Curriculum Subcommittee Agenda
3 March 2022
2:00 – 3:00 p.m.
Old Main-Champ Hall (Zoom)

Agenda

1. **Approval of 3 February 2022 Minutes**

2. **Program Proposals**
   Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to create a College of Veterinary Medicine and offer a Doctor of Veterinary Medicine (DVM) degree.

   Request from the Departments of Communicative Disorders and Deaf Education and the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to suspend the Deaf Education and Early Childhood Education Composite program.

   Request from the Departments of Communicative Disorders and Deaf Education and the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to suspend the Deaf Education and Elementary Education Composite program.

   Request from the Departments of Communicative Disorders and Deaf Education and the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to suspend the Early Childhood Education and Deaf Education Composite program.

   Request from the Departments of Communicative Disorders and Deaf Education and the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to suspend the Elementary Education and Deaf Education Composite program.

   Request from the Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services to offer a Transition Education Services Graduate Certificate.

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

   **College of Agriculture and Applied Sciences**

   ADVS =
   APEC =
   APPR =
   ASTE =
   AVTE = 27
LAEP =
NDFS =
OPDD =
PSC =

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

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

*Emma Eccles Jones College of Education and Human Services*
COMD = 11
ELED = 1
HDFS = 1
KHS = 1
ITLS = 12
NURS =
PSY =
SPED = 2
TEAL = 1

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

*College of Humanities and Social Sciences*
ENGL =
HIST =
JCOM =
LPCS =
POLS =
SOCA = 1
IELI = 2
CHSS =
WGS =

*S.J. & Jessie E. Quinney College of Natural Resources*
ENVS =
WATS =
WILD = 2
NR =

*College of Science*
4. Other Business

Adjourn:
CURRICULUM SUBCOMMITTEE MINUTES
3 February 2022
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
Nate Trauntvein, 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
Toni Gibbons, Registrar's Office
Michele Hillard, Secretary
Harrison Kleiner, Gen Ed Assessment

Absent: Curtis Icard, USU Eastern
Porter Casdorph, Executive Vice President
Lucas Stevens, President USUSA
Niyonta Chowdhury-Magana, Graduate Senator

Visitors: Claudia Radel, Department Head
Bruce Miller, Department Head

1. Approval of 6 January 2022 Minutes
Motion to approve the 6 January 2022 minutes made by Nate Trauntvein. Seconded by Greg Podgorski. 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 a Professional Bookkeeping Certificate of Proficiency.
Motion to approve the R401 proposal made by Brian Warnick. Seconded by Greg Podgorski. R401 approved.

Request form the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer an IT Support and Web Development Certificate of Completion.
Motion to approve the R401 proposal made by Brian Warnick. Seconded by Nate Trauntvein. R401 approved.
Request from the Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services to offer a **Minor in American Sign Language Teaching**.

*Motion to approve the R401 proposal made by Nate Trauntvein. Seconded by Brian Warnick. R401 approved.*

Request from the Department of Nursing in the Emma Eccles Jones College of Education and Human Services to [change the name of RN to BSN Completion Program (online program)].

*Motion to approve the R401 proposal made by Nate Trauntvein. Seconded by Brian Warnick. R401 approved.*

Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to offer a **Data Analytics Minor**.

*Motion to approve the R401 proposal made by Chad Simon. Seconded by Greg Podgorski. R401 approved.*

Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to offer a **Web Development Minor**.

*Motion to approve the R401 proposal made by Chad Simon. Seconded by Richard Walker. R401 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 Nate Trauntvein. Business approved.*

- ADVS = 8
- APEC = 3
- APPR =
- AVTE = 49 (BCIS & BUSN hold all requests | including BCIS & BUSN all)
- LAEP = 30
- NDFS = 21
- OPDD = 1
- PSC = 1

**Caine College of the Arts**

*Motion to approve the business of the Caine College of the Arts made by Richard Walker. Seconded by Greg Podgorski. Business approved.*

- ART =
- MUSC = 1
- THEA = 9
- 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 = 10
- BUS =
- ECN = 9
- DATA = 35
- 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 Nate Trauntvein. Seconded by Chad Simon. Business approved.
COMD = 10
EDUC =
HDFS = 1
KHS =
ITLS =
NURS =
PSY = 1
SPED =
TEAL =

College of Engineering
Motion to approve the business of the College of Engineering made by Thomas Fronk. Seconded by Greg Podgorski. Business approved.
BENG =
CEE = 4 (CEE 2450 add prerequisite of CEE 1400)
ECE = 3
EED =
MAE = 1
ENGR =

College of Humanities and Social Sciences
Motion to approve the business of the College of Humanities and Social Sciences made by Greg Podgorski. Seconded by Chad Simon. Business approved.
CAI =
CIGSR =
CSPH = 26
ENGL = 2
HIST = 1
JCOM = 4
POLS =
SWRK = 1
SOCA = 1
WGLC = 10

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 Nate Trauntvein. Business approved.
ENVS = 12
GEOG = 2
WATS = 3
WILD = 7 (WILD 6880 credits 2 and 1)
NR =

College of Science
Motion to approve the business of the College of Science made by Greg Podgorski. Seconded by Chad Simon. Business approved.
BIOL = 3
CHEM = 1
CS = 6
GEO = 4  
MATH = 2  
PHYS = 1  
PUBH =  
SCI =  

University  
HONR =  
ISTU =  
UN –CAS = 2  
USU = 9  

Motion to approve the University business made by Paul Barr. Seconded by Greg Podgorski. Business approved.

4. Other Business
USHE created a concurrent enrollment course and asked that all Utah institutions accept and offer it. It appears to be a good course; however, each institution owns its own curriculum and would like a say in what is being taught. Utah State University will work with USHE to utilize this course.

Adjourn: 2:54 pm
CURRICULUM SUBCOMMITTEE MINUTES
6 January 2022
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
Nate Trauntvein, Emma Eccles Jones College of Education and Human Services
Scott Budge for 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
Adele Cutler for Greg Podgorski, College of Science
Rachel Wishkoski, University Libraries
Mark Chynoweth, Statewide Campuses
Paul Barr, Provost’s Office
Richard Cutler, Graduate Council
Toni Gibbons, Registrar’s Office
Michele Hillard, Secretary
Porter Casdorph, Executive Vice President

Absent: Curtis Icard, USU Eastern
Niyonta Chowdhury-Magana, Graduate Senator
Lucas Stevens, President USUSA

Visitors: N/A

1. **Approval of 2 December 2021 Minutes**
   Motion to approve the 2 December 2021 Minutes made by Brian Warnick. Minutes approved as distributed.

2. **Program Proposals**
   Request from the Extension Office to create a Bastian Agricultural Center.
   Motion to approve the R401 proposal made by Brian Warnick. Seconded by Richard Cutler. Proposal approved.

   Request from the Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services to move three online practical teacher training emphasis areas under the previously established program of Special Education.
   Motion to approve the R401 proposal made by Nate Trauntvein. Seconded by Brian Warnick. Proposal approved.
Request from the Department of Journalism and Communication in the College of Humanities and Social Sciences to restructure the Journalism and Communication Bachelor of Arts and Bachelor of Science degree.
Motion to approve the R401 proposal made by Richard Cutler. Seconded by Chad Simon. Proposal approved.

Request from the Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources to remove the Fisheries Biology PhD degree.
Motion to approve the R401 proposal made by Karen Beard. 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 Chad Simon. Business approved as stated below.
ADVS = 1
APEC =
APPR =
ASTE = 1
AVTE = 42 (BCIS | BUSN hold 25 new course requests) (Approve BCIS 1340, 2010, 2441, 2631, 2651 BUSN 1010, 1111, 2050)
LAEP =
NDFS = 3
OPDD =
PSC = 1

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.
ART = 5
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 Richard Cutler. Business approved as stated below.
ACCT = 2
BUS =
ECN = 10 (FIN 2000 & 3200 will be 1 credit for 2000 and 2 credits for 3200)
DATA = 1
MSLE = 3
MIS =

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 Scott Budge. Seconded by Chad Simon. Business approved.
BENG = 1
CEE =
ECE =
EED =
MAE = 2
ENGR =

College of Humanities and Social Sciences
Motion to approve the business of the College of Humanities and Social Sciences made by Chad Simon. Seconded by Brian Warnick. Business approved.
ENGL = 9
HIST =
JCOM =
LPCS = 3
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 Nate Trauntvein. Business approved.
ENVS =
GEOG = 1
WATS = 5 (HOLD WATS 2800, WILD 2800, GEOG 2800)
WILD = 1
NR =

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

HONR =
ISTU =
UN –CAS =
USU =

4. Other Business
The Registrar’s Office proposes that the ECN 5310/6310 courses approved in December as new courses be changed to ECN 5320/6320. The 5310/6310 course numbers are already being used. A vote for this will be taken next month.

The Registrar’s Office would like to know if it would be helpful to send all the program changes to the colleges/departments so that they can insure that changes can and/or have been made in the catalog. Toni Gibbons will send the list to the colleges/departments. We
will turn off the 1.1 Curriculoform forms on January 25, 2022. The forms will be opened back up in July. Catalog updates will be open until March 1, 2022 for any updates.

Adjourn: 3:45 pm
CURRICULUM SUBCOMMITTEE MINUTES  
2 December 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  
Toni Gibbons, Registrar’s Office  
Michele Hillard, Secretary  
Porter Casdorph, Executive Vice President  

Absent: Curtis Icard, USU Eastern  
Richard Cutler, Graduate Council  
Niyonta Chowdhury-Magana, Graduate Senator  
Harrison Kleiner, Gen Ed Assessment  
Lucas Stevens, President USUSA  

Visitors: Sunshine Brosi  

1. **Approval of 4 November 2021 Minutes**  
   Motion to approve the 4 November 2021 minutes made by Greg Podgorski. Seconded by Thomas Fronk. 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 a Drafting Design Certificate of Proficiency.  
   Motion to approve the proposal made by Brian Warnick. Seconded by Chad Simon. Proposal approved.  
   
   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.  
   Motion to approve the proposal made by Brian Warnick. Seconded by Chad Simon. Proposal approved.
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**.  
*Motion to approve the proposal made by Brian Warnick. Seconded by Chad Simon. Proposal approved.*

Request from the Department of Plants, Soils and Climate in the College of Agriculture and Applied Sciences to offer an **Ornamental Horticulture Certificate of Completion**.  
*Motion to approve the proposal made by Brian Warnick. Seconded by Chad Simon. Proposal approved.*

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**.  
*Motion to approve the proposal made by Scott Hunsaker. Seconded by Chad Simon. Proposal approved.*

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**.  
*Motion to approve the 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 create the **new Analytics Solutions Center**.  
*Motion to approve the proposal made by Chad Simon. Seconded by Thomas Fronk. Proposal approved.*

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**.  
*Motion to approve the proposal made by Chad Simon. Seconded by Brian Warnick. Proposal approved.*

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**.  
*Motion to approve the proposal made by Chad Simon. Seconded by Greg Podgorski. 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 = 2  
APEC = 2  
APPR = 2  
ASTE = 2  
AVTE = 9  
LAEP = 2  
NDFS = 5  
OPDD = 5  
PSC = 5
Caine College of the Arts
Motion to approve the business of the Caine College of the Arts made by Richard Walker. Seconded by Thomas Fronk. Business approved.
ART = 24
MUSC = 1
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 Greg Podgorski. Business approved.
ACCT =
BUS =
ECN = 8
DATA = 1
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 Thomas Fronk. Business approved.
COMD =
EDUC = 1
HDFS =
KHS =
ITLS =
NURS =
PSY = 4
SPED = 1
TEAL = 18

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

College of Humanities and Social Sciences
Motion to approve the business of the College of Humanities and Social Sciences made by Thomas Fronk. Seconded by Chad Simon. Business approved.
CIGSR = 1
ENGL = 1
HIST = 1
JCOM = 2
WLC = 2
POLs =
SA =
SW = 2
IELI =
CHSS =
Motion to approve the business of the College of Science made by Greg Podgorski. Seconded by Chad Simon. Business approved. Postpone considerations until Fall 2020 made by Greg Podgorski. Seconded by Scott Hunsaker.

BIOL =
CHEM =
CS =
GEOL =
MATH = 2 (Postponed pending course # changes – working with USHE majors committee)
PHYS =
PUBH =
SCI =

HONR =
ISTU =
UN –CAS =
USU =

4. Other Business
N/A

Adjourn: 2:35 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
          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.

Motion to approve the R401 proposal made by Brian Warnick. Seconded by Richard Cutler. Proposal approved.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

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

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

ADVS = 1
APEC =
APPR =
ASTE = 3
AVTE = 41
LAEP =
NDFS = 15
Caine College of the Arts
Motion to approve the business of the Caine College of the Arts made by Richard Walker. Seconded by Brian Warnick. Business approved.
ART = 
MUSC = 1
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 Greg Podgorski. Business approved.
ACCT = 
BUS = 
ECN = 5
DATA = 2
MSLE = 
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 Thomas Fronk. Business approved.
COMD = 1
EDUC = 
HDFS = 
KHS = 4
ITLS = 
NURS = 
PSY = 4
SPED = 
TEAL = 1

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

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.
ENGL = 
HIST = 6
IOGP = 1
JCOM = 
LPCS = 1
POLs = 2
SSWA = 1
IELI = 
CHSS = 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 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.

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.

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

Adjourn: 2:40 pm
CURRICULUM SUBCOMMITTEE MINUTES
2 September 2021
2:00 – 3:00 p.m.
Old Main – Champ Hall (Zoom)

Minutes

Present: Richard Walker, Caine College of the Arts
        Brian Warnick, College of Agriculture and Applied Sciences
        Chad Simon, Jon M. Huntsman School of Business
        Scott Hunsaker, Emma Eccles Jones College of Education and Human Services
        Thomas Fronk, College of Engineering
        Matt Sanders, Chair, College of Humanities and Social Sciences
        Karen Beard, S.J. & Jessie E. Quinney College of Natural Resources
        Greg Podgorski, College of Science
        Rachel Wishkoski, University Libraries
        Paul Barr, Provost’s Office
        Richard Cutler, Graduate Council
        Toni Gibbons, Registrar's Office
        Porter Casdorph, Executive Vice President

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

Visitors: Janet Anderson, Vice Provost
          Fran Hopkin, Registrar

1. Approval of 1 April 2021 Minutes
   Minutes approved as distributed.

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

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

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

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

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

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

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

**S.J. & Jessie E. Quinney College of Natural Resources**
Motion to approve the business of the S.J. & Jessie E. Quinney College of Natural Resources made by Karen Beard. Seconded by Greg Podgorski. Business approved.
ENVS =
WATS = 2
WILD =
NR =

**College of Science**
Motion to approve the business of the College of Science made by Greg Podgorski.
Seconded by Richard Cutler. Business approved.
BIOL =
CHEM =
CS = 18
GEOL =
MATH =
PHYS = 2
PUBH =
SCI =

HONR =
ISTU =
UN –CAS =
USU =

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

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

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

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

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

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

Minutes

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

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

Visitors:  Darrell Harris, Director

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

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

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

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

3. **Semester Course Approval Reviews**
   
   [https://usu.curriculog.com/](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 =  
   APRR =  
   ASTE = 3  
   AVTE = 1  
   LAEP = 3  
   NDFS = 2  
   OPDD =  
   PSC =

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

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

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

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

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

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

HONR =
ISTU =
UN –CAS =
USU =

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

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

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

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

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

*Adjourn: 2:40 pm*
CURRICULUM SUBCOMMITTEE MINUTES
4 March 2021
2:00 – 3:00 p.m.
Zoom Meeting

Minutes

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

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

Visitors: N/A

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

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

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

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

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

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

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

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

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

**College of Humanities and Social Sciences**

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

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

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

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

ENVS = 1
NR =
WATS =
WILD =

**College of Science**

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

HONR =
ISTU =
UN –CAS =
USU = 3

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

4. **Other Business**

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

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

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

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

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

Minutes

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

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

Visitors: Patrick Belmont, Department Head, Watershed Science

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Jon M. Huntsman School of Business
Motion to include two late MSLE courses to agenda made by Chad Simon. Seconded by Brian Warnick. Motion to approve the business of the Jon M. Huntsman School of Business made by Brian Warnick. Seconded by Thomas Fronk. Business approved.
Emma Eccles Jones College of Education and Human Services
Motion to approve the business of the Emma Eccles Jones College of Education and Human Services made by Brian Warnick. Seconded by Thomas Fronk. Business approved.

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COMD</td>
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</tr>
<tr>
<td>EDUC</td>
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</tr>
<tr>
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<td>1</td>
</tr>
<tr>
<td>TEAL</td>
<td>45</td>
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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.

<table>
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<th>Module</th>
<th>Credits</th>
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<tr>
<td>MAE</td>
<td>17</td>
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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.

<table>
<thead>
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<th>Module</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHSS</td>
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</tr>
<tr>
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<td>HIST</td>
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<td>SSWA</td>
<td>21</td>
</tr>
<tr>
<td>WGS</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENVS</td>
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<tr>
<td>GEO</td>
<td>2</td>
</tr>
<tr>
<td>NR</td>
<td></td>
</tr>
<tr>
<td>WATS</td>
<td>10</td>
</tr>
<tr>
<td>WILD</td>
<td>3</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
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<tr>
<td>CHEM</td>
<td>1</td>
</tr>
<tr>
<td>CS</td>
<td></td>
</tr>
</tbody>
</table>
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.

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

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Request

Step 4: Select the Type of Change Being Requested.

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

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

Administrative Unit Changes:
- [ ] Name Change of Existing Unit
- [ ] Administrative Unit Transfer
- [ ] Administrative Unit Restructure (with or without Consolidation)
- [ ] Administrative Unit Suspension
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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)

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.
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USHE R401 Policy

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CIP Code (6-digits) 00.0000

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

Request

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

Other: (explain change)

Additional Approvals (if applicable)

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

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

Graduate Council*
- Yes
- No

Council on Teacher Education*
- Yes
- No

Section I: The Request

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

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

Labor Market Demand (if applicable)

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

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

Section III: Curriculum (if applicable)

Program Curriculum Narrative

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

Step 7: Submit

Click on the save all changes button below.

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

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

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

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

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

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

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

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

This course provides a focused study of selected topics.

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

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

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

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

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

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

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

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

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

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The purpose of this course is to provide an introduction to health promotion practice and public health from a global perspective.
Students conduct independent projects under the direction of one or more professors. This course provides students with the opportunity for individualized study.

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

This course consists of research for a dissertation, as arranged with an advisor. This course is designed to prepare students as pool or nonsurf open water lifeguards. It presents knowledge and skills necessary for lifeguard functions. This course covers methods of teaching swimming and lifesaving. It presents knowledge and skills necessary for lifeguard functions. Students complete individually-directed work in thesis writing with guidance from their committee chair. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

This course includes the study of different views of the nature of science: the classical traditions of Hempel and Popper, Kuhn’s subjectivism, and Feyerabend’s anarchism. Topics include confirmation, induction, scientific realism, reductionism, and the growth of scientific knowledge.

This course allows students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor. This course is designed for students preparing a master’s degree thesis. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

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This course allows students to pursue research toward the M.S. degree.

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This course consists of directed readings on specific topics.
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This course provides guided experience and supervision in teaching university-level courses.
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This course provides graduate students with continued advisement. It is usually taken following completion of all coursework required for the degree.
This course is a seminar that explores current work in particular topics.
This course allows students to pursue research toward the Ph.D. degree.
This course provides graduate students with continued 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.
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This course consists of individual work on research problems for students enrolled in doctoral programs. This course provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.

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

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

This course allows undergraduate students to pursue personal research interests by formalizing an independent project under the guidance of a professor or faculty mentor. This course 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. It provides graduate students with continued support and advisement. It is usually taken following completion of all coursework required for the degree.
Dissertation

Design Project
Directed Reading

Directed Study

Grad Advisement

Grad Internship

Grad Topics
Independent Study
Interdisciplinary
Workshop

Other
Research

Seminar

Special Problems

Special Topics

Thesis
AIS - Student Money Management Center - New Center

4.1.c R401 New Administrative Unit

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Paul Barr: Vice Provost (797-0718)

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

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

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

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

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<td>DEPARTMENT or UNIT: *</td>
<td>Student Money Management Center</td>
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Request
Step 3: **Select** the Proposed Type of Unit Being Requested.

**Proposed Unit Type**

- New Center

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

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

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

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

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

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

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

### Finances

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Step 4: **Submit**

Click on the save all changes button below.

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

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<td><strong>Annual Grand Total</strong></td>
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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 of Instructional Programs

CIP Code (6-digits) 45.0602

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

Request

Step 4: Select the Type of Change Being Requested.

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

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

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

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

Section II: Program Proposal

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

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

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

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

---

### Section III: Curriculum (if applicable)

#### Program Curriculum Narrative

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

---

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

**Step 7: Submit**

Click on the save all changes button below.

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

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

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

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

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

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

| COLLEGE (include all cross listed colleges)* |
| CAAS |

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

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

| Proposed Title* |
| Aviation Technology - Professional Pilot |

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

**Classification:** Instructional Programs

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

**Request**

Step 4: Select the Type of Change Being Requested.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Step 7:** Submit

Click on the save all changes button below.

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

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

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

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

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

CIP Code (6-digits) 11.0701

Minimum Number of Credits (if applicable)* 37

Maximum Number of Credits (if applicable)* 37

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

Request

Step 4: Select the Type of Change Being Requested.

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

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

Administrative Unit Changes:
- New Administrative Units
- Administrative Unit Transfer
- Administrative Unit Restructure
- Administrative Unit Consolidation
- Reinstatement of Previously Suspended Administrative Units
Creation of Non-Administrative Units:

- New Center
- New Institute
- New Bureau
- Other

Other: (explain change)

Additional Approvals (if applicable)

- Graduate Council: Yes
- Council on Teacher Education: Yes

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.
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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<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
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<tr>
<td>Current Title (if applicable)*</td>
<td>Career Services</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

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<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:
- [X] 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:
- [X] 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 [X] No
- **Council on Teacher Education**: [ ] Yes [X] No

### Section I: The Request

**R401 Purpose**

**Request**: Career Services at Utah State University is requesting a name change to better reflect the work and services provided by the Center. The proposed new name is Career Design Center.
**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.
Consistency with Institutional Mission & Institutional Impact

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

Finances

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

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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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<th>COLLEGE (include all cross listed colleges)*</th>
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<tr>
<th>DEPARTMENT (include all cross listed departments)*</th>
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<table>
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<tr>
<th>Proposed Title*</th>
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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)
- 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
Registered Dietitian Nutritionists (RDNs) are food and nutrition experts who have met specific academic and professional criteria to earn the RDN credential. As food and nutrition experts, RDNs play a vital role in health care and use their expertise to help people improve their nutrition status in a variety of ways. USU has a long history of offering dietetics programs that prepare students to become RDNs and to successfully enter the profession of dietetics.

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

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

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

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

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

While other dietetics programs at USU and in the state provide training sufficient to pass the registration exam, the coordinated program at USU meets the specific needs for clinical nutrition training required by healthcare employers. The traditional coordinated program at USU has demonstrated a high job placement rate in clinical dietetics over the past 10 years. Primary employers of past graduates include Intermountain Healthcare, MountainStar Network, Salt Lake County public health programs, and University of Utah Healthcare. Per annual student survey data, 60% of past graduates are employed in clinical dietetics within one year of graduation. Approximately 30% of those graduates pursued master’s education directly after graduating with a bachelor’s degree.
The CAPD mission complements the mission of USU by creating career-ready dietitians who will compassionately serve the public. Dietitians trained in clinical dietetics have a special charge to improve the health of communities through application of nutrition care and treatment.

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

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

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

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

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

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

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

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

Section III: Curriculum (if applicable)
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.
Proposal Information

Instructions for Completing R401:

- Writing Guidelines/Suggestions
- USHE R401 Policy

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

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

<table>
<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)</th>
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<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)</td>
<td>Social Work</td>
</tr>
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</table>

Current Title (if applicable) | Transforming Communities Initiative

Proposed Title | Transforming Communities Institute

Step 3: Enter the Correct CIP Code Using the Following Website: Classification
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*  Utah State University requests approval to establish the Transforming Communities Institute effective July 1, 2021.

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

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

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

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

| 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)

Program Curriculum Narrative

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

Step 7: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
CAAS - Aviation and Technical Education - Additive Manufacturing

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Deadlines and Schedules

Process and Flowchart

Contact Information:

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

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

| Current Title (if applicable)* | None |

| Proposed Title* | Additive Manufacturing |

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

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<td>Certificate of Proficiency</td>
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## 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
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.
**Labor Market Demand (if applicable)**

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://nmeet.org/news/dustless-technologies-plays-pivotal-role-in-training-future-generation/). Additive manufacturing is a sizable occupation with a low barrier for entry and a higher opportunity for earning potential for the technician over individuals with similar educational background. In the coming decade, business expansion and retiring workers will create greater demand and a high volume of annual job openings for manufacturing technicians. An opportunity to earn certifications in additive manufacturing during the course of one semester will allow students to become familiar with higher education and gain relevant occupational training in a short period of time. Additionally, this program will allow students to utilize their skillset throughout their educational careers. Utilizing design, drafting, product creation, and manufacturing skills they will obtain through the certificate program, finding flexible work even in rural communities is attainable. Students enrolled in the certificate program on the Eastern campus also have the option to complete an apprenticeship with local industry partners which will offset educational costs and prepare them for better-than entry level advanced manufacturing positions as this will also reduce the on-the-job learning curve, in their future.

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

**Consistency with Institutional Mission & Institutional Impact**

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.

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**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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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](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.

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<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Aviation and Technical Education</td>
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| Current Title (if applicable)* | NA |

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

**CIP Code (6-digits)**  
* 13.1319

**Minimum Number of Credits (if applicable)**  
* 18

**Maximum Number of Credits (if applicable)**  
* 18

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

Request

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

**New Academic Program:**
- Certificates of Completion (including CTE)
- Certificates of Proficiency (including CTE)
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- New Emphasis for Existing Program
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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)**

**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**
Proposed Action & Rationale

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

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

Labor Market Demand (if applicable)

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

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

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

**Finances**

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

### Section III: Curriculum (if applicable)

**Program Curriculum Narrative**

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

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.

---

**COLLEGE (include all cross listed colleges)**

**CAAS**

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

**Aviation and Technical Education**

**Current Title (if applicable)**

None

**Proposed Title**

Welding Technology

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
Request

Step 3: Select the Type of Change Being Requested.

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

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

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

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council: 
- Yes
- No

Council on Teacher Education: 
- Yes
- No
Section I: The Request

R401 Purpose
Utah State University requests approval to offer a Welding Technology Certificate of Proficiency effective Fall 2022. The Certificate of Proficiency in Welding Technician is an 18 credit hour stackable credential that will also fill some of the requirements for the Certificate of Completion and an Associate of Applied Science degree in Welding Technology. In addition, this certificate program also qualifies students for welding technician jobs and business ownership. A Certificate of Proficiency will build momentum to facilitate student transitions and support student completions of certificate and degree programs in related fields.

Section II: Program Proposal

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

Labor Market Demand (if applicable)
The United States Bureau of Labor Statistics projects employment of welders to grow 4% year over year from 2019 to 2029 (https://www.bls.gov/ooh/production/welders-cutters-solderers-and-brazers.htm). The industry has outperformed past expectations, however, with a 19% growth in the preceding five-years. Welding Technician is a sizeable occupation with a low barrier for entry with a higher opportunity for earning potential for the technician over comparable certificate programs. In the coming decade, business expansion and retiring workers will create greater demand and a high volume of annual job openings for skilled welders and fitters. An opportunity to earn certifications in welding during the course of one semester will allow students to become familiar with higher education and gain current occupational training in a short period of time. Additionally, this program allows students earning potential throughout their educational experience with flexible hours and a skill which they can take anywhere. Students enrolled in the certificate program will also have an opportunity to complete an apprenticeship with local industry partners. This will help to alleviate educational costs and will also reduce the on-the-job learning curve and enable students to quickly earn an equitable wage mandated by the state of Utah as a registered apprenticeship program.

Welding jobs fall within similar occupations of cutting, soldering, and brazing: occupations where most moderate training occurs on the job and industry hours are required. The statewide median wage for these occupations which vary within individual emphasis area pay structure is $21.25 per hour, which is above the national average. As the proposed certificate of proficiency offers accelerated entrance to the job market and a short-term credential which students can build on to access more advanced jobs and higher wages, The proposed certification will be especially important for businesses in regions of the state looking to diversify into manufacturing through other state initiatives.
The proposed Certificate of Proficiency in Welding Technician will be offered through the Department of Technical Education in the Department of Aviation and Technical Education (AVTE) at the Southeast region location in Price. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program. No additional resources will be required.

The Certificate of Proficiency will provide an independent, state-regulated certification as well as a stackable credential toward a one-year Certificate of Completion in Welding Technology. Credits earned in the certificate program(s) will be applied to requirements for existing Certificate and AAS programs:

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

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

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

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

**Program Curriculum Narrative**

**Utah State University**

Certificate of Proficiency in General Technology

Core Welding Processes

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name:</th>
<th>A#:</th>
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<thead>
<tr>
<th>Advisor:</th>
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<table>
<thead>
<tr>
<th>Welding Theory Course (select one 3 credit course)</th>
<th>Credit Hours</th>
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<th>Semester/Year Completed</th>
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<tr>
<td>WELD 2400 – Print Reading for Welders</td>
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<tr>
<td>WELD 2500 – Weld Inspection</td>
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<td>WELD 2600 – Metallurgy</td>
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<table>
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<td>WELD 1100 – Shielded Metal Arc Welding (SMAW)</td>
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<tr>
<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><strong>Technical Credit Hours:</strong></td>
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<tr>
<td><strong>TOTAL MINIMUM CREDIT HOURS:</strong></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.
Proposal and Contact Information

Instructions for Completing R401:

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

Contact Information:

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.
Step 2: **Enter** the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

**CIP Code (6-digits)**  30.0501

**Minimum Number of Credits (if applicable)**  18

**Maximum Number of Credits (if applicable)**  18

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

---

**Request**

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

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

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

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

### 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.

### Section II: Program Proposal
The Department of Communication Studies and Philosophy recognises an ongoing need for educational offerings and training related to conflict management and facilitation. This is seen in the high demand and large waitlists for CMST 3600 Communication and Conflict. A similar demand exists for the CMST 5600 Advanced Communication and Conflict course. This demand for courses includes students from within the Communication Studies program as well as non-majors. This certificate will help to meet the educational demand for skills and training in this area for students across USU's campus and provide an educational credential that can accompany students upon graduation.

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

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

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

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

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

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

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.
CHASS - English - English - MA MS

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

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

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

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

Current Title (if applicable)*

English - MA MS

Proposed Title*

English - MA MS

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
- 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.
Consistency with Institutional Mission & Institutional Impact*

The proposed changes retain the existing program's consistency with USU’s mission and give graduate students two clear and well-defined programs of study.

Finances*

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

Section III: Curriculum (if applicable)

Program Curriculum Narrative

The MA/MS in English is a great program for students who are looking for a broad education in English. Students are able to take a variety of classes and gain a broad base of knowledge to prepare them for further education or teaching. Students receive the kind of training necessary to prepare them for the professional world of academia. They are able to gain experience presenting their work at conferences and submitting for publication. The MA degree requires students to gain proficiency in one or more foreign languages. The MS degree is identical, except that it does not require foreign language study.

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

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

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

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

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your
proposal.
4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

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

Contact Information:

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

<table>
<thead>
<tr>
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<th>Economics and Finance</th>
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<td>History</td>
<td>Management</td>
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<td>Marketing and Communications</td>
<td>Political Science</td>
<td>Social Work</td>
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<tr>
<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](#)

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

**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)
Section I: The Request

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

Section II: Program Proposal

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

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

¹ Kevin Kruse, “What is Leadership?,” Forbes, April 9, 2013.


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

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

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

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

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

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

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

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

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

**Step 4: Attach** (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located on the right-hand side of the screen.
Step 5: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
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: 14.0201

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

Proposed Beginning Term: Fall 2022

Program Type (check all that apply):

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


[^2]: “Proposed Beginning Term” refers to first term after Regent approval that students may declare this program.

[^3]: Please indicate award such as APE, BFA, MBA, MEd, EdD, JD
### Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

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

### Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name __________________________ Date: __________

☐ I understand that checking this box constitutes my legal signature.
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/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

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

External Review and Accreditation

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

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

Section IV: Program Details

Graduation Standards and Number of Credits

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

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

Admission Requirements

List admission requirements specific to the proposed program.

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

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

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

Faculty

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

**Staff**

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

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

**Student Advisement**

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

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

**Library and Information Resources**

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

Current library resources are sufficient for this program.

**Projected Enrollment and Finance**

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

Section VI: Program Evaluation

**Program Assessment**

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

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

**Student Standards of Performance**

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

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

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

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>NEW Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>General Education Courses</strong> (list specific courses if recommended for this program on Degree Map)</td>
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</tr>
<tr>
<td></td>
<td></td>
<td><strong>General Education Credit Hour Sub-Total</strong></td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAE/CEE 5060</td>
<td>+</td>
<td>Mechanics of Composite Materials I</td>
<td>3</td>
</tr>
<tr>
<td>MAE/CEE 6070</td>
<td>+</td>
<td>Mechanics of Composite Materials II</td>
<td>3</td>
</tr>
<tr>
<td>MAE 5050</td>
<td>+</td>
<td>Advanced Composite Materials</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6050</td>
<td>X</td>
<td>Manufacturing of Composite Materials and Structures</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6055</td>
<td>X</td>
<td>Testing of Composite Materials</td>
<td>3</td>
</tr>
<tr>
<td>Add A Group of Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>MAE 5020</td>
<td>+</td>
<td>Finite Element Methods in Solid Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>MAE 5350</td>
<td>+</td>
<td>Kinematics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 5670</td>
<td>+</td>
<td>Fracture Mechanics</td>
<td>3</td>
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<tr>
<td>MAE 6010</td>
<td>+</td>
<td>Finite Element Methods in Solid Mechanics II</td>
<td>3</td>
</tr>
<tr>
<td>MAE/CEE 6090</td>
<td>+</td>
<td>Theory of Plates and Shells</td>
<td>3</td>
</tr>
<tr>
<td>MAE 5930</td>
<td>+</td>
<td>SP: Advanced Aircraft Structures</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6010</td>
<td>+</td>
<td>Continuum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6930</td>
<td>+</td>
<td>Special Problems</td>
<td>3</td>
</tr>
<tr>
<td>MAE 5930</td>
<td>+</td>
<td>SP: Additive Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5410</td>
<td>+</td>
<td>Methods of Applied Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5420</td>
<td>+</td>
<td>Partial Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5710</td>
<td>+</td>
<td>Introduction to Probability</td>
<td>3</td>
</tr>
<tr>
<td>Choose of the following courses:</td>
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</tr>
<tr>
<td>Add A Group of Courses</td>
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<td></td>
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<td>Elective Credit Hour Sub-Total</td>
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<td></td>
</tr>
<tr>
<td>Core Curriculum Credit Hour Sub-Total</td>
<td>33</td>
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</table>

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

### Part II. Proposed Program Faculty Profiles

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Tenure (T) / Tenure Track (TT) / Other</th>
<th>Degree</th>
<th>Institution where Credential was Earned</th>
<th>Est. % of time faculty member will dedicate to proposed program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thom</td>
<td>Fronk</td>
<td>T</td>
<td>PhD</td>
<td>Virginia Tech</td>
<td>10%</td>
</tr>
<tr>
<td>Juhyeong</td>
<td>Lee</td>
<td>TT</td>
<td>PhD</td>
<td>Mississippi State</td>
<td>30%</td>
</tr>
<tr>
<td>Nadia</td>
<td>Kouraytem</td>
<td>TT</td>
<td>PhD</td>
<td>KAUST</td>
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<tr>
<td>Ryan</td>
<td>Berke</td>
<td>TT</td>
<td>PhD</td>
<td>UIUC</td>
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<tr>
<td>Haoran</td>
<td>Wang</td>
<td>TT</td>
<td>PhD</td>
<td>UIUC</td>
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<tr>
<td>Yanqing</td>
<td>Su</td>
<td>TT</td>
<td>PhD</td>
<td>Georgia Tech</td>
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</table>

Add Another Full Time

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<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Tenure (T) / Tenure Track (TT) / Other</th>
<th>Degree</th>
<th>Institution where Credential was Earned</th>
<th>Est. % of time faculty member will dedicate to proposed program.</th>
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<tr>
<td></td>
<td>Other</td>
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<td>Other</td>
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Add Another Part Time

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<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Tenure (T) / Tenure Track (TT) / Other</th>
<th>Degree</th>
<th>Institution where Credential was Earned</th>
<th>Est. % of time faculty member will dedicate to proposed program.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Other</td>
<td></td>
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<td>Other</td>
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<td>%</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>Role / Title</th>
<th># Tenured (T)</th>
<th># Tenure Track (TT)</th>
<th># Non-Tenure Track</th>
<th>Academic or Industry Credentials Needed</th>
<th>Est. % of time to be dedicated to proposed program.</th>
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</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>
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<td></td>
<td></td>
</tr>
<tr>
<td>Teaching / Graduate Assistants</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></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>

If "Other," describe:

- Instructor
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># of Majors in Proposed Program(s)</td>
<td>8</td>
<td>12</td>
<td>15</td>
<td>19</td>
<td>22</td>
<td></td>
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<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>0</td>
<td>6</td>
<td>14</td>
<td>17</td>
<td>21</td>
<td></td>
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</table>

Department Financial Data

<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>EXPENSES</strong></td>
<td><strong>– nature of additional costs required for proposed program(s)</strong></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>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>$0</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>$0</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</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></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></td>
</tr>
<tr>
<td><strong>FUNDING</strong> – source of funding to cover additional costs generated by proposed program(s)</td>
<td></td>
<td>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Reallocation</td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Appropriation</td>
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<td>$0</td>
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<td>$175,000</td>
<td>$175,000</td>
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<tr>
<td>Grants and Contracts</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Special Fees</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Differential Tuition (requires Regents approval)</td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</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></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></td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0</td>
</tr>
</tbody>
</table>

Funding - Expense | | $0 | $0 | $0 | $0 | $0 |
Part II: Expense explanation

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

Part III: Describe funding sources

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

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

4.1.c R401 New Administrative Unit

Proposal Information

Instructions for Completing R401:

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

Contact Information

Paul Barr: 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) or Division(s) this proposal involves.

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

**COLLEGE or UNIVERSITY DIVISION:** PRES VPRS

**DEPARTMENT or UNIT:** Government Relations Office of Research Administration Office

**PROPOSED UNIT TITLE:** Institute for Land, Water, and Air

Request
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**

**Administrative Unit Description and 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

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>

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

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

| Proposed Title* | Drafting Design - Certificate of Proficiency |
Step 2: **Enter** the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

**CIP Code (6-digits)** 15.1302

<table>
<thead>
<tr>
<th>Minimum Number of Credits (if applicable)*</th>
<th>17</th>
</tr>
</thead>
</table>

| Maximum Number of Credits (if applicable)* | 17 |

**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* 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#find). 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)
### Program Curriculum Narrative

**Utah State University Eastern**

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></td>
<td><strong>14</strong></td>
<td></td>
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</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>
</tr>
</thead>
<tbody>
<tr>
<td>EDDT 1100 – Residential Architectural Drafting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCIS 2500 – Web Business</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSN 2710 – Entrepreneurial Thought</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDDT 2977 – Internship Education Experiences</td>
<td>1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Technical Credit Hours:</strong></td>
<td><strong>3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL MINIMUM CREDIT HOURS</strong></td>
<td><strong>17</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</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.
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 Code\(^1\): 6 - Digit CIP: 03.0103

Min/Max Credit Hours Required of Full Program: 120 Min Cr Hr / 120 Max Cr Hr

Proposed Beginning Term\(^2\): Fall 2022

Institutional Board of Trustees' Approval Date:

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

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


\(^2\) "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>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[]</td>
<td>Program Restructure with or without Consolidation</td>
</tr>
<tr>
<td>[]</td>
<td>Emphases transfer from another program or academic unit</td>
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<tr>
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<td>Name Change of Existing Program or Academic Unit</td>
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<td>[]</td>
<td>Program transfer to a different academic unit</td>
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<tr>
<td>[]</td>
<td>Suspension or discontinuation of a unit or program</td>
</tr>
<tr>
<td>[]</td>
<td>Reinstatement of a previously suspended/discontinued program or administrative unit</td>
</tr>
<tr>
<td>[]</td>
<td>Other</td>
</tr>
</tbody>
</table>

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

Please type your first and last name __________________________ Date: __________________________

☐ I understand that checking this box constitutes my legal signature.
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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>NEW Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Courses</strong> (list specific courses recommended for this program on Degree Map)</td>
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<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>General Education Credit Hour Sub-Total</strong></td>
<td></td>
<td></td>
<td>33</td>
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<tr>
<td><strong>Required Courses</strong></td>
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<td></td>
</tr>
<tr>
<td>Environmental Planning Core – 35 credits</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>LAEP 1040</td>
<td>Yes</td>
<td>Introduction to Environmental Planning</td>
<td>3</td>
</tr>
<tr>
<td>LAEP 1300</td>
<td></td>
<td>Digital Drafting, Illustration, and Modeling</td>
<td>3</td>
</tr>
<tr>
<td>LAEP 2700</td>
<td></td>
<td>Site Analysis: Social, Behavioral, and Biophysical Dimensions</td>
<td>4</td>
</tr>
<tr>
<td>LAEP 3300</td>
<td></td>
<td>GIS for Environmental Planning</td>
<td>4</td>
</tr>
<tr>
<td>LAEP 3400</td>
<td></td>
<td>Advanced Geospatial Analysis and Visualization for Environmental Planning</td>
<td>5</td>
</tr>
<tr>
<td>LAEP 3700</td>
<td>Yes</td>
<td>City and Regional Planning (CI)</td>
<td>3</td>
</tr>
<tr>
<td>LAEP 4700</td>
<td></td>
<td>Planning Methods</td>
<td>3</td>
</tr>
<tr>
<td>LAEP 6200</td>
<td></td>
<td>Bioregional Analysis and Planning</td>
<td>5</td>
</tr>
<tr>
<td>LAEP 6210</td>
<td></td>
<td>Bioregional Management and Policy</td>
<td>5</td>
</tr>
<tr>
<td>Economic Development Core – 15 credits</td>
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<td>APEC 2010</td>
<td></td>
<td>Introduction to Microeconomics (BSS)</td>
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<tr>
<td>APEC 4300</td>
<td></td>
<td>Agriculture Law</td>
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</tr>
<tr>
<td>APEC 5560</td>
<td></td>
<td>Natural Resource and Environmental Economics</td>
<td>3</td>
</tr>
<tr>
<td>APEC 5700</td>
<td></td>
<td>Regional and Community Economic Development</td>
<td>3</td>
</tr>
<tr>
<td>APEC 5950</td>
<td></td>
<td>Applied Economics Policy Analysis</td>
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</tr>
<tr>
<td>Natural Resources Core - 9 credits</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ENVS 3010</td>
<td></td>
<td>Fundamentals of Natural Resource and Environmental Policy</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 4020 or PHIL 3530</td>
<td></td>
<td>Foundations of Environmental Studies (CI/DHA) OR Environmental Ethics (DHA)</td>
<td>3</td>
</tr>
<tr>
<td>PSC 4810</td>
<td></td>
<td>Climate and Climate Change (DSC/QI)</td>
<td>3</td>
</tr>
<tr>
<td>Other – 15-17 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1100</td>
<td></td>
<td>Calculus Techniques (QL)</td>
<td>3</td>
</tr>
<tr>
<td>DATA 2100</td>
<td></td>
<td>Data and Information in Business</td>
<td>3</td>
</tr>
<tr>
<td>STAT 1040 or 1045 or 2000</td>
<td></td>
<td>Introduction to Statistics (QL) OR Introduction to Statistics with Elements of Algebra (QL) OR Statistical Methods (QI)</td>
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<tr>
<td>SOC 3610 or 4620 or 3600</td>
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<td>Rural People and Places (DSS) OR Sociology of the Environment and Natural Resources (DSS) OR Finding Community in Postmodern Society (DSS)</td>
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<tr>
<td>ENGL 3080 or ASTE 3050</td>
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<td>Introduction to Technical Communication (CI) OR Technical and Professional Communication Principles (CI)</td>
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<tr>
<td><strong>Required Course Credit Hour Sub-Total</strong></td>
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<td></td>
<td>74-76</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The following are suggested electives only.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CMST 5250</td>
<td></td>
<td>Communication, Social Justice and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>APEC 6710</td>
<td></td>
<td>Community Planning and Impact Analysis</td>
<td>3</td>
</tr>
<tr>
<td>LAEP 6100</td>
<td></td>
<td>Bioregional Planning and Design</td>
<td>5</td>
</tr>
<tr>
<td>LAEP 6750</td>
<td></td>
<td>Implementation and Regulatory Techniques in Planning</td>
<td>3</td>
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<tr>
<td><strong>Elective Credit Hour Sub-Total</strong></td>
<td></td>
<td></td>
<td>13</td>
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<tr>
<td><strong>Core Curriculum Credit Hour Sub-Total</strong></td>
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<td>120</td>
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Add An Emphasis:

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

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

Name of Emphasis:

<table>
<thead>
<tr>
<th>Emphasis Credit Hour Sub-Total</th>
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</thead>
</table>

Total Number of Credits to Complete Program

Program Curriculum Narrative
Not applicable.
## Degree Map

### First Year Fall
- **MATH 1050** – QL: 4 Cr. Hr.
- **USU 1010**: 2 Cr. Hr.
- **LAEP 1030 – BCA**: 3 Cr. Hr.
- **LAEP 1040 – BCA**: 3 Cr. Hr.
- **Elective**: 3 Cr. Hr.

**Total**: 15 Cr. Hr.

### First Year Spring
- **ENGL 1010 – CL1**: 3 Cr. Hr.
- **APEC 1600 – BAI**: 3 Cr. Hr.
- **PSC 2010 – BPS**: 3 Cr. Hr.
- **LAEP 1300**: 3 Cr. Hr.
- **MATH 1100 - QL**: 3 Cr. Hr.

**Total**: 15 Cr. Hr.

### Second Year Fall
- **ENG 2010 – CL2**: 3 Cr. Hr.
- **WATS 1200 OR WILD 2200 – BLS**: 3 Cr. Hr.
- **LAEP 2700**: 4 Cr. Hr.
- **DATA 2100**: 3 Cr. Hr.
- **APEC 2010**: 3 Cr. Hr.

**Total**: 16 Cr. Hr.

### Second Year Spring
- **CMST 1020 – BHU**: 3 Cr. Hr.
- **STATS 1040 OR 1045 OR 2000**: 3-5 Cr. Hr.
- **ENVS 3010**: 3 Cr. Hr.
- **Elective**: 4 Cr. Hr.

**Total**: 16-18 Cr. Hr.

### Third Year Fall
- **APEC 3012 – DSS**: 3 Cr. Hr.
- **LAEP 3300**: 4 Cr. Hr.
- **LAEP 3700 - CI**: 3 Cr. Hr.
- **PHIL 3530 OR ENVS 4020 – DHA**: 3 Cr. Hr.
- **Electives**: 3 Cr. Hr.

**Total**: 16 Cr. Hr.

### Third Year Spring
- **LAEP 3400**: 5 Cr. Hr.
- **ENGL 3080 OR ASTE 3050**: 3 Cr. Hr.
- **APEC 4300**: 3 Cr. Hr.
- **APEC 5560**: 3 Cr. Hr.
- **Electives**: 3 Cr. Hr.

**Total**: 14 Cr. Hr.

### Fourth Year Fall
- **LAEP 6200**: 5 Cr. Hr.
- **LAEP 4700**: 3 Cr. Hr.
- **PSC 4810 – DSC/QI**: 3 Cr. Hr.
- **APEC 5950**: 3 Cr. Hr.

**Total**: 14 Cr. Hr.

### Fourth Year Spring
- **LAEP 6210**: 5 Cr. Hr.
- **SOC 3610 OR 4620 OR 3600**: 3 Cr. Hr.
- **APEC 5700**: 3 Cr. Hr.
- **Elective**: 3 Cr. Hr.

**Total**: 14 Cr. Hr.
### 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>
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<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>
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<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Full Time with Masters</td>
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<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Faculty: Part Time with Masters</td>
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<td></td>
<td>1</td>
</tr>
<tr>
<td>Faculty: Full Time with Baccalaureate</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Part Time with Baccalaureate</td>
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<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 “Other,” 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>Pro. Prac.</td>
<td></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></td>
</tr>
<tr>
<td>Benjamin</td>
<td>George</td>
<td>T</td>
<td>PhD</td>
<td>Utah State University</td>
<td>Pro. Prac.</td>
<td></td>
</tr>
<tr>
<td>Todd</td>
<td>Johnson</td>
<td>Other</td>
<td>MLA</td>
<td>Harvard</td>
<td>Pro. Prac.</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>
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</tr>
<tr>
<td>Carlos</td>
<td>Licon</td>
<td>T</td>
<td>PhD</td>
<td>Arizona State University</td>
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<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>
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<tr>
<td>Jake</td>
<td>Powell</td>
<td>TT</td>
<td>MLA</td>
<td>Pennsylvania State University</td>
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</table>

Part Time Faculty

<table>
<thead>
<tr>
<th>Keunhyun</th>
<th>Park</th>
<th>Other</th>
<th>PhD</th>
<th>University of Utah</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josh</td>
<td>Runhaar</td>
<td>Other</td>
<td>MLA/MU D</td>
<td>University of Illinois at Urbana-Champaign</td>
<td>Adjunct</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>1</td>
<td>1</td>
<td>Planning</td>
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<td></td>
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</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>Student Data</th>
<th>Year Preceding Implementation</th>
<th>New Program</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td># of Majors in Department</td>
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<td>98</td>
</tr>
<tr>
<td># of Majors in Proposed Program(s)</td>
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<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>EXPENSES – nature of additional costs required for proposed program(s)</th>
<th>Year Preceding Implementation (Base Budget)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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</thead>
<tbody>
<tr>
<td>Personnel (Faculty &amp; Staff Salary &amp; Benefits)</td>
<td>$7,300</td>
<td>$7,300</td>
<td>$7,300</td>
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</tr>
<tr>
<td>Operating Expenses (equipment, travel, resources)</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
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<tr>
<td>Other:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL PROGRAM EXPENSES</td>
<td></td>
<td>$10,300</td>
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<td>TOTAL EXPENSES</td>
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<td>$0</td>
<td>$10,300</td>
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</tbody>
</table>

#### Funding

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

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<th>Special Legislative Appropriation</th>
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**PROPOSED PROGRAM FUNDING**

| $10,300               | $10,300       | $10,300                           |

**TOTAL DEPARTMENT FUNDING**

| $0                    | $10,300       | $10,300                           | $10,300                          |

**Difference**

| Funding - Expense | $0 | $0 | $0 | $0 |
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

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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<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)** *(03.0103)*

- **Minimum Number of Credits (if applicable)** *(16)*

- **Maximum Number of Credits (if applicable)** *(16)*

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

**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.
**Proposed Action & Rationale**

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 professionals 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 professionals 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.

**Labor Market Demand (if applicable)**

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.
Consistency with Institutional Mission & Institutional Impact*

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.

Finances*

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.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

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.
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<th>Maximum Number of Credits (if applicable) *</th>
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</table>

| Type of Degree: (BA, BS, etc.)* | Certificate of Completion (including CTE) |

**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
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- New Emphasis for Existing Program
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- Post-Baccalaureate
- Post-Masters Certificate

**Existing Academic Program Changes:**
- Name Change of Existing Program
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- 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* 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)
PSC 1800 Introduction to Horticulture: Communication

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)

PSC 1050 Plants, Soils, and Climate Orientation: Communication & Human relations

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)

PSC 2200 Pest Management Principles & Practices: Computation

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.

PSC 2250 Occupational Experience in Agronomy & Horticulture: Human relations

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.

PSC 2600 Herbaceous Plant Materials: Communication

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

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**Request**

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

- **New Academic Program:**
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- Administrative Unit Discontinuation
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- Reinstatement of Previously Discontinued Administrative Unit

### Other: (explain change)

### Additional Approvals (if applicable)

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<th>Council on Teacher Education*</th>
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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/degree, 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

Instructions for Completing R401:

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| Proposed Title* | Aggies Elevated - Integrated College and Community Studies Certificate |
Step 2: **Enter** the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

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**Request**

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

- **New Academic Program:**
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- Administrative Unit Suspension
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- 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)

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<th>Graduate Council*</th>
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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 Straquadine (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.

**Labor Market Demand (if applicable)**

N/A

**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.

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Living Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 1030</td>
<td>Orientation to Adult Learning &amp; Independent Living</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 1050</td>
<td>Self-Determination and Self-Management Skills</td>
<td>2</td>
</tr>
<tr>
<td>HEP 2500</td>
<td>Health and Wellness</td>
<td>Choose: 2 credits or audit</td>
</tr>
<tr>
<td>BUSN 1021</td>
<td>Personal Finance</td>
<td>Choose: 3 credits or audit</td>
</tr>
<tr>
<td>Course Prefix and Number</td>
<td>Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>EDUC 1020</td>
<td>Career Exploration I</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 1040</td>
<td>Career Exploration II</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2100</td>
<td>Career Related Social Skills</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 2110</td>
<td>Work Internship I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2110</td>
<td>Work Internship II</td>
<td>3</td>
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</table>

**Career Exploration Requirements**

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<tr>
<th>Course Prefix and Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>USU 1010</td>
<td>University Connections</td>
<td>Choose: 2 credits or audit</td>
</tr>
<tr>
<td>USU 1730</td>
<td>Strategies for Academic Success</td>
<td>Choose: 3 credits or audit</td>
</tr>
<tr>
<td>EDUC 0100</td>
<td>Strategies for Reading</td>
<td>3</td>
</tr>
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</table>

**Total required credits: 23**

**General Education Requirements**

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<tr>
<th>Course Prefix and Number</th>
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<td>Varies by Student Interest</td>
<td>Personal Growth Elective I</td>
<td>Choose: 1-3 credits or audit</td>
</tr>
<tr>
<td>Varies by Student Interest</td>
<td>Personal Growth Elective II</td>
<td>Choose: 1-3 credits or audit</td>
</tr>
<tr>
<td>Varies by Student Interest</td>
<td>Personal Growth Elective III</td>
<td>Choose: 1-3 credits or audit</td>
</tr>
<tr>
<td>Varies by Student Interest</td>
<td>Vocational Elective I</td>
<td>Choose: 1-3 credits or audit</td>
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<tr>
<td>Varies by Student Interest</td>
<td>Vocational Elective II</td>
<td>Choose: 1-3 credits or audit</td>
</tr>
<tr>
<td>Course Prefix and Number</td>
<td>Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------</td>
<td>--------------</td>
</tr>
<tr>
<td>Varies by Student Interest</td>
<td>Vocational Elective III</td>
<td>Choose: 1-3 credits or audit</td>
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</table>

**Minimum Number of Required Credits**: 23

Total with **OPTIONAL credits**: 38-50

*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.
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>
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<tr>
<td>DEPARTMENT or UNIT: *</td>
<td>Data Analytics and Information Systems</td>
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<tr>
<td>PROPOSED UNIT TITLE:</td>
<td>Analytics Solutions Center</td>
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</table>

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

<table>
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<tr>
<th>Proposed Unit Type*</th>
<th>New Center</th>
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**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, Monumentic, 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, Tescity, 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, 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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<tr>
<td>Proposed Title</td>
<td>Emphasis in Operations and Supply Chain Management</td>
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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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<th>BA/BS Management</th>
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**Request**

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

**New Academic Program:**
- Certificates of Completion (including CTE)
- Certificates of Proficiency (including CTE)
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- 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.
Consistency with Institutional Mission & Institutional Impact*  The change will serve students by better communicating what the program offers and how it aligns with professional opportunities.

Finances*  No changes are anticipated. Any potential enrollment growth can be accommodated through existing course offerings/faculty resources.

**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

Contact Information:

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

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<table>
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<tr>
<th>DEPARTMENT (include all cross listed departments)*</th>
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Current Title (if applicable)*

Minor in Operations Management

Proposed Title*

Minor in Operations and Supply Chain Management
**Step 2:** Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

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

**Request**

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

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

**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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**Labor Market Demand (if applicable)**
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<tr>
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<tr>
<th>Finances*</th>
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<tbody>
<tr>
<td>No changes are anticipated. Any potential enrollment growth can be accommodated through existing course offerings/faculty resources.</td>
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</tbody>
</table>

## Section III: Curriculum (if applicable)

### Program Curriculum Narrative

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

**Step 5:** **Submit**

Click on the save all changes button below.

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

4.1.c R401 New Administrative Unit

Proposal Information

Instructions for Completing R401:

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

Contact Information

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

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

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

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

<table>
<thead>
<tr>
<th>COLLEGE or UNIVERSITY DIVISION:</th>
<th>CAAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT or UNIT:</td>
<td>Extension</td>
</tr>
<tr>
<td>PROPOSED UNIT TITLE:</td>
<td>Bastian Agricultural Center</td>
</tr>
</tbody>
</table>

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

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

**Description/Narrative**
The College of Agriculture and Applied Sciences and Utah State University Extension propose the creation of the Bastian Agricultural Center located at 2100 West 11400 South in South Jordan, Utah. This facility is the former location of the Salt Lake County Equestrian Park and Event Center, which was provided to Utah State University through a philanthropic gift. The center will celebrate agriculture and natural resources and provide a space where individuals and families in the Salt Lake Valley and throughout Utah can reinvestigate how agriculture impacts their access to food and fiber. It will serve as place where plant and animal agriculture can be experienced. It will also provide a unique space for youth and 4-H experiences. This facility fits closely with the land-grant and Extension missions, including Youth/4-H programs and Master Gardener programming, and aligns with many of the academic programs in the College of Agriculture and Applied Sciences. It is anticipated that, based on appropriate approvals, operation of this new facility will commence early in 2022. The facility will be managed by USU Extension (similar to other currently existing USU Extension Centers), including the USU Botanical Center in Kaysville and the Swaner EcoCenter in Park City. Funding for operation of the center will come from a combination of ongoing support from Salt Lake County, ongoing philanthropic gift funds, and from already existing Extension resources.

The Bastian Agricultural Center’s facilities and spaces will provide opportunities in four primary areas: Animal Production Center/Equestrian Facility; STEM Center; Plant Production Center; and Nature Center. The purpose of the Animal Production Center/Equestrian Facility is to educate youth, adults and community members on livestock and small animal management. This component will also function as a venue for the 4-H Horse program in Salt Lake County and will house equine-assisted activities (including equine events and the equine therapy program). The STEM Center is considered the core of the facility and will include a large Makerspace, providing a collaborative environment for youth to learn to use tools and materials and to create products and objects using hands-on construction and digital fabrication. The STEM Center will also include classroom space, dormitories, conference space, and Aggie Ice Cream. The function of the STEM Center is to develop and foster skills in science, technology, engineering, and mathematics. The Plant Production Center will demonstrate and teach water-wise practices, permaculture, fire-wise landscaping, and best practices for the backyard homesteading. Youth and adults will have opportunity to learn from the ultimate farm-to-fork experience where they will harvest produce from the gardens and learn to cook or preserve their product. Other activities include research, Master Gardener volunteer education, and other youth programs. The Nature Center will provide education through interpretive signage and demonstration areas while encouraging a “learning by doing” approach. Though focused on agricultural education, the Bastian Agricultural Center will also provide ample opportunity for visitors to experience the site’s open spaces, trails, and pond. These outdoor amenities will provide users with a chance to recharge and connect with nature, while also discovering how local ecosystems work and the role producers play in supporting conservation.
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.
CEHS - Special Education and Rehabilitation Counseling - Special Education

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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</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Special Education and Rehabilitation Counseling</td>
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<tr>
<td>Current Title (if applicable)*</td>
<td>OPTT Online Practical Teacher Training</td>
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<tr>
<td>Proposed Title*</td>
<td>Special Education</td>
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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>
<td>BA, BS</td>
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### Request

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

<table>
<thead>
<tr>
<th>New Academic Program:</th>
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<tbody>
<tr>
<td>☐ Certificates of Completion (including CTE)</td>
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<tr>
<td>☐ Certificates of Proficiency (including CTE)</td>
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<tr>
<td>☐ Institutional Certificate of Proficiency</td>
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<tr>
<td>☐ K-12 Endorsement Program</td>
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<tr>
<td>☐ Minor</td>
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<tr>
<td>☐ New Emphasis for Existing Program</td>
</tr>
<tr>
<td>☐ Out of Service Area Delivery Program (attach signed MOU)</td>
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<tr>
<td>☐ Post-Baccalaureate</td>
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<tr>
<td>☐ Post-Masters Certificate</td>
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<table>
<thead>
<tr>
<th>Existing Academic Program Changes:</th>
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<tbody>
<tr>
<td>☐ Name Change of Existing Program</td>
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<td>☐ Program Restructure (with or without Consolidation)</td>
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<td>☐ Program Transfer to a New Academic Department or Unit</td>
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<td>☐ Reinstatement of Previously Suspended Program</td>
</tr>
<tr>
<td>☐ Out-of-Service Area Delivery Program (attach signed MOU)</td>
</tr>
</tbody>
</table>
Section I: The Request

**R401 Purpose**
Move the current three Online Practical Teacher Training (OPTT) emphasis areas (Mild/Moderate OPTT, Severe OPTT, and Birth to Age Five OPTT) under the previously established program of Special Education. This will consolidate all emphasis areas (current Special Education and OPTT) under one program and will allow OPTT graduates to receive their teaching licenses from the USBE.

Section II: Program Proposal

**Proposed Action & Rationale**
When the Online Practical Teacher Training (OPTT) program was originally proposed, the Special Education and Rehabilitation Counseling Department assumed that the name of the program would be OPTT but the name of the degree would be Special Education. The department never contemplated that the program name would be listed on the diploma rather than the name of the degree. Graduates were denied a teaching license though the Utah State Board of Education (USBE) because the transcript said Online Practical Teacher Training instead of Special Education. The department proposes to move the three OPTT emphasis areas (Mild/Moderate OPTT, Severe OPTT and Birth to Age Five OPTT) under the current Special Education program. Special Education currently has three additional emphasis areas (Mild/Moderate, Severe, and Birth to Age Five). The degree plans that reflect the three OPTT emphasis areas for Special Education...
are already in the catalog, so no new curriculum is being proposed.

**Labor Market Demand (if applicable)**

There is a severe shortage of Special Educators nationwide. It is an extreme need for Utah School Districts who often have special education classrooms and no trained teachers available. According to the Teaching Field Index of Criticality for Utah, Severe Disabilities and SPED Mathematics are #1 and #3 as the most critical shortage for Utah. Mild/Moderate and Preschool Special Education are not far behind. Rural districts are especially hard hit by this shortage. Department of Special Education and Rehabilitation programs have been meeting this need for years and will continue to help meet this need with the new name.

**Consistency with Institutional Mission & Institutional Impact**

The Special Education program fulfills the land-grant mission of USU by delivering special education certification programs in early childhood, K-12 severe disabilities, and K-12 mild/moderate disabilities across the state of Utah.

**Finances**

No impact.

### Section III: Curriculum (if applicable)

**Program Curriculum Narrative**

The current three OPTT emphasis areas will move under the current Special Education program. No new curriculum is being proposed.

- Special Education Online Practical Teacher Training (OPTT): Birth to Age 5 Emphasis - BA, BS
- Special Education Online Practical Teacher Training (OPTT): Mild/Moderate Emphasis - BA, BS
- Special Education Online Practical Teacher Training (OPTT): Severe Emphasis - BA, BS

**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 - Journalism and Communication - Journalism and Communication (BA/BS)

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.

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<thead>
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<table>
<thead>
<tr>
<th>DEPARTMENT (include all cross listed departments)*</th>
<th>Journalism and Communication</th>
</tr>
</thead>
</table>

Current Title (if applicable)*
Journalism--Print - Broadcast - Public Relations-Corporate Communication - Social Media emphases

Proposed Title*  Journalism and Communication (BA/BS)
Step 2: **Enter** the Correct CIP Code Using the Following Website: Classification Instructional Programs

<table>
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<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)
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- Program Suspension
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Administrative Unit Changes:
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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

Other: (explain change) Elimination of emphases and minor requirement in favor of selection of courses from five areas of mastery

Additional Approvals (if applicable)

Graduate Council*  
- Yes
- No

Council on Teacher Education*  
- Yes
- No

Section I: The Request

R401 Purpose* This request relates to a scope and sequence change for degrees awarded by the Department of Journalism and Communication, updating the major requirements to better prepare students for multi-faceted careers in journalism and related fields, with an emphasis in building versatile professional skills and robust understanding of the theory and research underpinning professional communication.

Section II: Program Proposal

Proposed Action & Rationale* The proposed action will eliminate the "print," "public relations," "social media" and "broadcast" emphases in favor of student-driven course selection from five areas of mastery, including "writing," "critical thinking," "professional application," "deep exploration" and six required "foundations" courses. Additionally, a requirement that all JCOM students earn a minor will be eliminated.

This action comes as a result of a years-long effort to identify how to better and more nimbly align the department's curriculum to the diversified and quickly shifting nature of the mass communications job market, to provide students with greater flexibility to align their educational path to personal career goals, and to offer students an opportunity to dive deeper into areas of theory and practice that stir passion and create opportunity.
**Labor Market Demand (if applicable)**

The overall labor market demand for broadcast, sound, and video technicians; announcers; film and video editors and camera operators; photographers; public relations specialists; news analysts, reporters, and journalists; editors; and writers and authors is expected to grow in the next decade. Overall, employment in media and communication occupations is projected to grow 14 percent from 2020 to 2030, faster than the average for all occupations, according to the Bureau for Labor Statistics. Demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate information through a variety of different platforms — and the quickly developing and shifting nature of these platforms demands workers who are diversely skilled and versatile.

**Consistency with Institutional Mission & Institutional Impact**

The proposed action supplants a traditional paradigm, in which journalists and professional communicators build skills relevant to a particular medium (i.e. newspapers, television or radio) within a specific field (i.e. public relations or journalism) in favor of a scope and sequence model that better reflects the multi-faceted and dynamic nature of careers in professional communication — a new paradigm in which recent graduates are best served by developing cross-disciplinary skills and a versatile growth mindset. This change serves USU's student-centered mission, reflecting the principle that a student’s academic pathway should build a relevant foundation of knowledge and skills.

**Finances**

No costs, savings, new facilities, or modified facilities are expected to result from, or be necessitated by, this action.

**Section III: Curriculum (if applicable)**
Journalism and Communication: BS, BA
42 credits (at least 18 upper-division) from five areas of mastery:

Foundations (18 credits)
Foundations class core curriculum will be approved by JCOM faculty.
• JCOM 1130: News Writing and Reporting
• JCOM 1500: Introduction to Mass Communication
• JCOM 2010: Media Smarts
• JCOM 2020: Communication Research Methods
• JCOM 2030: Multimedia Boot Camp
• JCOM 4030: Mass Media Law

Writing (3 credits)
• JCOM 3110: Feature Writing
• JCOM 3140: Opinion Writing
• JCOM 3200: Electronic Media Writing
• JCOM 3310: Public Relations Writing
* JCOM 4750: Special topics: Advanced Writing for Professional Communicators

Critical Thinking (9 credits)
• JCOM 2220: Introduction to Video Media
• JCOM 2300: Introduction to Public Relations
• JCOM 2400: Introduction to Social Media
• JCOM 3030: Corporate Communications
• JCOM 3050: Technical and Professional Communication Principles
• JCOM 3320: Strategic Research Methods in Public Relations
• JCOM 4010: Mass Communication Ethics
• JCOM 4020: Mass Media and Society
• JCOM 4130: Immersive Crisis Communication
• JCOM 4300: Integrated Marketing Communication
• JCOM 4410: Gender and the Mass Media
• JCOM 5300: Case Studies in Public Relations
• JCOM 5420: The Mass Media and Politics
* JCOM 4760: Special topics: Advanced Critical Thought in Media

Professional Application (9 credits)
• JCOM 1040/1050/2070/2080: Newspaper production
• JCOM 1560: Radio production (audio)
• JCOM 1800: Communication Graphics
• JCOM 2180: Beginning Photojournalism
• JCOM 3100: Reporting Public Affairs
• JCOM 3120: Copy Editing and Publication Design
• JCOM 4150: Advanced Photojournalism
• JCOM 4120: Sports Writing
• JCOM 4210: Newscast I
• JCOM 4220: Newscast II
• JCOM 4230: Corporate Video
• JCOM 4040: Social Media Content Development
• JCOM 5320: Public Relations Agency
• JCOM 5400: Social Media Analytics and Client Management
• JCOM 6220: Advanced Video Production

• JCOM 6230: Advanced Video Documentary Production
* JCOM 4770: Special topics: Advanced Professional Experiences in Media

**Deep Exploration (6 credits)**
Any course in the JCOM catalog, including internships, may be used to fulfill this requirement.

**Notes**
• Minors may be encouraged but will no longer be required
• Pre-requisites to remain unchanged
* Classes to be added to current curriculum

---

**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.
QCNR - Watershed Sciences - Fisheries Biology - PhD

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:

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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.

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<thead>
<tr>
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<th>QCNR</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Watershed Sciences</td>
</tr>
</tbody>
</table>

Current Title (if applicable)* Fisheries Biology - PhD

Proposed Title* Fisheries Biology - PhD

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

CIP Code (6-digits) * 03.0301

Minimum Number of Credits (if applicable) * 60

Maximum Number of Credits (if applicable) * 90

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

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:
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Administrative Unit Changes:
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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* The Department of Watershed Sciences at Utah State University seeks to remove the Fisheries Biology PhD degree.

Section II: Program Proposal

Proposed Action & Rationale* Based on discussion among the faculty, a separate degree title for "Fisheries Biology" is no longer useful or needed. A motion to drop the degree was approved at the May 2014 faculty retreat, but was never followed through on administratively.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* No impact to instructional activities is expected. The proposed change will not affect enrollments in the instructional programs of affiliated departments or programs, nor will administrative structures be affected.

Finances* No additional costs or savings are anticipated from this change.

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 - Aviation and Technical Education - Professional Bookkeeping - Certificate of Proficiency

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

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Process and Flowchart

Contact Information:

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Select the Department(s) this proposal involves.

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

| DEPARTMENT (include all cross listed departments) | Aviation and Technical Education |

Current Title (if applicable) * Professional Bookkeeping

Proposed Title * Professional Bookkeeping • Certificate of Proficiency

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

CIP Code (6-digits) * 52.0302

Minimum Number of Credits (if applicable) * 17

Maximum Number of Credits (if applicable) * 17

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
☐ Articulation Certificate
Existing Academic Program Changes:  
- Name Change of Existing Program
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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)

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 the Certificate of Proficiency in Professional Bookkeeping effective Fall 2022. Professional Bookkeeping Certificate of Proficiency is a 17-credit hour stackable credential that will also fulfill requirements leading to the Certificate of Completion in Accounting Practices, Associate of Applied Science in General Technology and the Bachelor’s Degree in Technology Systems (TESY). In addition, this certificate also qualifies students for positions within the finance, accounting, and business world with additional skills geared toward small business ownership and support. A certificate of proficiency allows students ample momentum to facilitate solid foundational skills and give timely successes as the student transitions into industry or higher degree pathways. These successes along the way will serve to support student completions of certificate and degree programs in related areas of interest in the technology sphere which is a hotbed of activity within Utah. Additionally, as a certificate of proficiency, it allows students the ability to earn skills and transition into the professional world quickly.

Section II: Program Proposal

Proposed Action & Rationale*  
The Professional Bookkeeping Certificate of Proficiency has been redesigned through collaboration with industry and faculty-wide committees to facilitate a one-semester certificate offering. The certificate program has been created with the four-corners region as the intended space for re-launch. This will facilitate individuals from the reservation an entry into the University with the ability to gain a viable remote work certification after a semester of college and offer timely expertise to rural parts of the four-corners region. The aim of the Professional Bookkeeping Certificate of Proficiency is to offer students highly sought-after skills into the financial management and accounting services with a marketable skill-set and industry developed curriculum. 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)  
According to the Bureau of Labor Statistics, in 2021 the average annual salary in the bookkeeping industry is $44,100, with a median hourly wage of $21.20 and a projected growth of 16% in Utah over the next ten years. This opportunity is available to students after a semester of training (https://www.bls.gov/oes/current/oes433031.htm). Bookkeeping and accounting have a diverse set of skills for success in this occupation, with opportunities at all skill levels. Understandably, the higher opportunity for earning potential for the student is embedded as their skill set is enhanced through continuing their education and selecting concentration areas continue their skill development in other areas of finance. The purpose of this certificate program is to allow entry-level employees an opportunity for stable and in-demand employment with a short time commitment from the learner. As the proposed Certificate of Proficiency offers accelerated entry 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.
Consistency with Institutional Mission & Institutional Impact

The creation of the Certificate of Proficiency in Bookkeeping will be offered through Technical Education in the Department of Aviation and Technical Education (AVTE) at the Southeast region locations 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 collaboratively-developed certification, as well as a stackable credential toward a one-year certificate in Accounting Practices and the two-year Associate of Applied Science in General Technology. Credits earned in the certificate program(s) will help meet requirements for existing certificate and bachelor’s program requirements:

- CC, Accounting Practices
- AAS, General Technology
- BS, Technology Systems

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. 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.

Finances

The proposed Certificate of Proficiency will be cost neutral. All courses for the certificate are currently developed and 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)

<table>
<thead>
<tr>
<th>Program Curriculum Narrative</th>
<th>One Semester</th>
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<td>Semester</td>
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<tr>
<td>BUEN 2010 Financial Accounting</td>
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<td>BUEN 2050 - Business Law</td>
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<td>BUEN 1050 - Business Mathematics</td>
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<td>BUEN 2210 - Business Communications</td>
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</tbody>
</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 - IT Support and Web Development - 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](mailto:paul.barr@usu.edu)

### Step 1: Select

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>
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</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)</td>
<td>Aviation and Technical Education</td>
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<table>
<thead>
<tr>
<th>Current Title (if applicable)</th>
<th>IT Support and Web Development - Certificate of Completion</th>
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</thead>
<tbody>
<tr>
<td>Proposed Title</td>
<td>IT Support and Web Development - Certificate of Completion</td>
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</tbody>
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### Step 2: Enter

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

<table>
<thead>
<tr>
<th>CIP Code (6-digits)</th>
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<tbody>
<tr>
<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>
<td>Type of Degree (BA, BS, etc.)</td>
<td>Certificate of Completion</td>
</tr>
</tbody>
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### Step 3: Select

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

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

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council
- Yes
- No

Council on Teacher Education
- Yes
- No

Section I: The Request

R401 Purpose
Utah State University requests approval to restructure the Certificate of Completion in IT Support and Web Development effective fall 2022. The IT Support and Web Development Certificate of Completion is a 33-credit hour stackable credential that will also fulfill requirements leading to the Associate of Applied Science degree in IT Support and Web Development, the Associate of Applied Science in General Technology, and the bachelor’s degree in Technology Systems (TESY). In addition, this certificate also qualifies students for positions within the technology, information management, and the business world, with additional skills geared toward small business ownership. A Certificate of Completion allows students ample momentum to facilitate sold foundational skills and give timely successes as the student transitions into industry or higher degree pathways. These successes along the way will serve to support student completions of certificate and degree programs in related areas of interest in the technology sphere, which is a hotbed of activity within Utah.

Section II: Program Proposal

Proposed Action & Rationale
The IT Support and Web Development Certificate of Completion has been foundationally re-designed this year, through collaboration with industry and faculty-wide committees, in order to help rural individuals find a skill set in an emerging technical field in the Southeast. The certificate program has been created with the four-corners region as the intended space for re-launch. This will facilitate individuals from the reservation an entry into the university with the ability to gain a viable for remote work certificate after a year of college and offer timely expertise to rural parts of the four-corners region. The aim of the IT Support and Web Design Certificate of Completion is to allow students industry certifications and highly sought after skills into the information technology and front-end service design space with a marketable skillset and industry developed curriculum. Students who complete the certificate will be prepared to work in the industry or create their own small business built around their acquired skills. These areas of proficiency are often associated with moderate barriers for entry. These barriers include certifications that can be cost prohibitive or location prohibitive based on testing access for these industry certifications.
Labor Market Demand (If applicable)

According to the Bureau of Labor Statistics, in 2021 the average annual salary in the Informational Technology industry is $85,460, with a median wage of $31,47, significantly higher than the average wage for all industries in the state (https://www.bls.gov/oes/computer-and-information-technology/computer-support-specialists.htm#tab-5). Information technology is a sizable occupation with a moderate barrier for entry and a higher opportunity for earning potential for the technician once the student selects a concentration area and begins completing training in a specified emphasis area. Average wages fluctuate depending on the information technology area of expertise, with telecommunications earning a median wage of $74,220 and computer systems designers earning $66,000 per year. An opportunity to earn certifications in information technology during the course of one year will allow students to become familiar with higher education and gain current and lucrative occupational training in a short period of time.

Information technology and web development jobs fall within similar occupations of designers, surveyors, and emerging technical fields. These are occupations where specific tasks and expectation of training is determined by the industry, most often in industry settings. However, with the opening of telecommuting work opportunities becoming a more viable option for many businesses, the opportunities of highly technical fields are opening to areas of the state largely untouched by the tech boom happening on the Wasatch Front. This program redesign in an opportunity to meet the needs of industry and the communities to help alleviate the burden of students moving away to pursue a high-paying career. As the proposed Certificate of Completion 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.

Consistency with Institutional Mission & Institutional Impact

The restructured Certificate of Completion in IT Support and Web Development will be offered through Technical Education in the Department of Aviation and Technical Education (AVTE) at the Southeast region locations in Price and Blending. Existing faculty, staff, facilities and equipment will continue to implement and sustain the proposed certificate program. No additional resources will be required.

The Certificate of Completion will provide independent, nationally developed certifications as well as a stackable credential toward a two-year Associate of Applied Science in IT Support and Web Development or General Technology. Credits earned in the certificate program(s) will meet requirements for existing certificate and BS program requirements:

- AAS, IT Support and Web Development
- AAS, General Technology
- BS, Technology Systems

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. The proposed Certificate of Completion would likely lead toward the emphasis in technology systems. The proposed certificate provides an opportunity to develop region-specific training at a USU residential campus 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.

Finances

The restructuring of the Certificate of Completion will be cost neutral. All courses for the certificate are currently developed and offered. No new faculty, staff, 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)

<table>
<thead>
<tr>
<th>Program Curriculum Narrative</th>
<th>One Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall Semester</td>
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<tr>
<td>BCIS 2610 - Administering Windows Professional</td>
<td>3</td>
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<tr>
<td>BCIS 1410 - Spreadsheet I (Excel)</td>
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<td>BCIS 2330 - Business Data Communications and Networking</td>
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<td>BUSN 2200 - Business Communications</td>
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<td>Effective - any BCIS or BUSN Course</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.
CEHS - Communicative Disorders and Deaf Education - American Sign Language Teaching - Minor

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>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Communicative Disorders and Deaf Education</td>
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<tr>
<td>Current Title (if applicable)*</td>
<td>American Sign Language Teaching - Minor</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]

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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>Minor</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)
Additional Approvals (if applicable)

Graduate Council*  Yes

Council on Teacher Education*  Yes

Section I: The Request

R401 Purpose*  Request to discontinue the ASL Teaching minor.

Section II: Program Proposal

Proposed Action & Rationale*  The Department of Communicative Disorders and Deaf Education propose discontinuation of the ASL Teaching minor due to the department's inability to provide necessary coursework and supervision of practicum experiences.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*  Discontinuation reconciles department's current degree offerings.

Finances*  No cost impact. Minor has not recently been offered.
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.
CEHS - Nursing - Nursing - RN to BSN

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.

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<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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</tr>
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<tr>
<td>Proposed Title*</td>
<td>Nursing - RN to BSN</td>
</tr>
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</table>

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

**CIP Code (6-digits)** 51.3801

**Minimum Number of Credits (if applicable)** 122

**Maximum Number of Credits (if applicable)** 125

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

**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
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- Program Suspension
- Program Discontinuation
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

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

Additional Approvals (if applicable)

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

Section I: The Request

R401 Purpose*  Name change request for accuracy.

Section II: Program Proposal

Proposed Action & Rationale*  The current name of RN to BSN Completion Program (online program) is inconsistent with the naming convention of our other programs.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*  The proposed change will not impact the USHE system.

Finances*  No additional costs or savings are applicable.

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 - Data Analytics and Information Systems - Data Analytics - Minor

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.

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<tbody>
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<td>DEPARTMENT (include all cross listed departments)*</td>
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Step 2: Enter the Correct CIP Code Using the Following Website: Classification Instructional Programs

CIP Code (6-digits) * 30.7101

Minimum Number of Credits (if applicable)* 15

Maximum Number of Credits (if applicable)* 15

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

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 proposal is to create a new undergraduate minor in Data Analytics.

Section II: Program Proposal

Proposed Action & Rationale* With the approval in 2021 of the BS/BA program in Data Analytics (DA), this new minor will provide an additional option for students within the Huntsman School and across USU outside of the DA program who want to complement their own majors with additional analytics skills.
This minor will better position the Jon M. Huntsman School and Utah State University to support the increasingly data-driven economy and workforce. It represents a key part of the Huntsman School’s strategic plan to meet student and employer needs. This strategy has been developed over the past several years in response to professional recommendations and requirements, and in collaboration with Huntsman’s corporate partners and recruiters, the college’s and department’s advisory boards, and Huntsman faculty and students. The Association to Advance Collegiate Schools of Business (AACSB) – the accrediting authority for university business programs – recently observed that “Business demand for graduates with data analytics knowledge and skills has exploded, while the field itself is still evolving and changing rapidly, with new strategies, tools, and techniques coming online daily. These dynamics are challenging business schools to respond with innovative programs and curricular approaches that are connected deeply with practice.” In 2011, a panel report at the International Conference on Information Systems (ICIS) recommended that IS (Information Systems) departments incorporate business analytics and big data into their programs (see Gefen et al., 2011). Data Analytics and Information Systems (DAIS) faculty within the Huntsman School found that fewer than 1% of IS programs offered programs in data analytics in 2011. This percentage grew to 28% in 2018 and continues to increase, with 61% of IS programs in AACSB-accredited schools now offering programs in data analytics (Mills, Fadel, Chudoba, & Olsen, research in progress).

The generous gift from Jon M. Huntsman in 2007 and the renaming of the school reinvigorated the student focus, establishing Analytical Rigor as one of the four central pillars supporting the Huntsman School mission. The Huntsman School and the Data Analytics and Information Systems Department have worked diligently over the past several years to address these demands, adding faculty with analytics expertise and creating relevant courses to better prepare graduates. For example, critical courses in database management, Python, machine learning, and data visualization have been added. This addition of appropriate expertise and curriculum led to the approval in 2020 of an undergraduate program in Data Analytics. A complementary proposed minor in Data Analytics will further reinforce USU’s and USHE’s strong commitment to the numerous and varied analytics-oriented careers in the private sector, particularly in tech. This is critical for the sake of the business professions, the Huntsman School, and its students and corporate recruiting partners, particularly because of the acute employment pressures just within the state of Utah.

This new minor will support USU’s academic mission by making students more aware of and better prepared for the dramatically growing breadth of opportunities in data analytics within the private sector across the state and region. It will also ensure that Utah employers understand USU’s commitment to meeting their needs by producing qualified graduates who are ready for the rapidly evolving tech- and data-driven economy. This is particularly important in light of USU’s land-grant mission: a recent Kem C. Garner Institute report about the tech industry in Utah (see https://gardner.utah.edu/wp-content/uploads/2019TechReportVol1.pdf) points out that 28 of 29 Utah counties have at least one tech company. This minor will be offered across all of USU's campuses, helping to further support USU's statewide reach.
Finances*  
No additional resources will be required to offer this option for students. The required and elective courses have already been created to support the approved undergraduate major in Data Analytics.

Section III: Curriculum (if applicable)

<table>
<thead>
<tr>
<th>Program Curriculum Narrative</th>
<th>The Data Analytics minor will be comprised of 15 credits, with 12 credits from four required courses and three elective credits:</th>
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</thead>
<tbody>
<tr>
<td>Required Courses</td>
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</tr>
<tr>
<td>• DATA 3300 - Introduction to Modern Data Analytics (QI)</td>
<td></td>
</tr>
<tr>
<td>• DATA 3330 - Database Management</td>
<td></td>
</tr>
<tr>
<td>• DATA 3400 - Data Visualization with Tableau</td>
<td></td>
</tr>
<tr>
<td>• DATA 3500 - Introduction to Python Programming</td>
<td></td>
</tr>
<tr>
<td>Choose one elective course</td>
<td></td>
</tr>
<tr>
<td>• DATA electives (3000-level or above)</td>
<td></td>
</tr>
</tbody>
</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.

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Proposal and Contact Information

Instructions for Completing R401:

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

Contact Information:

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Select the Department(s) this proposal involves.

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

| DEPARTMENT (include all cross listed departments)* | Data Analytics and Information Systems |

| Current Title (if applicable)* | none |

| Proposed Title* | Web Development - Minor |
Step 2: **Enter** the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

- **CIP Code (6-digits)** * 11.0103

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

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

---

**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
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- 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 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 proposal is to create a new undergraduate minor in Web Development.

Section II: Program Proposal

Proposed Action & Rationale: With the approval in 2021 of the Web Development emphasis under the Information Systems (IS) BS/BA program, this new minor will provide an additional option for students within the Huntsman School of Business and across Utah State University outside of the IS program who want to complement their own majors with additional web computing skills.
Labor Market Demand (if applicable)

This minor will better position the Jon M. Huntsman School of Business and Utah State University to support the increasingly tech-driven economy and workforce. Web development has long been a focus of the Data Analytics and Information Systems Department, with courses provided in web interface programming, electronic commerce, and web analytics. This collective expertise and course content led to the approval in 2020 of a Web Development emphasis under the newly restructured Information Systems (IS) undergraduate degree program. This emphasis is helping students to better communicate their specific skills and competencies and align with employer needs. The complementary proposed minor in Web Development will further reinforce USU’s and USHE’s strong commitment to the numerous and varied analytics-oriented careers in the private sector, particularly in tech. IS represents a relatively broad field, and the Web Development minor will further allow the DAIS Department to more effectively leverage the Huntsman School’s career development resources in developing relationships with corporate recruiters. It represents a key part of the Huntsman School’s strategic plan to meet student and employer needs. The market for graduates with web computing and other IS skills has continued to strengthen dramatically across the state and region. A recent report from the Kem C. Garner Policy Institute at the University of Utah demonstrated that the Utah tech industry is growing twice as fast as other industries in the state, and three times as fast as tech in other U.S. states (see https://gardner.utah.edu/wp-content/uploads/2019TechReportVol1.pdf). Wage growth in tech grew by nearly 17 percent in Utah during 2018, and the industry overall supports nearly 1/5 of Utah’s economy. These needs are further delineated by the Utah Jobs Outlook, which anticipates that areas such as software development and applications, market research analysts, and management analysts are among the top five fastest growing occupations in Utah. This same report identifies these opportunities as among the best in Utah that require at least a bachelor’s degree. The skills students acquire in the Web Development minor will provide key opportunities in the software and market research domains.

Consistency with Institutional Mission & Institutional Impact*

The new Web Development minor will support USU’s academic mission by making students more aware of and better prepared for the dramatically growing breadth of opportunities in the tech sector across the state and region. It will also ensure that Utah employers understand USU’s commitment to meeting their needs by producing qualified graduates who are ready for the rapidly evolving tech- and data-driven economy. This is particularly important in light of USU’s land-grant mission: a recent Kem C. Garner Institute report about the tech industry in Utah (see https://gardner.utah.edu/wp-content/uploads/2019TechReportVol1.pdf) points out that 28 of 29 Utah counties have at least one tech company. This minor will be offered across all of USU’s campuses, helping to further support USU’s statewide reach.

Finances*

No additional resources will be required to offer this option for students. The required and elective courses for the proposed minor have already been created or are concurrently advancing through the approval process.

Section III: Curriculum (if applicable)
The IS-Web Development minor will be comprised of 15 credits, with the following required courses:

**Required Courses**

- IS 3600* – Introduction to Cloud Computing
- DATA 3500 – Introduction to Python Programming
- IS 3700* – User Interface/User Experience Web Design
- IS 5700* – Advanced Client-Side Web Application Development
- IS 5750* – Advanced Server-Side Web Application Development

Substitutions may be approved by the department on an individual basis.

[NOTE: * indicates new (DATA 3600 and IS 5700) or existing courses (IS 3700 and IS 5750) currently progressing through Curriculog.]

---

**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: Doctor of Veterinary Medicine and College of Veterinary Medicine

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): Animal, Dairy and Veterinary Sciences

Classification of Instructional Program Code\(^1\): 6 - Digit CIP: 01.8001

Min/Max Credit Hours Required of Full Program: Min Cr Hr 175.5 / Max Cr Hr 200

Proposed Beginning Term\(^2\): Summer 2024

Institutional Board of Trustees' Approval Date:

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

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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):

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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.
Section I: The Request

Utah State University’s Department of Animal, Dairy and Veterinary Sciences requests approval to create a College of Veterinary Medicine and approval to offer the Doctor of Veterinary Medicine (DVM) degree.

To be effective on: May 1, 2024

This program was approved by the institutional Board of Trustees on:

Section II: Program Proposal

Purpose

Utah State University (USU) requests approval to offer a Doctor of Veterinary Medicine degree and to establish a College of Veterinary Medicine, effective summer semester 2024.

The state of Utah has supported a School of Veterinary Medicine at Utah State University, which is part of a 2+2 program in collaboration with its regional partner, the Washington State University College of Veterinary Medicine (WSU CVM), since 2012. Currently, the USU School of Veterinary Medicine provides the first two years of coursework at Utah State University’s Logan campus, with students transferring to Washington State University for their final two years. The first two years of instruction, taught at USU, are classroom and laboratory-based. The third year consists of pre-clinical coursework and preparation, and the fourth year of clinical rotations. Both are taught at WSU. Students in the current program graduate with a DVM degree from Washington State University.

The objective of this description is to provide a foundation for the proposed plans to expand the existing two-year program into a full, four-year veterinary medicine program, administered through a designated USU College of Veterinary Medicine (USU CVM) that will confer the degree Doctor of Veterinary Medicine (DVM) from Utah State University.

Program Description

The proposed USU CVM will have objectives of: 1) conferring the DVM degree to graduating veterinarians with highly developed practical veterinary and professional skills; 2) educating veterinarians with expertise relevant to Utah’s current and future animal and public health needs, particularly serving rural Utah; 3) creating the veterinary expertise and knowledge to support rural development and sustainability, including livestock production and equine industries; and 4) developing a research-intensive faculty group to address the needs for research, development, and expertise in veterinary and comparative medicine and health.

The plan for the USU CVM program is based on accepting 80 new students per year into a four-year program. The increase in student number will be phased in, starting in 2024, when the inaugural class will be comprised of 40 students, followed by admission of 80 students in 2025. To accommodate a total of 320 students in addition to faculty and staff, a new facility will be built and existing clinical facilities expanded. As is typical for all veterinary schools, student applications will be managed through the Veterinary Medical Application Service (VMCAS). In years one through three, students will complete approximately 40 credits of instruction per year (about 120 credits total), in a schedule that will maintain full compatibility with the USU academic calendar. Student instruction is envisioned to be face-to-face with student access to resources and student administration that will be
managed using modern integrative software platforms (web based) to optimize student learning experiences, while minimizing administrative cost.

To operate, all veterinary medical programs must be accredited by the American Veterinary Medical Association (AVMA) as a commitment to quality and continuous improvement through a rigorous and comprehensive peer review (see section External Review and Accreditation). While there will be some flexibility in details and organization of the curriculum of the envisioned program, the new school must function within the parameters specified by the AVMA, which ultimately will drive the design of the curriculum (https://www.avma.org/education/center-for-veterinary-accreditation).

The provisional curriculum will follow an integrated core/elective model and will be “non-tracking”, meaning that generalized medicine will be taught instead of using early division into large or small animal medicine tracks, to maximize graduates’ professional versatility and likelihood of success. The curriculum in the fourth year will be delivered in collaboration with the veterinary community predominantly from Utah, and will be outcome-based. The general veterinary education curriculum will: provide a solid foundation of comparative veterinary medicine necessary for clinical practice treating all domestic species, ensure a student’s basic understanding of environmental and public health, emphasize good agricultural practices and outbreak control, and involve students in cutting-edge biomedical research. The curriculum will prepare students for rural practice as a foundation for all branches of veterinary specialization and continuing education. In the first three years, core preclinical courses covering the scientific bases of veterinary practice, clinical and anatomic pathology and medicine, as well as practica and laboratory-based clinical courses and electives will prepare students for clinical rotations in the fourth year. Overall learning emphasis will be focused on four areas: agricultural animal health, equine health, public health, and small animal practice. At the end of the third year, all students will take the North American Veterinary Licensing Exam (NAVLE), with the goal that 100% of students will pass this qualifying exam.

The fourth year of the curriculum is entirely dedicated to student clinical rotations and will be based on a “Distributed Veterinary Teaching Hospital” (DVTH) model. In the DVTH, clinical training will be provided in on-campus (20%) and off-site (80%) rotations. In this model, core clinical training therefore occurs primarily at non-centralized locations, where students are trained in private veterinary clinics by CVM clinical faculty in collaboration with veterinary practitioners, who have structured formal relationships with the CVM, and who will act as adjunct instructors. Clinical resources will be provided by the USU CVM in new and existing facilities on USU’s Logan campus, at the Utah Veterinary Diagnostic Laboratory, the USU Animal Science Farm, and by CVM faculty working with partnering organizations within the DVTH. These off-site locations provide access to a variety of clinical experiences and cases, and exposure to different working environments, leading to enhanced competencies and awareness of different methods and styles of performing veterinary work. Private veterinary businesses providing student learning experiences under the training and guidance of CVM faculty will receive set financial incentives and USU CVM quality certification.

Compared to the traditional veterinary medicine training model, the DVTH fosters improved immediate job-readiness of graduates founded on competency-based learning. In addition, the DVTH offers greater cost control because it eliminates the need for costly renovations and updates that are a typical necessity of a brick-and-mortar teaching hospital after the first 10 years of operation. Through the DVTH, skilled medical professionals are placed in communities throughout the state, including rural ones, which enhances veterinary services available to Utah citizens, animal industries, and state agencies. Another advantage of the distributed clinical model is that it will complement, but not compete with, existing veterinary practices in Utah.

**Consistency with Institutional Mission**

The mission of the new USU CVM will be to provide professional veterinary medical education; engage in basic and clinical biomedical research; and serve the public through continuing education, disease outbreak control, and outreach to meet the needs of the state and people of Utah.
This mission is closely aligned with the mission of Utah State University: 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.

The mission of the proposed USU CVM is therefore closely aligned with USHE policy R312 (https://ushe.edu/ushe-policies/policyr312/).

Section III:
Needs Assessment

Program Rationale
USU has been operating a shared veterinary school program, created by the Utah State Legislature in 2011, for a decade. Despite its outstanding success, the existing 2+2 program has not been able to satisfy either the workforce demand in the state, or the demand for student seats in a DVM-granting program. According to the AVMA, there is a nationwide 2:1 ratio of students seeking admission to a veterinary medical program to the number of available seats. An important goal is therefore to provide a higher number of Utah students with access to veterinary medical education that addresses the increasing shortage of veterinarians in Utah, the Intermountain region, and the nation. Another benefit is that Utah resident students who are accepted into the current 2+2 program physically move to Pullman, WA, after their first two years in Logan, which is a logistical and financial burden to the students.

Furthermore, students, who complete the first two years of the program at USU and then move to Pullman (WA) for the remaining two years of the program, do not count as USU graduates in the USU statistics of student outcomes. The university is not credited for the success of these students because they graduate with a DVM degree from Washington State University. All of these problems will be addressed by the proposed four-year program.

Additional Impacts. The current program has the experience and expertise to successfully mature into a full four-year program that will be able to meet the needs of prospective students, agricultural producers, veterinarians, and other stakeholders, while providing additional benefits to the state of Utah. Financially, the new program will annually capture the approximately $3.7M in tuition that currently leaves the state and gain an additional estimated $10.9M in tuition.

Research: Because complete, freestanding colleges of veterinary medicine are inherently deeply grounded in biomedical research, their host institutions tend to be the most competitive recipients of federal research funding among land-grant universities. On average, every $20M invested by states into schools of veterinary medicine realizes a return of $48M in research dollars alone (JAVMA.241.7.869). Federally funded research also results in added opportunities for students to get involved in life sciences research and contributes to graduate programs at the university.

Job Creation: The new school will address the shortage of veterinarians in Utah (see Labor Market Demand section below). In addition, besides providing veterinary education, the CVM has the potential of attracting highly qualified researchers and health professionals, as well as biomedical industry businesses to Northern Utah, and will thus represents a significant economic generator for the entire state of Utah.

Public Health Support: In line with the modern concept of “One Health,”—an approach emphasizing the interconnectedness of animal, human, plant, and environmental health—animal
health is public health. The National Institutes of Health reports that 61% of human pathogens originate in animals. This is true of the SARS-CoV-2 virus that caused the COVID pandemic, brucellosis, hantavirus, Lyme disease, West Nile virus, and rabies. The college’s faculty will build collaborations with colleagues in human medicine and bolster Utah’s bioscience and biomedical industries.

**Food Security:** The new school will provide additional expertise in agricultural and animal science to more adequately protect Utah’s food and crop sources. Agriculture in Utah is a $1.82 billion industry. Animal agriculture is $1.28 billion of this, with 25 of the state’s 29 counties reporting livestock as the dominant facet of their agricultural economy (2020 USDA-NASS Report).

**Wildlife and Natural Resources:** Wildlife species are important to recreation in the region and to the ecosystems they inhabit. As the state’s population continues to grow, people move into areas that were previously wildlife habitat. And as more people visit Utah to experience national parks and wilderness areas, people will increasingly have contact with wildlife. Veterinary medical expertise is a critical factor in protecting people and animals.

The new CVM is expected to raise educational attainment and the quality of veterinary care in Utah, while enhancing the biomedical infrastructure throughout the state. Benefits to Utah communities attributed to the envisioned model of distributed veterinary clinical teaching are laid out above (in the Program Description section).

**Labor Market Demand**

It is relevant to look at the labor market demand from a national, regional, and local perspective. There are just 33 accredited veterinary medical colleges in the United States. By comparison, there are 155 accredited MD-granting institutions and 37 accredited DO-granting institutions in America. As such, the formation of an additional accredited DVM-granting college of veterinary medicine has the potential to make a substantive impact on the available labor pool of veterinarians.

According to the U.S. Bureau of Labor Statistics (2020), employment growth rate for veterinarians is classified as “much faster than the average”, with a projected 17% rate of growth between 2020 and 2030. This rate of growth is double that of all occupations which are expected to grow at just 8%. The AVMA reinforced this projection by noting that the market for veterinarians continues to see signs of positive economic movement with increased incomes and a low unemployment rate for the veterinary sector of 0.8%, well below the 3.9% national unemployment rate reported at the end of 2019. The Association of American Veterinary Medical Colleges (AAVMC) stated that 94.6% of graduating veterinarians reported having found full-time employment in 2020. Additional indicators suggest that nearly 100% of all graduates found employment or additional schooling opportunities (residencies and internships) shortly after graduation.

Long-term occupational forecasts (2018-2028) from the U.S. Bureau of Labor Statistics project 5,100 annual openings. This projection is exacerbated by an additional 4,539 veterinary full-time equivalents (FTEs – 40 hours per week equals one FTE) needed to backfill a six-year negative underemployment trend (this was measured as the desire to increase/decrease hours worked for an equivalent increase/decrease in compensation). In effect, veterinarians are working too much and want to cut back their hours, but are not able to find enough help to do so. This suggests that there are 8,000-10,000 FTE positions available nationally for veterinarians to fill currently. The AVMA reported that in 2019 there were only 3,187 U.S. citizen graduates from U.S. based accredited institutions (Figure 1). Another 1,530 U.S. citizens were trained and graduated from international veterinary programs. The presumption is that most of the foreign-trained practitioners who are U.S. citizens will return to the U.S. (though there is no supporting data to confirm this). The total number of U.S. citizen graduates meet approximately half of the current need. Irrespective of the interest in backfilling open positions, there are not enough U.S. citizens being trained globally (4,100-4,700) to
fill the demand within the United States (5,100). This issue is not related to interest in the profession, but rather to a lack of seats available to train the number of veterinarians needed.

Looking at local and regional labor market demands, the U.S. Department of Labor also compiles industry information for all business and employment sectors at a state level and conveys the resulting comparison as a location quotient. Location quotients compare the concentration of an industry within a specific area to the concentration of that industry nationwide. Location quotients are ratios that allow an area's distribution of employment by industry, ownership, and size class to be

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Figure 1: Total Number of U.S. Citizen Veterinary Graduates
Note: U.S.-based institutions only graduated 3,187 of the 4,717 total graduating veterinarians. International programs are increasing enrollments to compensate for the need at a faster pace than U.S.-based institutions.

Figure 2: Employment, Location Quotient, and Wage Data Comparison
compared to a reference area's distribution. The reference industry is always the all-industry, all-ownerships total for the local area, and for the nation. If an LQ is equal to 1, then the industry has the same share of its area employment as it does in the nation. An LQ greater than 1 indicates an industry with a greater share of the local area employment than is the case nationwide. Utah currently has 15% fewer veterinarians to support the population than the national average as it has an LQ of 0.85 (Figure 2) ranking it 42nd among all states.

Figure 2 also displays the states with the highest employment per capita and LQ for comparison to the Utah numbers. Nevada ends up being ranked 48th in the nation, even though the annual mean wage is higher than in Utah.

The U.S. Department of Labor state employment projections for Utah also projects a 73% change in the number of veterinarians needed over the next decade to serve the population. This projection equates to an additional 560 new positions needing to be filled in the state over the next decade, or an average of 56 per year. Utah had the fastest growing population in the nation, growing 18.4% over the last decade. With a population size of 3.27 million people (as of July 2019, www.census.gov), Utah is ranked 30th in the nation for population making it larger or similar in size to Oklahoma, Iowa, Kansas, Missouri, and Oregon, which all support veterinary colleges in their state.

Student Demand

The rigors and responsibilities of modern veterinary medicine require the best and the brightest students. The AAVMC conducts short- and long-range examinations of the profession’s applicant pool, ensuring the availability of a stream of highly qualified applicants. The applicant pool for those aspiring to become veterinarians remains strong, in spite of highly publicized veterinary economic challenges related to salaries, workforce opportunities, tuition costs, and student debt (AVMA, Action Agenda 2019). Across all AVMA Council on Education-accredited programs of veterinary medicine, which include both U.S. and international schools, there is a 2:1 ratio of applicants to available first-year seats (Figure 3). This upward trend has been consistent and is expected to remain similar for the foreseeable future.

The current 2+2 Washington-Idaho-Montana-Utah (WIMU) program at USU accepts approximately 20 Utah resident and 10 non-resident students per year. This number was determined based on space limitations at both Utah State University in years one and two of the program, and at
the Washington State University College of Veterinary Medicine for years three and four of the program, and estimates of local labor market demand at the time of the program’s start a decade ago. Though from a global perspective, approximately 50% of applicants are able to be placed into veterinary programs, the acceptance rate is substantively different within the local area. Over the past four years, less than one third of the students applying from Utah have been able to participate in the WIMU program due, in part, to space limitations. Individuals from Nevada, Idaho, New Mexico, Arizona, and Wyoming fare much worse, even with WICHE support. These individuals must seek more expensive educational opportunities elsewhere as non-resident students, which includes becoming part of the 1,530 U.S. citizens per year being educated in foreign veterinary programs as illustrated in Figure 1, above. Over the same period of time, total non-resident applications have averaged 1,001 per year, for the 35 available seats 25 of which are at WSU and 10 at USU.

Similar Programs

Besides the current regional WIMU 2+2 program that is proposed for expansion in this request, there is currently no other veterinary medical school that confers a DVM degree in the state of Utah, nor is there one in Nevada, Wyoming, or New Mexico. Montana and Idaho participate in the current WIMU program with WSU and support 10 students each. There is currently no standalone CVM in the Intermountain West. Figure 4 shows the distance from Logan, UT to each of the institutions currently granting DVM degrees. The map in Figure 5 shows the distribution of the closest veterinary schools surrounding Utah and the projected region of influence, need, and opportunity.

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</tr>
<tr>
<td>Washington State University</td>
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</tr>
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<td>Oregon State University</td>
<td>Corvallis OR 97331</td>
<td>735 miles</td>
</tr>
<tr>
<td>Midwestern University</td>
<td>Glendale, AZ 85308</td>
<td>735 miles</td>
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</table>

Figure 4: Distance from Logan, UT to the Nearest Established CVM.

Collaboration with and Impact on Other USHE Institutions

All USHE institutions offer pre-veterinary advising for students pursuing a bachelor’s degree in anticipation of application to professional veterinary school. Therefore, all USHE institutions (and private colleges and universities in Utah) will benefit from increased student access to a school of veterinary medicine. This is because the number of available seats will increase to a minimum of 40. Each applicant, regardless of USHE institution attended, has been and will continue to be considered for admission using the defined criteria, and will be evaluated by a Utah-based admission committee working under the director of admission. In the 10 years of its existence, the 2+2 WIMU program has recruited students from all colleges and universities in Utah into the program (see Figure 6). Thus, there will not be an advantage for students to do their undergraduate work at any one institution of higher education in the state. The current 2+2 program at USU already has a strong network of communication with pre-veterinary education advisors in Utah and this will only be enhanced by the
outreach planned for the expanded program. In the years since 2016, annual conferences have been held at USU where pre-veterinary advisors from all colleges in Utah were invited to visit and to bring students along who are interested in becoming veterinarians. The events provide information about all aspects of the program, such as prerequisite coursework and admission application procedures so that students at each institution can successfully complete undergraduate requirements and compete for admission. For these events, all travel and boarding, as well as costs for food have been covered by USU. This “Prevet Advisor Conference” program has resulted in very successful and long-standing relationships with student advisors from colleges and universities across the state. Building on this successful model, future collaborations with other USHE institutions will be expanded and enhanced.

Additionally, the chair of the USU Admissions Committee will make at least an annual visit to each of the USHE and private campuses that offer pre-veterinary programs prior to the application cycle and will interact with pre-veterinary students to answer questions and provide information regarding admission. These visits will also provide additional opportunities for face-to-face interaction with each school’s pre-veterinary advisor to receive feedback regarding concerns or emerging problems regarding admission, recruitment of local students, or other concerns/suggestions regarding access to the veterinary program.

The USU School of Veterinary Medicine’s program coordinator will work closely with pre-veterinary advisors to articulate first-year veterinary school coursework, which will provide opportunities for undergraduate students to fulfill fourth-year requirements for completion of their baccalaureate degree. This would allow students from Utah system campuses — if admitted to veterinary school after their third year, but prior to completing their baccalaureate degree — an opportunity to enter veterinary school at USU and apply their first year of veterinary coursework to baccalaureate degree completion at their original undergraduate degree institution. This would allow

Figure 5: Map of the Nearest Veterinary Schools Surrounding Utah. There is currently no CVM in the Intermountain West. Montana State University is shown here, but actually has a 1+3 program with WSU within the WIMU program, where only the first year is taught at MSU.
some students to reduce the amount of time required to earn baccalaureate and Doctor of Veterinary Medicine degrees by one year.

**Benefits:** Colleges of veterinary medicine are often a strength of land-grant universities (as is true for UC Davis, Colorado State, Washington State, and others). This is because of the necessary training of their faculty members in the biomedical and agricultural animal sciences combined with the high degree of commitment demonstrated by their students. Teaching, research, and Extension programs are strengthened by the influx of faculty members, many of whom hold dual degrees (DVM, Ph.D.) and are board certified in their areas of specialty.

In addition to the professional program, graduate education is enhanced, as veterinary college faculty members are expected to have active research programs and be at the forefront of scientific discovery. Recruitment of a larger number of students into the proposed four-year program will further increase demand for qualified students from all of Utah’s colleges and universities. Building structured formal collaborations with these schools to prepare larger numbers of students for admission to the new veterinary medicine program will be a priority. The greater demand for well-prepared applicants should have a positive impact on the size and scope of pre-veterinary student programs offered at all Utah colleges.

![Figure 6: Where Resident Students in the USU SVM Program Attended College for Preparatory work 2012-2021 (n=195).](https://www.cdc.gov/onehealth/index.html)

Additional positive impacts of the proposed program on USHE institutions can be expected from substantially enhanced opportunities for research collaborations among faculty in the proposed USU CVM and researchers at other universities, including the University of Utah and its medical school. The concept of One Health has given direction to interdisciplinary, science-based research solutions to many contemporary problems that affect all people, such as food security, disease outbreak control, and public health. One Health is a collaborative, multisectoral, and transdisciplinary approach — working at the local, regional, national, and global levels — with the goal of achieving optimal health outcomes for interconnected people, animals, plants, and their shared environment ([https://www.cdc.gov/onehealth/index.html](https://www.cdc.gov/onehealth/index.html)).
External Review and Accreditation

The American Veterinary Medical Association Council on Education (AVMA COE) accredits colleges and schools of veterinary medicine (https://www.avma.org/education/accreditation-veterinary-colleges). The current USU School of Veterinary Medicine has been conducted under the umbrella AVMA COE accreditation of the Washington-Idaho-Montana-Utah Regional Program in Veterinary Medicine under the auspices of WSU. The new program proposed here will have to be reviewed and accredited by the AVMA COE to ensure compliance with national and international standards. The AVMA provides clearly defined expectations of graduate competencies and sets rigorous parameters within which the school must function for the accreditation process to proceed. Stipulations laid out by the AVMA will therefore drive the design of the curriculum and of learning objectives and outcomes. As postulated by the AVMA, each veterinary school seeking accreditation has to fulfill strict criteria outlined in 11 standards. The official policies of the AVMA COE specify that each accredited CVM must be a stand-alone college, with its own financial budget, and the dean must hold a DVM degree.

Timeline: The newly appointed dean of the USU CVM will appoint an AVMA COE liaison committee, develop a plan for the AVMA COE self-study, and submit a request for a Letter of Reasonable Assurance from the AVMA COE. Once granted, the reasonable assurance will be valid, with semiannual reports to the AVMA COE, until provisional accreditation is granted when the first class is admitted in 2024. After AVMA COE site visits in years one and four of the program, full accreditation will be granted. Thereafter, veterinary schools must undergo accreditation by the AVMA COE, including a site visit by a delegation from the COE, every seven years to maintain accreditation. The pathway to accreditation is publicly available on the AVMA website (https://www.avma.org/education/accreditation/colleges/pathways-accreditation).

Section IV:

Program Details Graduation Standards and Number of Credits

The proposed new program within the framework of a new College of Veterinary Medicine will be a Professional Practice degree, as defined in R401-3, point 3.1.9.1. “Professional Practice Doctoral Degrees. Provide knowledge and skills for credentials or licenses required for professional practice. Pre-professional and professional preparation for degrees such as the juris doctorate and medical doctorate requires at least six years of full-time study.”

The veterinary medical doctorate (DVM), the degree that will be conferred by the proposed new program, requires at least four years of full-time study, with an average of 185 credits of instruction. Graduation standards are set forth by the AVMA COE. (See sections Program Description and External Review and Accreditation above).

Admission Requirements

The AAVMC works closely with admissions personnel at member institutions and sponsors workshops, conferences, meetings, and related symposia to support admissions and recruitment. The AAVMC has a national recruitment strategy to help identify, inspire, and recruit those students best suited for careers in veterinary medicine. Additionally, the AAVMC’s Veterinary Medical College Application Service (VMCAS) is continually upgraded to provide prospective students and member institutions with highly efficient student recruitment and applicant processing services.

The plan for USU CVM admissions is to use a phased approach to develop a full cohort of students by year four of the program (see Figure 7). This will accommodate instructional resources
that will be limited before the new building becomes available. The size of the inaugural class of the USU CVM will be 40 with a target of 25 resident students and 15 nonresident students. Concurrently, the WIMU program will have three cohorts of approximately 30 students each in years two, three, and four of that program. The second incoming class is expected to be a full complement of students: 40 resident and 40 nonresident incoming students. By year seven, the new program will be fully functioning with a projected student body of 320 students composed of 160 resident and 160 nonresident students (Figure 7).

Typically, a minimum of three years of undergraduate education is completed prior to entering a professional DVM education program, and most students complete a bachelor's degree. However, accelerated tracks without students obtaining a bachelor's degree may be possible. Admission requirements may change as details of the curriculum are developed.

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<th>Residency Status:</th>
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<th>Planning Yr 2</th>
<th>Program Yr 1</th>
<th>Program Yr 2</th>
<th>Program Yr 3</th>
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<td>45</td>
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</tbody>
</table>

**Figure 7: Projected Student Admission.**

The AVMA COE states:

**Sections 7.1-7.3 of the AVMA COE:** The college shall have a well-defined and officially stated admissions policy.

For an application to the USU CVM program to be considered, it must include: a) a complete Veterinary Medical College Application System (VMCAS) application which includes three or more letters of reference with one from a licensed DVM; b) a complete supplemental application; and c) general Graduate Record Examination (GRE) permissible scores that are less than five years old. Pre-professional course requirements are based on semester credit hours and are outlined in section 7.7 below.

**Sections 7.4 – 7.6 of the AVMA COE:** The policy shall provide for an admissions committee, a majority of whom shall be full-time faculty members. The committee shall make recommendations regarding the students to be admitted to the professional curriculum upon consideration of applications of candidates who meet the academic and other requirements as defined in the college's formal admissions policy.

The Office of Admissions will consist of a director of admissions, a recruiter, and an admissions staff assistant to facilitate the recruitment and selection of qualified candidates to the program. An admissions committee shall consist of the director of admissions, faculty, UVMA representatives, and
staff, with the majority of members coming from the faculty ranks. The purpose of the committee is to review and then recommend applicants for positions within the program. The number of committee members will vary depending on the applicant load. Final selection of candidates to the program remains with the college’s dean.

**Section 7.7 of the AVMA COE:** Subjects for admissions shall include those courses prerequisite to the professional program in veterinary medicine, as well as courses that contribute to a broad general education. The goal of pre-veterinary education shall be to provide a broad base upon which professional education may be built, leading to lifelong learning with continued professional and personal development.

**Pre-Professional Course Requirements**

1. **CORE requirements – physical and biological sciences**
   - a. Biology with lab (USU: Biology 1610, 1615, 1620, & 1625) 8 credits
   - b. Inorgan. Chem. with lab (USU: Chem 1210, 1215, 1220, 1225) 10 credits
   - c. Organic Chem. with lab (USU: Chem 2310 & 2315) 5 credits
   - d. Biochemistry (USU: Chem 3700) 3 credits
   - e. Mathematics (USU: Math 1050) 4 credits
   - g. Genetics (USU: Biol 3060) 4 credits
   - h. Statistics (USU: Stat 2000) 4 credits
   
   **43 Total Credit Hours**

2. **General Education Requirements**
   - a. English composition / Communication 6 credits
   - b. Critical Thinking / Reasoning 3 credits
   - c. Arts and Humanities / Social Science / History, etc. 15 credits
   
   **24 Total Credit Hours**

*If an applicant has received or will receive a bachelor's degree prior to matriculation, the General Education Requirements are considered fulfilled regardless of credit hours.

**Section 7.8 of the AVMA COE:** Factors other than academic achievement must be considered for admission criteria.

Other factors include information from the VMCAS and USU CVM Supplemental Application and the interview:

- Veterinary, animal, and research experience
- Extracurricular activities and interests
- Community service/enhancement
- Honors, awards, scholarship, leadership
- Letters of recommendation
- Interview
- Personal statement/essays
- Integrity and ethics
- Written and oral communication skills
- Maturity (poise and professionalism)
- Respect for life
- Compassion and empathy
- Reserve capacity
- Problem-solving skills
- Curiosity, lifelong learning
- Enthusiasm for, motivation, and understanding of the profession
Section V: Institution, Faculty, and Staff Support

Institutional Readiness

Physical Facilities: Research, education, and service activities will be carried out at three major campus sites. The new building on USU's main campus will house classrooms, teaching laboratories, a large surgery suite, faculty and administrative staff offices, research laboratories, and study and conference rooms. Approximately 75% of faculty and support staff will be based in the new facility. Large animal educational experiences during the first three years of the program will be provided at the Matthew Hillyard Animal Teaching and Research Center at the USU Animal Science Farm located approximately eight miles south of the main campus. Anatomic Pathology laboratory training will be performed at the UVDL adjacent to the USU main campus (950 E 1400 N). The new college will be headquartered in a new 133,000 sq. ft. (gross area) building with a Gold LEED (Leadership in Energy and Environmental Design) certification, in accordance with university policy and for compatibility with future energy requirements. The facility will be located at one of three sites currently under discussion at the periphery of USU’s Logan campus.

Classroom space is critical for instruction in the first three years, where student cohorts/classes in a typical veterinary program each stay together in a single classroom for an entire year. To be flexible, each class in years one through three of the program will have a dedicated 2,400 sq. ft. classroom that can be divided into two separate classrooms that can each accommodate 45-50 students. Each of the three major classrooms will, therefore, accommodate 80-85 veterinary students in addition to approximately 15 graduate students. Four smaller, 600 sq. ft. classrooms will be used for teaching elective classes and practica. Furthermore, this facility will have eight small rooms (300 sq. ft. each), with unidirectional mirrors that allow for observation from a small adjacent room on the other side of the mirror, for teaching communication and clinical diagnostic courses. These rooms may also be used for anesthesiology and small animal surgery training, and other activities requiring small group teaching.

Teaching laboratories will be available in the new facility to accommodate core courses throughout the curriculum. The anatomy laboratory will have a capacity of 48 students (1980 sq. ft.) and will be adjacent to a cadaver storage room (660 sq. ft.) and a cadaver preparation room (660 sq. ft.). The new facility will also have a computer laboratory and a radiology laboratory (1650 sq. ft. each; 48 students per laboratory). These two spaces will be used for the anesthesia and radiology courses as well as computer-based assessments in other courses. These spaces can also serve as open computer laboratories. There will be a universal wet laboratory with adjacent autoclave, storage, and preparation rooms (48 students, 3300 sq. ft.) for teaching bacteriology, parasitology and clinical pathology courses. This space will be divisible to enable smaller, 24-person laboratories if needed. A simulation laboratory (20 students, 1100 sq. ft.) with a dry and a wet area and access from the outside will be available for preclinical principles of surgery, anesthesiology, junior surgery and theriogenology training.

Surgery suite will serve as a large open area for clinical instruction, including principles of surgery and junior surgery. This area will accommodate 48 students at 12 tables. Each station will have a surgery table for small animals, one anesthesia machine, an LCD monitor, and a light above the table. The surgery suite will also have support spaces for animal holding (kennels), pre-surgery
animal preparation, scrub-in, post-operation recovery, instrument sterilization, a dispensary room, a storage room, and a small laundry room. There will also be an area dedicated to model storage for the Principles of Surgery course. There will also be gender-neutral private lockers and showers. Research laboratories with open floor plans comprised of 20 modules (660 sq. ft. each) will be able to accommodate at least 20 principal investigators (PIs), who are all expected to be CVM faculty with research appointments. Flexible modular laboratory design, with individual work benches with two to four knee holes each, can be assigned to PIs based on the size of individual research programs. Laboratory support spaces including a cold room (4°C), sterile work benches, fume hoods, storage of flammable and corrosive material, autoclave rooms, -80°C freezer rooms, and a microscopy room will be shared by researchers (approximately 440 sq. ft. per PI). Student researchers and research staff will have separate desk space in cubicles adjacent to the research laboratory area.

Administration and office spaces for faculty and senior staff will be created in a manner to allow for flexible use, including some office cubicles. The new facility will have approximately 60 offices for faculty, staff and administrators including two shared offices for adjunct faculty (7680 sq. ft. total). Support staff at the dean and department head’s offices will have access to 12 workstations (960 sq. ft. total). The dean’s suite will also have common use areas such as break and copy rooms, storage, a reception area, and two conference rooms (1520 sq. ft.). Each of the two department suites will have a copy and break room and a conference room (800 sq. ft.).

Common rooms accommodate faculty and staff for informal interaction to address the wellness focus of the program. There will be 10 collaboration rooms (120 sq. ft. each) for meetings of up to six people with monitors and computer docking capabilities, one student lounge/forum room (1800 sq. ft.), and a library/reading room (1200 sq. ft.). The building’s eating area will have sufficient seating to accommodate at least 50 people to allow a central common area for informal meetings, planning, study, and student/faculty interaction. Adjacent to the eating area there will be grab-and-go services and vending machines as well as space for students to sell veterinary related merchandise.

Parking space will be adjacent to the building to accommodate students, faculty, staff, and clinical requirements (because of the distributed model, which requires faculty and student mobility, and to allow public access to the envisioned small animal practice).

As a future development, a small and large animal veterinary specialty clinic are envisioned, which would support local veterinarians and provide services to the local community after hours and on weekends, while providing students with clinical experiences under the supervision of CVM veterinary practitioners. This future clinic will provide services not typically offered by local practitioners, including advanced imaging, ophthalmology, cardiology, and oncology. The clinic could be planned as an annex, or a separate small building adjacent to the main building.

Students: The current program already has extensive experience with implementation of the first two years of the envisioned four-year program. Since 2012, there have been 304 students admitted into the current 2+2 SVM program at USU representing nine classes of students. During this time, only five students have chosen to drop out or were not allowed to complete the program, which equates to a 1.8% attrition rate.

Communications with the USU SVM indicate that all graduating students have been able to pass the North American Veterinary Licensing Examination (NAVLE), and find employment in the veterinary profession. Data from regional sites compared to the WSU cohort are considered to be indistinguishable in their performance as measured over time. However, the most recent statistics indicate that Utah-based students are performing very well in comparison with all students in their third year of the program. During the third year of the program, all regional campuses participate in courses at WSU and the experience can be considered equivalent. Prior to the third year, students at regional sites are taught using the same learning objectives and standards, but the educational experience is undoubtedly different, though comparable.

Data from the most recent cohort (class of 2022) to attend WSU in year three show exceptional student performance. In the class of 133 students (30 from USU, 92 from WSU, and 11 from MSU),
where 21 students made the dean's honor roll, 10 were from the Utah cohort. This equals 11% of the WSU cohort, but 33% of the USU cohort. Of the top 10 students, seven were from the USU program. More notable is that among the top 13 students in the entire class of 133, nine were from the Utah cohort and the top three students in the class were from USU. These data highlight experience and readiness of the current program to expand on existing strengths, given that the current faculty and staff will continue to operate in the new program. The proposed expansion will be organized and led by a new dean (TBD) upon approval of this request. The proposed structure of the new college is shown in Figure 8 (below).

**Faculty:** The governance structure of USU ensures both appropriate administrative support and academic oversight. The dean of the CVM will report to the provost and the executive vice president of USU. The USU CVM will be organized in a centralized model with two multidisciplinary departments. The associate dean for academic affairs and the director of clinical programs together provide oversight for the fourth-year rotations.

Figure 8: Proposed Organizational Structure of the USU CVM.

Faculty members are responsible for designing, implementing, maintaining, and refining a challenging, contemporary curriculum that encompasses a variety of basic and clinical science courses, all designed to prepare students for careers in veterinary medicine. Faculty strive to bring high levels of enthusiasm, competence, and commitment to their teaching duties, while at the same time aspiring to serve as mentors, coaches, and role models for students enrolled in the DVM program. Faculty members are responsible for the curricular content they offer, the methods of student assessment they employ, and are responsible for determining whether students have demonstrated sufficient proficiency or mastery in each aspect of the curriculum.

The current body of faculty is comprised of 22 faculty (15 tenured or tenure-track, and seven professional practice (clinical) track), as well as four part-time faculty, as listed in Appendix C. An additional 32 faculty (20 tenure track and 12 non-tenure (clinical) track faculty), as well as nine part-time faculty are expected to be hired in the course of the expansion into the proposed four-year program (see Appendix C), which will supplement the existing faculty and provide the required academic and clinical strengths to provide instruction in all four years of the program.

To foster faculty development, faculty and clinical instructors will have access to training in methodology, didactics, and pedagogy of learning and education through the USU Empowering Teaching Excellence (ETE) program (https://www.usu.edu/teach/index), and training within the new college. Training in veterinary specialties will be provided by regular continuing education (CE) events.
provided by the college. Training for veterinary practitioners will be made available through faculty and staff programs provided by the new CVM.

Competition for hiring excellent faculty and instructors is expected to be a challenge; however, the growing number of alumni from the current program provides an excellent pool of candidates from which to draw.

The proposed new facility should house the bulk of the CVM operation. The USU CVM would have two equally sized departments, where one would focus more on preclinical science, and the other one would have an emphasis in clinical education. However, in each of them, there should be faculty of both the clinical and basic sciences to foster collaboration, allow each department to have research activities, and improve communication.

Administrative faculty will include the dean, two associate deans (academic affairs and research) as well as two department heads, and two directors (for admissions and for clinical partnerships).

At least 20 faculty across the two departments will also have strong research appointments which require research laboratory space.

Senior staff administrators will include a director of clinical programs, director of admissions, director of student services, a financial officer, at least one wellness professional and a clinical psychiatrist, as well as an IT systems administrator, a development officer, a curriculum development and enhancement mentor, and an executive assistant to the dean.

Staff

The new college will hire approximately 57 staff. This is in addition to the existing staff that serve the program at present. This includes advisors, program coordinators, IT support/content/design, a recruiter, marketing staff, administrative assistants, business services staff, lab technicians, and research personnel.

The USU Office of Human Resources will provide guidance, and all hiring will follow USU’s policies and procedures. USU will reach out to local and state entities that may have a pool of qualified applicants as well as initiate national searches through professional organizations and networking.

Staff development will be integral to the support of the CVM program. All staff will need to attain expertise in their respective areas and will be afforded opportunities through on-campus training networks and on-site mentors. Lab technicians, research assistants, and other support staff will participate in training directly related to their specific areas.

Student Advising

Veterinary medical education is extremely demanding and can be very stressful. Students will be assigned to support groups consisting of six students and one faculty member. Support groups will meet two-to-three times per semester over lunch to discuss matters of mutual concern. In addition, the faculty member will serve as the faculty advisor for the students in the assigned support group.

It is fairly common for veterinary students to need professional counseling to help them deal with academic or personal problems that can accompany the demanding curriculum. Professional counseling on the USU campus will be provided by a dedicated wellness counselor and staff in the Center for Counseling and Psychological Services.

Library and Information Resources

Library and Information Services will mainly be provided by the Merrill-Cazier Library on the main USU campus, which provides access to almost two million print books and journals, 7,600,000 e-books (including over seven million in the Hathi Trust Digital Library), 480,000 government publications, and over 60,000 electronic journals. The USU CVM will continue its partnership with
USU Libraries to provide services, develop, and manage all library and information resources, and will oversee management of a dedicated 1,200 sq.ft.-room in the new CVM building with its reference book library and additional online electronic resources.

Additional resources are available online to veterinary students through the Merrill-Cazier Library, which will receive financial support from the USU CVM, similar to relationships other colleges maintain with USU Libraries.

Projected Enrollment and Finance

The CVM expects the first class of 40 students to be enrolled in 2023-24. It is anticipated that with the completion of the building, enrollment will increase to 80 students. By year five of the program, a full cohort of 320 students is expected (see table in Appendix D).

The CVM will cover salaries and benefits for all faculty and staff through state appropriations ($21.4M). Operating expenses will be paid for through tuition ($14.56M). This includes all expenses related to the daily operations of the college, course materials, specialized equipment, fleet, and supplies, software programs and licensing, fourth-year clinical rotations, and professional development.

Section VI: Program Evaluation

Program Assessment

The plan for the new USU CVM program was developed by a USU steering committee. The committee did a comprehensive feasibility study and developed recommendations for what would be needed to implement the program. As stated in the section External Review and Accreditation above, all veterinary medical programs must be accredited by the AVMA. While there will be some flexibility in details and organization of the curriculum for the envisioned program, the new school must function within the framework parameters specified by the AVMA, which will ultimately will drive the design of the curriculum (https://www.avma.org/education/center-for-veterinary-accreditation). Details of the program will be designed by the new administrative team (TBD) in collaboration with the faculty and assistance from the AVMA, which will also critically review the program design.

Student Standards of Performance

There are three main areas that guide student assessment and outcomes, and help ensure that Utah State University meets the educational standards of performance articulated by the AVMA Council on Education:

1. Students need to pass all core curriculum courses and rotations. In the DVM program, credit toward graduation is earned by satisfactory completion of all required exercises, including coursework and in some instances proficiency tests, which may be given in any year of the veterinary curriculum in association with any discipline. If a student's performance in a course or clinical rotation is deemed to be unsatisfactory and that student is required to retake the course or clinical rotation as part of a remediation plan, the course or clinical rotation must be repeated.

2. Student performance data on the North American Veterinary Licensing Exam (NAVLE) will be evaluated. Students must successfully pass the NAVLE during their third year at a rate of 85%
or greater in order for the program to maintain its accreditation. To be licensed, all students must eventually pass the national licensing exam, as well as state boards.

3. Competency-Based Veterinary Education (CBVE) is an approach modeled after competency-based medical education and prepares graduates for professional careers by confirming their ability to meet the needs of animals and the expectations of society. This approach focuses on outcomes-based and learner-centered education and assessment. The CBVE framework consists of nine domains of competency, each representing a group of related abilities necessary for veterinary medicine graduates. Associated with each domain is a list of competencies, all of which are considered core for veterinary education. The CBVE framework consists of 32 competencies, some of which lend themselves to assessment in the clinical context, while others may be best assessed in the preclinical curriculum. These competencies generated by the American Association of Veterinary Medical Colleges will be guideposts for the development and alignment of the curriculum, and assessment of students’ progress through the program.

Appendix A: Program Curriculum

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**Add An Emphasis:**
Students may complete this degree without an emphasis.

**Program Curriculum Narrative**

The curriculum of this program must be accredited by the Council on Education (COE) of the American Veterinary Medical Association (AVMA), which provides clearly defined expectations of graduate competencies. The stipulations laid out by the AVMA will drive the design of the curriculum and of learning objectives and outcomes. As postulated by the AVMA, each veterinary school seeking accreditation has to fulfill strict criteria outlined in 11 standards. These are addressed in official policies and guidelines of the AVMA COE, but relevant to this section is that each CVM must be a standalone college, with its own financial budget, and the dean must hold a DVM degree. The curriculum will be non-tracking, meaning that both small and large animal medicine will be taught, to maximize graduates’ professional versatility and likelihood of success.

Wellness will be an important focus of the envisioned new CVM. The veterinary profession currently has the second-highest suicide rate among the health-related professions ([https://www.avma.org/javma-news/2015-04-01/study-1-6-veterinarians-have-considered-suicide](https://www.avma.org/javma-news/2015-04-01/study-1-6-veterinarians-have-considered-suicide)). With students typically taking 40 credits of instruction per year in years one through three, learning in the conventional curriculum has commonly been described as "drinking from the firehose" and as being grueling and stressful. Semester-based curricula in years one through three, such as the one currently used in the WIMU program, includes a week of high-stakes final exams, which foster short-
term memory learning, cause poor retention, and lack remediation opportunities. Failing one of the
core courses leads automatically to a student’s dismissal from the program, with the option of
reinstatement to repeat the year.

The envisaged CVM program proposes to use a curriculum that will make use of time in the
summer, while maintaining full compatibility with the USU academic calendar. Summer instruction will
include practica, as well as research opportunities for students with faculty. Organization of the
curriculum is expected to reduce stress among students and faculty alike, while allowing for
remediation and long-term-memory-oriented learning, as well as ample time for vacation or students
gaining experience working in veterinary businesses. Student access to resources and student
administration will be managed using modern integrative software platforms (online) to optimize
student learning experiences, while minimizing administrative cost. The fourth year of the curriculum is
entirely dedicated to student clinical rotations.

In summary, relatively small class size (up to 80 students/class), a trimester-based annual
calendar, and modern methods of lower-stress assessment techniques within a rigorous, but wellness-
oriented curriculum will be the core elements of the preclinical portion of the new program, with better
learning outcomes and higher success rates compared to more traditional models.

Degree Map - NA
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### Part II. Proposed Program Faculty Profiles

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<tr>
<td>Staff: Part Time</td>
<td></td>
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</table>
Appendix D: Projected Program Participation and Finance

Part I. Enrollment & Budget

### Projected Budget for USU School of Veterinary Medicine

#### Operating Budget

<table>
<thead>
<tr>
<th></th>
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<td><strong>State Appropriations</strong></td>
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<tr>
<td>Add'l. State Appropriation</td>
<td>$1,172,000</td>
<td>$3,474,345</td>
<td>$10,912,448</td>
<td>$18,000,000</td>
<td>$18,000,000</td>
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<tr>
<td>Existing State Appropriation</td>
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<td>$3,400,000</td>
<td>$3,400,000</td>
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<td>$3,400,000</td>
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<td>Total State Appropriation</td>
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<td><strong>Tuition</strong></td>
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<td>$2,017,880</td>
<td>$2,728,940</td>
<td>$3,440,000</td>
<td>$9,000,000</td>
<td>$12,640,000</td>
<td>$14,560,000</td>
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<tr>
<td><strong>Total Income</strong></td>
<td>$6,589,880</td>
<td>$8,892,225</td>
<td>$17,041,388</td>
<td>$24,840,000</td>
<td>$30,400,000</td>
<td>$34,040,000</td>
<td>$35,960,000</td>
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#### On-Going Expenses

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<tr>
<td><strong>Salaries</strong></td>
<td>$3,279,300</td>
<td>$5,763,290</td>
<td>$10,912,448</td>
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<td>WIMU Tuition Support</td>
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<td>$1,689,360</td>
<td>$844,680</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td>$6,589,880</td>
<td>$8,892,225</td>
<td>$17,041,388</td>
<td>$24,840,000</td>
<td>$30,400,000</td>
<td>$34,040,000</td>
<td>$35,960,000</td>
</tr>
</tbody>
</table>

#### Facility Cost To Build

- Construction New Building: $70,000,000
- South Farm Facilities Expansion: $10,000,000
- Total Facility New Build: $80,000,000 *O&M submitted through Facilities
Part II: Expense explanation

Expense Narrative
Expenses include hiring additional faculty (32) and adjunct faculty (nine part-time), professional and support staff (57) as presented in Appendix “C”, including benefits at 46% ($21.4M).

Operating expenses include wages for student/part-time support, research scholars, general operating, advising/recruiting, IT support, software platforms needed to track student progress and delivery of instruction, equipment purchase, maintenance and repair, course materials, travel, veterinary medical resource library, and other operational needs ($13.6M).

A major expense included in the proposal are the clinical rotations for the fourth-year students utilizing a distributive model. Students will have practicum experiences at several clinics throughout the state/region during their fourth year ($9 M).

Under this proposal based on increased enrollment, it will no longer be feasible to utilize the existing instructional and lab facilities. Therefore, the proposal includes construction of a new building to house the CVM and an additional facility at USU’s Animal Science Farm to isolate and care for large animals ($80M in one-time funds).

Part III: Describe funding sources

The CVM is requesting $18M in additional, on-going, state appropriations for salaries and benefits. This will be in addition to the existing appropriation of $3.4M.

The CVM will also receive tuition revenue to cover operating expenses. This includes an additional, projected $14M in revenue by year five, reflecting a full cohort of students, above the $9M included in the budget summary shown in Appendix D, Part I. Tuition for resident students is calculated at $35,500 per year, and $55,500 for non-resident students.

Revenue Narrative 1

Currently, the School of Veterinary Medicine Program is housed within the Department of Animal, Dairy, and Veterinary Sciences, in the College of Agriculture and Applied Sciences. Under the contractual agreement with WIMU (overseen by Washington State University), the enrollment is capped at 30 per class and there is existing classroom space to accommodate this number. Under this organization, the program has been able to take advantage of the resources available through the department and college. This includes instruction, classroom, office and ancillary space, IT support, and the use of facilities located at the USU Animal Science Farm and Equine Center.

Revenue Narrative 2

Through increased enrollment, the CVM will realize additional operating revenue. As mentioned above, this revenue will be used to cover operating costs.

It is expected that through advancement efforts, the CVM will grow endowments and receive donations that will directly benefit students by providing scholarship opportunities.
CEHS - Communicative Disorders and Deaf Education School of Teacher Education and Leadership - Deaf Education and Elementary Education Composite

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>
</tr>
</thead>
</table>

| DEPARTMENT (include all cross listed departments)* | Communicative Disorders and Deaf Education | School of Teacher Education and Leadership |

| Current Title (if applicable)* | Deaf Education and Elementary Education Composite |

| Proposed Title* | Deaf Education and Elementary Education Composite |
Step 2: **Enter** the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

**CIP Code (6-digits)**  
* 13.1003

**Minimum Number of Credits (if applicable)**  
0

**Maximum Number of Credits (if applicable)**  
0

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

---

**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)
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- Administrative Unit Discontinuation
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- Reinstatement of Previously Discontinued Administrative Unit

### Other: (explain change)

### Additional Approvals (if applicable)

<table>
<thead>
<tr>
<th>Graduate Council*</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
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</table>

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

### Section I: The Request

**R401 Purpose**

This abbreviated R-401 is being submitted as official record of program suspension.

### Section II: Program Proposal

**Proposed Action & Rationale**

This program is being suspended by the Department of Communication Disorders and Deaf Education (CDDE). The composite bachelor's degree led to a master's degree via the bilingual-bicultural track in the CDDE Department. The bilingual-bicultural master's track was suspended January 2022. Therefore, the composite pathway needs to be suspended.

<table>
<thead>
<tr>
<th>Labor Market Demand (if applicable)</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistency with Institutional Mission &amp; Institutional Impact*</td>
<td>Teach out plan is prepared and is being communicated with students.</td>
</tr>
<tr>
<td>Finances*</td>
<td>NA: No cost savings</td>
</tr>
</tbody>
</table>
Section III: Curriculum (if applicable)

| Program Curriculum Narrative | NA |

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

**Step 5:** Submit

Click on the save all changes button below.

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

Instructions for Completing R401:

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

Contact Information:

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

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

| DEPARTMENT (include all cross listed departments)* | Communicative Disorders and Deaf Education | School of Teacher Education and Leadership |

| Current Title (if applicable)* | Deaf Education and Early Childhood Education Composite |

| Proposed Title* | Deaf Education and Early Childhood Education Composite |
Step 2: **Enter** the Correct CIP Code Using the Following Website: Classification Instructional Programs

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

### Additional Approvals (if applicable)

- **Graduate Council**: Yes
- **Council on Teacher Education**: Yes

### Section I: The Request

**R401 Purpose**: This abbreviated R-401 is being submitted as official record of program suspension.

### Section II: Program Proposal

**Proposed Action & Rationale**: This program is being suspended by the Department of Communication Disorders and Deaf Education (CDDE). The composite bachelor's degree led to a master's degree via the bilingual-bicultural track in the CDDE Department. The bilingual-bicultural master's track was suspended January 2022. Therefore, the composite pathway needs to be suspended.

**Labor Market Demand (if applicable)**: NA

**Consistency with Institutional Mission & Institutional Impact**: Teach out plan is prepared and being communicated to students.

**Finances**: NA: No cost savings
Section III: Curriculum (if applicable)

| Program Curriculum Narrative | NA |

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 - Communicative Disorders and Deaf Education School of Teacher Education and Leadership - Early Childhood Education and Deaf Education Composite

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

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Select the College(s) this proposal involves.
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<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)*</th>
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<td>DEPARTMENT (include all cross listed departments)*</td>
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<tr>
<td>Communicative Disorders and Deaf Education</td>
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<td>School of Teacher Education and Leadership</td>
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</table>

| Current Title (if applicable)* |
| Early Childhood Education and Deaf Education Composite |

| Proposed Title* |
| Early Childhood Education and Deaf Education Composite |
Step 2: **Enter** the Correct CIP Code Using the Following Website: Classification Instructional Programs

- **CIP Code (6-digits)**: 13.1003
- **Minimum Number of Credits (if applicable)**: 0
- **Maximum Number of Credits (if applicable)**: 0
- **Type of Degree: (BA, BS, etc.)**: BA, BS

**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
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  - Post-Masters Certificate

- **Existing Academic Program Changes:**
  - Name Change of Existing Program
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  - Out-of-Service Area Delivery Program (attach signed MOU)
Section I: The Request

R401 Purpose*  This abbreviated R-401 is being submitted as official record of program suspension.

Section II: Program Proposal

Proposed Action & Rationale*  This program is being discontinued by the Department of Communication Disorders and Deaf Education (CDDE). The composite bachelor's degree led to a master's degree via the bilingual-bicultural track in the CDDE Department. The bilingual-bicultural master's track was suspended January 2022. Therefore, the composite pathway needs to be suspended.

Labor Market Demand (if applicable)  NA

Consistency with Institutional Mission & Institutional Impact*  Teach out plan is prepared and is being communicated with students.

Finances*  NA: No cost savings.
Section III: Curriculum (if applicable)

| Program Curriculum Narrative | NA |

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 - Communicative Disorders and Deaf Education School of Teacher Education and Leadership - Elementary Education and Deaf Education Composite

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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<tr>
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<th>CEHS</th>
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</table>

<table>
<thead>
<tr>
<th>DEPARTMENT (include all cross listed departments)*</th>
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</thead>
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<td></td>
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<th>Current Title (if applicable)*</th>
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<table>
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<tr>
<th>Proposed Title*</th>
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**Step 2: Enter** the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

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<th>CIP Code (6-digits)</th>
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<td>Minimum Number of Credits (if applicable)</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>
<td>BA, BS</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)
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Administrative Unit Changes:  □ Name Change of Existing Unit  
□ Administrative Unit Transfer  
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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)

Additional Approvals (if applicable)

Graduate Council*  □ Yes  
☑ No  

Council on Teacher Education*  ☑ Yes  
□ No

Section I: The Request

R401 Purpose*  This abbreviated R-401 is being submitted as official record of program suspension.

Section II: Program Proposal

Proposed Action & Rationale*  This program is being suspended by the Department of Communication Disorders and Deaf Education (CDDE). The composite bachelor's degree led to a master's degree via the bilingual-bicultural track in the CDDE Department. The bilingual-bicultural master's track was suspended January 2022. Therefore, the composite pathway needs to be suspended.

Labor Market Demand (if applicable)  NA

Consistency with Institutional Mission & Institutional Impact*  Teach out plan is prepared and is being communicated with students.

Finances*  NA: No cost savings
Section III: Curriculum (if applicable)

| Program Curriculum Narrative | NA |

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.
Proposed and Contact Information

Instructions for Completing R401:

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

Contact Information:

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</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</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](#)

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</table>

<table>
<thead>
<tr>
<th>Maximum Number of Credits (if applicable)*</th>
<th>17</th>
</tr>
</thead>
</table>

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

Additional Approvals (if applicable)

Graduate Council* □ Yes  ☑ No

Council on Teacher Education* □ Yes  ☑ No

Section I: The Request

R401 Purpose* Create a specialized certificate. This certificate is specialized training focused on transition, which is the progression of youth and students with disabilities from secondary education to postsecondary employment, education, and living.

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

This certificate is specialized training focused on transition which is the progression of youth and students with disabilities from secondary education to postsecondary employment, education, and living. The featured content of the certificate is focused on responsibilities and roles applied to the education of and services for transition-age students with disabilities (i.e., in school and 16 – 22 years old) and/or youth with disabilities (i.e., out of school and 14 – 24 years old) and their parents and families. The advantages of completing the certificate are gains in basic level knowledge of assessment, planning, and service provisions applied to transition.

The certificate is time efficient, applicable, and economical. All of the courses already exist. Two of the courses (6500 & 6160) are required as part of the program of study for the Master’s in Rehabilitation Counseling program of study. So, if interested, students could add the additional certificate courses for a specialization in transition. The certificate coursework and content are aligned with the mandates of the Rehabilitation Act as amended (WIOA, 2014) and Individuals with Disabilities Education Improvement Act (IDEA, 2004). These primary United States transition laws have increasingly prioritized policy to structure services for secondary transition-age youth and students with disabilities, states are turning to transition leaders for direction. These laws make special educators and vocational rehabilitation counselors responsible for transition services. The Office of Special Education Programs (OSEP) and RSA have identified personnel preparation as a high priority including qualified professionals to serve the transition-age population and their families. In offering this certificate, the OSEP and RSA priority can be addressed by providing an opportunity for training in an area that lacks opportunities for preparation, has a shortage of trained people, and is expected to grow (see the Department of Labor data reports). Furthermore, education and secondary transition services for improved outcomes for students with disabilities and their parents/families are priorities of the State of Utah. The courses are taught using Zoom, as well as in-person, to reach potential students across Utah, and the United States which provides opportunities for networking and the sharing of ideas broadly. The courses are taught live weekly, are offered in the evenings, and are delivered over a 12-month period so the certificate will be completed in one year. The certificate has the potential for external funding as the Rehabilitation Services Administration (RSA) Training Grants have funded this in the past. The plan is to seek RSA funding in the future as well as other sources. Based on past completers, some of the beneficial impacts for the certificate and its completion have included, being recognized by the Governor, receiving letters of commendation, being promoted to supervisory positions, and developing and implementing transition trainings.

All courses are in-person on Logan campus and/or completed online through USU’s Regional Campuses and Distance Education program. Students must earn a minimum of 17 credits to earn the certificate. As far as known, no certificate of this sort exists in Utah and only a few transition certificates were found in past searches. This certificate is based on cutting edge and state-of-the-art research including research being conducted at Utah State University.
Although there is no labor market demand data specifically available for transition services, rehabilitation counseling and special education, the occupational areas most linked to transition, are experiencing shortages in trained individuals, and both these areas are expected to grow. See the U.S. Bureau of Labor Statistics for rehabilitation counselors and special education teachers in secondary schools.

Career Options

Those interested in and/or already working with transition-age individuals with disabilities are employed in a variety of settings, including:

- Public sector
- Vocational rehabilitation counseling agencies
- Secondary schools
- Universities and/or colleges
- Community rehabilitation
- Disability resource centers
- Workforce services and other human resource centers
- Veteran’s Administration
- Independent living centers
- Mental health centers
- Addiction centers
- Justice system

This certificate is aligned with USU’s mission and will strengthen the impact in serving all in learning, discovery, and engagement by including excellence for individuals with disabilities. This certificate is based on cutting edge and state-of-the-art research, including research being conducted at Utah State University.

There are no added costs as the courses are already available.

The cost for the entire certificate (17 credits) is $8,024 or $472 per credit hour. No financial assistance is available at this time. But, Rehabilitation Services Administration (RSA) Training Grants have been secured in the past for this certificate. RSA funding and other sources will be sought in the future, especially to support student scholarship/assistance. SPERC funding is already discussed for an adjunct instructor, plus a faculty spring semester course release and funding for two summer months for teaching the summer coursework. The targeted enrollment range is 15 to 20 students. If needed to provide excellence in instruction, a request will be made for .25 FTE student teaching assistance for courses over 16 students.
<table>
<thead>
<tr>
<th>Program Curriculum Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>All the courses already exist</td>
</tr>
<tr>
<td>17 credits taken over a year</td>
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<tr>
<td>Coursework</td>
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<tr>
<td>Fall Semester (6 credits)</td>
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<tr>
<td>REH 6160 - Career Development, Analysis and Placement 3</td>
</tr>
<tr>
<td>REH 6500 - Fundamental Skills for Transition Services 3</td>
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<tr>
<td>Spring Semester (7 credits)</td>
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<tr>
<td>REH 6510 Transition to Supported/Competitive Employment 2</td>
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<tr>
<td>REH 6530 Transition to Post-Secondary Education 2</td>
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<tr>
<td>REH 6570 Collaboration in Transition Services 3</td>
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<tr>
<td>Summer Semester (4 credits)</td>
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<tr>
<td>REH 6520 Transition Practicum I: Services Leading to Supported/Competitive Employment 2</td>
</tr>
<tr>
<td>REH 6540 Transition Practicum II: Services Leading to Post-Secondary Education 2</td>
</tr>
</tbody>
</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.