consistency with Institutional Mission & Institutional Impact*


The proposed change is consistent with USU's mission of providing students with a student centered experience that prepares them to serve the public. Students will be more effectively positioned for employment opportunities and have a richer understanding of the context of managerial decision making. The program will be offered in the same areas as the existing degree program. No faculty/staff structures will be affected by the changes.

Finances*

Current funding levels are adequate to support the proposal as no new classes are proposed.


Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

HSB - Economics and Finance - Economics BA BS - Financial Economics Emphasis

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

DEPARTMENT (include all cross listed departments)*

Current Title (if applicable)*

Proposed Title*

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following website: [Classification Instructional Programs](#)

CIP Code (6-digits) 45.0603
*

Minimum Number of Credits (if applicable)* 12

Maximum Number of Credits (if applicable)* 12

Type of Degree: (BA, BS, etc.)* BA, BS

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
 - Emphases within an Approved Degree
 - Institutional Certificates of Proficiency
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 - Minors
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 - Other

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 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
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 - Reinstatement of a Previously Suspended Program
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 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units

Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

New Center

New Institute

New Bureau

Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

Yes

No

Council on Teacher Education*

Yes

No

Section I: The Request

R401 Purpose*

The purpose of this R401 is to create a new Financial Economics Emphasis within the existing BA/BS Economics degree.

Section II: Program Proposal

Proposed Action & Rationale*

It is proposed that the existing BA/BS degree in Economics be redesigned to include new emphases. The BA/BS degree in Economics currently has the following emphases: Economic Theory, Managerial Economics, Pre-law, International Economics and Trade, and Quantitative Economic History. Three new emphases are being proposed: Business Economics, Financial Economics, and Econometrics and Data Analytics. This proposal details the Financial Economics emphasis. This emphasis will allow students to differentiate themselves within the broader economics curriculum, enhance faculty mentoring of students within the subject matter, better prepare students for the labor market, and aid student placement.

The BA/BS degree in Economics typically has 300-400 majors on the Logan campus (typically 1000+ when including statewide campuses and the China Cooperative program). The large number of faculty and majors in the department allow for a wide array of economics courses to be offered. Given the breadth of content in the field of economics, students often lack a focused skill set or are not in a position to adequately signal the tools they have possessed in preparation for the job market. Faculty in the department, according to their expertise, will work with students in their emphasis and will take a more active role in mentoring students throughout the program. The emphases are Economic Theory, International Economics and Trade, Business Economics, Financial Economics, and Econometrics and Data Analytics, Managerial Economics, Pre-law, and Quantitative Economic History. Each emphasis supports a directed path to aid students in their career objectives.

The proposed emphasis does not require the creation of any new faculty or staff positions. Furthermore, no additional courses need to be created to facilitate the changes and additions.

Labor Market Demand (if applicable)

This is an existing degree program, and as noted above, it is one of the largest within the Huntsman School of Business. According to sources like Monster.com (<https://www.monster.com/career-advice/article/work-skills-2018-1217>) and the National Association of Colleges and Employers (<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>), employers are seeking students that display critical thinking, analytical tools, and technical skills. One of the strengths of USU's Economics degree is the diverse set of faculty that offer a large array of courses ranging from economic history to advanced econometrics and machine learning. Currently, students must find ways to demonstrate the critical thinking, analytical tools, and technical skills they have obtained while searching for a job in the labor market. Employers and students have said that it would be helpful if there was a mechanism that would allow students with unique technical skills to differentiate themselves in the marketplace. Defined emphases on transcripts will substantially help in this process.

Students entering the labor market with a background in finance continue to be highly demanded in Utah and around the globe. The BLS Occupational Outlook Handbook suggests that Financial Analysts positions are growing faster than average and have a high median pay.

Consistency with Institutional Mission & Institutional Impact*


The proposed change is consistent with USU's mission of providing students with a student centered experience that prepares them to serve the public. Students will be more effectively positioned for employment opportunities and have a richer understanding of the context of managerial decision making. The program will be offered in the same areas as the existing degree program. No faculty/staff structures will be affected by the changes.

Finances*

Current funding levels are adequate to support the proposal as no new classes are proposed.


Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

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

Institution Submitting Request: Utah State University

Proposed Program Title: Master of Financial Economics

Are There New Emphases: Yes No

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: Huntsman School of Business

Sponsoring Academic Department(s) or Unit(s): Department of Economics and Finance

Classification of Instructional Program Code¹ : 45.0603

Min/Max Credit Hours Required of Full Program: 30 / 30

Proposed Beginning Term²: Fall 2021

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 ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied 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 checked="" type="checkbox"/>	Specialized Master Degree (specify award type ³ : Professional Master's Degree)
<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"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Professional School

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

Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

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 Master's degree(s): **Master of Financial Economics** effective Fall 2021. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The proposed Master of Financial Economics (MFE) professional program stems from the department's other graduate degree, the Master of Science in Financial Economics (MSFE). The MSFE was started in 2011-2012 and has been a fantastic success in a variety of ways. The MSFE was designed to cater to students interested in very technical and quantitative careers in both finance and economics. Additionally, several students each year enjoy working on research and decide to pursue a PhD and sometimes a career in academia. The program has been very successful. Students have obtained positions as financial analysts, traders, quantitative analysts, wealth managers, portfolio analysts, and bankers. Companies that have hired students include Zions Bancorp, Goldman Sachs, The Royal Bank of Scotland, Equity Methods, Hewlett Packard, American Express, Vivint, JP Morgan Chase, the Securities and Exchange Commission, and Wells Fargo among others. Students pursuing a PhD have been admitted to programs at Ohio State University, University of North Carolina, Arizona State University, University of Mississippi, University of Arizona, Texas A&M, University of Tennessee, Purdue University, Penn State University, Washington State University, Texas Tech University, University of Kentucky, University of Utah, and other well known institutions. Some of those students are now pursuing academic careers at universities that include Texas A&M, Oklahoma State, Loyola Marymount, Southern Illinois University, Tulane, and even Utah State University.

However, despite all of the success achieved with the MSFE, it remains a very narrow and specialized degree program. Over the years, feedback from students almost always includes suggestions that the scope of the degree be broadened, add more flexibility, and create clear career pathways. The purpose of the proposed Master of Financial Economics (MFE) program is in response to that feedback. The proposed MFE will still prepare students for careers as financial economists, financial service providers, financial analysts, traders, quantitative analysts, financial managers, financial planners, and other finance related fields, but it will allow students to customize their program of study to fit their individual career goals. Instead, it was decided that offering a new sister degree that, while very similar to the MSFE, would allow students to complete additional coursework instead of a research-focused thesis was a better solution. For example, a student could choose coursework designed to prepare them for the Certified Financial Planner (CFP) exam instead of completing a thesis with the MFE.

Thus, the MFE is really just an extension of the current MSFE degree that will allow students additional flexibility while they pursue a graduate degree in financial economics. Students will have a broader menu of options to choose from that will better align with their career goals. The MFE will consist of 9 credits of core classes and 21 credits of elective courses that can be customized to meet the specific career goals of individual students. Unlike the MSFE, the MFE will not require a thesis.

The MFE is also designed to prepare students for additional industry-specific certifications and designations. For example, depending on their program of study, students may sit for the Chartered Financial Analyst (CFA) designation or for the Certified Financial Planner (CFP) exam, both of which are industry standards in their respective fields.

Given the labor market demand (detailed later in this document) for finance professionals, the MFE is designed to be adaptive to changes in demand in both Utah and the United States.

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) 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. This degree program will fulfill these objectives in several significant ways. It will foremost support USU's academic mission by providing new opportunities for students to significantly improve their competitiveness and earning potential following graduation. It will serve the mission of research and discovery by providing a formal framework to train students to conduct financial analysis and research. This program will also directly support USU's land-grant mission to engage the community. As summarized in Section III, the rapid growth of the finance related industries in Utah has created a demand for qualified finance professionals. This program will create a useful pipeline for Utah companies to fill a variety of finance related positions.

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.

The proposed professional master's degree in Financial Economics (MFE) stems from numerous faculty discussions and meetings regarding the current Master of Science in Financial Economics (MSFE) degree over a several year period. Each year, the department solicits feedback from graduate students and consider how changes to the program might better serve both students and the university. One of the common themes from students finishing the MSFE program has been a desire to have more flexibility. Initially, the program consisted of 10 courses with no electives. Currently, the program has a couple of electives but primarily caters to those students that are technically inclined or thinking about pursuing a PhD.

As the department weighed student feedback, it considered different ways to add flexibility to the program while maintaining the current quality and standards. While some students excelled doing research and even published peer-reviewed papers with faculty, others struggled with the process and often had to delay their graduation (or even employment start dates) to complete the research component of the degree. This observation has led to a desire to give students more flexibility with respect to their program of study. One option considered was modifying the current MSFE degree. Given that some students want to pursue careers in research or apply to PhD programs, modifying the already successful current program would be problematic. Instead, it was decided that offering a new sister degree that is very similar to the MSFE but allows students to complete additional coursework instead of a research focused thesis was a better solution. Professional master's degree programs have been popular in recent years and this program will benefit from that trend. In reality, some students will apply to the MSFE/ MFE programs and not know which degree path makes the most sense for them until after some of their coursework is completed. The goal is to help students find ways to maximize the value of their education, and this added flexibility will aid that goal.

Given the current labor market trends for expertise in both finance and economics, the college, the university, and the USHE will all benefit from the increase in enrollments that should occur from the broader scope of the graduate degree offerings in financial economics.

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).

Graduates of the MSFE have had phenomenal success finding employment, as described above, with well over 90% of students each year accepting positions prior to graduation. Anecdotally, both employers and PhD graduate programs have told said that they would happily take more students if available. This alone speaks to the demand for future graduates and finance professionals.

There are also plenty of statistics from independent sources that shed light on the prospects for future graduates. Because so many jobs involve aspects of finance and economics, the US Bureau of Labor Statistics (BLS) has several relevant classifications related to a Master of Financial Economics. For example, Financial Manager positions are expected to grow at 15% per year from 2019-2029 (a rate much faster than average) with a median salary of \$129,890 per year. Similarly,

Economists have expected growth of 14% per year with a median salary of \$105,020 per year. Financial Analyst positions are expected to grow at a 5% annual rate from 2019 to 2029. The median pay for a financial analyst in the US is listed at \$81,590 per year. Personal Financial Advisors receive median pay of \$87,850 per year and are expected to grow at 4% per year over the next 10 years. Securities, commodities, and financial services agents are also expected to grow at 4% per year and have a current median salary of \$62,270 per year. Other related BLS classifications include budget analysts, insurance agents, insurance underwriters, real estate brokers, operations research analysts, actuaries, market analysts, financial examiners, statisticians, and loan officers. All of which are expected to grow at an average or above average rate over the next 10 years. More locally, the Utah Department of Workforce Services forecasts an annual growth rate of 3% for finance related positions.

Forbes.com lists a finance degree in the top 10 degrees with respect to starting salary. Furthermore, Robert Half (a recruiting and staffing agency) stated that employers continue to struggle to fill all of their financial oriented positions because of the lack of qualified candidates.

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.

The proposed program will complement the current Master of Science in Financial Economics (MSFE) degree. Annual enrollments in the MSFE are generally between 12 and 18 students. Graduates of the MSFE have had phenomenal success finding employment with more than 90% of students each year accepting positions prior to graduation. However, direct feedback from former students shows that there is room for improvement. Many students have suggested a more flexible degree since their interests are quite broad. While the MSFE is more technical in nature, some graduates have chosen to pursue less technical positions in banking, insurance, and other financial services. Those students have commented that additional elective courses within their areas of interest would have been helpful. Although several MSFE students each year get very involved in research and decide to pursue a PhD, the majority do not. Many prospective students would like to further their financial education with a more applied curriculum instead of the more traditional research focused requirements.

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)?

There are several similar programs offered at the master's level in the region. As stated previously, the Huntsman School of Business already houses a Master of Science in Financial Economics degree. The proposed Master of Financial Economics will complement that program and offer students more flexibility when designing their program of study. The University of Utah offers a Master of Science in Finance through the Eccles School of Business. Similarly, Master in Finance programs can be found at the University of Colorado, Colorado State, University of Arizona, and Arizona State. Given the strong placements of recent MSFE graduates and the limited number of universities that have a comparable offerings, giving students more flexibility and more graduate degree options within the area of finance and economics will only enhance their ability to excel in the workforce. It is helpful not to think of the proposed MFE degree as a new offering, but more as an extension of the current MSFE degree that will better cater to the demand of both students and employers. It is also worth noting that Utah State is the only institution that offers a degree that pairs Finance and Economics at the master's level. Both the MSFE and the proposed MFE will continue to offer students the ability to pursue programs of study that not only include the standard finance courses but also micro and macro economics, econometrics, machine learning, and numerous other courses that help set graduates apart.

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 higher.utah.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 designated service areas for Utah State University include Cache, Rich, Box Elder, Duchesne, Uintah, Daggett, Tooele, Emery, Carbon, Grand, and San Juan counties, and USU maintains statewide campuses and education centers in all of these counties. The proposed delivery area for the Master of Financial Economics program is only within USU's service areas.

Initially, most advanced coursework will be taught face-to-face at USU's Logan campus with IVC broadcast within USU's service area as demand justifies. Given the current pandemic and its impact on education, the hope is to work toward having more of the content available through remote delivery methods.

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 MFE will be subject to the normal AACSB accreditation process for graduate programs. No external consultants or advisors were involved in the development of this program. Additionally, the curriculum will be calibrated to prepare students individually for exams related to becoming a Chartered Financial Analyst (CFA) or a Certified Financial Planner (CFP).

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 total number of credits required for the program is 30, consistent with the School of Graduate Studies requirements for professional degree programs. Students will be required to complete all coursework with a grade of C- or higher.

Admission Requirements

List admission requirements specific to the proposed program.

Admissions requirements for the MFE program will follow those of the USU School of Graduate Studies, as well other general guidelines or requirements of the Huntsman School of Business.

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?

The proposed Master of Financial Economics program will not, by itself, require any new administrative structures or personnel. The delivery of current undergraduate courses or programs will not be affected. The proposed MFE will fit seamlessly into the current administrative processes for the MSFE. Students will select their preferred degree and alternatives when deciding on a program of study. Given the overlap between the two degrees, students will have some flexibility during the degree program to decide which route best meets their academic and career goals.

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.

Initially, the current faculty is sufficient to instruct additional students attracted to the proposed MFE. If enrollments increase as expected, additional faculty requirements will be supported by the additional credit hours taken by the new students. The MFE is viable without any additional resources and should internally support any additional resources needed in the future. One of the reasons that the MSFE has been so successful is that faculty are committed to student success. Below are brief bios for some of the faculty involved in the program.

Ben Blau is a professor and the holder of the George S. Eccles Endowed Chair in Finance at Utah State University. Since arriving at USU in 2009, Ben has won multiple awards, including the 2012 Huntsman School of Business Teacher of the Year and the 2013 Huntsman School Researcher of the Year. Before joining the faculty at Utah State, he taught at the Marriott School at Brigham Young University and received an undergraduate teaching award in 2009. Ben's research interests include financial development, asset pricing, market microstructure, and banking. He has published approximately seventy articles in academic journals, such as the *Journal of Financial and Quantitative Analysis*, the *Journal of Development Economics*, and the *Journal of Banking and Finance*. His article titled, "Signaling, Free Cash Flow, and Nonmonotonic Dividends" won the Outstanding Paper award in the *Financial Review* in 2010. Another one of Ben's article titled, "Trade Size and Price Clustering: The Case of Short Sales and the Suspension of Price Tests" won the 2012 Outstanding Article award at the *Journal of Financial Research*. His research has also been highlighted by several media outlets, such as the *Wall Street Journal*, *SmartMoney Magazine*, and *Politico*.

Timothy James (TJ) Bond currently teaches in the Economics and Finance Department at USU's Huntsman School of Business. Before joining the Huntsman School in August 2016, he was Head of Economics for a large sovereign wealth fund in Singapore. Prior to that, he spent more than a decade as Chief Economist for Bank of America - Merrill Lynch in Hong Kong. TJ began his career as an economist at the International Monetary Fund in the mid-1990s, and traveled extensively in Asia during the regional financial crisis in 1997-98. He holds a PhD in Economics from Harvard University.

Jared DeLisle is currently an Assistant Professor of Finance at Utah State University. He completed his PhD in Finance, MBA, and B.S. in Chemical Engineering at Florida State University. His research interests include market efficiency, volatility and skewness, short selling, option pricing, and institutional investing. Selected publications in which his work is published include *Financial Management*, *Financial Review*, *Journal of Banking & Finance*, *Journal of Corporate Finance*, *Journal of Financial Markets*, *Journal of Futures Markets*, *Journal of Real Estate Research*, *Review of Corporate Finance Studies*, and *Review of Quantitative Finance & Accounting*. He has also presented his work at various conferences, such as the Auckland Derivatives Markets Conference, Financial Management Association, Midwest Finance Association, Southern Finance Association, Southwestern Finance Association, European Financial Management Association, and Eastern Finance Association. Dr. DeLisle frequently serves as one of the faculty advisors of the PhD Project's Finance & Economics DSA Planning Committee.

Dr. Briggs Depew is an Associate Professor of Economics in the Jon M. Huntsman School of Business at Utah State University and a Research Fellow with the Institute for the Study of Labor (IZA), Bonn, Germany. Briggs earned a PhD in Economics at the University of Arizona in 2013. Prior to joining Utah State University, he was an Assistant Professor of Economics at Louisiana State University. Briggs enjoys both teaching and research. While at LSU he was awarded the Outstanding Undergraduate Teacher award in his department. His research is focused on policy-oriented microeconomic topics and has been published in leading academic journals. His work studying the Affordable Care Act was cited in the October 2014 Council of Economic Advisers report to the President of the United States. His research has also been featured in several media outlets, including *The Washington Post* and NPR.

Paul B. Fjeldsted, CFA is a Senior Lecturer in the Economics and Finance Department of the Jon M. Huntsman School of Business at Utah State University. Paul joined the Huntsman School in 2008 after retiring as a managing director of Citigroup Global Markets Inc., where he was responsible for structuring and trading credit derivatives on the emerging markets of Central and South America. He started his career in 1986 as an analyst at Citibank in New York City, where he worked for two years prior to attending Harvard Business School. He rejoined Citibank in 1990 in New York and in 1991 became a founding member of Citibank's emerging markets derivatives desk. In 1993, he was hired by Salomon Brothers and, with two other colleagues, was responsible for developing the emerging markets business at Salomon, which was subsequently acquired by Citigroup. Until his retirement, he contributed to the establishment of emerging markets credit trading as a core business franchise for Citigroup. Paul became a CFA charterholder in 2011. Paul served a full-time mission in the Taiwan Taipei mission for the Church of Jesus Christ of Latter-day Saints from 1981 to 1983. He graduated from Utah State University with a bachelor's

degree in liberal arts in 1986 and from Harvard Business School in 1990. He met his wife Patricia at USU. They have three children. Their oldest daughter Hannah started at USU in 2007.

Dr. Todd Griffith is an Assistant Professor of Finance in the Jon M. Huntsman School of Business at Utah State University. Dr. Griffith graduated with honors, earning a PhD in Finance from the University of Mississippi in June 2017. Todd received an MS in Financial Economics in 2012 and a BS in Economics in 2011 from Utah State University. He teaches Corporate Finance, Investments, and Markets and Trading to both undergraduate and graduate students. His research interests are in empirical market microstructure, asset pricing, and banking. He has published work in several academic journals, such as the Review of Financial Studies, the Journal of Banking and Finance, the Journal of Financial Markets, and Financial Management.

Rick Hornsby is a Lecturer and Graduate Program Director in the Economics and Finance Department of the Huntsman School of Business at Utah State. Rick joined the Huntsman School in 2015. Rick previously worked as the Chief Operating Officer for the Federal Housing Finance Agency (FHFA) in Washington, D.C., from 2011 thru 2015. Rick joined FHFA after retiring from the Federal Reserve Bank of San Francisco where he served in multiple roles for 26 years. Rick began his banking career in 1982, working as a commercial credit officer for First Security Bancorporation in Salt Lake City, Utah. In 1984, he joined the Federal Reserve Bank of San Francisco as a bank examiner in the Banking Supervision & Regulation division. During his tenure as a supervising examiner, among many other assignments, Mr. Hornsby was the examiner-in-charge of the second largest bank holding company in the U.S. In 1994, he was promoted to a director within business development, information technology services, and the Fed's for-profit payment services. In 2000, Mr. Hornsby was promoted to vice president to help lead the Federal Reserve System's National Support Function Office which developed a platform that enabled commercial banks to conduct business with the Federal Reserve via a secure internet protocol. In 2001, Mr. Hornsby was promoted to group vice president and branch manager of the Portland branch of the Federal Reserve Bank of San Francisco. Reporting to the Board of Directors, Mr. Hornsby had overall responsibility for the Fed's efforts in Oregon, Idaho and a portion of Washington. In addition to responsibility for the Portland branch, Mr. Hornsby was assigned district-wide responsibility for business development in Payment Services. In this role, Mr. Hornsby led the bank's effort to market correspondent banking services to 1,400 financial institutions throughout the western United States and Guam. In 2006, he was transferred to the head office and served as the division head for the bank's Financial Planning and Control function, Corporate Strategy and Corporate Administration.

Pedram Jahangiry, PhD, CFA, is an assistant professor in the Economics and Finance Department of the Jon M. Huntsman School of Business at Utah State University. Prior to joining the Huntsman School in 2018, Pedram was a research associate within Financial Modeling Group at BlackRock NYC. His research is involved in machine learning applications in finance, empirical asset pricing, and factor models.

Dr. Danjue Shang is an Assistant Professor of Finance in the Jon M. Huntsman School of Business at Utah State University. Dr. Shang earned a PhD in Finance at the University of Arizona in 2016, an MS in Mathematics at the University of Florida in 2011, a Master in Econometrics at Renmin University of China in 2009, and a BS in Mathematics at East China Normal University in 2003. She teaches Financial Management and Derivatives Markets to undergraduates. Her research interests are in empirical asset pricing and investment.

Jason Smith received his PhD in Finance from Washington University in St. Louis. Prior to joining Utah State University, he was a faculty member at the University of Kentucky. Before attending graduate school, Jason worked as a Commercial Loan Officer for 1st Source Bank. He is a member of the American Finance Association, Western Finance Association, and the Financial Management Association. His research interests are in theoretical and empirical corporate finance, the economics of information, and financial markets. Jason enjoys spending time with his family and the outdoors.

Ryan Whitby received his PhD in Finance from the University of Utah in 2007. He is currently an Associate Professor of Finance in the Department of Economics and Finance at the Jon M. Huntsman School of Business. Ryan has broad research interests and has published articles in a variety of finance, real estate, and economics journals. While at the Huntsman School, he has taught Investments, Real Estate Finance, Advanced Econometrics, Equity Valuation, and the Huntsman Scholar Lab on Analytical Rigor.

Dr. Tyler J. Brough is an Associate Professor of Finance in the Jon M. Huntsman School of Business at Utah State University. Dr. Brough earned a PhD in Finance at the University of Arizona in 2010, an MS in Finance at the University of Illinois Urbana-

Champaign in 2004, and a BS in Economics at Brigham Young University in 2000. He teaches business statistics in the Huntsman Scholars Program to undergraduates, and Derivatives Markets, Computational Methods, and Financial Econometrics to graduate students in the MSFE and MDATA programs. His research interests are in empirical market microstructure, applied econometrics, and computational methods.

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.

Similarly to the faculty support, the proposed MFE will initially piggyback on the current MSFE infrastructure for staff support. No additional staffing will be needed initially and future needs will stem directly from growth that should support the costs of any additional staff required. Additionally, Utah State University already has extensive computer laboratories and classrooms, particularly in the new Huntsman Hall, and many computer programs are available free for students to download onto their home computers and laptops.

Student Advisement

Describe how students in the proposed program will be advised.

The advising staff that currently handles the MSFE program will also handle the MFE students. Instead of thinking of these as separate groups of students, it is better to think of the larger group of graduate financial economic students that are being advised of the relative pros and cons of the MFE and MSFE. Another important advising mechanism is faculty mentoring and interactions. Historically, one of the ways that faculty have interacted with graduate students is through advising related to their program of study. Advising students on how coursework aligns with career paths and helping them decide which path makes the most sense for them is a strength of the faculty. Students also have the opportunity to interact with faculty through coursework, student clubs, research projects, and graduate program events.

Library and Information Resources

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

No additional library resources will be required to support the proposed Master of Financial Economics program. Utah State University already has extensive holdings of journals in the core areas of finance, economics, econometrics, and statistics. Further, students and faculty have access to a comprehensive collection of journals, books, and articles through the interlibrary systems.

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 proposed master's degree program (MFE) is a terminal professional degree in financial economics. Its purpose is to provide the foundation for a career in one of the many related fields to finance and economics. It will also prepare students for independent certifications such as the Chartered Financial Analyst (CFA) exam or Certified Financial Planner (CFP) exam. Students will have the flexibility to choose a program of study that aids and accelerates them along their desired career path. The broad range of finance and economics related career options and the flexibility of the proposed program to prepare students for those paths increases the importance of advising students and properly communicating with both students and employers.

The curriculum will be calibrated to prepare students individually for exams related to becoming a Chartered Financial Analyst (CFA) or a Certified Financial Planner (CFP). The department will continue to do assessments with all of the graduate programs. Assessments may use post graduation surveys, job placement statistics, employer feedback, student feedback, CFA and CFP exam results, and course specific metrics. The main goal of internal assessments is to aid in the continual

improvement of the program and to make sure it is adapting to market trends and expectations.

Assessments are also a necessary part of the AACSB accreditation process. Assessments from the accreditation process will be documented and compared to other metrics in order to focus on continual improvement.

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.

An easy way to evaluate the competency of graduates is their performance on independent exams such as the Chartered Financial Analyst (CFA) exam or the Certified Financial Planner (CFP) exam. These exams are well known and prestigious standards in their respective fields and give an independent metric of success. However, even if students do not choose to pursue independent certification through the CFA or CFP exams, those exams give outlines of skills and competencies that are important to finance professionals. As appropriate, formative and summative assessment measures for each core competency may include: master exams, class performance, evaluations and assignments, practicum evaluations, focus groups, presentations, fieldwork, and surveys.

Furthermore, the department of economics and finance believes that one of the best evaluation metrics that can be used is market outcomes. Students abilities to achieve their career goals and find employment upon graduation is another form of external validation. Labor markets are competitive and fairly efficient. If students are not properly prepared, employers will not return to hire more of them. Anecdotally, employers have said that they would happily hire more students and that seems like a great way to measure success.

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				
<input type="radio"/> + <input type="radio"/> -	FIN 6400	X	Foundations of Finance (already submitted for approval)	3
<input type="radio"/> + <input type="radio"/> -	FIN 6410		Corporate Finance	3
<input type="radio"/> + <input type="radio"/> -	FIN 5600		Financial Economics	3
Add A Group of Courses				
Required Course Credit Hour Sub-Total				9
Elective Courses				
<input type="radio"/> + <input type="radio"/> -				
Choose _____ of the following courses:				
<input type="radio"/> + <input type="radio"/> -				
<input type="radio"/> + <input type="radio"/> -				

		Course Number	NEW Course	Course Title	Credit Hours
Choose 7 of the following courses:					
+	-	FIN 5000		Advanced Investment Analysis	3
+	-	FIN 5100		Financial Markets and Trading	3
+	-	FIN 5250		Banking Administration and Regulation	3
+	-	FIN 5300		Fixed Income	3
+	-	FIN 5330		Financial Econometrics	3
+	-	FIN 5350		Financial Modeling	3
+	-	FIN 5440		Cases in Finance	3
+	-	FIN 5470		Investment Practicum I	3
+	-	FIN 5700		Portfolio Management	3
+	-	FIN 5800		Financial Analysis	3
+	-	FIN 6060		Financial Planning and Advising	3
+	-	FIN 6070		Retirement Planning	3
+	-	FIN 6080		Estate Planning	3
+	-	FIN 6090		Financial Plans	3
+	-	FIN 6320		Computational Methods in Finance	3
+	-	FIN 6460		Investment Analysis	3
+	-	FIN 6470		Derivative Markets	3
+	-	ECN 5030		Applied Econometrics	3
+	-	ECN 5050		Experimental Economics	3
+	-	ECN 5090		Machine Learning in Economics and Finance	3
+	-	ECN 5300		Industrial Organization-Game Theory	3
+	-	ECN 5310		Mathematical Methods for Economics and Finance II	3
+	-	ECN 5950		Behavioral Economics and Finance	3
+	-	ECN 6310		Economics for Decision Making	3
+	-	ECN 6910		Independent Research	3
+	-				
+	-				
<input type="button" value="Add A Group of Courses"/>					
Elective Credit Hour Sub-Total					21
Core Curriculum Credit Hour Sub-Total					30

Program Curriculum Narrative

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

Of the 30 total credits for the degree, 9 of those credits are required and 21 credits are elective. Program advisors will work with each student to develop a program of study that is most appropriate for the student's background and career goals. In special cases, elective coursework outside of the listed above may be approved by the student's committee. Within the degree, students have the flexibility to pursue customized programs of study that meet their goals (CFA, CFP, PhD, specific employment needs).

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.

Toggle Cut-and-Paste

Toggle Table

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	6	2	2
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			2
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							
	Todd	Griffith	TT	PhD	University of Mississippi	50%	FIN
	Jason	Smith	T	PhD	Washington University in St Louis	50%	FIN
	Jared	Delisle	T	PhD	Florida State University	25%	FIN
	Ryan	Whitby	T	PhD	University of Utah	25%	FIN
	Danjue	Shang	TT	PhD	University of Arizona	25%	FIN
	Tyler	Brough	T	PhD	University of Arizona	50%	DATA
	Paul	Fjeldsted	Other	MBA	Harvard University	50%	FIN
	Rick	Hornsby	Other	MBA	Utah State University	50%	FIN
	Benjamin	Blau	T	PhD	University of Mississippi	25%	FIN
	TJ	Bond	Other	PhD	Harvard University	20%	FIN
	Briggs	Depew	T	PhD	University of Arizona	25%	FIN
	Pedram	Jahangiry	Other	PhD	Arizona State University	50%	FIN
							Add Another Full Time
Part Time Faculty							
							Add Another Part Time

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	15					
# of Majors in Proposed Program(s)		10	20	30	30	30
# of Graduates from Department	15					
# Graduates in New Program(s)			10	20	30	30
Department Financial Data						
	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>						
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	\$0	\$0
TOTAL EXPENSES	\$0	\$0	\$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	\$0	\$0
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$0	\$0	\$0	\$0
Difference						
Funding - Expense	\$0	\$0	\$0	\$0	\$0	\$0

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

There will be no additional expenses to operate this program since current resources from the MSFE program will be shared. Current estimates are that no new resources will be needed if the number of students between the MSFE and MFE is less than 50.

Part III: Describe funding sources

Revenue Narrative 1

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

It is estimated that the increase in graduate students will double the revenue from graduate programs in finance. If the program grows beyond 50 students then the additional revenue from the increase in students can be used to hire faculty and fund the expenses related to that growth.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

No new funding sources are required.

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

Institution Submitting Request: Utah State University

Proposed Program Title: Master of Ecological Restoration

Are There New Emphases: Yes No

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: Quinney College of Natural Resources

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

Classification of Instructional Program Code¹ : 030205

Min/Max Credit Hours Required of Full Program: 30 / 30

Proposed Beginning Term²: Fall 2021

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 ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied 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 checked="" type="checkbox"/>	Specialized Master Degree (specify award type ³ : Master of Ecological Restoration)
<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"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Professional School

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

Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

Describe Above Changes

NA

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 Master's degree(s): **Master of Ecological Restoration** effective Fall 2021. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

Utah State University (USU), Quinney College of Natural Resources (QCNR), Department of Watershed Sciences (WATS) proposes a Master of Ecological Restoration (MoER) degree. Combining coursework, an internship, and design exercises, the degree is intended to be completed within one year following attainment of a related BS degree. A master's degree is the preferred entry point into the workforce in the field of ecosystem restoration and this new degree enables students to obtain a BS degree and MoER degree within a five-year time frame.

The MoER builds on research and teaching expertise of existing WATS, QCNR and USU faculty, several of whom are internationally renowned as leaders in ecosystem restoration. The curriculum and professional development opportunities of the MoER program will provide graduates with a competitive advantage when applying for restoration and ecosystem management jobs, which will in turn improve WATS recruitment, persistence, and retention. As a coursework intensive program targeting students who aspire to careers as restoration practitioners, MoER provides a useful applied-science complement to the successful and highly competitive, research-intensive Plan A MS programs currently offered by the department. Moreover, much of the coursework already exists to serve the Graduate Certificate in Aquatic Ecosystem Restoration targeted at the department's Plan A MS and PhD students.

The mission of the WATS MoER program is to prepare future restoration professionals with the perspective and skillsets needed to assess the condition of wetland, lake and stream ecosystems; identify causes of degradation; and develop and implement plans for restoration of ecosystem health. The Department of Watershed Sciences is uniquely positioned to accomplish this inherently interdisciplinary mission with respect to aquatic ecosystems. While MoER is proposed as an extension of the two existing WATS BS degrees (Management and Restoration of Aquatic Ecosystems (MRAE) and Fisheries and Aquatic Sciences (FAS)), the intention is to evolve the program over the next several years to enable students from similar BS degree programs (e.g., 'Landscape Architecture' and 'Conservation and Restoration Ecology' at USU and eventually similar programs at other institutions) to enroll and complete the one-year MoER degree program. The Department of Watershed Sciences has discussed the proposed program with the Departments of Wildland Resources, Environment and Society, Geosciences, Landscape Architecture, and Civil and Environmental Engineering and all are supportive of the program. The Wildland Resources Department is considering developing a complementary MoER degree, focused on restoration of terrestrial ecosystems.

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) or, for "out of mission" program requests, the rationale for the request.

USU's mission 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." And the mission of the Department of Watershed Sciences is "to foster the discovery, learning and application of knowledge about aquatic and earth resources and their related ecosystems to promote stewardship of the environment." The proposed program helps to fulfill both of these missions. WATS has long been a leader in research at USU, consistently among the top departments on a per capita basis in terms of research funding and publications. Most importantly, the proposed restoration-practitioner-focused MoER program greatly bolsters the department's ability to train students how to apply all of the knowledge that WATS faculty and staff have developed about watershed processes and ecosystem functions.

This new program augments the department's strong research focus by putting that knowledge to work in very practical ways, thus better aligning the department with USU's land-grant mission. Further, this program enables the department to produce graduates who are prepared for employment at local, state and federal agencies, private consulting firms and non-profit organizations. These students will graduate equipped with the best conceptual knowledge and technical skillsets needed to plan and implement wetland, lake and stream restoration projects in ways that are cost-effective and maximize ecological improvement and long-term sustainability.

The proposed program also advances USU's mission as an institution that values graduate education. The program is expected to directly increase the number of master's students. By expanding the department's emphasis on applied restoration, the new program is expected to increase the diversity of ideas, techniques, and careers for which the department is preparing graduate students. With this new five-year pathway for students to obtain a BS and master's degree, the MoER program is also expected to increase attractiveness of WATS BS degrees and therefore increase enrollment, persistence, retention and number of undergraduate degrees conferred by the department. Lastly, the department expects the MoER program to advance USU's diversity and inclusion initiatives. The department has ongoing research and education connections to the Yakima Nation, who have expressed support and expect to have students enroll in the program. The department will similarly reach out to recruit students from Shoshone, Ute, Navajo and other Native American nations throughout the Intermountain West.

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.

Plans for the MoER have been developing for nearly ten years and in many ways, initiation of the program is long overdue. Nearly all WATS faculty hires over the past decade have extensive expertise and experience in conservation and restoration, and, as a result, the department's research and course offerings have systematically shifted in that direction. In 2017, the department initiated the USU Restoration Consortium (<https://restoration.usu.edu/>), which hosts courses, workshops and other resources for students and professionals in the restoration field and highlights restoration-related research ongoing at USU. Recognizing strong demand among existing graduate students, WATS recently initiated a Graduate Certificate in Aquatic Ecosystem Restoration, which provides research-intensive (Plan A) MS and PhD students the ability to obtain a restoration credential as part of their program of study. However, the department has long recognized the need to increase the attractiveness of its BS degrees and improve the competitiveness of its graduates as they enter the job market. And the department has also long recognized the value of distinguishing between its current, research-intensive MS degree and a practitioner-focused master's degree. The training and skillsets are distinct for these two career tracks and the degree programs should reflect that distinction.

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 quality and competitiveness of graduates from MoER is expected to be the program's greatest attribute, but the labor market is also expanding in ways that indicate sufficient and growing demand for the program. It is possible/probable that the labor demand numbers provided below will be revised up under a Biden/Harris administration, given the disposition of the recently elected administration toward environmental protection and restoration. It is also likely that near-future economic stimulus focused on job creation will target the rural economies where so much of this sort of restoration work is needed.

Students graduating from MoER will be competitive for careers in Soil and Water Conservation, Ecological Restoration Planning, Environmental Science, Natural Resources Management, Wildlife Management, Environmental Consulting, Conservation Planning, Restoration Construction, and Restoration Ecology. According to the Bureau of Labor Statistics (bls.gov), "Employment of environmental scientists and restoration specialists is projected to grow eight percent from 2019 to 2029 (about 710 new jobs per year nationally), much faster than the average for all occupations. Heightened public interest in the hazards facing the environment, as well as increasing demands placed on the environment by population growth, are expected to spur demand for environmental scientists and specialists." The median annual wage for environmental scientists

and specialists was \$71,360 in May 2019. In Utah, employment of Environmental Scientists and Specialists (from jobs.utah.gov) is expected to experience average employment growth (~2% per year 30 positions statewide per year) with median annual salary ranging between \$60,000-\$68,000). Similarly, Conservation Scientist jobs are expected to experience moderate growth (~2% per year 20 positions statewide per year), with median salaries ranging \$55,000-\$70,000). According to BenDor et al. (2015), the ecological restoration economy in the US was worth \$9.5 billion/year in 2015, employing 126,000 employees and with an overall economic impact closer to \$24.8 billion/year.

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.

Current and recent WATS majors have been very enthusiastic about the potential for the MoER program. A town hall Q&A session was held for WATS undergrad majors on November 11, 2020. A total of 13 current students expressed interest in the program. The two WATS undergrad majors (MRAE and FAS) have struggled to grow, despite a thoughtful realignment of the curriculum in 2018. While no formal survey data exist regarding factors limiting enrollment of WATS majors, anecdotal evidence collected by WATS faculty and advisors suggests that prospective WATS undergraduate students acknowledge that a master's degree is the preferred entry level for most desirable career pathways and students are turned off by uncertainty about getting into an MS program. Beyond the fact that research-intensive MS programs fail to provide adequate training needed for restoration practitioners, admission to most research MS programs is highly competitive and completion of research-oriented MS degrees requires at least two additional years of study/research. For example, WATS faculty typically receive 15-30 application inquiries for each open MS and PhD position. MoER provides an opportunity for students to go directly through the BS and master's program within five years. As an indirect effect of MoER, the department anticipates the number of undergrad BS majors increasing by approximately 50% (from currently 41 FAS and 17 MRAE = 59, to 45 and 45 respectively, for a total of 90 majors). In addition, MoER provides an alternate career pathway focused on the practice of restoration, in contrast to the research-intensive focus of the existing WATS MS degrees.

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)?

There are no comparable programs within the Intermountain West. While it is conceivable that other universities could develop programs with an emphasis on aquatic ecosystem restoration, no other departments have the breadth and depth of restoration-related research and course offerings that are available in USU's Watershed Sciences Department. There are only two similar programs in the US, one at Duke University and the other at Portland State University. Given the increased job demand and the strength of the Department of Watershed Sciences faculty, the MoER program is expected to compete well with these existing programs, quickly become established as the lead ecological restoration program in the Intermountain West, and gain national recognition for WATS and USU.

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 MoER degree will only be offered for students matriculated at the USU-Logan campus. Given that there is not another undergraduate degree comparable to the WATS MRAE or FAS BS degrees at any other USHE institutions, the department does not anticipate any competition with, or direct negative impacts on, other USHE institutions. One potential positive impact on other USHE institutions is that students who complete a relevant degree (e.g., Biology or Geology and Geophysics at the University of Utah, Biology, Environmental Sciences, or Applied Environmental Geosciences at Weber State University) at one of the other USHE institutions could complete a second BS degree in the Department of Watershed Sciences (requires 30 credits at USU) and complete the MoER in one additional year (two years total at USU). Notably, WATS has already attracted the attention of one student, who completed their BS at the University of Utah in 2018 (Magna Cum Laude) and who has enrolled starting Spring 2021 to complete a second BS in WATS with the intention of obtaining the MoER, if approved.

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.

Currently there is not an option for professional accreditation for MoER, but given the growth rate of the discipline it is likely that a formal accreditation process will be available in the future, in which case the department would likely seek accreditation. WATS is currently undergoing review by the Society for Ecological Restoration (SER) for both of its undergraduate BS majors, which prepare students for MoER. There are only seven SER-aligned programs in North America (<https://www.ser-rrc.org/directory/academic/>). SER provides resources in response to growing international demand for an ecological restoration database and practitioners. They provide certification and guidelines for educational needs of practitioners. As government agencies, non-profit organizations, and environmental consulting firms seek certified Restoration practitioners, there is a growing demand for this education (ser.org).

The Department of Watershed Sciences recently formed an External Advisory Board consisting of Drew Cushing (Aquatic Section Chief for Utah DNR Division of Wildlife Resources), Trevor Thompson (Director of the Utah Watershed Restoration Initiative), Jodi Gardberg (Section Manager for Utah Division of Water Quality), Lynn de Freitas (Executive Director of Friends of Great Salt Lake), Brandon Albrecht (Co-Principal of BioWest Environmental Consulting) and David Epstein (Water Resources Specialist, SWCA). The External Advisory Board will begin in earnest in January 2021 and will review and provide feedback regarding the curriculum, workforce training skillsets, and professional development opportunities provided in both WATS BS degrees as well as the proposed MoER degree. However, in informal discussions that occurred as the department was establishing the External Advisory Board, all board members were supportive of the rationale and general approach proposed for MoER. The department does not anticipate that the External Advisory Board will recommend major changes to the proposed MoER curriculum but may offer suggestions regarding specific concepts or skillsets that can be integrated into courses as well as approaches for optimizing internship experiences.

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 MoER program will effectively function as a 4+1 program that enables students completing a relevant BS degree to obtain a restoration-practitioner focused professional master's degree in one additional year. After completing a relevant BS degree, students in the program will be required to earn a minimum of 30 credits, including all core curriculum requirements and a minimum of two credits from each of the four topical blocks, to complete the MoER degree. Core requirements include a professional internship (minimum of four credits, which translates to (4 credits x 45 work hours per credit =) 180 work hours). The department already has several internship opportunities but will expand, diversify and strengthen these opportunities. Core requirements also include participation in the Watershed Sciences Capstone class. The Capstone is a requirement of both WATS BS degrees and employs a variety of high-impact teaching practices to provide students with real-world experiences in restoration design, implementation and monitoring as well as stakeholder engagement. MoER students will have completed the Capstone course as part of their BS and will return to serve in mentoring and leadership roles as part of the MoER Capstone Mentoring class.

Admission Requirements

List admission requirements specific to the proposed program.

The primary admission requirement is having completed a BS degree in Management and Restoration of Aquatic Ecosystems or Fisheries and Aquatic Sciences in the WATS department, with a 3.0+ GPA.

Initially limiting admission to students who have completed one of the two WATS BS degrees will allow for slower, and more sustainable, growth of the course offerings and internship opportunities and will enable faculty to tweak course content with a group of students that possess a common knowledge base and skillset. However, within the first year of the program the

department intends to begin working with other units on campus (LAEP, WILD, GEO, CEE) to determine what coursework and experiences would be needed to prepare their majors for admission into the MoER program. The greatest challenges are expected to be ensuring that students in these other BS programs have 1) adequate backgrounds in both physical and ecological processes, 2) sufficient exposure to key restoration principles, and 3) a capstone experience that provides training, hands-on practice, and summative assessment of key restoration concepts. Assuming these issues can be worked out, the department expects to modify this admission requirement within two to three years to enable students from those related programs to be admitted to MoER. Subsequently, the department will assess the feasibility of further modifying admission requirements to allow students from similar programs at other universities to enter the program.

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?

Administrative structures that currently support WATS BS and MS programs, including support from the Office of Research, School of Graduate Studies, and existing college and department resources will be used to support this program. The department anticipates that no additional resources would be needed if the program were to grow to as many as 20 students per year (notably, anticipated growth is 10-15 students completing the program each year).

The department has completed an assessment of potential impacts on courses required for undergraduate majors. If the total number of WATS BS majors increases to 90, primarily as a result of growth in the MRAE degree as anticipated, two courses would be at risk of exceeding current course caps, namely WATS 2000 Natural Resources Professional Orientation and WATS 3700 Fundamentals of Watershed Science. The possible increase in students taking Natural Resources Professional Orientation could be accommodated by increasing the cap slightly in each of the four sections of the course. Alternatively, new sections have been added to the NR Professional Orientation course as NR majors requiring the course have grown. Potential growth in students required to take WATS 3700 could also be absorbed by increasing the cap, but the majority of the students in WATS 3700 are non-majors taking the course for the CI credit. WATS is planning to propose in the near future one to two other courses that could fulfill this CI service for the university and focus the content of WATS 3700 better for MRAE and FAS majors. In summary, the department does not anticipate any negative impacts on undergraduate or graduate education.

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.

WATS faculty are well suited to support the proposed MoER program. No new lines are required. All WATS faculty hired within the past decade have strength in management and restoration of aquatic ecosystems, and several are internationally renowned leaders in the field. Nearly all courses needed for the MoER program are already offered and have capacity for more students without increasing caps. Faculty will play a small role mentoring MoER students and evaluating products from internship and design projects. To the extent that WATS is able to replace faculty members who retire or leave the university, the role of replacements in supporting the MoER program will be considered on a case-by-case basis as a part of each faculty hiring search.

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.

Existing staff are able to provide the support needed for the MoER program. Existing academic advising resources are adequate to support expected growth in the BS programs in addition to estimated 10-15 students that would enroll in the MoER program each year. Departmental staff will not experience any significant change in workload. The Restoration Consortium Coordinator will work with the department head and other faculty to maintain internship opportunities, place students in internships, and provide other professional development opportunities for MoER students. The Restoration Consortium Coordinator position is currently operating at 0.5 FTE. If needed, this position could be expanded to 1.0 FTE as the program grows.

Student Advisement

Describe how students in the proposed program will be advised.

The department head will serve as the primary advisor for students in the MoER program, primarily advising students on courses, aligning classes and professional development experiences with their career goals, and advising students on internships and restoration projects. The department head will meet with each student three times, once at the beginning of their program (preferably between the time of acceptance and start of the student's summer internship or first class), at a midpoint in their program (near the end of the first semester of classes), and near completion of the program (near or just after the end of classes). Students will also be paired with a faculty advisor who will provide additional guidance on coursework, job searches, career goals and restoration projects. The Watershed Sciences undergraduate advisor and graduate program coordinator will further assist with guidance on classes and technical aspects of registration. The Restoration Consortium Coordinator will provide advisement on internships and restoration projects.

Library and Information Resources

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

No new library or information resources are needed for this program.

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 goal of the MoER program is to produce students who are prepared to begin successful careers in ecosystem restoration. Achievement of these learning objectives will be assessed by the department head, faculty advisor and instructor for the Capstone Mentoring course, one outcome from which will be a report based on the students' Capstone Mentoring activities, internship activities (e.g., a consulting report), or restoration projects the students have completed as part of the program.

The department will work with the Watershed Sciences External Advisory Board to adapt the specific skillsets and learning objectives as needed.

Each student will be asked to complete a questionnaire regarding their experience in the MoER program and specifically to evaluate their achievement on each of the seven learning objectives (see below). The department head will follow up with each student on the results of the questionnaire and discuss whether the program has met each student's particular abilities and interests in a meeting prior to completion of the program, as described above under Student Advisement.

This information will be tracked each school year and will be reviewed, along with course evaluations and other outcomes data, when the department faculty hold an in-service day at the end of spring semester. At this meeting, the department will make data-based decisions and implement changes for the next school year.

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.

MoER is an extension of WATS BS degrees and will reinforce learning objectives of the MRAE degree, specifically:

- (1) Competence in applying computing and mathematical methods
- (2) Functional knowledge of the physical, biological and chemical components of aquatic ecosystems
- (3) Ability to make and analyze observations of aquatic ecosystems
- (4) Ability to understand and apply the principles of aquatic ecosystem restoration
- (5) Effective oral, written, and visualization communication skills
- (6) Understanding of the social context of ecosystem management and restoration in modern society
- (7) Ability to identify, formulate, and develop solutions to ecosystem management and restoration problems using modern analytical tools, synthesizing knowledge from supporting sciences

Specific, marketable skills and competencies will vary from student to student depending on selection of elective courses, but may include proficiency in geospatial analysis, basic proficiency in computer programming (R and/or Python), hands-on experience planning and implementing aquatic ecosystem restoration projects, ability to complete an assessment, consulting on restoration design report (assessed in the Internship Practicum and Capstone Mentoring course), water quality modeling, habitat modeling, sediment transport modeling, hydrologic and hydraulic modeling, wetland delineation, and professional development "soft" skills in communication, collaboration, and leadership/teamwork (assessed in the Internship and Capstone Mentoring course). Formative assessments will be built into each of the courses. The assessment/consulting/restoration design report will provide a summative assessment regarding student achievement of all seven learning outcomes.

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					
<input type="radio"/>	<input type="radio"/>	WATS 5620		Intro to Low-Tech Process Based Restoration of Riverscapes	1
<input type="radio"/>	<input type="radio"/>	WATS 6240		Graduate Internship/Co-op	4
<input type="radio"/>	<input type="radio"/>	WATS 6350	×	Capstone Mentoring	2
<input type="radio"/>	<input type="radio"/>	WATS 6700		Restoration Ecology	4
<input type="radio"/>	<input type="radio"/>	WATS 6900	×	Adaptive Management and Monitoring	1
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="button" value="Add A Group of Courses"/>					
Required Course Credit Hour Sub-Total					12
Elective Courses					
<input type="radio"/>	<input type="radio"/>				
Choose 2 of the following courses:					
<input type="radio"/>	<input type="radio"/>			Ecology (Minimum of two credits required)	
<input type="radio"/>	<input type="radio"/>	WATS 5200		Fish Habitats	2
<input type="radio"/>	<input type="radio"/>	WATS 5310		Ecology and Restoration of Wetland and Riparian Plants	3
<input type="radio"/>	<input type="radio"/>	WATS 6650		Principles in Fishery Management	3
<input type="radio"/>	<input type="radio"/>	WATS 6840		Fluvial Hydraulics and Ecohydraulics	3
<input type="radio"/>	<input type="radio"/>	WATS 6860		Partnering with Beaver in Restoration Design	1
<input type="radio"/>	<input type="radio"/>	WATS 6900	×	Fish Bioenergetics	2
<input type="radio"/>	<input type="radio"/>	ENVS 6300		Conservation Psychology	3
<input type="radio"/>	<input type="radio"/>	ENVS 6410		Translational Ecology	3

		Course Number	NEW Course	Course Title	Credit Hours
Choose 2 of the following courses:					
<input type="radio"/>	<input type="radio"/>			GIS and Remote Sensing (Minimum of two credits required)	
<input type="radio"/>	<input type="radio"/>	AV 3560		UAS Aerial Photography	3
<input type="radio"/>	<input type="radio"/>	NR 6920		Python Programming for GIS	3
<input type="radio"/>	<input type="radio"/>	NR 6930		Advanced GIS for Natural Resource Applications	3
<input type="radio"/>	<input type="radio"/>	NR 6940		Principles of Remote Sensing of Natural Resources	3
<input type="radio"/>	<input type="radio"/>	WATS 6850		Geomorphic Change Detection: Restoration Monitoring	1
<input type="radio"/>	<input type="radio"/>	WATS 6900	×	Beaver Restoration Assessment Tool	1
<input type="radio"/>	<input type="radio"/>	WATS 6900	×	Riparian Condition Assessment Tool	1
<input type="radio"/>	<input type="radio"/>	NR 6950		Geospatial Analysis	3
Choose 2 of the following courses:					
<input type="radio"/>	<input type="radio"/>			Quantitative Methods (Minimum of two credits required)	
<input type="radio"/>	<input type="radio"/>	CEE 6740		Surface Water Quality Modeling	4
<input type="radio"/>	<input type="radio"/>	NR 6580		Data Analysis and Programming for Natural Resource Managers	3
<input type="radio"/>	<input type="radio"/>	WATS 6050		Aquatic Ecosystems and Water Resources Systems Modeling	2
<input type="radio"/>	<input type="radio"/>	WATS 6150		Fluvial Geomorphology	3
<input type="radio"/>	<input type="radio"/>	WATS 6900		Sediment Transport in Stream Assessment and Design	1
<input type="radio"/>	<input type="radio"/>	WATS 6110		Biogeochemistry: Tracking Environmental Processes and Change	3
<input type="radio"/>	<input type="radio"/>	WATS 6220		Advanced Limnology	2
<input type="radio"/>	<input type="radio"/>	WILD 6580		Management and Manipulation of Ecological Data Using R	1
<input type="radio"/>	<input type="radio"/>	WILD 6900		Applied Bayesian Analysis of Ecological Data	3
Choose 2 of the following courses:					
<input type="radio"/>	<input type="radio"/>			Design (Minimum of two credits required)	
<input type="radio"/>	<input type="radio"/>	WATS 5621	×	Science and Case Studies of Low-Tech Process-Based Restoration	1
<input type="radio"/>	<input type="radio"/>	WATS 5622	×	Planning Low-Tech Process-Based Restoration	1
<input type="radio"/>	<input type="radio"/>	WATS 5623	×	Designing Low-Tech Process-Based Restoration	1
<input type="radio"/>	<input type="radio"/>	WATS 5624	×	Implementing Low-Tech Process-Based Restoration	1
<input type="radio"/>	<input type="radio"/>	CEE 3880		Civil and Environmental Design	1
<input type="radio"/>	<input type="radio"/>	LAEP 6060		E Studio/Entrepreneurship in Planning and Design	3
<input type="radio"/>	<input type="radio"/>	LAEP 6100		Regional Landscape Analysis and Planning	5
<input type="radio"/>	<input type="radio"/>	LAEP 6110		Landscape Ecology for Planning	3
<input type="radio"/>	<input type="radio"/>	LAEP 6210		Regional Design Studio	5
<input type="radio"/>	<input type="radio"/>	LAEP 6310		Recreation and Open Space Planning and Design	5
<input type="radio"/>	<input type="radio"/>	LAEP 6750		Implementation and Regulatory Techniques in Planning	3
Add A Group of Courses					
Elective Credit Hour Sub-Total					89
Core Curriculum Credit Hour Sub-Total					101

Add An Emphasis

Program Curriculum Narrative

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

All MoER students will be required to pass the 12 credits of courses that comprise the core curriculum of the program (see Required Courses group listed in the top block of courses above). The remaining 18 credits will be selected from the four blocks (Ecology, GIS and Remote Sensing, Quantitative Methods, Design) of elective credits. Note, the elective credit hour sub-total and core curriculum credit hour sub-totals listed above are a cumulative count of all possible credits and are not indicative of the actual required core credits (12) and elective credits (18) required to complete the program.

Elective credits require a minimum of two credits per group, not two courses per block. Requiring a specific number of credits in each block is not an option on this form, but setting the elective block according to the number of credits is most useful for the MoER program in order to maintain flexibility for students and to take advantage of the variety of one, two, and three-credit course options. Through advising, students will be encouraged to develop depth (e.g., ten credits in one block and two to three credits in each of the other blocks), but the electives are intended to be flexible so students can tailor their education to the topics and skillsets that will be most marketable for their specific job and career goals. Not all elective courses will be offered every year.

WATS 6240 - Graduate Internship can be taken from four to eight credits.

WATS 6050 - Aquatic Ecosystems and Water Resources Systems Modeling - two credits for the basic course, four credits if completing a modeling project.

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.

Toggle Cut-and-Paste

Toggle Table

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	10	6	3
Faculty: Part Time with Doctorate	0	0	4
Faculty: Full Time with Masters	0	0	1
Faculty: Part Time with Masters	0	0	0
Faculty: Full Time with Baccalaureate	0	0	0
Faculty: Part Time with Baccalaureate	0	0	0
Teaching / Graduate Assistants			0
Staff: Full Time	0	0	13
Staff: Part Time	0	0	4

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							
	Patrick	Belmont	T	PhD	Lehigh Univ	5%	
	Janice	Brahney	TT	PhD	Univ of Colorado	5%	
	Karin	Kettenring	T	PhD	Univ of Minnesota	10%	
	Sarah	Null	T	PhD	Univ of California, Davis	5%	
	Soren	Brothers	TT	PhD	Univ Potsdam, Germany	5%	
	Peter	Wilcock	T	PhD	Massachusetts Institute of Technology	10%	
	Joseph	Wheaton	T	PhD	Univ of Southampton	10%	
							<input type="button" value="Add Another Full Time"/>
Part Time Faculty							
	Nick	Bouwes	Other	PhD	Utah State Univ	5%	Adjunct Assi
	Brett	Roper	Other	PhD	Univ of Idaho	5%	USDA Fores
	Carl	Saunders	Other	PhD	Colorado State University	5%	Adjunct Assi
	Wally	Macfarlane	Other	PhD	Bard College	5%	Research Sc
							<input type="button" value="Add Another Part Time"/>

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.
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	# 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	0	0	0		
Faculty: Part Time with Doctorate	0	0	0		
Faculty: Full Time with Masters	0	0	0		
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants			0		
Staff: Full Time	0	0	0		
Staff: Part Time	0	0	0		

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	60	70	80	90	90	90
# of Majors in Proposed Program(s)	////	8	10	12	12	12
# of Graduates from Department	15	23	25	30	30	30
# Graduates in New Program(s)	////	8	10	12	12	12
Department Financial Data						
	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>						
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)	\$0	\$32,760	\$37,200	\$41,370		
Operating Expenses (equipment, travel, resources)						
Other:						
TOTAL PROGRAM EXPENSES	////	\$32,760	\$37,200	\$41,370		
TOTAL EXPENSES	\$0	\$32,760	\$37,200	\$41,370		
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		\$15,000	\$15,000	\$15,000		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)		\$17,760	\$22,200	\$26,370		
PROPOSED PROGRAM FUNDING	////	\$32,760	\$37,200	\$41,370		
TOTAL DEPARTMENT FUNDING	\$0	\$32,760	\$37,200	\$41,370		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The department has balanced the budget assuming a long term average of 12 students per year completing the program. The largest expenses of the program cover time and effort of the Restoration Consortium Coordinator, who will help coordinate curriculum, advise students, and coordinate internship opportunities for students. In addition to the \$15,000 in department funds that will be re-allocated to this position (see Revenue Narrative 1), the department seeks to raise through differential tuition another \$10,000 plus benefits (\$4,650) each year to support the MoER-related activities of the Restoration Consortium Coordinator.

By year three, the program requires additional support (\$8,000 plus \$3,720 in benefits) for several of the high-impact, hands-on restoration courses taught by part-time or adjunct faculty who are not otherwise compensated as instructors and are not included in the department's E&G budget. Costs for the program are projected to be lower during years one and two as the department builds the program as some of these courses may not yet be available. The department is prepared to reallocate additional funds as needed to support instructional costs during years one and two.

Part III: Describe funding sources

Revenue Narrative 1

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

Watershed Sciences contributed \$15,000 in funding towards the Restoration Consortium Coordinator salary in FY 21 for efforts related to coordinating restoration research activities. The department will reallocate use of those funds so that portion of the Restoration Consortium Coordinator position will be dedicated to activities needed for MoER. Restoration Consortium Coordinator activities currently being supported by the department will be completed by the end of FY 21, so this reallocation does not impact existing programs or services.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

The department seeks to raise the remaining funds to support the program through differential tuition. With an expected 12 students per year completing the program by year 3, at 30 credits per student each year, the total needed (\$26,370 per year) could be raised with a differential tuition rate of \$74 per student credit hour ($\$74 \times 30 \text{ credits} \times 12 \text{ students per year}$). The department also plans to work with USU Advancement to raise funds for scholarships that will offset program costs for students.

Course Titles	Sample Descriptions
<ul style="list-style-type: none"> • CONT GRAD ADVISEMENT • COUNTINUING GRADUATE ADVISMNT • CONT GRAD ADVISEMENT MS • CONT GRAD ADVISEMENT PHD • CONT GRAD REGISTRATION 	<ul style="list-style-type: none"> • MSLE 6990 - Continuing Graduate Advisement <ul style="list-style-type: none"> ○ This course is designed for students to work very closely with a faculty mentor on research, a consultative internship or a deep dive into a particular topic. Deliverables and outcomes for this course will be determined collaboratively by the faculty member and student. • APEC 6990 - Continuing Graduate Advisement <ul style="list-style-type: none"> ○ This course involves Master's-level advisement in Applied Economics. • KIN 6990 - Continuing Graduate Advisement <ul style="list-style-type: none"> ○ Provides graduate students with continued support and advisement. Usually taken following completion of all coursework required for the degree. • TEAL 7990 - Continuing Graduate Advisement <ul style="list-style-type: none"> ○ This course is designed for individual students to work on their graduate studies under the advisement of their graduate committee. • HDFS 6990 – Continuing Graduate Advisement <ul style="list-style-type: none"> ○ This course consists of continuing registration to complete thesis requirements. • WATS 7990 - Continuing Graduate Advisement <ul style="list-style-type: none"> ○ Offers credit for students currently enrolled in a doctoral program, who are not currently taking classes. Students may be conducting research or waiting for final approval from School of Graduate Studies. • LING 6990 - Continuing Graduate Advisement <ul style="list-style-type: none"> ○ Allows students access to faculty and facilities to complete graduate thesis, project, and papers.
<ul style="list-style-type: none"> • INDEPENDENT RESEARCH • INDEPENDENT STUDY 	<ul style="list-style-type: none"> • TEAL 6910 - Independent Research <ul style="list-style-type: none"> ○ Students engage in independent research with faculty mentor. • KIN 5910 - Independent Research

	<ul style="list-style-type: none"> ○ This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor. • ACCT 4900 - Independent Research and Readings <ul style="list-style-type: none"> ○ This course consists of selected readings and research individually assigned, handled, and directed. Problems of mutual interest to students and the instructor are investigated and reported. • ITLS 7910 - Independent Research <ul style="list-style-type: none"> ○ Provides for individually directed research. • RAM 5910 - Independent Research <ul style="list-style-type: none"> ○ Students work on research out of the classroom, with approval and guidance of instructor. • MGT 4800 - Independent Research and Readings <ul style="list-style-type: none"> ○ This course provides opportunities for students to pursue special interests under tutorship of faculty.
<ul style="list-style-type: none"> • THESIS • THESIS RESEARCH • THESIS RESEARCH, MS 	<ul style="list-style-type: none"> • GEO 5650 - Senior Thesis <ul style="list-style-type: none"> ○ This course consists of individually directed work with a particular faculty member resulting in the preparation, submission and completion of an undergraduate thesis. • TEAL 6970 – Thesis <ul style="list-style-type: none"> ○ Students complete individually-directed work in thesis writing with guidance from their committee chair. The course is designed for use on MA and MS degrees only. • BIOL 5810 - Bachelor’s Thesis <ul style="list-style-type: none"> ○ Preparation of a written thesis, based upon individual investigation, under the supervision of faculty. • ENGL 5910 - Senior Honors Thesis (CI) <ul style="list-style-type: none"> ○ Students work in conjunction with English faculty member to write a thesis. • HDFS 6970 - Thesis Research

	<ul style="list-style-type: none"> ○ This course consists of research for a master's thesis, arranged with the advisor. • MSLE 6970 – Thesis <ul style="list-style-type: none"> ○ This course is designed for students preparing a master's degree thesis. • APEC 6970 - Thesis Research <ul style="list-style-type: none"> ○ This course involves Master's-level research in Applied Economics. • WATS 6970 - Thesis Research <ul style="list-style-type: none"> ○ Offers credit for field or laboratory research at master's level.
<ul style="list-style-type: none"> • DISSERTATION • DISSERTATION RESEARCH • DISSERTATION RSRCH 	<ul style="list-style-type: none"> • HDFS 7970 - Dissertation Research <ul style="list-style-type: none"> ○ This course consists of research for a dissertation, as arranged with an advisor. • ASTE 7970 - Dissertation Research <ul style="list-style-type: none"> ○ This course consists of individual work on research problems for students enrolled in doctoral programs. It emphasizes writing and editorial techniques. • AEP 7970 – Dissertation <ul style="list-style-type: none"> ○ This course is to be used for students conducting research and working on their PhD dissertation. PhD students within LAEP are required to have a minimum of 12 dissertation credits to graduate. • COMD 7970 – Dissertation <ul style="list-style-type: none"> ○ Variable credit for dissertation project in connection with the doctoral program emphasis in educational audiology. • TEAL 7970 - Dissertation Research for Students in the Research and Evaluation Specialization <ul style="list-style-type: none"> ○ This course covers dissertation research for students in the Curriculum and Instruction specialization.
<ul style="list-style-type: none"> • INTERDISCIPLINARY WORKSHOP 	<ul style="list-style-type: none"> • PSY 3000 - Interdisciplinary Workshop <ul style="list-style-type: none"> ○ Students study a specific area in psychology that is not part of the department's regularly scheduled curriculum. • SY 6500 - Interdisciplinary Workshop

	<ul style="list-style-type: none"> ○ Series of self-instructional modules and videos and a variety of elective training. Module topics include developmental disabilities, legal aspects and issues, assessment, intervention, assistive technology, transition, and prevention/intervention for aggression and violence. ● SPED 6500 - Interdisciplinary Workshop <ul style="list-style-type: none"> ○ Series of self-instructional modules and videos and a variety of elective training. Module topics include developmental disabilities, legal aspects and issues, assessment, intervention, assistive technology, transition, and prevention/intervention for aggression and violence.
<ul style="list-style-type: none"> ● SPECIAL TOPICS ● SPECIAL TOPICS/SEMINAR 	<ul style="list-style-type: none"> ● SPED 7820 - Seminar: Special Topics <ul style="list-style-type: none"> ○ In-depth study of special topics in special education and rehabilitation. Seminars examine historical aspects, relevant research, and theoretical positions on selected topics. ● AV 6930 - Aviation Special Topics <ul style="list-style-type: none"> ○ This course will cover special topics that vary from semester to semester. Topics may include current events, new and emerging technologies, and other topics that do not fall into any other aviation masters course. ● CAI 5890 - Special Topics <ul style="list-style-type: none"> ○ This course examines special topics within anticipatory intelligence and is intended to be a vehicle for new or unique courses not offered as part of the regular anticipatory intelligence curriculum. ● KIN 5700 - Special Topics in Physical Education <ul style="list-style-type: none"> ○ In-depth review and discussion of special topics in physical education. ● POLS 5890 - Special Topics <ul style="list-style-type: none"> ○ This course provides an examination of special topics in political science. It is intended to be a vehicle for new or unique courses not offered as part of the regular curriculum. ● CHEM 7030 - Special Topics in Physical Chemistry (Topic) <ul style="list-style-type: none"> ○ This course covers special areas of current interest and activity in physical chemistry.

<ul style="list-style-type: none"> • STUDENT TEACHING (CI) 	<ul style="list-style-type: none"> • ELED 5150 - Student Teaching: Elementary <ul style="list-style-type: none"> ○ This course constitutes six semester credit hours of student teaching at the upper elementary grade level. Student teachers need to demonstrate competency and professionalism in teaching. Students begin their transition from university student to professional teacher. • THEA 5631 - Student Teaching in Secondary Schools Out of State <ul style="list-style-type: none"> ○ This course is a thirteen-week-minimum culminating teaching practicum in theatre arts and applicable minor fields in which students assume full-time teaching responsibilities under the direction of cooperating teachers and university faculty supervisors. • SCED 5630 - Student Teaching in Secondary Schools <ul style="list-style-type: none"> ○ Thirteen-week minimum culminating practicum in which students assume full-time teaching responsibilities under direction of cooperating teachers in major and minor fields.
<ul style="list-style-type: none"> • THEORIES INSTR SUPERVISION 	<ul style="list-style-type: none"> • TEAL 6050 - Theories of Instructional Supervision <ul style="list-style-type: none"> ○ Principles and theoretical base of supervision as they relate to improving instructional practices. Emphasizes research findings and recommended practices. Differentiated syllabi provided between master's and doctoral versions.
<ul style="list-style-type: none"> • DIRECTED READING 	<ul style="list-style-type: none"> • CS 6950 - Directed Readings in Computer Science <ul style="list-style-type: none"> ○ Directed reading on advanced topics in computer science. • RELS 4930 - Directed Readings <ul style="list-style-type: none"> ○ Directed readings in any special religious studies field. For each credit granted, a minimum of four books must be read. • ALC 6900 - Directed Readings <ul style="list-style-type: none"> ○ This course covers directed readings in historical fields where the knowledge of ancient language is required. • WILD 4960 - Directed Readings <ul style="list-style-type: none"> ○ Individual reading research on forest, range, and wildlife science readings. • SW 4950 - Directed Readings

	<ul style="list-style-type: none"> ○ Independent readings in various areas of social work: practice, policy, HBSE, research, populations-at-risk, values and ethics, social and economic justice, and diversity.
<ul style="list-style-type: none"> • DIRECTED STUDY 	<ul style="list-style-type: none"> • ENGL 5920 - Directed Study <ul style="list-style-type: none"> ○ Provides students with opportunity to work individually with faculty member. Contract for work to be completed must be signed by faculty member and student, then filed with English Department. • WATS 6910 - Directed Study <ul style="list-style-type: none"> ○ Offers credit for special assignments, reading, and seminars beyond regularly scheduled courses.
<ul style="list-style-type: none"> • GRADUATE TUTORIAL 	No examples available
<ul style="list-style-type: none"> • INTERNATIONAL INTERNSHIP 	<ul style="list-style-type: none"> • POLS 5950 - International Internship <ul style="list-style-type: none"> ○ A semester internship at the international level.
<ul style="list-style-type: none"> • COLLEGE TEACHING INTERNSHIP 	<ul style="list-style-type: none"> • REH 7340 - College Teaching Internship <ul style="list-style-type: none"> ○ Guided experience in teaching university courses. • KIN 7340 - College Teaching Internship <ul style="list-style-type: none"> ○ Guided experience and supervision in teaching university-level discipline courses.
<ul style="list-style-type: none"> • SCIENCE EXCURSION 	<ul style="list-style-type: none"> • BIOL 2800 - Science Excursion <ul style="list-style-type: none"> ○ Extended field trips to study the biology, geology, geography, and historical aspects of areas in Utah. Human-powered transportation is required for many trips. Included attendance of one or more pre- or post-trip lecture. Students with physical disabilities should contact the instructor before enrolling. • GEO 2700 - Science Excursion <ul style="list-style-type: none"> ○ Students will study the geology, geography, plant and animal life, astronomy, and historical aspects of the areas visited on a field trip. Students will be expected to attend one or more lectures preceding or following the trip. Assignments, reports and/or exams may be required. Variable fees will be charged, which may include transportation, food,

	<p>course handouts, and rental fees for some of the necessary equipment. Participation will be up to the discretion of the instructor.</p>
<ul style="list-style-type: none"> • DESIGN PROJECT 	<ul style="list-style-type: none"> • MAE 6950 - Design Project <ul style="list-style-type: none"> ○ Individual projects involving the design, development, and/or testing of components, devices, or systems. Formal report required.
<ul style="list-style-type: none"> • CHEMISTRY SPECIAL TOPIC • ALGEBRA (TOPIC) • ANALYSIS (TOPIC) • DIFFERENTIAL EQUATIONS (TOPIC) • GEOMETRY (TOPIC) • NUMERICAL ANALYSIS (TOPIC) • PROBABILITY (TOPIC) • TOPOLOGY (TOPIC) • BAYESIAN STAT/DEC (TOPIC) • BUS/INDUSTRIAL STAT (TOPIC) • COMP-GRAPH (TOPIC) • EXPERIMENTAL DESIGN (TOPIC) • LINEAR MODELS (TOPIC) • LINEAR MODELS(TOPIC) • MATH STATISTICS (TOPIC) • MULTIVARIATE STAT (TOPIC) • MULTIVARITE STAT (TOPIC) • NONPARAMETRIC STAT (TOPIC) • TIME SERIES (TOPIC) • TOPICS-STAT (TOPIC) • TOPICS IN STATISTICS • TOPICS IN MATH • TOPICS IN BIOLOGY 	<ul style="list-style-type: none"> • MIS 5150 - Special Topics: Emerging Technologies in Management Information Systems <ul style="list-style-type: none"> ○ This course introduces emerging topics not covered in regular courses. It is repeatable for credit only when students enroll for topics for which they have not previously received credit. It is usually offered when the instructor has a special topic or project. • CHEM 7530 - Special Topics in Inorganic Chemistry (Topic) <ul style="list-style-type: none"> ○ Students study topics of current interest in inorganic chemistry. • CS 6890 - Topics in Computer Science (Topic) <ul style="list-style-type: none"> ○ Current topics in computer science as determined by advances in the field. • LANG 3990 - Special Topics <ul style="list-style-type: none"> ○ Additional readings or research done beyond the material covered in other language courses. May be repeated for credit if different topic is covered. • ART 4270 - Special Topics: Drawing and Painting <ul style="list-style-type: none"> ○ This course focuses on various issues in the field of drawing and painting and allows students to pursue production of their own creative endeavors related to the topic of the course. Course content varies from semester to semester.
<ul style="list-style-type: none"> • SEMINAR • MICROBIOLOGY SEMINAR • ENVS DEPT SEMINAR 	<ul style="list-style-type: none"> • SW 4900 - Topical Issue Seminar <ul style="list-style-type: none"> ○ Advanced seminar, designed as a forum for students from varied social science disciplines. Seminars may include issues involved in social work

<ul style="list-style-type: none"> • SEMINAR IN SPED • GRADUATE SEMINAR • SENIOR SEMINAR 	<p>values and ethics, diversity, promotion of social and economic justice, and/or populations-at-risk.</p> <ul style="list-style-type: none"> • BIOL 6870 - Ecology Seminar <ul style="list-style-type: none"> ○ The Ecology Center schedules seminars with ecological scientists from participating institutions. Ecology majors are required to attend or view a minimum of 10 such lectures. Ecologically focused seminars offered by other departments and colleges may also be eligible for credit. • SPED 7820 - Seminar: Special Topics <ul style="list-style-type: none"> ○ In-depth study of special topics in special education and rehabilitation. Seminars examine historical aspects, relevant research, and theoretical positions on selected topics. • NDFS 7810 - Public Health Graduate Seminar <ul style="list-style-type: none"> ○ Public Health includes five core disciplines including (1) Biostatistics, (2) Epidemiology, (3) Environmental Health, (4) Social and Behavioral Public Health, and (5) Health Policy and Health Services Administration. This interdisciplinary seminar will engage graduate students and faculty across departments and colleges with common interests in the Public Health professions. Seminar material will include each of the five core areas of Public Health. Completed credits in this seminar will be required for students enrolled in the USU Master of Public Health graduate degree program. The seminar is also available for credit for other interested graduate students. • GEO 6820 - Graduate Seminar Series <ul style="list-style-type: none"> ○ Seminar for graduate students, linked to the Department of Geology's visiting speaker series. • LING 5500 - Student Teaching Seminar <ul style="list-style-type: none"> ○ Capstone seminar focused upon student teaching issues, professional development, and principles of effective instruction, with emphasis on reflective teaching.
<ul style="list-style-type: none"> • LIFE GUARD • WATER SAFETY INSTRUCTOR 	

- GREAT BOOKS AND IDEAS
- PHILOSOPHY OF SCIENCE
- CHINESE GOVT/POLITIC (DSS)
- ST: PUBLIC HEALTH

Department	Subject	Course Title	Type
ADVS	ADVS	7970 DISSERTATION RESEARCH	DI
ADVS	ADVS	7990 CONT GRAD ADVISEMENT	GA
ART	ART	6970 RESEARCH AND THESIS	TH
ART	ART	6990 CONT GRAD ADVISEMENT	GA
ART	ID	6700 GRAD TOPICS IN INTERIOR DESIGN	GT
ART	ID	6710 GRAD INTERNSHIP IN ID	GI
ART	ID	6720 RESEARCH METHODS IN ID	RE
ART	ID	6990 CONT GRAD ADVISEMENT	GA
ASTE	ASTE	6970 RESEARCH AND THESIS	TH
ASTE	ASTE	6990 CONT GRAD ADVISEMENT	GA
ASTE	TEE	5910 SP: ETE	SP
ASTE	TEE	5920 RELATED TECH TRAIN	O
ASTE	TEE	6800 SEMINAR	SE
ASTE	TEE	6990 CONT GRAD ADVISEMENT	GA
BENG	BENG	6990 CONT GRAD ADVISEMENT MS	GA
BENG	BENG	7970 DISSERTATION RESEARCH	DI
BENG	BENG	7990 CONT GRAD ADVISEMENT PHD	GA
BIOL	BIOL	1750 TOPICS IN BIOLOGY	ST
BIOL	BIOL	4750 TOPICS IN BIOLOGY	ST
BIOL	BIOL	5850 MICROBIOLOGY SEMINAR	SE
BIOL	BIOL	6750 TOPICS IN BIOLOGY	ST
BIOL	BIOL	6850 MICROBIOLOGY SEMINAR	SE
BIOL	BIOL	6970 THESIS RESEARCH	TH
BIOL	BIOL	6990 CONT GRAD ADVISEMENT	GA
BIOL	BIOL	7750 TOPICS IN BIOLOGY	ST
BIOL	BIOL	7970 DISSERTATION RESEARCH	DI
BIOL	BIOL	7990 CONT GRAD ADVISEMENT	GA
BIOL	PUBH	4850 ST: PUBLIC HEALTH	ST
CCA	CCA	1250 INTERDISCIPLINARY WORKSHOP	IW
CCA	CCA	5250 INTERDISCIPLINARY WORKSHOP	IW
CDDE	COMD	6900 INDEPENDENT STUDY	IS
CDDE	COMD	6970 THESIS	TH
CDDE	COMD	6990 CONT GRAD ADVISEMENT	GA
CDDE	COMD	7990 CONT GRAD ADVISEMENT	GA
CEE	CEE	6900 DIRECTED READING	DR
CEE	CEE	6970 THESIS RESEARCH	TH
CEE	CEE	6990 CONT GRAD ADVISEMENT	GA
CEE	CEE	7970 DISSERTATION RESEARCH	DI
CEE	CEE	7990 CONT GRAD ADVISEMENT	GA
CHEM	CHEM	3750 CHEMISTRY SPECIAL TOPIC	ST
CHEM	CHEM	6990 CONT GRAD ADVISEMENT	GA
CHEM	CHEM	7970 DISSERTATION RSRCH	DI

CHEM	CHEM	7990 CONT GRAD ADVISEMENT	GA
CS	CS	6990 CONT GRAD ADVISEMENT	GA
DATA	MIS	6990 CONT GRAD ADVISEMENT	GA
ECE	ECE	6950 DESIGN PROJECT	DP
ECE	ECE	6970 THESIS RESEARCH, MS	TH
ECE	ECE	6990 CONT GRAD ADVISEMENT	GA
ECE	ECE	7970 DISSERTATION RESEARCH	DI
ECE	ECE	7990 CONT GRAD ADVISEMENT	GA
ECFN	ECN	4900 INDEP READ/RESEARCH	RE
ECFN	FIN	4900 INDEP RESEARCH/READ	RE
EED	EED	7970 DISSERTATION RESEARCH	DI
EED	EED	7990 CONT GRAD ADVISEMENT	GA
ENGL	ENGL	2030 GREAT BOOKS AND IDEAS	O
ENGL	ENGL	6920 DIRECTED STUDY	DS
ENGL	ENGL	6970 THESIS	TH
ENGL	ENGL	6990 CONT GRAD REGISTRATION	GA
ENGL	ENGL	7920 DIRECTED STUDY	DS
ENGL	ENGL	7970 DISSERTATION RESEARCH	DI
ENGL	ENGL	7990 CONT GRAD ADVISEMENT	GA
ENVS	ENVS	6800 ENVS DEPT SEMINAR	SE
ENVS	ENVS	6910 DIRECTED STUDY	DS
ENVS	ENVS	6970 THESIS RESEARCH	TH
ENVS	ENVS	6990 CONT GRAD ADVISEMENT	GA
ENVS	ENVS	7800 ENVS DEPT SEMINAR	SE
ENVS	ENVS	7970 DISSERTATION RESEARCH	DI
ENVS	ENVS	7990 CONT GRAD ADVISEMENT	GA
GEOS	GEO	4800 SENIOR SEMINAR	SE
GEOS	GEO	6800 GRADUATE SEMINAR	SE
GEOS	GEO	6970 THESIS	TH
GEOS	GEO	6990 CONT GRAD ADVISEMENT	GA
GEOS	GEO	7800 GRADUATE SEMINAR	SE
GEOS	GEO	7970 DISSERTATION RESEARCH	DI
GEOS	GEO	7990 CONT GRAD ADVISEMENT	GA
HDFS	HDFS	5550 INTERDISCIPLINARY WORKSHOP	IW
HIST	HIST	6970 THESIS RESEARCH	TH
HIST	HIST	6990 CONT GRAD ADVISEMENT	GA
IAD	ID	6790 MASTERS SEMINAR	SE
IAD	ID	6970 MASTERS THESIS RESEARCH	TH
JCOM	JCOM	6970 THESIS RESEARCH	TH
JCOM	JCOM	6990 CONT GRAD ADVISEMENT	GA
KAHS	HEP	5200 Foundations of GLOBAL HEALTH	O
KAHS	HEP	6900 INDEPENDENT STUDY	IS
KAHS	HEP	6950 INDEPENDENT RESEARCH	RE

KAHS	HEP	6970 THESIS	TH
KAHS	HEP	6990 CONT GRAD ADVISEMENT	GA
KAHS	KIN	7970 DISSERTATION	DI
KAHS	PE	1340 LIFE GUARD	O
KAHS	PE	1345 WATER SAFETY INSTRUCTOR	O
KIN	KIN	6970 THESIS	TH
KIN	KIN	7990 COUNTINUING GRADUATE ADVISMM	GA
LPCS	PHIL	6890 PHILOSOPHY OF SCIENCE	O
LPCS	PHIL	6900 INDEPENDENT STUDY	IS
MAE	MAE	6970 THESIS RESEARCH	TH
MAE	MAE	6990 CONT GRAD ADVISEMENT	GA
MAE	MAE	7970 DISSERTATION RESEARCH	DI
MAE	MAE	7990 CONT GRAD ADVISEMENT	GA
MGT	MGT	6990 CONT GRAD ADVISEMENT	GA
MTST	MATH	2910 DIRECTED READING	DR
MTST	MATH	4910 DIRECTED READING	DR
MTST	MATH	5810 TOPICS IN MATH	ST
MTST	MATH	5820 TOPICS IN MATH	ST
MTST	MATH	5910 DIRECTED READING	DR
MTST	MATH	6810 TOPICS IN MATH	ST
MTST	MATH	6820 TOPICS IN MATH	ST
MTST	MATH	6910 DIRECTED READING	DR
MTST	MATH	6970 THESIS	TH
MTST	MATH	6990 CONT GRAD ADVISEMENT	GA
MTST	MATH	7110 GEOMETRY (TOPIC)	ST
MTST	MATH	7120 GEOMETRY (TOPIC)	ST
MTST	MATH	7210 ANALYSIS (TOPIC)	ST
MTST	MATH	7220 ANALYSIS (TOPIC)	ST
MTST	MATH	7310 ALGEBRA (TOPIC)	ST
MTST	MATH	7320 ALGEBRA (TOPIC)	ST
MTST	MATH	7410 DIFFERENTIAL EQUATIONS (TOPIC)	ST
MTST	MATH	7420 DIFFERENTIAL EQUATIONS (TOPIC)	ST
MTST	MATH	7510 TOPOLOGY (TOPIC)	ST
MTST	MATH	7520 TOPOLOGY (TOPIC)	ST
MTST	MATH	7610 NUMERICAL ANALYSIS (TOPIC)	ST
MTST	MATH	7620 NUMERICAL ANALYSIS (TOPIC)	ST
MTST	MATH	7750 PROBABILITY (TOPIC)	ST
MTST	MATH	7760 PROBABILITY (TOPIC)	ST
MTST	MATH	7810 TOPICS IN MATH	ST
MTST	MATH	7820 TOPICS IN MATH	ST
MTST	MATH	7910 COLLEGE TEACHING INTERNSHIP	GI
MTST	MATH	7970 DISSERTATION RESEARCH	DI
MTST	MATH	7990 CONT GRAD ADVISEMENT	GA

MTST	STAT	4950 DIRECTED READING	DR
MTST	STAT	5820 TOPICS IN STATISTICS	ST
MTST	STAT	5940 DIRECTED READING	DR
MTST	STAT	6950 DIRECTED READING	DR
MTST	STAT	6990 CONT GRAD ADVISEMENT	GA
MTST	STAT	7110 LINEAR MODELS (TOPIC)	ST
MTST	STAT	7120 LINEAR MODELS(TOPIC)	ST
MTST	STAT	7180 TIME SERIES (TOPIC)	ST
MTST	STAT	7190 TIME SERIES (TOPIC)	ST
MTST	STAT	7210 EXPERIMENTAL DESIGN (TOPIC)	ST
MTST	STAT	7220 EXPERIMENTAL DESIGN (TOPIC)	ST
MTST	STAT	7310 BUS/INDUSTRIAL STAT (TOPIC)	ST
MTST	STAT	7320 BUS/INDUSTRIAL STAT (TOPIC)	ST
MTST	STAT	7510 NONPARAMETRIC STAT (TOPIC)	ST
MTST	STAT	7520 NONPARAMETRIC STAT (TOPIC)	ST
MTST	STAT	7550 COMP-GRAPH (TOPIC)	ST
MTST	STAT	7560 COMP-GRAPH (TOPIC)	ST
MTST	STAT	7610 MULTIVARIATE STAT (TOPIC)	ST
MTST	STAT	7620 MULTIVARITE STAT (TOPIC)	ST
MTST	STAT	7710 MATH STATISTICS (TOPIC)	ST
MTST	STAT	7720 MATH STATISTICS (TOPIC)	ST
MTST	STAT	7730 BAYESIAN STAT/DEC (TOPIC)	ST
MTST	STAT	7740 BAYESIAN STAT/DEC (TOPIC)	ST
MTST	STAT	7810 TOPICS-STAT (TOPIC)	ST
MTST	STAT	7820 TOPICS-STAT (TOPIC)	ST
MTST	STAT	7970 DISSERTATION RESEARCH	DI
MTST	STAT	7990 CONT GRAD ADVISEMENT	GA
NDFS	NDFS	6990 CONT GRAD ADVISEMENT	GA
NDFS	NDFS	7990 CONT GRAD ADVISEMENT	GA
PHYX	PHYS	2700 SCIENCE EXCURSION	O
PHYX	PHYS	6990 CONT GRAD ADVISEMENT	GA
PHYX	PHYS	7510 SEMINAR	SE
PHYX	PHYS	7970 DISSERTATION RESEARCH	DI
PHYX	PHYS	7990 CONT GRAD ADVISEMENT	GA
POLS	POLS	3250 CHINESE GOVT/POLITIC (DSS)	O
POLS	POLS	4890 SPECIAL TOPICS	ST
POLS	POLS	6910 GRADUATE TUTORIAL	O
POLS	POLS	6970 THESIS RESEARCH	TH
POLS	POLS	6990 CONT GRAD ADVISEMENT	GA
PSC	PSC	6970 RESEARCH AND THESIS	TH
PSC	PSC	6990 CONT GRAD ADVISEMENT	GA
PSC	PSC	7970 RESEARCH AND THESIS	TH
PSC	PSC	7990 CONT GRAD ADVISEMENT	GA

PSY	PSY	5500 INTERDISCIPLINARY WORKSHOP	IW
PSY	PSY	6970 THESIS	TH
PSY	PSY	6990 CONT GRAD ADVISEMENT	GA
PSY	PSY	7970 DISSERTATION	DI
PSY	PSY	7990 CONT GRAD ADVISEMENT	GA
SPER	REH	6900 INDEPENDENT STUDY	IS
SPER	REH	6910 INDEPENDENT RESEARCH	RE
SPER	REH	6970 THESIS	TH
SPER	REH	6990 CONT GRAD ADVISEMENT	GA
SPER	REH	7990 CONT GRAD ADVISEMENT	GA
SPER	SPED	2790 SPECIAL TOPICS	ST
SPER	SPED	4790 SPECIAL TOPICS	ST
SPER	SPED	5200 STUDENT TEACHING (CI)	O
SPER	SPED	5790 SPECIAL TOPICS	ST
SPER	SPED	5900 INDEPENDENT STUDY	IS
SPER	SPED	5910 INDEPENDENT RESEARCH	RE
SPER	SPED	6810 SEMINAR IN SPED	SE
SPER	SPED	6900 INDEPENDENT STUDY	IS
SPER	SPED	6910 INDEPENDENT RESEARCH	RE
SPER	SPED	6990 CONT GRAD ADVISEMENT	GA
SPER	SPED	7990 CONT GRAD ADVISEMENT	GA
SSWA	ANTH	6950 SPECIAL TOPICS/SEMINAR	ST
SSWA	ANTH	6970 THESIS RESEARCH	TH
SSWA	SOC	6970 THESIS RESEARCH	TH
SSWA	SOC	6990 CONT GRAD ADVISEMENT	GA
SSWA	SOC	7970 DISSERTATION RESEARCH	DI
SSWA	SOC	7990 CONT GRAD ADVISEMENT	GA
TEAL	ELED	5900 INDEPENDENT STUDY	IS
TEAL	SCED	5900 INDEPENDENT STUDY	IS
TEAL	TEAL	6990 CONT GRAD ADVISEMENT	GA
TEAL	TEAL	7050 THEORIES INSTR SUPERVISION	O
TEAL	TEAL	7500 INTERDISCIPLINARY WORKSHOP	IW
THAR	THEA	6970 THESIS	TH
THAR	THEA	6990 CONT GRAD ADVISEMENT	GA
WILD	WILD	6990 CONT GRAD ADVISEMENT	GA
WILD	WILD	7990 CONT GRAD ADVISEMENT	GA

Key:

<i>DI</i>	<i>Dissertation</i>
<i>DP</i>	<i>Design Project</i>
<i>DR</i>	<i>Directed Reading</i>
<i>DS</i>	<i>Directed Study</i>
<i>GA</i>	<i>Grad Advisement</i>
<i>GI</i>	<i>Grad Internship</i>
<i>GT</i>	<i>Grad Topics</i>
<i>IS</i>	<i>Independent Study</i>
<i>IW</i>	<i>Interdisciplinary Workshop</i>
<i>O</i>	<i>Other</i>
<i>RE</i>	<i>Research</i>
<i>SE</i>	<i>Seminar</i>
<i>SP</i>	<i>Special Problems</i>
<i>ST</i>	<i>Special Topics</i>
<i>TH</i>	<i>Thesis</i>