1. **Approval of 4 November 2021 Minutes**

2. **Program Proposals**
   - Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer a **Drafting Design Certificate of Proficiency**.
   - Request from the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences to offer a **Bachelor of Science in Environmental Planning**.
   - Request from the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences to offer a **Minor in Environmental Planning**.
   - Request from the Department of Plants, Soils and Climate in the College of Agriculture and Applied Sciences to offer a **Ornamental Horticulture Certificate of Completion**.
   - Request from the Department of Human Development and Family Studies in the Emma Eccles College of Education and Human Services to **discontinue the Bachelor of Science in Family Life Studies degree**.
   - Request from the Department of Special Education and Rehabilitation Counseling in the Emma Eccles College of Education and Human Services and USU Eastern to **update the Certificate of Proficiency for the Aggies Elevated program and allow students at USU Eastern to receive the Integrated College and Community Studies Certificate**.
   - Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to create the **new Analytics Solutions Center**.
   - Request from the Department of Management in the Jon M. Huntsman School of Business to **rename the emphasis in Operations Management to Operations and Supply Chain Management**.
   - Request from the Department of Management in the Jon M. Huntsman School of Business to **rename the Minor in Operations Management to the Minor in Operations and Supply Chain Management**.

3. **Semester Course Approval Reviews**
   - [https://usu.curriculog.com/](https://usu.curriculog.com/)
College of Agriculture and Applied Sciences
ADVS = 
APEC = 2 
APPR = 
ASTE = 2 
AVTE = 9 
LAEP = 2 
NDFS = 
OPDD = 
PSC = 5 

Caine College of the Arts
ART = 24 
MUSC = 1 
THEA = 
CCA = 

Jon M. Huntsman School of Business
ACCT = 
BUS = 
ECN = 8 
DATA = 1 
MSLE = 1 
MIS = 

Emma Eccles Jones College of Education and Human Services
COMD = 
EDUC = 1 
HDFS = 
KHS = 
ITLS = 
NURS = 
PSY = 4 
SPED = 1 
TEAL = 18 

College of Engineering
BENG = 
CEE = 
ECE = 1 
EED = 
MAE = 
ENGR = 

College of Humanities and Social Sciences
CIGSR = 1 
ENGL = 1 
HIST = 1 
JCOM = 2 
WLC = 2 
POLS = 
SA = 
SW = 2 
IELI = 
CHSS = 
WGS =
S.J. & Jessie E. Quinney College of Natural Resources
ENVS =
WATS =
WILD =
NR =

College of Science
BIOL =
CHEM =
CS =
GEOL =
MATH = 2
PHYS =
PUBH =
SCI =

HONR =
ISTU =
UN–CAS =
USU =

4. Other Business

Adjourn:
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
LAEPI =
NDF = 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
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.

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.

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

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
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/
Motion to approve the business of the College of Agriculture and Applied Sciences made by Brian Warnick. Seconded by Chad Simon. Business approved.
ADVS = 2
APEC = 1
APPR =
ASTE = 2
AVTE = 2
LAEP = 13 (2700 & 6270 had same title—not cross listed meant to be that way)
NDFS = 3
OPDD =
PSC = 4

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

Jon M. Huntsman School of Business
Motion to approve the business of the Jon M. Huntsman School of Business made by Chad Simon. Seconded by Brian Warnick. Business approved.
ACCT =
BUS =
ECN =
DATA =
MSLE = 31
MIS =

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

College of Engineering
BENG =
CEE =
ECE =
EED =
MAE =
ENGR =

College of Humanities and Social Sciences
ENGL =
HIST =
JCOM =
LPCS =
POLS =
SSWA =
IELI =
CHSS =
WGS =

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

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

ENVS =
WATS = 2
WILD =
NR =

**College of Science**

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

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

HONR =
ISTU =
UN –CAS =
USU =

4. **Other Business**

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

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

Chenese Boyle has accepted another position on campus, and we are sad to see her go as she was one of the key reviewers and point person. The reviews will still be done but it won’t go through Academic Scheduling. Instead of having four people review it will now be three people doing the reviewing. The catalog editors will then be updating Banner.
At the department head retreat the registrar asked the department heads to assign a point of contact who can be contacted regarding Curriculog updates/changes. Encouraging the Curriculum Committee members to pass this information to their colleges/departments. It would be great if members could bring the names back to the next Curriculum Committee meeting.

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

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

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

Adjourn: 2:52 pm
CURRICULUM SUBCOMMITTEE MINUTES
1 April 2021
2:00 – 3:00 p.m.
Zoom Meeting

Minutes

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

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

Visitors: Darrell Harris, Director

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

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

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

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

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

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

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

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

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

College of Engineering
BENG =
CEE =
ECE =
EED =
ENGR =
MAE =

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

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

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

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

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

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

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

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

*Adjourn: 2:40 pm*
Minutes

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

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

Visitors: N/A

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

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

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

3. **Semester Course Approval Reviews**
   [https://usu.curriculog.com/](https://usu.curriculog.com/)

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

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

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

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

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

**College of Humanities and Social Sciences**

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

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

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

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

ENVS = 1  
NR =  
WATS =  
WILD =  

**College of Science**

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

HONR =  
ISTU =  
UN –CAS =  
USU = 3  

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

4. **Other Business**

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

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

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

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

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

Minutes

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

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

Visitors: Patrick Belmont, Department Head, Watershed Science

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- ART =
- CCA =
- MUSC = 5
- THEA = 12

**Jon M. Huntsman School of Business**
Motion to include two late MSLE courses to agenda made by Chad Simon. Seconded by Brian Warnick. Motion to approve the business of the Jon M. Huntsman School of Business made by Brian Warnick. Seconded by Thomas Fronk. Business approved.

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

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**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 

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**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** = 

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**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 

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**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** = 

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4. **Other Business**

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

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

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

Deadlines for any catalog changes – March 1, 2021

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

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

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

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

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

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

- **CIP Code (6-digits)**: 12.0410
- **Minimum Number of Credits (if applicable)**: 18
- **Maximum Number of Credits (if applicable)**: 18
- **Type of Degree: (BA, BS, etc.)**: Certificate of Proficiency

**Request**

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

**New Academic Program:**
- [ ] Certificates of Completion (including CTE)
- [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
Reinstatement of Previously Discontinued Administrative Unit

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

Other: (explain change)

Additional Approvals (if applicable)

- Graduate Council: [ ] Yes [ ] No
- Council on Teacher Education: [ ] Yes [ ] No

Section I: The Request

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

Section II: Program Proposal

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

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

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

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

· AAS, Cosmetology

· AAS, General Technology, General Business Emphasis.

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

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

Program Curriculum Narrative

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

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

Step 6: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
CHASS - Sociology, Social Work and Anthropology - Community and Natural Resources Institute
4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions
USHE R401 Policy

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

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

CIP Code (6-digits)  00.0000

Minimum Number of Credits (if applicable)*  0

Maximum Number of Credits (if applicable)*  0

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

Request

Step 4: Select the Type of Change Being Requested.

New Academic Program:
- Certificates of Completion (including CTE)
- Certificates of Proficiency (including CTE)
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- 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
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- Reinstatement of Previously Discontinued Administrative Unit
Reinstatement of Previously Discontinued Administrative Unit

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

Other: (explain change)

Additional Approvals (if applicable)

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

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

Graduate Council*
- Yes
- No

Council on Teacher Education*
- Yes
- No

Section I: The Request

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

Proposed Action & Rationale* The Institute faculty seek to change the name of the Institute for Social Science Research on Natural Resources (ISSRN) 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.

*Key:*

- **DI**
- **DP**
- **DR**
- **DS**
- **GA**
- **GI**
- **GT**
- **IS**
- **IW**
- **O**
- **RE**
- **SE**
- **SP**
- **ST**
- **TH**
This course consists of individual work on research problems for students enrolled in doctoral programs.
This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
This course allows an exploration of topics that are not part of the standard curriculum.
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This course is a seminar that explores current work in particular topics. This course allows an exploration of topics that are not part of the standard curriculum.
This course is a seminar that explores current work in particular topics.
This course allows students to pursue research toward the M.S. degree.
This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
This course explores a particular topic in greater depth and with narrower focus than a conventional course.
This course allows students to pursue research toward the Ph.D. degree.
This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
This course allows an exploration of topics that are not part of the standard curriculum.
Students study a specific area of discipline that is not part of the department’s regularly scheduled curriculum.
Students study a specific area of discipline that is not part of the department’s regularly scheduled curriculum.
This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
This course is designed for students preparing a master’s degree thesis.
This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
This course consists of directed readings on advanced topics.
This course is designed for students preparing a master’s degree thesis.
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This course offers credit for special assignments, reading, and seminars beyond regularly scheduled courses. This course is designed for students preparing a master’s degree thesis. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
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This course provides graduate students with continued support and advisement.
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This course provides a focused study of selected topics.
This course consists of individual work on research problems for students enrolled in doctoral programs.
This course provides graduate students with continued support and advisement.
It is usually taken following completion of all coursework required for the degree.
This course is a seminar that explores current work in particular topics.
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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.
The purpose of this course is to provide an introduction to health promotion practice and public health from a global perspective.
Students conduct independent projects under the direction of one or more professors. This course provides students with the opportunity for individualized study.

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

This course 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.

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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.

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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 explores a particular topic in greater depth and with narrower focus than a conventional course.
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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.
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This course provides guided experience and supervision in teaching university-level courses.
This course allows students to pursue research toward the Ph.D. degree.
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This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
This course provides an in-depth review and discussion of special topics that are not part of the standard curriculum.
This will be done via Curriculog (per email from Matthew Sanders)
This course is designed for students preparing a master’s degree thesis.
This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
This course is designed for students preparing a master’s degree thesis.
This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
This course consists of individual work on research problems for students enrolled in doctoral programs. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

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

This course consists of continuing registration to complete thesis requirements. This course covers dissertation research for students in the Curriculum and Instruction specialization. Credits may vary by semester. This course consists of continuing registration to complete dissertation requirements. This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor. This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor. This course is designed for students preparing a master’s degree thesis. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree. This course consists of additional readings or research done beyond the material covered in other courses. This course consists of additional readings or research done beyond the material covered in other courses. This course constitutes of a student teaching experience in the student’s field of study. This course consists of additional readings or research done beyond the material covered in other courses. This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.
This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.

This course provides a focused study of selected topics.

This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.

This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.

This course provides graduate students with continued support and advisement.

It is usually taken following completion of all coursework required for the degree.

This course provides graduate students with continued support and advisement.

It is usually taken following completion of all coursework required for the degree.

This is a special topics course or seminar for graduate students in the Master of Science in Anthropology program.

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

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

This course provides graduate students with continued support and advisement.

It is usually taken following completion of all coursework required for the degree.

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

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This course provides graduate students with continued support and advisement.

It is usually taken following completion of all coursework required for the degree.

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.

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This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor.

This course provides graduate students with continued support and advisement.

It is usually taken following completion of all coursework required for the degree.

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

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

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

This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
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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<thead>
<tr>
<th>COLLEGE or UNIVERSITY DIVISION: *</th>
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<tr>
<td>DEPARTMENT or UNIT: *</td>
<td>Student Money Management Center</td>
</tr>
<tr>
<td>PROPOSED UNIT TITLE:</td>
<td>Student Money Management Center</td>
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Request
**Step 3: Select** the Proposed Type of Unit Being Requested.

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

**Description/Narrative**
The state of Utah recognizes that financial literacy/personal finance knowledge is critical to the success of its citizens. To this end, the state of Utah requires all high school students to complete a financial literacy or a personal finance course before graduating from high school. Regardless, reports show that between 40% and 51% of college drop 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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<td><strong>Annual Grand Total</strong></td>
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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.

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

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

**CIP Code (6-digits)** 45.0602

**Minimum Number of Credits (if applicable)** 15

**Maximum Number of Credits (if applicable)** 15

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

---

**Request**

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

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

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

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

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

Section II: Program Proposal

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

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

Consistency with Institutional Mission & Institutional Impact* The proposed minor is consistent with USU’s mission as a student-centered land-grant university. The minor is designed to provide economics training to the future professionals who will improve development in Utah’s communities.
Finances* There will be no additional costs or savings associated with this minor. All courses proposed are currently being taught and additional demand will be absorbed by existing classes.

Section III: Curriculum (if applicable)

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

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

Step 7: Submit

Click on the save all changes button below.

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

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

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

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

| COLLEGE (include all cross listed colleges)* | CAAS |
| DEPARTMENT (include all cross listed departments)* | Aviation and Technical Education |

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

**Proposed Title**
Aviation Technology - Professional Pilot

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

Instructional Programs

<table>
<thead>
<tr>
<th>CIP Code (6-digits)</th>
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<table>
<thead>
<tr>
<th>Minimum Number of Credits (if applicable)</th>
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<tr>
<td>Maximum Number of Credits (if applicable)</td>
<td>120</td>
</tr>
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</table>

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

Request

Step 4: Select the Type of Change Being Requested.

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

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

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

New Administrative Unit:

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

Other: (explain change) Change CIP Code

Additional Approvals (if applicable)

Graduate Council*:  ☑ Yes  ☐ No
Council on Teacher Education*:  ☑ Yes  ☐ No

Section I: The Request

**R401 Purpose**

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Labor Market Demand (if applicable)</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistency with Institutional Mission &amp; Institutional Impact*</td>
<td>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.</td>
</tr>
<tr>
<td>Finances*</td>
<td>No change to finances with the CIP code change.</td>
</tr>
</tbody>
</table>

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

<table>
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<th>COLLEGE (include all cross listed colleges)*</th>
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<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
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<td>Current Title (if applicable)*</td>
<td>Computer Science MS Plan C</td>
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<tr>
<td>Proposed Title*</td>
<td>Computer Science MS Plan C</td>
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</table>

Step 3: **Enter** the Correct CIP Code Using the Following Website: Classification Instructional Programs
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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<tr>
<td>Type of Degree: (BA, BS, etc.)*</td>
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</table>
Step 3: **Select** the Type of Change Being Requested.

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

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

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

**Other:** (explain change)

**Additional Approvals (if applicable)**

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

**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.
Proposed Action & Rationale

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

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

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

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

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

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

<table>
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| DEPARTMENT (include all cross listed departments)* | Nutrition, Dietetics and Food Sciences |

| Current Title (if applicable)* | Not applicable |

| Proposed Title* | Certificate of Advanced Practice in Dietetics |
**Step 2: Enter** the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

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

---

**Request**

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

### New Academic Program:
- [ ] Certificates of Completion (including CTE)
- [ ] Certificates of Proficiency (including CTE)
- [ ] Institutional Certificate of Proficiency
- [ ] K-12 Endorsement Program
- [ ] Minor
- [ ] New Emphasis for Existing Program
- [ ] Out of Service Area Delivery Program (attach signed MOU)
- [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)
Administrative Unit Changes:
- Name Change of Existing Unit
- Administrative Unit Transfer
- Administrative Unit Restructure (with or without Consolidation)
- Administrative Unit Suspension
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*  Yes
No

Council on Teacher Education*  Yes
No

Section I: The Request

R401 Purpose*  The Department of Nutrition, Dietetics and Food Sciences requests the approval of a new Post-Baccalaureate Certificate, named the Certificate of Advanced Practice in Dietetics. This will be a restructuring of the existing Coordinated Program in Dietetics, currently offered as an emphasis to the Dietetics undergraduate degree.

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

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

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

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

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

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

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

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

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

Step 5: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
CHASS - Social Work - Transforming Communities Institute

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

   Writing Guidelines/Suggestions

   USHE R401 Policy

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

Step 1: **Turn** on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with * 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
Instructional Programs

CIP Code (6-digits)  44.0701

Minimum Number of Credits (if applicable)*  0

Maximum Number of Credits (if applicable)*  0

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

Request

Step 4: Select the Type of Change Being Requested.

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

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

Administrative Unit Changes:
- Name Change of Existing Unit
- Administrative Unit Transfer
- Administrative Unit Restructure (with or without Consolidation)
- Administrative Unit Suspension
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit
New Administrative Unit:  
- New Administrative Unit
- New Center
- ✔ New Institute
- ☐ New Bureau

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*:  
- ☐ Yes
- ✔ No

Council on Teacher Education*:  
- ☐ Yes
- ✔ No

Section I: The Request

R401 Purpose*: Utah State University requests approval to establish the Transforming Communities Institute effective July 1, 2021.

Section II: Program Proposal
Proposed Action & Rationale

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

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

After several years of successful projects, changes in the department structure, a growing faculty, and different community needs, it is time to reexamine the mission and strategy of TCI. Currently, TCI is being 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.

Labor Market Demand (if applicable) N/A
TCI is aligned with the mission of USU’s land-grant mission of serving the public through learning, discovery, and engagement. TCI employs community-based research that brings together faculty, students, and community leaders to meet pressing social needs within local and statewide communities and social service systems through research, teaching, and action.

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

Section III: Curriculum (if applicable)

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, ViceProvost (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
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**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)
- **Certificates of Proficiency (including CTE)**
- Institutional Certificate of Proficiency
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- Program Discontinuation
- Reinstatement of Previously Suspended 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
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 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 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 Learn 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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<td>EDDT 2977 – Internship Education Experiences</td>
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</table>
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
- USHE R401 Policy
- Deadlines and Schedules
- Process and Flowchart

Contact Information:

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

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

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<td>Maximum Number of Credits (if applicable)*</td>
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<tr>
<td>Type of Degree: (BA, BS, etc.)*</td>
<td>Institutional Certificate</td>
</tr>
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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
- Out of Service Area Delivery Program (attach signed MOU)
- Post-Baccalaureate
- Post-Masters Certificate

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

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*
- Yes
- No

Council on Teacher Education*
- Yes
- No

Section I: The Request

R401 Purpose* The 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
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

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:

Methods 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.

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<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Aviation and Technical Education</td>
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<td>Current Title (if applicable)*</td>
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<td>Proposed Title*</td>
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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:
- [ ] 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

### Other: (explain change)

**Additional Approvals (if applicable)**

<table>
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<tr>
<th>Graduate Council*</th>
<th>Council on Teacher Education*</th>
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</thead>
<tbody>
<tr>
<td>[ ] Yes</td>
<td>[ ] Yes</td>
</tr>
<tr>
<td>[x] No</td>
<td>[x] No</td>
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</tbody>
</table>
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.

Finances

The proposed Certificate of Proficiency will be cost neutral, funded by internal reallocation of funds and tuition revenue. All courses for the proposed certificate are currently offered, and no new faculty, staff, library, or operational funds are required. There will be no budgetary impact 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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<tr>
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<th>First Name:</th>
<th>A#:</th>
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<tr>
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<td>WELD 2400 – Print Reading for Welders</td>
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<td>WELD 2500 – Weld Inspection</td>
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<td>WELD 2600 – Metallurgy</td>
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<td>WELD 1100 – Shielded Metal Arc Welding (SMAW)</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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<td>TOTAL MINIMUM CREDIT HOURS</td>
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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.
CEHS CHASS HSB - *CHaSS Courses Communication Studies and Philosophy History Human Development and Family Studies Kinesiology and Health Science Management Political Science Psychology Social Work Sociology and Anthropology - Conflict Management and Facil

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.
Proposed Title*: Conflict Management and Facilitation - Institutional Certificate of Proficiency

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

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</table>

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)
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- Post-Masters Certificate

**Existing Academic Program Changes:**
- Name Change of Existing Program
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- 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.
Proposed Action & Rationale*

The Department of Communication Studies and Philosophy recognizes 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.

Labor Market Demand (if applicable)

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.

Consistency with Institutional Mission & Institutional Impact*

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.

Finances*

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

Program Curriculum Narrative

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.
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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<tr>
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<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>English</td>
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<tr>
<td>Current Title (if applicable)*</td>
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<tr>
<td>Proposed Title*</td>
<td>English - MA MS</td>
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</table>

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

CIP Code (6-digits) * 23010

Minimum Number of Credits (if applicable)* 30

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

Maximum Number of Credits (if applicable)* 30

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
- [x] 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.
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
proposals.
### 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](mailto:paul.barr@usu.edu)

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

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

<table>
<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)*</th>
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<th>DEPARTMENT (include all cross listed departments)*</th>
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<td>Government Relations</td>
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<td></td>
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<td>Political Science</td>
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<tr>
<td></td>
<td>Sociology and Anthropology</td>
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**Current Title (if applicable)** 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

CIP Code (6-digits)  52.0213

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:  
☐ 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 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.
### Labor Market Demand (if applicable)

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.


### Consistency with Institutional Mission & Institutional Impact*

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.

### Finances*

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.
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 Code\(^1\) : 14.0201
Min/Max Credit Hours Required of Full Program: 33 / 33
Proposed Beginning Term\(^2\): Fall 2022
Institutional Board of Trustees’ Approval Date:
Program Type (check all that apply):

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<th>Option</th>
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<tr>
<td>☐</td>
<td>(MA) Master of Arts Degree</td>
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<td>Out of Mission Program</td>
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<td>NEW Professional School</td>
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\(^2\) “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):

- Program Restructure with or without Consolidation
- Emphases transfer from another program or academic unit
- Name Change of Existing Program or Academic Unit
- Program transfer to a different academic unit
- Suspension or discontinuation of a unit or program
- Reinstatement of a previously suspended/discontinued program or administrative unit
- Other

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.
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 DMCs 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/policy315/. 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.

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<td><strong>Required Courses</strong></td>
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<td>+ X</td>
<td>MAE/CEE 5060</td>
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<td>Mechanics of Composite Materials II</td>
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<td>+ X</td>
<td>MAE 6055</td>
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<td>MAE 5350</td>
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<td>+</td>
<td>MAE 5670</td>
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<td>MAE/CEE 6090</td>
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<td>+</td>
<td>MAE 5930</td>
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<td>MAE 6010</td>
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<td>MAE 6930</td>
<td>Special Problems</td>
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<td>MAE 5930</td>
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</tr>
<tr>
<td><strong>Core Curriculum Credit Hour Sub-Total</strong></td>
<td>33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Selected Course Credit Hour Sub-Total** | 15 |

| **Selected Course Credit Hour Sub-Total** | 18 |

| **Core Curriculum Credit Hour Sub-Total** | 33 |
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.
## Appendix C: Current and New Faculty / Staff Information

### Part I. Department Faculty / Staff

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

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th># Tenured</th>
<th># Tenure - Track</th>
<th># Non - Tenure Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty: Full Time with Doctorate</td>
<td>6</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Faculty: Part Time with Doctorate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Faculty: Full Time with Masters</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Faculty: Part Time with Masters</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Faculty: Full Time with Baccalaureate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Faculty: Part Time with Baccalaureate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teaching / Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff: Full Time</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Staff: Part Time</td>
<td>0</td>
<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 “Other,” describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thom</td>
<td>Fronk</td>
<td>T</td>
<td>PhD</td>
<td>Virginia Tech</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Juhyeong</td>
<td>Lee</td>
<td>TT</td>
<td>PhD</td>
<td>Mississippi State</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Nadia</td>
<td>Kouraytem</td>
<td>TT</td>
<td>PhD</td>
<td>KAUST</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>Yanqing</td>
<td>Su</td>
<td>TT</td>
<td>PhD</td>
<td>Georgia Tech</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

Add Another Full Time Faculty

---

## Part Time Faculty

<table>
<thead>
<tr>
<th></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 “Other,” describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>%</td>
<td>Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>%</td>
<td>Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>%</td>
<td>Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>%</td>
<td>Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>%</td>
<td>Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>%</td>
<td>Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>%</td>
<td>Instructor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add Another Part Time Faculty.
<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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Instructor</td>
</tr>
</tbody>
</table>

**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></th>
<th>Year Preceding Implementation</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Data</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Majors in Department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Majors in Proposed Program(s)</td>
<td></td>
<td>8</td>
<td>12</td>
<td>15</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td># of Graduates from Department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Graduates in New Program(s)</td>
<td></td>
<td>0</td>
<td>6</td>
<td>14</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td><strong>Department Financial Data</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EXPENSES</strong> – nature of additional costs required for proposed program(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel (Faculty &amp; Staff Salary &amp; Benefits)</td>
<td>$0</td>
<td>$175,000</td>
<td>$175,000</td>
<td>$175,000</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Operating Expenses (equipment, travel, resources)</td>
<td>$0</td>
<td>$250,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PROGRAM EXPENSES</strong></td>
<td></td>
<td>$425,000</td>
<td>$175,000</td>
<td>$175,000</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td></td>
<td>$0</td>
<td>$425,000</td>
<td>$175,000</td>
<td>$175,000</td>
<td>$0</td>
</tr>
<tr>
<td><strong>FUNDING</strong> – source of funding to cover additional costs generated by proposed program(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Reallocation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Appropriation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Special Legislative Appropriation</td>
<td>$0</td>
<td>$425,000</td>
<td>$175,000</td>
<td>$175,000</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Special Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Differential Tuition (requires Regents approval)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td><strong>PROPOSED PROGRAM FUNDING</strong></td>
<td></td>
<td>$425,000</td>
<td>$175,000</td>
<td>$175,000</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL DEPARTMENT FUNDING</strong></td>
<td></td>
<td>$0</td>
<td>$425,000</td>
<td>$175,000</td>
<td>$175,000</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>
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.
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.
Step 2: **Select** the Proposed Type of Unit Being Requested.

- New Administrative Unit (except new colleges and professional schools - use full template)
- New Centers
- New Institutes
- New Bureaus

**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.
CAAS - Aviation and Technical Education - Drafting Design - Certificate of Proficiency

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](mailto:paul.barr@usu.edu)

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

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

<table>
<thead>
<tr>
<th><strong>COLLEGE (include all cross listed colleges)</strong></th>
<th>CAAS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>DEPARTMENT (include all cross listed departments)</strong></th>
<th>Aviation and Technical Education</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Current Title (if applicable)</strong></th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Proposed Title</strong></th>
<th>Drafting Design - Certificate of Proficiency</th>
</tr>
</thead>
</table>
Step 2: Enter the Correct CIP Code Using the Following Website: Classification Instructional Programs

<table>
<thead>
<tr>
<th>CIP Code (6-digits) *</th>
<th>15.1302</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Number of Credits (if applicable) *</td>
<td>17</td>
</tr>
<tr>
<td>Maximum Number of Credits (if applicable) *</td>
<td>17</td>
</tr>
<tr>
<td>Type of Degree: (BA, BS, etc.) *</td>
<td>Certificate of Proficiency</td>
</tr>
</tbody>
</table>

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*  Utah State University requests approval to offer a Certificate of Proficiency in Drafting Design effective Fall 2022. The Drafting Design Certificate of Proficiency is a 17-credit-hour stackable credential that will also fulfill requirements leading to Certificates of Completion and the Associate of Applied Science degree in General Technology. In addition, this certificate also qualifies students for positions within the engineering, drafting, and design area and business ownership. A Certificate of Proficiency will build momentum to facilitate student transitions and support student completions of certificate and degree programs including related areas of interest in design and advanced manufacturing.

Section II: Program Proposal
The Drafting Design Certificate of Proficiency has been designed through collaboration with industry and education in order to help frontier individuals find a skill set in a new areas of the Southeast. The certificate program has been created with the four-corners region as the intended space for launch with campus homes in Blanding, Price, and future expansion to Moab. This program will facilitate individuals from the reservation an entry into the university with the ability to earn a University certificate after one semester and marketable skills that are able to be performed from anywhere. The aim of the Drafting Design Certificate of Proficiency is to allow students a fast entry into the 2D and 3D design space with a marketable skill set and industry developed curriculum. Students who complete the certificate will be prepared to work in the industry, create their own small business built around their acquired skills with low barriers for entry, or work toward more advanced degrees centered around their interests.

According to the Bureau of Labor Statistics, in 2021 the average annual salary in the drafting industry is $54,500, with a median wage of $26.20, significantly higher than the average wage for all industries (https://www.bls.gov/oes/current/oes173019.htm#ind). Drafting is a sizable occupation with a low barrier for entry and a higher opportunity for earning potential for the technician once the student selects a concentration area. Average wages fluctuate depending on drafting area of expertise, with architectural drafters earning an average wage of $27.91 and electrical and power generation drafters earning $36.54 per hour. An opportunity to earn certifications in Drafting Design 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.

Drafting jobs fall within similar occupations of designers, surveyors, and emerging technical fields. These are occupations where specific tasks and expectation training occurs on-the-job and in industry settings. The median wage for these occupations as manufacturing technicians and designers in Carbon County is $22.50 per hour, which is above the state and national average. As the proposed Certificate of Proficiency offers accelerated entrance to the job market and a short-term credential, students are able 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 and help to bring new jobs to rural areas of Utah.
The proposed Certificate of Proficiency in Drafting Design will be offered through Technical Education in the Department of Aviation and Technical Education (AVTE) at the Southeast region location in Price and Blanding. 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 one-year Certificate of Completion in Engineering Drafting and Design Technology. Credits earned in the certificate program(s) will meet requirements for existing certificate and AAS programs:

- CC, Engineering Drafting and Design Technology
- AAS, General Technology

Additionally, the Department of Aviation and Technical Education (AVTE) at Utah State University offers a broad-based Associate of Applied Science degree in General Technology with emphasis areas in General Business, Design and Creative Arts, Allied Health Systems, and Technology Systems. The proposed Certificate of Proficiency would likely lead toward the emphasis in Technology Systems. The proposed certificate provides an opportunity to develop region-specific training at USU residential campuses in rural parts of the state 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.

The proposed Certificate of Proficiency will be cost neutral. All courses for the proposed certificate are currently offered and no new faculty, staff, library, or operational funds are required to facilitate this offering. There will be no budgetary impact to other programs or units at Utah State University.

Section III: Curriculum (if applicable)
### Certificate of Proficiency

**Drafting Design**

<table>
<thead>
<tr>
<th>Required Drafting Theory Course (14 credit hours)</th>
<th>Credit Hours</th>
<th>Complete</th>
<th>Semester/Year Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDDT 1010 – Technical Drafting</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDDT 1040 – CAD Level I: Intro to CAD</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDDT 1200 – 3D Modeling (Solidworks)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELET 1110 – Technical Mathematics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Technical Credit Hours:</strong></td>
<td><strong>14</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Technical Courses (3 credit hours)</th>
<th>Credit Hours</th>
<th>Complete</th>
<th>Semester/Year Completed</th>
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</thead>
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<td>BCIS 2500 – Web Business</td>
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<td>BUSN 2710 – Entrepreneurial Thought</td>
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<td>EDDT 2977 – Internship Education Experiences</td>
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<td><strong>TOTAL MINIMUM CREDIT HOURS</strong></td>
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**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.
Institution Submitting Request: Utah State University
Proposed Program Title: Bachelor of Science in Environmental Planning
Are There New Emphases: Yes [ ] No [X ]
Names of New Emphases (Separated by Commas):
Sponsoring School, College, or Division: College of Agriculture and Applied Sciences
Sponsoring Academic Department(s) or Unit(s): Landscape Architecture and Environmental Planning
Classification of Instructional Program Code1: 6 - Digit CIP: 03.0103
Min/Max Credit Hours Required of Full Program: 120 Min Cr Hr / 120 Max Cr Hr
Proposed Beginning Term2: Fall 2022
Institutional Board of Trustees' Approval Date:

Program Type (mark all that apply with an x):

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<td>(APE)</td>
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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 (mark all that apply with an x, if any):

<p>| | |</p>
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<td>Program Restructure with or without Consolidation</td>
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<td></td>
<td>Emphases transfer from another program or academic unit</td>
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<td>Suspension or discontinuation of a unit or program</td>
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<td>Reinstatement of a previously suspended/discontinued program or administrative unit</td>
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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's Department of Landscape Architecture and Environmental Planning requests approval to offer the following degree(s): Bachelor of Science in Environmental Planning
To be effective on: Fall 2022
This program was approved by the institutional Board of Trustees on:

Section II: Program Proposal

Program Description
Utah State University (USU), College of Agriculture and Applied Sciences (CAAS), Department of Landscape Architecture and Environmental Planning (LAEP) proposes to offer a Bachelor of Science in Environmental Planning. The mission of the B.S. in Environmental Planning undergraduate program is to prepare future professionals to recognize the reciprocal relationship between the biophysical attributes of a region and the human dimensions of settlement and culture; build expertise in large-scale landscape level analysis and planning; and serve as leaders within a transdisciplinary environment to develop better alternatives for land-use decisions and policy.
As a department within a land-grant university, LAEP will accomplish this mission through community-engaged learning in core series of environmental planning, economic development, natural resources, and environmental policy coursework. The program will produce highly skilled environmental planners for multiple levels of professional practice while actively engaging and benefitting communities with landscape-scale planning projects. The undergraduate program will complement LAEP’s existing Master of Science in Environmental Planning degree program.

Consistency with Institutional Mission
The proposed undergraduate program in Environmental Planning is consistent with USU’s mission “to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels; through research and development; and through service and extension programs” (R312, 4.1.1). This program specifically addresses the mission of USU to be one of the nation’s premier student-centered land-grant universities through a student-focused and community-engaged program developing future professionals to develop air, water, and land-use decisions and policies. The B.S. in Environmental Planning program will benefit USHE and the state by serving the public through learning and engagement. With a new cadre of professionals and leaders, environmental planning will be advanced as an important problem-solving mechanism in the planning and management of natural and built landscapes across the Intermountain West and around the world.
Section III: Needs Assessment

Program Rationale
The demand for environmental planning professionals is strong with projected growth of 11% between 2019 and 2029. The fields of landscape architecture and environmental planning are naturally complementary, and USU’s Department of Landscape Architecture and Environmental Planning has a longstanding Master of Science in Environmental Planning degree program. With the majority of faculty and curriculum resources already in place to support the MSEP degree program, the complementary landscape architecture degree programs, as well as USU’s economic development and environmental policy programs, it is reasonable to seek to prepare students to be future professionals through an undergraduate program. Doing so allows LAEP to increase recruitment of undergraduate students, raise the marketability of graduates to meet the growing demand, and increase interaction across graduate and undergraduate programs, thereby enhancing the quality of both. Similarly, the program allows LAEP to strengthen collaborations with allied programs across campus and institutions while delivering a transdisciplinary degree program.

In effect, LAEP is poised to serve increasing numbers of undergraduate students in environmental planning within the department’s existing resources. In a growing field, with significant impact on society and the world, where there is a shortage of professionals, students benefit by earning a meaningful degree with a clear path to a career.

Labor Market Demand
The Bureau of Labor Statistics projects a ten-year national job growth outlook to be 7% (as fast as average) for Urban and Regional Planners, where environmental planning is urban and regional planning with a specialized sub-focus on sustainability. Environmental planners need at least a B.S. or B.A. in environmental planning, environmental science, planning, regional planning, or a related field with many positions preferring a master’s degree (where the connection to LAEP’s MSEP degree program is complementary). The typical median salary of an Environmental Planner is $75,950 annually as of 2020.

While the Utah DWS Occupation Information Data Viewer indicates that Utah’s median salary for Environmental Planning was $67,680 in 2020, with the job outlook projected to increase at 2.2% due to business expansion, the Bureau of Labor Statistics indicates that Utah’s median salary for Environmental Planning was $70,820 in 2020, with the job outlook projected to increase at 7%.

The proposed undergraduate environmental planning program in LAEP will respond to these market characteristics by training strong professionals and future leaders to be well-positioned to move into professional practice, and provide a ready transition to LAEP’s master’s degree programs.

Student Demand
As referred to in the previous section on labor market demand, there is strong demand for an environmental planning degree. LAEP’s Master of Science in Environmental Planning graduate program is presently experiencing growing enrollment. The undergraduate program will complement the graduate program and provide a strong link to graduate study in LAEP and allied disciplines. Additionally, LAEP’s undergraduate landscape architecture degree program is a matriculated program with an average of 5-10 students not accepted to continue their landscape architecture studies each year. The environmental planning degree program will provide an alternative, complementary degree program for these students.

Considering the attractiveness of a degree in environmental planning, there is strong expected initial demand among USU’s undergraduate students, although a modest initial enrollment of 3-10 students is expected while the program builds awareness.
Similar Programs
The University of Utah's College of Architecture + Planning offers a bachelor of science/arts in Urban Ecology, which is an urban and community planning degree. The program is similar to LAEP's proposed B.S. in Environmental Planning, albeit without the specialized focus on landscape-level analysis, planning, and environmental policy. The similarity between the two undergraduate degree programs is akin to the similarity between the University of Utah's College of Architecture + Planning's master's degree in City & Metropolitan Planning and USU's existing Master of Science in Environmental Planning. The two programs focus on different aspects of planning, urban/metropolitan and environmental, and are not in direct competition with each other.

Outside of Utah there are several universities offering undergraduate and graduate degrees in urban and community planning, which again, while similar, differ in focus between urban/metropolitan and environmental.

The most similar program within Utah State University is the B.S. in Environmental Studies offered by the Quinney College of Natural Resources’ Department of Environment and Society. There is considerable overlap with the natural resources and environmental policy core of LAEP’s proposed program. However, the two programs differentiate with LAEP’s proposed program’s primary emphasis on spatial planning and policy.

Within the Intermountain region states, a few universities offer undergraduate degrees in environmental science, and a few programs offer undergraduate degrees in environmental design (University of Colorado Boulder). Regarding graduate degrees in environmental planning, Arizona State University offers a Master of Urban and Environmental Planning, and the University of Idaho offers a Master of Bioregional Planning.

With regard to all these programs, LAEP proposes to offer an undergraduate degree program akin to its current graduate degree program. The proposed environmental planning degree program will emphasize community-engaged learning in a core series of environmental planning, economic development, natural resources, and environmental policy coursework. This emphasis on environmental factors and planning is unique across USU, the USHE system, and the Intermountain region.

Collaboration with and Impact on Other USHE Institutions
Very little impact is expected on other USHE institutions. What impact may occur will be due to environmental studies students presently taking LAEP’s environmental planning courses as electives seeking the proposed environmental planning degree as a more direct path to career preparation.

Little collaboration with other USHE institutions, other than what presently occurs, is expected given this is an internal expansion of an existing graduate program to an undergraduate program within USU.

External Review and Accreditation
The B.S. in Environmental Planning degree will be unaccredited, as is the current Master of Science in Environmental Planning graduate degree. At present there are no plans to seek accreditation through the Planning Accreditation Board for these degree programs, as such is not necessary for professional practice. A curriculum committee of LAEP faculty with input from LAEP Advancement Board members from professional practice in planning will oversee the Bachelor of Science in Environmental Planning program.
Section IV: Program Details

Graduation Standards and Number of Credits
In addition to the minimum grade point average (GPA) requirements described in the University Policies, the B.S. in Environmental Planning degree program will require all LAEP-prefix courses used to fulfill major requirements be completed with a grade of C- or better. A minimum overall GPA of 2.5 is required in LAEP-prefix courses. A minimum overall GPA of 2.0 is required for all courses used to fulfill major requirements. No pass/fail grades are accepted to fulfill major requirements. Admitted students must meet with an advisor.

Admission Requirements
Requirements for admission in the Bachelor of Science in Environmental Planning degree program are consistent with general University admission requirements. To enroll in the degree program after a student's freshman year, a 2.5 USU GPA is required.

Curriculum and Degree Map
Please refer to 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
The Department of Landscape Architecture and Environmental Planning (LAEP) is well-positioned to offer the proposed degree program. LAEP faculty, many of whom hold degrees in planning, are already involved in environmental planning instruction. LAEP also possesses a successful Extension program poised to expand the community-engaged, service-learning efforts of its landscape architecture programs into environmental planning throughout Utah. LAEP’s close association with USU’s Applied Economics and Environment and Society Departments supports the delivery of a broad curriculum across the critical scope of environmental planning. Two new courses, delivered by LAEP, are all that is required in addition to existing courses to deliver an exceptional undergraduate program in environmental planning. The current administrative structure that supports the MSEP graduate program and LAEP’s undergraduate program in landscape architecture, as well as college and departmental infrastructure that are already in place, will be used to support this degree program. No new support or organizational structure is needed. The B.S. in Environmental Planning degree program will be administratively housed in the Landscape Architecture and Environmental Planning Department. The staff resources (e.g., Curriculum committee, Administrative Assistant, etc.) already in place will be used to support this program. This proposed program will have minimal impact on the delivery of undergraduate or graduate courses, other than increased undergraduate student enrollment and increased interaction between the undergraduate and graduate programs.

Faculty
LAEP Department faculty will support the B.S. in Environmental Planning degree program. No new lines are required for this program as existing faculty and adjunct faculty can cover program needs in the short term. As the undergraduate program grows, additional faculty lines would strengthen the program in terms of diversity of course offerings and experiences. Opportunities for targeted hires will be explored over time as such become available.

Staff
Existing staff will be utilized to provide support for the B.S. in Environmental Planning degree program. Although interdisciplinary, the program will be housed in the LAEP Department where the current staff can provide support for admissions, student tracking, etc. As with all undergraduate-level program advising, advising duties will be carried by CAAS’ advisor for LAEP’s undergraduate programs.

Student Advisement
Each student in the B.S. in Environmental Planning program will be assigned an academic advisor by CAAS. The college academic advisor will engage with students in understanding their educational and academic goals, formulating class scheduled based on the recommended degree map, and following student program throughout their studies to facilitate on-time degree completion. At least initially, the CAAS advisor for LAEP’s undergraduate landscape architecture program will provide advising for the environmental planning program.

Library and Information Resources
No additional library resources will be needed to support this program. Key journals and readings in environmental planning are already available through USU’s library to support the Master of Science in Environmental Planning program.

Projected Enrollment and Finance
Please see Appendix D to provide projected enrollment and information on related operating expenses and funding sources.
Section VI: Program Evaluation

Program Assessment
The overall goal of this program is to produce environmental planning graduates with expertise in landscape level analysis and planning who will serve as leaders within a transdisciplinary environment to develop better alternatives for land-use decisions and policy. Data on placement rates of students will be an important metric of success, as will time-to-completion. While in the program, students will be expected to meet certain standards (as described below). Outcomes on these standards will also be used to judge program success.

Student Standards of Performance
The B.S. in Environmental Planning will be thorough, intense, and rigorous. All students will complete a group of core environmental planning, economic development, natural resources, and environmental policy coursework, as specified below. In addition to coursework, students must also build writing, communication, and critical thinking skills. Learning assessment will take place at two levels of performance. At the level of the individual course, student performance on exams, papers, and other demonstrations of adequate performance will be compared against students from other LAEP programs enrolled concurrently, as well as against pre-existing standards of academic performance. The B.S. in Environmental Planning students must also be able to apply their knowledge to solve meaningful and challenging problems facing communities. To evaluate their progress, faculty will use a rubric-based approach to assess performance in their summative environmental planning studio series during their senior year (LAEP 6200 and 6210). Thus, program faculty will identify and evaluate students’ use of specific skills and concepts taught earlier in the program as part of a formative evaluation. During a yearly faculty meeting, the LAEP curriculum committee overseeing the B.S. in Environmental Planning program will identify those skills that students successfully and unsuccessfully applied in context, so that weaknesses in academic preparation can be remedied and successful practices leveraged more broadly throughout the program.
Similarly, the LAEP Advancement Board as alumni familiar with LAEP graduates’ professional practice in environmental planning will assess and communicate those skills that students successfully and unsuccessfully apply in practice post-graduation.
### Appendix A: Program Curriculum

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<td>LAEP 1300</td>
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<td>Digital Drafting, Illustration, and Modeling</td>
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<td>LAEP 2700</td>
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<td>Site Analysis: Social, Behavioral, and Biophysical Dimensions</td>
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<td>GIS for Environmental Planning</td>
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<td>LAEP 3400</td>
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<td>Advanced Geospatial Analysis and Visualization for Environmental Planning</td>
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<td>LAEP 3700</td>
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<td>LAEP 4700</td>
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<td>Planning Methods</td>
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<td>LAEP 6200</td>
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<td>Bioregional Analysis and Planning</td>
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<td>APEC 5700</td>
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<td>PSC 4810</td>
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<td>Climate and Climate Change (DSC/QI)</td>
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<td>APEC 6710</td>
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<td>Community Planning and Impact Analysis</td>
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<td>LAEP 6100</td>
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<td>Bioregional Planning and Design</td>
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Add An Emphasis:

Can students complete this degree without emphases? [x] Yes [□] No

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Name of Emphasis:

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Program Curriculum Narrative

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<th>Second Year Spring</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2010 – CL2</td>
<td>3</td>
<td>CMST 1020 – BHU</td>
<td>3</td>
</tr>
<tr>
<td>WATS 1200 OR WILD 2200 – BLS</td>
<td>3</td>
<td>ENVS 2340 – BSS</td>
<td>3</td>
</tr>
<tr>
<td>LAEP 2700</td>
<td>4</td>
<td>STATS 1040 OR 1045 OR 2000</td>
<td>3-5</td>
</tr>
<tr>
<td>DATA 2100</td>
<td>3</td>
<td>ENVS 3010</td>
<td>3</td>
</tr>
<tr>
<td>APEC 2010</td>
<td>3</td>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>Total</strong></td>
<td><strong>16-18</strong></td>
</tr>
</tbody>
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<table>
<thead>
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<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>APEC 3012 – DSS</td>
<td>3</td>
<td>LAEP 3400</td>
<td>5</td>
</tr>
<tr>
<td>LAEP 3300</td>
<td>4</td>
<td>ENGL 3080 OR ASTE 3050</td>
<td>3</td>
</tr>
<tr>
<td>LAEP 3700 - CI</td>
<td>3</td>
<td>APEC 4300</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 3530 OR ENVS 4020 – DHA</td>
<td>3</td>
<td>APEC 5560</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year Fall</th>
<th>Cr. Hr.</th>
<th>Fourth Year Spring</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAEP 6200</td>
<td>5</td>
<td>LAEP 6210</td>
<td>5</td>
</tr>
<tr>
<td>LAEP 4700</td>
<td>3</td>
<td>SOC 3610 OR 4620 OR 3600</td>
<td>3</td>
</tr>
<tr>
<td>PSC 4810 – DSC/QI</td>
<td>3</td>
<td>APEC 5700</td>
<td>3</td>
</tr>
<tr>
<td>APEC 5950</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>
## Appendix C: Current and New Faculty / Staff Information

### Part I. Department Faculty / Staff

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

<table>
<thead>
<tr>
<th></th>
<th># Tenured</th>
<th># Tenure-Track</th>
<th># Non-Tenure Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty: Full Time with Doctorate</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Faculty: Part Time with Doctorate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Full Time with Masters</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Faculty: Part Time with Masters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Full Time with Baccalaureate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Part Time with Baccalaureate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching / Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff: Full Time</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Staff: Part Time</td>
<td></td>
<td></td>
<td>2</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>Full Time Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>David</td>
<td>Anderson</td>
<td>Other</td>
<td>MLA</td>
<td>Utah State University</td>
<td></td>
<td>Pro. Prac.</td>
</tr>
<tr>
<td>Brent</td>
<td>Chamberlain</td>
<td>T</td>
<td>PhD</td>
<td>University of British Columbia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keith</td>
<td>Christensen</td>
<td>T</td>
<td>PhD</td>
<td>Utah State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David</td>
<td>Evans</td>
<td>Other</td>
<td>MUD</td>
<td>University of California Berkeley</td>
<td></td>
<td>Pro. Prac.</td>
</tr>
<tr>
<td>Benjamin</td>
<td>George</td>
<td>T</td>
<td>PhD</td>
<td>Utah State University</td>
<td></td>
<td>Pro. Prac.</td>
</tr>
<tr>
<td>Todd</td>
<td>Johnson</td>
<td>Other</td>
<td>MLA</td>
<td>Harvard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caroline</td>
<td>Lavoie</td>
<td>T</td>
<td>MLA</td>
<td>University of Southern California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daniella</td>
<td>Hirschfeld</td>
<td>TT</td>
<td>PhD</td>
<td>University of California Berkeley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carlos</td>
<td>Licon</td>
<td>T</td>
<td>PhD</td>
<td>Arizona State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sean</td>
<td>Michael</td>
<td>T</td>
<td>PhD</td>
<td>Virginia Polytechnic University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ole</td>
<td>Sleipness</td>
<td>T</td>
<td>PhD</td>
<td>Clemson University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jake</td>
<td>Powell</td>
<td>TT</td>
<td>MLA</td>
<td>Pennsylvania State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add Another Full Time

| Part Time Faculty | | | | | | | |
| Keunhyun         | Park      | Other                                 | PhD    | University of Utah                     | Adjunct                                                          |                     |
| Josh             | Runhaar   | Other                                 | MLA/MUD| University of Illinois at Urbana-Champaign | Adjunct                                                         |                     |

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>Faculty: Full Time with Doctorate</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></td>
<td>1</td>
<td></td>
<td>Planning</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></th>
<th>Year Preceding Implementation</th>
<th>New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
</tr>
<tr>
<td><strong>Student Data</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Majors in Department</td>
<td>95</td>
<td>98</td>
</tr>
<tr>
<td># of Majors in Proposed Program(s)</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td># of Graduates from Department</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td># Graduates in New Program(s)</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

#### Department Financial Data

*Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."

<table>
<thead>
<tr>
<th></th>
<th>Year Preceding Implementation (Base Budget)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPENSES – nature of additional costs required for proposed program(s)</strong></td>
<td></td>
<td>$7,300</td>
<td>$7,300</td>
<td>$7,300</td>
</tr>
<tr>
<td>Personnel (Faculty &amp; Staff Salary &amp; Benefits)</td>
<td></td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>Operating Expenses (equipment, travel, resources)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PROGRAM EXPENSES</strong></td>
<td></td>
<td>$10,300</td>
<td>$10,300</td>
<td>$10,300</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td></td>
<td>$0</td>
<td>$10,300</td>
<td>$10,300</td>
</tr>
</tbody>
</table>

#### 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.*

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Reallocation</td>
<td>$10,300</td>
<td>$10,300</td>
<td>$10,300</td>
</tr>
<tr>
<td>Appropriation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Legislative Appropriation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Fees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differential Tuition (requires Regents approval)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROPOSED PROGRAM FUNDING</strong></td>
<td></td>
<td>$10,300</td>
<td>$10,300</td>
</tr>
<tr>
<td><strong>TOTAL DEPARTMENT FUNDING</strong></td>
<td></td>
<td>$0</td>
<td>$10,300</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td></td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>
Part II: Expense explanation

Expense Narrative
To make this B.S. in Environmental Planning degree program possible, additional faculty resources are needed to teach two courses not presently offered at USU. These two courses may be covered through allocation of existing faculty resources but doing so may lead to shifts in present course coverage. As a result, an internal reallocation of LAEP’s operating budget will be made to provide for the instruction of six credits, which these two courses represent, by adjunct faculty. The table above reflects only the three credits representing the first of these two courses, as the second course will be taught later in the curriculum which is not reflected in the first three years found in the above table.
Long term, a new faculty position has been approved and will be recruited to start Fall 2022 semester with an emphasis in environmental planning. This new faculty position will support the B.S. in Environmental Planning degree program.

Part III: Describe funding sources

Revenue Narrative 1
An internal reallocation of LAEP’s operating budget will be made to provide for the instruction of six credits, which these two courses represent, by adjunct faculty. The table above reflects only the three credits representing the first of these two courses, as the second course will be taught later in the curriculum, which is not reflected in the first three years found in the above table.
Long term, increased enrollment will supplement LAEP’s operating budget to offset the cost of offering the program once established.
CAAS - Landscape Architecture and Environmental Planning - Minor in Environmental Planning

4.1.a R401 Abbreviated Program Proposal

<table>
<thead>
<tr>
<th>Proposal and Contact Information</th>
</tr>
</thead>
</table>

**Instructions for Completing R401:**

- [Writing Guidelines/Suggestions](#)
- [USHE R401 Policy](#)
- [Deadlines and Schedules](#)
- [Process and Flowchart](#)

**Contact Information:**

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

<table>
<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)*</th>
<th>CAAS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DEPARTMENT (include all cross listed departments)*</th>
<th>Landscape Architecture and Environmental Planning</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Title (if applicable)*</th>
<th>None</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Proposed Title*</th>
<th>Minor in Environmental Planning</th>
</tr>
</thead>
</table>
Step 2: **Enter** the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#) 

<table>
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<th>CIP Code (6-digits) *</th>
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<table>
<thead>
<tr>
<th>Minimum Number of Credits (if applicable)*</th>
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</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Maximum Number of Credits (if applicable)*</th>
<th>16</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Type of Degree: (BA, BS, etc.)*</th>
<th>Minor</th>
</tr>
</thead>
</table>

**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 Landscape Architecture and Environmental Planning (LAEP) proposes offering a minor in Environmental Planning, effective Fall 2022. All required coursework for this new minor is presently offered as part of LAEP’s curriculum, or will be offered as part of LAEP’s proposed Bachelor of Science in Environmental Planning degree program.

Section II: Program Proposal
The primary goal of the proposed Minor in Environmental Planning at Utah State University (USU) is to provide students with a strong professional education in the core principles of environmental planning. The demand for environmental planning professional is strong. USU’s LAEP department has a longstanding Master of Science in Environmental Planning and proposed Bachelor of Science in Environmental Planning, as well as complimentary curriculum in the allied discipline of landscape architecture. In effect, LAEP is poised to offer undergraduate students increased access to environmental planning within the department’s existing resources. The Minor in Environmental Planning would complement multiple majors within USU, including Environmental Studies, Applied Economics, Conservation and Restoration Ecology, Geography, Integrated Studies, Recreation Resource Management, Sociology, Soils and Sustainable Land Systems, and others by offering a planning component through professional education in the core principles of environmental planning. In a growing field, with significant impact on society and the world, where there is a shortage of professionals, students benefit by earning a directly applicable credential to be more competitive in the marketplace. The primary goal of the proposed Minor in Environmental Planning at Utah State University (USU) is to provide students with a strong professional education in the core principles of environmental planning. The demand for environmental planning professional is strong. USU’s LAEP department has a longstanding Master of Science in Environmental Planning and proposed Bachelor of Science in Environmental Planning, as well as complimentary curriculum in the allied discipline of landscape architecture. In effect, LAEP is poised to offer undergraduate students increased access to environmental planning within the department’s existing resources. The Minor in Environmental Planning would complement multiple majors within USU, including Environmental Studies, Applied Economics, Conservation and Restoration Ecology, Geography, Integrated Studies, Recreation Resource Management, Sociology, Soils and Sustainable Land Systems, and others by offering a planning component through professional education in the core principles of environmental planning. In a growing field, with significant impact on society and the world, where there is a shortage of professionals, students benefit by earning a directly applicable credential to be more competitive in the marketplace.

The Bureau of Labor Statistics projects a ten-year national job growth outlook to be 7% (as fast as average) for Urban and Regional Planners, where environmental planning is urban and regional planning with a specialized sub-focus on sustainability. Environmental planners need at least a B.S. or B.A. in the field. However, environmental planning is a broad field, bridging the disciplines of geology, soils, hydrology, plant and wildlife ecology, law, public policy, and others. With many environmental planners as specialists in these fields, what distinguishes them as planners is the ability to bring analytical, managerial, and policy-making skills to bear on decisions about the appropriate use of land and natural resources. Underlying this process is the philosophy that better land-use decisions will result if decision makers are better informed about the environmental effects of alternative actions. The proposed Minor in Environmental Planning will better prepare and position students in allied disciplines to understand the land and natural resource effects of alternative actions.
The proposed Minor in Environmental Planning is consistent with USU’s mission “to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels; through research and development; and through service and extension programs” (R312, 4.1.1). This program specifically addresses the mission of USU to be one of the nation’s premier student-centered land-grant universities through a student-focused and community-engaged program developing future professionals to develop air, water, and land-use decisions and policies. The Minor in Environmental Planning program will benefit USHE and the state by serving the public through learning and engagement. Future professionals and leaders exposed to the core principles of environmental planning will advance important problem-solving mechanisms in the planning and management of natural and built landscapes across the Intermountain West and around the world.

The existing resources designated for LAEP degree programs are adequate to offer the Minor in Environmental Planning. It is anticipated that the addition of this minor will have a positive financial impact on LAEP through increased enrollment in LAEP courses.

As indicated in the Program Curriculum attachment, the Minor in Environmental Planning will be composed of a required series of professional foundation courses in environmental planning (10 credits), and six elective credits in two additional environmental, planning, policy, or ethics courses.

These electives from various programs across USU will allow students from allied programs to efficiently complete the minor due to overlap in their major and minor requirements. The schedule for this minor is left open to when the students can best fit the courses in with their major requirements.

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 - Plants, Soils and Climate - Ornamental Horticulture - Certificate of Completion

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 Department(s) this proposal involves.

<table>
<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)*</th>
<th>CAAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Plants, Soils and Climate</td>
</tr>
<tr>
<td>Current Title (if applicable)*</td>
<td>Ornamental Horticulture - Certificate</td>
</tr>
<tr>
<td>Proposed Title*</td>
<td>Ornamental Horticulture - Certificate of Completion</td>
</tr>
</tbody>
</table>
Step 2: **Enter** the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

<table>
<thead>
<tr>
<th>CIP Code (6-digits)</th>
<th>010601</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Number of Credits (if applicable)</td>
<td>30</td>
</tr>
<tr>
<td>Maximum Number of Credits (if applicable)</td>
<td>30</td>
</tr>
<tr>
<td>Type of Degree: (BA, BS, etc.)</td>
<td>Certificate of Completion (including CTE)</td>
</tr>
</tbody>
</table>

**Request**

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

**New Academic Program:**
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- Certificates of Proficiency (including CTE)
- Institutional Certificate of Proficiency
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- Minor
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- Program Restructure (with or without Consolidation)
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- Program Suspension
- Program Discontinuation
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)
Section I: The Request

R401 Purpose* Ornamental horticulture is an important and growing industry throughout the nation and one in demand for a variety of reasons. Across the country, the population is becoming more and more urban, especially in Utah, and there continues to be demand and desire to produce, sell, and maintain plants related to urban landscapes as well as small-scale farming or food production. Methods to ensure the sustainability of plant production and maintenance is also much in demand. Interests in gardening and plants saw a spike during the pandemic and that interest is expected to continue. There are excellent opportunities for starting small businesses in urban and rural areas throughout the state. In addition to the new opportunities, there is large demand to fill workforce needs with many in agriculture aging and retiring.

This proposal is being submitted to restructure a current institutional certificate in Ornamental Horticulture. The current certificate is not eligible for financial aid, and changing it to a Certificate of Completion will correct that error and provide a useful stand-alone certificate suitable for students wishing to pursue a career in the ornamental landscape industry. It also is the beginning of clear path of stackable degrees, starting with this certificate, the AAS in Ornamental Horticulture, and the Bachelor of Science degrees in Plant Science, Soil & Sustainable Land Systems, Residential Landscape Design & Construction, and Horticulture.
Section II: Program Proposal

Proposed Action & Rationale
Approval of this Ornamental Horticulture Certificate of Completion will allow students to start learning the principles and practices of growing and maintaining plants. Students in the certificate will be introduced to plant materials and introductory business practices and explore practices in greenhouse-nursery management, turfgrass production, and urban landscape management. Coursework includes essential skills in pest control, plant identification, construction of landscape features, small business management, and the operation and maintenance of equipment. This certificate has the general education core embedded within the required courses (see references in the class map section) and can be expanded in some of the elective courses.

Labor Market Demand (if applicable)
While there is always a need for agricultural, nursery, and landscape workers, the best opportunities exist as supervisors and small business owners focused on horticultural production or landscape management. While growth overall is modest, roughly 1.6% annually (Utah Department of Workforce Services website), these occupations are expected to have a high volume of annual job openings. The need for replacements, rather than business expansion, is projected to make up the majority of job openings in the coming decade. The agriculture sector continues to produce more with less labor, which means more technical and skilled expertise in the discipline will continue to be in demand. This includes small-scale farmers who have developed successful market niches that involve personalized, direct contact with their customers.

Consistency with Institutional Mission & Institutional Impact
This certificate supports and strengthens the mission of USU as the land-grant institution in Utah. The instruction and practice of applying science-based information to practical skills of growing, maintaining, and selling plants is at the core of land-grant goals. This certificate is made available at the Logan campus and along the Wasatch Front. Students with this certificate will have a strong introduction to the ornamental horticulture careers and be prepared to use those skills directly. They will also be well suited to go deeper with the AAS and/or BS degrees offered at USU.

Finances
This certificate is using the resources currently being put towards our existing institutional certificate. No additional resources are being requested in the department, college, or university.

Section III: Curriculum (if applicable)
This program provides practical training in greenhouse and nursery management, turf production, and landscape management. Coursework encompasses pest control, plant identification, construction of landscapes, small business management, and the operation and maintenance of equipment, including small engines. As an integral part of their training, students are required to complete occupational experience or an internship in the industry. Students may build on this certificate towards an Associate of Applied Science degree and/or Bachelor of Science degree.

Course map

Required Courses (18 credits):

- APEC 2120 Small Firm Accounting Basics (3)—Computation
- PSC 1800 Introduction to Horticulture (3)—Communication
- PSC 1050 Plants, Soils, and Climate Orientation (1)—Communication & Human relations
- PSC 2200 Pest Management Principles & Practices (3)—Computation
- PSC 2250 Occupational Experience in Agronomy & Horticulture (2)—Human relations
- PSC 2600 Herbaceous Plant Materials (3)—Communication
- PSC 2620 Woody Plant Materials (3)

Choose from the list below (12 credits)

- APEC 2310 Small Firm Management (3)—Communications
- BIOL 1610 Biology I (3)
- BIOL 1615 Biology I Laboratory (1)
- CHEM 1110 General Chemistry I (4)
- ENGL 1010 Introduction to Writing (3)—Communications
- LAEP 1200 Introduction to Graphics and Illustration (4)
- MATH 1050 College Algebra (4)—Computation
- PSC 2000 Atmosphere and Weather (3)—Computation
- PSC 2030 Basic Flower Arranging (2)—Human relations

Required core courses that address general education core topics and skills:

APEC 2120 Small Firm Accounting Basics: Computation

Students will learn the “application of basic accounting principles to agriculture and small firms as used in the preparation and analysis of financial statements, in order to appropriately analyze the financial performance and position of the business.” (from the USU Catalog course description)
The course includes two communications related assignments. One where students read and review an Extension Fact sheet in writing or verbally (video). Another assignment is a four-page paper researching a career in horticulture they may pursue. The paper can include research career ladders, pay scales, required education/certification, how to get those degrees or certifications, daily working conditions or other aspects of the chosen career. (from an instructor)

Communications: A 3-5 page essay on a topic related to PSC majors. Topics in the past have been the importance of vegetables and fruits in diets, the apparent benefits of CBD oil products and the problems with using soft science/anecdotal evidence in trials, vertical farming challenges, etc. In addition to addressing important communications skills topics often touch on human health, nutrition, life quality, etc. that have human relations tie ins. (from the instructor)

Human Relations: Out of class activity participation requirements. Many choose to join the Plant Science Club which is clearly a social connections experience. Many others prepare and share social media awareness posts on world hunger (around World Food Day), contribute volunteer efforts or donations to local food banks, serve on the USU Glean Team, or other efforts to bring hunger issues to focus. (from the instructor)

This course prepares students for the Utah Pesticide License examination with key parts being calculating the size of areas, amounts of pesticides needed, and calibration of application equipment.

This course is considered an internship or apprenticeship experience. Since most all these experiences involve employment or working with a business, customer service, teamwork, and leadership are skills that are developed.

Students work in pairs to find information about a genus of herbaceous plants. They work in teams to produce a 5-7 minute video presenting their findings. All other class members review the video and interact in a discussion board about the genus video. Students may research the native habitat of the genus, its history of domestication, important species or cultivars for landscapes, related native or culinary species, important breeding improvements, cultural requirements/preferences, fun facts, toxicity information, genetic improvements, etc. (from an instructor)
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.
CEHS - Human Development and Family Studies - Family Life Studies - BS (program discontinuation)

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

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

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

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

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

<table>
<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)*</th>
<th>CEHS</th>
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<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
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<td>Current Title (if applicable)*</td>
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<tr>
<td>Proposed Title*</td>
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<td>Maximum Number of Credits (if applicable) *</td>
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<tr>
<td>Type of Degree: (BA, BS, etc.) *</td>
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</table>

**Request**

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

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

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

**Other: (explain change)**

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**Additional Approvals (if applicable)**

- **Graduate Council**
  - Yes
  - No

- **Council on Teacher Education**
  - Yes
  - No

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**Section I: The Request**

**R401 Purpose**
The department of Human Development and Family Studies (HDFS) would like to discontinue the Bachelor of Science in Family Life Studies degree. The HDFS department has assimilated all current Family Life Studies majors into the Human Development and Family Studies major. The Family Life Studies major was created to distinguish the online student from the statewide or in-person student. By eliminating this major, it allows for the HDFS students, whether they are completing the major online or in-person, to be merged together to have the same major name of Human Development and Family Studies. This will also help with department marketing, reporting, and assessment to have all undergraduate students, regardless of how they take courses, be listed under one major. This also allows the online students the opportunity and option to earn a Bachelor of Arts degree.

---

**Section II: Program Proposal**
The department of Human Development and Family Studies (HDFS) would like to discontinue the Bachelor of Science in Family Life Studies major and degree. The HDFS department has assimilated all current Family Life Studies majors into the Human Development and Family Studies major. The Family Life Studies major was created to distinguish the online student from the statewide or in-person student. By eliminating this major/degree, it allows for the HDFS students, whether they are completing the major online or in-person, to be merged to have the same major name of Human Development and Family Studies. This will also help with department marketing, reporting, and assessment to have all undergraduate students, regardless of how they take courses, be listed under one major. This also allows the online students the opportunity and option to earn a Bachelor of Arts degree.

As the courses are the same for both online and in-person student, only the major name is different, and there is no need to create a plan of action for the students in the Family Life Studies major/degree to be able to finish the degree requirements. The students will be allowed to finish the degree requirements under either major name without any changes to the student's required curriculum. There will be no disruption to the student's current curriculum requirements with the discontinuation of the Family Life Studies major.

There is no change with costs or savings to the department, college, or university. The only savings may come from any printed material, as we will now only be needing printed material items under one major name instead of two.

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.
CEHS USUE - *CEHS Courses - Aggies Elevated - Integrated College and Community Studies Certificate

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

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USHE R401 Policy
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Process and Flowchart

Contact Information:

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

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<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>*CEHS Courses</td>
</tr>
<tr>
<td>Current Title (if applicable)*</td>
<td>Aggies Elevated - Integrated College and Community Studies Certificate</td>
</tr>
<tr>
<td>Proposed Title*</td>
<td>Aggies Elevated - Integrated College and Community Studies Certificate</td>
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</table>
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<tr>
<td>Type of Degree: (BA, BS, etc.)*</td>
<td>Certificate of Proficiency</td>
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</table>

**Request**

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**New Academic Program:**
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- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
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- Program Discontinuation
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- Administrative Unit Suspension
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

### Other: (explain change)
The changes being requested are to make the current Aggies Elevated Integrated College and Community Studies Certificate available to USU Eastern students in the new program called Aggies Elevated Eastern

### Additional Approvals (if applicable)

<table>
<thead>
<tr>
<th>Board of Governors</th>
<th>Yes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Graduate Council*</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Council on Teacher Education*</th>
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</tr>
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<tbody>
<tr>
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<td>No</td>
<td></td>
</tr>
</tbody>
</table>

### Section I: The Request
The Department of Special Education and Rehabilitation Counseling (DSERC) at USU is requesting approval of an update (no courses will be added or changed) to the certificate of proficiency for the Aggies Elevated program, entitled Aggies Elevated - Integrated College and Community Studies that will allow students enrolled in a new program called Aggies Elevated Eastern at the USU Eastern campus to receive the certificate.

Aggies Elevated is a two- to three-year inclusive college experience and residential program for students with Intellectual and Developmental Disabilities (I/DD) located at the Utah State University Logan campus and beginning Summer 2022 at the USU Eastern campus in Price, UT. Students take credit-bearing courses with USU students who do not have disabilities and with their program peers. All courses will originate in Logan and be made available to Eastern students via broadcast courses. All students are enrolled in courses full time.

This project will produce (a) students with I/DD who earn the Aggies Elevated Integrated College and Community Studies Certificate which prepares them to continue on in educational or career pursuits; (b) parents and families who are supported and informed by project staff; (c) school district administrators, teachers, vocational rehabilitation counselors, and IHE disability service counselors with increased awareness of post-secondary education (PSE) programs; (d) active engagement by the Logan, Cache, Carbon, and Emery School Districts making efforts to better prepare students with I/DD and their parents; and (e) a network of professionals informed about PSE programs in Utah and the Intermountain West.

To really understand the impact of the Aggies Elevated program, you can read the Aggies Elevated “origin story” at https://cpdusu.org/blog/articles/featured-stories/dreams_do_come_true and view this video: https://www.youtube.com/watch?v=UOTedkOix6s.

Section II: Program Proposal
The Department of Special Education and Rehabilitation Counseling (DSERC) at USU is requesting this action in order to provide the existing Aggies Elevated - Integrated College and Community Studies Certificate to students who will participate in a new federally funded program at USU Eastern called Aggies Elevated Eastern. This new program has been funded by a federal grant and will begin supporting students in Summer 2022.

**Institutional Procedures.** In 2020, DSERC applied for and received an Office of Postsecondary Education grant to create a Transition and Postsecondary Education Program (TPSID) at USU Eastern. Dr. Robert Morgan (Co-Principal Investigator), Greg Dart (Associate Vice President of USU Eastern), and Dr. Gary Straquind (Director of Technical Education at USU Eastern) assisted in the development of the TPSID grant. The new program necessitates the proposed action.

**Benefits.** USU and USHE will benefit from the proposed action by enrolling additional students, generating additional tuition, and creating new opportunities for students with intellectual disabilities.

**Post-school outcomes for individuals with ID.** Young adults with I/DD who exit high school are often faced with high rates of unemployment and inactivity. National survey data have shown that only 20% to 40% of young adults with I/DD were employed after leaving high school (Hiersteiner et al., 2016; Newman et al., 2011). Less than 20% of young adults with I/DD are involved in PSE (Newman et al., 2011), defined as participation in coursework at two- or four-year colleges, or at vocational, technical, or business schools. Clearly, efforts are needed to involve young adults with I/DD in employment and postsecondary education activities so that they may become wage earners and establish themselves as lifelong learners.

In 2015, the Office of Postsecondary Education awarded grants to 24 institutions of higher education (IHEs) to fund PSE model transition projects for young adults with I/DD (TPSID). One of the model PSE programs was Aggies Elevated at USU. The two-year program is now in its seventh year and has produced 29 graduates. One year following graduation, individual graduates are contacted to determine if they are employed, are involved in ongoing PSE, and/or are living independently. According to most recent survey data, about 85% of graduates are employed in community jobs, 40% are involved in ongoing PSE, and 70% live independently. These data compare favorably to young adults in Utah with ID one year out of high school (48% employed, 8% involved in ongoing PSE, 36% living independently). Clearly, students with I/DD who participate in TPSID programs for career development are outperforming those who do not participate. Individuals holding the Aggies Elevated Integrated College and Community Studies Certificate have established themselves as contributing community members.

**Need for Comprehensive Transition Programs (CTP).** CTPs were defined by the Higher Education Opportunity Act of 2008 as degree, certificate, or non-degree programs allowing students with I/DD to participate, for at least half of the program, in (a) regular enrollment in credit-bearing courses with nondisabled students, (b) auditing or participating (with nondisabled students) in courses for which the student does not receive regular academic credit, (c) enrollment in noncredit-bearing, non-degree courses with nondisabled students, or (d) internships or work-based training with nondisabled individuals (http://www.thinkcollege.net). Aggies Elevated at USU is a CTP. Students with I/DD in CTPs are eligible for some forms of financial aid. The Aggies Elevated program at USU Eastern will
apply to become a CTP (if needed) to ensure students are eligible for financial aid, and the

Aggies Elevated programs remain affordable and accessible to Utah young adults with I/DD.

**Need for TPSID in Rural Areas.** Most TPSIDs are located at colleges and universities in urban areas (see ThinkCollege.net for more information). Students with I/DD who attend high schools along the Wasatch Front often apply to the Aggies Elevated program at USU or attend open-enrollment IHEs such as Weber State University (Ogden, UT) or Utah Valley University (Orem, UT). Far fewer opportunities are available to students with I/DD who attend high schools in rural areas of Utah. The Aggies Elevated Eastern program will expand opportunities to USU Eastern and reach out to students with I/DD attending schools in Carbon, Emery, and other counties in Eastern Utah to encourage application. Additionally, the Aggies Elevated program at USU Eastern will provide residential living opportunities on the Price, UT campus for rural students who cannot commute to school.

<table>
<thead>
<tr>
<th>Labor Market Demand (if applicable)</th>
<th>N/A</th>
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</table>

**Consistency with Institutional Mission & Institutional Impact**

The proposed action embodies the philosophy and processes of our land-grant institution in three ways. First, the Aggies Elevated programs are student-centered by developing a program of study focusing on student interests, learning style, and academic needs. Second, the programs provide educational and career opportunities for students with I/DD, with Aggies Elevated Eastern targeting rural areas of Eastern Utah who, until this time, have been underserved. Third, the programs will be expanded to include a third year dedicated to technical education so that students can learn, discover, and engage in a preferred occupation. As such, the proposed action is commensurate with the USU mission.

The proposed program will increase enrollments in existing CTE programs at USU Eastern. The students who are part of Aggies Elevated are students that otherwise would not have access to USU Eastern without this program. The USU Elevated Integrated College and Community Studies Certificate will prepare students to successfully participate in CTE programs. They will participate in targeted elective courses which they will select as part of their person-centered planning process which may serve as career awareness prerequisites to specific CTE programs. Likewise, required Aggies Elevated courses are currently taught through the Emma Eccles Jones College of Education.

The proposed action will result in the expansion of Aggies Elevated (which has brought eight cohorts of students to the USU campus in Logan and graduated them with high employment, ongoing postsecondary education, and independent living outcomes) to the USU Eastern campus. Additionally, the proposed program will impact DSERC, the Emma Eccles Jones College of Education and Human Services, and the Utah State Board of Education.
The development and evaluation of the USU Eastern expansion has been funded through a U.S. Department of Education Office of Postsecondary Education TPSID grant (10/1/2020-9/30/2024). The TPSID grant does not include funds to support students. Currently, student support is provided through scholarships. A USU Development Officer (USU Logan campus) continues to seek private support and has secured two sources of scholarship funding for students in the program, assuring the participation of lower SES students. These scholarships can be extended as appropriate to Aggies Elevated students. The Administration of both Utah State University and Utah State University-Eastern are committed to sustaining the program. Costs of the program are based on current tuition/fee rates per year for Utah residents at either the Logan or Price campuses and include full-time tuition ($4,027.49 - Logan and $3,826.79 - Price), residential living ($2,500 double occupancy), and peer mentoring ($5,000), or approximately $11,868 per student. Tuition rates are available at https://www.usu.edu/registrar/registration/payment/ and https://eastern.usu.edu/admissions/cost. Housing costs are available at https://www.usu.edu/housing/ and https://eastern.usu.edu/housing/. Once the program is approved as a CTP, financial aid will be available to students and families who meet federal eligibility requirements. Approval as a CTP is expected in late 2021/early 2022. No new facilities or modifications are anticipated. TPSID funding provides for a program director and peer mentors to support students in the program. No other new positions are currently anticipated and no faculty or staff changes are expected during the grant period.

Section III: Curriculum (if applicable)
Below is a table listing all of the courses currently in the Aggies Elevated Integrated College and Community Studies Certificate. **No changes are being made to the courses in the already approved certificate.** The request is only to make the certificate available at the USU Eastern campus for students in the Aggies Elevated Eastern program.

**The reasoning behind the Certificate of Proficiency in 2014 was this:** if our students audited all their electives and only took the Aggies Elevated core courses for credit, they could receive the Certificate of Proficiency with 23 credits and if they choose to take their electives for credit they could do so and would have more credits that could be applied to further education at the time of completion. Here is a breakdown of the required courses:

- “Core” courses taught by Aggies Elevated (EDUC prefixes): 23 credits
- Four other required courses (USU 1010, USU 1730, HEP 2500, BUSN 1021): (up to 10 credits if they choose not to audit them but the credits are NOT required for the certificate).
- Around 15 credits worth of electives designed to prepare the students for further education or employment. These also can be audited because the credits are NOT required for the certificate, only participation in the courses is required.

**Aggies Elevated Audit:** When Aggies Elevated students audit a course, they meet with the instructor and the Aggies Elevated academic coordinator to determine which parts of the course the student will complete. The expectation is that even with a non-credit, audited course, learning will still take place.

Aggies Elevated students have exceeded all expectations since 2014. Not only do most of them take their elective courses for credit, but 34% of our graduates build on those credits to pursue or achieve associate’s and bachelor’s degrees, at USU and elsewhere.

With that being said, however, some Aggies Elevated students audit most or all of their non-EDUC classes. Increasing the certificate credit requirements would exclude those students who are unable to complete all of the coursework to university standard for credit, but who can still achieve learning outcomes through our audit process.

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<th>Course Prefix and Number</th>
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<th>Credit Hours</th>
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<td>Independent Living Requirements</td>
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<tr>
<td>EDUC 1030</td>
<td>Orientation to Adult Learning &amp; Independent Living</td>
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<tr>
<td>EDUC 1050</td>
<td>Self-Determination and Self-Management Skills</td>
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<tr>
<td>HEP 2500</td>
<td>Health and Wellness</td>
<td>Choose: 2 credits or audit</td>
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<tr>
<td>BUSN 1021</td>
<td>Personal Finance</td>
<td>Choose: 3 credits or audit</td>
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<td>Course Prefix and Number</td>
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<td>EDUC 1020</td>
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<td>EDUC 1040</td>
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<td>EDUC 2100</td>
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<td>EDUC 2110</td>
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<tr>
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**General Education Requirements**

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<td>USU 1730</td>
<td>Strategies for Academic Success</td>
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<tr>
<td>EDUC 0100</td>
<td>Strategies for Reading</td>
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**Total required credits:** 23

**Elective Courses**

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<th>Varies by Student Interest</th>
<th>Personal Growth Elective I</th>
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<td>Varies by Student Interest</td>
<td>Personal Growth Elective III</td>
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<td>Varies by Student Interest</td>
<td>Vocational Elective I</td>
<td>1-3 credits or audit</td>
</tr>
<tr>
<td>Varies by Student Interest</td>
<td>Vocational Elective II</td>
<td>1-3 credits or audit</td>
</tr>
<tr>
<td>Course Prefix and Number</td>
<td>Title</td>
<td>Credit Hours</td>
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<tr>
<td>Varies by Student Interest</td>
<td>Vocational Elective III</td>
<td>Choose: 1-3 credits or audit</td>
</tr>
<tr>
<td>Minimum Number of Required Credits</td>
<td></td>
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<tr>
<td>Total with OPTIONAL credits</td>
<td></td>
<td>38-50</td>
</tr>
</tbody>
</table>

Internship is a minimum of 50 hours repeatable for credit

Personal growth electives may be substituted for vocational electives

**Fall Semester Year 1 (12 credits)**

EDUC 1020: Career Exploration I (2 credits); USU 1730: Strategies for Academic Success (3 credits); USU 1010: University Connections (2 credits); EDUC 1030: Orientation to Adult Learning & Independent Living (3 credits); EDUC 0100: Strategies for Reading (3 credits)

**Spring Semester Year 1 (9-13 credits)**

EDUC 1040: Career Exploration II (3 credits); EDUC 1050: Self-Determination and Self-Management Skills (2 credits); HEP 2500: Health and Wellness (2 credits); Vocational/CTE Elective (1-3 credits); Personal Growth Elective (1-3 credits)

**Summer Year 1**: Student returns home. Staff assists with locating summer employment.

**Fall Semester Year 2 (10-12 credits)**

BUSN 1021 Personal Finance (3 credits); EDUC 2100: Career Related Social Skills (2 credits); EDUC 2110: Work Internship I (3 credits); Vocational/CTE Elective (1-3 credits); Healthy Lifestyle Elective (1 credit)

**Spring Semester Year 2 (7-11 credits)**

EDUC 2120: Navigating Adulthood (2 credits); EDUC 2110: Work Internship II (3 credits); Personal Growth Elective (1-3 credits); Vocational/CTE Elective (1-3 credits)

**Summer Semester Year 2 (5-9 credits)**

EDUC 2110: Work Internship III (3 credits) Personal Growth elective (1-3 credits); Vocational/CTE elective (1-3 credits)

STUDENTS RECEIVE CERTIFICATE OF INTEGRATED COLLEGE AND COMMUNITY STUDIES

**Fall Semester Year 3 (10-12 credits)**

Vocational/CTE credits

**Spring Semester Year 3 (10-12 credits)**

Vocational/CTE credits
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.
HSB - Data Analytics and Information Systems - 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.

<table>
<thead>
<tr>
<th>COLLEGE or UNIVERSITY DIVISION:</th>
<th>HSB</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT or UNIT:</td>
<td>Data Analytics and Information Systems</td>
</tr>
<tr>
<td>PROPOSED UNIT TITLE:</td>
<td>Analytics Solutions Center</td>
</tr>
</tbody>
</table>

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

| Proposed Unit Type* | New Center |

Description/Narrative
Mission and Rationale

The objective of the planned Analytics Solutions Center (ASC) within the Jon M. Huntsman School of Business is to provide significant experiential learning opportunities for students from across USU’s Logan and Statewide campuses by working with corporate partners on large analytics projects. The need is great: companies increasingly have more data than they have data analytics or data science bandwidth, and are often willing to hire trusted outside expertise to carve off projects in the queue. The opportunity for students to get hands-on experience is an enormous need and advantage. As students successfully complete these projects under the supervision of faculty, the advantages for corporate partners are considerable. Most importantly, the ASC will provide efficient and flexible opportunities for companies to identify and recruit talented USU graduates.

Student Impact

To explore the viability and potential impact of the proposed center, the Department of Data Analytics and Information Systems (DAIS) has been piloting projects over the past two years with several external partners, including IHC, BioFire, Invista, Grandeur Peak, Monumetric, the Jain Family Institute, and the Utah State Auditor’s Office. Individual projects are completed by student teams, mentored by DAIS faculty and by colleagues employed by the project partner. Project timelines, deliverables, and follow-up schedules are determined in advance to ensure an experience that prepares students for working in a professional environment. Results thus far have yielded very positive outcomes for both students and for project partners:

- Of the 42 students who participated in these projects through August 2021, 26 graduated and 100% of those graduates found highly competitive full-time jobs in data science, analytics, or engineering at companies that include Wells Fargo, Koch, Tecuity, Walker Edison, and USU,
- Of the 16 who had not yet graduated through August 2021, 100% of those seeking additional internships found opportunities related to data analytics or data management.
- These projects are providing corporate partners both with valuable data insights and with access to USU’s best prepared students. For example, Invista recruited all four students who worked on the first project with them in 2020, and subsequently hired three of them. The Analytics Center model will create direct pathways to employers who need Aggie graduates.
- The students who have worked on these pilot projects represent seven departments across campus from across four different colleges. The goal is to create a conduit through the Analytics Solutions Center that identifies well-qualified students from across any background related to data analytics or data science and provides them with an opportunity to work on a project that will accelerate their professional opportunities.

Administration and Financial Support

No new resources are currently needed to support the launch of the proposed Analytics Solutions Center. Over the course of the last three years the Huntsman School, the DAIS Department, and the university have redeployed and invested considerable resources to
bring focus to this emerging and fast-growing opportunity. A new department head, Dr. Chris Corcoran, was recruited from the Department of Mathematics and Statistics in the College of Science to envision and lead a comprehensive reorientation of the academic program of the Department of Management and Information Systems. The department was renamed Data Analytics and Information Systems to reflect this change. Steve Fletcher, former CIO for the state of Utah, was recruited to serve as an Executive in Residence to foster ties with the state’s burgeoning information technology community. Professor Tyler Brough, whose tenure had resided in the Huntsman School’s Economics and Finance Department, is now tenured in DAIS, providing exceptional data analytics and machine learning capability. Two new assistant professors of practice, Andy Brim and Sharad Jones, have been recruited to lead the hands-on learning of our student cohorts. (Dr. Jones’ position is made possible by an investment from Central Administration.) Professor Kelly Fadel and Senior Lecturer Polly Conrad, two incumbent members of the DAIS Department, are part of the ASC Working Group within DAIS, along with a new lecturer, Dr. Carly Fox, who will join the department December 1. In addition, the department is currently funded for and actively recruiting one new tenure track faculty member and two new non-tenure track faculty members to support the work of department’s anticipated growth and the Analytic Solutions Center.

Significant enrollment growth is expected across DAIS undergraduate and graduate programs in the wake of this investment and in response to market demand. Data Analytics and Information Systems majors are forecasted to double by 2024. As this growth materializes, there will be a need for additional resources, which will be made possible through a combination of differential tuition, corporate sponsorship, and philanthropic assistance.

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.
HSB - Management - Emphasis in Operations and Supply Chain Management

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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</table>

| DEPARTMENT (include all cross listed departments)* | Management |

| Current Title (if applicable)* | Emphasis in Operations Management |

| Proposed Title* | Emphasis in Operations and Supply Chain Management |
Step 2: **Enter** the Correct CIP Code Using the Following Website: Classification Instructional Programs

<table>
<thead>
<tr>
<th>CIP Code (6-digits) *</th>
<th>520201</th>
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<td>Minimum Number of Credits (if applicable)*</td>
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<tr>
<td>Maximum Number of Credits (if applicable)*</td>
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</tr>
<tr>
<td>Type of Degree: (BA, BS, etc.)*</td>
<td>BA/BS Management</td>
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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
- 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* Rename the emphasis in Operations Management to Operations and Supply Chain Management.

Section II: Program Proposal

Proposed Action & Rationale* Operations management, along with purchasing/sourcing and logistics/transportation, is an element of supply chain management, the management of activity across the breadth of the supply chain. This includes the internal operations of an organization and those of its supply chain partners to create and deliver products and services to the end customer. As a result of the COVID pandemic, the terms supply chain and supply chain management are now well recognized even outside of business circles. The name Operations and Supply Chain Management better reflects the current curriculum and anticipated curricular changes, and will be more recognizable to students exploring career and academic opportunities.
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<th>The change will serve students by better communicating what the program offers and how it aligns with professional opportunities.</th>
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<td><strong>Finances</strong>*</td>
<td>No changes are anticipated. Any potential enrollment growth can be accommodated through existing course offerings/faculty resources.</td>
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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.
HSB - Management - Minor in Operations and Supply Chain Management

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

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Current Title (if applicable)*  Minor in Operations Management

Proposed Title*  Minor in Operations and Supply Chain Management
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**Request**

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

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- 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***

Rename the Minor in Operations Management to Operations and Supply Chain Management.

### Section II: Program Proposal

**Proposed Action & Rationale***

Operations management, along with purchasing/sourcing and logistics/transportation, is an element of supply chain management, the management of activity across the breadth of the supply chain. This includes the internal operations of an organization and those of its supply chain partners to create and deliver products and services to the end customer. As a result of the COVID pandemic, the terms supply chain and supply chain management are now well recognized even outside of business circles.

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Section III: Curriculum (if applicable)

Program Curriculum Narrative

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Step 5: Submit

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