



CURRICULUM SUBCOMMITTEE MINUTES

6 October 2021

2:00 – 3:00 p.m.

Old Main – Champ Hall (Zoom)

Minutes

Present: Richard Walker, 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 and Human Services
Thomas Fronk, College of Engineering
Matt Sanders, Chair, College of Humanities and Social Sciences
Karen Beard, S.J. & Jessie E. Quinney College of Natural Resources
Greg Podgorski, College of Science
Rachel Wishkoski, University Libraries
Mark Chynoweth, Statewide Campuses
Paul Barr, Provost’s Office
Richard Cutler, Graduate Council
Niyonta Chowdhury-Magana, Graduate Senator
Toni Gibbons, Degree Works
Porter Casdorff, Executive Vice President

Absent: Michele Hillard, Secretary
Harrison Kleiner, Gen Ed Assessment
Curtis Icard, USU Eastern
Lucas Stevens, President USUSA

Visitors: Patrick Belmont, Department Head

1. **Approval of [2 September 2021 Minutes](#)**
Minutes approved as distributed.

2. **Program Proposals**

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to offer a [Certificate of Advanced Practice in Dietetics](#). *Motion to approve R401 made by Brian Warnick. Seconded by Chad Simon. Proposal approved.*

Request from the Department of Social Work in the College of Humanities and Social Sciences to [establish the Transforming Communities Institute](#). *Motion to approve R401 made by Chad Simon. Seconded by Richard Cutler. 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. Motion to amend the five LAEP courses made by Chad Simon. Seconded by Richard Cutler. Amendment approved.

ADVS =

APEC =

APPR =

ASTE = 14

AVTE = 1

LAEP = 8 (LAEP 4920, 4940, 6130, 6170, and 6940 will be changed to deletions instead of inactivating them.)

NDFS = 4

OPDD =

PSC = 2

Caine College of the Arts

Motion to approve the business of the Caine College of the Arts made by Richard Walker. Seconded by Chad Simon. Business approved.

ART = 3

MUSC = 6

THEA = 3

CCA =

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 Richard Cutler. Business approved.

ACCT =

BUS =

ECN =

DATA =

MGT = 3

MSLE = 1

MIS =

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 Scott Hunsaker. Seconded by Greg Podgorski. Business approved.

COMD = 16

EDUC =

HDFS = 4

KHS = 1

ITLS =

NURS =

PSY = 1

SPED = 12

TEAL =

College of Engineering

Motion to approve the business of the College of Engineering made by Thomas Fronk. Seconded by Scott Hunsaker. Business approved.

BENG =

CEE =

ECE = 1

EED = 3
MAE = 8
ENGR =

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 Richard Cutler. Motion to approve all but the IOGP and POLS 4850 made by Thomas Fronk. Seconded by Richard Cutler. Amendment approved.

CSPH = 2

ENGL =

HIST = 3

JCOM =

POLS = 9 (Hold IOGP 4850 and POLS 4850 until the title on IOGP is updated. These are cross-listed so one cannot go forward without the other.)

SOCA = 6

SWRK =

IELI =

CHSS =

WGS =

WGLC = 2

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 Karen Beard. Seconded by Richard Cutler. Business approved.

ENVS = 2

GEOG = 2

WATS = 7

WILD =

NR =

College of Science

Motion to approve the business of the College of Science made by Greg Podgorski. Seconded by Chad Simon. Business approved.

BIOL =

CHEM =

CS =

GEOL =

MATH = 1

PHYS =

PUBH =

SCI =

HONR =

ISTU =

UN –CAS =

Motion to approve the business of USU made by Paul Barr. Seconded by Richard Cutler. Business approved.

USU = 1

4. Other Business

Departmental Point of Contact to work with Registrar's Office for Catalog Updates, Deadlines, and Curriculum Training – Only have received one point of contact from Instructional, Technology and Learning Sciences. All other departments need to get the names of their point of contact to Toni Gibbons in the Registrar's Office. The points of contact will receive information regarding deadlines for catalog updates, etc.

Adjourn: 2:40 pm



CURRICULUM SUBCOMMITTEE MINUTES

2 September 2021

2:00 – 3:00 p.m.

Old Main – Champ Hall (Zoom)

Minutes

Present: Richard Walker, 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 and Human Services
Thomas Fronk, College of Engineering
Matt Sanders, Chair, College of Humanities and Social Sciences
Karen Beard, 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
Porter Casdorph, Executive Vice President

Absent: Michele Hillard, Secretary
Curtis Icard, USU Eastern
Mark Chynoweth, Statewide Campuses
Niyonta Chowdhury-Magana, Graduate Senator
Harrison Kleiner, Gen Ed Assessment
Lucas Stevens, President USUSA

Visitors: Janet Anderson, Vice Provost
Fran Hopkin, Registrar

1. **Approval of 1 April 2021 Minutes**
Minutes approved as distributed.
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](#).
Proposal approved as submitted.
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 = 2

APEC = 1

APPR =

ASTE = 2

AVTE = 2

LAEP = 13 (2700 & 6270 had same title-not cross listed meant to be that way)

NDFS = 3

OPDD =

PSC = 4

Caine College of the Arts

ART =

MUSC =

THEA =

CCA =

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 =

ECN =

DATA =

MSLE = 31

MIS =

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 =

MAE =

ENGR =

College of Humanities and Social Sciences

ENGL =

HIST =

JCOM =

LPCS =

POLS =

SSWA =

IELI =

CHSS =
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 Karen Beard. Seconded by Greg Podgorski. Business approved.

ENVS =
WATS = 2
WILD =
NR =

College of Science

Motion to approve the business of the College of Science made by Greg Podgorski. Seconded by Richard Cutler. Business approved.

BIOL =
CHEM =
CS = 18
GEOL =
MATH =
PHYS = 2
PUBH =
SCI =

HONR =
ISTU =
UN -CAS =
USU =

4. Other Business

Registrar's review of impact reports – Toni Gibbons | Fran Hopkin

A year and a half ago the Registrar's Office pulled together a group that would look at academic courses and do an in-depth review of every one of the semester course approval forms. In the past they had been looking at these requests in silos and not looking at them all together. The group found that these problems can be detrimental to student completion. Previously they had been spending hours to make sure that the reports and requests were correct. Everyone felt that these issues should not have to come to the Curriculum Committee but should be looked at and corrected or collaborated on in advance. The registrar has seen a benefit using this shared information. This summer the group went to Matt Sanders and Paul Barr to talk to them about the problem. It became apparent that no one was looking at or reviewing the impact reports. Instead of just cutting and pasting the impact report it is recommended that the individual explain what the impacts are. This information should be reviewed at the college curriculum committees before it is moved on the university level committees. It is incumbent on those colleges/departments who see a problem with the impact report to work it out with all those affected or impacted. The Registrar's Office will compile a spreadsheet of deletions, deactivations, or course number changes. This information will be great to share with the department heads. The spreadsheet will not be sent out until after the agenda is completed and sent. Colleges and departments can also reach out and collaborate on the changes. This will help keep the catalog and Degree Works accurate and up to date

Chenese Boyle has accepted another position on campus, and we are sad to see her go as she was one of the key reviewers and point person. The reviews will still be done but it won't go through Academic Scheduling. Instead of having four people review it will now be three people doing the reviewing. The catalog editors will then be updating Banner.

At the department head retreat the registrar asked the department heads to assign a point of contact who can be contacted regarding Curriculog updates/changes. Encouraging the Curriculum Committee members to pass this information to their colleges/departments. It would be great if members could bring the names back to the next Curriculum Committee meeting.

The learning objectives are not completely understood. It was decided that this would be the course learning outcome and it would take the place of the syllabus.

Paul Barr reminded everyone to look at the EPC/Curriculum website and as it provides the deadlines or all requests and program proposals. Please note the February deadline as it is a pivotal deadline.

R401s are needing to be done now if they need to be in place for the next academic year. Clarity is needed on the financial part and how it impacts students.

Adjourn: 2:52 pm



CURRICULUM SUBCOMMITTEE MINUTES

1 April 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
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
LPCS =
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. How 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



CURRICULUM SUBCOMMITTEE MINUTES

4 March 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
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.

ADVS = 9
APEC = 1
APPR =
ASTE = 9
AVTE = 20
LAEP =
NDFS =
OPDD =
PSC =

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.

ART =
CCA =
MUSC = 5
THEA = 12

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.

ACCT =
BUS =
DAIS = 8
ECN = 1
MGT =

MSLE = 5

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 =

GEOL =
MATH =
PHYS = 2
PUBH =
SCI =

HONR =
ISTU =
UN –CAS =
USU =

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.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)*

NA

Proposed Title* Nail Technician - Certificate of Proficiency

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) 12.0410
*

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 18

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

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

- 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.

Labor Market Demand (if applicable)

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.

Consistency with Institutional Mission & Institutional Impact*

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.


Finances*

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.

CHASS - Sociology, Social Work and Anthropology - Community and Natural Resources Institute

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 Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology, Social Work and Anthropology

Current Title (if applicable)*

Institute for Social Science Research on Natural Resources

Proposed Title*

Community and Natural Resources Institute

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 3: Enter the correct CIP Code using the following Webber [Classification](#)
Instructional Programs

CIP Code (6-digits) 00.0000

Minimum Number of Credits (if applicable)* 0

Maximum Number of Credits (if applicable)* 0

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
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Existing Academic Program Changes:

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- 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

- 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](#).w Field

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.

College	Department	Subject	Course Title	Type
CAAS	ADVS	ADVS	7970 DISSERTATION RESEARCH	DI
CAAS	ADVS	ADVS	7990 CONT GRAD ADVISEMENT	GA
CCA	ART	ART	6970 RESEARCH AND THESIS	TH
CCA	ART	ART	6990 CONT GRAD ADVISEMENT	GA
CCA	ART	IAD	6700 GRAD TOPICS IN INTERIOR DESIGN	ST
CCA	ART	IAD	6710 GRAD INTERNSHIP IN ID	GI
CCA	ART	IAD	6720 RESEARCH METHODS IN ID	RE
CCA	IAD	IAD	6790 MASTERS SEMINAR	SE
CCA	IAD	IAD	6970 MASTERS THESIS RESEARCH	TH
CCA	ART	IAD	6990 CONT GRAD ADVISEMENT	GA
CAAS	ASTE	ASTE	6970 RESEARCH AND THESIS	TH
CAAS	ASTE	ASTE	6990 CONT GRAD ADVISEMENT	GA
CAAS	ASTE	TEE	5910 SP: ETE	SP
CAAS	ASTE	TEE	5920 RELATED TECH TRAIN	O
CAAS	ASTE	TEE	6800 SEMINAR	SE
CAAS	ASTE	TEE	6990 CONT GRAD ADVISEMENT	GA
COE	BENG	BENG	6990 CONT GRAD ADVISEMENT MS	GA

COE	BENG	BENG	7970 DISSERTATION RESEARCH	DI
COE	BENG	BENG	7990 CONT GRAD ADVISEMENT PHD	GA
COS	BIOL	BIOL	1750 TOPICS IN BIOLOGY	ST
COS	BIOL	BIOL	4750 TOPICS IN BIOLOGY	ST
COS	BIOL	BIOL	5850 MICROBIOLOGY SEMINAR	SE
COS	BIOL	BIOL	6750 TOPICS IN BIOLOGY	ST
COS	BIOL	BIOL	6850 MICROBIOLOGY SEMINAR	SE
COS	BIOL	BIOL	6970 THESIS RESEARCH	TH
COS	BIOL	BIOL	6990 CONT GRAD ADVISEMENT	GA
COS	BIOL	BIOL	7750 TOPICS IN BIOLOGY	ST
COS	BIOL	BIOL	7970 DISSERTATION RESEARCH	DI
COS	BIOL	BIOL	7990 CONT GRAD ADVISEMENT	GA
COS	BIOL	PUBH	4850 ST: PUBLIC HEALTH	ST
CCA	CCA	CCA	1250 INTERDISCIPLINARY WORKSHOP	IW
CCA	CCA	CCA	5250 INTERDISCIPLINARY WORKSHOP	IW
CEHS	CDDE	COMD	6900 INDEPENDENT STUDY	IS
CEHS	CDDE	COMD	6970 THESIS	TH
CEHS	CDDE	COMD	6990 CONT GRAD ADVISEMENT	GA
CEHS	CDDE	COMD	7990 CONT GRAD ADVISEMENT	GA
COE	CEE	CEE	6900 DIRECTED READING	DR
COE	CEE	CEE	6970 THESIS RESEARCH	TH
COE	CEE	CEE	6990 CONT GRAD ADVISEMENT	GA

COE	CEE	CEE	7970 DISSERTATION RESEARCH	DI
COE	CEE	CEE	7990 CONT GRAD ADVISEMENT	GA
COS	CHEM	CHEM	3750 CHEMISTRY SPECIAL TOPIC	ST
COS	CHEM	CHEM	6990 CONT GRAD ADVISEMENT	GA
COS	CHEM	CHEM	7970 DISSERTATION RSRCH	DI
COS	CHEM	CHEM	7990 CONT GRAD ADVISEMENT	GA
COS	CS	CS	6990 CONT GRAD ADVISEMENT	GA
COE	ECE	ECE	6950 DESIGN PROJECT	DP
COE	ECE	ECE	6970 THESIS RESEARCH, MS	TH
COE	ECE	ECE	6990 CONT GRAD ADVISEMENT	GA
COE	ECE	ECE	7970 DISSERTATION RESEARCH	DI
COE	ECE	ECE	7990 CONT GRAD ADVISEMENT	GA
HSB	ECFN	ECN	4900 INDEP READ/RESEARCH	RE
HSB	ECFN	FIN	4900 INDEP RESEARCH/READ	RE
COE	EED	EED	7970 DISSERTATION RESEARCH	DI
COE	EED	EED	7990 CONT GRAD ADVISEMENT	GA
CHaSS	ENGL	ENGL	2030 GREAT BOOKS AND IDEAS	O
CHaSS	ENGL	ENGL	6920 DIRECTED STUDY	DS
CHaSS	ENGL	ENGL	6970 THESIS	TH
CHaSS	ENGL	ENGL	6990 CONT GRAD REGISTRATION	GA

CHaSS	ENGL	ENGL	7920 DIRECTED STUDY	DS
CHaSS	ENGL	ENGL	7970 DISSERTATION RESEARCH	DI
CHaSS	ENGL	ENGL	7990 CONT GRAD ADVISEMENT	GA
QCNR	ENVS	ENVS	6800 ENVS DEPT SEMINAR	SE
QCNR	ENVS	ENVS	6910 DIRECTED STUDY	DS
QCNR	ENVS	ENVS	6970 THESIS RESEARCH	TH
QCNR	ENVS	ENVS	6990 CONT GRAD ADVISEMENT	GA
QCNR	ENVS	ENVS	7800 ENVS DEPT SEMINAR	SE
QCNR	ENVS	ENVS	7970 DISSERTATION RESEARCH	DI
QCNR	ENVS	ENVS	7990 CONT GRAD ADVISEMENT	GA
COS	GEOS	GEO	4800 SENIOR SEMINAR	SE
COS	GEOS	GEO	6800 GRADUATE SEMINAR	SE
COS	GEOS	GEO	6970 THESIS	TH
COS	GEOS	GEO	6990 CONT GRAD ADVISEMENT	GA
COS	GEOS	GEO	7800 GRADUATE SEMINAR	SE
COS	GEOS	GEO	7970 DISSERTATION RESEARCH	DI
COS	GEOS	GEO	7990 CONT GRAD ADVISEMENT	GA
CEHS	HDFS	HDFS	5550 INTERDISCIPLINARY WORKSHOP	IW
CHaSS	HIST	HIST	6970 THESIS RESEARCH	TH
CHaSS	HIST	HIST	6990 CONT GRAD ADVISEMENT	GA
CHaSS	JCOM	JCOM	6970 THESIS RESEARCH	TH
CHaSS	JCOM	JCOM	6990 CONT GRAD ADVISEMENT	GA
CEHS	KAHS	HEP	5200 Foundations of GLOBAL HEALTH	O

CEHS	KAHS	HEP	6900 INDEPENDENT STUDY	IS
CEHS	KAHS	HEP	6950 INDEPENDENT RESEARCH	RE
CEHS	KAHS	HEP	6970 THESIS	TH
CEHS	KAHS	HEP	6990 CONT GRAD ADVISEMENT	GA
CEHS	KAHS	KIN	7970 DISSERTATION	DI
CEHS	KAHS	PE	1340 LIFE GUARD	O
CEHS	KAHS	PE	1345 WATER SAFETY INSTRUCTOR	O
CEHS	KIN	KIN	6970 THESIS	TH
CEHS	KIN	KIN	7990 COUNTINUING GRADUATE ADVISM	GA
CHaSS	LPCS	PHIL	6890 PHILOSOPHY OF SCIENCE	O
CHaSS	LPCS	PHIL	6900 INDEPENDENT STUDY	IS
COE	MAE	MAE	6970 THESIS RESEARCH	TH
COE	MAE	MAE	6990 CONT GRAD ADVISEMENT	GA
COE	MAE	MAE	7970 DISSERTATION RESEARCH	DI
COE	MAE	MAE	7990 CONT GRAD ADVISEMENT	GA
HSB	MGT	MGT	6990 CONT GRAD ADVISEMENT	GA
COS	MTST	MATH	2910 DIRECTED READING	DR
COS	MTST	MATH	4910 DIRECTED READING	DR

COS	MTST	MATH	5810 TOPICS IN MATH	ST
COS	MTST	MATH	5820 TOPICS IN MATH	ST
COS	MTST	MATH	5910 DIRECTED READING	DR
COS	MTST	MATH	6810 TOPICS IN MATH	ST
COS	MTST	MATH	6820 TOPICS IN MATH	ST
COS	MTST	MATH	6910 DIRECTED READING	DR
COS	MTST	MATH	6970 THESIS	TH
COS	MTST	MATH	6990 CONT GRAD ADVISEMENT	GA
COS	MTST	MATH	7110 GEOMETRY (TOPIC)	ST
COS	MTST	MATH	7120 GEOMETRY (TOPIC)	ST
COS	MTST	MATH	7210 ANALYSIS (TOPIC)	ST
COS	MTST	MATH	7220 ANALYSIS (TOPIC)	ST
COS	MTST	MATH	7310 ALGEBRA (TOPIC)	ST
COS	MTST	MATH	7320 ALGEBRA (TOPIC)	ST
COS	MTST	MATH	7410 DIFFERENTIAL EQUATIONS (TOPIC)	ST
COS	MTST	MATH	7420 DIFFERENTIAL EQUATIONS (TOPIC)	ST
COS	MTST	MATH	7510 TOPOLOGY (TOPIC)	ST
COS	MTST	MATH	7520 TOPOLOGY (TOPIC)	ST
COS	MTST	MATH	7610 NUMERICAL ANALYSIS (TOPIC)	ST
COS	MTST	MATH	7620 NUMERICAL ANALYSIS (TOPIC)	ST
COS	MTST	MATH	7750 PROBABILITY (TOPIC)	ST
COS	MTST	MATH	7760 PROBABILITY (TOPIC)	ST

COS	MTST	MATH	7810 TOPICS IN MATH	ST
COS	MTST	MATH	7820 TOPICS IN MATH	ST
COS	MTST	MATH	7910 COLLEGE TEACHING INTERNSHIP	GI
COS	MTST	MATH	7970 DISSERTATION RESEARCH	DI
COS	MTST	MATH	7990 CONT GRAD ADVISEMENT	GA
COS	MTST	STAT	4950 DIRECTED READING	DR
COS	MTST	STAT	5820 TOPICS IN STATISTICS	ST
COS	MTST	STAT	5940 DIRECTED READING	DR
COS	MTST	STAT	6950 DIRECTED READING	DR
COS	MTST	STAT	6990 CONT GRAD ADVISEMENT	GA
COS	MTST	STAT	7110 LINEAR MODELS (TOPIC)	ST
COS	MTST	STAT	7120 LINEAR MODELS(TOPIC)	ST
COS	MTST	STAT	7180 TIME SERIES (TOPIC)	ST
COS	MTST	STAT	7190 TIME SERIES (TOPIC)	ST
COS	MTST	STAT	7210 EXPERIMENTAL DESIGN (TOPIC)	ST
COS	MTST	STAT	7220 EXPERIMENTAL DESIGN (TOPIC)	ST
COS	MTST	STAT	7310 BUS/INDUSTRIAL STAT (TOPIC)	ST
COS	MTST	STAT	7320 BUS/INDUSTRIAL STAT (TOPIC)	ST
COS	MTST	STAT	7510 NONPARAMETRIC STAT (TOPIC)	ST
COS	MTST	STAT	7520 NONPARAMETRIC STAT (TOPIC)	ST
COS	MTST	STAT	7550 COMP-GRAPH (TOPIC)	ST
COS	MTST	STAT	7560 COMP-GRAPH (TOPIC)	ST
COS	MTST	STAT	7610 MULTIVARIATE STAT (TOPIC)	ST

COS	MTST	STAT	7620 MULTIVARITE STAT (TOPIC)	ST
COS	MTST	STAT	7710 MATH STATISTICS (TOPIC)	ST
COS	MTST	STAT	7720 MATH STATISTICS (TOPIC)	ST
COS	MTST	STAT	7730 BAYESIAN STAT/DEC (TOPIC)	ST
COS	MTST	STAT	7740 BAYESIAN STAT/DEC (TOPIC)	ST
COS	MTST	STAT	7810 TOPICS-STAT (TOPIC)	ST
COS	MTST	STAT	7820 TOPICS-STAT (TOPIC)	ST
COS	MTST	STAT	7970 DISSERTATION RESEARCH	DI
COS	MTST	STAT	7990 CONT GRAD ADVISEMENT	GA
CAAS	NDFS	NDFS	6990 CONT GRAD ADVISEMENT	GA
CAAS	NDFS	NDFS	7990 CONT GRAD ADVISEMENT	GA
COS	PHYX	PHYS	2700 SCIENCE EXCURSION	O
COS	PHYX	PHYS	6990 CONT GRAD ADVISEMENT	GA
COS	PHYX	PHYS	7510 SEMINAR	SE
COS	PHYX	PHYS	7970 DISSERTATION RESEARCH	DI
COS	PHYX	PHYS	7990 CONT GRAD ADVISEMENT	GA
CHaSS	POLS	POLS	3250 CHINESE GOVT/POLITIC (DSS)	O
CHaSS	POLS	POLS	4890 SPECIAL TOPICS	ST
CHaSS	POLS	POLS	6910 GRADUATE TUTORIAL	O
CHaSS	POLS	POLS	6970 THESIS RESEARCH	TH
CHaSS	POLS	POLS	6990 CONT GRAD ADVISEMENT	GA
CAAS	PSC	PSC	6970 RESEARCH AND THESIS	TH
CAAS	PSC	PSC	6990 CONT GRAD ADVISEMENT	GA

CAAS	PSC	PSC	7970 RESEARCH AND THESIS	TH
CAAS	PSC	PSC	7990 CONT GRAD ADVISEMENT	GA
CEHS	PSY	PSY	5500 INTERDISCIPLINARY WORKSHOP	IW
CEHS	PSY	PSY	6970 THESIS	TH
CEHS	PSY	PSY	6990 CONT GRAD ADVISEMENT	GA
CEHS	PSY	PSY	7970 DISSERTATION	DI
CEHS	PSY	PSY	7990 CONT GRAD ADVISEMENT	GA
CEHS	SPER	REH	6900 INDEPENDENT STUDY	IS
CEHS	SPER	REH	6910 INDEPENDENT RESEARCH	RE
CEHS	SPER	REH	6970 THESIS	TH
CEHS	SPER	REH	6990 CONT GRAD ADVISEMENT	GA
CEHS	SPER	REH	7990 CONT GRAD ADVISEMENT	GA
CEHS	SPER	SPED	2790 SPECIAL TOPICS	ST
CEHS	SPER	SPED	4790 SPECIAL TOPICS	ST
CEHS	SPER	SPED	5200 STUDENT TEACHING (CI)	O
CEHS	SPER	SPED	5790 SPECIAL TOPICS	ST
CEHS	SPER	SPED	5900 INDEPENDENT STUDY	IS

CEHS	SPER	SPED	5910 INDEPENDENT RESEARCH	RE
CEHS	SPER	SPED	6810 SEMINAR IN SPED	SE
CEHS	SPER	SPED	6900 INDEPENDENT STUDY	IS
CEHS	SPER	SPED	6910 INDEPENDENT RESEARCH	RE
CEHS	SPER	SPED	6990 CONT GRAD ADVISEMENT	GA
CEHS	SPER	SPED	7990 CONT GRAD ADVISEMENT	GA
CHaSS	SSWA	ANTH	6950 SPECIAL TOPICS/SEMINAR	ST
CHaSS	SSWA	ANTH	6970 THESIS RESEARCH	TH
CHaSS	SSWA	SOC	6970 THESIS RESEARCH	TH
CHaSS	SSWA	SOC	6990 CONT GRAD ADVISEMENT	GA
CHaSS	SSWA	SOC	7970 DISSERTATION RESEARCH	DI
CHaSS	SSWA	SOC	7990 CONT GRAD ADVISEMENT	GA
CEHS	TEAL	ELED	5900 INDEPENDENT STUDY	IS
CEHS	TEAL	SCED	5900 INDEPENDENT STUDY	IS
CEHS	TEAL	TEAL	6990 CONT GRAD ADVISEMENT	GA
CEHS	TEAL	TEAL	7050 THEORIES INSTR SUPERVISION	O
CEHS	TEAL	TEAL	7500 INTERDISCIPLINARY WORKSHOP	IW

CCA	THAR	THEA	6970 THESIS	TH
CCA	THAR	THEA	6990 CONT GRAD ADVISEMENT	GA
QCNR	WILD	WILD	6990 CONT GRAD ADVISEMENT	GA
QCNR	WILD	WILD	7990 CONT GRAD ADVISEMENT	GA

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.

Key:

DI

DP

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TH

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.

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 advanced 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 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 explores a particular topic in greater depth and with narrower focus than a conventional course.

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

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 provides graduate students with continued 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.

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.

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 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.

This course offers credit for special assignments, reading, and seminars beyond regularly scheduled courses.

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 a focused study of selected topics.

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.

This course provides a focused study of selected topics.

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 a seminar that explores current work in particular topics.

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 is a seminar that explores current work in particular topics.

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.

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 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.

The purpose of this course is to provide an introduction to health promotion practice and public health from a global perspective.

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.

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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.

This course explores a particular topic in greater depth and with narrower focus than a conventional course.

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

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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 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 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 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 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.

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 consists of additional readings or research done beyond the material covered in other courses.

This course consists of additional readings or research done beyond the material covered in other courses.

This course constitutes of a student teaching experience in the student's field of study.

This course consists of additional readings or research done beyond the material covered in other courses.

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.

This course provides a focused study of selected topics.

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.

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 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.

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 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.

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



[REDACTED]

[REDACTED]

AIS - Student Money Management Center - New Center

4.1.c R401 New Administrative Unit

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.

Proposed Unit Type*

New Center

Description/Narrative

**Administrative Unit
Description and
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

Budget Category	Total
Director salary	\$86,755.00
Director benefits	\$38,172.20
Director communication allowance	\$1,320.00
Staff hourly wages	\$90,000.00
Staff hourly benefits	\$7,200.00

Office supplies	\$1,000.00
Computer equipment	\$3,500.00
Telephone	\$792.00
Travel	\$2,000.00
Annual Grand Total	\$230,739.20

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](#)

CIP Code (6-digits) 45.0602

Minimum Number of Credits (if applicable)* 15

Maximum Number of Credits (if applicable)* 15

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

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

- 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* 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)

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)*

Aviation and Technical Education

Current Title (if applicable)* Aviation Technology - Professional Pilot

Proposed Title* Aviation Technology - Professional Pilot

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) 490101
*

Minimum Number of Credits (if applicable)* 120

Maximum Number of Credits (if applicable)* 120

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

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

- 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

Proposed Action & Rationale*

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).

Labor Market Demand (if applicable)

n/a

Consistency with Institutional Mission & Institutional Impact*

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.

Finances*


No change to finances with the CIP code change.

Section III: Curriculum (if applicable)

Program Curriculum Narrative


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)
- The technical aspects of aviation (Electrical Fundamentals, Aircraft Systems, Instrument Pilot, Physics of Technology, Aerodynamics for Aviators, Advanced Avionics Systems and Flight Simulation)
- Business (Airline Management, Aviation Law, Airport Management)
- General aspects of air transportation systems (Airline Management, Human Factors in Aviation Safety, Aviation Safety and Security, Unmanned Aerial Systems and History of Aviation).

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)

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)*

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](#)

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

Other

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

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

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.


Section III: Curriculum (if applicable)

Program Curriculum Narrative

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.

COLLEGE (include all cross listed colleges)*

PROV

DEPARTMENT (include all cross listed departments)*

Career Services

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](#)

CIP Code (6-digits) * 000000

Minimum Number of Credits (if applicable)* 0

Maximum Number of Credits (if applicable)* 0

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

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, reimaging 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)

Consistency with Institutional Mission & Institutional Impact*

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.

Budget Category	Total		Title	Budget
Benefited staff salaries	\$445,593.00		Assistant Director	56,000.00
Staff benefits	\$204,972.00		Career Services Spec II	37,000.00
Director communication allowance	\$ 960.00		Career Services Spec II	36,000.00
Staff hourly wages	\$ 40,220.00		Program Coordinator II	31,000.00
Staff hourly benefits	\$ 3,338.26		Career Services Spec II	53,000.00
Office Supplies and operating expenses	\$ 58,000.00		Career Services Spec III	57,000.00
Computer Equipment and Software	\$ 14,000.00		Coordinator SR	10,000.00
Telephone	\$ 5,700.00		Executive Director	70,000.00
Travel	\$ 12,000.00		WR Faculty Reserve	19,000.00
Employee Training and Memberships	\$ 12,000.00		Coordinator SR	20,000.00
Annual Grand Total	\$778,123.26		Program Coordinator II	10,000.00
			Career Services Spec II	40,000.00
				445,593.00

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.

CAAS - Nutrition, Dietetics and Food Sciences - Certificate of Advanced Practice in Dietetics

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.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Nutrition, Dietetics and Food Sciences

Current Title (if applicable)* Not applicable

Proposed Title* Certificate of Advanced Practice in Dietetics

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

CIP Code (6-digits)* 51.3102

Minimum Number of Credits (if applicable)* 16

Maximum Number of Credits (if applicable)* 22

Type of Degree: (BA, BS, etc.)* Post-baccalaureate certificate

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* The Department of Nutrition, Dietetics and Food Sciences requests the approval of a new Post-Baccalaureate Certificate, named the Certificate of Advanced Practice in Dietetics. This will be a restructuring of the existing Coordinated Program in Dietetics, currently offered as an emphasis to the Dietetics undergraduate degree.

Section II: Program Proposal

Proposed Action & Rationale*

Registered Dietitian Nutritionists (RDNs) are food and nutrition experts who have met specific academic and professional criteria to earn the RDN credential. As food and nutrition experts, RDNs play a vital role in health care and use their expertise to help people improve their nutrition status in a variety of ways. USU has a long history of offering dietetics programs that prepare students to become RDNs and to successfully enter the profession of dietetics.

The Commission on Dietetic Registration (CDR) is the credentialing agency for the Academy of Nutrition and Dietetics, the world's largest organization of food and nutrition professionals, and establishes the criteria to earn the RDN credential. Prior to January 1, 2024, the minimum requirements needed for eligibility for the registration examination for dietitian nutrition professionals were a bachelor's degree. However, the Commission on Dietetics Registration has voted to change the minimum degree requirement needed for eligibility for the registration examination from a bachelor's degree to a graduate degree. The Post-Baccalaureate Certificate of Advanced Practice in Dietetics (CAPD) is designed to emphasize training in clinical nutrition and will integrate with existing graduate degrees in the NDFS department, including the Master of Public Health Nutrition degree and the Master of Science degree, or other science-related graduate degrees. The program will be offered as a traditional face-to-face program on the Logan Campus. Upon successful completion of the Certificate of Advanced Practice in Dietetics and a graduate degree, students will be eligible to take the registration examination.

Labor Market Demand (if applicable)

Demand for dietitians remains steady. The Bureau of Labor Statistics predicts that demand for dietitians will grow 8% in the next 10 years. This represents above-average growth with an anticipated addition of 5,090 jobs over the next 10 years. Projected growth for dietetics in Utah is well above the national average. Job growth in Utah is projected at 24% with approximately 70 job openings per year. At present, the four dietetics programs in Utah, including the USU BS Coordinated Program in Dietetics, graduate an average of 52 dietitians per year. Of these 52 students, the CAPD will train a cohort of 12. This will match the number of dietitians previously trained by the bachelor's-level program.

Wages for dietitians in Utah remain below national numbers but are on par with other master's-degree level healthcare professionals in the state, including social workers, respiratory therapists, and family therapists. However, wages for dietitians remain below rates for physical and occupational therapists, and nurses who have similar training. One justification put forward by the Commission on Dietetic Registration for the transition to master's-level training for RDNs was to improve the economic strength of the profession by improving wages. Another justification was to ensure that RDNs have similar training to other healthcare workers who make clinical decisions.

In 2017, the director of the existing USU dietetics program surveyed 32 current employers and training sites of RDNs for the USU dietetics programs to determine program preferences in preparation for the transition in dietetics education from a bachelor's to a master's level. Stakeholders strongly preferred the coordinated program that existed at the bachelor's-level to transition to a master's-level program.

Fifty-five percent of stakeholders preferred the coordinated program emphasize training in Medical Nutrition Therapy, nutrition counseling, and chronic disease prevention and management as it had been when offered at the bachelor's level. The skills stakeholders desired to see trained in students included disease management, critical thinking, interdisciplinary communication, counseling skills, and using evidence-based guidelines in practice. Most of the stakeholders had no preference for the type of master's degree granted to the students.

While other dietetics programs at USU and in the state provide training sufficient to pass the registration exam, the coordinated program at USU meets the specific needs for clinical nutrition training required by healthcare employers. The traditional coordinated program at USU has demonstrated a high job placement rate in clinical dietetics over the past 10 years. Primary employers of past graduates include Intermountain Healthcare, MountainStar Network, Salt Lake County public health programs, and University of Utah Healthcare. Per annual student survey data, 60% of past graduates are employed in clinical dietetics within one year of graduation. Approximately 30% of those graduates pursued master's education directly after graduating with a bachelor's degree.

**Consistency with
Institutional Mission
& Institutional
Impact***

The CAPD mission complements the mission of USU by creating career-ready dietitians who will compassionately serve the public. Dietitians trained in clinical dietetics have a special charge to improve the health of communities through application of nutrition care and treatment.

There will be minimal impact on the institution since the program has been offered at the bachelor's level for many years. Upon approval of the CAPD certificate program, the bachelor's level program will be discontinued.

The CAPD will seek to enroll 12-14 students per year; the same number that has been enrolled in the bachelor's level coordinated dietetics program since 1978. The CAPD students will be primarily recruited from USU's bachelor's-level Didactic Dietetics program (DPD), though slots will be available to non-DPD students who have completed the prerequisites.

Likely negative impacts include an increased burden on the undergraduate program to provide foundational training for future coordinated students. Students may also be frustrated by increased costs since they will be required to enroll in master's training beyond the bachelor's level. There is also the potential that extended education will become a barrier for underserved populations.

These impacts will be ameliorated by coordinating with the DPD to ensure that the program meets undergraduate students' needs without prolonged time to obtain a degree. The CAPD will also engage in efforts to recruit from traditionally underserved populations by engaging with programs at community colleges and paraprofessional who might benefit from becoming dietitians.

To reduce student costs, the department provides an education award through Americorps for students who enroll in the program. The department continues to explore scholarship options and the potential for graduate assistantships.

Finances*

In-person training at external facilities is overseen by certified and licensed RDNs. This adds to the cost of this and similar programs. The annual cost of offering the Certificate of Advanced Practice in Dietetics to 12 students per year is \$83,600. The NDFS department will provide \$14,400 of support to the program per year from an internal reallocation. The remaining cost of the program will be structured as course fees that will be distributed across the seven courses taken as part of the certificate program. The course fee attributed to each course will be assigned based on the percent of the costs of the program associated with each specific course. The total amount of course fees assessed will be approximately \$5,767 per student. The course fees will be adjusted each year if necessary, using the appropriate form in Curriculog. The program director will oversee the request to change course fees as necessary. The total cost of the certificate program to students is \$10,418 (\$651/credit), including \$4,651 in tuition and fees plus \$5,767 in course fees. Many students will complete the certificate credits as they are taking credits for the needed graduate degree, which due to USU's tuition plateau, will significantly decrease the cost per credit of the certificate.

It is difficult to compare costs of this program to other dietetics programs due to the variability in the organization of these programs. Because the goal for students will be to gain eligibility for the registration exam for RDNs, the cost comparison will consider earning the needed graduate degree and will be based on tuition and fees associated with the Certificate of Advanced Program in Dietetics partnered with the Master of Public Health (MPH) in community health sciences.

The cost per student to obtain the proposed certificate plus a Master of Public Health in community health sciences would be \$21,054 (\$376/credit). (7) Costs for similar education in Idaho, Utah and Arizona range from \$19,320 (the USU Distance Internship with MDA) to \$44,352 (the University of Utah Coordinated Master of Science). The costs per credit for these programs range from \$483-\$704. (8) The MPH option for the CAPD provides a low cost per credit for dietetics programs, but the credit load required for an MPH will increase total absolute costs.

Time to completion impacts costs of attendance as well as tuition. The CAPD will require three semesters for completion. Master's degree requirements may require an additional semester beyond the certificate. This is similar to most programs in the West. Therefore, the CAPD + master's degree option for in-person learning at Utah State University is a cost-effective option for high quality education similar to other programs in the area.

Section III: Curriculum (if applicable)


Program Curriculum Narrative

The Certificate in Advanced Practice in Dietetics (CAPD) allows for practitioners at several levels to train for and obtain registration in dietetics. The certificate stacks with ongoing master's degree studies to permit students to create an education plan that best aligns with their career goals. The program has been designed to best integrate with master's degrees in the nutrition department. The certificate offers 18 credits and will allow students to complete the supervised practice hours required for eligibility to take the dietitian registration examination.

The 18 credits are spread across seven courses. Required courses include Clinical Dietetics Skills I, Clinical Dietetics Skills II, Foodservice Skills, Community Dietetics Skills I, Community Dietetics Skills II, Advanced Medical Dietetics, and Advanced Dietetics Practicum. All these courses were previously provided at the bachelor's level but will be redesigned to be consistent with a master's-level program. (The bachelor's level courses will be discontinued after the certificate program is launched.) In addition, students will be encouraged to plan their master's coursework with consideration of dietetics skills.


Courses that are being discontinued will be submitted to Curriculog for removal from the catalog in Fall 2021. New courses will be submitted in Summer 2022.

Accreditation will be maintained with the Accreditation Council on Education in Nutrition and Dietetics (ACEND). The program will require approval for a major program change since it will change from the bachelor's to the master's level; however, it will not need to be re-accredited due to the program's current accredited standing. ACEND has waived fees for this type of change due to the mandate from the Commission on Dietetic Registration. The program change paperwork will be submitted to ACEND after university approval is granted. Approval is anticipated in 2022. The first cohort of students will be admitted in August 2023.

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.

CHASS - Social Work - Transforming Communities Institute

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)*

CHASS

DEPARTMENT (include all cross listed departments)*

Social Work

Current Title (if applicable)* Transforming Communities Initiative

Proposed Title* Transforming Communities Institute

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Instructional Programs

CIP Code (6-digits) 44.0701

Minimum Number of Credits (if applicable)* 0

Maximum Number of Credits (if applicable)* 0

Type of Degree: (BA, BS, etc.)* N/A

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:

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- Program Restructure (with or without Consolidation)
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- 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

- 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 establish the Transforming Communities Institute effective July 1, 2021.

Section II: Program Proposal

Proposed Action & Rationale*

The Transforming Communities Initiative (TCI) was formed by Utah State University (USU) Social Work faculty in 2014, to reinvigorate the way in which social work research was taught at Utah State University and the way research is performed in Utah communities. Prior to this initiative, social work students lacked enthusiasm for research courses, and many community-based agencies did not have the resources to conduct research projects that would benefit their clients and communities.

The creation of TCI has allowed for enhanced local and statewide community engagement and program impact as TCI has partnered with social service agencies to address community-identified needs. Specifically, TCI aims to conduct research in and for the community while teaching the next generation of social work leaders to be data-driven and civically engaged. The research conducted under the TCI umbrella spurs action in communities that challenges social injustices and promotes positive social change. For example, TCI projects concerning housing justice issues have led to increased public awareness of homelessness, increased funding for homeless services, and a strong and mutually beneficial partnership between social work and housing service providers in the region. Together, TCI has been able to make an impact in Utah communities, and students have benefitted from the real-world experience and the sense of meaning and impact they experience as a result.

After several years of successful projects, changes in the department structure, a growing faculty, and different community needs, it is time to reexamine the mission and strategy of TCI. Currently, TCI is being reimaged to ensure relevancy to the communities served by faculty and to ensure maximum impact. Further, TCI aims to increase statewide impact through robust statewide presence. Thus, the current request proposes to expand the initiative to an interdisciplinary institute engaged in addressing social issues through research, teaching, policy, and service benefitting communities throughout Utah and the nation.

Most Utah universities have a campus-wide center for community engagement, but fewer have discipline specific institutes or centers that exclusively work from a community-engaged perspective to promote positive social change in Utah communities. The closest comparison is the University of Utah's Social Research Institute within the College of Social Work; however, that institute uses a broad range of methods and its efforts often focus on the Wasatch Front and/or state of Utah human services evaluation projects. The TCI is different in that it is an intentional fusion of research, teaching, policy, and service that impacts rural communities across the state of Utah – often those without the resources or expertise to conduct research.

Labor Market Demand (if applicable)

N/A

Consistency with Institutional Mission & Institutional Impact*

TCI is aligned with the mission of USU's land-grant mission of serving the public through learning, discovery, and engagement. TCI employs community-based research that brings together faculty, students, and community leaders to meet pressing social needs within local and statewide communities and social service systems through research, teaching, and action.

No new faculty will be required for the creation of the institute. The director position will be filled by a current faculty member, Dr. Jayme Walters. To support the administrative efforts of TCI, a part-time student worker is needed – a cost which the department can support.


Finances*

TCI is aligned with the mission of USU's land-grant mission of serving the public through learning, discovery, and engagement. TCI employs community-based research that brings together faculty, students, and community leaders to meet pressing social needs within local and statewide communities and social service systems through research, teaching, and action.

No new faculty will be required for the creation of the institute. The director position will be filled by a current faculty member, Dr. Jayme Walters. To support the administrative efforts of TCI, a part-time student worker is needed – a cost which the department can support.


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.