EDUCATIONAL POLICIES COMMITTEE AGENDA

5 September 2019

A meeting of the Educational Policies Committee will be held on 5 September 2019 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

1. Approval of 4 April 2019 Minutes

2. Subcommittee Reports
   a. Curriculum Subcommittee (Nicholas Morrison)
      Course Approvals - 29

      Program Proposals
      Request from the Department of Engineering Education in the College of Engineering to **discontinue the Engineering Education Certificate**.

      Request from the College of Humanities and Social Sciences to offer a **Graduate Certificate in Anticipatory Intelligence**.

      Request from the Department of Languages, Philosophy and Communication Studies to offer a **Minor in Arabic Studies**.

   b. Academic Standards Subcommittee (Renee Galliher)
      Minutes – No meeting (no report)

   c. General Education Subcommittee (Lee Rickords)
      Minutes – No meeting (no report)

3. Other Business
   Research/Scholarship/Creative Inquiry Intensive Designation for Courses at USU (Harrison Kleiner/Alexa Sand)

   **Existing language (with a suggested edit removing “or USU 13XX”):**

   Proposals for these courses will be evaluated according to the above criteria as well as the following rubric. The proposal memo should explain in detail—with reference to the syllabus—how the instructor intends to satisfy these criteria and achieve these outcomes. A DXX course will set a higher bar for achieving proficiency than a BXX course. In addition, to meet these goals, smaller courses may emphasize oral communication and information literacy skills more than larger courses.

   **Suggested addition:**

   A general education designation requires that instructors assess student learning in their courses and fully participate in the General Education Assessment Plan. That plan requires that instructors associate two assignments in Canvas, one early in the term and
one late in the term, with the criterion that the relevant area sub-committee selected from
the rubric. The relevant area sub-committees will use the assessment data to ensure that
students in general education courses are achieving the expected outcomes.

Adjourn:
EDUCATIONAL POLICIES COMMITTEE MINUTES

4 April 2019

A meeting of the Educational Policies Committee was held on 4 April 2019 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Ed Reeve, Chair, Provost’s Office
Cathy Bullock, College of Humanities and Social Sciences
Dan Coster, College of Science
Geneva Harline, Graduate Council
Lee Rickords, General Education Subcommittee Chair
Michelle Fleck, USU Eastern
Erik Thalman, Catalog Editor
Clint Pumphrey for Kacy Lundstrom, University Libraries
Fran Hopkin for Adam Gleed, Registrar’s Office
Michele Hillard, Secretary
Nicholas Morrison, Caine College of the Arts and Curriculum Subcommittee Chair
Chenese Boyle, Academic and Instructional Services
Scott Bates, Academic Standards Chair

Absent: Jaren Hunsaker, USUSA President
Karen Mock, S.J. & Jessie E. Quinney College of Natural Resources
Timothy Taylor, College of Engineering
Christa Haring Biel, Emma Eccles Jones College of Education and Human Services
Sterling Bone, Jon M. Huntsman School of Business
Kristin Hall, Graduate Studies Senator

Guests: Joel Pederson, Department Head, Geology

I. Approval of 7 March 2019 Minutes
Motion to approve minutes made by Nick Morrison. Seconded by Lee Rickords. Minutes approved as distributed.

II. Subcommittee Reports
   a. Curriculum Subcommittee (Nicholas Morrison)
      Motion to approve the Curriculum Subcommittee report made by Cathy Bullock.

      Course Approvals - 190

      Program Proposals
      Request from the Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services to offer a Bachelor of Science in Human Experience Design and Interaction.

      Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to discontinue all K-6 degree programs leading to licensure.
Request from the Department of English in the College of Humanities and Social Sciences to change the specialization name in Literature and Writing to Creative Writing.

Request from the Department of Geology in the College of Science to restructure Climate Adaptation Science.

Request from the Department of Geology in the College of Science to change the department name from Geology to Geosciences.

b. Academic Standards Subcommittee (Scott Bates)

Presenting a new grading letter. The letter T is for temporary. These grades will mainly be used for thesis dissertation, literature review or study abroad courses.

Minutes – March 20, 2019

c. General Education Subcommittee (Lee Rickords)
Motion to approve the General Education Subcommittee report made by Dan Coster. Seconded by Cathy Bullock. Report approved.

Minutes – No March meeting. Two electronic designations approved.

III. Other Business
Appoint committee chair for 2019-2020 academic year. Need to appoint a Vice Chair for the EPC Committee. Lee Rickords nominated Nick Morrison. Nick Morrison accepted and will be the Vice Chair for 2019-2020.

Adjourn 3:20 pm
College of Engineering - Engineering Education

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

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COLLEGE (include all cross listed colleges)*

College of Engineering

DEPARTMENT

(include all cross listed departments)*

Engineering Education

Current Title (if applicable)

Engineering Education Certificate

Proposed Title

Step 3: Enter the Correct CIP Code Using the Following Website:

Classification Instructional Programs

https://usu.curriculog.com/proposal:9441/print
Request

Step 4: **Select** the Type of Change Being Requested.

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

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

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

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

**Additional Approvals (if applicable)**
Section I: The Request

R401 Purpose* The purpose of this R401 is to discontinue the Engineering Education Certificate program due to the lack of student enrollment in spite of significant student recruitment effort we have made.

Section II: Program Proposal

Proposed Action & Rationale* The Engineering Education Certificate will be discontinued. Despite a significant amount of student recruitment effort we have made since the inception of the program, there was only one student enrolled in this program. We have advertised this certificate program in a variety of ways, including

- Flyers at professional conferences
- Listserv of professional societies
- University/college alumni associations
- Various social media tools (i.e., Facebook, Twitter, and LinkedIn)
- Personal contacts
- Emails to engineering industry professionals
- Emails to engineering and technology educators.

For instance, we sent emails to 1,373 engineering and technology educators, only 171 people (10%) opened emails and only 3 people (0.2%) clicked the weblink to the certificate program. In another example, we sent advertisement via LinkedIn to 2,452 target engineers in Utah and surrounding state, only 16 engineers (1.4%) clicked the weblink to the certificate program. Several people indicated their interest but never applied to the certificate program.

Based on a series of discussions with faculty members in our Engineering Education Department concerning the sustainability of this certificate program, we decided that we have to discontinue this program.

The institution and the USHE will be benefited from this change because we can then focus our effort (involving time, energy, and human resources) on other important programs, such as the Ph.D. in Engineering Education program that our Engineering Education Department has been offering with a good number of student enrollment.

Labor Market Demand (if applicable)
Consistency with Institutional Mission & Institutional Impact*

This action is consistent with the institution’s Regent-approved mission, roles, and goals. Utah State University aims to provide high-quality learning experiences for undergraduate and graduate students, which requires us to focus our effort on important programs that impact a good number of students.

The Engineering Education Certificate program is an optional, add-on program designed for those who have engineering backgrounds and would like to learn more about teaching. It is not a required program in undergraduate or graduate education. By discontinuing this certificate program, we can devote time, energy, and human resources to other important programs in order to ensure we offer high-quality learning experiences for undergraduate and graduate students in those programs. Faculty or staff structures will not be impacted by the proposed change.

Discontinuing this program will not generate any negative statewide impacts. At present, no students have applied or have been admitted to the program.

Finances*  No costs or savings are anticipated from this change.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

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

Step 6: **Submit**

Click on the save all changes button below.

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

Approve the proposal as the originator. Go to the decision button on the top right of the page and approve your proposal.
College of Humanities and Social Sciences - *CHSS Courses

4.1.a R401 Abbreviated Program Proposal

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<td>*CHSS Courses</td>
</tr>
<tr>
<td>Current Title (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Proposed Title</td>
<td>Graduate Certificate in Anticipatory Intelligence</td>
</tr>
</tbody>
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Step 3: Enter the Correct CIP Code Using the Following Website: Classification Instructional Programs
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- ☐ New Minors
- ☐ New Emphases within an Approved Degree
- ☐ New K-12 Endorsements
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
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- ☐ New Administrative Units
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- ☐ Reinstatement of Previously Suspended Administrative Units
- ☐ Other

Creation of Non-Administrative Units:
- ☐ New Center
- ☐ New Institute
- ☐ New Bureau
Section I: The Request

R401 Purpose*  The purpose of this R401 proposal is to create a new Graduate Certificate in Anticipatory Intelligence housed within the College of Humanities and Social Sciences and facilitated by the Center for Anticipatory Intelligence.

Section II: Program Proposal

Proposed Action & Rationale*  

Program description. The Anticipatory Intelligence graduate (post-baccalaureate) certificate 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 certificate program is to provide graduate and professional 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 certificate will prepare participants to be active voices in their own 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 graduate certificate program, along with a sister undergraduate minor 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 certificate 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 certificate program will serve three tiers of value. First, individual students enrolled in this certificate 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 certificate in Anticipatory Intelligence ahead of their peers. Furthermore, professional students who choose to enroll in the graduate certificate will have the opportunity to complete high-level training with direct relevance to their fields and industries without enrolling in a full graduate degree program. Second, the broad community served by Utah State University will benefit from employing certificate holders who can identify potential risks and opportunities associated with security vulnerabilities and who can help build resilience against economically or societally damaging threats. These graduates will be prepared to be particularly valuable assets to their organizations and leaders in their communities. Lastly, offering the Anticipatory Intelligence certificate 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 certificate 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 certificate 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 certificate program more widely across campus and have received enthusiastic...
feedback and inquiries from students across several colleges interested in starting the certificate and sister minor program 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. Certificate/minor courses have been set at the 5XXX level in order to allow enrollment from both undergraduate upperclassmen and graduate and professional students. Students participating in the undergraduate and graduate tracks of the Anticipatory Intelligence program will participate side-by-side in the same courses and will experience the same curriculum.

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 have 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” graduate students in security issues meets a critical emerging labor market need.

Consistency with Institutional Mission & Institutional Impact* The Anticipatory Intelligence certificate 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 certificate 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 certificate 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 certificate 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 certificate 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 graduate security studies program, nor is the CAI leadership team aware of closely related programs that would overlap with this proposed certificate. The largest undergraduate national security studies program in the state is the Center for National Security Studies (CNSS) at Utah Valley University. Our 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 program and instead has been eager to make our program a graduate destination for UVU undergraduates in national security studies.

Finances* The new classes subsumed in the Anticipatory Intelligence certificate 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 certificate 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. Certificate 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 certificate 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 certificate, 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 certificate 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 certificate 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 certificate 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 certificate program. Collectively, these development efforts are intended to make the Anticipatory Intelligence certificate program self-sufficient over time.

**Section III: Curriculum (if applicable)**
Students seeking the Anticipatory Intelligence graduate certificate must hold a bachelor's degree for admission to the program. Applicants may either be graduate students enrolled in any degree program at Utah State University, or professional students enrolling at Utah State University solely to complete the Anticipatory Intelligence graduate certificate. In order to complete the certificate, students must take a minimum of twelve credits: six required and six elective. To complete the required credits, students must take the foundations course (CAI 5000) and complete a graduate capstone experience (CAI 5990). In addition, students will choose one CAI option course (CAI 5100, CAI 5200, or CAI 5300) and either a second CAI option course or an elective course within the student’s graduate program that is determined by the CAI academic advisor to be relevant and applicable to the Anticipatory Intelligence curriculum. Students interested in taking all CAI option courses may complete the program with a maximum total of eighteen credits.

The minimum requirement for this certificate program has been set at twelve credits for two reasons. First, this program is designed to train graduate and professional students to work effectively as problem-solvers in collaborative interdisciplinary settings and to teach them how their own major field or industry relates to and is affected by emerging security realities. The rigor of the required CAI foundations and options courses in teaching both substantive content and hard skills covers the ground necessary to equip students with the essential skills to apply this cross-disciplinary approach to their own major field. Allowing graduate students enrolled in degree programs the option of taking a relevant elective within their own program further allows students to actively apply the anticipatory intelligence toolset to their own discipline and future profession. Second, the flexible structure of this certificate program, including a personalized graduate capstone experience, facilitates interdisciplinary participation in the certificate by graduate students who are in degree programs with limited flexibility and by professional students who are employed full-time.

The foundations course for the certificate, CAI 5000 American National Security Framework, is designed to level the playing field between students coming into the certificate 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 option course, CAI 5100 Anticipatory Intelligence and the Private Sector, 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 option 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 option course, **CAI 5300 Ethics, Analytics, and Communication Skills**, 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.

The major elective option course, **MAJOR XXXX**, is an elective course within a student’s graduate program that is determined to be relevant and applicable to the Anticipatory Intelligence curriculum by the CAI academic advisor. (For example: Information Security for MMIS candidates; Food Security for Plant/Soil Science students; Peace and Conflict Studies for Political Science studies, and so forth.) Students may only count one major elective course toward the graduate certificate.

The final required component, **CAI 6990 Graduate Capstone Experience**, consists of a personalized experience such as a relevant graduate internship or completion of a focused research project that allows the student to master and apply the Anticipatory Intelligence toolset in their own chosen area of focus. The graduate capstone experience must be planned with and approved by a Center for Anticipatory Intelligence supervising faculty member.

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

**Step 6: Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
College of Humanities and Social Sciences - Languages, Philosophy and Communication Studies
4.1.a R401 Abbreviated Program Proposal

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CIP Code (6-digits) 16.1101
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<th>Minimum Number of Credits (if applicable)</th>
<th>Maximum Number of Credits (if applicable)</th>
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</thead>
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<td>18</td>
<td>20</td>
</tr>
<tr>
<td>Type of Degree: Minor in Arabic Studies</td>
<td></td>
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<tr>
<td>(BA, BS, etc.)*</td>
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</tbody>
</table>

**Request**

**Step 4: Select** the Type of Change Being Requested.

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**Additional Approvals (if applicable)**

- **Graduate Council**
  - [ ] Yes
  - [✓] No

- **Council on Teacher Education**
  - [ ] Yes
  - [✓] No
Section I: The Request

R401 Purpose*  The Languages, Philosophy & Communication Studies department is requesting a minor in Arabic Studies.

Section II: Program Proposal

Proposed Action & Rationale*  The Department of Languages, Philosophy and Communication Studies (LPACS) at USU proposes the creation of an undergraduate minor in Arabic Studies. Enrollments in the Arabic courses have been steady in the past eight academic years and an increasing number of students have expressed interest in complementing their disciplinary majors with a minor in Arabic Studies. Currently there is no degree option for those students taking Arabic language courses. This minor will provide that option, allowing the students’ taking these courses to be recognized for their expertise. Adding a minor in Arabic Studies will also help strengthen international studies on our campus by offering students the chance to deepen their knowledge of a language and culture that is considered a national priority by the US Department of Education and the federal government in general. LPACS, home department of the Arabic section, has been working to strengthen Arabic instruction on campus by creating a permanent tenure-track position in Arabic and offering courses in Arabic language, culture and religions. Although participating in USU’s study abroad programs to the Middle East will be encouraged, it is not required. Furthermore, the LPACS Department and its current faculty members and other programs at USU (e.g., History) have the necessary staff and curricular programs to develop a strong minor in Arabic studies. The minor in Arabic Studies is designed for students interested in developing an expertise in one or more aspects of the Arab World, as a complement to their disciplinary major. The minor will require 18 credits across a variety of language and culture related courses.

Labor Market Demand (if applicable)  The demand for Arabic and Arabic-related jobs is reflected by the increasing enrollment in Arabic courses throughout US colleges. According to the US Bureau of Labor Statistics, enrollment in Arabic courses skyrocketed 205 percent, from nearly 11,000 in fall 2002 to more than 32,000 in fall 2013, which indicates the importance of this language for different jobs. Given the status of Arabic as a critical language, many jobs in the federal government require knowledge of the Arabic language and culture. Knowledge of Arabic language and culture is also important for Americans who seek to work in Arabic-speaking countries, such as Saudi Arabia, Kuwait, Qatar, United Arab Emirates, and Bahrain. Arabic is also needed for individuals working in international business and trade, which explains the fact that many business schools in Utah and across the nation have internship opportunities in various Arabic-speaking countries. Having knowledge of the Arabic language and culture is also an advantage for many jobs in international relations, political science, counseling, translation and interpretation, teacher education, etc. The U.S. Census information suggests that by 2010 there were over 17,000 residents who identified with Arab-speaking ancestry in the state of Utah with a 28% growth rate. In the last nine years that population has most certainly grown. For data related specifically to Utah please see: https://d3n8a8pro7vhmx.cloudfront.net/aaip/pages/attachments/original/1431630813/Utah.pdf 1431630813). The LPACS department believes there is a growing Arab and Muslim
community in Cache Valley and Utah in general. This minor will provide another outlet for those who wish to connect with this growing population in culturally sensitive ways.

In keeping with Utah State's mission statement, the proposed minor in Arabic Studies will foster diversity of thought and culture by encouraging student learning, discovery and engagement with distinct communities worldwide. The minor encourages learning in the language and culture of communities tied to large economic bases and important political entities. Thus, this minor is consistent with Utah State's land-grant role of serving those within Utah by enhancing their quality of life through their ability to function effectively in the marketplace.

Additionally, this minor will further contribute to the University's public goal of stimulating knowledge of national and international affairs, and thus aligns clearly with its internationalization efforts. The major will also complement many programs already existing at Utah State, such as Asian Studies, Global Communication, International Studies, and International Business. This increased training in Arabic language and culture gives the state's students a distinct advantage in the workplace. The only similar program in the USHE system is the Minor in Middle East Studies at the University of Utah. Adding a second minor program in a related area should have no substantive impact on any other institution.

All of the courses listed in this minor are currently offered at USU and listed the catalog. The Faculty who teach these courses are already hired. So no new funding is required. This new minor simply provides a way for those students interested in Arabic Studies to organize their classes in a way that their work is recognized and rewarded.

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

**Program Curriculum Narrative**

Please see attached. The curriculum section starts on page 4. Also there is no degree map as minors do not use these.

**Step 5: Attach**

Completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

**Step 6: Submit**

Click on the save all changes button below.

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

Approve the proposal as the originator. Go to the decision button on the top right of the page and approve your proposal.