

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Master of Interdisciplinary Studies

Issue

Southern Utah University (SUU) requests approval to offer a Master of Interdisciplinary Studies effective in fall 2017. The institutional Board of Trustees approved the degree on December 1, 2016.

Background

The proposed Master of Interdisciplinary Studies is comprised of 30 credit hours of graduate study across three academic fields. The degree is intended to primarily serve three groups of students: (1) those who wish to pursue a graduate program with a unifying theme not adequately contained within one discipline; (2) those whose goals or experience suggest a program that spans more than one discipline; and (3) former graduate students who left without completing their program. Several existing SUU graduate programs would participate and provide courses for the proposed degree, with the SUU Graduate & Online School (GOS) providing advisement for students and an administrative home for the program. There would be options for courses to be completed in traditional classroom or online settings, with a concluding capstone project overseen jointly by the participating academic departments and the GOS.

Some possible interdisciplinary combinations described in the SUU proposal include business, cyber security, and mobile teaching, learning, and design; communication, public administration, and online teaching; and arts administration, music technology, and technology innovation in the classroom. These combinations are indicative of how work and requisite skills have changed, and the labor and salary information presented in the proposal points to how a degree of this sort would be valuable to the holder in an evolving world. A survey of current and former SUU students revealed a high level of interest in a flexible degree such as the proposed Master of Interdisciplinary Studies, and current course offerings, personnel, and library and information resources are such that the program could be implemented at negligible additional cost.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Southern Utah University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions reviewed and are supportive of Southern Utah University's request to offer a Master of Interdisciplinary Studies. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Southern Utah University to offer a Master of Interdisciplinary Studies.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Southern Utah University requests approval to offer the following Master's degree(s): Master of Interdisciplinary Studies effective Fall 2017. This program was approved by the institutional Board of Trustees on 12/01/2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The proposed Master of Interdisciplinary Studies degree program at SUU is a 30-credit hour program designed to give students the opportunity for graduate study in three academic programs. This allows them to pursue academic or career goals that are not adequately met within a single discipline. The coursework may be completed entirely online, and concludes with a capstone project that is overseen jointly by the participating academic departments and the Graduate & Online School (GOS), which is the administrative home of the program.

With the exception of the newly-created capstone course, the curriculum is taken from existing *online graduate programs at SUU. As of the date of this proposal, participating programs include the following degree programs:

1. Arts Administration (MA)
2. Business Administration (MBA)
3. Cybersecurity & Information Assurance (MS)
4. Master of Music Technology (MMMT)
5. Master of Music Education (MMED)
6. Professional Communication (MA)
7. Public Administration (MPA)
8. Graduate & Online School (GOS) Certificates and related coursework:
 - Technology Innovation in the Classroom
 - Certificate in Online Education
 - Gifted and Talented Education
 - Special Education
 - Teacher Leadership
 - Teaching English to Speakers of Other Languages (TESOL)
 - Mobile Teaching, Learning, and Design
 - Alternate Route to Licensure (ARL)

The degree is designed primarily for three groups of graduate students: (1) those who wish to pursue a program of graduate study with a unifying theme that cannot be adequately contained within one discipline, (2) those whose professional goals or experience suggest a program of study that cuts across two or more disciplines, and, (3) former graduate students that left school without completing their graduate degree.

*Although the degree is configured as online, a campus-based student could take face-to-face courses in participating disciplines in order to complete many of the requirements.

Consistency with Institutional Mission

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/.

According to the institutional mission, SUU will offer students "rigorous experiential education, empowering them to be productive citizens, socially responsible leaders, high achievers and lifelong learners." In addition, according to the institutional vision statement, the university will "offer educational experiences typical of private universities with the affordability of public

higher education” and “provide outstanding programs of study in the arts and sciences, pre-professional, professional and graduate studies.” The institution is also committed to “contribute to state, regional, and community needs as a social, cultural and economic catalyst.”

The proposed degree aligns with the institutional mission and vision of the university, providing a graduate degree similar to both private and public universities at a substantially lower cost and, because of the online instructional design, much greater convenience for the working student. As designed, the curriculum provides opportunities for students to continue on the path of lifelong learning, and improve their employment outlook, further empowering them as productive citizens.

Section III: Needs Assessment

Program Rationale

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

The revolution caused by the personal computer and the Internet has had a number of consequences, some expected and some that are perhaps less expected. Although universities have long been recognized as significant drivers of technological advancement, the resulting changes have also brought with them some significant and perhaps unexpected challenges. One of the most pressing of these challenges for institutions of higher learning, particularly in the realm of curricular development, is the rate at which the “half-life” of facts and knowledge has decreased. In his article “Decrease in Knowledge Shelf-Life Makes Performance Support Mandatory,” author and corporate training expert Ben Muzzell writes: “If you’ve ever had the displeasure of pouring yourself a glass of sour milk or biting into a piece of stale bread, then you already know the importance of understanding shelf-lives. What was once fresh and nutritious, quickly becomes unusable. The shelf-life of knowledge—the time between when knowledge is acquired to when it becomes obsolete—is shrinking rapidly. At the same time, the volume of knowledge required to do our jobs well is growing exponentially. This means we need to be constantly learning—discarding out-of-date knowledge, and replacing it with new knowledge in an almost seamless and continuous process.”

In addition to the changing shelf life of knowledge and skills, changes to industry models also render some traditional educational pathways ineffective or obsolete. For example, the manager of a newly founded, start-up software development company would obviously need to know a great deal about computer programming and software development. But as the company grows, this same manager would need to know far more about management, employee training, HR, marketing and numerous other areas of expertise that were most likely not received in his or her undergraduate program. The job title is the same, but the nature of the job has changed.

This not-at-all-unusual scenario creates a difficulty for higher education. Academic graduate degree programs tend to be calibrated for “deep and narrow” learning, and are often more interested in assessing learned skills than in actually putting those learned skills into practical application. While this style of curricular focus may be effective in helping graduates land the first job, if the job changes, as it inevitably will, that same graduate is most likely to be unprepared for the transition.

It is this need that the proposed MIS degree program at SUU is designed to meet. The flexibility of the curriculum allows graduate students in this program to tailor their studies to meet their current career or life needs. The university benefits from this flexibility because it will evaluate the curricular choices made by the students in the program to determine if new academic programs should be developed.

An added advantage of this program for both students and the institution will be an additional academic pathway to graduation. For students that have begun graduate school and, for whatever reason, find themselves unable to complete the program they originally entered, this program will provide an academic alternative that allows them to use the coursework they have already completed to finish a graduate degree.

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 demand is one of the primary drivers for this degree proposal. In the book "There is Life After College," author Jeffrey J. Selingo interviewed a number of prospective employers to determine what their expectations were from college graduates. Selingo interviewed Jim Spohrer, the head of the IBM University Partnership, part of IBM's \$600 million annual expenditure on recruitment and training. According to Mr. Spohrer, in the past, IBM recruited "I-shaped" people - - or those with a very deep understanding of one subject matter. Today, IBM recruits what Spohrer calls "T-shaped" people. These are people that have a deep area of expertise, but also have the ability to work across a variety of complex subject areas with ease and confidence, and to do so as an effective member of a team.

The nature of work has changed and the skills required to do it have expanded. The proposed MIS degree program will create "T-shaped" people. Additionally, it will allow students to choose what they add to both the vertical and horizontal bars of their "T." This flexibility of curriculum is a strength of the program, as it gives students the opportunity to tailor their academic program to meet the needs of their employer or other life goals.

It should also be considered that the US labor market may encourage eclectic higher education degrees, given the high number of college graduates working in jobs that require a college degree, but not necessarily a specific degree. A recent Washington Post article states that only 27% of college graduates work in a field specific to their degree (Plumer, Washington Post, 2013). Career Builder confirmed this data with a comprehensive study in 2013. This study indicated that just under half of college graduates found their first job outside their degree field, and 31-32% of graduates never found a job within the field in which they graduated. Both sources acknowledge that the college education was worthwhile and recommended, although the Career Builder study found that 36% of graduates wished they had studied something else (CareerBuilder.com, 2013). In summation, this data may indicate that college graduates often need skills and knowledge beyond their selected program of study, when a singular major is selected. The MIS degree could mitigate such situations with its broad curricular offerings.

Because of the wide range of possible curricular combinations, specific data regarding MIS degree holders is not easy to come by. However, assumptions can be made based on the participating academic programs. Below are some possible curricular combinations and their employment outlook (this information was taken from the Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2015-16 edition).

Example 1 - Combining Business, Cyber Security, and Mobile Teaching, Learning and Design

Possible employment: Market Research Analyst, Information Technology,

- Employment outlook for each area:
 - Market Research Analyst
 - Projected job growth - 12% (higher than average growth)
 - Median salary with master's degree - \$90,000
 - Wage premium over bachelor's degree alone - 38%
 - Information Security Analyst
 - Projected job growth - 18% (much higher than average growth)
 - Median salary with master's degree - \$100,000
 - Wage premium over bachelor's degree alone - 18%

Example 2 - Combining Communication, Public Administration, and Online Teaching

Possible employment: Marketing and Sales Manager, Community Education;

- Employment outlook for each area:
 - Social and Community Service Manager
 - Projected job growth - 10% (higher than average growth)
 - Median salary with master's degree - \$65,000
 - Wage premium over bachelor's degree alone - 30%
 - Marketing and Sales Manager
 - Projected job growth - 5% (average growth)
 - Median salary with master's degree - \$110,000
 - Wage premium over bachelor's degree alone - 38%

Example 3 - Arts Administration, Music Technology, and Technology Innovation in the Classroom

Possible employment: Archivist, Museum Curator, Museum Technician

• Employment outlook for each area:

- Postsecondary Teacher
 - Projected job growth - 13% (higher than average growth)
 - Median salary with master's degree - \$50,000
 - Wage premium over bachelor's degree alone - 14%

- Archivist, Museum Curator, Museum Technician
 - Projected job growth - 12% (higher than average)
 - Median salary with master's degree - \$50,000
 - Wage premium over bachelor's degree alone - 21%

During interviews with the program directors from programs at other institutions, a focus of the discussion was on student success after graduation. In each case, a high percentage of graduates from those degree programs reported success in finding work in their chosen (or current) fields.

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.

Interdisciplinary studies programs exist at the baccalaureate level at each university in the state of Utah. There are hundreds of such majors at SUU alone. The flexibility of curriculum and the ability to tailor learning to meet a student's career, academic and personal goals are the primary drivers of enrollment in these programs, and this would also be a likely driver for students enrolling in the proposed MIS degree. The pool of potential students for this program is significant, including the following groups:

1. Students desiring a graduate degree whose proposed area of study does not fit neatly into any one academic program;
2. Students in mid-career whose job requirements have changed in such a way that graduate studies with a flexible curriculum are the best solution;
3. Students who desire to change or advance their career in a way that is best accomplished by an interdisciplinary graduate degree;
4. Students who, for whatever reason have started a traditional graduate program, but whose personal and/or educational goals have changed to the point that an interdisciplinary degree program makes better sense;
5. Students graduating from Bachelor of Interdisciplinary Studies programs (both within Utah and without) who desire the same type of curricular flexibility in their graduate work that they had in their undergraduate experience.

The Graduate & Online School (GOS) at SUU surveyed a group of current and former SUU students to gauge the level of interest among likely MIS degree students. The polling group included students from the current junior and senior classes at SUU, along with former graduate students from the university that had not finished their degree programs, and were currently inactive as students. More than 270 responses were received to the survey. Among the questions and responses were the following:

- Question: Do you have academic study interests that you believe cut across academic disciplines?
- Response: 59% of those surveyed indicated that they did have such academic interests.

- Question: If SUU offered a 30-credit, online degree that allowed you to study in three different academic areas, would you be interested in finding out more about it?
- Response: 80% of those surveyed indicated that they would be interested in learning more about the degree.

- Question: Do you think that a potential employer would be interested in a graduate of a master's degree program with a flexible curriculum.

- Response: 81% of those surveyed indicated that they believed an employer would be interested in a graduate of such a program.

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)?

No similar programs currently exist in the Utah System of Higher Education at the graduate level. However, there are a number of graduate degree programs at institutions both regionally and nationally. Institutions offering this degree (or a similar type) include: The University of Houston, The University of Idaho, The University of Montana, The University of Washington, West Texas A&M, and Arizona State University. These institutions vary in size, and the type of degrees offered vary in size and scope, but all are degrees that offer students a flexible curriculum from which to build their graduate program. The section below is a case study of three institutions that currently offer similar degrees.

Institution: University of South Dakota (USD)

Location: Vermillion, SD

Total Enrollment: 7541 students

Cost of Degree (approximate - tuition/fees only): \$12,000

Degree Type: Master of Arts in Interdisciplinary Studies (MAIS)

Degree Enrollment: 150 students (30-40 students online)

Credits Required for Graduation: 30

The University of South Dakota offers an MAIS degree in interdisciplinary studies (in person and online) that allows students to integrate curricular offerings from 2-3 academic areas. The degree is relatively new, having been established in 2010. All graduate programs at the university participate in the program, and students can take any offered courses. All students are required to take a course in "Online Leadership" (under the MAIS prefix). Applicants to the program are required to provide official transcripts, a résumé, and a written statement outlining their proposed course of study and providing a rationale for what they have chosen. Outcomes assessment is handled with a thesis and/or portfolio review by the participating academic programs and the graduate college. The university reports that approximately $\frac{1}{3}$ of the students enrolled in the program are of traditional college-age, and $\frac{2}{3}$ are working professionals looking to change or enhance their employment. More information about the program is found here: <http://www.usd.edu/usd-online/online-programs/master-of-arts-in-interdisciplinary-studies>

Institution: George Mason University (GMU)

Location: Fairfax, VA

Total Enrollment: 22,300 students

Cost of Degree (approximate - tuition/fees only): \$22,000

Degree Type: Master of Arts in Interdisciplinary Studies (MAIS)

Degree Enrollment: 160 students (all online)

Credits Required for Graduation: 36

George Mason University has offered a graduate degree in interdisciplinary studies for over 35 years. As the university has experienced rapid growth in the past 10 years, so has the MAIS program grown significantly during that period. The degree program offers 11 pre-approved study tracks, including Computational Social Science, Energy and Sustainability, Folklore Studies, Higher Education, Neuroethics, Religion, Culture, and Values, Social Entrepreneurship, Social Justice, and Individual Concentration, which allows students to customize their course of study by petitioning the graduate school. Outcomes assessment is handled via a capstone project review by the participating academic programs and the graduate college. The university reports that the typical graduate of the program is approximately 35 years old, and a mid-career professional looking for an additional credential to change fields or to improve their prospects in their current field. Additional information on this program can be found here:

<http://mais.gmu.edu/programs/la-mais-isin/requirements/>

Institution: Western New Mexico University (WNMU)

Location: Silver City, NM

Total Enrollment: 3500 students
Cost of Degree (approximate - tuition/fees only): \$12,000
Degree Type: Master of Arts in Interdisciplinary Studies (MAIS)
Degree Enrollment: 280-300 students (all online)
Credits Required for Graduation: 36

The largest of the programs studied is at Western New Mexico University, which is the smallest institution in terms of overall enrollment. WNMU has offered an MAIS degree program for 10 years, where it was a popular offering from the start, and now accounts for about 8% of all students enrolled at the university. The degree program curriculum was initially “cafeteria” style, allowing students to choose any group of coursework from the participating academic programs, but in recent years has moved to a pre-approved, two-field or three-field model, with students taking 9-18 credit hours in each. Outcomes assessment is done using a three-tier system, with assessment at the beginning and end of studies, and one at the midpoint. In each case, students provide evidence of intent and curricular success via a written report to each of the academic departments involved. In addition, students are assessed at the end of their studies by an exit exam or portfolio review by each academic program. The university reports that the typical student is a mid-career adult looking to add an additional credential to improve employment status.

In summary, although the three institutions varied somewhat in their offerings, they reported some important similarities, including:

1. The typical student in the program was generally older than a typical graduate students, and primarily interested in increasing their employability;
2. Ease of access to online courses was a major reason that students chose to enroll in these programs over traditional, face-to-face programs;
3. Flexibility of curricular choices was also a major selling point for students, either for academic or career reasons;
4. Assessment at the course and program level is essential in maintaining academic rigor and integrity;
5. None of the degrees studied listed any area of emphasis on the diplomas, and students in each institution learned to explain and justify their course of study as part of the assessment process, which helped them later in employment-related interviews.

Collaboration with and Impact on Other USHE Institutions

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

It is the intent of SUU to work closely with all USHE institutions, to provide smooth articulation for students wishing to enter the master's degree program. Although the degree will be delivered online, and so will be offered outside the SUU geographical service area, the impact of this degree will be positive on other USHE institutions, as it will provide graduates from existing USHE BIS degree programs an additional and unique option for graduate study not available elsewhere in the state.

External Review and Accreditation

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

The external consultants used in developing this degree proposal were:

1. Dr. Meredith Lair - Director of the Interdisciplinary Studies Graduate Program, George Mason University
2. Dr. Jennifer Coleman - Director of the Interdisciplinary Studies Graduate Program, Western New Mexico University
3. Brittany Wagner - Graduate Enrollment Coordinator, University of South Dakota

No external accrediting body exists for graduate interdisciplinary studies programs, aside from the accreditation received by the institution from NWCCU. However, a number of the participating academic programs have received accreditation for current curricular offerings, and as such, offer external review of the courses that make up the curriculum. Examples of the

accreditations currently held by SUU online graduate curriculum includes: The Association to Advance Collegiate Schools of Business (AACSB), The Network of Schools of Public Policy, Affairs and Administration (NASPAA), The Council for the Accreditation of Educator Preparation (CAEP), and The National Association of Schools of Music (NASM). In addition, SUU subscribes to two services specific to online learning: Quality Matters (QM), a peer-review program for online curriculum, and ProctorU, a service providing security for online examinations.

Section IV: Program Details

Graduation Standards and Number of Credits

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

The credit hour requirements for the Master of Interdisciplinary Studies degree (30 credit hours) fall within the state guidelines for master's degrees, and meet the master's degree credit guidelines of the Northwest Commission on Colleges and Universities (NWCCU).

All students in the program will enroll in 9 credit hours from three different academic areas (one of which is in Graduate & Online School (GOS), providing the 27-credits that form the core of the program. All students will also enroll in GOSC 6900 MIS Capstone Project, a 3-credit course that brings the total number of credits to 30. The Capstone course provides students the opportunity to show that they have not only achieved mastery of the course competencies in the 3 academic areas, but that they have been able to synthesize these competencies into a meaningful whole, as depicted in the final project.

Admission Requirements

List admission requirements specific to the proposed program.

When applying for the program, a prospective student must:

1. Be successfully admitted to the Graduate School at SUU;
2. Provide transcripts showing a baccalaureate degree from a regionally-accredited university;
3. Submit a résumé and a written Statement of Purpose;
4. Be approved for admission by the College of Graduate and Continuing Studies.

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?

In terms of tuition revenue, it is expected that the attractiveness of the degree will add enrollments into multiple programs, therefore creating a positive tuition revenue impact.

The degree as proposed will have very little expense impact, either fiscally or administratively on the university. The vast majority of the curriculum is already in place inside of existing degree programs, so there will be little impact upon the existing faculty and administrative structures of the participating departments. With the exception of one new capstone course, no new sections of coursework will be added. The Graduate & Online School (GOS) will oversee the registration, advisement, and administration of the students in the program and faculty from the GOS will teach the capstone course. The GOS is prepared with the necessary staff and infrastructure to do so.

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.

The only new course proposed as part of this degree (GOSC 6900 MIS Capstone Project) will be taught by one of the full-time or adjunct faculty currently with the GOSC. This is the only new faculty assignment proposed for this new degree.

In addition to the GOS faculty involved in the program, faculty from the participating academic degree programs will also be involved (albeit, in teaching courses that they are already teaching as part of existing graduate programs). For information on this faculty, please see the following:

- [Department of Arts Administration](#) - MA Degree (Arts Administration)
- [School of Business](#) - MBA Degree
- [Department of Communication](#) - MA Degree (Professional Communication)
- [Department of Computer Science and Information Systems](#) - MS Degree (Cyber Security)
- [Department of Music](#) - MMT and MMED Degree
- [Department of Political Science and Criminal Justice](#) - MPA Degree

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.

Because a number of degrees are already offered, SUU has significant resources among the staff for assistance with and support of online education. Included among the staff members are those that support online learning, instructional technology services, and online course development. For this reason, current staff and administration are sufficient for offering the degree, and no new staff will be hired.

Student Advisement

Describe how students in the proposed program will be advised.

Students in the Master of Interdisciplinary Studies degree will receive primary advisement from the Graduate & Online School (GOS), and additional advisement from the advisors in the participating programs. Advisement will include admission, registration, curriculum choice, and capstone project development.

Library and Information Resources

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

Because the course content and academic programs are currently offered, the necessary support for students of this degree is already in place.

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 program goals for the Master of Interdisciplinary Studies (MIS) program at SUU are:

Program Goal #1

In alignment with SUU as a liberal arts university, the MIS degree program at SUU gives students the opportunity to synthesize knowledge from several academic programs in order to gain a more dynamic understanding of their chosen fields of study.

Program Goal #2

The MIS degree at SUU gives students the opportunity to address the rapidly evolving demand by employers for knowledge and skills that transcend traditional disciplinary boundaries.

Program assessment will be handled as follows:

1. Student progress toward program completion will be reviewed by the Graduate and Online School each semester to monitor retention and achievement of cumulative graduation goals (5 graduates in year 1, 10 graduates in year 2, and 15 graduates in years 3-5).
2. Course evaluations and an annual student satisfaction survey will be utilized to assess the effectiveness and usefulness of the SUU program and its effect on student preparedness for a wide variety of working environments. The results will be used to guide instruction and program delivery and development.
3. Enrollment numbers will be reviewed each semester to monitor achievement of enrollment goals (15 students in year 1, 25 students in year 2, 30 students in year 3, 35 students in year 4, and 40 students in year 5).

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.

Student standards of performance will be measured at the course and program levels. Given the open and flexible nature of the described curriculum, specific course standards are listed below in a generic fashion.

Student Performance Standards - Course Level

Students will meet the course-level outcomes for each of the courses in which they enroll. Student mastery of course outcomes will be assessed using a variety of means, including: online examinations and quizzes, written assignments, moderated discussions, directed reading assignments, practical applications, internships, etc.

Student Performance Standards - Program Level

Students will meet the program-level outcomes by engaging in the Capstone Project and interacting with their Graduate Committee. Students may invite one member from each academic discipline pursued by the student. Committee is chaired by a member of the GOS faculty. This Capstone Project course is designed to prepare students to meet both of the program goals (listed above), and to provide evidence of achievement to the Graduate Committee.

Specifically, the Capstone Project helps students meet the program outcomes by showing they have adequately synthesized the knowledge gained in their coursework into a cohesive and usable skill set. In the Capstone Project, students will be involved in a variety of activities to show the synthesis of new knowledge, and in addition will provide written documentation showing how they intend to use the new skill set as they leave the university.

Using the three curricular combinations listed in the section entitled "Labor Market Demand" as an example, here are some possible Capstone Project activities that would meet program-level requirements. In each case, students would engage in the academic or creative activity and provide written documentation of their process.

Example 1 - Combining Business, Cyber Security, and Mobile Teaching, Learning and Design

Sample Capstone Project activities:

- Creation of online cyber security training for business;
- Creation of software that allows businesses to identify threats to their cyber security posed by company mobile devices;

Example 2 - Combining Communication, Public Administration, and Online Teaching

Sample Capstone Project activities:

- Updating and modernizing web portals for public entities, such as a city, county or social services;
- Creation of online training materials for public health, participation and safety issues, such as driver safety, voter registration, or childhood exercise;

Example 3 - Arts Administration, Music Technology, and Technology Innovation in the Classroom

Possible Capstone Project activities:

- Creation of museum or classroom displays that teach K-6 students elements of music theory using a variety of real and digital instruments;
- Creation of software that helps arts organizations track audience response to shows.

Appendix A: Program Curriculum

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

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

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
GOSC 6900	X	MIS Capstone Project	3
GOSC XXXX		Emphasis 1 - SGCS Course 1	3
GOSC XXXX		Emphasis 1 - SGCS Course 2	3
GOSC XXXX		Emphasis 1 - SGCS Course 3	3
Required Course Credit Hour Sub-Total			12
Elective Courses			
EMP1 XXXX		Emphasis 2 - Course 1	3
EMP1 XXXX		Emphasis 2 - Course 2	3
EMP1 XXXX		Emphasis 2 - Course 3	3
EMP2 XXXX		Emphasis 3 - Course 1	3
EMP2 XXXX		Emphasis 3 - Course 2	3
EMP2 XXXX		Emphasis 3 - Course 3	3
Elective Credit Hour Sub-Total			18
Core Curriculum Credit Hour Sub-Total			30

Program Curriculum Narrative

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

The program as proposed is an online, Master of Interdisciplinary Studies degree. Students in the degree program will

complete 30 semester hours of credit, which can be accomplished in one calendar year if desired. Yet, many students may likely complete in four semesters.

The curriculum is designed so that students choose three areas of emphasis from among the master's degrees currently offered at SUU, at least one of which must be taken from a GOS program. Students take 9 credit hours in each of the academic areas and a Capstone Project course to complete their studies. The rationale for this design is that the GOS is the sponsoring college for the degree, will be responsible for student admission and the administration of the degree, and (in conjunction with the other participating academic programs) will be responsible for student advisement. For this reason, the Capstone Project course resides in the GOS area.

Degree Map

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

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

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate			4
Faculty: Part Time with Doctorate			4
Faculty: Full Time with Masters			
Faculty: Part Time with Masters			1
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	////	////	8
Staff: Full Time			10
Staff: Part Time			7

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							
	Mark	Atkinson	Other	Ed.D.	University of Wyoming	15	Dean
	Steven	Meredith	Other	D.M.A.	Arizona State University	15	Associate Director
	Cynthia	Kimball-Davis	Other	Ph.D.	University of Nevada/Las Vegas	10	Director
	Karl	Stevens	Other	Ph.D.	Utah State University	10	Director
Part Time Faculty							
	Jenna	Behm	Other	Ed.D.	Grand Canyon University	10	Adjunct
	David	Desarmier	Other	Ph.D.	University of Wyoming	10	Adjunct
	Roger	Gonzales	Other	Ph.D.	University of Nevada/Las Vegas	10	Adjunct
	Michael	Killen	Other	Ph.D.	Utah State University	10	Adjunct
	Kevin	Robinson	Other	Ed.D.	Texas A&M	10	Adjunct

Part III: New Faculty / Staff Projections for Proposed Program

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

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Staff: Part Time	N/A	N/A	N/A		

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	110					
# of Majors in Proposed Program(s)		15	25	30	35	40
# of Graduates from Department	36					
# Graduates in New Program(s)		5	10	10	15	15
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$0	\$3,000	\$3,000	\$3,000		
Operating Expenses (equipment, travel, resources)	\$0	\$0	\$0	\$0		
Other:	\$0	\$0	\$0	\$0		
TOTAL PROGRAM EXPENSES		\$3,000	\$3,000	\$3,000		
TOTAL EXPENSES	\$0	\$3,000	\$3,000	\$3,000		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$0	\$0	\$0	\$0		
Appropriation	\$0	\$0	\$0	\$0		
Special Legislative Appropriation	\$0	\$0	\$0	\$0		
Grants and Contracts	\$0	\$0	\$0	\$0		
Special Fees		\$0	\$0	\$0		
Tuition	\$0	\$3,000	\$3,000	\$3,000		
Differential Tuition (requires Regents approval)	\$0	\$0	\$0	\$0		
PROPOSED PROGRAM FUNDING		\$3,000	\$3,000	\$3,000		
TOTAL DEPARTMENT FUNDING	\$0	\$3,000	\$3,000	\$3,000		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

With the exception of a single new course, no new curriculum is part of this proposal. The expenses associated with the new course (GOSC 6900 MIS Capstone Project) will be covered entirely by tuition. No additional course sections will be added to the currently offered course work in the participating academic programs, and no additional expense is incurred.

Part III: Describe funding sources

Revenue Narrative 1

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

No internal reallocations are applicable, as the program is self-funding from tuition.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Funding for the program will be supplied by tuition only. No new or additional funds will be requested.