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## Educational Policies Committee Agenda, March 2, 2023

Utah State University

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March 2, 2023  
3:00 – 4:00 p.m.  
Old Main-Champ Hall  
[Zoom](#) (Statewide)

## AGENDA

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### **Approval of Minutes – February 2, 2023**

#### **Subcommittee Reports**

##### **Curriculum Subcommittee (Chad Simon)** *Course Approvals – 24*

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to [discontinue the Dietetics Coordinated Emphasis in the Bachelor of Science](#).

Request from the Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences to [offer a Cosmetology Certificate of Completion](#).

Request from the Departments of Applied Sciences, Technology and Education, Sociology and Anthropology, Data Analytics and Information Systems, Management, Marketing and Strategy and the School of Accountancy in the College of Agriculture and Applied Sciences, College of Humanities and Social Sciences and the Jon M. Huntsman School of Business to [offer an Anthropology and Cultural Resource Management PhD](#).

Request from the Department of Communication Studies and Philosophy in the College of Humanities and Social Sciences to [offer a Communication Studies Minor](#).

Request from the Departments of Sociology and Anthropology and Data Analytics and Information Systems in the College of Humanities and Social Sciences and the Jon M. Huntsman School of Business to [offer an Archaeological Data Analytics Graduate Certificate](#).

##### **Academic Standards Subcommittee (Renee Galliher)** Minutes – [February 9, 2023](#)

##### **General Education Subcommittee (Matt Sanders)** Minutes – [February 21, 2023](#)

#### **Other Business**

#### **Adjourn:**



February 2, 2023  
3:00 – 4:00 p.m.  
Old Main-Champ Hall

## MINUTES

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Present: Paul Barr, Chair, Provost's Office  
Mateja Savoie Roskos, College of Agriculture and Applied Sciences  
Heloisa Rutigliano, College of Veterinary Medicine  
Sterling Bone, Jon M. Huntsman School of Business  
David Feldon, Emma Eccles Jones College of Education and Human Services  
Scott Budge, College of Engineering  
Peter Howe, S.J. & Jessie E. Quinney College of Natural Resources  
Dan Coster, College of Science  
Renee Galliher, Academic Standards Chair  
Chad Simon, Curriculum Subcommittee Chair  
Lee Rickords, General Education Subcommittee Chair  
Shana Geffeney, Statewide Campuses  
Jason Marshall, USU Eastern  
Britt Fagerheim, University Libraries  
Richard Cutler, Graduate Council  
Toni Gibbons, Registrar's Office

Absent: Richard Walker, Caine College of the Arts  
Michele Hillard, Secretary  
Abraham Rodriguez, USUSA Executive VP  
Sarah Pope, Graduate Studies Senator

Guests: Harrison Kleiner, Associate Vice Provost  
Fran Hopkin, Registrar

### **Approval of Minutes – January 5, 2023**

*Motion to approve the January 5, 2023, EPC minutes made by Chad Simon. Seconded by Mateja Savoie-Roskos. Minutes approved as distributed.*

### **Subcommittee Reports**

#### **Curriculum Subcommittee (Chad Simon)**

*Motion to approve the Curriculum Subcommittee report made by Sterling Bone. Seconded by Heloisa Rutigliano. Report approved.*

*Course Approvals – 220*

Request from the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences to [offer an Associate of Science in Digital Modeling and Visualization](#).

Request from the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences to [offer a Bachelor of Science in Digital Modeling and Visualization](#).  
*Motion to table the R401 proposal made by Mateja Savoie-Roskos. Seconded by Greg Podgorski. R401 tabled.*

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to [offer a Recreation Emphasis, Sport Management Emphasis, Outdoor Adventure Leadership Emphasis and Program and Event Management Emphasis in the Bachelor of Science Recreation Administration](#).

Request from the Department of Psychology in the Emma Eccles Jones College of Education and Human Services to [change the name of the Psychology Sociobehavioral Epidemiology and Quantitative Psychology Specializations PhD to Psychology: Data Science and Research Methodology Specialization PhD](#).

Request from the Department of Psychology in the Emma Eccles Jones College of Education and Human Services to [change the name of the Psychology MEd to School Counseling MEd](#).

Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to [move the Doctor of Philosophy in Education Program from the dean's office to the School of Teacher Education and Leadership](#).

Request from the Department of English in the College of Humanities and Social Sciences to [discontinue the English-Technical Communication and Rhetoric Emphasis](#).

Request from the Department of English in the College of Humanities and Social Sciences to [change the name of the Folklore and American Studies MA/MS to Folklore Studies MA/MS](#).

Request from the Department of English in the College of Humanities and Social Sciences to [offer a Technical Communication and Rhetoric Bachelor of Arts and Bachelor of Science degree](#).

Request from the Department of English in the College of Humanities and Social Sciences to [offer a Technical Communication and Rhetoric Minor](#).

Request from the Departments of Applied Sciences, Technology and Education, Management, Sociology and Anthropology in the Colleges of Agriculture and Applied Sciences, Humanities and Social Sciences and the Jon M. Huntsman School of Business to [offer a Post-Baccalaureate Certificate in Museum Administration and Collections Management](#).

*Motion to approve the R401 proposal made by Matt Sanders. Seconded by Mateja Savoie-Roskos. R401 approved.*

Request from the Departments of Data Analytics and Information Systems and Sociology and Anthropology in the College of Humanities and Social Sciences and the Jon M. Huntsman School of Business to [offer an Archaeological Data Analytics Graduate Certificate](#).

*Motion to approve the R401 proposal made by Matt Sanders. Seconded by Mateja Savoie-Roskos. R401 approved.*

Request from the College of Veterinary Medicine to establish a Master of Science degree in Biomedical Sciences.

*Motion to approve the R401 proposal made by Heloisa Rutigliano. Seconded by Richard Cutler.*

*Motion to amend and upload new proposal made by Heloisa Rutigliano. Seconded by Greg Podgorski  
R401 approved pending amended proposal upload to Curriculog.*

Request from the College of Veterinary Medicine to offer a PhD in Biomedical Sciences.  
*Motion to approve the R401 proposal made by Heloisa Rutigliano. Seconded by Richard Cutler.  
Motion to amend and upload new proposal made by Heloisa Rutigliano. Seconded by Greg Podgorski.  
R401 approved pending amended proposal upload to Curriculog.*

**Academic Standards Subcommittee (Renee Galliher)**

*Motion to approve the Academic Standards Subcommittee made by Renee Galliher. Seconded by Dan Coster. Report approved*

Minutes – [January 12, 2023](#)

- Janis Boettinger and others involved in international admissions are looking at changes to the English proficiency listed in the catalog. Goal is to expand the ways students can demonstrate English proficiency to be able to sign up for other courses.
- Looking at wording changes in the description of academic good standing in the catalog. Recommended change is to clear up the language and make it easier for students and others to understand.
- Began a discussion about inconsistency across the student code and various sections of the catalog regarding what path students can take if they have an academic appeal. Looking at cleaning this up and draft potential new language for the student code. Academic Standards and Student Affairs will be working on this for the next six months or so. Looking for the best path and strategy for the students.

**General Education Subcommittee (Matt Sanders)**

*Motion to approve the General Education Subcommittee made by Matt Sanders. Seconded by Chad Simon. Report approved.*

Minutes – [January 17, 2023](#)

- Ten General Education designations were approved.
- Discussed the three-year syllabus review and there was openness to that.
- Talk about double course designations.
- Discuss having General Education proposal window open from August to December. This will help with meeting the deadlines for the catalog. Spring semester could be used for designation reviews and clean up.

**Other Business**

New English Prefix TCR – Matt Sanders

A subsection of English will need a new prefix and that is why the TCR prefix is being requested.

March 1 is the deadline for catalog and program changes. This needs to be done so that the catalog can be finalized earlier.

Research, Scholarship, and Creative Inquiry (RSCI) Designation – Harrison Kleiner | Alexa Sand  
Proposed section designation like the Community Engaged learning. Already have the transcript designation and this is course level. Harrison and Alexa have been working on this for the past couple of years. This designation will look at scholarly research. This is the best practice at a lot of other institutions. Worked with faculty and developed a rubric for this designation. This will allow USU to collect data on how many students engage in research. This research information will help with our accreditation efforts. Instructors will submit a

syllabus that will be reviewed by the undergraduate research advisory board. They will approve those sections that will be taught under that designation. This is similar to the process that Community Engagement uses. If this is approved at the course level and then the designation be at the section level. Make it easy but still maintain quality control.

*Motion to support this effort made by Matt Sanders. Seconded by Richard Cutler. Approved.*

**Adjourn: 3:51 pm**

# CAAS - Nutrition, Dietetics and Food Sciences - Dietetics Coordinated Emphasis - BS (DISCONTINUED)

## 4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

## HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

## COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)\*

CAAS

DEPARTMENT (include all cross listed departments)\*

Nutrition, Dietetics and Food Sciences

Current Title (if applicable)\*

Dietetics Coordinated Emphasis - BS

Proposed Title\*

Dietetics Coordinated Emphasis - BS (DISCONTINUED)

## CIP Code

Enter the Correct CIP Code by Using the Following Link:

# Classification Instruction Programs

CIP Code (6-digits) \* 51.3101

Minimum Number of  
Credits (if  
applicable)\* 00

Maximum Number of  
Credits (if  
applicable)\* 00

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

## REQUEST

### TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- 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 Certificate
  - 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 (on hold-not listed in catalog)
  - Program Discontinuation (permanent program removal)
  - 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-on hold)
  - Administrative Unit (Discontinuation-permanent unit removal)
  - Administrative Unit (New)
  - Reinstatement of Previously Suspended Administrative Unit
  - Reinstatement of Previously Discontinued Administrative Unit

**Other: (explain**



change)

## ADDITIONAL APPROVALS (if applicable)

**Graduate Council Approval\***  Yes  
 No

**Teacher Licensure Program Approval (STEP)\***  Yes  
 No

## SECTION I: THE REQUEST

**R401 Purpose\*** The purpose of this proposal is to discontinue the offering of Dietetics:Coordinated Emphahsis - BS degree. This degree previously enrolled a maximum of 12 students per year. Some of the courses offered in the Coordinated Emphasis - BS will remain in the curriculum of the Dietetics - BS. Other courses were restricted to students enrolled in the Dietetics: Coordinated Emphasis - BS, thus the discontinuation of this program should not impact students in other departments.

## SECTION II: PROGRAM PROPOSAL

**Proposed Action & Rationale\*** The Commission on Dietetic Registration is raising the minimum required education level for prospective Registered Dietitians from a bachelor's degree to a graduate degree such that people will need to complete a graduate degree granted by a university accredited by a US Department of Education recognized accredited agency as well as completion of 1,000 hours of supervised practice either through an ACEND accredited Internship or Coordinated Program (<https://www.cdrnet.org/rd-eligibility>). To respond to this change, the Nutrition, Dietetics and Food Science (NDFS) department wishes to discontinue the Dietetics: Coordinated Emphasis - BS and will instead offer a Coordinated Program as a Graduate Certificate. The Coordinated Program as a Graduate Certificate will seek to enroll 12 students per year.

**Labor Market Demand (if applicable)** NA


**Consistency with Institutional Mission & Institutional Impact\*** The institutional impact of this change should be minimal. NDFS will continue to offer a Dietetic - BS degree that will prepare students to enter a graduate Coordinated Program or Dietetics Internship. Students earning a Dietetics - BS degree will be eligible to apply to the graduate Coordinated Program and upon completion of a graduate degree will be eligible to sit for their national registration exam. The Dietetics: Coordinated Emphasis - BS enrolled 12 students per year. Target enrollment for the graduate Coordinated Program is 12 students per year.

**Finances\*** There is little impact to the finances of the NDFS Department due to the discontinuation of the Dietetics: Coordinated Emphasis - BS because essentially this program is being restructured as a graduate certificate. The faculty % effort and other resources needed to maintain the program at the BS level will be similar at the graduate level.

at the BS level will be similar at the graduate level.


### SECTION III: CURRICULUM (if applicable)

Program Curriculum  
Narrative NA

**Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

## SUBMIT AND APPROVE THE PROPOSAL

Click on the **SAVE ALL CHANGES** button below.

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

# CAAS - Technology, Design and Technical Education - Cosmetology - Certificate of Completion

## 4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

### R401-Abbreviated Program Proposal

## HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

## COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)\*

CAAS

DEPARTMENT (include all cross listed departments)\*

Technology, Design and Technical Education

Current Title (if applicable)\* Cosmetology - Certificate of Completion

Proposed Title\* Cosmetology - Certificate of Completion

## CIP Code

Enter the Correct CIP Code by Using the Following Link: [Classification Instruction Programs](#)

CIP Code (6-digits) \* 12.0401

Minimum Number of Credits (if applicable)\* 44

Maximum Number of Credits (if applicable)\* 44

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

## REQUEST

# TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- 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 Certificate
  - 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 (on hold-not listed in catalog)
  - Program Discontinuation (permanent program removal)
  - 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-on hold)
  - Administrative Unit (Discontinuation-permanent unit removal)
  - Administrative Unit (New)
  - Reinstatement of Previously Suspended Administrative Unit
  - Reinstatement of Previously Discontinued Administrative Unit

**Other: (explain change)**

## ADDITIONAL APPROVALS (if applicable)

**Graduate Council Approval\***  Yes  
 No

**Teacher Licensure Program Approval (STEP)\***  Yes  
 No

## SECTION I: THE REQUEST

**R401 Purpose\*** Utah State University requests approval to realign a Cosmetology Certificate of Completion effective Fall 2023. The Certificate of Completion in Cosmetology is a 44-credit hour stand-alone credential that will also fill some of the requirements for an associate of applied science degree in Cosmetology or General Technology. In addition, qualifying students will be prepared for Cosmetologist jobs and business ownership. A certificate of completion program as the foundation of their academic journey will build momentum to facilitate student transitions and support student success objectives of certificate of completion, industry alignment, and stackable credits into associate degree programs in related fields.

## SECTION II: PROGRAM PROPOSAL

### **Proposed Action & Rationale\***

The Cosmetology Certificate of Completion is designed to help students prepare for and pass State Certification tests and licensure administered by the State of Utah. The aim of the State of Utah Licensure is to ensure safety and efficacy of cosmetologists for standards of health procedures, professionalism, and proficiency. Students who complete the certificate will be prepared to create their own small business built around their skills and added benefit of licensure and low barrier for entry.

The United States Bureau of Labor Statistics projects employment of Personal Appearance Workers and Esthetician Workers to grow 19 and 17 percent, respectively, from 2019 to 2029 (<https://www.bls.gov/ooh/personal-care-and-service/barbers-hairstylists-and-cosmetologists.htm#tab-6>). Cosmetology is a sizeable occupation with a low barrier for entry with a higher opportunity for earning potential for the cosmetologist over national average. In the coming decade, business expansion and retiring workers will create greater demand and a high volume of annual job openings for Cosmetologists and personal appearance workers. An opportunity to earn a certification in cosmetology during three semesters will allow students to become familiar with higher education and gain current occupational training in a short period of time. Additionally, this program allows students earning potential throughout their educational experience with flexible hours and a skill which they can take anywhere. Students enrolled in the certificate program will also have an opportunity to complete an internship which will reduce the on-the-job learning curve and enable them to quickly earn an equitable wage.

### **Labor Market Demand (if applicable)**

Cosmetology jobs fall within esthetic and cosmetology occupations where most moderate training occurs on the job with industry required hours. The statewide median wage for cosmetologists is \$22.00 an hour which is above the national average. Although the median wage for comparable occupations described above is almost twice as much annually, those occupations require a bachelor's degree for entry-level positions. Whereas the proposed certificate of proficiency offers accelerated entrance to the job market and a short-term credential which students can build on to access more advanced jobs and higher wages. The proposed certification will be especially important for businesses in regions of the state with a diverse tourism, travel and recreation industry.

### **Consistency with Institutional Mission & Institutional Impact\***

The proposed Certificate of Completion in Cosmetology will be offered through the Department of Technology, Design and Technical Education within the College of Agriculture and Applied Science (CAAS) at the Southeast region location in Price. Existing faculty, staff, facilities and equipment will implement and sustain the proposed certificate program. No additional resources will be required. This is an alignment initiative to bring the 2000 hour program into industry and state alignment at 1600 contact hours.

The Certificate of Completion will provide an independent, State-regulated certification as well as a stackable credential toward requirements for two existing AAS degrees:

- Cosmetology, AAS
- General Technology, Business Emphasis, AAS

The Technology, Design and Technical Education Department at Utah State University offers a broad-based associate of applied science degree in general technology with emphasis areas in STEM, Business & IT, and Allied Health. The proposed Certificate of Completion will be part of the current mandated Utah System of Higher Education (USHE) alignment process. The proposed certificate provides an opportunity to develop region-specific training at a USU residential campus and creates a needed framework to lead the state in forming new partnerships with the other technical institutions across the state. The certificate has been aligned with other technical colleges to provide additional opportunities for students while avoiding unnecessary duplication and allow students a pathway into university credentials through prior licensure with supplemental coursework.


**Finances\***

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

|  |
|--|
| <b>SECTION III: CURRICULUM (if applicable)</b> |
|--|

**Program Curriculum  
Narrative**

|           |  |
|-----------|--|
| TECS 1010 | Cosmetology/Barbering/Hair Design Basics   |
| TECS 1020 | Barbering Basics   |
| TECS 1030 | Cosmetology/Hair Design Chemical Services Basics                                 |
| TECS 1040 | Esthetics and Nails Basics   |
| TECS 1050 | Cosmetology/Barbering Intermediate Theory and Practice                           |
| TECS 1060 | Professional Development, State Laws, and Industry Specific Continuing Education |
| TECS 1070 | Advanced Training and Skills   |
| TECS 2010 | Cosmetology/Hair Design/Barbering Advanced Theory and Practice                   |
| TECS 2020 | Esthetics/Nails/Chemical Advanced Theory and Practice                            |
| TECS 2110 | Advanced Cosmetology Nails   |
| TECS 2120 | Advanced Cosmetology Esthetics   |
| TECS 2210 | Advanced Training and Skills II  |
| TECS 2220 | Advanced Training and Skills IV  |
| TECS 2310 | Progressive Training and Skills II   |
| TECS 2320 | Progressive Training and Skills III  |
| TECS 2810 | Additional Clinical Practice I   |
| TECS 2820 | Additional Clinical Practice II  |
| TECS 2830 | Additional Theory Practice   |
| TECS 2900 | Cosmetology/Barbering Clinical I   |
| TECS 2910 | Cosmetology/Barbering Clinical II  |
| TECS 2920 | Cosmetology/Barbering Clinical III   |
| TECS 2930 | Cosmetology/Barbering Clinical IV  |
| TECS 2940 | Cosmetology/Barbering Clinical V   |
| TECS 2941 | Cosmetology/Barbering Salon Clinical V   |
| TECS 2950 | Cosmetology/Barbering Clinical VI  |
| TECS 2951 | Cosmetology/Barbering Clinical VI  |
| TECS 2952 | Cosmetology/Barbering Salon Clinical VI  |

**Attach** (if applicable) completed [Program Curriculum](#) and [Degree Map](#) to this request by clicking on the Files  icon located on the right-hand side of the screen.

## **SUBMIT AND APPROVE THE PROPOSAL**

**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:** Anthropology and Cultural Resource Management

**Are There New Emphases:** Yes  Student Emphasis Required

**Names of New Emphases (Separated by Commas):** (1) Archaeological Data Analytics, (2) Policy, Advocacy,

**Sponsoring School, College, or Division:** College of Humanities and Social Sciences

**Sponsoring Academic Department(s) or Unit(s):** Sociology and Anthropology

**Classification of Instructional Program Code<sup>1</sup> :** 26.1399

**Min/Max Credit Hours Required of Full Program:** 59 / 68

**Proposed Beginning Term<sup>2</sup>:** Fall 2023

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

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

|                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> (AAS)      | Associate of Applied Science Degree  |
| <input type="checkbox"/> (AA)       | Associate of Arts Degree   |
| <input type="checkbox"/> (AS)       | Associate of Science Degree  |
| <input type="checkbox"/>            | Specialized Associate Degree (specify award type <sup>3</sup> : )          |
| <input type="checkbox"/>            | Other (specify award type <sup>3</sup> : )                                 |
| <input type="checkbox"/> (BA)       | Bachelor of Arts Degree  |
| <input 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 <sup>3</sup> : )           |
| <input type="checkbox"/>            | Other (specify award type <sup>3</sup> : )                                 |
| <input type="checkbox"/> (MA)       | Master of Arts Degree  |
| <input type="checkbox"/> (MS)       | Master of Science Degree   |
| <input type="checkbox"/>            | Specialized Master Degree (specify award type <sup>3</sup> : )             |
| <input type="checkbox"/>            | Other (specify award type <sup>3</sup> : )                                 |
| <input checked="" type="checkbox"/> | Doctoral Degree (specify award type <sup>3</sup> : PhD )                   |
| <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   |

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

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

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



|                          |                         |
|--------------------------|-------------------------|
| <input type="checkbox"/> | NEW Professional School |
|--------------------------|-------------------------|

**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 checked="" type="checkbox"/> | Other   |

**Describe Above Changes**

The USU Department of Sociology and Anthropology proposes a new PhD program focused on anthropology and cultural resource management, and concurrent with this new program, three new Graduate Certificates. The three new Graduate Certificates have been submitted as three separate proposals simultaneously with this proposal. The new program and certificates build on the Master of Science in Anthropology degree currently offered by the department and will require minimal additional facilities. The department requests two new tenure-track positions: one in data analytics and a second in public archaeology to maximize the impact and reach of the new program.

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

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

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

I understand that checking this box constitutes my legal signature.

## Utah System of Higher Education Program Description - Full Template

### Section I: The Request

Utah State University requests approval to offer the following Doctoral degree(s): *Anthropology and Cultural Resource Management* effective Fall 2023. 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 PhD program in *Anthropology and Cultural Resource Management* trains a new generation of applied scholars to engage with and manage cultural resources and their derivative data in a time of rapidly changing political and biophysical environments. The program design meets <sup>st</sup> the logistical, intellectual, and economic needs of 21<sup>st</sup> century students by providing access to a blended post-graduate education built around skill-based certifications and the advanced degrees required by academia and for professional practice in government and private-sector cultural resource management (CRM).

Students who complete a doctoral program in *Anthropology and Cultural Resource Management* will have the skills necessary to identify, interpret, and conserve cultural resources; analyze the interplay between humans and their environment; and communicate the importance of cultural resources and long-term population data to various stakeholders. The program leverages USU faculty strengths in social-ecological and evolutionary theory, data analytics, cultural resource management, and museum studies to create student-centered outcomes focused on transferable skills and competencies in theory, data analytics, and communication.

Transferable skills and competencies refer to methods of thinking and knowledge that apply in multiple domains of life, and such skills lie at the core of training intellectually nimble and professionally adaptable students. The *Anthropology and Cultural Resource Management* PhD will allow students to customize their program of study by offering flexibility in course and practical experience selection across five learning domains: Social-Ecological Theory, Data Management and Analysis, Resource Law and Economics, Communication, and Thesis/Dissertation development. In addition to a traditionally framed PhD, students may also bundle courses and practicums into graduate certificates in the pursuit of (as well as outside of) the existing Master of Science in Anthropology (emphasis in archaeology), or the new PhD in Anthropology and Cultural Resource Management.

The three certificates offered in the graduate program will include (1) Archaeological Data Analytics, (2) Policy, Advocacy, and Administration, and (3) Museum Administration and Collections Management . These certificates can either form part of a traditional PhD or Master degree program of study or be taken as stand-alone certificates. The certificate in Archaeological Data Analytics provides graduate students and post-grads with basic skills in database construction, management, and analysis, including basic computer programming skills. The certificate in Cultural Resource Management, Policy, Advocacy, and Administration provides students with competencies in theories of organizational management, the basics of accounting and finance critical for managing cultural resources, cultural competency, CRM law and policy, and CRM projects within both private

and public sectors. Finally, the Museum Administration and Collections Management Certificate provides students with competencies in acquiring, organizing, and presenting knowledge to a wide audience through the institution of museums.

The current Master of Science in Anthropology degree trains graduate students to meet the standards of the Register of Professional Archaeologists and prepares them to become field supervisors and entry-level government resource managers. This program will remain unchanged, but it will provide a pathway to advanced education in Anthropology and Cultural Resource Management with acceptance into the PhD program. The MS degree currently combines core courses from the proposed PhD program with strong training in social-ecological theory. The focus on socio-ecological theory is important because it informs the ways that human societies and the environment can influence one another within the context of the broad-scale problems that people face today. Students may choose a professional (Plan B) option upon completion of coursework or a thesis research (Plan A) option upon completion of coursework and approval of a research proposal.

The PhD in *Anthropology and Cultural Resource Management* prepares students to become project directors within, or at the helm of, resource management firms, government agencies, or increasingly interdisciplinary and business-model oriented academies. This degree combines core courses in data analytics, social-ecological theory, communication, and/or CRM policy and project management with a research proposal and dissertation.

The *Anthropology and Cultural Resource Management* degree and certificate program blends online and traditional face-to-face structures, with most certificate-focused courses available via online delivery. Specifically, the USU archaeology faculty have designed a program that takes advantage of Utah State University's investment in state-of-the-art classroom technologies that allow for hybrid, synchronous course delivery. Hybrid courses will significantly expand access to the proposed certificates, which will be especially important to students pursuing single certificate options. The master's and PhD degrees include campus delivery and mentoring in addition to online course delivery and provide stand-alone options for professionals seeking certification in one of the three areas of specialization identified above.

The new PhD curricula builds on existing courses and is organized around five sets of learning outcomes:

#### 1. Social-Ecological Theory

- Students will demonstrate a competency in basic theories to interpret anthropological and ecological data *and* navigate and build functioning organizations tasked with the management of resources.
- Students will demonstrate critical thinking skills by evaluating the merits of competing theories and/or developing their own theories for social-ecological and/or organizational change.

#### 2. Data Management and Analysis

- Students will demonstrate competency in data collection, communication, and archiving.
- Students will learn the basic analytical methods and programming skills necessary to effectively analyze anthropological and ecological data sets.

#### 3. Resource Law and Economics

- Students will demonstrate competency and critical analysis of the major federal and state laws and statutes that structure the management of resources in the United States.

- Students will demonstrate an understanding of creating and managing budgets and designing project workflow.
- Students will demonstrate a critical understanding of models of resource conservation and the costs and benefits of conservation to the public.

#### 4. Communication, Advocacy, and Ethics

- Students will demonstrate the ability to present knowledge to diverse stakeholders via multiple media.
- Students will demonstrate the ability to advocate for resources to diverse communities.
- Students will demonstrate cultural competency and community-based participatory approaches to resource management.
- Students will demonstrate competency in proposal writing for an academic or agency audience.

#### 5. Capstone Thesis/Dissertation

- Students will demonstrate the ability to independently conceptualize, perform, and interpret research that contributes to the discipline of anthropology.

### **Consistency with Institutional Mission**

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

The Anthropology and Cultural Resource Management graduate degree and certificate program further Utah State University's land-grant mission to provide practical learning that meets the needs of 21st century students and stakeholders. This program will support the 1) learning, 2) discovery, and 3) engagement components essential to fulfill USU's land-grant mission by stressing the skills and competencies needed within academic and vocational contexts.

1) Learning: The Anthropology and Cultural Resource Management graduate degree and certificate program puts student learning and success first by significantly expanding student access to graduate courses and research opportunities. One of the key barriers to graduate education is the cost of moving to a new city, particularly for students from rural areas. The online component of the degree program, among the first of its kind in the U.S., will provide the opportunity for a diverse student body to gain essential skills by partaking in high-quality graduate courses that meet the accreditation standards for a major research university. The online and/or face-to-face delivery of core certificate courses will enhance educational offerings to an increasingly diverse student body with a range of different socio-economic circumstances, expand access to graduate education for under-served populations and communities in Utah, and establish the first online graduate certificate program within the College of Humanities and Social Sciences.

2) Discovery: Under the Carnegie classification scheme, USU is designated a Doctoral Research University—High Research. The new graduate program in Anthropology and Cultural Resource Management will contribute to the ability of USU to engage in doctoral research by creating a new doctoral program. The doctoral program will generate human capital essential for applying for and winning external grants and maintaining high impact publications.

The program offers more than distanced learning for students in rural communities across Utah. It offers those students pathways to engage in research remotely. The new graduate program will advance a central objective of the Department of Sociology and Anthropology's strategic plan to expand its educational offerings statewide, with a focus on establishing research distinction among universities with statewide presences.

3) Engagement: The graduate program in Anthropology and Cultural Resource Management will improve engagement with communities and people in the development of a better-trained workforce capable of managing human and cultural resources in the context of local, state, and federal agencies, as well as among private resource management firms. The program focuses on training students to develop practices that involve collaboration with public and private businesses and agencies, as well as indigenous and descendant communities. The new program is highly integrated with the USU Museum of Anthropology and will improve the quality and quantity of museum programs and curricula available for free to children, teachers, and interested

community members in Cache County and USU statewide campuses.

### **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 Utah State University Department of Sociology and Anthropology is proposing the new PhD program after extensive discussions between the graduate faculty, Sociology and Anthropology department head, and the College of Humanities and Social Sciences dean. The USU Department of Sociology and Anthropology has successfully implemented a master's level graduate program in archaeology and cultural resource management and seeks to expand the program to include a PhD. The rationale behind doing so is twofold: (1) Both regionally and nationally, there is an unfilled educational niche for a PhD level cultural resource management program. (2) There is an unmet need in the resource management sector for professional development skills and certificates that integrate archaeological training in cultural resource management with the knowledge and experience needed to run a small business. The USU Department of Sociology and Anthropology faculty recognize that the current Master of Science degree in Anthropology provides an ideal foundation upon which to build a CRM Archaeology PhD program. Over the past five years, the USU Department of Sociology and Anthropology has seen significant growth in this master's program as well and have established a stable faculty who have together formed the academic vision outlined in the program description. Finally, USHE benefits from the proposed program because it will provide a unique educational experience, making it a destination program for individuals seeking to either expand their qualifications through the non-degree certification opportunities or gain doctorate level training in not only cultural resource management, but also the financial skills needed to successfully run a business.

This last point is of great importance. Over the past several years, Utah, western Colorado and southwest Wyoming have all become energy extraction hot spots, with the oil, gas, and renewable energy industries investing a notable amount of time and effort on developing public lands to support the country's energy infrastructure. Consequently, the federal laws protecting cultural and other resources on public lands have created a market for archaeologically trained resource managers. The current anthropology master's program was originally designed to place graduates into primary investigator positions. Over the past decade, however, PhD level anthropologists, largely trained for academic positions, have increasingly filled those positions, leaving master's level students to fill entry-level field supervisor positions or entry-level federal land manager positions. Moreover, while the master of science program trains students in cultural resource management, it does not teach them how to establish, lead, and run a business for themselves. It is critical to provide such opportunities at a USHE institution, one that will not only help build Utah's economy, but also draw students from outside the region who, if they stay in the general region, will end up establishing jobs of benefit to the people of Utah and the surrounding region.

#### **Labor Market Demand**

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

Federal and, in some cases, state laws require the identification and documentation of cultural resources at risk of destruction by development of public lands. Cultural Resource Management

archaeology provides industry and government agencies with private sector specialists trained to identify and assess the impact of undertakings on cultural resources. Given the pace of energy development in the American West, especially the current and future creation of vast solar and wind farms, CRM has become an important part of the environmental consulting industry in the United States. Within this context, resource managers identify and record the full range of cultural resources from prehistoric Fremont villages to historic Church of Jesus Christ of Latter-day Saints (LDS) homesteads.

Cultural Resource Management grew from beginnings in the early 1970s into the largest employment sector in archaeology. Nationwide the CRM industry is valued at several billion dollars per year. An inventory of job listings on the Society for American Archaeology website in fall 2020 reveals that 50% of the advertised positions are in private or government sector CRM. Similarly, a review of 2020 job postings on the America Cultural Resources Association website found that almost half of the listed jobs advertised for senior level/principal investigators. In fact, there were more listings for principal investigators than either field technicians or field supervisors, suggesting a paucity of applicants trained for such positions. Social media traffic suggests a similar demand. The CRM Project Managers Facebook page routinely features discussions lamenting the lack of well-trained private sector archaeologists and job postings on this page for senior/principal investigator positions advertise salaries between \$41,000 and \$122,000. Finally, while not as recent as the job postings documented above, a census among archaeologists in the late 1990s found that 302 respondents in CRM archaeology reported garnering \$300 million in research support, while the 650 respondents working in non-CRM archaeology reported garnering only \$62 million in research support. The experience of the USU archaeology faculty suggests that the private sector continues to enjoy much higher levels of funding than academia.

As of fall 2020, 237 principal investigators hold archaeological permits to work in Utah, with 95 of these archaeologists maintaining offices in the state. The Utah Division of State History reports that over 1,700 archaeological field projects are conducted in the state each year. Field projects vary widely in size with small projects requiring crews of 3-5 employees, while most projects employ over a dozen people, and a smaller number of large projects each year employ many dozens at a time. Work extends well beyond field projects because for each person-hour spent in the field, an additional 10 hours of time is spent in the laboratory, writing reports, and performing administrative tasks to manage the business and regulatory environment in which CRM occurs. Full-time jobs in this market also often come with full benefit packages, a consideration of importance in today's world. The proposed PhD program will train students to run these businesses.

Discussions with principal investigators suggest several recommendations for what a specialized PhD level graduate program should provide:

- Curricula should recognize the much broader scope of CRM and incorporate business, ecology, and the legal/regulatory environment in which CRM archaeology exists.
- Written and verbal communication.
- Experience in the preparation of proposals and research design.
- Basic applied field techniques including survey, mapping, GPS, GIS, and sampling.
- Basic applied techniques in data analysis, collections processing, and collections management.
- Experience in report preparation.
- Graduate curricula should provide structured mentorships or internships with CRM companies and/or government agencies.

Many of these recommendations have already been followed in the creation of the Master of Science

in Anthropology program at USU. Yet, due to the limited number of courses (9) that constitute the master's program, the department is currently unable to train students in the aspects of social-ecological theory, business, finance, and personnel management needed to successfully become a principle investigator an large projects and/or run a business.

While the proposed program is unique, at least one other professional organization has recognized the need to train cultural resource managers in business skills. The American Cultural Resources Association conducted a survey in 2006 and received responses from 69 CRM companies listing the most important professional qualities and skills in job applications for archaeological positions. Some highlights of that survey include:

- 87% rated the establishment of graduate programs serving CRM as very important or important.
- 96% rated knowledge of the legislation and regulatory environment as very important or important.
- 84% rated knowledge of Geographic Information Systems as very important or important.
- 84% rated knowledge of quantitative methods as very important or important.
- 100% cited the importance of technical writing skills and experience at producing reports found in CRM.
- 84% advocated an “intensive, rigorously researched and comprehensive master's thesis,” signaling the importance of integrating research and applied skills.

Senior resource managers working in CRM realize the need for graduate training to be more than applied archaeology. Producing archaeologists with the skills to start and maintain a business requires more than just academic training in archaeology, but also knowledge of the business world. The proposed PhD program in *Anthropology and Resource Management* at Utah State University responds to the changing needs of archaeology and recommendations of professionals in the CRM industry. This program and curriculum are designed to teach critical technical skills, while engaging its students in the research process that produces a professional ethic enabling career growth.

### **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 recent success of the Master of Science in Anthropology program demonstrates the student demand for graduate-level training in anthropology and resource management. For example, the program has shown a continued rise in enrollment over the past five years, increasing from seven enrolled students in 2013 to a high of 25 students in 2020, or a 260% enrollment increase across that period (Figure 1). Student credit hours track enrollment in a similar fashion, with student credit hour (SCH) numbers increasing from 127 to 232 across this same period. The Department of Sociology and Anthropology argues that the positive trends in both enrollments and credit hours demonstrate both the viability of the current master's program and the potential demand for similar PhD level training.

### **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 University of Utah offers the only other graduate degree in anthropology within the USHE, and their program differs considerably from the one proposed here. The proposed graduate program differs in theoretical focus, remote learning and research, and its emphasis on applied training with

community-centered approaches. Regionally, the Universities of Wyoming, Nevada-Reno, Colorado-Boulder, and Colorado State University each have distinctive doctorate programs that differ from this proposed graduate program in *Anthropology and Cultural Resource Management*. These programs focus on the four fields of anthropology, generally lack an emphasis on cultural resource management, and do not focus on social-ecological theory and data analytics. The proposed doctorate degree in *Anthropology and Cultural Resource Management* may complement and serve as a next step for students completing their education either at one of the Utah universities or at an out-of-state program, such as students graduating from the University of Colorado-Boulder with a dual degree in the Master of Arts in Anthropology and Master of Administration.

This is not to say that the need for the sort of integrated and applied business/science degree proposed here has not been noted elsewhere. The most compelling example is the BA program in Development and Intercultural Management, offered at the Universidad Nacional Autónoma de México (Sandra L. López Varela May 2014, *Advances in Archaeological Practice* 2:80-90). This program was designed in concert with Mexico's national heritage business model and designed to facilitate the growth in the local heritage resources business. The design of this program was prompted by the recognition that, while interested students were being trained in archaeology, they were not being given the skills to transition their anthropological training into successful businesses and subsequently economic growth. The proposed PhD program promotes similar goals and will provide the training that local archaeology students will need to start businesses, create jobs, and otherwise contribute to the economy.

### **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/policy315/](http://higheredutah.org/policies/policy315/). 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 online component of the proposed program will be delivered outside of the designated service area for USU. By design, the online certificate program will reach interested individuals both across Utah and the United States more broadly. As noted above, the University of Utah offers the only other anthropology graduate program in the USHE system, and that department is focused on training PhD students for academic jobs. Given the applied nature of the proposed USU *Anthropology and Cultural Resource Management* PhD, the Department of Sociology and Anthropology sees no major overlap between the two programs, and the University of Utah Anthropology program has provided a letter of support to that effect (see attached).

### **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.*

Several members of the current anthropology graduate faculty had extensive discussions with members of the regional cultural resource management community. Beyond these informal discussions, no external consultants were engaged for this proposal.



## Section IV: Program Details

### Graduation Standards and Number of Credits

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

Several members of the current anthropology graduate faculty had extensive discussions with members of the regional cultural resource management community. Beyond these informal discussions, no external consultants were engaged for this proposal.

### Admission Requirements

*List admission requirements specific to the proposed program.*

1. Undergraduate degree in anthropology or closely related field with a minimum 3.0 undergraduate GPA. Students may be admitted with just an undergraduate degree if they have archaeological field experience.
2. Successful completion of an archaeological field school.
3. Letter of intent identifying student background, professional objectives, and fit with department.
4. Resume/vita.
5. Transcripts from all colleges and universities attended.
6. The names and emails of three references.
7. Writing sample. International students will take either the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS).

### 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 institutional resources are in place, including a graduate program coordinator for the Anthropology program. The University Space Committee recently assigned the Anthropology program newly renovated labs and graduate student offices in the Veterinary Science and Bacteriology (VSB) building. There are five new labs in zooarchaeology, geoarchaeology, socioecological and environmental dynamics, biological anthropology, and cultural anthropology. These labs are part of the essential growth model that provide necessary infrastructure for the addition of the Anthropology and Cultural Resource Management PhD program. The Department of Sociology and Anthropology also runs and maintains the Spatial Data, Collection, Analysis, and Visualization Lab. The lab has newly renovated space in Old Main 246. New graduate student offices will accommodate the addition of PhD students. The proposed program will positively impact undergraduate course delivery by providing a pool of PhD level students to serve as teaching assistants. Finally, the Museum of Anthropology is currently part of the Department of Sociology and Anthropology. The Museum of Anthropology is a locus of community engagement, and will support training in the administration and communication domains of the proposed PhD program, as well as the Museum Administration and Collections Management Certificate. The museum preserves

archaeological and ethnographic collections from the region and across the globe to facilitate student research and training in working with material culture. The museum recently renovated its facilities to expand museum collections storage in order to support access to museum collections on loan from other institutions for research by faculty and students.

### **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.*

The Department of Sociology and Anthropology is requesting two new tenure-track positions to support the proposed graduate program, one in archaeological quantitative methods and data analytics, and a second in public archaeology. The Department also requests additional graduate student support in the form of tuition waivers and stipends.

### **Staff**

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

The existing administrative staff are sufficient to support the proposed program.

### **Student Advisement**

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

Students will form four-member committees during their first year and be advised using an annual professional development plan and evaluation. Students will meet once a year with their committee to establish goals for research, coursework, and professionalism. Prior to this annual meeting, second year (and subsequent years) students will complete an evaluation of the previous year in these three domains and share during the annual fall meeting with their committee. Committee members will also evaluate the student relative to their stated goals and discuss strengths and identify areas for improvement. Students will additionally be advised by their faculty mentor in research protocols, teaching and instruction, and code of conduct through annual compliance trainings required by campus policy.

### **Library and Information Resources**

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

The current library resources will meet the needs of the proposed 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 assessment plan for the proposed PhD involves collecting data on the following learning objective measures:

1. Students' grades in all graduate-level courses (core and elective classes).
2. Pre- and post-semester learning assessments in courses.
3. Student participation in research activities.
4. Student participation in presenting original research at local, regional, and national conferences.
5. Student completion of a PhD dissertation of original work in 12 or fewer semesters.
6. Course evaluations.
7. Employment in PhD level positions in the academy, archaeological resource management, or closely related professions.

### **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.*

#### **1. Social-Ecological Theory**

- Students will demonstrate a competency of basic theories to interpret anthropological and ecological data *and* navigate and build functioning organizations tasked with the management of resources.
- Students will demonstrate critical thinking skills by evaluating the merits of competing theories and/or developing their own theories for social-ecological and/or organizational change.

#### **2. Data Management and Analysis**

- Students will demonstrate competency in sound data collection, communicating, and archiving.
- Students will learn the basic analytical methods and programming skills necessary to analyze anthropological and ecological data sets.

#### **3. Resource Law and Economics**

- Students will demonstrate competency and critical analysis of the major federal and state laws and statutes that structure the management of resources in the United States.
- Students will demonstrate an understanding of managing budgets and designing project workflow.
- Students will demonstrate a critical understanding of models of resource conservation and the costs and benefits of conservation to the public.

#### **4. Communication, Advocacy and Ethics**

- Students will demonstrate the ability to present knowledge to diverse stakeholders via multiple media.
- Students will demonstrate the ability to advocate for resources to diverse communities.
- Students will demonstrate cultural competency and community-based participatory approaches to cultural resource management.
- Students will demonstrate competency in proposal writing for an academic or agency audience.

#### **5. Capstone Thesis/Dissertation**

- Students will demonstrate the ability to independently conceptualize, perform, and interpret research that contributes to the discipline of anthropology.

## Appendix A: Program Curriculum

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

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

|   |                       | Course Number | NEW Course | Course Title   | Credit Hours |
|---|-----------------------|---------------|------------|--|--------------|
| General Education Courses (list specific courses if recommended for this program on Degree Map) |                       |               |            |  |              |
| <b>General Education Credit Hour Sub-Total</b>  |                       |               |            |  |              |
| Required Courses  |                       |               |            |  |              |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6340     |            | Archaeology of the Desert West                             | 3            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6350     |            | Archaeological Theory                                      | 3            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6360     |            | Research Design and Quantitative Methods in Archaeology    | 3            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6390     |            | Cultural Resource Management Policy                        | 3            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6410     |            | Writing for Archaeologists                                 | 3            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6450     | ×          | Socio-Ecological Models                                    | 3            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6700     |            | Archaeology Internship                                     | 2            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6975     | ×          | Dissertation Hours   | 12           |
| <input type="radio"/>   | <input type="radio"/> |               |            |  |              |
| Choose _____ of the following courses:  |                       |               |            |  |              |
| <input type="radio"/>   | <input type="radio"/> |               |            |  |              |
| <input type="radio"/>   | <input type="radio"/> |               |            |  |              |
| Add A Group of Courses  |                       |               |            |  |              |
| <b>Required Course Credit Hour Sub-Total</b>  |                       |               |            |  | 32           |
| Elective Courses  |                       |               |            |  |              |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6250     |            | Problems in Bioarchaeology                                 | 3            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6320     |            | Zooarchaeology   | 3            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6330     |            | Geoarchaeology   | 3            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6400     |            | Collections Management                                     | 3            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6370     |            | GIS in Archaeology   | 3            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6420     |            | Lithic Analysis  | 3            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6440     | ×          | Paleodemography  | 3            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6361     | ×          | Research Design and Quantitative Methods in Archaeology II | 3            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6430     | ×          | Archaeometry   | 3            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6460     | ×          | Engaging Communities in Cultural Resource Management       | 3            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6470     | ×          | Ethics in Cultural Resource Management                     | 3            |
| <input type="radio"/>   | <input type="radio"/> | ANTH 6480     | ×          | Ceramic Analysis   | 3            |
| <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 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"/> |                       |            |              |              |
| <b>Elective Credit Hour Sub-Total</b>                 |                       |            |              | 27           |
| <b>Core Curriculum Credit Hour Sub-Total</b>          |                       |            |              | 59           |

Can students complete this degree without emphases?  Yes or  No

|   | Course Number         | NEW Course                          | Course Title   | Credit Hours |
|---|-----------------------|-------------------------------------|--|--------------|
| Name of Emphasis:                                     |                       |                                     | Archaeological Data Analytics                              |              |
| <input type="radio"/>                                 | <input type="radio"/> | <input checked="" type="checkbox"/> | Research Design and Quantitative Methods in Archaeology II | 3            |
| <input type="radio"/>                                 | <input type="radio"/> |                                     | GIS in Archaeology   | 3            |
| <input type="radio"/>                                 | <input type="radio"/> |                                     | Archaeometry   | 3            |
| <input type="radio"/>                                 | <input type="radio"/> |                                     | Data Pipeline Engineering                                  | 3            |
| <input type="radio"/>                                 | <input type="radio"/> |                                     | Advanced Python Programming for Analytics                  | 3            |
| <input type="radio"/>                                 | <input type="radio"/> | <input checked="" type="checkbox"/> | Paleodemography  | 3            |
| <input type="radio"/>                                 | <input type="radio"/> |                                     |  |              |
| <input type="button" value="Add A Group of Courses"/> |                       |                                     |  |              |
| <b>Emphasis Credit Hour Sub-Total</b>                 |                       |                                     |  | 18           |
| <b>Total Number of Credits to Complete Program</b>    |                       |                                     |  | 77           |
| <input type="button" value="Remove this emphasis"/>   |                       |                                     |  |              |

|   | Course Number         | NEW Course                          | Course Title   | Credit Hours |
|---|-----------------------|-------------------------------------|--|--------------|
| Name of Emphasis:                                     |                       |                                     | CRM Policy, Advocacy and Administration              |              |
| <input type="radio"/>                                 | <input type="radio"/> |                                     | Museum Collections Management                        | 3            |
| <input type="radio"/>                                 | <input type="radio"/> |                                     | Writing for Archaeologists                           | 3            |
| <input type="radio"/>                                 | <input type="radio"/> | <input checked="" type="checkbox"/> | Engaging Communities in Cultural Resource Management | 3            |
| <input type="radio"/>                                 | <input type="radio"/> | <input checked="" type="checkbox"/> | Ethics in Cultural Resource Management               | 3            |
| <input type="radio"/>                                 | <input type="radio"/> |                                     | Enterprise and Value Creation                        | 3            |
| <input type="radio"/>                                 | <input type="radio"/> |                                     | Accounting for Management Decision Making            | 3            |
| <input type="radio"/>                                 | <input type="radio"/> |                                     |  |              |
| <input type="radio"/>                                 | <input type="radio"/> |                                     |  |              |
| <input type="radio"/>                                 | <input type="radio"/> |                                     |  |              |
| <input type="radio"/>                                 | <input type="radio"/> |                                     |  |              |
| <input type="radio"/>                                 | <input type="radio"/> |                                     |  |              |
| <input type="button" value="Add A Group of Courses"/> |                       |                                     |  |              |

|  | Course Number | NEW Course | Course Title | Credit Hours |
|--|---------------|------------|--------------|--------------|
| <b>Emphasis Credit Hour Sub-Total</b>              |               |            |              | 18           |
| <b>Total Number of Credits to Complete Program</b> |               |            |              | 77           |
| Remove this emphasis                               |               |            |              |              |

|  | Course Number | NEW Course | Course Title  | Credit Hours |
|--|---------------|------------|---|--------------|
| Name of Emphasis                                   |               |            | Museum Administration and Collections Management    |              |
| + -  | ANTH 6400     |            | Collections Management                              | 3            |
| + -  | ANTH 6XXX     | ×          | Museum Collections, Law, Policy, and Best Practices | 3            |
| + -  | ANTH 6XXX     | ×          | Collections Handling                                | 3            |
| + -  | ANTH 6800     |            | Museum Development                                  | 3            |
| + -  |               |            |   |              |
| + -  |               |            |   |              |
| + -  |               |            |   |              |
| + -  |               |            |   |              |
| + -  |               |            |   |              |
| Choose 2 of the following courses:                 |               |            |   |              |
| + -  | ASTE 6170     |            | Volunteer Programs and Partnerships                 | 3            |
| + -  | ASTE 6180     |            | Administration and Leadership                       | 3            |
| + -  | ASTE 6220     |            | Program Planning and Evaluation                     | 3            |
| + -  | MGT 6320      |            | Leadership and Organizational Effectiveness         | 3            |
| + -  | MGT 6500      |            | Managing Individuals and Groups                     | 3            |
| + -  |               |            |   |              |
| Add A Group of Courses                             |               |            |   |              |
| <b>Emphasis Credit Hour Sub-Total</b>              |               |            |   | 18           |
| <b>Total Number of Credits to Complete Program</b> |               |            |   | 77           |
| Remove this emphasis                               |               |            |   |              |

Add An Emphasis

### Program Curriculum Narrative

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

The proposed Anthropology and Cultural Resource Management PhD program will require a minimum of 59 credit hours to graduate. (The Total Number of Credits to Complete line is incorrect in the certificate curriculum tables as the form does not correctly calculate correctly; please disregard.)

1. Required Courses -- 18 credit hours
  - a. ANTH 6340 Archaeology of the Desert West
  - b. ANTH 6350 Archaeological Theory
  - c. ANTH 6360 Research Design and Quantitative Methods in Archaeology

- d. ANTH 6390 Cultural Resource Management Policy
- e. ANTH 6410 Writing for Archaeologists
- f. ANTH 6450 Socio-Ecological Models (forthcoming; department planning to submit new course proposal)

2. Electives -- 27 credit hours

Electives include at least 27 credit hours of graduate-level anthropology elective courses. Those students pursuing an emphasis will take a minimum of nine credit hours of graduate-level anthropology elective courses in addition to:

- a. Courses listed for the Archaeological Data Analytics emphasis -- 18 credit hours
  - b. Courses listed for the Museum Administration and Collections Management emphasis -- 18 credit hours
  - c. CRM Policy, Advocacy, and Administration emphasis -- 18 credit hours.
3. Required Internship -- 2 credit hours
4. Required Dissertation -- 12 credit hours

## 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

|                         |                |                           |                |
|-------------------------|----------------|---------------------------|----------------|
| <b>First Year Fall</b>  | <b>Cr. Hr.</b> | <b>First Year Spring</b>  | <b>Cr. Hr.</b> |
|                         |                |                           |                |
|                         |                |                           |                |
|                         |                |                           |                |
|                         |                |                           |                |
| Add Courses             | Total          | Total                     | Total          |
| <b>Second Year Fall</b> | <b>Cr. Hr.</b> | <b>Second Year Spring</b> | <b>Cr. Hr.</b> |
|                         |                |                           |                |
|                         |                |                           |                |
|                         |                |                           |                |
|                         |                |                           |                |
| Add Courses             | Total          | Total                     | Total          |
| <b>Third Year Fall</b>  | <b>Cr. Hr.</b> | <b>Third Year Spring</b>  | <b>Cr. Hr.</b> |
|                         |                |                           |                |
|                         |                |                           |                |
|                         |                |                           |                |
|                         |                |                           |                |
| Add Courses             | Total          | Total                     | Total          |
| <b>Fourth Year Fall</b> | <b>Cr. Hr.</b> | <b>Fourth Year Spring</b> | <b>Cr. Hr.</b> |
|                         |                |                           |                |
|                         |                |                           |                |
|                         |                |                           |                |
|                         |                |                           |                |
| Add Courses             | Total          | 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     | 7         | 1               | 3                  |
| 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        |           |                 | 4                  |
| Staff: Full Time                      |           |                 | 1                  |
| 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  |
|--------------------------|------------|-----------|--|--------|---|--|-----------------------|
| <b>Full Time Faculty</b> |            |           |  |        |   |  |                       |
|                          | David      | Byers     | T                                      | PhD    | University of Utah                      |  |                       |
|                          | Anna       | Cohen     | TT                                     | PhD    | University of Washington                |  |                       |
|                          | Molly      | Cannon    | TT                                     | PhD    | University of Nebraska                  |  |                       |
|                          | Judson     | Finley    | T                                      | PhD    | Washington State University             |  |                       |
|                          | Jacob      | Freeman   | T                                      | PhD    | Arizona State University                |  |                       |
|                          | Patricia   | Lambert   | T                                      | PhD    | University of California, Santa Barbara |  |                       |
|                          | Tim        | Riley     | Other                                  | PhD    | Texas A&M University                    |  | Dr. Riley is th       |
|                          |            |           |  |        |   |  | Add Another Full Time |
| <b>Part Time Faculty</b> |            |           |  |        |   |  |                       |
|                          |            |           |  |        |   |  |                       |
|                          |            |           |  |        |   |  |                       |
|                          |            |           |  |        |   |  |                       |
|                          |            |           |  |        |   |  | 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     |           | 2               |                    | 1) Archaeological Data Analytics, 2) Public Archaeology | 50  |
| Faculty: Part Time with Doctorate     |           |                 |                    |   |   |
| Faculty: Full Time with Masters       |           |                 |                    |   |   |
| Faculty: Part Time with Masters       |           |                 |                    |   |   |
| Faculty: Full Time with Baccalaureate |           |                 |                    |   |   |

|                                       | # Tenured | # Tenure -Track | # Non -Tenure Track | Academic or Industry Credentials Needed             | Est. % of time to be dedicated to proposed program. |
|---------------------------------------|-----------|-----------------|---------------------|---|---|
| Faculty: Part Time with Baccalaureate |           |                 |                     |   |   |
| Teaching / Graduate Assistants        |           |                 |                     | At least two new full stipend and tuition packages. |   |
| 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 |
| <b>Student Data</b>  |   |  |  |  |        |        |
| # of Majors in Department  |   |  |  |  |        |        |
| # of Majors in Proposed Program(s)   |   | 2  | 4  | 6  | 6      | 8      |
| # of Graduates from Department   |   |  |  |  |        |        |
| # Graduates in New Program(s)  |   |  |  |  | 2      | 4      |
| <b>Department Financial Data</b>   |   |  |  |  |        |        |
|  | Department Budget                           |  |  |  |        |        |
|  | Year Preceding Implementation (Base Budget) | Year 1                                     | Year 2                                     | Year 3                                     |        |        |
|  |   | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) |        |        |
| <i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>  |   |  |  |  |        |        |
| <b>EXPENSES – nature of additional costs required for proposed program(s)</b>  |   |  |  |  |        |        |
| <i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i> |   |  |  |  |        |        |
| Personnel (Faculty & Staff Salary & Benefits)  |   |  |  |  |        |        |
| Operating Expenses (equipment, travel, resources)  |   |  |  |  |        |        |
| Other: Assistantships, Student Insurance, Other support  |   |  |  |  |        |        |
|  |   | \$48,000                                   | \$95,188                                   | \$142,782                                  |        |        |
| <b>TOTAL PROGRAM EXPENSES</b>  |   | \$48,000                                   | \$95,188                                   | \$142,782                                  |        |        |
| <b>TOTAL EXPENSES</b>  | \$0   | \$48,000                                   | \$95,188                                   | \$142,782                                  |        |        |
| <b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>  |   |  |  |  |        |        |
| <i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>  |   |  |  |  |        |        |
| Internal Reallocation  |   | \$20,000                                   | \$40,000                                   | \$60,000                                   |        |        |
| Appropriation  |   | \$20,000                                   | \$25,000                                   | \$30,000                                   |        |        |
| Special Legislative Appropriation  |   |  |  |  |        |        |
| Grants and Contracts   |   | \$10,000                                   | \$40,000                                   | \$60,000                                   |        |        |
| Special Fees   |   |  |  |  |        |        |
| Tuition  |   |  |  |  |        |        |
| Differential Tuition (requires Regents approval)   |   |  |  |  |        |        |
| <b>PROPOSED PROGRAM FUNDING</b>  |   | \$50,000                                   | \$105,000                                  | \$150,000                                  |        |        |
| <b>TOTAL DEPARTMENT FUNDING</b>  | \$0   | \$50,000                                   | \$105,000                                  | \$150,000                                  |        |        |
| <b>Difference</b>  |   |  |  |  |        |        |
| Funding - Expense  | \$0   | \$2,000                                    | \$9,812                                    | \$7,218                                    |        |        |

**Part II: Expense explanation**

**Expense Narrative**

*Describe expenses associated with the proposed program.*

Graduate Student Assistantship \$20,000 per student per year

Graduate Student Insurance \$2,397 per student per year

Travel \$600 per student per year

Publication support/Other \$800 per student per year

**Part III: Describe funding sources**

**Revenue Narrative 1**

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

Internal reallocations: Departmental Growth Funding and Departmental E&G

Appropriations: Support from College of Humanities and Social Sciences

External Grants

**Revenue Narrative 2**

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

# CHASS - Communication Studies and Philosophy - Communication Studies

## 4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

## HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

## COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)\*

CHASS

DEPARTMENT (include all cross listed departments)\*

Communication Studies and Philosophy

Current Title (if applicable)\* NA

Proposed Title\* Communication Studies

## CIP Code

Enter the Correct CIP Code by Using the Following Link:

# Classification Instruction Programs

CIP Code (6-digits) \* 09.0101

Minimum Number of  
Credits (if  
applicable)\* 12

Maximum Number of  
Credits (if  
applicable)\* 18

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

## REQUEST

### TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- 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 Certificate
  - 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 (on hold-not listed in catalog)
  - Program Discontinuation (permanent program removal)
  - 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-on hold)
  - Administrative Unit (Discontinuation-permanent unit removal)
  - Administrative Unit (New)
  - Reinstatement of Previously Suspended Administrative Unit
  - Reinstatement of Previously Discontinued Administrative Unit

**Other: (explain**

## ADDITIONAL APPROVALS (if applicable)

**Graduate Council Approval\***  Yes  
 No

**Teacher Licensure Program Approval (STEP)\***  Yes  
 No

## SECTION I: THE REQUEST

### R401 Purpose\*

The Department of Communication Studies and Philosophy in the College of Humanities and Social Sciences is proposing a minor in Communication Studies at Utah State University. The addition of this minor will complement the existing departmental communication majors (Communication Studies and Global Communication) which fill roughly 1,200 seats per semester with an additional 300+ students collectively on waitlists for CMST courses. A minor in Communication Studies would allow students who take these classes, but do not pursue a major, to earn an official credential that reflects their knowledge and skills. The minor will be available in-person on the Logan Main Campus.

## SECTION II: PROGRAM PROPOSAL

### Proposed Action & Rationale\*

Currently, the only communication-focused minor offered in the Department of Communication Studies and Philosophy is Organizational Communication, which is more specific to particular classes. Additionally, many of the students completing an Organizational Communication minor are actually seeking a more general minor in Communication Studies. Therefore, a more general minor that reflects the broader discipline would allow more flexibility for students who study more broadly across a diverse curriculum and wish to tailor a minor in a variety of ways that compliments their majors and career goals. Furthermore, the addition of a Communication Studies minor aligns with the majority of departments, which offer both a major and a minor in their primary subject area (e.g., History major and minor, English major and minor, Biology major and minor). The proposed minor in Communication Studies would require 12 credits of Communication Studies (CMST) courses composed of one 3-credit introductory class and three additional upper division courses. Half of the minor, or six credits, are required to be upper-division.

### Labor Market Demand (if applicable)

Both the *National Association and Colleges and Employers* and the *American Association of Colleges and Universities* report in their annual surveys that communication skills (e.g., building relationships, collaboration, conflict management, speaking and writing persuasively, understanding difference) are consistently ranked among the top ten skills employers want and don't see enough from in college graduates. Communication Studies courses directly address and help students build and improve upon all of these skills. Though a minor in Communication Studies is not directly related to specific jobs in the market, it is directly related to success in every occupation will enhance the employability of every student who earns it.

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

The Communication Studies minor supports USU's mission to be a premier land-grant university by training students from various disciplines to engage with diversity of thought and culture by offering additional access to academic coursework in important and applicable communication skills and practice. Additionally, students with communication competence are uniquely poised to serve those around them in their personal relationships, professional endeavors, and civic participation through empowered engagement. This minor will also be a complement to existing programs at USU.

**Finances\***

The existing faculty and courses offered by the Department of Communication Studies and Philosophy are able to support this program.

**SECTION III: CURRICULUM (if applicable)**



**Program Curriculum  
Narrative**

*Choose one required introductory course:*

CMST 1020: Public Speaking

CMST 1330: Introduction to Global Communication

CMST 2110: Interpersonal Communication


CMST 2120: Small Group Communication

*Choose three elective courses:*

At least 6 credits must be from upper division courses.

- CMST 1020 - Public Speaking (BHU)
- CMST 1330 - Introduction to Global Communication (BSS)
- CMST 2110 - Interpersonal Communication (BHU/HR)
- CMST 2120 - Small Group Communication
- CMST 2270 - Argumentation and Debate
- CMST 3020 - Advanced Public Speaking
- CMST 3050 - Technical and Professional Communication (DSS)
- CMST 3120 - Communication in Family Contexts
- CMST 3160 - Gender Communication
- CMST 3250 - Organizational Communication (CI)
- CMST 3270 - Culture and Public Discourse
- CMST 3280 - Organizations and Social Change
- CMST 3330 - Intercultural Communication (DSS)
- CMST 3400 - Persuasion (CI)
- CMST 3510 - Development and Philanthropy
- CMST 3600 - Communication and Conflict
- CMST 3730 - Culture and Global Intervention
- CMST 4200 - Language, Thought, and Action (DSS)
- CMST 4250 - Advanced Internship/Co-op
- CMST 4270 - Communication, Culture, and Power
- CMST 4330 - Advanced Perspectives in Global Communication

- CMST 4700 - Health Communication (CI)
- CMST 4750 - Health Communication Campaigns
- CMST 4760 Communication, Mental Health, and Inequity (New Course)
- CMST 4800 - Qualitative Research in Communications Studies
- CMST 4810 - Quantitative Communication Studies Research Methods (QI)
- CMST 4820 - Communication Criticism (CI)
- CMST 5000 - Studies in Communication Studies
- CMST 5100 - Theories of Communication (CI)
- CMST 5110 - Advanced Interpersonal Communication
- CMST 5250 - Environmental Communication
- CMST 5300 - Visual Rhetoric
- CMST 5400 - Advanced Persuasion
- CMST 5500 - Communication and Leadership
- CMST 5600 - Advanced Communication and Conflict

**Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

## **SUBMIT AND APPROVE THE PROPOSAL**

**Click on the SAVE ALL CHANGES button below.**

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

# CHASS HSB - Data Analytics and Information Systems Sociology and Anthropology - Archaeological Data Analytics Graduate Certificate

## 4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

### Proposal and Contact Information

#### Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

#### Contact Information:

Paul Barr, Vice-Provost (797-0718) [paul.barr@usu.edu](mailto:paul.barr@usu.edu)

**Step 1: 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 HSB

**DEPARTMENT (include all cross listed departments)\***

Data Analytics and Information Systems Sociology and Anthropology

**Current Title (if applicable)\*** New Graduate Certificate

**Proposed Title\*** Archaeological Data Analytics Graduate Certificate

**Step 2: Enter the Correct CIP Code Using the Following Website:** [Classification](#)

Step 2: Enter the correct CIP Code using the following website: [Classification of Instructional Programs](#)

CIP Code (6-digits) \* 30.1202

Minimum Number of Credits (if applicable)\* 18

Maximum Number of Credits (if applicable)\* 18

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

**Request**

Step 3: 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

**Other: (explain change)**

**Additional Approvals (if applicable)**

**Graduate Council\***  Yes  
 No

**Council on Teacher Education\***  Yes  
 No

## Section I: The Request

**R401 Purpose\*** The Archaeological Data Analytics Graduate Certificate is a hybrid-delivery certificate. The certificate is designed to prepare both fully matriculated graduate students as well as current professionals in the field wishing to enhance their portfolios to understand and implement data analytics within the context of cultural resource management activities.

## Section II: Program Proposal

**Proposed Action & Rationale\*** The proposed action combines graduate-level anthropology courses with courses offered as part of the Master of Science in Data Analytics program to provide a hybrid-delivery, cultural resource management specific data analytics certificate. The Department of Sociology and Anthropology proposes this certificate as a way to both allow industry professionals to further their qualifications and as an avenue for course credit towards earning a master's or PhD in Anthropology and Cultural Resource Management Archaeology. This certificate should draw local cultural resource managers to the Utah State University's (USU) graduate program, while at the same time, the online nature of the certificate will appeal to potential students nationwide.

**Labor Market Demand  
(if applicable)**

Federal and, in some cases, state laws require the identification and documentation of cultural resources at risk of destruction by development of public lands. Cultural Resource Management (CRM) archaeology provides industry and government agencies with private sector specialists trained to identify and assess the impact of undertakings on cultural resources. Given the pace of energy development in the American West, especially the current and future creation of vast solar and wind farms, CRM has become an important part of the environmental consulting industry in the United States. Within this context, resource managers identify and record the full range of cultural resources from prehistoric Fremont villages to historic Church of Jesus-Christ of Latter-day Saints (LDS) homesteads.

As of fall 2020, 237 principal investigators hold archaeological permits to work in Utah, with 95 of these archaeologists maintaining offices in the state. The Utah Division of State History reports that over 1,700 archaeological field projects are conducted in the state each year. Field projects vary widely in size, with small projects requiring crews of three to five employees, while most projects employ over a dozen people, and a smaller number of large projects each year employ many dozens at a time. Work extends well beyond field projects because for each person-hour spent in the field, an additional 10 hours of time is spent in the laboratory, writing reports, and performing administrative tasks to manage the business and regulatory environment in which CRM occurs. Full-time jobs in this market also often come with full benefit packages, a consideration of importance in today's world. The certificate will train students to run these businesses.

Discussions with principal investigators suggest several recommendations for what a specialized PhD level graduate program should provide:

- Curricula should recognize the much broader scope of CRM and incorporate business, ecology, and the legal/regulatory environment in which CRM archaeology exists.
- Written and verbal communication.
- Experience in the preparation of proposals and research design.
- Basic applied field techniques, including survey, mapping, GPS, GIS, and sampling.
- Basic applied techniques in data analysis, collections processing, and collections management.
- Experience in report preparation.
- Graduate curricula should provide structured mentorships or internships with CRM companies and/or government agencies.

Many of these recommendations have already been followed in the creation of the Master of Science in Anthropology degree at USU. Yet, due to the limited number of courses (9) that constitute the program, the department is currently unable to train students in the aspects of data analytics often required of modern cultural resource projects. What is needed is an opportunity to train in the curation of digital data and the analysis of large, curated data sets from the gigabytes of data now produced on an annual basis, and to do so outside of a traditional graduate program. This is critical to learn from cultural resources and to improve decision making in the future to improve the efficiency of CRM.

Individuals currently employed in the field have few options to further their education or enhance their portfolios short of enrolling in a graduate program. In this case, the proposed Archaeological Data Analytics Graduate Certificate will allow individuals seeking to enhance their portfolios a way to do so through online distance learning that is currently unavailable through any venue.

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

The proposed Archaeological Data Analytics Graduate Certificate furthers Utah State University's land-grant mission to provide practical learning that meets the needs of 21st century students and stakeholders. This graduate certificate will support the learning, discovery, and engagement components essential to fulfill USU's land-grant mission by stressing the skills and competencies needed within academic and vocational contexts.

**Finances\***

No new facilities are required for this graduate certificate. The program may increase enrollment and tuition paid to the Jon M. Huntsman School of Business.

### **Section III: Curriculum (if applicable)**

**Program Curriculum  
Narrative**

The Archaeological Data Analytics Certificate consists of 18 hours chosen from among the courses listed below. The certificate provides a dual foundation in understanding the unique properties and methodological challenges of the archaeological data and inference within the foundations of modern data science. The certificate is designed to meet students where they reside physically and intellectually, from just beginning data science to building on a 10 year career at the interface of archaeology and data science. To this end, the certificate combines courses from Anthropology (ANTH) and Data Science (DATA). The pathway chosen by students to complete their 18 credit hours will depend upon their goals, prior experience and course work in database management, python programming, archaeological data analysis, and archaeological inference. Thus, students may tailor the certificate to their career needs and goals.

Students will complete 18 hours from among the following courses:

ANTH 6360 Research Design and Quantitative Methods in Archaeology (3 credit hours)

ANTH 6361 Research Design and Quantitative Methods in Archaeology II (forthcoming department planning to submit a new course proposal) (3 credit hours)

ANTH 6370 GIS in Archaeology (3 credit hours)

ANTH 6430 Archaeometry (3 credit hours)

ANTH 6440 Paleodemography (forthcoming department planning to submit a new course proposal) (3 credit hours)

DATA 3500 Introduction to Python Programming (or DATA 6500 Advanced Python Programming with prior approval of adviser) (3 credit hours)

DATA 3330 Database Management (or DATA 6330 Data Pipeline Engineering with prior approval of adviser) (3 credit hours)

**Step 4: Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

**Step 5: Submit**

Click on the save all changes button below.

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





UtahState  
University

ACADEMIC STANDARDS SUBCOMMITTEE  
**Renee Galliher, Chair**

February 9, 2023  
3:00-4:00 p.m.  
Old Main-Champ Hall

## Minutes

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### ACADEMIC STANDARDS SUBCOMMITTEE OF THE EDUCATION POLICIES COMMITTEE

Meeting to be held February 9, 2023, from 3:00-4:00 p.m. in Champ Hall

#### MEMBERS

- Renee Galliher, Chair, Associate Vice Provost
- Paul Barr, College of Engineering
- Mykel Beorchia, Advising
- Sterling Bone, Jon M. Huntsman School of Business, joining remote
- Dan Coster, College of Science
- Fran Hopkin, Registrar's Office
- Katie Burns, Campus Recreation
- Abe Rodriguez, USUSA
- Melanie Bowen, subcommittee secretary (ex officio; not a voting member)

**Absent:** Kacy Lundstrom, University Library -no longer a member, have Michelle update membership

#### **Approval of minutes – January 12, 2023**

Motion to approve the January 12, 2023 minutes motion by Renee Galliher  
Minutes approved as distributed.

#### AGENDA

Follow-up on Academic Grievance discussion

#### ATTACHMENTS

No attachments

#### Minutes

Continued discussion about the academic grievance process.

Identified the following tasks and remaining questions.

1) clearly define the three forms of grievance that students might initiate. Current student code and catalog entries don't provide sufficient clarity.

A. Academic grievance – potential language “grieving an action that impacts the student’s academic record”; this would include course grades, graduate committee decisions, practicum or internship placements or evaluations, and other discipline-specific activities that impact the record; clearly limit grievable offenses to those that constitute a violation of faculty code 403 – faculty members retain autonomy over evaluation practices in their courses.

B. Non-academic grievance – grievance relates to non-academic aspect of student experience (e.g., housing, student services, extracurricular activities)

C. Discrimination or harassment related to a protected identity status

2) Begin to articulate process: process for B above currently functions well through the Office of the Vice President for Student Affairs, process for C above is through the Office of Equity

A. Potential process for A above

a. Student presents a written appeal of the grade/academic decision to the instructor/supervisory committee

b. If no resolution, student presents a written appeal to the academic department head; instructor/supervisory committee also submits written response to student appeal

c. If no resolution, the student’s, instructor/committee’s, and department head’s written summaries are sent to the Academic Standards Committee for review and comment

d. All written materials are sent to the Dean of the academic college for review and decision. The Dean’s decision is considered final.

3) Necessary steps

A. cursory review of academic grievance policies at other Utah and sister institutions suggests that the proposed policy is consistent with common practice. Academic standards committee will engage a more substantive review of policies at sister institutions for guidance on final recommendations.

[Grand Rapids Community College Student Academic Grievance Procedure](#) could be used as a model for Informal and/or Formal processes.

[University of Utah Regulations](#) could also be explored as a model.

B. Policy changes should start with the student code, including a name-change for Section VII of the code and adding clarity for the types of grievance and their respective procedures. Student representative and Student Affairs representative to Academic Standards Committee can initiate code revision once the necessary components are outlined.

C. Identify responsible parties and procedures: Who will guide students through the academic grievance process (Director of Student Conduct is a knowledgeable choice)? Will students, instructors, and department heads provide in-person or written (or both) perspectives?

Adjourn: 3:57 pm



February 21, 2023

8:30 – 9:30 a.m.

Champ Hall Conference Room

Zoom (Statewide)

**Present:** Matt Sanders, College of Humanities and Social Sciences (Chair)  
Harrison Kleiner, Associate Vice Provost, Connections  
Christopher Scheer, Caine College of the Arts  
Greg Podgorski, College of Science  
Beth Buyserie, Communications Literacy/Intensive  
Keri Holt, Humanities  
Toni Gibbons, Registrar's Office  
Scott Findley, Jon M. Huntsman School of Business  
David Wall, Creative Arts  
Angie Peterson, Secretary  
Mykel Beorchia, University Advising  
John Mortensen, Office of the Executive Vice President  
Kristine Miller, University Honors Program  
Thomas Fronk, College of Engineering  
Paul Barr, Office of the Provost  
David Brown, Quantitative Literacy/Intensive  
Sylvia Read, Emma Eccles Jones College of Education and Human Services  
Sandra Weingart, University Libraries  
Peter Howe, S.J. & Jessie E. Quinney College of Natural Resources  
Jim Bay, Life and Physical Sciences  
Robert Mueller, Statewide Campuses  
Anna Pechenkina, Social Sciences (substitute for Ryan Bosworth)

**Excused:** TBD, American Institutions  
Steve Nelson, USU Eastern  
Clara Alder, USUSA President  
Ryan Bosworth, Social Sciences

## AGENDA

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*Call to Order* – Matt Sanders

*Approval of Minutes* – [January 17, 2023](#)  
*Minutes approved as distributed.*

*Course Approvals/Removals/Syllabi Approvals*  
<https://usu.curriculog.com/agenda:545/form>



BSS-SW-1010 **APPROVED**

*Motion to approve SW-1010 to BSS designation made by Greg Podgorski. Seconded by Keri Holt. Designation approved.*

CI-LAEP-6060 **APPROVED**

*Motion to approve LAEP 6060 to CI designation by Robert Mueller. Seconded by Greg Podgorski. Designation approved.*

CI-DHA-Creative Art-ARTH-3215 **APPROVED**

*Motion to approve ARTH 3215 to CI designation if DHA designation is removed by Robert Mueller. Seconded by Keri Holt. Designation approved.*

DHA-Humanities-ENGL-3060 **NOT APPROVED**

*Brought to committees' attention that the course attached to proposal has did not get approved.*

DHA-Humanities-ENGL-4650 **APPROVED**

*Motion to approve ENGL4650 to a DHA designation by Keri Holt. Seconded by Anna Pachenkina. Designation approved.*

DSS-ANTH-4650 **APPROVED**

*Motion to approve ANTH 4650 to a DSS designation by Keri Holt. Seconded by Anna Pachenkina. Designation approved.*

***New Business***

**[General Education Subcommittee Proposals](#)**

Vote on policy proposals-page 1 of link

Continue discussion on whether courses can hold two depth designation and what that will look like

***Additional Items***

Discussion on breadth criteria-page 2 of link

Approved the honors model for depth courses-cross listed and team taught and teachers are there the majority of the time

Keri Holt called for motion

Greg Podgorski second

***Action item for next meeting***



**UtahStateUniversity**

**General Education Committee**

Discuss definition of Breadth

Expertise in designation areas

New R470

**Adjourn: 9:28 am**