1. Approval of 1 April 2021 Minutes

2. Program Proposals
   Request from Career Services in the Office of the Executive Vice President and Provost to change the name from Career Services to Career Design Center.

3. Semester Course Approval Reviews
   https://usu.curriculog.com/

   College of Agriculture and Applied Sciences
   ADVS = 2
   APEC = 1
   APPR =
   ASTE = 2
   AVTE = 2
   LAEP = 13
   NDFS = 3
   OPDD =
   PSC = 4

   Caine College of the Arts
   ART =
   MUSC =
   THEA =
   CCA =

   Jon M. Huntsman School of Business
   ACCT =
   BUS =
   ECN =
   DATA =
   MSLE = 31
   MIS =

   Emma Eccles Jones College of Education and Human Services
   COMD =
   EDUC =
   HDFS =
   KHS =
   ITLS =
4. **Other Business**
   Registrar’s review of impact reports – Toni Gibbons

*Adjourn: 3:00 pm*
Minutes

Present: Nicholas Morrison, Chair, Caine College of the Arts
          Brian Warnick, College of Agriculture and Applied Sciences
          Chad Simon, Jon M. Huntsman School of Business
          Scott Hunsaker, Emma Eccles Jones College of Education & Human Services
          Thomas Fronk, College of Engineering
          Matt Sanders, College of Humanities and Social Sciences
          Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
          Greg Podgorski, College of Science
          Rachel Wishkoski, University Libraries
          Paul Barr, Provost’s Office
          Richard Cutler, Graduate Council
          Toni Gibbons, Registrar’s Office
          Jessica Hansen for Chenese Boyle, Program Coordinator
          Michele Hillard, Secretary
          Mark Chynoweth, Statewide Campuses
          Scott Henrie, USU Eastern
          Lucas Stevens, Executive Vice President

Absent: Sami Ahmed, President USUSA
        Alex Braeger, Graduate Senator
        Harrison Kleiner, Gen Ed Assessment

Visitors: Darrell Harris, Director

1. **Approval of 4 March 2021 Minutes**
   
   Minutes approved as distributed.

2. **Program Proposals**
   
   Request from the Academic and Instructional Services to create a Student Money Management Center.
   
   Motion to approve the R401 proposal made by Richard Cutler. Seconded by Chad Simon. Proposal approved.

   Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to create a Community Development Economics Minor.
   
   Motion to approve the R401 proposal made by Brian Warnick. Seconded by Richard Cutler. Proposal approved.
Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to change the CIP Code for the BS Aviation Technology-Professional Pilot degree from 49.0102 to 49.0101.
Motion to approve the R401 proposal made by Brian Warnick. Seconded by Chad Simon. Proposal approved.

Request from the Department of Computer Science in the College of Science to discontinue the Computer Science MS Plan C degree program.
Motion to approve the R401 proposal made by Greg Podgorski. Seconded by Chad Simon. Proposal approved.

3. Semester Course Approval Reviews
https://usu.curriculog.com/

College of Agriculture and Applied Sciences
Motion to approve the business of the College of Agriculture and Applied Sciences made by Brian Warnick. Seconded by Greg Podgorski. Business approved.
ADVS = 1
APEC =
APPR =
ASTE = 3
AVTE = 1
LAEP = 3
NDFS = 2
OPDD =
PSC =

Caine College of the Arts
Motion to approve the business of the Caine College of the Arts made by Greg Podgorski. Seconded by Brian Warnick. Business approved.
ART = 1
CCA =
MUSC = 5 (MUSC 3920 refer to 3rd year students)
THEA =

Jon M. Huntsman School of Business
ACCT =
BUS =
DAIS =
ECN =
MGT =
MSLE =

Emma Eccles Jones College of Education and Human Services
COMD =
EDUC =
HDFS =
KHS =
ITLS =
NURS =
PSY =
SPED =
TEAL =
College of Engineering
BENG =
CEE =
ECE =
EED =
ENGR =
MAE =

College of Humanities and Social Sciences
Motion to approve the business of the College of Humanities and Social Sciences made by Matt Sanders. Seconded by Chad Simon. Business approved.
AS = 10
CHSS =
ENGL =
HIST = 1
IELI =
JCOM = 1
LPSCS =
POLS =
SOA = 1
SW = 2
WGS =

S.J. & Jessie E. Quinney College of Natural Resources
Motion to approve the business of the S.J. & Jessie E. Quinney College of Natural Resources made by Claudia Radel. Seconded by Richard Cutler. Business approved.
ENVS = 1
NR =
WATS =
WILD =

College of Science
Motion to approve the business of the College of Science made by Greg Podgorski. Seconded by Chad Simon. Business approved.
BIOL = 1
CHEM =
CS = 6
GEOL = 2
MATH =
PHYS =
PUBH =
SCI =

HONR =
ISTU =
UN –CAS =
USU =

4. Other Business
Claudia Radel has become the new Department Head for Environment and Society. She will no longer be serving on the Curriculum Committee. Thank you, Claudia for your service.

EPC/Curriculum Handbook Update
Looking at updates and changes to the handbook. What is the purpose of this handbook? The first portion of the handbook is going through Utah System of Higher Education definitions and guidelines (first 15 pages). At about page 15 the task force started seeing
that the information was code and they could not ensure that it is the most current and accurate. Wow do we make this handbook useful for the user? Take the first 15 pages out and include a couple of references/links. The task force is looking for guidance as to what help the end users. Cross and dual listed courses are some things that are looked at and utilized in the handbook. It may be a good idea to have a list of linked resources in the handbook. A recommendation was made to have something tied into instructions in Curriculog to help with proposal input. The task force will work on this project over the summer.

New Curriculum Committee Chair Appointment
Thanks to Nick Morrison for his dedication and hard work in chairing the Curriculum Committee. So grateful for his efforts. Wishing him the best in his future endeavors and upcoming sabbatical.

Worked with the Provost and had discussions regarding a new chair for the Curriculum Committee. Nominate Matt Sanders as the 2021-2022 Curriculum Committee chair. Motion to nominate and accept Matt Sanders as the Curriculum Committee chair made by Paul Barr. Seconded by Nick Morrison. Nomination was unanimous.

Matt’s first act as the new chair was to request appreciation treats for the first meeting of the new academic year.

Adjourn: 2:40 pm
Minutes

Present: Nicholas Morrison, Chair, Caine College of the Arts
Brian Warnick, College of Agriculture and Applied Sciences
Chad Simon, Jon M. Huntsman School of Business
Scott Hunsaker, Emma Eccles Jones College of Education & Human Services
Thomas Fronk, College of Engineering
Matt Sanders, College of Humanities and Social Sciences
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Greg Podgorski, College of Science
Robert Heaton for Rachel Wishkoski, University Libraries
Paul Barr, Provost’s Office
Richard Cutler, Graduate Council
Toni Gibbons, Registrar’s Office
Jessica Hansen for Chenese Boyle, Program Coordinator
Michele Hillard, Secretary
Mark Chynoweth, Statewide Campuses

Absent: Sami Ahmed, President USUSA
Alex Braeger, Graduate Senator
Harrison Kleiner, Gen Ed Assessment
Scott Henrie, USU Eastern
Lucas Stevens, Executive Vice President

Visitors: N/A

1. Approval of 4 February 2021 Minutes
   Minutes approved as distributed.

2. Program Proposals
   Request from the Department of Aviation and Technical Education in the College of
   Agriculture and Applied Sciences requests approval to offer a Nail Technician Certificate of
   Proficiency.
   Motion to approve the R401 proposal made by Brian Warnick. Seconded by Scott
   Hunsaker. Proposal approved.

   Request from the Department of Sociology, Social Work and Anthropology in the College of
   Humanities and Social Sciences requests approval to change the name of the Institute for
   Social Science Research on Natural Resources to Community and Natural Resources
   Institute.
Motion to approve the R401 proposal made by Matt Sanders. Seconded by Brian Warnick. Proposal approved.

3. Semester Course Approval Reviews
https://usu.curriculog.com/

College of Agriculture and Applied Sciences
Motion to approve the business of the College of Agriculture and Applied Sciences made by Brian Warnick. Seconded by Chad Simon. Business approved.
ADVS =
APEC = 1
APPR =
ASTE = 3
AVTE = 5
LAEP =
NDFS =
OPDD =
PSC =

Caine College of the Arts
Motion to approve the business of the Caine College of the Arts made by Scott Hunsaker. Seconded by Matt Sanders. Business approved.
ART =
CCA =
MUSC =
THEA = 4

Jon M. Huntsman School of Business
Motion to approve the business of the Jon M. Huntsman School of Business made by Chad Simon. Seconded by Brian Warnick. Business approved.
ACCT =
BUS =
DAIS =
ECN =
MGT =
MSLE = 1

Emma Eccles Jones College of Education and Human Services
COMD =
EDUC =
HDFS =
KHS =
ITLS =
NURS =
PSY =
SPED =
TEAL =

College of Engineering
Motion to approve the business of the College of Engineering made by Thomas Fronk. Seconded by Claudia Radel. Business approved.
BENG = 1
CEE =
ECE =
EED =
ENGR =
MAE =

**College of Humanities and Social Sciences**

*Motion to approve the business of the College of Humanities and Social Sciences made by Matt Sanders. Seconded by Greg Podgorski. Business approved.*

CHSS =
ENGL = 1
HIST = 1
IELI =
JCOM =
LPCS = 1
POLS = 2
SSWA =
WGS =

**S.J. & Jessie E. Quinney College of Natural Resources**

*Motion to approve the business of the S.J. & Jessie E. Quinney College of Natural Resources made by Claudia Radel. Seconded by Greg Podgorski. Business approved.*

ENVS = 1
NR =
WATS =
WILD =

**College of Science**

BIOL =
CHEM =
CS =
GEOL =
MATH =
PHYS =
PUBH =
SCI =

HONR =
ISTU =
UN –CAS =
USU = 3

*Motion to approve the USU courses made by Paul Barr. Seconded by Chad Simon. USU Business approved.*

4. **Other Business**

Curriculog was shut down on March 3 and will be reopened the first week of July.

Unanimous approval of the updated course descriptions. All courses now have descriptions in the catalog. Thanks to the Registrar’s Office for helping with this issue.

Look at updating the Curriculum/EPC handbook. Will bring those updates to the April meeting. A working group will make proposals for changes and then will send out the handbook for review and discussion.

A Curriculum Committee chair will be voted on in the April 2021 meeting.

*Adjourn: 2:27 pm*
CURRICULUM SUBCOMMITTEE MINUTES
4 February 2021
2:00 – 3:00 p.m.
Zoom Meeting

Minutes

Present: Nicholas Morrison, Chair, Caine College of the Arts
       Brian Warnick, College of Agriculture and Applied Sciences
       Chad Simon, Jon M. Huntsman School of Business
       Scott Hunsaker, Emma Eccles Jones College of Education & Human Services
       Thomas Fronk, College of Engineering
       Matt Sanders, College of Humanities and Social Sciences
       Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
       Greg Podgorski, College of Science
       Rachel Wishkoski, University Libraries
       Paul Barr, Provost’s Office
       Richard Cutler, Graduate Council
       Toni Gibbons, Registrar’s Office
       Chenese Boyle, Program Coordinator
       Michele Hillard, Secretary
       Mark Chynoweth, Statewide Campuses

Absent: Sami Ahmed, President USUSA
        Alex Braeger, Graduate Senator
        Harrison Kleiner, Gen Ed Assessment
        Scott Henrie, USU Eastern
        Lucas Stevens, Executive Vice President

Visitors: Patrick Belmont, Department Head, Watershed Science

1. **Approval of 7 January 2021 Minutes**
   Minutes approved as distributed.

2. **Program Proposals**
   Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to change the name of the minor from Equine Assisted Activities and Therapies to Equine-Human Science.
   **Motion to approve proposal made by Brian Warnick. Seconded by Chad Simon. Proposal approved.**

   Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to update the Certificate of Completion in the Plan of Study for Automotive Technology.
   **Motion to approve proposal made by Brian Warnick. Seconded by Greg Podgorski. Proposal approved.**
Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer a Certificate of Completion Unmanned Aerial Systems (UAS).
Motion to approve proposal made by Brian Warnick. Seconded by Chad Simon. Proposal approved.

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to update the Medical Assistant Certificate of Completion.
Motion to approve proposal made by Brian Warnick. Seconded by Greg Podgorski. Proposal approved.

Request from the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences to offer an accelerated Bachelor of Landscape Architecture and a Master of Science in Environmental Planning.
Motion to approve proposal made by Brian Warnick. Seconded by Richard Cutler. Proposal approved.

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to offer a new Post Baccalaureate Certificate, Practitioner of Food Safety.
Motion to approve proposal made by Brian Warnick. Seconded by Richard Cutler. Proposal approved.

Request from the Departments of Communicative Disorders and Deaf Education, Human Development and Family Studies, Instructional Technology and Learning Sciences, Kinesiology and Health Science, Psychology, School of Teacher Education and Leadership and Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services to offer a Post-Baccalaureate (Graduate) Certificate Program: Certificate in Advanced Research Methods and Analysis – Quantitative (CARMA-Q).
Motion to approve proposal made by Scott Hunsaker. Seconded by Brian Warnick. Proposal approved.

Request from the Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services to change the name of the Rehabilitation Counseling specialization within the Disability Disciplines doctoral program to Rehabilitation Counselor Education and Supervision.
Motion to approve proposal made by Scott Hunsaker. Seconded by Chad Simon. Proposal approved.

Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to offer a Baccalaureate degree in Data Analytics.
Motion to approve proposal made by Chad Simon. Seconded by Greg Podgorski. Proposal approved.

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to offer a new Business Economics emphasis within the BA/BS degree in Economics.
Motion to approve proposal made by Chad Simon. Seconded by Richard Cutler. Proposal approved.

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to create a new Econometrics and Data Analytics emphasis within the existing BA/BS Economics degree.
Motion to approve proposal made by Chad Simon. Seconded by Richard Cutler. Proposal approved.

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to create a new Financial Economics Emphasis within the existing BA/BS Economics degree. 
Motion to approve proposal made by Chad Simon. Seconded by Richard Cutler. Proposal approved.

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to offer a Master of Financial Economics degree. 
Motion to approve proposal made by Chad Simon. Seconded by Richard Cutler. Proposal approved.

Request from the Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources to offer a Master of Ecological Restoration. 
Motion to approve proposal made by Claudia Radel. Seconded by Richard Cutler. Proposal approved.

3. Semester Course Approval Reviews
https://usu.curriculog.com/
On behalf of the Jon M. Huntsman School of Business Chad Simon requested the addition of MSLE 6520 and MSLE 3810 to the agenda in order to make these courses more available to students by removing prerequisites prior to summer 2021. Motion made by Chad Simon. Seconded by Brian Warnick. Motion approved.

College of Agriculture and Applied Sciences
Motion to approve the business of the College of Agriculture and Applied Sciences made by Brian Warnick. Seconded by Thomas Fronk. Business approved.

Caine College of the Arts
Motion to approve the business of the Caine College of the Arts made by Brian Warnick. Seconded by Thomas Fronk. Business approved.

Jon M. Huntsman School of Business
Motion to include two late MSLE courses to agenda made by Chad Simon. Seconded by Brian Warnick. Motion to approve the business of the Jon M. Huntsman School of Business made by Brian Warnick. Seconded by Thomas Fronk. Business approved.
Emma Eccles Jones College of Education and Human Services
Motion to approve the business of the Emma Eccles Jones College of Education and Human Services made by Brian Warnick. Seconded by Thomas Fronk. Business approved.
COMD =
EDUC =
HDFS = 9
KHS = 3
ITLS =
NURS =
PSY =
SPER = 1
TEAL = 45

College of Engineering
Motion to approve the business of the College of Engineering made by Brian Warnick. Seconded by Thomas Fronk. Business approved.
BENG = 4
CEE = 1
ECE = 6
EED = 7
ENGR =
MAE = 17

College of Humanities and Social Sciences
Motion to approve the business of the College of Humanities and Social Sciences made by Brian Warnick. Seconded by Thomas Fronk. Business approved.
CHSS =
ENGL = 3
HIST =
IELI =
JCOM =
LPCS = 1
POLS =
SSWA = 21
WGS =

S.J. & Jessie E. Quinney College of Natural Resources
Motion to approve the business of the S.J. & Jessie E. Quinney College of Natural Resources made by Brian Warnick. Seconded by Thomas Fronk. Business approved.
ENVS =
GEO = 2
NR =
WATS = 10
WILD = 3

College of Science
Motion to approve the business of the College of Science made by Brian Warnick. Seconded by Thomas Fronk. Business approved.
BIOL = 4
CHEM = 1
CS =
4. **Other Business**

Missing Course Descriptions ([missing descriptions/examples](#)) – Toni Gibbons

Course descriptions are coming in and the Registrar’s Office greatly appreciates all the efforts that are being made in cleaning this up. Most colleges stated that they would like to have a boilerplate for the missing course descriptions. Have the Registrar’s Office pinpoint one boilerplate description for each course type.

*Motion to authorize the Registrar’s Office to write course descriptions and provide them to the committee for electronic vote made by Scott Hunsaker. Seconded by Chad Simon. Authorization approved.*

Deadlines for any catalog changes – March 1, 2021

Be aware of changes that need to be made before the deadline. Training is available to help with Curriculog forms. There is always a rush at the end of February and the Registrar’s Office stands ready to assist with whatever is needed. Toni Gibbons will provide a list that will be included with the distribution of the minutes. College administrators on the Curriculum Committee needs to get this information to individuals in their colleges/departments.

*Adjourn: 2:57 pm*
CAAS - Aviation and Technical Education - Nail Technician - Certificate of Proficiency

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information:
Paul Barr: Vice Provost (797-0718)

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

Step 3: Enter the Correct CIP Code Using the Following Website: Classification
Step 3: Enter the correct CIP Code using the following website:

**Classification: Instructional Programs**

<table>
<thead>
<tr>
<th>CIP Code (6-digits)</th>
<th>12.0410</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Number of Credits (if applicable)*</td>
<td>18</td>
</tr>
<tr>
<td>Maximum Number of Credits (if applicable)*</td>
<td>18</td>
</tr>
<tr>
<td>Type of Degree: (BA, BS, etc.)*</td>
<td>Certificate of Proficiency</td>
</tr>
</tbody>
</table>

**Request**

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

**New Academic Program:**
- Certificates of Completion (including CTE)
- Certificates of Proficiency (including CTE)
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- Out of Service Area Delivery Program (attach signed MOU)
- Post-Baccalaureate
- Post-Masters Certificate

**Existing Academic Program Changes:**
- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

**Administrative Unit Changes:**
- Name Change of Existing Unit
- Administrative Unit Transfer
- Administrative Unit Restructure (with or without Consolidation)
- Administrative Unit Suspension
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit
Reinstatement of Previously Discontinued Administrative Unit

New Administrative Unit:  
☐ New Administrative Unit  
☐ New Center  
☐ New Institute  
☐ New Bureau

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*  
☐ Yes  
☑ No

Council on Teacher Education*  
☐ Yes  
☑ No

Section I: The Request

R401 Purpose*  
Utah State University requests approval to offer a Nail Technician Certificate of Proficiency effective fall 2021. The Certificate of Proficiency in Nail Technician is an 18 credit hour standalone credential. This credential can then be used to meet some of the requirements within a Certificate of Completion in Cosmetology; and/or an Associate of Applied Science degree in Cosmetology or General Technology. In addition, this certificate qualifies students for nail technician jobs and business ownership. A Certificate of Proficiency provides an entry level credential for students and will stack into additional credentials/degrees as well.

Section II: Program Proposal

Proposed Action & Rationale*  
The Nail Technician Certificate of Proficiency is designed to help students prepare for and pass state certification tests and licensure administered by the state of Utah. The aim of the State of Utah Licensure is to ensure safety and efficacy of Nail Technicians related to standards of health procedures. Students who complete the certificate will be prepared with entry-level training to create their own small business and/or work as an independent contractor.
The United States Bureau of Labor Statistics projects employment of personal appearance workers and esthetician workers to grow 19 and 17 percent respectively from 2019 to 2029 (https://www.bls.gov/ooh/personal-care-and-service/manicurists-and-pedicurists.htm#tab-6). Nail Technician is a sizeable occupation with a low barrier for entry and a higher opportunity for earning potential for the technician, over individuals with a full cosmetologist license. In the coming decade, business expansion and retiring workers will create greater demand and a high volume of annual job openings for Nail Technicians. An opportunity to earn certification in Nail Technology during the course of one semester, will allow students to become familiar with higher education and gain current occupational training in a short period of time. Additionally, this program allows students earning potential throughout their educational experience with flexible hours and a skill which they can take anywhere. Students enrolled in the certificate program will also have an opportunity to complete an internship which will reduce the on-the-job learning curve and enable them to quickly earn an equitable wage.

Nail Technician jobs fall within esthetic and cosmetology occupations. The statewide median wage for Nail Technicians is $17.12 an hour which is above the national average. The proposed certificate of proficiency offers accelerated entrance to the job market and a short-term credential which students can build upon to access more advanced jobs and higher wages. The proposed certification will be especially important for businesses in regions of the state with a diverse tourism, travel and recreation industry.

The proposed Nail Technician Certificate of Proficiency will be offered as a technical education (a.k.a. CTE) program offering within the department of Aviation and Technical Education (AVTE) at the Southeast region location in Price. Existing faculty, staff, facilities and equipment will implement and sustain the proposed certificate program. No additional resources will be required.

The Certificate of Proficiency will provide an independent, state-regulated certification as well as a stackable credential toward a Certificate of Completion in Cosmetology. Credits earned in the certificate program(s) will meet some requirements for two existing AAS degrees:

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

The AVTE department offers a broad-based Associate of Applied Science degree in General Technology, and it is intended that students pursue the general business emphasis. The proposed certificate provides an opportunity to develop region-specific training at a USU residential campus.

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

Program Curriculum Narrative

This certificate is based upon a nine-credit hour course focused upon the skills required of a nail technician. The balance of the certificate develops communication and small business operation skills critical for student success in the workplace.

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

Step 6: Submit

Click on the save all changes button below.

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

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information:
Paul Barr: Vice Provost (797-0718)

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

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

Select the College(s) this proposal involves.
Select the Department(s) this proposal involves.

<table>
<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)*</th>
<th>CHASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Sociology, Social Work and Anthropology</td>
</tr>
<tr>
<td>Current Title (if applicable)*</td>
<td>Institute for Social Science Research on Natural Resources</td>
</tr>
<tr>
<td>Proposed Title*</td>
<td>Community and Natural Resources Institute</td>
</tr>
</tbody>
</table>

Step 3: Enter the Correct CIP Code Using the Following Website: Classification
### Step 3: Enter the Correct CIP Code Using the Following Website: Classification: Instructional Programs

<table>
<thead>
<tr>
<th>CIP Code (6-digits)</th>
<th>00.0000</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Minimum Number of Credits (if applicable)</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Number of Credits (if applicable)</td>
<td>0</td>
</tr>
</tbody>
</table>

| Type of Degree: (BA, BS, etc.) | NA |

### Request

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

#### New Academic Program:
- Certificates of Completion (including CTE)
- Certificates of Proficiency (including CTE)
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- Out of Service Area Delivery Program (attach signed MOU)
- Post-Baccalaureate
- Post-Masters Certificate

#### Existing Academic Program Changes:
- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

#### Administrative Unit Changes:
- Name Change of Existing Unit
- Administrative Unit Transfer
- Administrative Unit Restructure (with or without Consolidation)
- Administrative Unit Suspension
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit
Reinstatement of Previously Discontinued Administrative Unit

New Administrative Unit:
- New Administrative Unit
- New Center
- New Institute
- New Bureau

Other: (explain change)

Additional Approvals (if applicable)

Step 5: Describe the library resources required to offer the proposed program, including those needed for new courses or research areas. Include specialized resources that the Library already provides as well as new resources that would need to be acquired (with funding sources detailed in Appendix D). If you need assistance in completing this section, contact your department's assigned liaison librarian.

Library Related Needs* No known library resources required beyond those already offered to the university community.

Graduate Council*  
- Yes
- No

Council on Teacher Education*  
- Yes
- No

Section I: The Request

R401 Purpose* The Institute for Social Science Research on Natural Resources (ISSRNR or the Institute) has been in existence since 1968 and has been an active contributor of applied research in the service of state agencies and other entities throughout the Western U.S. on issues related to community well-being, water, energy, land use, and beyond. Under new leadership and in an attempt to prioritize branding and new initiatives for the Institute, the Institute is seeking to change the name to something that more directly conveys the focus of the Institute's work. The Institute is dropping the word "Research" so as to expand initiatives to Extension outreach, civic engagement, and teaching (though research will remain a primary objective). The Sociology program at USU has been nationally-recognized for its expertise in natural resource and community social science for many decades. The faculty associated with the Institute are proud to continue this legacy.
Section II: Program Proposal

Proposed Action & Rationale
The Institute faculty seek to change the name of the Institute for Social Science Research on Natural Resources (ISSRNR) to the Community and Natural Resources Institute (CANRI).

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact
This Institute and associated name change are in line with the land grant mission of USU. The Institute seeks to provide applied research and engagement on timely issues related to the human dimensions of natural resources and the wellbeing of communities in Utah, the Western U.S., the U.S., and the world.

Finances
The Institute has an existing index with modest funds accumulated by the previous director and has an agreement with CHASS to hire a staff person for the Institute for the next six months. Pending and planned grant proposals will hopefully further support the Institute.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 6: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 7: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
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**Implemented Description**
This course consists of individual work on research problems for students enrolled in doctoral programs.
This course provides graduate students with continued support and advisement.
It is usually taken following completion of all coursework required for the degree.
This course is designed for students preparing a master’s degree thesis.
This course provides graduate students with continued support and advisement.
It is usually taken following completion of all coursework required for the degree.
This course consists of additional readings or research done beyond the material covered in other courses.
This course entails an advanced internship at a professional level, with increased complexity, approved by the department and advisor. The internship project and number of credits must be approved by advisor and major professor.
Students explore basic to advanced concepts contained in research as applicable to Interior Architecture and Design.
This course provides a focused study of selected topics.
This course is designed for students preparing a master’s degree thesis.
This course provides graduate students with continued support and advisement.
It is usually taken following completion of all coursework required for the degree.
This course is designed for students preparing a master’s degree thesis.
This course provides graduate students with continued support and advisement.
It is usually taken following completion of all coursework required for the degree.
This course covers special topics and projects directed toward enhancing principles and practices in Technology and Engineering Education.
This course provides for enrollment in industry-related training that aligns with university-level competencies. Training is approved by department faculty upon evaluation of competency attainment/credential, application for/granting of a trade competency examination or certificate, and/or evidence of experiential use in work environments.
This course is a graduate seminar related to Technology and Engineering Education topics and discipline.
This course provides graduate students with continued support and advisement.
It is usually taken following completion of all coursework required for the degree.
This course provides graduate students with continued support and advisement.
It is usually taken following completion of all coursework required for the degree.
This course consists of individual work on research problems for students enrolled in doctoral programs.
This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
This course allows an exploration of topics that are not part of the standard curriculum.
This course allows an exploration of topics that are not part of the standard curriculum.
This course is a seminar that explores current work in particular topics.
This course allows an exploration of topics that are not part of the standard curriculum.
This course is a seminar that explores current work in particular topics.
This course allows students to pursue research toward the M.S. degree.
This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
This course explores a particular topic in greater depth and with narrower focus than a conventional course.
This course allows students to pursue research toward the Ph.D. degree.
This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
This course allows an exploration of topics that are not part of the standard curriculum.
Students study a specific area of discipline that is not part of the department’s regularly scheduled curriculum.
Students study a specific area of discipline that is not part of the department’s regularly scheduled curriculum.
This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
This course is designed for students preparing a master’s degree thesis.
This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
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This course consists of directed readings on advanced topics.
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This course offers credit for special assignments, reading, and seminars beyond regularly scheduled courses. This course is designed for students preparing a master’s degree thesis. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
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Students conduct independent projects under the direction of one or more professors. This course provides students with the opportunity for individualized study.

This course allows graduate students to pursue personal research interests by formalizing an independent project under the guidance of a graduate professor. Students complete individually-directed work in thesis writing with guidance from their committee chair. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree. This course consists of research for a dissertation, as arranged with an advisor.

This course is designed to prepare students as pool or nonsurf open water lifeguards. It presents knowledge and skills necessary for lifeguard functions. This course covers methods of teaching swimming and lifesaving. It presents knowledge and skills necessary for lifeguard functions. Students complete individually-directed work in thesis writing with guidance from their committee chair. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree. This course includes the study of different views of the nature of science: the classical traditions of Hempel and Popper, Kuhn’s subjectivism, and Feyerabend’s anarchism. Topics include confirmation, induction, scientific realism, reductionism, and the growth of scientific knowledge.

This course allows students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor. This course is designed for students preparing a master’s degree thesis. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree. This course consists of individual work on research problems for students enrolled in doctoral programs. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree. This course consists of directed readings on specific topics. This course consists of directed readings on specific topics.
This course explores a particular topic in greater depth and with narrower focus than a conventional course.

This course consists of directed readings on specific topics.

This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
This course explores a particular topic in greater depth and with narrower focus than a conventional course.
This course provides guided experience and supervision in teaching university-level courses.
This course allows students to pursue research toward the Ph.D. degree.
This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
This course consists of directed readings on specific topics.
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This course allows students to pursue research toward the Ph.D. degree. It is usually taken following completion of all coursework required for this degree.

This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.

This course is a seminar that explores current work in particular topics.

This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

This course provides an in-depth review and discussion of special topics that are not part of the standard curriculum.

This will be done via Curriculog (per email from Matthew Sanders)

This course is designed for students preparing a master’s degree thesis.

This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

This course is designed for students preparing a master’s degree thesis.

This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
This course consists of individual work on research problems for students enrolled in doctoral programs.
This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

Students study a specific area of discipline that is not part of the department’s regularly scheduled curriculum. Students should work with a professor before the semester begins to determine feasibility and scope of topic.
This course consists of research for a master’s thesis, arranged with the advisor. Credits may vary by semester.

This course consists of continuing registration to complete thesis requirements. This course covers dissertation research for students in the Curriculum and Instruction specialization. Credits may vary by semester.
This course consists of continuing registration to complete dissertation requirements.
This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
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This course consists of additional readings or research done beyond the material covered in other courses.
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This course constitutes a student teaching experience in the student’s field of study.
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This is a special topics course or seminar for graduate students in the Master of Science in Anthropology program.
This course is designed for students preparing a master’s degree thesis.
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This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
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This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
This course covers principles and the theoretical base of supervision as they relate to improving instructional practices. The course emphasizes research findings and recommended practices. Differentiated syllabi are provided between the master’s and doctoral versions.
Students study a specific area of discipline that is not part of the department’s regularly scheduled curriculum.
This course is designed for students preparing a master’s degree thesis. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
Dissertation

Design Project
Directed Reading

Directed Study

Grad Advisement

Grad Internship

Grad Topics
Independent Study
Interdisciplinary
Workshop

Other
Research

Seminar

Special Problems

Special Topics

Thesis
**Proposal Information**

**Instructions for Completing R401:**

- [Writing Guidelines/Suggestions](#)
- [USHE R401 Policy](#)

**Contact Information**

Paul Barr: Vice Provost (797-0718)

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

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

Select the College(s) or Division(s) this proposal involves.

Select the Department(s) or Unit(s) this proposal involves.

---

**COLLEGE or UNIVERSITY DIVISION:** AIS

**DEPARTMENT or UNIT:** Student Money Management Center

**PROPOSED UNIT TITLE:** Student Money Management Center

---

**Request**
**Step 3: Select** the Proposed Type of Unit Being Requested.

<table>
<thead>
<tr>
<th>Proposed Unit Type*</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Center</td>
</tr>
</tbody>
</table>

**Description/Narrative**
The state of Utah recognizes that financial literacy/personal finance knowledge is critical to the success of its citizens. To this end, the state of Utah requires all high school students to complete a financial literacy or a personal finance course before graduating from high school. Regardless, reports show that between 40% and 51% of college stop outs are due to money issues. With nearly one half of all students dropping out of college due to money issues, the Academic and Instructional Services (AIS) department believes having a Student Money Management Center where students can receive customized one-on-one counseling and advisement on their finances is critical to helping increase the number of students who persist to graduation.

AIS proposes a new center be created where USU students can receive individualized one-on-one financial advising.

The center will not be the Financial Aid office. It will not exist to help students get Federal Financial Aid or to get loans. It will exist to help students in their particular situations weigh the costs and benefits of an education and of taking or not taking out loans. It will exist to help students manage their finances in each of their unique situations.

The center will not be a financial literacy/personal finance course. These courses already exist for students who want to take them and receive excellent financial knowledge. The center will offer financially sound advice based on principles that are taught in financial literacy courses according to the specific need and situation of each student.

The center will not offer broad self-paced online financial courses as currently offered by USU Extension. The Student Money Management Center will offer specific, individualized, one-on-one financial advisement to USU students. This advisement will not be available to the general public.

Similar to academic advising, which provides every USU student one-on-one advising on the courses each student needs to take to graduate, the essential function of the Student Money Management Center will be to offer one-on-one financial advising to every student to help them progress financially to graduation.

The Student Money Management Center will expand USU’s student centered focus by allowing every student the opportunity to have one-on-one money management counseling sessions customized to their unique situations. Each session will provide students with sound financial advice to assist them with persistence toward graduation.

**Finances**

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director salary</td>
<td>$86,755.00</td>
</tr>
<tr>
<td>Director benefits</td>
<td>$38,172.20</td>
</tr>
<tr>
<td>Director communication allowance</td>
<td>$1,320.00</td>
</tr>
<tr>
<td>Staff hourly wages</td>
<td>$90,000.00</td>
</tr>
<tr>
<td>Staff hourly benefits</td>
<td>$7,200.00</td>
</tr>
<tr>
<td>Office supplies</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Computer equipment</td>
<td>$3,500.00</td>
</tr>
<tr>
<td>Telephone</td>
<td>$792.00</td>
</tr>
<tr>
<td>Travel</td>
<td>$2,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Grand Total</td>
<td>$230,739.20</td>
</tr>
</tbody>
</table>

**Step 4: Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
CAAS - Applied Economics - Community Development Economics Minor

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

- Writing Guidelines/Suggestions
- USHE R401 Policy

Contact Information:
Paul Barr: Vice Provost (797-0718)

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

| COLLEGE (include all cross listed colleges) * | CAAS |
| DEPARTMENT (include all cross listed departments) * | Applied Economics |
| Current Title (if applicable) * | none |
| Proposed Title * | Community Development Economics Minor |

Step 3: Enter the Correct CIP Code Using the Following Website: Classification
Step 3: Enter the correct CIP code using the following website: Classification Instructional Programs

<table>
<thead>
<tr>
<th>CIP Code (6-digits)</th>
<th>45.0602</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Number of Credits (if applicable)*</td>
<td>15</td>
</tr>
<tr>
<td>Maximum Number of Credits (if applicable)*</td>
<td>15</td>
</tr>
<tr>
<td>Type of Degree: (BA, BS, etc.)*</td>
<td>Minor</td>
</tr>
</tbody>
</table>

Request

Step 4: Select the Type of Change Being Requested.

New Academic Program:
- Certificates of Completion (including CTE)
- Certificates of Proficiency (including CTE)
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- Out of Service Area Delivery Program (attach signed MOU)
- Post-Baccalaureate
- Post-Masters Certificate

Existing Academic Program Changes:
- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:
- Name Change of Existing Unit
- Administrative Unit Transfer
- Administrative Unit Restructure (with or without Consolidation)
- Administrative Unit Suspension
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit
**Section I: The Request**

**R401 Purpose**
The purpose of this minor is to provide support for students wishing to pursue a career in Environmental Planning, Regional Planning, Community Development, Natural Resource Management, and related fields. The program will provide training in microeconomic principles, natural resource economics, regional economics, and benefit-cost analysis.

**Section II: Program Proposal**

**Proposed Action & Rationale**
This action would create a minor to support students preparing for a career in Community Development, Environmental Planning, Regional Planning, Natural Resource Management, and related fields. This minor is designed to provide applied economic training to students majoring in fields complementary to economics.

**Labor Market Demand (if applicable)**
The Bureau of Labor Statistics (BLS) estimates job growth in the area of urban and regional planning at 11% (much faster than average) and economic training is an essential component of effective community development and planning. In a fast-growing state like Utah, labor market demand for planning and development professionals is likely to continue to grow.

**Consistency with Institutional Mission & Institutional Impact**
The proposed minor is consistent with USU’s mission as a student-centered land-grant university. The minor is designed to provide economics training to the future professionals who will improve development in Utah’s communities.
**Finances**

There will be no additional costs or savings associated with this minor. All courses proposed are currently being taught and additional demand will be absorbed by existing classes.

---

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

**Program Curriculum Narrative**

The proposed minor will consist of 3 required courses: APEC 2010 (Introduction to Microeconomics), APEC 3012 (Introduction to Natural Resource and Regional Economics), and APEC 4300 (Agriculture Law). Students will then choose two classes from three options: APEC 5560 (Natural Resource and Environmental Economics), APEC 5700 (Regional and Community Economic Development), and APEC 5950 (Applied Economics Policy Analysis).

---

**Step 6: Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

**Step 7: Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
CAAS - Aviation and Technical Education - Aviation Technology - Professional Pilot

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information:
Paul Barr: Vice Provost (797-0718)

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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

<table>
<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)*</th>
<th>CAAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Aviation and Technical Education</td>
</tr>
<tr>
<td>Current Title (if applicable)*</td>
<td>Aviation Technology - Professional Pilot</td>
</tr>
<tr>
<td>Proposed Title*</td>
<td>Aviation Technology - Professional Pilot</td>
</tr>
</tbody>
</table>

Step 3: Enter the Correct CIP Code Using the Following Website: Classification
### Step 3: Enter the Correct CIP Code Using the Following Website: Classification: Instructional Programs

#### CIP Code (6-digits)

| CIP Code (6-digits) | 490101 |

#### Minimum Number of Credits (if applicable)*

| Minimum Number of Credits (if applicable)* | 120 |

#### Maximum Number of Credits (if applicable)*

| Maximum Number of Credits (if applicable)* | 120 |

#### Type of Degree (BA, BS, etc.)*

| Type of Degree (BA, BS, etc.)* | BS |

### Request

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

#### New Academic Program:

- Certificate of Completion (including CTE)
- Certificate of Proficiency (including CTE)
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- Out of Service Area Delivery Program (attach signed MOU)
- Post-Baccalaureate
- Post-Masters Certificate

#### Existing Academic Program Changes:

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

#### Administrative Unit Changes:

- Name Change of Existing Unit
- Administrative Unit Transfer
- Administrative Unit Restructure (with or without Consolidation)
- Administrative Unit Suspension
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit
Reinstatement of Previously Discontinued Administrative Unit

New Administrative Unit:  
- New Administrative Unit
- New Center
- New Institute
- New Bureau

Other: (explain change) Change CIP Code

Additional Approvals (if applicable)

Graduate Council*  
- Yes
- No

Council on Teacher Education*  
- Yes
- No

Section I: The Request

R401 Purpose*  
The AVTE Aviation Curriculum Committee requests to change the CIP Code for the BS Aviation Technology - Professional Pilot degree.

The CIP Code for this degree is currently 49.0102 Airline/Commercial/Professional Pilot and Flight Crew.

This action will change the CIP Code to 49.0101 Aeronautics/Aviation/Aerospace Science and Technology, General.

The current Aviation Technology - Maintenance Management and Aviation Technology - Aviation Management degrees both have CIP Code 49.0101 as this covers the broad course topics each degree requires.

The change will also align our degree with other major aviation peer universities, such as Embry-Riddle Aeronautical University.

Section II: Program Proposal
According to the National Center for Educational Statistics, the “Classification of Instructional Programs (CIP) is the taxonomic coding scheme used for instructional programs in higher education in the United States. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions” (https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88672). Further, the definition of CIP Code 49.0101 is “A program that focuses on the general study of aviation and the aviation industry, including in-flight and ground support operations. Includes instruction in the technical, business, and general aspects of air transportation systems.”

The Aviation Technology – Professional Pilot program has added over a dozen courses in the past six years that have expanded the required and elective courses that have increased the relevance and alignment of this degree to this CIP code.

In addition to harmonizing the three aviation technology degrees, which all have much of the aviation core and electives in common between them, the CIP code will also provide the opportunity for international students to have a STEM CIP code. This will grant the opportunity for international students to have a STEM degree for the OPT extension (see USU Office of Global Engagement).

The Aviation Technology program has grown in the past six years from 250 to over 600 students in the major and minor degrees, including expansion to the Price campus at USU Eastern. AVTE has added a new small Unmanned Aerial Systems minor, and a new BS degree in Aviation Management with UAS and Aviation Operations emphases. With the creation of a new department, AVTE, the aviation program continues to support our international students as part of the USU mission, especially the focus on diversity, and this change in CIP code will enable USU to expand this mission for learning, discovery and engagement with our experiential learning STEM degrees in aviation technology, all which include extensive hands-on labs.

No change to finances with the CIP code change.
The Aviation Technology - Professional Pilot degree now includes courses that cover all aspects of the 49.0101 CIP code in each of the specified areas:

- In-flight support operations (National Airspace, Crew Resource Management, Aviation Weather)
- Ground support operations (Airline Transport Pilot, Commercial Pilot, Private Pilot)
- Business (Airline Management, Aviation Law, Airport Management)

**Step 6:** Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

**Step 7:** Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
COS - Computer Science - Computer Science MS Plan C

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

  Writing Guidelines/Suggestions
  USHE R401 Policy

Contact Information:
Paul Barr: Vice Provost (797-0718)

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

  Select the College(s) this proposal involves.
  Select the Department(s) this proposal involves.

| COLLEGE (include all cross listed colleges)* | COS |
| DEPARTMENT (include all cross listed departments)* | Computer Science |
| Current Title (if applicable)* | Computer Science MS Plan C |
| Proposed Title* | Computer Science MS Plan C |

Step 3: Enter the Correct CIP Code Using the Following Website: Classification Instructional Programs
Instructional Programs

CIP Code (6-digits)  11.0701

Minimum Number of Credits (if applicable)*  37
Maximum Number of Credits (if applicable)*  37

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

Request

Step 4: Select the Type of Change Being Requested.

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

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

Administrative Unit Changes:  
- New Administrative Units
- Administrative Unit Transfer
- Administrative Unit Restructure
- Administrative Unit Consolidation
- Reinstatement of Previously Suspended Administrative Units
Section I: The Request

R401 Purpose* The Department of Computer Science proposes to discontinue the Computer Science MS Plan C degree program. This program is being replaced by the professional, coursework-only Master of Computer Science program.

Section II: Program Proposal

Proposed Action & Rationale* This degree program was created in order to offer a coursework-only degree for students who chose not to complete research. While the program served students well for many years, it has been replaced by the Master of Computer Science.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* This discontinuation will allow for a more streamlined admissions process for the Computer Science department and will reduce confusion for students.

Finances* No financial impact is to be expected, as the program is being replaced.

Additional Approvals (if applicable)

Graduate Council* Yes
No

Council on Teacher Education* Yes
No
Step 5: **Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
# PROV - Career Services - Career Design Center
## 4.1.a R401 Abbreviated Program Proposal

### Proposal and Contact Information

#### Instructions for Completing R401:
- Writing Guidelines/Suggestions
- USHE R401 Policy
- Deadlines and Schedules
- Process and Flowchart

#### Contact Information:
Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

### Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.
- Select the College(s) this proposal involves.
- Select the Department(s) this proposal involves.

<table>
<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)*</th>
<th>PROV</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Career Services</td>
</tr>
</tbody>
</table>

#### Current Title (if applicable)*
Career Services

#### Proposed Title*
Career Design Center

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

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</tr>
<tr>
<td>Maximum Number of Credits (if applicable)*</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Type of Degree: (BA, BS, etc.)*
none
Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:
- Certificates of Completion (including CTE)
- Certificates of Proficiency (including CTE)
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- Out of Service Area Delivery Program (attach signed MOU)
- Post-Baccalaureate
- Post-Masters Certificate

Existing Academic Program Changes:
- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:
- Name Change of Existing Unit
- Administrative Unit Transfer
- Administrative Unit Restructure (with or without Consolidation)
- Administrative Unit Suspension
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*  Yes  No
Council on Teacher Education*  Yes  No

Section I: The Request

R401 Purpose*  Request: Career Services at Utah State University is requesting a name change to better reflect the work and services provided by the Center. The proposed new name is Career Design Center.
**Section II: Program Proposal**

**Proposed Action & Rationale**

**Rationale:** This unit has recently undergone a significant leadership change following the retirement of a long-term director. Additionally, there has been a lot of national conversation about student success and the role that career education plays in this success. Therefore, the career coaches, in conjunction with the interim director, have been conducting research into best practices and have been holding strategy sessions to reimagine career education at Utah State University. The objective of the career services unit is to empower all students to design their career paths through university-wide career education, experiential learning, and post-graduation opportunities by organizing and designing new services around the following student themes:

- **EXPLORE MAJORS & CAREERS - Major Exploration & Declaration**
  - Through a strong partnership with University & Exploratory Advising, students will have access to on-demand and guided learning. This education will help students develop a stronger understanding of their skills, personality, and interests and how they relate to choosing a major and designing a career path(s).
  - This process will include a credit-bearing course, an open Canvas course, and strategic touchpoints with career services and exploratory advising.

- **EXPERIENTIAL LEARNING - Enhanced Preparation for Post-Graduate Experiences**
  - Career Services will strive to engage all students in experiential learning through academic as well as extracurricular activities. Academic activities include internships, practicum, field work, etc. Extracurricular activities include volunteer work, on-campus and off-campus employment, and leadership opportunities engaged in during their studies.
  - Focused on helping students design career paths that lead to their success, this focus on experiential learning will educate students on the importance of experiential opportunities, how to obtain these opportunities, and how to reflect and move forward in their career design.
  - This process will include a mix of guided and on-demand learning. Examples include a credit-bearing course, an open Canvas course, guidance on topics such as the job search, resume writing, interviewing strategies, employer engagement through events such as career fairs, and access to a career design specialist.

- **LAUNCH & PIVOT - Post-Graduation Maintenance**
  - Students will have education on and access to the tools needed to secure post-graduation opportunities that are related to their career goals. This process will help students navigate the job search and understand ongoing career design as alumni.
  - This process will include a credit-bearing course, guidance on topics such as the job search, resume writing, interviewing strategies, offer negotiation, graduate school application preparation, employer engagement through events such as career fairs, and access to a career design specialist.

This new proposed name will accurately reflect the strategic new value propositions for career education that include a revised mission/objective statement, reimagining career education resources so that they are flexible and scalable, and developing new technology tools to improve and expand. This will ultimately improve the expansion to support the students and key partners.

Another prominent change to the unit is the title for the career coaches. Moving forward they will be called “Career Design Specialists,” which better reflects the role they will have moving forward.

**Labor Market Demand (if applicable)**
The newly reimagined Career Design Center focuses on ensuring that all USU students receive career education. Analytics will be used to identify students who have historically been less likely to seek services (i.e., marginalized populations, including first generation students). The Career Design Specialists will be proactive in inviting these students to receive this education. Eventually, the career education will be built into existing academic programs to ensure that all students receive it. Assessments will be used to improve services going forward.

**Finances**

**Budget**: This proposed name change will not require additional funding. The following budget will be used going forward.

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<tr>
<th>Budget Category</th>
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<th>Title</th>
<th>Budget</th>
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<td>Benefited staff salaries</td>
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<td>Staff benefits</td>
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<td>Director communication allowance</td>
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<td>Staff hourly benefits</td>
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<td>Office Supplies and operating expenses</td>
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<td>Career Services Spec III</td>
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<td>Telephone</td>
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</table>

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

**Program Curriculum Narrative**

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

**Step 5**: Submit

Click on the save all changes button below.

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