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
        Sunshine Brosi, USU Eastern
        Mark Chynoweth, Statewide Campuses
        Paul Barr, Provost’s Office
        Richard Cutler, Graduate Council
        Toni Gibbons, DegreeWorks
        Michele Hillard, Secretary

Absent: Niyonta Chowdhury-Magana, Graduate Senator
        Harrison Kleiner, Gen Ed Assessment
        Porter Casdorph, Executive Vice President
        Lucas Stevens, President USUSA

Visitors: Anna McEntire, Office of Research
          Zhong Zheng, Mechanical and Aerospace Engineering
          Bruce Miller, Aviation and Technical Education

1. Approval of 6 October 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 to offer an Additive Manufacturing Certificate of
   Proficiency.
   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 offer an Institutional Certificate specifically targeted
   toward Career and Technical Education (Career and Technical Education Teach Academy).
Motion to approve the R401 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 Welding Technology Certificate of Proficiency. 
Motion to approve the R401 proposal made by Brian Warnick. Seconded by Richard Cutler. Proposal approved.

Request from the Departments of Human Development and Family Studies, Kinesiology and Health Science, Psychology, Communication Studies and Philosophy, History, Political Science, Social Work, Sociology and Anthropology, and Management in the Emma Eccles Jones College of Education and Human Services, Jon M. Huntsman School of Business and the College of Humanities and Social Sciences to offer an Institutional Certificate of Proficiency in Conflict Management and Facilitation. (Not an Institutional Certificate. Should be a Certificate of Proficiency. Wrong box was checked in Curriculog) 
Motion to approve the R401 proposal made by Thomas Fronk. Seconded by Brian Warnick. Proposal approved. Amendment to make the abovementioned change to the request made by Brian Warnick. Seconded by Greg Podgorski.

Request from the Department of English in the College of Humanities and Social Sciences to add a specialization to the existing MA/MS in English that will be titled “Literature, Culture, and Composition”. 
Motion to approve the R401 proposal made by Greg Podgorski. Seconded by Richard Cutler. Proposal approved.

Request from the Departments of Communication Studies and Philosophy, Economics and Finance, Government Relations, History, Management, Political Science, and Social Work, Sociology and Anthropology in the College of Humanities and Social Sciences and the Jon M. Huntsman School of Business to offer a Certificate of Proficiency in Leadership and Diplomacy. (Look at other organizations, i.e., Marketing and Public Relations was not to be involved in this proposal. Wrong box was checked in Curriculog). Add - Create certificate in purpose section.
Motion to approve the R401 proposal made by Greg Podgorski. Seconded by Karen Beard. Proposal approved.

Request from the Department of Mechanical and Aerospace Engineering in the College of Engineering to offer a Master of Science in Composite Materials and Structures.
Motion to approve the R401 proposal made by Thomas Fronk. Seconded by Brian Warnick. Proposal approved.

Request from the President’s Office and the Office of Research at Utah State University to establish the Institute for Land, Water, and Air. 
Motion to approve the R401 proposal made by Scott Hunsaker. Seconded by Thomas Fronk. 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 Scott Hunsaker. Business approved.

- ADVS = 1
- APEC =
- APPR =
- ASTE = 3
- AVTE = 41
- LAEP =
- NDFS = 15
Caine College of the Arts
Motion to approve the business of the Caine College of the Arts made by Richard Walker. Seconded by Brian Warnick. Business approved.

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 Greg Podgorski. Business approved.

Emma Eccles Jones College of Education and Human Services
Motion to approve the business of the Emma Eccles Jones College of Education and Human Services made by Scott Hunsaker. Seconded by Thomas Fronk. Business approved.

College of Engineering

College of Humanities and Social Sciences
Motion to approve the business of the College of Humanities and Social Sciences made by Scott Hunsaker. Seconded by Brian Warnick. Business approved.
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
WATS = 3
WILD =
NR =

College of Science
Motion to approve the business of the College of Science made by Greg Podgorski. Seconded by Scott Hunsaker. Business approved.
BIOL =
CHEM =
CS = 7
GEOL =
MATH = 6
PHYS =
PUBH =
SCI =

HONR =
ISTU =
UN –CAS =
USU =

4. Other Business
Submission deadlines will be defined as close of business on the day of the deadline.

Adjourn: 3:00 pm
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 Casdorph, 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 Curriculog 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/](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 =
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.

College of Science

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

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. Wow do we make this handbook useful for the user? Take the first 15 pages out and include a couple of references/links. The task force is looking for guidance as to what help the end users. Cross and dual listed courses are some things that are looked at and utilized in the handbook. It may be a good idea to have a list of linked resources in the handbook. A recommendation was made to have something tied into instructions in Curriculog to help with proposal input. The task force will work on this project over the summer.

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

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

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

Adjourn: 2:40 pm
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

On behalf of the Jon M. Huntsman School of Business Chad Simon requested the addition of MSLE 6520 and MSLE 3810 to the agenda in order to make these courses more available to students by removing prerequisites prior to summer 2021. Motion made by Chad Simon. Seconded by Brian Warnick. Motion approved.

College of Agriculture and Applied Sciences

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

Caine College of the Arts

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

Jon M. Huntsman School of Business

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

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

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

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

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

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

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

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

Deadlines for any catalog changes – March 1, 2021

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

*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

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<tr>
<td>Type of Degree: (BA, BS, etc.)*</td>
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Request

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

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

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

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

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

Section II: Program Proposal

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

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

The proposed Nail Technician Certificate of Proficiency will be offered as a technical education (a.k.a. CTE) program offering within the department of Aviation and Technical Education (AVTE) at the Southeast region location in Price. Existing faculty, staff, facilities and equipment will implement and sustain the proposed certificate program. No additional resources will be required. The Certificate of Proficiency will provide an independent, state-regulated certification as well as a stackable credential toward a Certificate of Completion in Cosmetology. Credits earned in the certificate program(s) will meet some requirements for two existing AAS degrees:

· AAS, Cosmetology

· AAS, General Technology, General Business Emphasis.

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

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

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

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

Step 6: Submit

Click on the save all changes button below.

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

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

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 website: [Classification](#)

**Instructional Programs**

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**Request**

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

**New Academic Program:**
- [ ] Certificates of Completion (including CTE)
- [ ] Certificates of Proficiency (including CTE)
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**Existing Academic Program Changes:**
- [ ] Name Change of Existing Program
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**Administrative Unit Changes:**
- [x] Name Change of Existing Unit
- [ ] Administrative Unit Transfer
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- [ ] Reinstatement of Previously Suspended Administrative Unit
- [ ] Reinstatement of Previously Discontinued Administrative Unit
Reinstatement of Previously Discontinued Administrative Unit

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

Other: (explain change)

Additional Approvals (if applicable)

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

Library Related Needs*:
- [ ] Yes
- [x] No

Graduate Council*:
- [ ] Yes
- [x] No

Council on Teacher Education*:
- [ ] Yes
- [x] No

Section I: The Request

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

**Proposed Action & Rationale**

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

**Labor Market Demand (if applicable)**

**Consistency with Institutional Mission & Institutional Impact**

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

**Finances**

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

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

**Program Curriculum Narrative**

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

**Step 7:** Submit

Click on the save all changes button below.

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

This course consists of individual work on research problems for students enrolled in doctoral programs.

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

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

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

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

This course entails an advanced internship at a professional level, with increased complexity, approved by the department and advisor. The internship project and number of credits must be approved by advisor and major professor.

Students explore basic to advanced concepts contained in research as applicable to Interior Architecture and Design.

This course provides a focused study of selected topics.

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

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

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

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

This course covers special topics and projects directed toward enhancing principles and practices in Technology and Engineering Education.

This course provides for enrollment in industry-related training that aligns with university-level competencies. Training is approved by department faculty upon evaluation of competency attainment/credential, application for/granting of a trade competency examination or certificate, and/or evidence of experiential use in work environments.

This course is a graduate seminar related to Technology and Engineering Education topics and discipline.

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

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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 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.
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.
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This course consists of individual work on research problems for students enrolled in doctoral programs.
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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.
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Students conduct independent projects under the direction of one or more professors. This course provides students with the opportunity for individualized study.

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

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

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

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 is a seminar that explores current work in particular topics.

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 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 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.

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

This course covers principles and the theoretical base of supervision as they relate to improving instructional practices. The course emphasizes research findings and recommended practices. Differentiated syllabi are provided between the master’s and doctoral versions.

Students study a specific area of discipline that is not part of the department’s regularly scheduled curriculum.
This course is designed for students preparing a master’s degree thesis. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
Dissertation

Design Project
Directed Reading

Directed Study

Grad Advisement

Grad Internship

Grad Topics
Independent Study
Interdisciplinary
Workshop

Other
Research

Seminar

Special Problems

Special Topics

Thesis
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.

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<tr>
<td>PROPOSED UNIT TITLE:</td>
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Request
Step 3: **Select** the Proposed Type of Unit Being Requested.

| Proposed Unit Type* | New Center |

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

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

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

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

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

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

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

Finances

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**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.

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

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| **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.

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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

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Request

Step 4: Select the Type of Change Being Requested.

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

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

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

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

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

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

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

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

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

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

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

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

No change to finances with the CIP code change.

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)
- Business (Airline Management, Aviation Law, Airport Management)

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

Step 7: **Submit**

Click on the save all changes button below.

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

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

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

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

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

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### Request

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

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

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

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

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

**Section II: Program Proposal**

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

**Labor Market Demand (if applicable)**

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

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

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Step 2: Enter the Correct CIP Code Using the Following Website: Classification Instructional Programs

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Step 3: **Select** the Type of Change Being Requested.

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

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

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

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

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

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

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

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**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.

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

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<table>
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<tr>
<th>Type of Degree: (BA, BS, etc.)*</th>
<th>Post-baccalaureate certificate</th>
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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
- [X] 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)
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
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.
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.
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.
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.

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Section III: Curriculum (if applicable)
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.

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  **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

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

Section II: Program Proposal
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 reimagined 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.
**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.

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---

**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.
CAAS - Aviation and Technical Education - Additive Manufacturing

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

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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

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CIP Code (6-digits)  *  15.1307

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 3: Select the Type of Change Being Requested.

New Academic Program:  
- Certificates of Completion (including CTE)
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- Administrative Unit Suspension
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit
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 an Additive Manufacturing Certificate of Proficiency effective Fall 2022. The Certificate of Proficiency in Additive Manufacturing is an 18 credit hour stackable credential that will also fulfill some of the requirements for the Associate of Applied Science degree in General Technology with a Technology Systems emphasis and upward into the Technology Systems Bachelor Program with an emphasis in Product Development. This certificate also qualifies students for positions within the additive manufacturing industry sector and business ownership. A Certificate of Proficiency will build programmatic momentum to facilitate student transitions and support student completions of certificate and degree programs in related areas of interest in the burgeoning new field of advanced manufacturing practices.

Section II: Program Proposal

Proposed Action & Rationale* The Additive Manufacturing Certificate of Proficiency has been designed through collaboration with industry and education contacts in order to help displaced skilled workers from the mining sector in the Southeast region find new employment opportunities. The aim of the Additive Manufacturing Certificate of Proficiency is to allow students a fast entry into the 3D printing manufacturing space with a marketable skill set and industry-developed curriculum. Students who complete the certificate will be prepared to work in the industry or develop their own small business built around their acquired skills.
According to the Kem C. Gardner Policy Institute, in 2020 in Utah, the average annual salary in the manufacturing industry was $72,565, 38.6% higher than the statewide average for all industries (https://inutah.org/news/dustless-technologies-plays-pivotal-role-in-training-future-generation/). Additive manufacturing is a sizable occupation with a low barrier for entry and a higher opportunity for earning potential for the technician over individuals with similar educational background. In the coming decade, business expansion and retiring workers will create greater demand and a high volume of annual job openings for manufacturing technicians. An opportunity to earn certifications in additive manufacturing during the course of one semester will allow students to become familiar with higher education and gain relevant occupational training in a short period of time. Additionally, this program will allow students to utilize their skillset throughout their educational careers. Utilizing design, drafting, product creation, and manufacturing skills they will obtain through the certificate program, finding flexible work even in rural communities is attainable. Students enrolled in the certificate program on the Eastern campus also have the option to complete an apprenticeship with local industry partners which will offset educational costs and prepare them for better-than entry level advanced manufacturing positions as this will also reduce the on-the-job learning curve, in their future.

Additive manufacturing jobs fall within similar occupations of designers, materials science, and emerging technical fields. These are occupations where most moderate training occurs on the job and in industry settings. The median wage for these occupations as manufacturing technicians and designers in Carbon County is $24.57 per hour which is above the state and national average for similar positions at $17.26. As the proposed certificate of proficiency offers accelerated entrance to the job market and a short-term credential, students can access more advanced jobs and higher wages. The proposed certification will be especially important for businesses in regions of the state looking to diversify into manufacturing through other state initiatives.

The proposed Certificate of Proficiency in Additive Manufacturing will be offered through the Department of Technical Education in 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, nationally developed certification as well as a stackable credential toward a two-year Associate of Applied Science in General Technology.

- AAS, General Technology

The Department of Aviation and Technical Education (AVTE) at Utah State University offers a broad-based Associate of Applied Science degree in General Technology. The proposed Certificate of Proficiency would most likely lead toward the emphasis in Technology Systems. The proposed certificate will provide an opportunity to develop region-specific training at a USU’s Eastern campus in Price Utah and creates a needed framework to lead the state in forming new partnerships and alignment with the Utah System of Higher Education – Technical Education Division.
**Finances**

The proposed Certificate of Proficiency will be cost neutral, funded by a previously awarded Strategic Workforce Investment by the Governor's Office of Economic Opportunity which allocates ongoing funding for this certificate program.

All courses for the proposed certificate are currently offered, and have been previously developed. No new faculty, staff, library, or operational funds are required to facilitate this offering. There will be no budgetary impact, including cost savings, to other programs or units at Utah State University.

---

**Section III: Curriculum (if applicable)**
The core curriculum is developed in collaboration with industry leaders in additive manufacturing and will allow students to graduate with the ability to create products ready for market. With the ability to create products on demand, the variable credit offerings in business will allow students to create solid business strategies and an online market presence to begin creating their own businesses of the future.

EDDT 1110, EDDT 1700, EDDT 2700, BCIS 2710 are awaiting renaming and classification pending university approval. All courses have been developed through CARES grant funding and Lean and Work collaboration with the State of Utah and are being brought into the for-credit and permanent course listings.

**Utah State University**

Certificate of Proficiency

*Additive Manufacturing*

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**Required Additive Theory Course (12 credit hours)**

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**Elective Technical Courses (6 credit hours)**

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**Required Technical Credit Hours:**

**TOTAL MINIMUM CREDIT HOURS**: 18
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 - Aviation and Technical Education - Career and Technical Education Teaching Academy

4.1.a R401 Abbreviated Program Proposal

**Proposal and Contact Information**

**Instructions for Completing R401:**

- Writing Guidelines/Suggestions
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**Contact Information:**

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| Proposed Title* | Career and Technical Education Teaching Academy |
Step 2: **Enter** the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

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<th>18</th>
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| Type of Degree: (BA, BS, etc.) | Institutional Certificate |

**Request**

Step 3: **Select** the Type of Change Being Requested.

**New Academic Program:**
- [ ] Certificates of Completion (including CTE)
- [ ] Certificates of Proficiency (including CTE)
- [x] 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)

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### Section I: The Request

**R401 Purpose***  
The purpose of this certificate is to provide a series of six pedagogy courses specifically targeted toward Career and Technical Education (CTE) and competency-based education methods. This certificate has been requested by educational partners at the technical colleges throughout the state of Utah to aid industry experts as they transition to teaching in the classroom.

### Section II: Program Proposal
Proposed Action & Rationale

Similar to the rest of the nation, Utah faces the challenge of finding qualified, skilled workers to fill not only open jobs in manufacturing but also future jobs. However, as efforts have made to create and enlarge training programs for this workforce, there are not enough qualified candidates to fill technical teaching positions (in both K-12 and higher education). Filling these positions is a critical element of expanding the state's ability to provide the high-quality training needed to meet the demands of industry. Educational partners throughout the state have indicated similar challenges in meeting the demand for qualified CTE teachers. It is anticipated that the academy will be available to and beneficial for all CTE faculty, thus benefiting students in all career clusters and at all academic levels throughout the state of Utah. The CTE Teaching Academy focuses primarily on improving participants' understanding of the pedagogy required to teach CTE content through competency-based education methods. Courses to achieve these goals will focus on the following five areas of study:

- Methods of Teaching and Learning
- Curriculum and Program Development
- Evaluation and Assessment
- Teaching with Technology
- Classroom and Laboratory Management

Labor Market Demand (if applicable)

According to data retrieved from the Utah Department of Workforce Services (DWS) (see Appendix B), between May 1, 2020, and April 30, 2021, there were at least 354 job openings seeking a CTE teacher or instructor. Educational institutions with the most job openings include Salt Lake Community College (17), Bridgerland Technical College (16), Utah State University (14), and Mountainland Technical College (13). This number of openings is consistent with previous years and needs of educational institutions within the state of Utah. With the advancement of technology and continuous improvements needed for educational institutions to stay current, the number of CTE teachers/instructors needed will only continue to increase. Our educational partners have indicated the continued difficulty to find qualified applicants for CTE job openings. Many institutions hire a non-highly qualified candidate in hopes that the candidate will enroll in additional training to become highly qualified. The CTE Teaching Academy addresses this need and can help meet the additional training needs of these candidates and institutions along with increasing the number of qualified candidates in future searches.

A successful pilot of the CTE Teaching Academy program was implemented at Davis Technical College with eleven instructors. Ninety-one percent of the instructors achieved positive outcomes. Two students used the academy for professional development, one of which was preparing to reenter the teaching field. Three students will complete the coursework that will be used by the academy Spring 2021 and are using the credits for occupational upgrades and toward undergraduate degree programs. Five students have been accepted into the CTE master’s program at Utah State and will complete the CTE Teaching Academy as part of the master’s program. The success of the CTE Teaching Academy resonated with several industry and educational partners, and multiple inquiries and requests were received to expand the program throughout the state and create an ongoing program that will increase the number and teaching skills of trained teachers for CTE programs at both the technical colleges and public schools.
Consistency with Institutional Mission & Institutional Impact*

Utah State University already offers these courses as a part of Technical Education emphasis in the Technology and Engineering Education program. This certificate will allow better access to the program statewide and provide an avenue for professional development for Career and Technical Education professionals.

Finances*

Funds will be reallocated internally in the Department of Aviation and Technical Education (AVTE) to be able to accommodate the program. The courses will be taught online and not require facilities or physical space to accommodate students.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

The CTE Teaching Academy focuses primarily on improving participants’ understanding of the pedagogy required to teach CTE content through competency-based education methods. Courses to achieve these goals will focus on the following five areas of study:

Method of Teaching and Learning

- TEE 3200 Methods of Teaching Engineering and Technology Education I
- TEE 4400 Methods of Teaching Engineering and Technology Education II

Curriculum and Program Development

- TEE 5220 Program and Course Development (CI)

Evaluation and Assessment

- TEE 3930 Evaluation of Career and Technical Education

Teaching with Technology

- TESY 3100 Digital Tools for Learning (new course submitted for approval)

Classroom and Laboratory Management

- TESY 3120 Classroom and Laboratory Management (new course submitted for approval)

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 - Aviation and Technical Education - Welding Technology

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.

Step 2: Enter the Correct CIP Code Using the Following Website: Classification Instructional Programs

CIP Code (6-digits) * 48.0508

Minimum Number of Credits: 18
**Type of Degree: (BA, BS, etc.)**
Certificate of Proficiency

**Request**

**Step 3: Select** the Type of Change Being Requested.

**New Academic Program:**
- Certificate 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* Utah State University requests approval to offer a Welding Technology Certificate of Proficiency effective Fall 2022. The Certificate of Proficiency in Welding Technician is an 18 credit hour stackable credential that will also fill some of the requirements for the Certificate of Completion and an Associate of Applied Science degree in Welding Technology. In addition, this certificate program also qualifies students for welding technician jobs and business ownership. A Certificate of Proficiency will build momentum to facilitate student transitions and support student completions of certificate and degree programs in related fields.

**Section II: Program Proposal**

**Proposed Action & Rationale* The Welding Technology Certificate of Proficiency is designed to help students prepare for and pass industry welding tests for employment and implementation administered by employers and job sites. The aim of the Welding Technician Certificate of Proficiency is to allow students a fast entry into the welding field with a marketable skill set and industry recognized credentials. Students who complete the certificate will be prepared to work in the industry or create their own small business built around their acquired skills.

**Labor Market Demand (if applicable)** The United States Bureau of Labor Statistics projects employment of welders to grow 4% year over year from 2019 to 2029 (https://www.bls.gov/ooh/production/welders-cutters-solderers-and-brazers.htm). The industry has outperformed past expectations, however, with a 19% growth in the preceding five-years. Welding Technician is a sizeable occupation with a low barrier for entry with a higher opportunity for earning potential for the technician over comparable certificate programs. In the coming decade, business expansion and retiring workers will create greater demand and a high volume of annual job openings for skilled welders and fitters. An opportunity to earn certifications in welding 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 apprenticeship with local industry partners. This will help to alleviate educational costs and will also reduce the on-the-job learning curve and enable students to quickly earn an equitable wage mandated by the state of Utah as a registered apprenticeship program.

Welding jobs fall within similar occupations of cutting, soldering, and brazing: occupations where most moderate training occurs on the job and industry hours are required. The statewide median wage for these occupations which vary within individual emphasis area pay structure is $21.25 per hour, which is above the national average. As the proposed certificate of proficiency offers accelerated entrance to the job market and a short-term credential which students can build on to access more advanced jobs and higher wages. The proposed certification will be especially important for businesses in regions of the state looking to diversify into manufacturing through other state initiatives.
The proposed Certificate of Proficiency in Welding Technician will be offered through the Department of Technical Education in 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 one-year Certificate of Completion in Welding Technology. Credits earned in the certificate program(s) will be applied to requirements for existing Certificate and AAS programs:

- CC, Welding Technology
- AAS, Welding Technology
- AAS, General Technology

The Department of Aviation and Technical Education (AVTE) at Utah State University currently offers as Associate of Applied Science degree in Welding Technology. The proposed certificate provides an opportunity to develop region-specific training at a USU residential campus and creates a needed framework to lead the state in forming new partnerships with the Utah System of Higher Education – Technical Education Division, including specific partnerships with the Davis Applied Technology College (DATC), Uintah Basin Technical College (UBTech), and Bridgerland Technology College (BATC) campuses. The certificate will carefully articulate with other USHE campuses to provide additional opportunities for students while avoiding unnecessary duplication of effort and also allow students a pathway into university credentials through prior licensure with supplemental coursework.

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 to other programs or units at Utah State University.

Section III: Curriculum (if applicable)
The certificate will allow students a pathway into the institution from previously earned concurrent enrollment credits. WELD 1110 and WELD 1120 which make up a large portion of the proposed certificate are eligible for concurrent enrollment credit through Utah State University Eastern.

**Utah State University**

Certificate of Proficiency in General Technology

**Core Welding Processes**

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<th>Last Name:</th>
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**Welding Theory Course (select one 3 credit course)**

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<tr>
<td>WELD 2500 – Weld Inspection</td>
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<td>WELD 2600 – Metallurgy</td>
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<td>WELD 1120 – Beginning Gas Metal Arc Welding (GMAW) and Flux Cored Arc Welding (FCAW)</td>
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<td>WELD 1150 – Beginning Gas Tungsten Arc Welding (GTAW)</td>
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Technical Credit Hours: 15

TOTAL MINIMUM CREDIT HOURS: 18

I have reviewed this degree plan with my advisor and understand that it represents the most effective way to achieve my educational goals based on the information that I supplied to my advisor at that time.

Student’s Signature: ___________________________ Date: ___________________________

Advisor’s Signature: _________________________ Date: ___________________________

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.
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.
Step 2: Enter the Correct CIP Code Using the Following Website: Classification Instructional Programs

CIP Code (6-digits) 30.0501

Minimum Number of Credits (if applicable) 18

Maximum Number of Credits (if applicable) 18

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

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)
Section I: The Request

R401 Purpose* The Department of Communication Studies and Philosophy in the College of Humanities and Social Sciences is requesting permission to create a Certificate of Proficiency in Conflict Management and Facilitation. The proposal uses existing courses and faculty across a number of departments and colleges, and develops a certificate that will enhance job prospects for students in any major.
The Department of Communication Studies and Philosophy recognises an ongoing need for educational offerings and training related to conflict management and facilitation. This is seen in the high demand and large waitlists for CMST 3600 Communication and Conflict. A similar demand exists for the CMST 5600 Advanced Communication and Conflict course. This demand for courses includes students from within the Communication Studies program as well as non-majors. This certificate will help to meet the educational demand for skills and training in this area for students across USU's campus and provide an educational credential that can accompany students upon graduation.

Currently, the only university in the State of Utah where students can acquire undergraduate degrees/certification in conflict is through the University of Utah. The proposed Institutional Certificate of Proficiency Conflict Management and Facilitation at Utah State University will provide USU learners an additional opportunity to receive this kind of training.

In discussing these issues within the department and in conjunction with the Dean's Office it was proposed to create this certificate program.

Conflict management and facilitation skills are useful and in high demand for jobs in a wide range of careers. Employees in United States companies spend roughly 2.8 hours each week involved in interpersonal and group conflict. This amounts to approximately $359 billion in hours paid each year that are focused on conflict (CPP Inc., 2008, Pollack, 2021). Conflict in the workplace has grown prevalent for most workers, with 85 percent of workplace employees experiencing some kind of conflict (CCP Inc., 2008). Many people report that conflict makes them feel confused and anxious. Conflict arises in many settings and can negatively impact relationships, opportunities, and communities. The capacity to understand and manage conflict is a highly valued professional skill that can help to foster healthy relationships and support a more peaceful and productive way of being.

The mission of Utah State University is to be a “premier student-centered land-grant and space-grant university.” In order to accomplish this goal, the university emphasizes that academics come first and places importance on cultivating diversity of thought and culture and by serving the public through learning, discovery, and engagement. The Conflict Management and Facilitation Certificate of Proficiency is consistent with the mission of Utah State by offering a program for students that focuses on improving the common good through various types of organizations and practices.

At USU, conflict management skills help students become more resilient and successful in their classes and relationships during their time at USU. For several years, USU 1010: University Connections has held a Conflict and Communication workshop for all first-year incoming USU students. It has been consistently rated the most successful and useful workshop by Connections students. It is clear that there is both a need and a demand for more curriculum on conflict management and facilitation skills.

This certificate of proficiency will be created using existing courses across a number of
Section III: Curriculum (if applicable)

This certificate of proficiency will be housed in the Department of Communication Studies and Philosophy. The course offerings will include classes from across several disciplines. This will provide flexibility to students as they pursue the different emphasis areas offered within the certificate program.

The certificate will have a core of required classes. These classes will cover theory and practices of collaborative conflict, conflict management, and facilitation. Additionally, students will choose a group of classes in specific interest areas including negotiation and persuasion, social justice and equality, intercultural/global, peace building, and relational/organizational. Students can select a group of classes from one of these areas, or they can choose any collection of courses from the various programs. See the attached program curriculum for details.

The idea behind this structure is that many programs talk about the importance of communication and conflict skills. Therefore, a student in political science, education, business, etc., can use their relevant coursework and add the core conflict communication classes to it. Additionally, a student who hasn’t chosen a major yet but wants to pursue this certificate can do the core courses and then explore coursework in a variety of programs that are connected to it. Thus, students in majors and those still looking for one can use this certificate as a way to focus their studies.

In developing the program curriculum for this certificate of proficiency, support has been given from the various department heads and section coordinators. These include: Jennifer Peeples (Communication Studies and Philosophy), Anthony Peacock (Political Science), Ravi Gupta (History), Scott Bates (Psychology), Jessica Lucero (Social Work), Judson Finley (Sociology and Anthropology), Scot Allgood (Human Development and Family Studies), Eadric Bressel (Health Education Promotion), Patrick Mason (Religion Studies), and Vijay Kannan (Business).

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 - English - English - MA MS

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

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

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

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

**CIP Code (6-digits)** 23010

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

### Request

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

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

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

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

R401 Purpose* The Department of English is requesting permission to add a specialization to the existing MA/MS in English that will be titled "Literature, Culture, and Composition" (LCC). With the addition of this second track, students would have to choose between one of two tracks: Creative Writing (which requires that students take four graduate workshops in creative writing and complete a creative thesis) or Literature, Culture, and Composition (which requires that students take one face-to-face course in each of the specialization’s three areas: Literature, Culture, and Composition). Students would no longer receive an MA/MS in English without a specialization.

Section II: Program Proposal

Proposed Action & Rationale* The addition of this second specialization within the MA/MS in English will balance the options within the degree program, giving students a choice between two structured specializations. They will make that choice when they apply, and their applications will be reviewed by an admissions committee of faculty who teach courses in the specialization to which they have applied. In the current organization, students who do not choose the structured Creative Writing specialization find themselves, by default, in a “no specialization” or “general” option that has no specific requirements to guide students in their choice of courses for their program of study. This amorphous option is atypical of master’s degree programs at other institutions and fails to attract prospective students with a definable course of study.
Labor Market Demand (if applicable)  

not applicable

Consistency with Institutional Mission & Institutional Impact*  
The proposed changes retain the existing program's consistency with USU's mission and give graduate students two clear and well-defined programs of study.

Finances*  
The proposed changes to the existing specialization will use existing courses and faculty. No new financial resources are needed.

Section III: Curriculum (if applicable)

Program Curriculum Narrative  

The MA/MS in English is a great program for students who are looking for a broad education in English. Students are able to take a variety of classes and gain a broad base of knowledge to prepare them for further education or teaching. Students receive the kind of training necessary to prepare them for the professional world of academia. They are able to gain experience presenting their work at conferences and submitting for publication.

The MA degree requires students to gain proficiency in one or more foreign languages. The MS degree is identical, except that it does not require foreign language study.

The MA/MS in English consists of two specializations—Literature, Culture, and Composition, and Creative Writing. All students apply for, and are admitted to, one specialization or the other.

Literature, Culture, and Composition: This specialization is for students who wish to do advanced work in the fields of literature, cultural studies, and/or composition and rhetoric. The aim is to professionalize students, helping them to become scholars and teachers of English.

Creative Writing: This specialization allows students to do advanced work in creative writing, concentrating on poetry, fiction, and/or creative nonfiction. Students with a strong background in creative writing who desire to continue on that path are encouraged to apply.

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.

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

- Writing Guidelines/Suggestions
- USHE R401 Policy
- Deadlines and Schedules
- Process and Flowchart

Contact Information:

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

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

<table>
<thead>
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<th>COLLEGE (include all cross listed colleges)*</th>
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<table>
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<tr>
<th>DEPARTMENT (include all cross listed departments)*</th>
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<tbody>
<tr>
<td>Communication Studies and Philosophy</td>
</tr>
<tr>
<td>Government Relations</td>
</tr>
<tr>
<td>Marketing and Communications</td>
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<tr>
<td>Sociology and Anthropology</td>
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Current Title (if Leadership and Diplomacy Certificate of Proficiency
**Proposed Title**: Leadership and Diplomacy Certificate of Proficiency

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

<table>
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<th><strong>CIP Code (6-digits)</strong></th>
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| **Minimum Number of Credits (if applicable)** | 21 |
| **Maximum Number of Credits (if applicable)** | 21 |

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

---

**Request**

**Step 3: Select** the Type of Change Being Requested.

**New Academic Program:**
- [x] Certificates of Proficiency (including CTE)
- [ ] Certificates of Completion (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
- **Council on Teacher Education**: Yes

### Section I: The Request

**R401 Purpose**: The purpose of this certificate is to increase student awareness, knowledge, and skills that will make them more effective leaders, communicators, negotiators, and problem solvers in their respective careers and communities locally, nationally, and internationally.

### Section II: Program Proposal

**Proposed Action & Rationale**: As the world and its problems become more complicated, the need for effective leadership and diplomacy at all levels of society is paramount. Key to this effectiveness are improved communication skills that help students better communicate ideas as well as understand the varied perspectives of different societal stakeholders. Also essential is an understanding of how governmental institutions and policy processes structure societal interactions and how they can facilitate and constrain leadership objectives and actions. As a result, this certificate focuses on developing skills and knowledge within two primary academic areas -- communication and government (i.e., political science). Other supportive academic areas include coursework from history, religious studies, sociology, social work, and business.
While there are myriad definitions of leadership, it can be defined as “a process of social influence, which maximizes the efforts of others, towards the achievement of a goal.”\(^1\) Relatedly, diplomacy can be defined as the “art and science of maintaining peaceful relationships between nations, groups, or individuals.”\(^2\) Both concepts require individuals to inspire or work with others and imply that problems and goals require social or collective efforts.

To get others to work towards a collective goal requires skills in communication, conflict resolution, active listening, empathy, strategic thinking, and problem-solving, among others. This certificate is designed to help students develop these skills that will prepare them for a variety of careers in government, journalism, law, the foreign service, non-governmental organizations, international organizations, and business.

\(^1\) Kevin Kruse, “What is Leadership?,” *Forbes*, April 9, 2013.


The mission of Utah State University is to be one of the nation’s premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement. This certificate builds upon these aims by enabling students to think critically about leadership while building the skills to effectively engage with others in their local, national, and international communities.

The new certificate will require no additional costs and will be administered by the faculty and staff associated with the Institute of Government and Politics (IOGP). The development of one new course (Leadership Seminar) will be taught and administered by existing IOGP faculty and staff.

The capstone internship requirement will require some student investment for internships outside of Utah (e.g., Washington DC, International), but for students that are unable or unwilling to finance such endeavors there are local internship options (including international) available. Development of scholarship funds to support additional national and international internship opportunities for more students are strongly encouraged at the departmental, college, and university level.

**Section III: Curriculum (if applicable)**
This proposed certificate program proposal has been submitted to and received prior approval by the department heads of all affected departments. Once implemented, students will need to apply for the certificate program as the program builds capacity in terms of course and internship offerings. Limits on the number of students participating in the program, as well as course offerings, will be evaluated annually after consulting with affected departments and advising offices.

Applications will be accepted and vetted by the IOGP working in conjunction with CHaSS advising. The CHaSS advising staff will review and officially sign off on the certificate requirements for participating students.

All students in the certificate program must select either a domestic or an international/global track. The dual tracks aim to ensure that all students graduating with the certificate have key communication skills as well as an understanding of government and governmental processes, either at the national/local or the international/global level. This foundation will help students wishing to exert leadership in a variety of professions, in particular careers in government, nonprofits, or business. It is also designed to complement a wide variety of majors and minors, as well as existing certificate programs, throughout CHaSS and the wider university.

In addition to this foundational background, all students will be required to participate in a leadership course that aims to introduce students to a variety of career options as well as networking opportunities with alumni and other professionals working domestically and internationally. This course may include a combination of speakers with site visits (to Salt Lake City and/or Washington DC), and or international conference participation (e.g., UN Youth Summit, annual UN Commission on the Status of Women conference).

In addition to the above foundation, students deepen their knowledge and skills by selecting from a variety of electives in the departments of Political Science, Communication, Sociology, and the School of Business.

As a capstone experience, juniors and seniors in the program will be required to complete an internship for academic credit that will allow them to both observe in practice and apply the knowledge and skills they have acquired from their courses to real world settings. To help with placement, students in the program will receive individual advising and mentoring from USU faculty and staff to help secure an internship that best meets their personal and professional skills and objectives.

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

Institution Submitting Request: Utah State University

Proposed Program Title: Composite Materials and Structures - MS

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: Utah State University, College of Engineering

Sponsoring Academic Department(s) or Unit(s): MAE

Classification of Instructional Program Code¹: 14.0201

Min/Max Credit Hours Required of Full Program: 33 / 33

Proposed Beginning Term²: Fall 2022

Institutional Board of Trustees’ Approval Date:

Program Type (check all that apply):

☐ (AAS) Associate of Applied Science Degree
☐ (AA) Associate of Arts Degree
☐ (AS) Associate of Science Degree
☐ Specialized Associate Degree (specify award type³: )
☐ Other (specify award type³: )
☐ (BA) Bachelor of Arts Degree
☐ (BS) Bachelor of Science Degree
☐ (BAS) Bachelor of Applied Science Degree
☐ Specialized Bachelor Degree (specify award type³: )
☐ Other (specify award type³: )
☐ (MA) Master of Arts Degree
☒ (MS) Master of Science Degree
☐ Specialized Master Degree (specify award type³: )
☐ Other (specify award type³: )
☐ Doctoral Degree (specify award type³: )
☐ K-12 School Personnel Program
☐ Out of Service Area Delivery Program ☐ Attached MOU
☐ Out of Mission Program
☐ NEW Professional School

² “Proposed Beginning Term” refers to first term after Regent approval that students may declare this program.
³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD
### Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

<table>
<thead>
<tr>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Program Restructure with or without Consolidation</td>
</tr>
<tr>
<td>□ Emphases transfer from another program or academic unit</td>
</tr>
<tr>
<td>□ Name Change of Existing Program or Academic Unit</td>
</tr>
<tr>
<td>□ Program transfer to a different academic unit</td>
</tr>
<tr>
<td>□ Suspension or discontinuation of a unit or program</td>
</tr>
<tr>
<td>□ Reinstatement of a previously suspended/discontinued program or administrative unit</td>
</tr>
<tr>
<td>□ Other</td>
</tr>
</tbody>
</table>

### Chief Academic Officer (or Designee) Signature:
I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name             Date:  

☐ I understand that checking this box constitutes my legal signature.
Utah System of Higher Education
Program Description - Full Template

Section I: The Request
Utah State University requests approval to offer the following Master's degree(s): Composite Materials and Structures
- MS effective Fall 2022. This program was approved by the institutional Board of Trustees on.

Section II: Program Proposal

Program Description
Present a complete, formal program description.

The proposed MS in Composite Materials and Structure program will be administered and delivered by the USU Mechanical and Aerospace Engineering (MAE) department. The MAE department will host the degree program.

The program is an MS Plan-C Program (coursework only) and requires a total of 33 credit hours of coursework (15 core credit hours and 18 elective credit hours) with a minimum of 15 credit hours at the 6000-level or higher. Instruction will include the design, formulation, modeling, construction, and analysis of composite materials.

The program is directed at providing USU graduate students and industry professionals the opportunity to become familiar with how composites materials are used in several areas of engineering research and design across multiple industries. Graduates will develop the ability to better understand the applicability of these materials in improving and advancing product design.

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

The College of Engineering provides unwavering support to the USU mission to be a premier student-centered land-grant university focused on quality research and excellent student outcomes. The MAE department is a key component of the college. The addition of this MS program will support USU's mission by:

1) Furthering our students' proficiency in material science, which is often cited by industry as a valuable strength.

2) Advancing their long history of working with composite materials. Several of their current courses focus on the use and application of advanced materials. For example, the Mechanics of Composite Materials I (MAE 5060) provides instruction on the formulation, construction, and use of non-isotropic materials.

3) Continuing to support industry funded research projects, dealing with the analysis and properties of composite materials, by providing the student talent necessary to perform this research.

4) Supporting the MAE department's aerospace emphasis. Aerospace is a significant consumer of composite materials.

5) Continuing to support the UTAH Governor's Office of Economic Development (GOED), which encourages programs that will support Utah's aerospace industry. Recently, GOED indicated that Utah's core aerospace and defense competencies, including design, composites manufacturing, software and control systems, supported regional and national air service as well as advanced space systems, and thanks to research universities such as Utah State University, their state lead the nation in aerospace technology development.
Section III: Needs Assessment

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

Recently the college began an effort to improve its interactions with industry by focusing on their hiring and research needs and how they can be supported by them. Initially, they began by collecting information on the academic rigor and capabilities partners look for when hiring. One outcome of this data collection was a request to incorporate more composite materials coursework into the degree, particularly if the coursework can be accessed by industry.

The College of Engineering has a long-standing relationship with the Utah Advanced Materials and Manufacturing Initiative (UAMMI), a 501 c3, which brings together public, private, community, industry and education partners to assure growth and sustainability of Utah's advanced material and manufacturing industry. UAMMI's mission is to ensure Utah is the global leader in value-added advanced materials, manufacturing, technology development, and design by integrating industry, academic and government contributors in ways that enhance collaboration, promote business opportunities, share knowledge resulting from relevant research and engage a skilled and trained workforce. UAMMI is a strong supporter of the need for, and value of, the proposed program.

Another outcome of our industry data gathering was a request to establish a Center for Advanced Composite Materials and Structures. With significant industry support, the Center was recently approved for funding by the Utah State Legislature as a collaborative effort between USU and Weber State University. In addition to a strong research focus, this Center will serve as a key component of the MS program by supporting the hands-on instruction portion of the course. Combined with available online learning resources and traditional in-class instruction, the primary components of the MS program are now in place.

Labor Market Demand
Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The College of Engineering (COE) and each department in COE have very active Industry Advisory Boards (IAB). IAB member representatives include Boeing, Northrop Grumman, Lockheed Martin, Hill Air Force Base, Idaho National Laboratory, Autoliv, Williams Aviation, and ENVE Composites. The IAB members represent companies that use advanced materials in their products and research. All of these companies have expressed a desire to make the composite materials and structures program available to their engineers.

Recently the Utah GOED, working with a consortium of universities including USU, companies, and foundations such as UAMMI, received funding from the US Department of Defense (DOD) to be designated as a Defense Manufacturing Community (DMC). Utah is now one of six DMCSs in the US. This multi-year, multi-million dollar grant establishes Utah as a core provider of the research, products, systems, and talent deemed of highest value to the DOD's mission. Advanced materials and an expertise in their application play a very significant role in this mission.

The Utah DMC supporters encompass more than 70 industry organizations, including America Makes, American Manufacturing Community Collaborative (AMCC), the Institute for Advanced Composites Manufacturing Innovation (IACMI), Society for the Advancement of Material and Process Engineering (SAMPE), and the American Composites Manufacturing Association (ACMA). They provide both a local and national perspective. All of these organizations are looking for programs that provide their member companies with the necessary advanced
knowledge and hands-on training in composite materials in support of their contribution to the Utah DMC.

UAMMI shared an analysis conducted in 2020 which found that from 2015 to 2019 there were 4,905 job postings in Utah for engineers with composite materials backgrounds. Of those, 91% (4,463) required a minimum of a bachelor's degree with most preferring or requiring a master's degree. In that same period, 40 companies were actively hiring. From 2015 to 2019 there were 3,609 Composite Technicians job postings which required a bachelor's or master's degree. The analysis also revealed the need for engineers and technicians with a composite materials background in Utah is expected to grow to over 15,000 in the next few years.

Student Demand
Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Both recent graduates and current students have requested courses which provide more advanced understanding of composite materials and their application in industry. As these students look toward careers in aerospace, they appreciate the need to better understand the role composites play in this industry. With this need in mind, the MAE Department at USU recently added several senior design projects dealing with composites and related technologies. This MS program will provide an additional avenue for these students to gain proficiency in working with composite materials. While some of these students will likely not pursue a master's degree until after entering the workforce, it is expected they will turn to USU for this degree.

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

While some USHE institutions currently offer undergraduate courses in composite materials, currently no USHE institution offers an advanced degree in this area. Their review of the courses provided in the intermountain area did not find any graduate-level courses in composite materials.

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

As was previously mentioned, the recently funded and to-be-established Center for Advanced Composite Materials and Structures will be a collaboration between USU and Weber State University (WSU). Given WSU's more central location, they anticipate that much of the MS program's hands-on learning will take place at WSU. The USU faculty will work with their colleagues at WSU to develop the curriculum for this aspect of the program. It is believed this will be a very mutually beneficial partnership.

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

No external consultants were involved in the development of this program. However, it is believed of value to note
that the feedback from USU’s recently completed ABET accreditation process indicated the importance of the high level of industry involvement in the MAE programs. The ABET Review Committee referenced several instances where industry involvement was of significant value to USU. ABET encouraged the MAE Department to continue to find ways to expand and strengthen industry relationships.

Section IV: Program Details

Graduation Standards and Number of Credits

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

- Plan C - Coursework only
  - 33 credits total (Graduate School requirement for Plan C)
  - At least 15 credits at the 6000-level or above (Graduate School minimum)

Admission Requirements

List admission requirements specific to the proposed program.

- BS in an engineering, or materials science and engineering, or other relevant discipline;
- A minimum admission GPA of 3.3 (calculated using all grades from last 60 semester or 90 quarter credits earned);
- GRE scores at or above the 40th percentile for Verbal Reasoning and 70th percentile for Quantitative Reasoning.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

The new degree program will be administered by the MAE Department which has in place the administrative infrastructure necessary to manage the program. MAE has a graduate committee that oversees the graduate programs and a full-time staff member assigned to the graduate program. Additional institutional resources for the development of the program have been approved by the state, and no additional financial resources beyond this are required. The only impact of this program on the current course load is that it will slightly increase the 5000-7000 level class sizes. However, enrollment in these courses is typically below enrollment caps.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.
Two additional Professor of Practice positions required by the MAE department for the development of the program have been approved.

**Staff**

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

Additional staff lines will not be required. Existing staff will be sufficient to support this program.

**Student Advisement**

*Describe how students in the proposed program will be advised.*

The mechanics of admission to the program and fulfilling program requirements are handled by an existing full-time staff graduate coordinator. Since this is primarily a coursework-only degree, students may also be advised by course instructors.

**Library and Information Resources**

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

Current library resources are sufficient for this program.

**Projected Enrollment and Finance**

*Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.*

Section VI: Program Evaluation

**Program Assessment**

*Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.*

The goal of the program is to provide graduate students and early- and mid-career professionals with an opportunity to develop an understanding of composite materials and structures. It also provides an opportunity to achieve a broad high-level knowledge in this area. Attainment of these goals will be measured by employers and the placement rate of graduates within local and national organizations in industry and government.

**Student Standards of Performance**

*List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.*

Progress of student learning for each course is assessed with formative measures such as quizzes and projects assignments during each course. Learning as a whole is assessed with summative measures based on final exams or comprehensive final projects.
Appendix A: Program Curriculum

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

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>NEW Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE/CEE 5060</td>
<td>X</td>
<td>Mechanics of Composite Materials I</td>
<td>3</td>
</tr>
<tr>
<td>MAE/CEE 6070</td>
<td>X</td>
<td>Mechanics of Composite Materials II</td>
<td>3</td>
</tr>
<tr>
<td>MAE 5050</td>
<td>X</td>
<td>Advanced Composite Materials</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6050</td>
<td>X</td>
<td>Manufacturing of Composite Materials and Structures</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6055</td>
<td>X</td>
<td>Testing of Composite Materials</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Add A Group of Courses

Required Course Credit Hour Sub-Total | 15

<table>
<thead>
<tr>
<th>Course Number</th>
<th>NEW Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 5020</td>
<td></td>
<td>Finite Element Methods in Solid Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>MAE 5350</td>
<td></td>
<td>Kinematics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 5670</td>
<td></td>
<td>Fracture Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6010</td>
<td></td>
<td>Finite Element Methods in Solid Mechanics II</td>
<td>3</td>
</tr>
<tr>
<td>MAE/CEE 6090</td>
<td></td>
<td>Theory of Plates and Shells</td>
<td>3</td>
</tr>
<tr>
<td>MAE 5930</td>
<td></td>
<td>SP: Advanced Aircraft Structures</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6010</td>
<td></td>
<td>Continuum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6930</td>
<td></td>
<td>Special Problems</td>
<td>3</td>
</tr>
<tr>
<td>MAE 5930</td>
<td></td>
<td>SP: Additive Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5410</td>
<td></td>
<td>Methods of Applied Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5420</td>
<td></td>
<td>Partial Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5710</td>
<td></td>
<td>Introduction to Probability</td>
<td>3</td>
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</table>

Choose of the following courses:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>NEW Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add A Group of Courses

Elective Credit Hour Sub-Total | 18

Core Curriculum Credit Hour Sub-Total | 33

Add An Emphasis
Program Curriculum Narrative

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

This is an MS Plan-C Program coursework-only. The program of study has 5 required courses (15 credit hours) and 6 electives (18 credit hours) for a total of 33 credit hours. A minimum of 15 credit hours must be at the 6000-level or higher. The 5 required courses are designed to provide an overview of composite materials and structures as well as elements that are unique to composite materials and structures. Students have the opportunity to choose 6 courses from 12 different electives to either specialize in a particular area or diversify into different areas. The program is designed to provide students and early- and mid-career professionals in the mechanical and aerospace community with an opportunity to seek an advanced degree. The courses will be offered face-to-face on the USU Logan campus, WSU campus, and/or with the online format.
Degree Map

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

Please cut-and-paste the degree map or manually enter the degree map in the table below.
### Part I. Department Faculty / Staff

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

<table>
<thead>
<tr>
<th></th>
<th># Tenured</th>
<th># Tenure-Track</th>
<th># Non-Tenure Track</th>
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</thead>
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<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Faculty: Part Time with Doctorate</td>
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<td>0</td>
</tr>
<tr>
<td>Faculty: Full Time with Masters</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Faculty: Part Time with Masters</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Faculty: Full Time with Baccalaureate</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Faculty: Part Time with Baccalaureate</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teaching / Graduate Assistants</td>
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<td>0</td>
</tr>
<tr>
<td>Staff: Full Time</td>
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<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Staff: Part Time</td>
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<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Tenure (T) / Tenure Track (TT) / Other</th>
<th>Degree</th>
<th>Institution where Credential was Earned</th>
<th>Est. % of time faculty member will dedicate to proposed program.</th>
<th>If &quot;Other,&quot; describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thom</td>
<td>Fronk</td>
<td>T</td>
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<td>Ryan</td>
<td>Berke</td>
<td>TT</td>
<td>PhD</td>
<td>UIUC</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Haoran</td>
<td>Wang</td>
<td>TT</td>
<td>PhD</td>
<td>UIUC</td>
<td>10%</td>
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<tr>
<td>Yanqing</td>
<td>Su</td>
<td>TT</td>
<td>PhD</td>
<td>Georgia Tech</td>
<td>10%</td>
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Add Another Full Time

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Tenure (T) / Tenure Track (TT) / Other</th>
<th>Degree</th>
<th>Institution where Credential was Earned</th>
<th>Est. % of time faculty member will dedicate to proposed program.</th>
<th>If &quot;Other,&quot; describe</th>
</tr>
</thead>
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### Part Time Faculty

<table>
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<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Tenure (T) / Tenure Track (TT) / Other</th>
<th>Degree</th>
<th>Institution where Credential was Earned</th>
<th>Est. % of time faculty member will dedicate to proposed program.</th>
<th>If &quot;Other,&quot; describe</th>
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<tr>
<th>First Name</th>
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</tbody>
</table>

Add Another Part Time
### Part III: New Faculty / Staff Projections for Proposed Program

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

<table>
<thead>
<tr>
<th></th>
<th># Tenured</th>
<th># Tenure-Track</th>
<th># Non-Tenure Track</th>
<th>Academic or Industry Credentials Needed</th>
<th>Est. % of time to be dedicated to proposed program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty: Full Time with Doctorate</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3 years of research lab or industry experience</td>
<td>90%</td>
</tr>
<tr>
<td>Faculty: Part Time with Doctorate</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Full Time with Masters</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3 years of research lab or industry experience</td>
<td>90%</td>
</tr>
<tr>
<td>Faculty: Part Time with Masters</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Full Time with Baccalaureate</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Part Time with Baccalaureate</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching / Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Staff: Full Time</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff: Part Time</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Appendix D: Projected Program Participation and Finance

## Part I.

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

### Three Year Projection: Program Participation and Department Budget

<table>
<thead>
<tr>
<th>Year Preceding Implementation</th>
<th>New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td>Student Data</td>
<td></td>
</tr>
<tr>
<td># of Majors in Department</td>
<td></td>
</tr>
<tr>
<td># of Majors in Proposed Program(s)</td>
<td>8</td>
</tr>
<tr>
<td># of Graduates from Department</td>
<td></td>
</tr>
<tr>
<td># Graduates in New Program(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

### Department Financial Data

<table>
<thead>
<tr>
<th>Year Preceding Implementation</th>
<th>Department Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, &quot;Faculty Projections.&quot;</td>
<td></td>
</tr>
</tbody>
</table>

### EXPENSES – nature of additional costs required for proposed program(s)

List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.

| Personnel (Faculty & Staff Salary & Benefits) | $0 | $175,000 | $175,000 | $175,000 |
| Operating Expenses (equipment, travel, resources) | $0 | $250,000 | $0 | $0 |
| Other: | $0 | $0 | $0 | $0 |
| TOTAL PROGRAM EXPENSES | | $425,000 | $175,000 | $175,000 |
| TOTAL EXPENSES | | $0 | $425,000 | $175,000 | $175,000 |

### FUNDING – source of funding to cover additional costs generated by proposed program(s)

Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.

| Internal Reallocation | $0 | $0 | $0 | $0 |
| Appropriation | $0 | $0 | $0 | $0 |
| Special Legislative Appropriation | $0 | $425,000 | $175,000 | $175,000 |
| Grants and Contracts | $0 | $0 | $0 | $0 |
| Special Fees | $0 | $0 | $0 | $0 |
| Tuition | $0 | $0 | $0 | $0 |
| Differential Tuition (requires Regents approval) | $0 | $0 | $0 | $0 |
| PROPOSED PROGRAM FUNDING | | $425,000 | $175,000 | $175,000 |
| TOTAL DEPARTMENT FUNDING | $0 | $425,000 | $175,000 | $175,000 |
| Difference | Funding - Expense | $0 | $0 | $0 | $0 |
Part II: Expense explanation

Expense Narrative
Describe expenses associated with the proposed program.
USU COE has received $425K from the state to establish the program, with $250K one-time funding, and $175K ongoing funding. The one-time funding will be used to develop lab equipment and travels related to the establishment of the program. The ongoing funding will be used to hire two new Professors of Practice to develop and teach the new courses and related labs for the program. Other additional workload imposed by this degree is minimal and will have no impact on tasks that would normally be done by current faculty and staff.

Part III: Describe funding sources

Revenue Narrative 1
Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.
College of Engineering differential tuition received from this program may be directed back to this program as needed.

Revenue Narrative 2
Describe new funding sources and plans to acquire the funds.
USU COE has received $425K from the state to establish the program, with $250K one-time funding, and $175K ongoing funding. Additionally, our collaborator, Weber State University, also received $425K from the state.
PRES VPRS - Government Relations Office of Research Administration Office

4.1.c R401 New Administrative Unit

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

<table>
<thead>
<tr>
<th>COLLEGE or UNIVERSITY DIVISION:</th>
<th>PRES  VPRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT or UNIT:</td>
<td>Government Relations</td>
</tr>
<tr>
<td>PROPOSED UNIT TITLE:</td>
<td>Institute for Land, Water, and Air</td>
</tr>
</tbody>
</table>

Request
Step 2: **Select** the Proposed Type of Unit Being Requested.

<table>
<thead>
<tr>
<th>Unit Being Requested</th>
<th>Description/Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ New Administrative Unit (except new colleges and professional schools - use full template)</td>
<td></td>
</tr>
<tr>
<td>○ New Centers</td>
<td></td>
</tr>
<tr>
<td>○ New Institutes</td>
<td></td>
</tr>
<tr>
<td>○ New Bureaus</td>
<td></td>
</tr>
</tbody>
</table>

**Description/Narrative**

The Institute for Land, Water, and Air is an interdisciplinary unit designed to communicate and expand USU’s excellence in land, water, and air research. The institute brings together USU researchers in these areas and connects them with Utah problem solvers, including members of local, state, and federal government. The vision of the institute is to help Utah maintain a high quality of life for its citizens while valuing and optimizing the state’s shared resources. The outreach-focused institute helps fulfill USU’s land-grant mission by providing the state with informed and unbiased expertise on Utah’s shared resources to clarify the impact of past and potential actions. The institute reports directly to the Office of the President and collaborates closely with the Office of Research and the Vice President for Federal and State Relations.

Step 3: **Submit**

Click on the save all changes button below.

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