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

Institution Submitting Request: University of Utah

Proposed Program Title: Human Development and Social Policy PhD Program

Sponsoring School, College, or Division: College of Social and Behavioral Science

Sponsoring Academic Department(s) or Unit(s):   Family and Consumer Studies

Classification of Instructional Program Code[1] :   19.0101

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

Proposed Beginning Term[2]:   Fall   2019

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

☐	(AAS)	Associate of Applied Science Degree
☐	(AA)	Associate of Arts Degree
☐	(AS)	Associate of Science Degree
☐		Specialized Associate Degree (specify award type[3]:)
☐		Other (specify award type[3])
☐	(BA)	Bachelor of Arts Degree
☐	(BS)	Bachelor of Science Degree
☐		Specialized Bachelor Degree (specify award type[3]:)
☐		Other (specify award type[3])
☐	(MA)	Master of Arts Degree
☐	(MS)	Master of Science Degree
☐		Specialized Master Degree (specify award type[3]:)
☐		Other (specify award type[3])
☒		Doctoral Degree (specify award type[3]:)
☐		K-12 School Personnel Program
☐		Out of Service Area Delivery Program ☐ Attached MOU
☐		Out of Mission Program
☐		NEW Professional School

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

University of Utah requests approval to offer the following Doctoral degree(s): Human Development and Social Policy PhD Program effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description
Present a complete, formal program description.

The mission of the Human Development and Social Policy (HDSP) PhD program in the Department of Family and Consumer Studies (FCS) is to provide advanced PhD level training in multidisciplinary family-focused research. It is well recognized that humans learn and develop over the life course within families and larger contexts, including communities, schools, workplaces, and other settings. Understanding such developmental processes involve many disciplinary perspectives, including but not limited to economics, sociology, psychology, health, and political science. The HDSP doctoral program will prepare students to use such multidisciplinary approaches to conduct research that addresses pressing issues affecting the attainment of human potential and optimal physical, psychological, social, and economic well-being. The FCS department will partner with other departments and programs on campus, especially the disciplinary programs within the College of Social Behavioral Science (CSBS), to provide a rich and flexible curriculum that will allow FCS graduates to develop the skills needed for future success in both academic and non-academic settings.

On December 6, 2017, the FCS department faculty voted on the proposal for the new PhD program in HDSP. Fifteen faculty members participated. Thirteen voted in favor of the proposal, one voted against, and one abstained.

On January 16, 2018, the CSBS Curriculum Committee voted on the proposal for the new PhD program in HDSP. Eleven voting members participated. Eleven voted unanimously in favor of the proposal.

On February 26, 2018, the University of Utah Graduate Council voted on the proposal for the new PhD program in HDSP. Fourteen voting members participated. Fourteen voted unanimously in favor of the proposal.

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

As specified in the statement regarding configuration of the Utah System of Higher Education and Institutional Missions and Roles, the University of Utah is one of the two Doctorate generating universities in the State of Utah. The mission of the University of Utah is to foster student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. The university aims to generate and share new knowledge, discoveries and innovations, and to engage local and global communities to promote education, health, and quality of life. Our proposed PhD program is consistent with this mission. The program fills a gap in the system in training doctoral students who take multidisciplinary approaches to generate new knowledge in understanding human development throughout the life course, and how social policy and social, political, economic, and physical environments can affect such developmental process. Our graduates will be prepared to become future leaders in academic, governmental, non-profit, and private settings to generate and disseminate new knowledge to enhance the quality of life locally and globally.

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.

As a major research university, one important mission of the University of Utah is to educate graduate students to be successful and innovative scholars in the discovery of new knowledge. Out of the seven academic departments within the CSBS, only the FCS Department lacks the opportunity for doctoral training. This is unusual more generally because departments comparable to ours around the nation typically provide advanced graduate training.

The doctoral program in HDSP will benefit the Utah System of Higher Education (USHE) in general and the University of Utah in particular by better serving students who are interested in human development and social policy issues. The University of Utah would benefit by attracting additional high quality students into undergraduate programs that can lead to a doctoral degree. The addition of doctoral students to the FCS department will enhance the educational experience of FCS undergraduate students as the doctoral students can serve as TAs to undergraduate students. The national reputation of the University of Utah will be enhanced as students graduate from the program and become productive researchers, teachers, and professional leaders, both in Utah and nationally. The program will also increase the amount of research conducted within the FCS department with enhanced opportunity to obtain funding from federal and not-for-profit sources.

The FCS Department has successfully offered a graduate master's program for approximately 30 years. Unlike other departments with terminal masters' programs, our department has a long tradition of masters theses that become peer-reviewed journal articles. In addition, we have a number of masters' projects that have fed into existing non-profit or governmental agencies. We will continue to build on these strengths. The majority of faculty have mentored these projects to conclusion and will be active in the PhD program. We also anticipate that faculty from other departments will participate as teachers, research advisors, or policy mentors. Targeted FCS faculty have expertise with considerable breadth and depth, and are well regarded and respected both within the University of Utah and among our peer institutions across the country. Our faculty members already have strong ties to the community and well-established service learning and community research focused classes; those ties can be deepened and enriched with the addition of PhD level students. We believe that we are at an important period in our department evolution within the college and university where sustained contact with graduate students will importantly aid in the overall research productivity of our faculty as well as enhance our ability to recruit and retain high quality future faculty.

Additionally, this program will benefit from recent Transformative Excellence Program (TEP) University hiring programs. For example, the University has recently hired faculty to strengthen Consortium for Families and health Research (C-FAHR). Developing a PhD program will allow the department to participate more fully in such programs and attract scholars who require the infrastructure provided by a PhD program. Such interdisciplinary hiring initiatives, such as C-FAHR and the Health Economics and Health Policy cluster, are increasingly important for responding to funding opportunities and have natural overlaps with our departmental interests. Finally, given the interdisciplinary nature, this program has the potential to support the vision of the college to develop a social research institute. Existing faculty in the department, reflecting their appreciation for interdisciplinary research, have already developed innovative collaborations with colleagues in other colleges including the medical and business schools, and the Colleges of Health and Nursing.

Developing a Ph.D. program is a logical progression and consistent with our mission as an integral part of a major research university. Reaching this goal is critical for enhancing departmental leadership in our field, achieving advanced academic excellence, and increasing student success. Furthermore, the PhD program would enable the college and university to be more competitive in the area of interdisciplinary research focused on innovative approaches to advancing healthy human development through research and policy initiatives. Given the multidisciplinary and collaborative nature of this proposed program, it is positioned to increase capacity to further the goal of our college which is to inspire, through both teaching and research, human solutions to life's challenges.

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 job market for PhD graduates in the FCS department is excellent both within the state as well as more nationally, with primary occupations being university faculty (referred to as postsecondary teachers in the BLS Occupational Outlook Handbook), government and non-government employees. BLS data show that in 2016, the median pay for postsecondary teachers was $75,430 per year. This type of job was projected to increase 15% from 2016 to 2026, much faster than average

(https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm). BLS data also show that of social sciences graduate degrees, including both Master's degree and PhD degree, the 2016 Median pay was $79,750, with little or no change in job outlook from 2016-2026, which indicates a stable job market (https://www.bls.gov/ooh/life-physical-and-social-science/sociologists.htm). Combined, the general occupational outlook for our PhD graduates should range from stable to fast-growing, depending on the eventual occupation they choose.

From our own experiences, our master's program has a successful track record placing our graduates in non-academic professional positions and for PhD training in similar programs at other universities. The wide range of employment outcomes leads us to expect that our multi-disciplinary PhD graduates would be competitive for academic and applied research careers. We are unaware of any former master's student who went on to obtain a PhD at another institution who has not been able to secure a job appropriate for their level of education. As such, we believe the market demand is large enough to accommodate the doctoral program we are proposing. In addition, the specific focus of our program on human development and social policy will also give graduates a unique opportunity to compete for social policy positions. According to faculty at Northwestern University's HDSP program (along with the department of Policy Analysis and Management at Cornell University, one of the models for our program), many policy institutes and academic programs have begun to hire researchers with developmental training in order to expand upon the traditional mix of policy analysts from the fields of economics and sociology.

To meet the Governor's call that 66% of Utahns ages 20 to 64 will have a post-secondary degree or certificate by 2020, Utah will need to have additional faculty members in higher education who can provide coursework and mentorship to those seeking undergraduate degrees, including coursework for major and minor degrees and general education in social sciences. While the market for our PhD students is likely national, our graduates can also serve as faculty members in Utah universities, colleges, and community colleges to meet the demands of the growing number of Utah students.

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.

Because the overriding theme of our students is an interest in human development and social policy related topics, the interdisciplinary nature of our program allows our doctoral students to come from a variety of backgrounds and seek a variety of career goals. We envision three streams of enrollees: 1) those who finished an undergraduate degree in FCS or a related social science area, 2) those who have recently graduated with a related master's degree (such as Master of Public Policy (MPP,) economics, sociology) and have interests in human development and social policy-related topics from an interdisciplinary perspective, and 3) those who are currently working in government and non-profit organizations on related policy issues and would like to pursue a PhD for further career development. Those with a master's degree upon entry would focus on building more depth, breadth, and interdisciplinary research training that would add to their previous work in a traditional program. We believe our interdisciplinary PhD training would prepare our graduates for both academic and non-academic professional positions in governmental (e.g., Census Bureau), private (e.g., marketing analysis firms), and non-profit settings (e.g., research centers).

Similar Programs
Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Currently, Utah State University (Department of Family, Consumer and Human Development) and Brigham Young University (School of Family Life) offer Ph.D. programs in the area of Family and Consumer Studies. Our program would be different from theirs in two key aspects: (1) We have a social policy and research focus and USU and BYU have a clinical and research focus; and (2) Our approach is far more interdisciplinary than these programs, with faculty trained not only in family sociology and human development but also consumer economics, urban planning, demography, and environmental psychology. Our location in Salt Lake City, the state capital, also puts us in an advantageous position for recruiting and placing our students in governmental and non-profit sectors with a social policy and advocacy focus.

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 doctoral program will not have a significant impact on enrollment in doctoral programs at other USHE institutions as the program is significantly different in focus and scope. We have sent our concept proposal to both the USU and BYU programs so they are aware of our proposal.

External Review and Accreditation

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

In our two previous graduate council reviews, first in 2007 and second in 2015, the external reviewers recommended that the department seriously consider developing a PhD program. For the most recent graduate council review in 2015, the external reviewers were Dr. Rosemary Avery at Cornell University, Dr. Manfred Diehl at Colorado State University, and Dr. Sarah Schoppe Sullivan at the Ohio State University. In fact, this proposal is partly a direct response to recommendations made during the 2015 graduate council review.

Section IV: Program Details

Graduation Standards and Number of Credits

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

The PhD program in HDSP requires an understanding of theoretical and analytical approaches to study human development and family policy, and to demonstrate competence in independent research on a topic related to human development, family well-being, and/or social policies that affect human development and family well-being. In total, students will complete a minimum of 54 credit hours of coursework in residence over a three-year period. The fourth and fifth years will be dedicated to candidacy exams or project equivalents and dissertation research. A minimum of 14 credit hours will be required for dissertation research for a total of 68 minimum credit hours. The student will be granted a doctoral degree upon fulfilling both the coursework requirements and successful defense of dissertation. The program curriculum in Appendices A and B provides more details.

Admission Requirements

List admission requirements specific to the proposed program.

Applicants are evaluated with respect to both Graduate School and departmental requirements and in reference to the pool of available applicants. The Graduate School minimum requirements include (1) an undergraduate GPA of at least 3.0, based on all undergraduate work or work completed during the last two years of undergraduate study, (2) a bachelor's degree from a fully accredited college or university, (3) approval of the faculty of the FCS department, and (4) approval from the Graduate School. International students must meet additional requirements and should consult the university's Admissions official website at http://admissions.utah.edu/international/. The FCS department further requires that the applicant has a strong undergraduate foundation in a social science field and demonstrates an interest in multidisciplinary approaches in studying human development and social policy. Students' interests and previous experiences are evaluated through three letters of recommendation and a personal statement. Applicants must also submit official scores from the GRE exam (quantitative, qualitative, writing sub-scores/percentiles). Admissions decisions are made based on the full packet of materials submitted.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

Administrative structures, such as support staff, advising, office and classroom space are already in place to support a PhD program because the department currently offers a MS program utilizing these resources. Additionally, the department has a unique laboratory resource - The Child and Family Development Center that may be utilized in supporting doctoral training. The PhD program will have negligible impact on the delivery of undergraduate education. PhD students will take many of the pre-existing MS courses already offered by FCS faculty or take courses in other departments. The number of undergraduate courses and proportion taught by FCS faculty is unlikely to change considerably.

Faculty

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

The FCS department contains 16 tenured or tenure-line faculty with active research agendas that will support doctoral training and student research. In addition, the department has two research/clinical faculty with active research agendas. Many faculty have external funding that could help financially support a PhD program in HDSP. Faculty have extensive experienca mentoring graduate students as primary advisors in the current Master's progrem or as advisors/doctoral committee members of students in other departments. Because the PhD program will be small (about 20 students by Year 5), the FCS department does not foresee a need for additional faculty to support a doctoral training program in the early stages.

Staff

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

The FCS department contains administrative, secretarial, and advising staff capable of handling a new PhD program in Human Development and Social Policy. Administrative staff will support the Department Chair and Director of Graduate Studies with the graduate budget and admissions processes. Secretarial staff will continue to assist with processing PhD program applications and providing academic support to students. The Director of Graduate Studies and the student's faculty advisor will assist doctoral students with designing their course schedules and program matriculation. No additional staff will be required to support a PhD program in the initial years due to the small number of students that will be admitted.

Student Advisement

Describe how students in the proposed program will be advised.

Students will have a tenure-line faculty advisor who will serve as the chair of their doctoral committee which will oversee the student's candidacy exam and dissertation research project. The Director of Graduate Studies (DGS) will advise students during their initial year in the program. In discussion with the DGS, students will select a faculty advisor by the end of their second year in the doctoral program. The faculty advisor will assist students in designing a course of study and research topics. The faculty advisor will also assist the student in the formation of the doctoral committee.

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

Library resources required for a doctoral program in HDSP include access to research databases, academic journals, and other reference materials related to human development, sociology, psychology, policy analysis, economics, and related fields. Marriott Library contains sufficient resources currently to support a PhD program in HDSP.

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.

This interdisciplinary program of study addresses pressing issues that affect the attainment of human potential and optimal physical, psychological, social, and economic well-being. It is designed to enable graduates to develop expertise with research and to connect research to policy-relevant applications. Students are expected to go on to both academic and policy or program-related careers.

There is no formal accreditation in this field of study and the program will be periodically evaluated by the University of Utah Graduate Council. The department provides an exit survey for graduates. This survey covers aspects of coursework, inside and outside of the department, understanding of research, career preparation, and experiences with faculty members. We keep track of our former master's graduate students and have maintained teaching, research, and service connections with a number of them; we expect this practice will continue as we attain a PhD 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.

Each student must successfully complete all graduation requirements to be awarded the PhD degree. These requirements and standards are consistent with other PhD programs at the University of Utah. Students must complete all coursework and a dissertation within seven years of admission. Any exceptions must be approved by both the Graduate School and the department. Below are the details of these requirements:
(1) Successful completion of a minimum of 68 credit hours, including 21 credits from the core and advanced FCS curriculum, 18 credits in two specialty areas, 9 additional credits of allied hours, 6 credits from advanced methods/statistics, and 14 (or more) credits of doctoral dissertation research.
(2) Successful completion of a Qualifying Examination or Alternative, demonstrating competency in bridging disciplinary approaches to areas of interest in Human Development and Social Policy. The student's supervisory committee evaluates this work to ensure that the student is adequately prepared to accomplish his or her dissertation research. Given the interdisciplinary and policy-relevant nature of the program, the examination may include alternatives to a traditional examination, such as a program evaluation, evaluation proposal, white paper, academic paper or other professionally-relevant product.
(3) Submission of a written dissertation and successful completion of the oral defense of that dissertation. The written and oral defense of the dissertation will be evaluated by the student's supervisory committee to ensure that the student possesses the skills necessary to conduct, present, and defend his or her research. Students are encouraged to select publication goals and formats that will serve their careers, such as peer-reviewed journal articles, program evaluations that would be presented at governmental or nonprofit agencies, and research-based curriculum or training translational work to complement traditional research.
(4) The master's degree may be attained by students who choose to submit their master's project to the thesis editor. Some

students may choose to exit the program prior to conducting dissertation work and for those students who have completed all aspects of the program except for the PhD and for these students the Master's degree of HDSP is available.

Learning outcomes are assessed in terms of (1) knowledge base in HDSP, (2) scientific inquiry and critical thinking, and (3) Professional practices and ethical behavior.

(1) Knowledge base in HDSP, students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how these social science principles apply to behavioral patterns, problems, and solutions. Students completing Core courses should demonstrate breadth of their knowledge and application of social science ideas to complex individual, interpersonal, and societal problems; students should also show depth in their knowledge and application of social science concepts and frameworks to problems of greater complexity. Students should demonstrate an understanding of the mutual and interconnected influences among individuals, families and the communities in which they live.

(a) Describe key concepts, principles, and overarching themes in HDSP
(b) Develop a working knowledge of HDSP's content domains
(c) Describe and critique applications of HDSP
(d) Create expertise that demonstrates understanding of the mutual and interconnected influences among individuals, families, and the communities in which they live.

(2) Scientific inquiry and critical thinking: The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students completing Foundation courses should learn basic skills and concepts in understanding developmental contexts; span social science disciplinary boundaries when assessing complicated social processes; connect empirical research to policy, practice, or other applications; discern the qualities of high quality research.

(a) Use scientific reasoning to interpret complicated social phenomena
(b) Complete written projects that require innovative and integrative thinking and problem solving
(c) Develop the abilities to design, conduct, interpret, and critique social science research
(d) Develop the technical skills needed to advance one's professional goals

(3) Professional practices and ethical behavior: This interdisciplinary area of expertise requires the development of skill at working independently and collaboratively to achieve project goals. The skills underlying these abilities include communication, responsible work practices, and self-regulation. They require individuals to understand that the degree seeks to enhance the strengths of individuals, families, and communities and to be mindful of these ethical requirements.

(a) Develop individual skills that allow students to meet their individual goals and contribute to collaborative achievements.
(b) Build and enhance effective working relationships
(c) Demonstrate effective writing for different purposes
(d) Exhibit effective presentation skills for different purposes
(e) Exhibit awareness of the ethical concerns present in the student's area of interest
(f) Develop meaningful professional direction for life after graduation

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
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours

		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours

		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		Course Number	NEW Course	Course Title	Credit Hours
		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				
+ -	FCS 6901		FCS Proseminar I		1
+ -	FCS 6902		FCS Proseminar II		1
+ -	FCS 6110		Graduate Multivariate Statistics		4
+ -	FCS 6100		Graduate Research Methods		3
+ -	FCS 6962		Human Development and Social Policy		3
+ -	FCS 6563		Program and Policy Evaluation		3
+ -	FCS 7901	×	FCS Research Seminar I		3
+ -	FCS 7902	×	FCS Research Seminar II		3
+ -	FCS 7970	×	FCS Thesis Research: PhD		14

		Course Number	NEW Course	Course Title	Credit Hours
				Required Course Credit Hour Sub-Total	35
		Elective Courses			
+	-	FCS 6200		Families and Social Policy	3
+	-	FCS 6450		Nonprofit Community Organizations	3
+	-	FCS 6630		Healthy Communities	3
+	-	FCS 6700		Analyzing Community Growth: An Evidence-based Approach	3
+	-	FCS 6730		Community Development & Environmental Change	3
+	-	ECON 6610		Micro Economics	3
+	-	ECON 6620		Macro Economics	3
+	-	ECON 6300		Public Finance: Public Expenditures & Cost-Benefit Analysis	3
+	-	SOC 6050		Sociological Theory	3
+	-	SOC 7072		Population Principles	3
+	-	SOC 7071		Population Techniques	3
+	-	POLS 6003		Approaches to the Study of Politics	3
+	-	POLS 6281		American Political Institutions	3
+	-	POLS 6283		American Policy Processes	3
+	-	PADMN 6320		Public Policy Theories and Applications	3
+	-	PADMN 6323		Policy Analysis	3
+	-	PSY 6620		Cognitive Development	3
+	-	PSY 6260		Social Development across the Lifespan	3
+	-	PSY 7220		Seminar in Developmental Theories	3
+	-	PSY 7230		Seminar in Developmental Methods	3
+	-	PSY 7240		Relationships & Health over the Lifespan	3
+	-	GEOG 6150		Spatial Data Design for GIS	3
+	-	GEOG 6160		Spatial Modeling with GIS	3
+	-	CMP 6470		Case Studies in Urban Design and Development	3
+	-	FPMD 6700		Environmental Public Health	3
+	-	COMM 6115		Health Communication	3
+	-	PSY 6465		Biosocial Mechanisms of Stress, Development, and Health	3
+	-	ECON 6190		Health Economics	3
+	-	SOC 6720		Medical Sociology	3
+	-	PADMN 6321		Health Policy	3
+	-	ECON 6630		Applied Econometrics	3
+	-	FCS 6120		Demographic Methods	3
+	-	FCS 6560		Survey Research Methods	3
+	-	GEOG 6000		Advanced Geographical Data Analysis	3
+	-	PHS 7020		Analysis of Secondary Data	3
+	-	POLS 6002		Advanced Quantitative Analysis	3
+	-	POLS 6004		Qualitative-Interpretive Research Methods	3
+	-	SOC 7130		Statistics II	3

		Course Number	NEW Course	Course Title	Credit Hours
				Elective Credit Hour Sub-Total	33
				Core Curriculum Credit Hour Sub-Total	68

Program Curriculum Narrative

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

The proposed program requires a total of 68 credit hours, with 35 required core curriculum credit hours and 33 elective hours. Currently, the FCS department and the Department of Sociology have an agreement to co-teach introductory graduate level statistics and research methods. Sociology offers Research Methods while FCS offers Statistics. As such, one of the core requirements listed as FCS 6100 Graduate Research Methods or SOC 6110 Methods of Social Research. Core curriculum credit hours are computed as total required credit hours minus dissertation hours.

The proposed PhD curriculum offers flexibility in that students can propose their own courses for the second area, as long as they provide justifications and obtain approval from his or her advisory committee.

Degree Map

FCS required courses group #1 (15 hours):
FCS 6901 and FCS 6902 Proseminar I and II (2)
FCS 6110 Graduate Multivariate Statistics (4)
FCS 6100 Graduate Research Methods / SOC 6110 Methods of Social Research (3)
FCS 6962 Human Development and Social Policy (3)
FCS 6563 Program and Policy Evaluation (3)

Choose two specialization areas with a minimum of 9 hours per area. The first area should provide disciplinary depth in one CSBS department outside of FCS. The second area can be courses from an additional department or custom built around a theme with committee approval (18 hours):

Example: Economics Department
ECON 6610 Micro Economics
ECON 6620 Macro Economics
ECON 6300 Public Finance: Public Expenditures and Cost-Benefit Analysis

Example: Sociology Department
SOC 6050 Sociological Theory
SOC 7072 Population Principles
SOC 7071 Population Techniques

Example: Political Science Department
POLS 6003 Approaches to the Study of Politics
POLS 6281 American Political Institutions
POLS 6283 American Policy Processes
PADMN 6320 Public Policy Theories and Applications
PADMN 6323 Policy Analysis

Example: Psychology Department
PSY 6620 Cognitive Development
PSY 6260 Social Development across the Lifespan
PSY 7220 Seminar in Developmental Theories
PSY 7230 Seminar in Developmental Methods
PSY 7240 Relationships & Health over the Lifespan

Example: Geospatial Geography Theme
GEOG 6150 Spatial Data Design for GIS
GEOG 6160 Spatial Modeling with GIS
CMP 6470 Case Studies in Urban Design and Development
FPMD 6700 Environmental Public Health

Example: Health Theme
COMM 6115 Health Communication

PSY 6465 Biosocial Mechanisms of Stress, Development, and Health
ECON 6190 Health Economics
SOC 6720 Medical Sociology
PADMN 6321 Health Policy

Additional Elective Courses (9 hours, including at least one FCS course):
Committee approval. Can be FCS courses or additional courses from specialization areas. Example FCS courses:
FCS 6200 Families and Social Policy
FCS 6450 Nonprofit Community Organizations
FCS 6630 Healthy Communities
FCS 6700 Analyzing Community Growth: An Evidence-based Approach
FCS 6730 Community Development & Environmental Change

Advanced Statistics and Methods (6 hours, including at least one FCS course):
ECON 6630 Applied Econometrics
FCS 6120 Demographic Methods
FCS 6560 Survey Research Methods
GEOG 6000 Advanced Geographical Data Analysis
PHS 7020 Analysis of Secondary Data
POLS 6002 Advanced Quantitative Analysis
POLS 6004 Qualitative-Interpretive Research Methods
SOC 7130 Statistics II

FCS Required Courses Group #2: Advanced Policy Analysis and Research Seminars (6 hours):
FCS 7901 and FCS 7902 FCS Research Seminar I and II (6)

Research and Dissertation (minimum 14 hours for dissertation research):
FCS 7970 Thesis Research: Ph.D.

Minimum Total for Ph.D 68

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	14	1	1	
Faculty: Part Time with Doctorate	1		2	
Faculty: Full Time with Masters			1	
Faculty: Part Time with Masters			2	
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants	////////	////////		
Staff: Full Time			4	
Staff: Part Time				

Part II. Proposed Program Faculty Profiles
List current faculty within the institution – with academic qualifications – to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Barbara	Brown	T	PhD	University of Utah		
	Daniel	Carlson	TT	PhD	The Ohio State University		
	Marissa	Diener	T	PhD	University of Illinois at Urbana-Champaign		
	Jessie	Fan	T	PhD	The Ohio State University		
	Don	Herrin	T	PhD	Brigham Young University		
	Russ	Isabella	T	PhD	Pennsylvania State University		
	Lori	Kowaleski-Jones	T	PhD	The Ohio State University		
	Robert	Mayer	Y	PhD	University of California - Berkeley		
	Kevin	Rathunde	T	PhD	University of Chicago		
	Sonia	Salari	T	PhD	SUNY -Albany		
	Ken	Smith	T	PhD	Cornell University		
	Armando	Solorzano	T	PhD	University of Wisconsin - Madison		
	Cheryl	Wright	T	PhD	Oregon State University		
	Zhou	Yu	T	PhD	University of Southern California		
	Cathleen	Zick	T	Phd	Cornell University		
	Trish	Saccamano	O	MEd	Westminster College		
Part Time Faculty							
	Dale	Lund	O	PhD	University of Utah		
	Nick	Wolfinger	T	PhD	University of California - Los Angeles		

	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

Part III: New Faculty / Staff Projections for Proposed Program

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

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

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	373	384	396	408	420	432
# of Majors in Proposed Program(s)	/////	2	4	6	8	10
# of Graduates from Department	190	196	202	208	214	220
# Graduates in New Program(s)	/////	0	0	0	0	0
Department Financial Data						
		Department Budget				
		Year 1	Year 2	Year 3		
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
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.						
Personnel (Faculty & Staff Salary & Benefits)	$1,580,694	$0	$0	$0		
Operating Expenses (equipment, travel, resources)	$30,025	$5,000	$2,000	$2,000		
Other:	$60,000	$36,000	$54,000	$72,000		
TOTAL PROGRAM EXPENSES	/////	$41,000	$56,000	$74,000		
TOTAL EXPENSES	$1,670,719	$1,711,719	$1,726,719	$1,744,719		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.						
Internal Reallocation	$97,910			$14,000		
Appropriation	$1,624,335					
Special Legislative Appropriation	$0					
Grants and Contracts	$30,000	$18,000	$36,000	$54,000		
Special Fees	$0					
Tuition	$0					
Differential Tuition (requires Regents approval)	$0					
PROPOSED PROGRAM FUNDING	/////	$18,000	$36,000	$68,000		
TOTAL DEPARTMENT FUNDING	$1,752,245	$1,770,245	$1,788,245	$1,820,245		
Difference						
Funding - Expense	$81,526	$58,526	$61,526	$75,526		

Part II: Expense explanation

Expense Narrative
Describe expenses associated with the proposed program.

Because the proposed program is a small program, and because most of the courses in the proposed program are already offered by either the FCS department or other campus units, we anticipate no significant increase in instruction and advising costs. The most significant expense associated with the proposed program is funding for graduate assistantships for the new PhD students. The graduate assistantships are projected to be $18,000 per year per student. However, some of our potential applicants have expressed interests in pursuing their PhD degree with us but keeping their full-time job at the same time so they will not need assistantship. As such, we are anticipating that while the majority if our PhD students will be funded, some will not need funding. Because we plan to admit 2 PhD students per year, the additional TA/RA expenses are expected to be $36,000 for year 1, $54,000 for year 2, and $72,000 for year 3.

Because of the particular format of the budget form, we do not incorporate inflation adjustments for the budget for subsequent years. Thus this form can be interpreted as using constant base-year dollars for all subsequent years.

Part III: Describe funding sources

Revenue Narrative 1
Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Minor adjustments to the allocation of faculty time may be needed. In addition, in year 3, we assume that the two PhD students who were admitted in year 1 will have obtained their Master's degree and can teach for the department. Currently, the FCS department pays $3,500 per course. The two students can teach two courses per year each for a total of four courses, resulting in $14,000 reallocation within the department from paying adjunct instructors to paying our PhD students.

Revenue Narrative 2
Describe new funding sources and plans to acquire the funds.

The FCS department plans to use this opportunity to raise funds for an endowed graduate fellowship. The department is working with the College of Social and Behavioral Science (CSBS) development officers Lynne Shaffer and Rob Hunsaker to develop a fund-raising plan once the program is approved.

Funding from grants and contracts are projected to increase as the availability of PhD level research assistance will allow our faculty to be more competitive in securing grants and contracts. New enrollment of doctoral students will be adjusted annually based on grants and contract funding that is available to support their research projects.

Combined, we plan to generate sufficient funds to support one additional PhD student per year for $18,000/year in constant base-year dollars.