

EDUCATIONAL POLICIES COMMITTEE AGENDA

7 February 2019

A meeting of the Educational Policies Committee will be held on 7 February 2019 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

1. *Approval of 10 January 2019 Minutes*

2. *Subcommittee Reports*

a. *Curriculum Subcommittee (Nicholas Morrison)*

Course Approvals - 63

Program Proposals

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to offer a [Minor in Hunger and Food Security Studies](#).

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

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

Request from the Department of Nursing and Health Science in the Emma Eccles Jones College of Education and Human Services to [offer a RN to BSN Completion Program](#).

Request from the Department of Mechanical and Aerospace Engineering in the College of Engineering to [offer a Minor in Mechanical Engineering](#).

Request from the College of Humanities and Social Sciences to [establish a Center for Anticipatory Intelligence](#).

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

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

b. *Academic Standards Subcommittee (Scott Bates)*

Minutes – No January meeting.

c. *General Education Subcommittee (Lee Rickords)*

[Minutes](#) – January 15, 2019

3. Other Business

EPC/Curriculum Handbook

- [Course Description Guidelines](#)
- Cross List | Dual List Courses
- [Zero Credit Courses](#)

Adjourn:

EDUCATIONAL POLICIES COMMITTEE MINUTES

10 January 2019

A meeting of the Educational Policies Committee was held on 10 January 2019 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Ed Reeve, Chair, College of Agriculture and Applied Sciences
Cathy Bullock, College of Humanities and Social Sciences
Karen Mock, S.J. & Jessie E. Quinney College of Natural Resources
Dan Coster, College of Science
Timothy Taylor, College of Engineering
Nicholas Flann, Graduate Council
Christa Haring Biel, Emma Eccles Jones College of Education and Human Services
Lee Rickords, General Education Subcommittee Chair
Sterling Bone, Jon M. Huntsman School of Business
Kristin Hall, Graduate Studies Senator
Scott Bates, Academic Standards Subcommittee Chair
Kacy Lundstrom, University Libraries
Fran Hopkin, Registrar's Office
Michele Hillard, Secretary
Nicholas Morrison, Caine College of the Arts and Curriculum Subcommittee Chair
Chenese Boyle, Academic and Instructional Services

Excused: Allie Haas, USUSA Executive Vice President
David Hole, College of Agriculture and Applied Sciences
Jaren Hunsaker, USUSA President
Michelle Fleck, USU Eastern
Shana Geffeney, Regional Campuses
Erik Thalman, Catalog Editor

I. *Approval of 6 December 2018 Minutes*

Motion to approve the 5 December minutes made by Dan Coster. Seconded by Timothy Taylor. Minutes approved as distributed.

II. *Subcommittee Reports*

a. *Curriculum Subcommittee (Nicholas Morrison)*

Course Approvals – 75 approved

Program Proposals

Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to [change the MS in International Food and Agribusiness to MS Agribusiness](#).

Request from the Department of Plants, Soils, and Climate in the College of Agriculture and Applied Sciences to [change the name of the BS from Land, Plant, and Climate Systems to Soils and Sustainable Land Systems](#).

Request from the Department of Electrical and Computer Engineering in the College of Engineering to [offer a minor in Electrical Engineering](#).

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

Tabled until next month pending further College of Science discussions.

Cross-Listed Courses Discussion ([see attached](#)) – Currently USU has 1225 cross-listed courses and there is no policy regarding these courses. Information is provided in the EPC handbook and it is recommended that we remove the term “multiple-list” and use “cross-list” instead. We should use guidelines that will keep everyone following the same process. Dual listed courses should be identical in both title description and credits. Also should require additional course work statement in the course description. Develop General Education language that covers “cross-listing” as well. Use the phrase, additional advanced work instead of “more”. Statement adding cross-listed courses must be taught each semester and must not be taught separate. Use the same guidelines for dual-listing.

Motion to approve the Curriculum Subcommittee report made by Timothy Taylor.

Seconded by Karen Mock. Report approved.

b. Academic Standards Subcommittee (Scott Bates)

Minutes – [December 19, 2018 \(attachment\)](#)

Motion to approve the Academic Standards Subcommittee report made by Dan Coster. Seconded by Lee Rickords. Report approved.

c. General Education Subcommittee (Lee Rickords)

Minutes – [December 13, 2018](#)

Motion to approve the General Education report made by Nick Morrison. Seconded by Kacy Lundstrom. Report approved.

III. Other Business

N/A

Adjourn: 3:30 pm

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

Institution Submitting Request:	Utah State University ▼
Proposed or Current Program Title:	Hunger and Food Security Studies
Sponsoring School, College, or Division:	College of Agriculture and Applied Sciences
Sponsoring Academic Department(s) or Unit(s):	Department of Nutrition, Dietetics and Food Science
Classification of Instructional Program Code¹ :	51.2208
Min/Max Credit Hours Required of Full Program:	15 / 17
Proposed Beginning Term²:	Fall ▼ 2019 ▼
Institutional Board of Trustees' Approval Date:	

<input type="checkbox"/> Certificate of Proficiency	<input type="checkbox"/> Entry-level CTE CP	<input type="checkbox"/> Mid-level CP
<input type="checkbox"/> Certificate of Completion		
<input checked="" type="checkbox"/> Minor		
<input type="checkbox"/> Graduate Certificate		
<input type="checkbox"/> K-12 Endorsement Program		
<input type="checkbox"/> NEW Emphasis for Regent-Approved Program		
<input type="checkbox"/> Out of Service Area Delivery Program		

Chief Academic Officer (or Designee) Signature:

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

_____ Date: _____

I understand that checking this box constitutes my legal signature.

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

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

**Utah System of Higher Education
Program Description - Abbreviated Template**

Section I: The Request

Utah State University requests approval to offer the following Minor: Hunger and Food Security Studies effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

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

This proposed minor requires a minimum of 15 credits and focuses on the complexity of hunger and food insecurity as it pertains to nutrition, public health, climate and the environment, sustainability, mental/physical health, and more. This minor is designed to provide interested students with a broader understanding of the complexity of hunger and the various programs, policies, and environmental changes that can reduce this significant social issue. This minor includes courses from departments across campus and as a result, this multidisciplinary minor will be available to any interested students at USU. There are very few hunger studies minors across the country. This minor is modeled after the Hunger Studies Minor at Auburn University. This minor would be unique to USU and USHE and as a result, may provide students with coursework and experience they may not receive from other institutions in the 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) and the Occupation Outlook Handbook (www.bls.gov/oco).

Labor market demands for this minor are difficult to estimate because this minor is very unique and as a result, minimal data exists. Furthermore, this minor is meant to be interdisciplinary and is not targeted towards one specific career or field. However, according to the Bureau of Labor Statistics, the job outlook for many related fields are promising (Health Educators and Community Health Workers: 16% increase; Dietitians and Nutritionists: 15% increase; Social Workers 16% increase; Environmental Specialists: 11% increase, etc). The education and training provided in this minor would supplement the education and training provided to students in their major, better preparing them for a career in their field where they will likely witness the issue of hunger and food insecurity among their clients, patients, and communities.

Consistency with Institutional Mission/Impact on Other USHE Institutions

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higher.utah.org/policies/policy312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.utah.org/policies/policy315/.

This proposed minor is consistent with the USU mission of being a student-centered land grant university that aims to serve the public. This minor aligns with past President Stan Albrecht's commitment to food and nutrition security demonstrated when he signed the President's United to Solve Hunger initiative in 2015. Through this pledge he committed to pursue activities that prioritize food and nutrition on campus including research, teaching, outreach and student engagement. This minor also aligns with the USU Extension mission aimed to improve the lives of individuals, families and communities throughout Utah. The education and training provided in this minor support several Extension programs and efforts including SNAP-Ed, EFNEP, and the Hunger Solutions Institute, all of which provide hands-on opportunities for students. In addition, faculty from several departments at USU have been involved with the development of this minor and support all effort to make this minor available and valuable for students pursuing a wide variety of majors. This minor should not impact other USHE institutions in that there are no other institutions in Utah, or even in the region, that offer a hunger studies minor. It will provide

students from various programs ranging from nutrition, dietetics, social work, sociology, and natural resources among others, with a broader knowledge-base of this complex social issue.

Finances

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

There will be no additional costs and no additional savings with this new minor. All courses are existing and will use current faculty.

Section III: Curriculum

Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					0
Required Courses					
+	-	NDFS 5010	<input type="checkbox"/>	Hunger Issues and Solutions	3
Choose 1 of the following courses:					
+	-	NDFS 4480	<input type="checkbox"/>	Community Nutrition	3
+	-	NDFS 5210	<input type="checkbox"/>	Advanced Public Health Nutrition	3
+	-	NDFS 5200	<input type="checkbox"/>	Nutritional Epidemiology	3
+	-	NDFS 5230	<input type="checkbox"/>	Communications of Current Topics in Nutrition	3
+	-	HEP 2500	<input type="checkbox"/>	Health and Wellness	2
Choose 1 of the following courses:					
+	-	HIST 3910	<input type="checkbox"/>	Health, Disease, and Medicine in North America-	3
+	-	ANTH 4130	<input type="checkbox"/>	Medical Anthropology	3
+	-	HIST 3950	<input type="checkbox"/>	Environmental History	3
+	-	ANTH 2010	<input type="checkbox"/>	Peoples of the World	3
+	-	SOC 3520	<input type="checkbox"/>	Sociology of Mental Illness	3
+	-	SOC 3330	<input type="checkbox"/>	Medical Sociology	3
+	-	ANTH 4140	<input type="checkbox"/>	Anthropology of Global Health	3
+	-	SOC 2650	<input type="checkbox"/>	Globalization	3
Choose 1 of the following courses:					
+	-	ENVS 4700	<input type="checkbox"/>	Communicating Sustainability	3
+	-	ENVS 2340	<input type="checkbox"/>	Natural Resources and Society	3
+	-	ENVS 3010	<input type="checkbox"/>	Fundamentals of Natural Resources and Environment	3
+	-	TEE 2200	<input type="checkbox"/>	Aquaponics	3
Choose 1 of the following courses:					
+	-	ASTE 2900	<input type="checkbox"/>	Food Matters: Ethics, Economics & the Environment	3
+	-	ASTE 5260	<input type="checkbox"/>	Environmental Impact of Agricultural Systems	3
+	-	GEOG 3100	<input type="checkbox"/>	Human/Environment and Geography	3
+	-	ENVS 5000	<input type="checkbox"/>	Environmental Nonprofit and Volunteer Management	3
+	-	GEOG 1800	<input type="checkbox"/>	Introduction to GIS	3
+	-	ASTE 3100	<input type="checkbox"/>	Personal and Team Leadership	3

		Course Number	NEW Course	Course Title	Credit Hours
				Add A Group of Courses	
Required Course Credit Hour Sub-Total					15
Elective Courses					
+	-		<input type="checkbox"/>		
+	-		<input type="checkbox"/>		
				Add A Group of Courses	
Elective Credit Hour Sub-Total					0
Core Curriculum Credit Hour Sub-Total					15

Program Curriculum Narrative

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

The curriculum for this minor is strategically designed to give students a broader understanding of the issue of hunger and food security, expanding upon hunger-related content they may already learn about in their major field of study. All courses in the curriculum are included to provide students with knowledge and skills that are important when working with organizations involved in hunger-relief programming and policy making. Students will be required to take NDFS 5010 Hunger Issues and Solutions which has been developed to show the complexity of hunger and the importance of understanding the wide variety of fields that influence hunger. Students will also be required to select one course from each of the following sections: Food, Nutrition, and Health; History, Sociology, and Anthropology; Resources, Climate, and Sustainability; and Geography and the Environment. The minor will require a total of 15-17 credits. One course in the Food, Nutrition and Health section is only 2 credits (HEP 2500 Health and Wellness). Students who choose to take this course will be required to take an additional 3 credit course from the curriculum course list for a total of 17 credits. All other students will complete the minor with 15 credits. All courses included in the minor have been approved by the committee of faculty who developed this minor and the course instructor or the department head.

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

Institution Submitting Request:

	<i>Current</i>	<i>Proposed (if applicable)</i>
Program Title:	Bachelor of Science in Nutrition, Dietetics and Food Sciences	
Sponsoring School, College, or Division:	College of Agriculture and Applied Sciences	
Sponsoring Academic Department(s) or Unit(s):	Nutrition, Dietetics and Food Sciences	
Classification of Instruction Program Code¹:	190501	
Min/Max Credit Hours for Full Program Required:	120	/ 120 Min Cr Hr / Max Cr Hr
Proposed Effective Term for Program Change²:	Fall	2020
Institutional Board of Trustees' Approval Date:		
Award Type:	BS	

Program Change Type (check all that apply):

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

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date: _____

I understand that checking this box constitutes my legal signature.

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

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

Program Change Description - Abbreviated Template

Section I: The Request

null requests approval to discontinue Bachelor of Science in Nutrition, Dietetics and Food Sciences effective Fall 2020. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Change Description/Rationale

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

The Department of Nutrition, Dietetics and Food Sciences (NDFS) request discontinuation of the Bachelor of Science degree in Nutrition, Dietetics and Food Sciences. The various emphasis areas with the degree have been approved and replaced by three separate Bachelor of Science degrees including: (1) BS in Nutrition; (2) BS in Dietetics, and; (3) BS in Food Science. The requirements for the new degrees are exactly the same as for the corresponding emphasis areas found under the to-be-discontinued degree.

Consistency with Institutional Mission/Institutional Impact

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

Discontinuation of the BS in Nutrition, Dietetics and Food Sciences will not impact institutional mission. The three replacement degrees lend clarity and focus to institutional mission because they are more readily recognizable to students and stakeholders across the state and region. We anticipate degree separation will enhance marketing the proposed degree to specific targeted groups of potential students.

Impact of Discontinuation

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

Enrollment into the degree is currently suspended, and current students in the degree will be matriculated into the appropriate new degree consistent with their emphasis area. Discontinuation of the degree will have no impact on students' degree completion, and will not require any adjustments to administrative or organizational structure of USU or the Utah System of Higher Education.

Finances

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

No new costs or savings are anticipated.

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

Institution Submitting Request: Utah State University

Program Title: *Current* Parks and Recreation *Proposed (if applicable)* Recreation Management

Sponsoring School, College, or Division: Utah State University, Emma Eccles Jones College of Education & Human Services

Sponsoring Academic Department(s) or Unit(s): Kinesiology and Health Science

Classification of Instruction Program Code¹: 36.0101

Min/Max Credit Hours for Full Program Required: 53 / 53 /

Proposed Effective Term for Program Change²: Fall 2019

Institutional Board of Trustees' Approval Date:

Award Type: BS

Program Change Type (check all that apply):

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

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

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

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

Program Change Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to change name from Parks and Recreation to Recreation Management effective Fall 2019. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Change Description/Rationale

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

It is proposed that the Parks and Recreation Program name be changed to Recreation Management Program and the prefix for the courses be changed from PRP to RMP. This course is delivered face-to-face on the Logan Campus. The faculty of the Parks and Recreation Program both tenure track, lecturer and adjunct discussed and agreed on the name change from Parks and Recreation to Recreation Management. This decision was introduced to the Kinesiology and Health Science Faculty in a faculty meeting on Nov 15th and supported there.

This program name change more clearly aligns with the curriculum and career trajectory of students in the field of recreation. While some recreation management students go on to work with local, state, and federal parks, many student work in settings beyond parks including (but not limited to) recreation departments, sport and fitness centers, chambers of commerce, convention centers, and professional sport organizations.

Consistency with Institutional Mission/Institutional Impact

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

The proposed name change will assist the program in being more student-centered and will provide more diversity of opportunities for our students. Faculty and staff structures will not be impacted by this proposed change.

Finances

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

There will be no budgetary impact on this program or any other program or unit within the institution.

Institution Submitting Proposal: Utah State University

College, School or Division in Which Program/Administrative Unit Will Be Located: CEHS

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located: KHS

Program/Administrative Unit Title: Parks and Recreation Program

Recommended Classification of Instructional Programs (CIP) Code: 3 6 . 0 1 0 1

Certificate, and/or Degree(s) to Be Awarded: B.S.

Proposed Beginning Date: Fall 2019

Institutional Signatures (as appropriate):

Department Head



Career and Technical Education Director

Dean



Graduate School Dean

Date:

Fall 2019

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

Institution Submitting Request: Utah State University
Proposed Program Title: RN to BSN Completion Program
Sponsoring School, College, or Division: College of Education and Human Services
Sponsoring Academic Department(s) or Unit(s): Department of Nursing and Health Professions
Classification of Instructional Program Code¹ : 51.3801
Min/Max Credit Hours Required of Full Program: 122 / 125
Proposed Beginning Term²: Fall 2020
Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

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

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

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

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Baccalaureate degree(s): RN to BSN Completion Program effective Fall 2020. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

Utah State University proposes to offer an online bachelor of science in nursing (BSN) degree completion program. Students enrolled in the program will be registered nurses who have completed an associate degree in nursing. The online format for the RN to BSN completion program was chosen as most, if not all students enrolled in the program will be working as registered nurses in their communities. Students may progress full-time or part-time through the program. If general education requirements previously have been fulfilled, full-time students can complete the program in two semesters. The curriculum is based on professional standards and guidelines for baccalaureate-prepared nurses and includes courses in professional nursing practice, population health, nursing leadership, informatics, nursing research, advanced health assessment, and gerontological nursing.

The RN to BSN completion program will provide opportunities for its graduates to advance in their careers, earn higher salaries, work as supervisors or managers, and work in areas usually restricted to baccalaureate-prepared registered nurses such as public health and veterans' healthcare facilities. Graduates of the program also will be prepared to advance their education to become nurse practitioners, clinical nurse specialists, certified nurse midwives, certified registered nurse anesthetists, nurse educators, and nurse administrators.

Consistency with Institutional Mission

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

The mission of Utah State University is to be a premier student centric university that serves the Utah public through learning, discovery, and engagement. The RN to BSN completion program will help to achieve that mission by providing students with greater accessibility to nursing education in the state.

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.

With the merger of the College of Eastern Utah in 2010, USU obtained accredited nursing programs. Since that time, students have been able to prepare as licensed practical nurses (LPNs) through a certificate of completion program and registered nurses (RNs) through an associate of applied science degree program. USU offers practical nursing (PN) programs in Price, Blanding, and Moab and RN programs in Price, Blanding, Moab, Tooele, and Uintah Basin. USU began a pre-licensure BSN program on its Logan campus in fall 2017 following Board of Regents approval in March 2017. The proposed RN to BSN completion program will provide an opportunity for graduates of USU's AAS nursing program to continue their undergraduate nursing education at USU. With the addition of the proposed RN to BSN completion program, USU will be able to offer the full complement of undergraduate nursing education at the PN certificate, AAS in nursing degree, pre-licensure BSN degree, and RN to BSN completion degree levels.

Labor Market Demand

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

The state of Utah and the U.S. are facing another nursing shortage. According to the Department of Labor, Bureau of Labor Statistics, employment for nurses will increase by 15% between 2016 to 2026, much faster than the average for all occupations. At the same time, over a half million registered nurses are projected to leave the workforce. In Utah, the Department of Workforce Services anticipates a rise in registered nurse job openings. Annually, nearly one thousand openings for registered nurses are anticipated over the next 15 years.

With the increased need for registered nurses comes a call for nurses with more education. Newly graduated nurses with associate degrees are still being hired in many facilities, but jobs are not as easy to find for new associate degree nursing graduates. More nurses with bachelor's degrees are being hired by the health care industry than in the past. The Department of Workforce Services notes in their employment projections that registered nurses with baccalaureate degrees will have better job prospects than nurses who do not have baccalaureate degrees. Currently, Intermountain Healthcare facilities are giving preference to hiring registered nurses who have BSNs. Similarly, the Veteran's Administration typically does not hire RNs unless they have a baccalaureate degree or higher. In its Future of Nursing report in 2011, the Institute of Medicine recommended that 80% of registered nurses have a baccalaureate degree by 2020. The report noted that in order for nurses to better meet the needs of the population as patient needs and care environments become more complex, nurses must attain requisite competencies to deliver high quality care by achieving higher levels of education.

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 American Association of Colleges of Nursing reported that in the 2013-2014 academic year, over fifty thousand qualified applicants to baccalaureate nursing programs were not accepted due to lack of program capacity. According to the National League for Nursing, 33% of qualified program applicants were not admitted to BSN programs in 2016. This indicates a substantial student demand for BSN programs.

Approximately 50 students graduate each year from USU's AAS in nursing program at regional campuses. The BSN completion program will provide the opportunity for students to obtain a BSN degree while remaining and working as registered nurses in their communities. Responses to a survey of students enrolled in the USU AAS nursing program in September 2016 indicated that 37 out of 40 or 92.5% of respondents were planning to obtain a BSN degree. Furthermore, 35 out of 40 or 87.5% responded that they would attend an online RN to BSN completion program at USU if it offered one, with 12.5% responding as unsure.

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)?

Five USHE institutions offer an RN to BSN completion program: Dixie State University (online), Southern Utah University (hybrid), University of Utah (online), Utah Valley University (online), and Weber State University (hybrid). USU's proposed BSN completion program complements other USHE programs in its similarity in curriculum. Should students need to transfer to USU's RN to BSN completion program, they will be able to seamlessly transfer courses completed in a BSN completion program at other USHE institutions, as well as conversely: from USU's RN to BSN completion program to other USHE programs. The proposed program also is intended to serve the approximately 50 students who graduate each year from USU's associate of applied science in nursing program offered at USU-Eastern in Blanding and Price, and three regional campuses. The fully online format for the proposed program better serves the graduates who tend to remain and live in their local communities than does a hybrid format that requires attendance in face-to-face instruction.

Collaboration with and Impact on Other USHE Institutions

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

The proposed program should have minimal, if any, impact on other USHE institutions, as there is an abundance of qualified students applying to existing BSN programs. Implementation of this program should not limit the ability of existing programs to continue to enroll the desired number of qualified students. As this proposal was being developed, inquiries were made to the Dixie State University, Weber State University, University of Utah, and Utah Valley University nursing programs. Although their BSN completion programs currently accept all qualified students who apply, the consensus is that there is room for more.

External Review and Accreditation

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

A variety of nursing education standards were reviewed in developing the curriculum including The Essentials of Baccalaureate Education for Professional Nursing Practice by the American Association of Colleges of Nursing, and Quality and Safety Education for Nurses (QSEN) comprehensive competencies arising from a national initiative funded by the Robert Wood Johnson Foundation. The RN to BSN completion program curriculum includes many of the same courses as USU's pre-licensure BSN program curriculum.

The USU practical nurse and associate degree nursing programs currently are accredited by the Accreditation Commission for Education in Nursing (ACEN). USU's pre-licensure BSN program is a candidate for accreditation by ACEN, with the initial accreditation site visit completed during October 16-18, 2018. ACEN awards accreditation at the degree level. Therefore, a separate application for accreditation for the RN to BSN completion program will not be necessary if the pre-licensure program is awarded ACEN accreditation. A substantive change report to ACEN will be required six months prior to implementation of the BSN completion program. The Utah Board of Nursing has no regulatory authority over nursing programs that maintain accreditation. RN to BSN completion program curricula from similar universities within the state and region were evaluated and considered in developing the course plan.

Section IV: Program Details

Graduation Standards and Number of Credits

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

Students will complete the program in 122 to 125 credits. Students who previously have fulfilled general education requirements can complete the program in two semesters of full-time study. Courses meet the baccalaureate degree requirements mandated by USHE, and fall within acceptable guidelines of the Accreditation Commission for Education in Nurses. Students will be required to achieve a B- or better in each nursing course for graduation from the program, and maintain an overall GPA of 3.0 or higher.

Admission Requirements

List admission requirements specific to the proposed program.

In order to be admitted to the program, students will be required to:

1. Earn an associate degree of nursing from an accredited nursing program;
2. Hold current registered nurse licensure;
3. Complete associate degree nursing courses with a minimum grade of B-, and have an overall nursing course GPA of 3.0 or higher; and
4. Write an essay on the meaning of professional nursing, nursing's contribution to health care, and their goals as a professional nurse.

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?

USU has made nursing education programs a priority, and provided extensive support and resources for the current nursing programs. This includes the formation of the Department of Nursing and Health Professions, which was approved by the Board of Regents in July 2014. The head of the Department of Nursing and Health Professions is a nurse educator with extensive experience in developing and administering BSN programs. She will serve as the program administrator for the BSN pre-licensure and completion programs. The Department of Nursing and Health Professions is in the Emma Eccles Jones College of Education and Human Services. The College is well situated to handle the proposed nursing program, as it is currently the home for many clinical and human service programs. Courses were chosen to meet the specific curriculum outcomes and to fulfill USHE criteria for graduation. General education and support courses for the program are in place and offered online regularly through USU. Additionally, technology and instructional support is abundantly available for faculty and students in an online teaching-learning environment.

Faculty

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

Faculty will be in place to support the program. Faculty currently teaching in the pre-licensure BSN program also are qualified to teach in the RN to BSN completion program. As all except four courses are shared between the pre-licensure and completion programs, it is anticipated that the addition of one full-time faculty will be needed for the RN to BSN completion program in its first year.

Staff

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

Existing administrative staff and an advisor are in place in the Department of Nursing and Health Professions to support the program. Secretarial support will be provided by the current staff assistant position in the department.

Student Advisement

Describe how students in the proposed program will be advised.

A full-time advisor currently works for the department and will continue to provide student advising in the baccalaureate nursing programs. A peer advisor assists the full-time advisor. It is projected that initially the advisor and peer advisor will adequately meet the needs of students in the pre-licensure BSN program and proposed RN to BSN completion program. As necessitated by increases in program enrollment, a second advisor will be hired. Funding is in place for the second advisor position.

Library and Information Resources

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

Library resources were acquired with the implementation of the pre-licensure BSN program in fall 2017. The library resources are adequate to address the needs of the proposed RN to BSN completion program including an abundance of online

databases offered through the Merrill-Crazier Library providing access to leading nursing and health care journals.

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 Accreditation Commission for Education in Nursing (ACEN) requires program review on a regular, continuing basis. In order to meet this requirement, the program will develop a systematic plan of evaluation that addresses achievement of end-of-program student learning outcomes and program outcomes. The systematic plan of evaluation will be used to guide decision-making in the program and provide a mechanism for continuous program assessment and quality improvement.

Program outcomes and expected levels of achievement are:

1. Program completion rates: 75% of full-time students will graduate from the RN to BSN completion program in 3 semesters after beginning the first nursing course; and 85% of part-time BSN students will graduate from the RN to BSN completion program in 6 semesters after beginning the first nursing course.
2. Employment rates: 90% of program graduates will be employed or continue employment as a registered nurse within 6 to 12 months following graduation from the program.
3. Career advancement: 90% of program graduates who seek advancement in their careers as registered nurses are able to advance in their career within 6 to 12 months following graduation from the program.
4. Graduate education: 90% of program graduates who seek graduate education in nursing are enrolled in a graduate nursing program within 6 to 12 months following graduation from the program.
5. Program satisfaction: On the student exit survey, 85% of program graduates strongly agree or agree that they are satisfied with the education they received in the RN to BSN completion program.

Student Standards of Performance

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

The end-of-program student learning outcomes are consistent with contemporary nursing practice, and were developed by applying established professional nursing standards, guidelines, and competencies including the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice, and Quality and Safety Education for Nurses (QSEN) competencies. The end-of-program student learning outcomes arise from eight curricular outcome areas, or threads, noted in parenthesis following each student learning outcome.

Upon completion of the program, students will be able to:

1. Integrate reliable evidence from multiple perspectives to inform safe nursing practice and make reasonable clinical decision. (Critical Thinking)
2. Synthesize knowledge from nursing and a liberal education in the planning and provision of nursing care across the lifespan and continuum of health care environments. (Holism)
3. Employ the nursing process and patient care technologies and information systems to support safe nursing practice. (Nursing Process and Safety)
4. Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations. (Communication)
5. Apply ethical and legal standards of professional nursing including accountability and responsibility in the provision of professional nursing care. (Ethics)
6. Integrate leadership and management skills, and knowledge of health care policy, regulatory processes, and cost effectiveness for the improvement of quality care and patient safety. (Advocacy and Leadership)
7. Incorporate principles of health education, promotion, and disease prevention in the professional nursing care of individuals,

families, communities, and populations. (Education and Health Promotion)

8. Value caring, respect, dignity, hope, and the human spirit in the provision of professional nursing care. (Respectful Care)

The end-of-program student learning outcomes will be used to organize the curriculum, guide the delivery of instruction, and direct learning activities and evaluation methodologies. Course student learning outcomes will relate to end-of-program student learning outcomes. Formative assessment in courses will include quizzes, instructor-created examinations, standardized examinations, evidence-based practice/research papers, practicum evaluation, leadership project, and community assessment. Student achievement of end-of-program student learning outcomes will be assessed with direct and indirect measures including a student exit survey, capstone portfolio, and capstone project.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					30
Required Courses					
+	-			Associate Degree in Nursing	64
+	-	NURS 3000	×	Professional Nursing Practice	2
+	-	NURS 3210		Population Health & Prevention	3
+	-	NURS 3215		Population Health & Prevention Practicum	2
+	-	NURS 3230		Evidence-based Health Care	3
+	-	NURS 3240		Health Information Management & Technology	2
+	-	NURS 3300	×	Advanced Health Assessment & Promotion	2
+	-	NURS 4010		Leadership, Management, & Policy in Health Care	4
+	-	NURS 4100	×	Nursing Care of the Aging Adult	2
+	-	NURS 4210		Nursing Capstone	2
+	-	NURS 4215		Nursing Capstone Practicum	4
+	-	NURS 4300	×	Issues and Trends in Health Care	2
Required Course Credit Hour Sub-Total					92
Elective Courses					
+	-	NURS 4250		Advanced Internship/Co-op	3
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
Elective Credit Hour Sub-Total					3
Core Curriculum Credit Hour Sub-Total					125

Program Curriculum Narrative

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

Credit hours required for general education requirements may vary depending on student entry into the RN to BSN completion program with an associate of applied science versus an associate of arts or science in nursing degree. NURS 4250 Advanced Internship/Co-op is intended for those students who may need additional credits for upper division credit requirements.

Degree Map

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

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 1010 Intro to Writing (CL1)	3	BIOL 2420 Human Physiology	4
HDFS 1500 Human Development (BSS/Explor)	3	CHEM 1110 (BPS)	4
BIOL 2320 Human Anatomy	4	STAT 1040 (or STAT 1045 5 credits) (QL)	3
Breadth Humanities (BHU)	3	Breadth American Institutions (BAI)	3
Breadth Creative Arts (BCA)	3		
Total	16	Total	14
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
NURS 1010 Intro to Nursing	2	NURS 1042 Family Nursing 1	1
NURS 1020 Fundamental Concepts of Nursing	4	NURS 1122 Family Nursing 2	1
NURS 1030 Fund. Concepts of Nursing Clinical	4	NURS 1220 Nursing Process 1	3
NURS 1110 Pharmacology 1	1	NURS 1230 Nursing Process 1 Clinical	4
NFDS 1020 Human Nutrition (BLS)	3	NURS 1240 Pharmacology 2	1
		ENGL 2010 Research Writing (CL2)	3
		PSY 1010 General Psychology (BSS/Explor)	3
Total	14	Total	16
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
NURS 2020 Nursing Process 2	5	NURS 2220 Manager of Care	5
NURS 2030 Nursing Process 2 Clinical	5	NURS 2230 Manager of Care Clinical	5
NURS 2140 Advanced Family Nursing 1	1	NURS 2240 Advanced Family Nursing 2	1
NURS 2500 Pathophysiology for Nurses	3	Depth Social Sciences (DSS)	3
Depth Humanities & Creative Arts (DHA)	3		
Total	17	Total	14
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
NURS 3000 Professional Nursing Practice	2	NURS 3210/15 Pop Health/Practicum (CI)	5
NURS 3230 Evidence-based Health Care (QI)	3	NURS 4210 Nursing Capstone/Practicum	6
NURS 3240 Health Info Manage & Tech	2	NURS 4300 Trends & Issues in Health Care	2
NURS 3300 Advanced Health Assess & Promot	2	HEP 3600 Intro to Community Health (CI)	3
NURS 4010 Leadership, Management, & Policy	4		
NURS 4100 Nursing Care of the Aging Adult	2		
Total	15	Total	16

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate			1
Faculty: Part Time with Doctorate			1
Faculty: Full Time with Masters			3
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	////	////	
Staff: Full Time			2
Staff: Part Time			1

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Carma	Miller	Other	DNP	University of Utah	10%	Prof.Practice
	Callie	Bosworth	Other	MSN	Western Governor's University	25%	Prof.Practice
	Adam	Hunsaker	Other	MSN	University of Utah	25%	Prof.Practice
	Aubrey	Johnson	Other	MSN	Western Governor's University	25%	Prof.Practice
Part Time Faculty							
	Carole	Grady	Other	EdD	Utah State University	100%	Prof.Practice

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		1			50%
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters			1	Master's of Science in Nursing	50%
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////	////			
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	73	113	132	152	170	180
# of Majors in Proposed Program(s)		30	40	50	50	60
# of Graduates from Department	73	113	132	152	170	180
# Graduates in New Program(s)		30	40	50	50	60
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)		\$85,560	\$171,120	\$226,320		
Operating Expenses (equipment, travel, resources)		\$20,000	\$20,000	\$20,000		
Other:						
TOTAL PROGRAM EXPENSES		\$105,560	\$191,120	\$246,320		
TOTAL EXPENSES	\$0	\$105,560	\$191,120	\$246,320		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation		\$105,560	\$191,120	\$246,320		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$105,560	\$191,120	\$246,320		
TOTAL DEPARTMENT FUNDING	\$0	\$105,560	\$191,120	\$246,320		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

One additional full-time faculty will be hired in Year One; a second additional full-time faculty will be hired in Year Two; and a full-time advisor hired in Year Three. The additional full-time faculty will provide instruction in the pre-licensure BSN program and RN to BSN completion program. Similarly, the additional full-time advisor will provide advisement for pre-licensure and completion BSN program students. Operating expenses include office supplies, office equipment, and faculty development funding and travel.

Part III: Describe funding sources

Revenue Narrative 1

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

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Utah State University was awarded \$1,614,900 in workforce funding by the 2018 Utah State Legislature. Of the total workforce funding, \$948,400 was earmarked for nursing, health, and wellness programs with \$569,046 allocated to the nursing program for expansion of its BSN program, including the addition of the RN to BSN completion program.

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

Institution Submitting Request: Utah State University

Proposed or Current Program Title: Mechanical and Aerospace Engineering

Sponsoring School, College, or Division: Engineering

Sponsoring Academic Department(s) or Unit(s): Mechanical and Aerospace Engineering

Classification of Instructional Program Code¹ : 14.1901

Min/Max Credit Hours Required of Full Program: 15 / 15

Proposed Beginning Term²: Fall 2019

Institutional Board of Trustees' Approval Date:

<input type="checkbox"/> Certificate of Proficiency	<input type="checkbox"/> Entry-level CTE CP	<input type="checkbox"/> Mid-level CP
<input type="checkbox"/> Certificate of Completion		
<input checked="" type="checkbox"/> Minor		
<input type="checkbox"/> Graduate Certificate		
<input type="checkbox"/> K-12 Endorsement Program		
<input type="checkbox"/> NEW Emphasis for Regent-Approved Program		
<input type="checkbox"/> Out of Service Area Delivery Program		

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

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

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

**Utah System of Higher Education
Program Description - Abbreviated Template**

Section I: The Request

Utah State University requests approval to offer the following Minor: Mechanical and Aerospace Engineering effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

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

There is a strong demand from industry for electrical engineers to have a better background in mechanical engineering topics. To address this need, the Mechanical and Aerospace Engineering Department developed the proposed requirements for a Minor in Mechanical Engineering. The program consists of existing classes (no new classes needed).

This need was first mentioned to us by our industrial advisory board. In addition, the following article: <https://www.asme.org/engineering-topics/articles/technology-and-society/does-silicon-valley-have-enough-engineers> outlines the need for cross disciplinary electrical engineers with a better background in mechanical engineering and similarly mechanical engineers with a better background in electrical engineering. The article states that "someone who has experience with industrial assets and mechanical engineering as well as IT skills will be the most sought after... Those people are not easy to find." Both the Mechanical and Electrical engineering departments at USU are developing minors to their BS degree programs to address this need. We currently have Electrical Engineering students taking classes from the Mechanical Engineering department and Mechanical Engineering students taking Electrical Engineering classes to make themselves more attractive to potential employers. What is lacking is formal recognition of these efforts on the students transcripts.

There is also interest from students in the Biological Engineering for a minor in Mechanical Engineering. This minor would be appropriate for any students in the engineering or physics programs at USU. Currently the Mechanical Engineering Departments at the University of Utah and the University of Idaho offer minors in their departments.

Labor Market Demand

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

According to <https://jobs.utah.gov/jsp/utalmis/#/occupation/17-2141.00/report> website, both Mechanical and Electrical Engineers have a 5 star rating for Occupation Outlook. Our graduates currently don't have difficulty finding good paying jobs. As mentioned above, students with cross disciplinary backgrounds are highly sought after on both a state and national level. Putting forth this minor is a way for students to get that recognized for their cross disciplinary background.

Consistency with Institutional Mission/Impact on Other USHE Institutions

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

This minor would only be available at Utah State University and would be consistent with the institution's mission, roles, and goals.

Finances

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

No additional costs are anticipated with this change. The number of students anticipated to participate in the minor will be small enough to fit into our current class enrollments.

Section III: Curriculum

Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					0
Required Courses					
+	-	ENGR 2010		Engineering Mechanics Statics	3
+	-	ENGR 2030		Engineering Mechanics Dynamics	3
+	-	ENGR 2140		Mechanics of Materials	3
+	-	MAE 2300		Thermodynamics	3
Required Course Credit Hour Sub-Total					12
Elective Courses					
+	-	MAE 3040		Mechanics of Solids	3
+	-	MAE 3340		Instrumentation and Measurements	3
+	-	MAE 3420		Fluid Mechanics	3
+	-	MAE 5300		Vibrations	3
+	-	MAE 5310		Dynamic Systems and Controls	3
+	-	ECE 5310		Control Systems	3
+	-	MAE 5320		Mechatronics	3
+	-	ECE 5320		Mechatronics	3
+	-	MAE 5350		Kinematics	3
+	-	MAE 5360		Advanced Dynamics	3
Elective Credit Hour Sub-Total					3
Core Curriculum Credit Hour Sub-Total					15

Program Curriculum Narrative

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

Only one course from the above elective course list needs to be taken. No course may be applied toward a minor in Mechanical Engineering with an earned grade of less than C-. No course may be repeated more than one time to improve the grade to a C- or better. Courses for Mechanical Engineering Minors may not be taken on a Pass/ Fail Basis.

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

A typical degree map could be as follows:

Year 1

Fall Semester - ENGR 2010 (Statics), 3 credits

Spring Semester - ENGR 2030 (Dynamics), 3 credits

Summer Semester - ENGR 2140 (Mechanics of Solids), 3 credits

Year 2

Fall Semester - MAE 5310 (Control Systems), 3 credits

Spring Semester - MAE 2300 (Thermodynamics), 3 credits

It is noted that ENGR 2010, 2030, and 2140 and MAE 2300 are currently taught every semester (including summer in most years) giving flexibility. Completing all the required classes for the minor will satisfy the prerequisites for all of the elective classes listed.

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

Institution Submitting Request: Utah State University

Proposed Effective Date¹: 05/01/2019

Institutional Board of Trustees' Approval Date:

Proposed Unit Title: Center for Anticipatory Intelligence

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

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

Proposed Unit Type:

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

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

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

New Unit Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to establish Center for Anticipatory Intelligence effective 05/01/2019. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Administrative Unit Description/Rationale

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

Unit description. The Center for Anticipatory Intelligence (CAI) envisions an interdisciplinary consortium between faculty in the College of Humanities and Social Sciences, the College of Science, and the College of Engineering focusing on innovative, cross-disciplinary approaches to examining the national security, commercial security, and individual security issues that are affecting a broad range of fields and industries as result of emerging technology. The CAI will serve as a collaborative forum for STEM and social science faculty and as a facilitating entity for the Anticipatory Intelligence graduate and undergraduate emphasis programs (R401s also in process) housed under the College of Humanities and Social Sciences. Faculty associated with the Center will be those with interests in: studying the nexus of national security, cybersecurity, and data analytics; understanding the progressively interconnected fate of the public and private sectors in security issues; helping students in various fields of study anticipate emergent security concerns beyond the training and focus of current discipline and industry leaders; and exploring models of building resilience against emergent threats or the unintended consequences of advancing technology.

Institutional procedures. The concept of an interdisciplinary program that would fuse the expertise of STEM professionals with that of social scientists has existed at Utah State University for at least 10 years, first sparked when USU's university-affiliated research center Space Dynamics Laboratory (SDL) raised the concept with the Department of Political Science. A confluence of factors emerged in mid-2017 to start growing this concept into reality: a vision for an academic center focused on cross-disciplinary security studies, captured in the term "anticipatory intelligence"; college leadership in the College of Humanities and Social Sciences to champion creation of the Center, and personnel with sufficient experience to develop the Center and associated academic programs. The CAI leadership team conducted extensive coordination with faculty and leadership in CHASS, the College of Science, and the College of Engineering in standing up the concept and infrastructure for the CAI over the course of 2018-early 2019.

Similar units, institutional benefit. No other USHE institution has a unit examining the unique interdisciplinary blend of hard- and soft-science, private- and public-sector oriented security studies that we are proposing in the Center for Anticipatory Intelligence. Utah Valley University's Center for National Security Studies (CNSS) is the nearest cousin in the state, offering a traditional national security curriculum limited to undergraduate students, but CNSS director Ryan Vogel has affirmed that the CAI and CNSS do not present overlapping or duplicated missions and are in fact very well positioned to complement and collaborate with one another. The proposed Center for Anticipatory Intelligence—with its coequal emphasis on national and commercial security, cybersecurity, and data analytics—is unique on a national level. Public sector officials with whom our team has engaged in the Pentagon, Army Futures Command, Federal Bureau of Investigation, Idaho National Laboratory, and Utah National Guard have indicated to us the unprecedented nature of our initiative and have emphasized the pressing need for contributions from this type of leading-edge, cross-disciplinary consortium. Academic directors of top-ranked traditional national security programs with whom our leadership team has spoken at the Bush School of Public Service (Texas A&M), Johns Hopkins University, and National Intelligence University have indicated to us that our model for the CAI represents groundbreaking work unmatched by their own institutions in the critical integration of emergent technology into security studies. In standing up the Center for Anticipatory Intelligence, this proposal is bringing a truly innovative academic unit to Utah higher education and supporting Utah State University's continued growth as a national higher education leader and standard-setter in the domain of interdisciplinary security studies.

Consistency with Institutional Mission/Institutional Impact

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

Institutional mission. The Center for Anticipatory Intelligence's model for a cross-disciplinary consortium actively supports USU's institutional mission to "cultivate diversity of thought and culture" by broadening the horizons of faculty and students who want to gain a strategic-level understanding of how divergent sectors—ranging from the life sciences and commercial banking to government intelligence—are increasingly interconnected and affected by evolving security challenges in the modern world. The CAI's mission is directly in line with USU's role as a research university whose charge includes academic research and teaching that "contributes to the quality of life and economic development at the local, state, and national levels." Students taught and mentored by CAI-affiliated faculty will emerge from USU classrooms qualified to help public sector institutions and private sector enterprises safeguard against emergent threats to economic health, security, and quality of life. Finally, faculty and students engaged with CAI research or CHASS's CAI-facilitated Anticipatory Intelligence emphasis programs will be uniquely equipped to serve the public by helping build resilience against future "failures of imagination" that could have life-changing consequences for local communities and enterprises.

Administration, staff, faculty. The Center for Anticipatory Intelligence will be housed within the College of Humanities and Social Sciences and have one full-time staff person, the CAI Program Manager. This FTE has already been hired within CHASS, funded by the college on a pilot basis while ongoing funding is sought for the Center. Other business and administrative support for the Center will be provided by existing CHASS staff, requiring no new administrative personnel or structures in the near- to medium-term. Faculty associated with the Center will do so with the support of their individual departments.

Finances

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

The College of Humanities and Social Sciences has offered two-year initial funding, in concert with a meaningful financial contribution from the USU central administration, for the joint appointment (SDL-CHASS) of one member of the CAI leadership and for the Program Manager position. In addition, the Department of Mathematics and Statistics and the Department of Electrical and Computer Engineering have helped support costs for travel and guest speakers in the pilot courses of the Anticipatory Intelligence emphasis programs. Establishing the Center for Anticipatory Intelligence will not require modifications to existing facilities or equipment and is not expected to have budgetary impact on other programs or units within Utah State University.

Development efforts are underway in order to grow the scope of the Center over time. The CAI leadership team is coordinating with Neil Abercrombie on development efforts with the state legislature and is pursuing funding from the private sector, private foundations, and National Science Foundation awards including the Innovation in Graduate Education grant. Another particularly promising avenue is a joint application with Utah Valley University for the Intelligence Community Center of Academic Excellence grant, which if successful would be awarded September 2019. Alongside these development efforts, the CAI leadership team is developing a surplus-producing "short course" program—which offers a condensed capture of relevant components of the Anticipatory Intelligence emphasis program—for mid-career Utah professionals in key fields including law enforcement, military, and community leadership. The first of these short courses is due to be rolled out during Spring 2019.

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

Institution Submitting Request: Utah State University

Proposed or Current Program Title: Anticipatory Intelligence Emphasis [Undergraduate]

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

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

Classification of Instructional Program Code¹ : 45.0902

Min/Max Credit Hours Required of Full Program: 6 / 12

Proposed Beginning Term²: Spring 2019

Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input checked="" type="checkbox"/>	NEW Emphasis for Regent-Approved Program				
	<i>Current Program BOR Approval Date:</i>				
	<i>Proposed Emphasis Title</i>		Anticipatory Intelligence		
	<i>Credit Hours for NEW Emphasis Only:</i>		6 / 12		
	Propose a NEW Emphasis				
<input type="checkbox"/>	Out of Service Area Delivery Program				

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date: _____

I understand that checking this box constitutes my legal signature.

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

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

**Utah System of Higher Education
Program Description - Abbreviated Template**

Section I: The Request

Utah State University requests approval to offer the following Degree: Anticipatory Intelligence Emphasis [Undergraduate] with emphases effective Spring 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

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

Program description. The Anticipatory Intelligence undergraduate emphasis is designed to offer students across multiple fields a sophisticated, cross-disciplinary grasp of the security concerns that are increasingly affecting their own fields and industries as a result of emerging technology. The goal of this emphasis program is to provide undergraduate students with a sophisticated perspective on traditional national security issues, growing private sector worries, and evolving technological realities in order to prepare them to be strategic thinkers in both the public and private sectors. This emphasis will prepare undergraduate students to be active voices in their own future professions who are able to anticipate emergent security concerns beyond the training and focus of current industry leaders; understand the progressively interconnected fate of the public and private sector in national and private security issues; and help build resilience against emergent threats or unintended consequences of advancing technology.

Institutional procedures. Interest in a program that would fuse the expertise of STEM and social science professionals has existed at Utah State University for at least 10 years, first sparked when USU's university-affiliated research center Space Dynamics Laboratory (SDL) raised the concept with the Department of Political Science. A confluence of factors emerged in mid-2017 to make this concept a reality: a vision for an academic center focused on cross-disciplinary security studies, captured in the term "anticipatory intelligence"; college leadership in CHASS to champion the program; and personnel with sufficient experience to develop it. This undergraduate emphasis program, along with a sister graduate emphasis program, will be housed under the College of Humanities and Social Sciences and facilitated by the proposed Center for Anticipatory Intelligence at USU (R401 also in progress)—a cross-campus consortium between faculty in the College of Humanities and Social Science, College of Science, and College of Engineering dedicated to examining the nexus of national security studies, cybersecurity, and big-data analytics and its impact across the public and private sectors. This emphasis program has strong cross-campus backing and will leverage teaching by or collaboration with faculty in the Department of Political Science, Department of Mathematics and Statistics, Department of Electrical and Computer Engineering, Department of Computer Science, Department of Economics and Finance, and Department of Management Information Systems, among others.

Program initiation, institutional benefit. Initiating this emphasis program will serve three tiers of value. First, individual students enrolled in this emphasis will benefit by having the concurrent opportunity to complete graduate training in their own discipline while gaining a working understanding of the security issues—including those spilling over from other disciplines—that are affecting and will affect their field in the future. Being able to flash this level of sophisticated awareness in job interviews across the public and private sectors will put graduates with the Anticipatory Intelligence emphasis ahead of their peers. Second, the broad community served by Utah State University will benefit from employing graduates who can identify potential risks and opportunities associated with security vulnerabilities and who can help build resilience against economically or societally damaging threats. These students will be prepared to be particularly valuable assets to their organizations and leaders in their communities. Lastly, offering the Anticipatory Intelligence emphasis will benefit Utah State University by training students to be active participants in cross-departmental and cross-college research and project collaboration. This program helps students connect their disciplinary expertise to much-needed real-world problem solving, directly supporting USU's service orientation.

Evidence of student interest. The most vivid capture of student interest in this emphasis program is the student cohort for our Fall 2018 pilot course, *American National Security Framework*, and our current Spring 2019 course, *Threats and Resilience in the Knowledge Century* (each offered as a special topics course through the Department of Political Science during the R401 approval process). Over the summer of 2018, we as the Center for Anticipatory Intelligence leadership team asked department heads across campus to advertise the emphasis program and pilot course to top students in their programs. We filled our fall class to capacity with 18 graduate and senior undergraduate students representing 9 disciplines: Political Science, International Studies, Sociology, Mathematics/Statistics, Data Analytics, Management Information Systems, Mechanical Engineering, Electrical Engineering, and Plant/Soil Science. In our current spring course, we have added majors in History, Psychology, Family/Human Development Studies, and Art History. We have been deeply impressed by the eagerness and mental agility demonstrated by this cross-disciplinary group of students as they have brought their own expertise to the study of emerging national and societal security issues. Student IDEA ratings of the pilot course in Fall 2018 reflected a raw score of 5.0/5.0 across overall categories with an 89% response rate. We have begun to advertise the Anticipatory Intelligence emphasis program more widely across campus and have received enthusiastic feedback and inquiries from students across several colleges interested in starting the emphasis in Fall 2019.

Note: In order to reach the level of rich interdisciplinary participation across campus that our curriculum requires, this program consciously seeks to have a mix of undergraduate and graduate students enrolled in the same classes. Emphasis courses have been set at the 5XXX level in order to allow enrollment from both undergraduate upperclassmen and graduate students. Students participating in the undergraduate and graduate tracks of this emphasis will participate side-by-side in the same courses and will experience the same curriculum.

Labor Market Demand

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

Because this program is designed to train future experts who are equipped to detect and respond to threats that are currently emerging in the public and private sector, including those that have not yet taken shape, its value is underscored more by rising existential security concerns than by current job-supply dynamics. The clear need for university graduates equipped with this skill set is demonstrated on three fronts.

First, the changing nature of threats making the headlines demonstrates that technological developments are bringing complex national security concerns to the doorstep of private sector entities. Prominent cases include the 2012 slew of distributed denial of service (DDOS) attacks on US financial institutions by Iranian hackers in response to the use of the Stuxnet virus on the Iranian nuclear program; the 2014 hacking of Sony by North Korea in reprisal for the release of US film depicting a plot to assassinate Kim Jong-Un; and the massive 2018 criminal ransomware attack on the city of Atlanta, GA that froze city services, legal system components, transportation hubs, and hospitals. In addition, trends in data science including artificial intelligence and machine learning are making it increasingly easy for actors with ill intent to anticipate and even manipulate the behavior of consumers, voters, and companies. The ability to recognize the potential of these types of attacks and build resilience against them requires industry leaders who have a handle on the state of play in both emergent technology and US national security and foreign policy. The 2019 National Intelligence Strategy identifies the field of anticipatory intelligence, which "usually leverages a cross-disciplinary approach" and "involves collecting and analyzing information to identify new, emerging trends, changing conditions, and undervalued developments which challenge long-standing assumptions and encourage new perspectives, as well as identify new opportunities and warn of threats . . ." as its #2 overall priority—underscoring the significance of this emerging field and the opportunity that USU has to be an early thought leader in this area.

Second, a pronounced labor market demand already exists for experts in the emergent technology field. The independent, nonprofit information security group ISACA projects a shortfall of two million cybersecurity professionals in the global market by 2019. The World Economic Forum and McKinsey Global cite technological skills, including information technology and data analysis, as the fastest growing workforce needs by 2030. By training STEM students who understand the geopolitical context in which they are carrying out technical tasks, and by training social science students who have a grasp of the state of play in the cyber and big-data spheres, this program is creating graduates that can not only fill this critical labor market demand but go above and beyond current requirements. Our students can bring a sophisticated, cross-disciplinary ability to anticipate the strategic needs of their public and private sector enterprises in responding to the next generation of threats and vulnerabilities.

Third, key public sector entities including the National Guard and the Federal Bureau of Investigation have signaled strong interest to the CAI leadership team in having some of their personnel take courses offered through the Anticipatory Intelligence program. The National Intelligence University, the nation's premier academic institution for security and intelligence training, has demonstrated strong interest in faculty exchanges with our program—as one NIU dean conveyed to our team, "you're a mile ahead of us" in fusing the study of emergent technology and security. This active interest from strategic thinkers across the US government affirms that our concept for "cross-training" undergraduate students in security issues meets a critical emerging labor market need.

Consistency with Institutional Mission/Impact on Other USHE Institutions

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

The Anticipatory Intelligence emphasis program is directly in line with Utah State University's role as a research university whose charge includes undergraduate, graduate, and professional training that "contributes to the quality of life and economic development at the local, state, and national levels." Students completing this emphasis program will emerge from their academic training better equipped to help public sector enterprises and private sector industries safeguard against emergent threats to economic health, security, and quality of life. This innovative cross-disciplinary emphasis actively supports USU's mission to "cultivate diversity of thought and culture" by significantly broadening the horizons of students who might otherwise pursue their studies in disciplinary silos. Finally, this emphasis equips students to serve the public by helping to build resilience against future "failures of imagination" that could have life-changing consequences for local communities and enterprises.

The proposed delivery area for the Anticipatory Intelligence emphasis is only within USU's service areas, and in its current form is restricted to the Logan main campus. The CAI leadership team is exploring the potential of online options for the future.

No other USHE institution offers an interdisciplinary undergraduate security studies program that would overlap with this proposed emphasis. The largest undergraduate national security studies program in the state is the Center for National Security Studies (CNSS) at Utah Valley University. The CAI leadership team has coordinated at length with CNSS director Ryan Vogel, who concurs that there is no overlap between UVU's existing program and this proposed one and instead has been eager to make our sister graduate emphasis program a destination for UVU undergraduates in national security studies.

Finances

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

The four classes subsumed in the Anticipatory Intelligence emphasis will be taught by existing faculty in the Department of Political Science, Department of Electrical and Computer Engineering, and Department of Mathematics and Statistics. Additionally, CHASS and the USU central administration have supported the joint appointment of one member of the CAI leadership team (also in a role at SDL) to help develop curriculum and teach within the Anticipatory Intelligence emphasis program. In the short term, therefore, new faculty lines are not needed. The pilot courses taught over the 2018-2019 academic year have been run as POLS 5890 (Special Topics) courses in order to fund Political Science faculty as the instructor of record for these classes. Emphasis courses will temporarily continue to be taught under the POLS prefix to cover instructor pay while the CAI leadership team pursues ongoing independent funding (detail below) that will allow instructors from across campus to teach courses listed under the interdisciplinary CAI prefix located directly within CHASS.

Beyond instruction, the principal costs associated with this emphasis program are to support the dynamic curriculum, student travel, and incoming guest speakers that help set this innovative program apart. The Washington, DC field trip to key national security institutions facilitated as a key part of the required course, CAI 5000, is estimated at approximately \$30,000 for a class of 20 students. During the early roll-out period of this emphasis, offering the DC trip will be contingent on development funds raised in support of student travel costs. The second anticipated cost is the travel and speaker fees associated with bringing in top industry and government leaders as guest speakers for each of the four emphasis courses, estimated at \$3,000/head for those traveling from the East Coast and \$2,000/head for those coming from the West Coast. The number of guest speakers brought in each semester will vary according to course content and available funding.

The Center for Anticipatory Intelligence leadership team received financial support from the College of Humanities and Social Sciences to stand up the pilot course offered in Fall Semester 2018 and to develop the infrastructure of the Anticipatory Intelligence emphasis program. To secure sustainable funding for the program, the CAI leadership team is coordinating with Neil Abercrombie on development efforts with the state legislature to seek ongoing funding for program instruction, and is pursuing funding for the annual DC trip and visiting guest speakers through potential lines from National Science Foundation grants, the private sector, and private foundations. Another particularly promising avenue is a joint application with Utah Valley University for the Intelligence Community Center of Academic Excellence grant, which if successful would be awarded September 2019. Alongside these development efforts, the CAI leadership team is developing a surplus-producing "short course" program—which offers a condensed capture of relevant components of this emphasis program—for mid-career Utah professionals in key fields including law enforcement, military, and community leadership. Surplus funds from offering these short courses may also supplement funding for student travel and guest speakers in the emphasis program. Collectively, these development efforts are intended to make the Anticipatory Intelligence emphasis program self-sufficient over time.

Section III: Curriculum

Program Curriculum

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

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

Can students complete this degree without emphases? Yes or No				
	Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)				
General Education Credit Hour Sub-Total				
Required Courses				
+	-			
+	-			
+	-			
Required Course Credit Hour Sub-Total				
Elective Courses				
+	-			
+	-			
Elective Credit Hour Sub-Total				
Core Curriculum Credit Hour Sub-Total				0

	Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis: Anticipatory Intelligence				
+	-	X	American National Security Framework	3
Choose 1 of the following courses:				
+	-	X	Governance, Business, and Society in the Era of Anticipatory +	3
+	-	X	Threats and Resilience in the Knowledge Century	3
+	-	X	Critical Thinking Tools, Communication Skills, and Ethics	3
+	-			
+	-			
Emphasis Credit Hour Sub-Total				6
Total Number of Credits to Complete Program				6
Remove this emphasis				

Propose a NEW Emphasis to an existing Regent approved program

Program Curriculum Narrative

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

Students seeking the Anticipatory Intelligence emphasis must be enrolled in any undergraduate degree program at Utah State University. In order to complete the emphasis, students must take at minimum the required course (CAI 5000) and one elective course (CAI 5100, CAI 5200, or CAI 5300) for a total of six credits. Students who are interested in the course content of multiple electives may take up to three electives for a total of twelve credits.

The minimum requirement for this emphasis program has been set at six credits for three reasons. First, this program is designed to train students to work effectively as problem-solvers in collaborative interdisciplinary settings and to teach them how their own major field relates to and is affected by emerging security realities; it is not intended to make anticipatory intelligence a standalone field of focus for students. As such, a two- to four-course emphasis that attaches to existing disciplinary coursework is a better fit for the goals of this particular program than a larger standalone program like a graduate certificate or undergraduate minor. Second, the streamlined composition of this emphasis program is essential to facilitate interdisciplinary participation by students in high-intensity undergraduate majors that have little flexibility outside of their four-year degree maps. Third, the rigor and intensity of each of these emphasis courses in teaching both substantive content and hard skills is at a level that two courses are sufficient to load students up with the essential skills needed to apply the anticipatory intelligence toolset to their own major field. The caliber of student progress in the pilot courses run during the 2018-2019 academic year supports this assessment.

The required course for the emphasis, **CAI 5000 American National Security Framework**, is designed to level the playing field between students coming into the emphasis program from various STEM and social science disciplines. This course brings students from different academic backgrounds up to speed on the structure of the US national security enterprise, introduces them to the processes of national security policy making, and broadens their horizons on the emerging security issues—many resulting from advancing technology—that are entering the domain of US national and private security. Students have an opportunity to visit key national security institutions on a class field trip to the Washington, DC area and participate in a simulation exercise modeling a national security crisis.

The first elective course, **CAI 5100 Governance, Business, and Society in the Era of Anticipatory Intelligence**, focuses on the emergent security concerns that are increasingly affecting the US private sector. In this elective, students evaluate the potential unintended consequences—positive and negative—of emergent technology and gain an understanding of technology's rising ability to facilitate tracking, anticipating, and manipulating human behavior. Students taking this elective will have an opportunity to complete capstone work that puts them in contact with local Utah businesses who are dealing with the "blurring of the lines" between public and private sector security concerns, providing both tangible case studies and the opportunity to network for employment opportunities.

The second elective course, **CAI 5200 Threats and Resilience in the Knowledge Century**, draws on the cross-campus expertise of USU faculty from multiple departments to help students gain an expanded grasp of the 21st century's rapidly evolving threat environment for individuals, organizations, and governments. This course teaches students to assess vulnerabilities in public and private sector enterprises, avoid "failures of imagination" about the potential dangers these enterprises may face as result of emergent technology, and put in place the best mechanisms for prevention and community resilience. Students are trained to become effective collaborators with partners from different disciplines and professional sectors in building resilience against shared threats.

The third elective course, **CAI 5300 Critical Thinking Tools, Communication Skills, and Ethics**, trains students in the critical-thinking skills, analytic methods, policy and intelligence writing styles, research methods, and verbal communication tools needed to execute world-class analysis, argumentation, and presentation in jobs dealing with national security issues. In addition, students in this course engage in a deep-dive study of ethics and ethical decision making dealing with security issues, with direct and equal application for students heading into the public and private sectors.

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

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

Institution Submitting Request: Utah State University

Proposed Effective Date¹: July 1, 2019

Institutional Board of Trustees' Approval Date:

Existing Unit Title: Department of Geology

Sponsoring School, College, or Division: College of Science

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

Proposal Type:

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

Chief Academic Officer (or Designee) Signature:

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

_____ Date:

I understand that checking this box constitutes my legal signature.

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

Unit Description - Abbreviated Template

Section I: The Request

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

Section II: Program Proposal

Administrative Unit Description/Rationale

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

The current Department of Geology is a moderate-sized academic unit with a long history at USU. We typically have 50-70 undergraduate majors, a very successful MS program, a relatively new PhD program, and are known for our dedicated alumni.

Following our Regent's Review process in the 2017-2018 academic year, and as we have subsequently developed a Strategic Plan, a central discussion among faculty has been a name change for our department. We started this process during a department retreat in August, 2018, and after repeated debate, it culminated in a survey conducted at the end of October, 2018. This included a vote on choices of names, and with 100% participation of faculty, Instructors and research staff, the definitive result is to change our name to the **Department of Earth Sciences**, with 78% of stakeholders expressing this name as their first or second choice.

The Geology faculty have multiple motivations for this name change:

- Geoscience is often the application of other sciences to Earth problems, and as such, its scope has broadened amazingly over the past decades through interdisciplinary advances. This broadening of what we do now, and especially in the near future as our department evolves and grows, is the primary reason our name needs to be changed.
- Unlike most other classical sciences, the basic definition of geology or geoscience is poorly communicated and understood by youth and the public. Thus, how we label ourselves is an integral part of communicating what we do.
- Across the U.S., undergraduate enrollments in geoscience programs are currently falling. To prevent this from happening at USU, we seek a name that may help in attracting majors - one that is broader and free of the antiquated associations people have with the word geology.
- A survey of nation-wide department names at peer and higher-level institutions confirms that Geology has become a rare moniker, whereas Earth Sciences and Geosciences are the most common names of the strongest and most forward-looking programs.

For these reasons, both our Department and the greater USHE system will benefit from an up-to-date, fittingly broader, and forward-looking unit name, which will position us better with peers and be more attractive to prospective students.

Consistency with Institutional Mission/Institutional Impact

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

This name change to Department of Earth Sciences -- being broad, inclusive, up-to-date, and forward-thinking -- will only enhance our contribution to the mission of USU in academics which cultivates diversity of learning and culture, discovery through research, and engagement via clear and up-to-date communication of our science. With the name change, no new or changed administrative or organizational structures are necessary.

Finances

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

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



GENERAL EDUCATION SUBCOMMITTEE MINUTES

January 15, 2019
8:30 a.m. – 9:30 a.m.
Champ Hall Conference Room – OM 136

Present: Lee Rickords, College of Agriculture and Applied Sciences (Chair)
Christopher Scheer, Caine College of the Arts
Harrison Kleiner, College of Humanities and Social Sciences
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Richard Mueller, College of Science
Robert Mueller, Regional Campus
Melanie Nelson, USU Eastern
Kacy Lundstrom, University Libraries
Lawrence Culver, American Institutions
Charlie Huenemann, Humanities
David Brown, Quantitative Literacy/Intensive
Matt Sanders, Connections
John Mortensen, Academic and Instructional Services
Mykel Beorchia, University Advising
Jaren Hunsaker, USUSA President
Kristine Miller, University Honors Program
Amber Summers-Graham, Secretary

Excused: Vance Grange, Jon M. Huntsman School of Business
Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
Thom Fronk, College of Engineering
Ryan Bosworth, Social Sciences
Ryan Dupont, Life and Physical Sciences
Ed Reeve, Office of the Executive Vice President and Provost
Stephanie Hamblin, Exploratory Advising
Erik Thalman, Registrar’s Office

Call to Order – Lee Rickords

Approval of Minutes – [December 13, 2018](#)
Minutes approved as distributed.

Course Approvals/Removals/Syllabi Approvals

HIST 3340 (DHA) **APPROVED** Charlie Huenemann
Motion to approve DHA designation made by Charlie Huenemann. Seconded by Lawrence Culver. Designation approved.

Business

Statement and Policy about Depth Courses Requirements

Currently, the wording in the catalog states, “students are required to take at least two upper-division courses outside of their major.” The categorization by majors section of the catalog states, “students must satisfy at least one Depth course in each area outside of the area in which their major is classified”. The discussion at last month’s meeting was to determine a statement and policy about depth course requirements.

John Mortensen presented to the committee two possible options for catalog language. Option #1 changes the language to reflect that students merely need to complete two depth courses outside of the category for which the major is classified, regardless of which department offers the course. Option #2 changes the language to reflect that students need to complete two depth courses outside of the category for which the major is classified, and from a department outside of the student’s major. The text highlighted in yellow shows the current catalog language that supports option #1. The green text is proposed additions and the red strikethrough text is proposed deletions.

Option #1 matches the language to what is currently in practice and what can be programmed and enforced by DegreeWorks. After a lengthy discussion, Option #1 was supported by the committee with the understanding that the committee will revisit the issue of creating policy about departments submitting General Education proposals from outside of their General Education categorization. In order to address previous concerns from EPC, the committee will ensure that the language accommodates departments that are interdisciplinary. Harrison Kleiner will draft some language to present to the committee.

Motion to approve Option #1 as wording for the catalog made by Richard Mueller. Seconded by Jaren Hunsaker. Motion approved.

First-time General Education Instructor Report

John Mortensen’s team was able to put together a report in Argos that gives a listing of all instructors teaching a General Education course for the first time in the current semester. Going forward, we will run the report approximately six weeks before the start of each semester. The report will be sent out to the General Education committee for training considerations. Additionally, the General Education secretary will send a message to these faculty communicating designation criteria and rubrics for the courses they will be teaching.

Dual Listed Courses and General Education Designations

The Curriculum Committee recently approved language around dual list/multiple list courses that requires courses to have the same prerequisites, number of credits, titles, etc. The General Education committee needs to discuss situations when courses have different Gen Ed designations. John Mortensen will provide the committee with a report of these courses and it will come up again on the February agenda.

Adjourn 9:19 AM

Next meeting will be **Tuesday, February 12, 2019 at 8:30 am** in Champ Hall conference room. General Education requests for this meeting are due **February 2, 2019**.

Depth Course Requirements

Excerpts from the General Catalog

OPTION #1 – Change Language to reflect that students merely need to complete two depth courses outside of the category for which the major is classified, regardless of which department offers the course. (This is what is being done in practice)

Green Text = proposed additions

Highlighted Text = current language that supports this option

University Studies Depth Education Requirements

Beyond the General Education requirements, all students who receive a bachelor's degree must complete two Communications Intensive, one Quantitative Intensive, and 2 credits minimum in *each* of two of the three depth categories **outside of the category for which a student's major is classified.**

Depth Course Requirements (4 credits minimum completed in two or more courses)

Students are required to take *at least two* upper-division courses outside of their major **category.** Approved 3000-level or above courses must be taken from two of the following three categories: **Depth Humanities and Creative Arts (DHA), Depth Life and Physical Sciences (DSC), and Depth Social Sciences (DSS).** Each student must select *at least one* course **from each of the two categories which do not include his or her major** (e.g., Sociology majors **are associated with the Social Sciences category and** would select one or more 3000-level or above course(s) from the Depth Humanities and Creative Arts and one or more 3000-level or above course(s) from the Depth Life and Physical Sciences).

Depth Humanities and Creative Arts (DHA)

A minimum of 2 credits is required for all students **whose major is not categorized** as Humanities (HU) or Creative Arts (CA).

Depth Life and Physical Sciences (DSC)

A minimum of 2 credits is required for all students **whose major is not categorized** as Life Sciences (LS) or Physical Sciences (PS).

Depth Social Sciences (DSS)

A minimum of 2 credits is required for all students **whose major is not categorized** as Social Sciences (SS).

Categorization of Majors

The courses that must be taken to satisfy University Studies Depth requirements **depend on the classification** of the student's major. For example, Music is classified in the Creative Arts. Thus, a music major would not need to take a depth course in the Humanities and Creative Arts.

Depth Course Requirements

Excerpts from the General Catalog

OPTION #2 – Change Language to reflect that students need to complete two depth courses outside of the category for which the major is classified, and also from a department outside of the student’s major.

Green Text = proposed additions

Red-Strikeout Text = proposed deletions

University Studies Depth Education Requirements

Beyond the General Education requirements, all students who receive a bachelor's degree must complete two Communications Intensive, one Quantitative Intensive, and 2 credits minimum in each of two of the three depth categories **outside of the category for which a student’s major is classified. Students must select courses that are not offered by the department that houses their major (e.g., a Philosophy major may NOT use PHIL 4530 to satisfy the Depth Life and Physical Sciences requirement).**

Depth Course Requirements (4 credits minimum completed in two or more courses)

Students are required to take *at least two* upper-division courses outside of their major. Approved 3000-level or above courses must be taken from two of the following three categories: **Depth Humanities and Creative Arts (DHA), Depth Life and Physical Sciences (DSC), and Depth Social Sciences (DSS).** Each student must select *at least one* course from each of the two categories which *do not* include his or her major (e.g., **Sociology Philosophy majors are associated with the Humanities category and would select one or more 3000-level or above course(s) from the Depth ~~Humanities and Creative Arts~~ Life and Physical Sciences category and one or more 3000-level or above course(s) from the Depth ~~Life and Physical~~ Social Sciences category).** **Students must also select courses that are not offered by the department that houses their major.**

Depth Humanities and Creative Arts (DHA)

A minimum of 2 credits is required for all students whose major is not categorized as Humanities (HU) or Creative Arts (CA).

Depth Life and Physical Sciences (DSC)

A minimum of 2 credits is required for all students whose major is not categorized as Life Sciences (LS) or Physical Sciences (PS).

Depth Social Sciences (DSS)

A minimum of 2 credits is required for all students whose major is not categorized as Social Sciences (SS).

Categorization of Majors

The courses that must be taken to satisfy University Studies Depth requirements depend on the classification of the student's major. For example, Music is classified in the Creative Arts. Thus, a music major would not need to take a depth course in the Humanities and Creative Arts.

Proposal to Add Guidelines for Course Descriptions to the EPC Handbook and Revise the Language of the “Note on minor editing of the course description”

Submitted by Erik Thalman, USU Catalog Editor, 30 January 2019

Statement of Existing Problems:

1. The EPC Handbook currently does not contain any guidelines for faculty and staff regarding course descriptions.

At present, course descriptions in the Catalog vary widely in terms of length, style, and even grammatical correctness. Per the instructions of the Registrar, I am tasked with unifying the voice and style of the descriptions across the Catalog. The EPC Handbook currently does not contain any language as policy guidelines for course descriptions. From the perspective of the Registrar’s Office, this needs to be explicitly clarified as a guideline from the EPC.

2. The “Note on minor editing of the course description” as stated in the EPC Handbook makes achieving the goal stated above impossible.

The only extant language in the EPC Handbook that offers any guidelines for course descriptions refers to the Catalog Editor’s limitations. It states:

Note on minor editing of the course description: Any editing (other than errors in spelling or punctuation) of the course descriptions in the general catalog need to be forwarded to the appropriate college catalog representative who will determine if it is minor and can be done in consultation with the department or if it significantly changes the description of the course content and needs to go through EPC approval (approved Nov. 2, 2006 EPC).

As stated, this policy effectively limits the scope of the Catalog Editor’s duties to those of a proofreader and makes it impossible to unify the style of course descriptions.

Proposed Edits and Revisions:

As the Catalog Editor, I suggest adding the following language to the EPC Handbook to articulate and define guidelines for course descriptions:

The course description must be 40 words or less and written in full sentences in the 3rd-person present tense (This course covers.../Students learn.../etc.). The description should give students a brief, 2-3 sentence overview of the general purpose and content of the course and the skills and knowledge students can expect to gain. Descriptions should not include details that might reflect a specific instructor’s approach or historically specific teaching contexts and should avoid jargon or highly technical terminology.

I suggest the following revision to the “Note on minor editing of the course description”:

Note on minor editing of the course description: The Catalog Editor may make small adjustments to the wording of course descriptions in the General Catalog, in order to meet catalog guidelines. Any editing of the course descriptions that cannot be achieved without changing the meaning of the original text needs to be forwarded to the appropriate college catalog representative who will determine if it is minor and can be done in consultation with the department or if it significantly changes the description of the course content and needs to go through EPC approval.

**EPC Curriculum Sub-Committee
January 10, 2018**

Zero-Credit Course Discussion

Ed Reeve & Chenese Boyle

Background

- USU currently has approximately 260 courses listed as 0 Credits courses.
- Most (approximately 230) 0 credit courses (e.g., AUTO 0021 – AUTO II Brakes) are under 1000 level courses and are in the area of Career and Technical Education offered through the ASTE Department.
- The courses shown below in yellow are 1000 level or higher and those in gray are test courses.

BU	MSLE	MSLE	EXPE	MSLE INTL EXPERIENCE	0
ED	NAHP	HEAL	0020	FIRST AID	0
ED	NAHP	HEAL	0030	CPR	0
ED	NAHP	HEAL	0100	CERTIFIED NURSING ASSIST COURS	0
ED	NAHP	HEAL	0105	CERTIFIED NURSING ASS CLINICAL	0
ED	NAHP	HEAL	0110	CERT NURSE ASST FIRST AID/CPR	0
ED	NAHP	HEAL	0120	CERT NURS ASST WRITT EXAM REFR	0
ED	NAHP	HEAL	0130	CERT NURS ASS SKILL EXAM REF	0
ED	NAHP	HEAL	0200	EMT BASIC CERTIFICATION	0
ED	PSY	PSY	7950	INTERN PROFESSIONAL PSY	0
HS	HIST	HIST	A3	HIST A3 AP TEST	0
HS	HIST	HIST	AE	HISTORY AP 3	0
HS	HIST	HIST	E3	HIST E3 AP TEST	0
HS	HIST	HIST	E4	HIST E4 AP TEST	0
HS	HIST	HIST	E5	HIST E5 AP TEST	0
HS	LPCS	LANG	PROF	LANGUAGE PROFICIENCY	0
SC	MTST	MATH	0920	MATH SKILLS REVIEW-MATH 0990	0
SC	MTST	MATH	0921	MATH SKILLS REVIEW 1010	0
SC	MTST	MATH	0922	MATH SKILLS REVIEW 1050/1060	0
SC	MTST	MATH	0923	MATH SKILLS REVIEW	0
UN	GUNV	CAS	6004	CAS INTERNSHIP I	0
UN	GUNV	CAS	6005	CAS INTERNSHIP II	0
UN	GUNV	CAS	6006	CAS CAPSTONE	0
UN	GUNV	ELEC	GEPP	LOWER DIVISION GEN ED PASSPORT	0
UN	GUNV	GE	CIL	COMP & INFO LIT EXAM	0
UN	GUNV	USU	4000	STUDY ABROAD ORIENTATION	0
UN	GUNV	USU	6900	RESEARCH INTEGRITY	0
UN	GUNV	USU	7920	TEACHING ASSISTANT WORKSHOP	0
UN		CIL	EXAM	COMPUTER INFORMATION LITERACY	0

Problem

No language or policy discussing zero credit courses is discussed in the EPC Curriculum Subcommittee Handbook.

Proposed New Curriculum Subcommittee Handbook Policy Language:

Zero Credit Courses

At Utah State University, proposing zero credit (0) courses is highly discouraged for courses above a 1000 level and in most instances, they will not be approved. Those proposing “0” credit courses that generate zero tuition must bring a strong rationale and justification for why they should be approved (e.g., a required internship, review, or workshop that is required of the student).

There are alternatives to zero credit courses and those proposing zero credit courses should contact the Registrar’s office and Academic Scheduling office to explore these alternative options.

An approved zero credit course will never have the same academic structure as a regular class (e.g., no exams) and they will never be graded. However, zero credit course will be listed on a student’s transcript.