AGENDA

Approval of Minutes – November 3, 2022

Program Proposals
Request from the Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to restructure the Skilled & Technical Sciences Education emphasis to include secondary education licensure.

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer an Institutional Certificate of Proficiency in Additive Manufacturing.

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer a Certificate of Proficiency in Construction Fundamentals.

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to change the name from Emergency Medical Technical and First Responders Certificate of Proficiency to Emergency Medical Technician Certificate of Proficiency.

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to change the name from Certified Nursing Assistant Certificate of Proficiency to Nursing Assistant Certificate of Proficiency.

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to restructure the Pharmacy Technician Certificate of Completion.

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to restructure and change the name from Phlebotomy Certificate of Proficiency to Phlebotomy Technician Certificate of Proficiency.

Request from the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences to offer an Institutional Certificate of Proficiency in Digital Modeling and Visualization.

Request from the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences to offer an Environmental Planning Institutional Certificate of Proficiency.

Request from the Department of Plants, Soils and Climate in the College of Agriculture and Applied Sciences to discontinue the Institutional Landscape Management Certificate.
Request from the Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services to restructure the Deaf Education Composite to provide a Bilingual-Bicultural Deaf Education Emphasis.

Request from the Department of Sociology and Anthropology in the College of Humanities and Social Sciences to discontinue the Criminal Justice Emphasis in the Bachelor of Arts and Bachelor of Science.

Request from the Departments of Marketing and Strategy, School of Accountancy and Sociology and Anthropology in the College of Humanities and Social Sciences and the Jon M. Huntsman School of Business to offer a post-baccalaureate certificate in Cultural Resource Management Policy, Advocacy, and Business Administration.

Request from the Departments of Sociology and Anthropology and Wildland Resources in the College of Humanities and Social Sciences and the S.J. & Jessie E. Quinney College of Natural Resources to offer a Bachelor of Arts and Bachelor of Science degree in Criminal Justice.

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

**College of Agriculture and Applied Sciences**
- ADVS –
- APEC –
- ASTE –
- AVTE – 13
- LAEP –
- NDFS –
- PSC –

**Caine College of the Arts**
- ART –
- MUSC – 4 *(MUSC 4470, 4915, 6470, 6915)* Not on Curriculog agenda. Please review separately.
- THEA -

**Jon M. Huntsman School of Business**
- ACCT –
- DAIS –
- BECN – 1
- MHR –
- MSLE –

**Emma Eccles Jones College of Education and Human Services**
- COMD – 2
- HDFS –
- ITLS –
- KHS – 4
- NURS –
- PSY – 3
- SPED – 95
- TEAL -
College of Engineering
   BENG – 2
   CEE –
   ECE –
   EED –
   MAE – 2

College of Humanities and Social Sciences
   CSPH –
   ENGL – 1
   HIST – 4
   JCOM –
   POLS –
   SWRK –
   SOCA – 4
   WGLC – 3

S.J. & Jessie E. Quinney College of Natural Resources
   ENVS –
   WATS –
   WILD –

College of Science
   BIOL –
   CHEM –
   CS –
   GEOL –
   MATH – 2 (STAT 6685) Not on Curriculog agenda. Please review separately.
   PHYS –

Other Business

Adjourn: 3:00 pm
Present: Richard Walker, Caine College of the Arts
Mateja Savoie-Roskos, College of Agriculture and Applied Sciences
Chad Simon, Jon M. Huntsman School of Business, Chair
Nate Trauntvein, Emma Eccles Jones College of Education and Human Services
Thomas Fronk, College of Engineering
Matt Sanders, 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
Paul Barr, Provost's Office, EPC Chair
Richard Cutler, Graduate Council
Toni Gibbons, Registrar's Office
Michele Hillard, Secretary

Absent: Mark Chynoweth, Statewide Campuses
Sarah Pope, Graduate Senator
Abraham Rodriguez, USUSA Executive VP

Visitors: Harrison Kleiner, Associate Vice Provost

**Approval of Minutes – October 6, 2022**

*Motion to approve October 6, 2022 minutes made by Nate Trauntvein. Seconded by Richard Cutler. Minutes approved as distributed.*

**Program Proposals**

Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to offer a Bachelor of Science in Animal and Dairy Sciences.

*Motion to approve the R401 made by Mateja Savoie-Roskos. Seconded by Nate Trauntvein. Proposal approved.*

Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to offer a Bachelor of Science in Biotechnology.

*Motion to approve the R401 made by Mateja Savoie-Roskos. Seconded by Nate Trauntvein. Proposal approved.*
Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to offer a Bachelor of Science in Bioveterinary Science.
Motion to approve the R401 made by Mateja Savoie Roskos. Seconded by Nate Trauntvein. Proposal approved.

Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to offer a Bachelor of Science in Equine Science and Management.
Motion to approve the R401 made by Mateja Savoie Roskos. Seconded by Nate Trauntvein. Proposal approved.

Request from the Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer an Institutional Certificate of Proficiency in Fashion Studies.
Motion to approve the R401 made by Mateja Savoie-Roskos. Seconded by Nate Trauntvein. Proposal approved.

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer a Certified Nursing Assistant Certificate of Completion.
Motion to approve the R401 made by Mateja Savoie Roskos. Seconded by Nate Trauntvein. Proposal approved.

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer an Office Computer Systems Certificate of Completion.
Motion to approve the R401 made by Mateja Savoie Roskos. Seconded by Nate Trauntvein. Proposal approved.

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer a Phlebotomy Certificate of Completion.
Motion to approve the R401 made by Mateja Savoie Roskos. Seconded by Nate Trauntvein. Proposal approved.

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer an Institutional Certificate of Proficiency in Quality and Reliability.
Motion to approve the R401 made by Mateja Savoie Roskos. Seconded by Nate Trauntvein. Proposal approved.

Request from the Department of Music in the Caine College of the Arts to create an optional emphasis in Composition within the current Bachelor of Arts in Music.
Motion to approve the R401 made by Richard Walker. Seconded by Thomas Fronk. Proposal approved.

Request from the Department of Human Development and Family Studies in the Emma Eccles Jones College of Education and Human Services to change the name of the Family and Human Development minor to Human Development and Family Studies minor.
Motion to approve the R401 made by Nate Trauntvein. Seconded by Thomas Fronk. Proposal approved.

Request from the Departments of Computer Science and Mathematics and Statistics in the College of Science to offer a Bachelor of Science in Data Science.
Motion to approve the R401 made by Greg Podgorski. Seconded by Richard Cutler. Proposal approved.

Request from the Department of Veterinary Medicine in the College of Veterinary Medicine to establish a new Department of Veterinary Clinical and Life Science (VCLS).
Motion to approve the R401 made by Nate Trauntvein. Seconded by Mateja Savoie Roskos. Proposal approved.
Request from the Departments of Marketing and Strategy and Instructional Technology and Learning Sciences in the Jon M. Huntsman School of Business and the Emma Eccles Jones College of Education and Human Services to offer a Marketing Design minor.  
Motion to approve the R401 made by Richard Cutler. Seconded by Richard Walker. Proposal approved.

Request from the Department of Management in the Jon M. Huntsman School of Business to offer a People and Organizations minor.  
Motion to approve the R401 made by Richard Cutler. Seconded by Richard Walker. Proposal approved.

Request from the Department of Marketing and Strategy in the Jon M. Huntsman School of Business to suspend the International Business Bachelor of Art and Science degrees.  
Motion to approve the R401 made by Richard Cutler. Seconded by Richard Walker. Proposal approved.

Request from the Department of Marketing and Strategy in the Jon M. Huntsman School of Business to change the name of the Leadership and Management minor to Leadership minor.  
Motion to HOLD the R401 made by Richard Cutler. Seconded by Richard Walker. Proposal placed on HOLD.

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

College of Agriculture and Applied Sciences  
Motion to approve the business of the College of Agricultural and Applied Sciences made by Mateja Savoie-Roskos. Seconded by Richard Cutler. Business approved.
   ADVS – 3  
   APEC – 1  
   ASTE –  
   AVTE – 78  
   LAEP –  
   NDFS – 3  
   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 Matt Sanders. Business approved.
   ART –  
   MUSC – 5  
   THEA - 14

Jon M. Huntsman School of Business  
Motion to approve the business of the Jon M. Huntsman School of Business made by Matt Sanders. Seconded by Nate Trauntvein. Business approved.
   ACCT – 1  
   DAIS – 2  
   BECN – 1 (HOLD ECN 1000 for name change and description)  
   MHR – 2 (MSLE 3830 – approved last month-amend title for inclusion issues “Women’s Leadership Development)  
   Motion to amend title made by Mateja Savoie Roskos. Seconded by Nate Trauntvein. Name will be changed.  
   MSLE – 1

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 Matt Sanders. Business approved.
   COMD – 1 (COMD 4920 & 6920 not included on agenda – approve)  
   HDFS – 8
ITLS –
KHS – 1 (KIN 2900 not included on agenda – approve)
NURS – 24
PSY –
SPER –
TEAL -

College of Engineering
BENG –
CEE –
ECE –
EED –
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 Nate Trauntvein. Business approved.
AS - 4
CSPH –
ENGL – 2
HIST – 2
JCOM –
POLS –
SWRK –
SOCA – 3
WGLC – 2

S.J. & Jessie E. Quinney College of Natural Resources
Motion to approve the business of the S.J. & Jessie E. Quinney College of Natural Resources made by
ENVS –
WATS – 1
WILD – 2

College of Science
Motion to approve the business of the College of Science made by Greg Podgorski. Seconded by Nate
Trauntvein. Business approved.
BIOL –
CHEM –
CS – 13
GEOL –
MATH – 1
PHYS –

College of Veterinary Medicine

Other Business

Adjourn: 3:00 pm
CAAS - Applied Sciences, Technology and Education - Skilled and Technical Sciences Education Emphasis

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Writing Guidelines/Suggestions
USHE R401 Policy
Process and Flowchart

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)* CAAS

DEPARTMENT (include all cross listed departments)* Applied Sciences, Technology and Education

Current Title (if applicable)* Skilled and Technical Sciences Education Emphasis

Proposed Title* Skilled and Technical Sciences Education Emphasis

CIP Code

Enter the Correct CIP Code by Using the Following Link:
Classification Instruction Programs

CIP Code (6-digits) * 13.1319

Minimum Number of Credits (if applicable) * 122

Maximum Number of Credits (if applicable) * 122

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

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 Certificate
☐ 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 change to the Technology and Engineering Education (TEE) program is to provide a viable pathway for teacher education and licensure in the area of Skilled and Technical Sciences Education. In order to accomplish this, the Skilled & Technical Sciences Education emphasis within the TEE program will be restructured to include secondary education licensure and one or more Career and Technical Education endorsements.

SECTION II: PROGRAM PROPOSAL
Description of Technology & Engineering Education at USU:

The Technology & Engineering Education (TEE) program in the Department of Applied Sciences, Technology, and Education (ASTE) is a small but critically important teacher-education program which prepares graduates to teach in secondary schools in the area of Technology and Engineering Education. The program is one of two such programs in the state of Utah, the other being located at Brigham Young University. The TEE program at USU has enjoyed a 100% job placement rate over the past 10+ years, and graduates are highly sought after for teaching positions in Utah and nationwide. Over the years, the program has developed a reputation for preparing highly qualified teachers in this area. Program leaders routinely receive calls from school district and charter school administrators specifically seeking out our USU graduates for employment.

Proposed Action & Rationale

Currently, the TEE program has two active emphasis, Technology and Engineering Education, which prepares graduates to teach high school and middle school students in technology and engineering courses as part of Career & Technical Education (CTE), and the Skilled & Technical Sciences Education (STSE) emphasis which was originally intended to prepare students for careers in industry, including post-secondary industrial training. Graduates with the STSE emphasis could also pursue careers in teaching CTE courses at the high school level; however, they would have to meet state education licensing and endorsement requirements on their own through an Alternate Pathway to Professional Licensure (APPEL) program provided through a school district. This effectively renders the STSE emphasis somewhat useless as currently structured, as it does not improve upon the existing process for prospective teachers to gain their teaching credentials through alternative means. In addition, most students who wish to go into industry rather than teaching in schools are better served with the Technology Systems degree program which was modeled after the STSE emphasis, but includes more robust training in management, business, etc.

This proposed change would restructure the STSE emphasis to enable graduates to become highly qualified teachers who are licensed and endorsed to teach in one or more skilled and technical content areas (e.g., automotive technology, manufacturing, robotics, welding, etc.) in secondary schools, typically at the high school level. This restructuring will involve two primary changes:

1) The restructured STSE emphasis will take advantage of “stackable” credentials to ensure that graduates are highly skilled in their teaching content area. Graduates in this emphasis will complete their degree in the following three phases:

   Phase 1: Completion of a Utah technical college certificate (minimum 900 hours) and other endorsement requirements (e.g., industry exams) in the chosen endorsement area. A complete table of endorsement articulations that has already been approved by the Utah State Office of Education is provided in the documentation attached to this proposal.

   Phase 2: Completion of 33 additional credits as required to earn an Associate of Applied Science degree in General Technology.

   Phase 3: Completion of 59 additional credits to earn a Bachelor of Science degree in Technology & Engineering Education with an emphasis in Skilled & Technical Sciences.
2) The restructured STSE emphasis will include licensure and endorsement to teach in a skilled and technical content area in secondary schools, by way of completion of the Secondary Teacher Education Program (STEP) during the last four semesters. Currently, the STSE emphasis does not lead to secondary licensure and endorsement, and past graduates have had to either pursue employment in industry or complete an additional APPEL program in order to teach in secondary schools.

The complete four-year plan, including all degree requirements is included in the documentation attached to this proposal.

Benefits to Utah State University and the Utah System of Higher Education

The proposed action described above will benefit USU and USHE in the following ways:

1) This action will provide an additional pathway for students earning their Associate of Applied Science degree in General Technology to "stack" that degree into a bachelor’s degree. By extension, it will also provide a new pathway for technical college students to count their certificate toward a teaching degree.

2) This action will increase the stability and sustainability of the Technology & Engineering Education program through increased enrollment in the program.

3) By “repackaging” existing courses and programs rather than creating new ones, this restructured emphasis will come at no new cost. Any costs which do arise in the future (e.g., need for additional faculty) will come as a result of increased enrollment.
Labor Market Demand (if applicable)

The proposed restructuring of the STSE emphasis in the TEE program at USU will meet a critical need in the state of Utah and nationwide. In effect, this proposal would create the only traditional, university-based route to a teaching degree and teacher licensure and endorsement for prospective skilled and technical science teachers in the state of Utah.

Currently, individuals wishing to teach in this high-demand content area must qualify for a CTE endorsement on their own via industry experience, technical college certificates, industry exams, etc., and then complete an APPEL program through their school district upon being hired as a teacher. According to statewide APPEL leaders, this model results in extremely high attrition rates among these teachers, with more than 70% of APPEL teachers statewide leaving the profession within 3 years, compared to approximately 50% of all teachers within 5 years. A major reason for this is the stress of managing a classroom and other aspects of teaching without the benefit of formal pedagogical training which is traditionally obtained through university teacher-education programs prior to employment as a teacher. This APPEL model also places a significant burden on school districts and charter schools to organize and/or provide pedagogical training for these teachers. This proposal to provide a traditional pathway to teacher-education, licensure, and endorsement for the Skilled & Technical Sciences has received enthusiastic support from officials at the Utah State Office of Education, who have already authorized the Secondary Education department to recommend students for licensure and endorsement in these areas pending university approval of this proposal.

Conversations between TEE program leadership and stakeholders within the technical college system have also revealed that a subset of students within the technical colleges who are pursuing certificates aligned with skilled and technical education endorsements are seeking a pathway towards teaching at the secondary level. Outside of the problematic APPEL pathway described above, no viable alternatives exist for these students to become educators. Stakeholders within the Utah technical college system have expressed enthusiasm and support for this proposal to provide a pathway for these students to become teachers in their area of expertise.

In short, a population of potential teachers exists to fill a critical need in secondary education, but there is no clear pathway to connect these endpoints. The TEE program at USU can provide that pathway through the proposed restructuring of the Skilled and Technical Sciences Education emphasis. This proposal has the support of stakeholders within the Utah technical college system, the USU STEP program, and at the Utah State Office of Education.

Consistency with Institutional Mission & Institutional Impact

The proposed restructuring of the STSE emphasis within the TEE program at Utah State University will further the mission of the university in the following ways:

1) This proposed action leverages innovative educational approaches through “stackable credentials” to meet a critical need for CTE teachers in schools across the state of Utah and beyond.

2) By following the model established by the General Technology AAS and Technology Systems BS programs, this proposed action repackages existing elements to provide an additional pathway for students from across the state in the technical college system to put their certificate towards a bachelor’s degree in a respected field.
By “repackaging” existing courses and programs rather than creating new ones, this restructured emphasis will come at no new cost. Any costs which do arise in the future (e.g., need for additional faculty) will come as a result of increased enrollment.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

A degree in Technology and Engineering Education prepares students to become qualified instructors who can help students develop the technological literacy and technical skills that are increasingly necessary in our changing world. The ever-increasing rate of technological development and the impacts of globalization have created a strong demand for individuals who are technologically literate, skilled, innovative, and capable of working in teams. The world looks toward specialized educators to meet this demand. Students enrolling in this major choose one of the following emphasis areas: 1) Technology and Engineering Education, or 2) Skilled and Technical Sciences Education.

An emphasis in Skilled and Technical Sciences Education is designed to prepare students for teaching Career and Technical Education (CTE) courses in the Skilled and Technical Sciences content areas at the high school level. Students in this emphasis area complete their degree in three phases. First, students will complete an approved certificate program within the Utah technical college system to gain content-area expertise in their chosen discipline. Students seeking to complete a bachelor of science degree in Technology & Engineering Education with this emphasis should ensure that their chosen technical certificate/coursework aligns with a specific endorsement area (see articulation table below). Second, students complete 33 additional credits to earn their Associate of Applied Sciences degree in General Technology, with an emphasis in Technology Systems. Finally, students will prepare to apply and teach technical skills in their chosen discipline in a classroom setting by completing coursework in teaching methods, assessment/evaluation, teaching and learning theory, and classroom/lab management. Students will be exposed to extensive practical classroom experience through in-class role-playing, clinical experience, and student teaching. Students will also be required to complete leadership and professional development activities as part of the degree requirements.

Students choosing this major and emphasis must be admitted to and complete the Secondary Teacher Education Program (STEP) administered by the Emma Eccles Jones College of Education and Human Services to complete their degree. For admission to STEP, students must have an overall GPA of 3.0, have earned a grade of C+ or better in ENGL 1010 or ENGL 2010, have earned a grade of C or better in at least three general education breadth courses, and have completed a background check.

Licensure Notification:

This program typically leads to licensure and was designed to meet licensing qualifications in the state of Utah. If students wish to work in another state within the United States, they should review the qualifications for that state and the Education Licensure Compliance Table provided by School of Teacher Education and Leadership.
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.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

Scroll to the top left and click on the LAUNCH icon to launch your proposal.
HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Writing Guidelines/Suggestions
USHE R401 Policy
Process and Flowchart

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)*
CAAS

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

Current Title (if applicable)*
Additive Manufacturing

Proposed Title*
Additive Manufacturing

CIP Code

Enter the Correct CIP Code by Using the Following Link:
Classification Instruction Programs
CIP Code (6-digits)  * 15.0613

Minimum Number of Credits (if applicable) * 12  
Maximum Number of Credits (if applicable) * 12

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

New Academic Program:
- [ ] Certificates of Completion (including CTE)
- [ ] Certificates of Proficiency (including CTE)
  - [x] Institutional Certificate of Proficiency
- [ ] K-12 Endorsement Program
- [ ] Minor
- [ ] New Emphasis for Existing Program
- [ ] Out of Service Area Delivery Program (attach signed MOU)
- [ ] Post-Baccalaureate Certificate
- [ ] 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 (on hold-not listed in catalog)
- [ ] Program Discontinuation (permanent program removal)
- [ ] 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-on hold)
- [ ] Administrative Unit (Discontinuation-permanent unit removal)
- [ ] Administrative Unit (New)
- [ ] Reinstatement of Previously Suspended Administrative Unit
- [ ] Reinstatement of Previously Discontinued Administrative Unit
SECTION I: THE REQUEST

R401 Purpose

This certificate is part of funding received from the legislature through the learn and work in Utah program. Students who complete this certificate will be prepared to enter the workforce in high wage jobs in the additive manufacturing sector.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale

This proposal is to request an Institutional Certificate of Proficiency in Additive Manufacturing. The certificate is being proposed in response to industry demand from the Technology Systems Advisory Committee.

Labor Market Demand (if applicable)

The Additive Manufacturing certificate is in response to industry demand for a trained regional workforce in urban and rural Utah. Utah's manufacturing sector paid $10.4 billion with average earnings of $72,565, which is 38.6% higher than the state average. Manufacturing has shown a growth of 0.8% annually since 2008 and boasts the third highest source for GDP in the state. The Department of Workforce Services has provided the following Occupation Information at the state level: A) Manufacturing Production Technicians: projected to add 216 jobs; B) Industrial Engineering Technicians: projected to add 183 jobs; C) Production Worker: projected to add 594 jobs; D) Team Assembler: projected to add 3,892 jobs.

Consistency with Institutional Mission & Institutional Impact

This program brings industry partners and students together to provide a strong educational pathway into a high skill, high demand, workforce. Students may gain employment with this certificate and have stackable options to continue and apply the coursework toward a AAS, AS, BS, or BAS degrees.

Finances

The courses needed for this certificate already exist and are offered on Logan campus. This program allows students the opportunity to combine these courses into a specific credential. It is anticipated that no additional funds will be required.
SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

This certificate will require students to complete 12 credits separated into four courses as follows:

TESY 1200 - Computer-Aided Drafting and Design (3 credits) or MAE 1200 - Engineering Graphics (2 credits)

TESY 3200 - Additive Manufacturing I (3 credits)

TESY 3040 - Design for Additive Manufacturing (3 credits)

TESY 3210 - Additive Manufacturing II (3 credits)

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.

SUBMIT AND APPROVE THE PROPOSAL

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 - Construction Fundamentals - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Writing Guidelines/Suggestions
USHE R401 Policy
Process and Flowchart

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)*

DEPARTMENT (include all cross listed departments)*

Current Title (if applicable)*
NONE

Proposed Title* Construction Fundamentals - Certificate of Proficiency

CIP Code
Enter the Correct CIP Code by Using the Following Link:
Classification Instruction Programs

CIP Code (6-digits) * 46.0415

Minimum Number of Credits (if applicable) *

Maximum Number of Credits (if applicable) *

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

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 Certificate
- [ ] 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 (on hold-not listed in catalog)
- [ ] Program Discontinuation (permanent program removal)
- [ ] 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-on hold)
- [ ] Administrative Unit (Discontinuation-permanent unit removal)
- [ ] Administrative Unit (New)
- [ ] Reinstatement of Previously Suspended Administrative Unit
- [ ] Reinstatement of Previously Discontinued Administrative Unit
Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* □ Yes □ No
Teacher Licensure Program Approval (STEP)* □ Yes □ No

SECTION I: THE REQUEST

R401 Purpose* This new Certificate of Proficiency will consist of six credit hours. It has been established through industry alignment meetings as a result of the alignment mission from USHE. It will be a micro credential which is beneficial when students need an introduction to the construction field, but no clear direction has been established. It adds fundamental construction safety and carpentry which establishes a familiarity for entry points into other programs related to construction or into entry level positions in areas where there is a high demand for construction workers.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* This Certificate of Proficiency will align with the industry alignment mission from USHE. It will also be a stackable Certificate of Proficiency which will stack into the Construction Technology and Management Certificate of Completion. It may be a good option for students in areas that have a higher construction demand. Six credits is what is aligned with the state. As USU moves forward with this alignment process, the R401 process will need to be revised to align with it.
**Summary**

<table>
<thead>
<tr>
<th>Quick Facts: Construction Laborers and Helpers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2021 Median Pay</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Typical Entry-Level Education</strong></td>
</tr>
<tr>
<td><strong>Work Experience in a Related Occupation</strong></td>
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<tr>
<td><strong>On-the-job Training</strong></td>
</tr>
<tr>
<td><strong>Number of Jobs, 2020</strong></td>
</tr>
<tr>
<td><strong>Job Outlook, 2020-30</strong></td>
</tr>
<tr>
<td><strong>Employment Change, 2020-30</strong></td>
</tr>
</tbody>
</table>

**Consistency with Institutional Mission & Institutional Impact**

This will align with the directives from USHE to align with other Technology Colleges in the state. This stackable credential will allow students to enter the workforce upon completion or continue forward with additional education. Each of these options are part of USU’s mission.

**Finances**

The program will utilize current instructors, but if enrollment grows and or conditions change, then additional instructors will be needed.

**SECTION III: CURRICULUM (if applicable)**

**Program Curriculum Narrative**

<table>
<thead>
<tr>
<th>Degree Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
</tr>
<tr>
<td><strong>BCCM 1200 Introduction to Construction</strong></td>
</tr>
<tr>
<td><strong>BCCM 1250 Carpentry Concepts</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

**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.
SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Writing Guidelines/Suggestions
USHE R401 Policy
Process and Flowchart

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)*
Emergency Medical Technician and First Responders - Certificate of Proficiency

Proposed Title* Emergency Medical Technician - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:
**Classification Instruction Programs**

CIP Code (6-digits) * 51.0904

Minimum Number of Credits (if applicable) * 6  
Maximum Number of Credits (if applicable) * 6

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

**REQUEST**

**TYPE OF CHANGE BEING REQUESTED**

Click the change(s) that best reflect your proposal.

**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 Certificate
- [ ] Post-Masters Certificate

**Existing Academic Program Changes:**

- [X] Name Change of Existing Program
- [X] Program Restructure (with or without Consolidation)
- [ ] Program Transfer to a New Academic Department or Unit
- [ ] Program Suspension (on hold-not listed in catalog)
- [ ] Program Discontinuation (permanent program removal)
- [ ] 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-on hold)
- [ ] Administrative Unit (Discontinuation-permanent unit removal)
- [ ] Administrative Unit (New)
- [ ] Reinstatement of Previously Suspended Administrative Unit
- [ ] Reinstatement of Previously Discontinued Administrative Unit
ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* □ Yes □ No  
Teacher Licensure Program Approval (STEP)* □ Yes □ No

SECTION I: THE REQUEST

R401 Purpose* Requesting approval for restructuring the Emergency Medical Technician course.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* In order to fulfill USHE curriculum alignment requirements, the EMT course is being restructured to meet the USHE approved curriculum, new course titles, credit and clock hour changes.

Labor Market Demand (if applicable) Overall employment projected to grow 7% from 2021 to 2031. 20,000 openings per year. The median annual pay is $35,470 in May 2021. (bls.gov/oco)

Consistency with Institutional Mission & Institutional Impact* The program supports USU’s mission by providing education and jobs for a critical need area in rural Southeast Utah and the Utah strip of the Navajo reservation.

Finances* The total number of credits will be decreased from the current 8 credit course to 6 credits per USHE curriculum alignment requirements. This will likely reflect in savings to students in tuition costs. No increase in funding will be required.

SECTION III: CURRICULUM (if applicable)
To comply with the USHE curriculum alignment requirements, the number of credits will be reduced from 8 credits to 6 credits.

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.

SUBMIT AND APPROVE THE PROPOSAL

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 - Nursing Assistant - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Writing Guidelines/Suggestions
USHE R401 Policy
Process and Flowchart

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)* CAAS

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

Current Title (if applicable)* Certified Nursing Assistant - Certificate of Proficiency

Proposed Title* Nursing Assistant - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:
Classification Instruction Programs

CIP Code (6-digits)  *  51.3902

Minimum Number of Credits (if applicable)  *  3

Maximum Number of Credits (if applicable)  *  3

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

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 Certificate
- [ ] Post-Masters Certificate

Existing Academic Program Changes:
- [X] Name Change of Existing Program
  - [X] Program Restructure (with or without Consolidation)
- [ ] Program Transfer to a New Academic Department or Unit
- [ ] Program Suspension (on hold-not listed in catalog)
- [ ] Program Discontinuation (permanent program removal)
- [ ] 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)
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- [ ] Administrative Unit (Suspension-on hold)
- [ ] Administrative Unit (Discontinuation-permanent unit removal)
- [ ] Administrative Unit (New)
- [ ] Reinstatement of Previously Suspended Administrative Unit
- [ ] Reinstatement of Previously Discontinued Administrative Unit
ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* □ Yes □ No

Teacher Licensure Program Approval (STEP)* □ Yes □ No

SECTION I: THE REQUEST

R401 Purpose* To comply with USHE curriculum alignment requirements.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The USU Nursing Assistant course will restructure to comply with USHE curriculum alignment guidelines. The current course is 5 credits (100 clock hours) and will be decreased to 3 credits (114 clock hours). Likely compliance with USHE requirements will benefit the program through legislative funding.

Labor Market Demand (if applicable) Nursing assistant jobs are projected to grow 5% from 2021 to 2031. An estimated 220,200 openings for nursing assistants are projected each year. The median annual wage for nursing assistants was $30,310 in May 2021.

https://www.bls.gov/ooh/healthcare/nursing-assistants.htm

Consistency with Institutional Mission & Institutional Impact* The USU Nursing Assistant program is in keeping with the mission of USU. The program curriculum is in keeping with that required by Utah Nurse Assistant Registry (UNAR) and so will not be affected by the curriculum alignment proposed by USHE.

Finances* The credits will be decreased to 3 credits (114 clock hours) from 5 credits (100 clock hours) and will likely result in lower tuition for the student. No increased funding will be required.


**Program Curriculum Narrative**

The nursing assistant course introduces students to basic nursing skills in a classroom and laboratory setting. This course includes 24 hours of clinical experience.

**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.

**SUBMIT AND APPROVE THE PROPOSAL**

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 - Pharmacy Technician - Certificate of Completion

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Writing Guidelines/Suggestions

USHE R401 Policy

Process and Flowchart

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges) *

CAAS

DEPARTMENT (include all cross listed departments) *

Aviation and Technical Education

Current Title (if applicable) *

Pharmacy Technician - Certificate of Completion

Proposed Title *

Pharmacy Technician - Certificate of Completion

CIP Code

Enter the Correct CIP Code by Using the Following Link:
Classification Instruction Programs

CIP Code (6-digits) * 51.0805

Minimum Number of Credits (if applicable) * 17

Maximum Number of Credits (if applicable) * 17

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

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 Certificate
- [ ] Post-Masters Certificate

Existing Academic Program Changes:
- [ ] Name Change of Existing Program
- [x] Program Restructure (with or without Consolidation)
- [ ] Program Transfer to a New Academic Department or Unit
- [ ] Program Suspension (on hold-not listed in catalog)
- [ ] Program Discontinuation (permanent program removal)
- [ ] 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)
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- [ ] Administrative Unit (Discontinuation-permanent unit removal)
- [ ] Administrative Unit (New)
- [ ] Reinstatement of Previously Suspended Administrative Unit
- [ ] Reinstatement of Previously Discontinued Administrative Unit
SECTION I: THE REQUEST

R401 Purpose* To comply with the USHE curriculum alignment requirements, USU Pharmacy Technician program will need to update course titles, credit and clock hours awarded and adapt learning objectives.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The program will drop all previously required pre-requisites and set entry guidelines for math and English. The students will need to place at a 30 or higher on the ALEKS test in math or pass STAT 1040. English placement will require an ACT of 17 or place between 5-8 on the WRITEPLACER or pass ENGL 1010 with a "B" or higher.

HEAL 1878 Pharmacy Practice I (2 credits/30 clock hours) will be replaced with TEPT 1878 Introduction to Pharmacy (3 credits/90 clock hours)

HEAL 1879 Pharmacy Practice II (3 credits/45 clock hours) will be replaced with TEPT 1879 Community Pharmacy Practice (3 credits/90 clock hours).

HEAL 1776 Sterile & Non-Sterile Compounding Lab (3 credits/45 clock hours) will be replaced with TEPT 1776 Institutional Pharmacy Practice (3 credits/90 clock hours).

HEAL 1110 Pharmacology for Health Professions (3 credits/45 clock hours) will be replaced with TEPT 1110 Pharmacology (3 credits/90 clock hours) will fulfill 3 credits of USHE required 4 credit electives exclusive to our program.

A new course: TEPT 1115 National Exam and State Licensure Readiness will be added to fulfill 1 credit of the four required by USHE as elective credits exclusive to our program.
Labor Market Demand (if applicable)

Employment opportunities for Pharmacy Technicians is expected to grow 5% from 2021 to 2033 with a projected 43,500 openings in the job market. The median pay in 2021 was $36,740 per year or $17.66/hr.

(www.bls.gov/oco)

Consistency with Institutional Mission & Institutional Impact*

The USU Pharmacy Technician program is in keeping with the mission of USU. The program is nationally accredited and meets the standards through ASHP for expected curriculum guidelines for entry-level pharmacy technicians throughout the nation. As such, the curriculum will not be affected by the curriculum alignment proposed by USHE.

Finances*

The credits have decreased from 690 clock hours with the original program to 600 clock hours with the new alignment requirements. There should be no increased cost to students in tuition and no increased funding required for the program.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Pharmacy Technician program prepares students to support pharmacists by performing a wide range of practice-related duties for community, institutional, compounding, long-term care, mail-order, and other pharmaceutical settings. Students learn the most common medications, calculate dosages, process prescriptions, bill third-party insurance, learn aseptic techniques, and prepare sterile and non-sterile compounded medications. Students receive extensive hands-on training in the lab area using advanced pharmacy technology.

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.

SUBMIT AND APPROVE THE PROPOSAL

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 - Phlebotomy Technician - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Writing Guidelines/Suggestions

USHE R401 Policy

Process and Flowchart

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)*

Aviation and Technical Education

DEPARTMENT (include all cross listed departments)*

CAAS

Current Title (if applicable)*

Phlebotomy - Certificate of Proficiency

Proposed Title*  Phlebotomy Technician - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:
Classification Instruction Programs

CIP Code (6-digits) * 51.1009

Minimum Number of Credits (if applicable) * 3

Maximum Number of Credits (if applicable) * 3

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

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 Certificate
- 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 (on hold—not listed in catalog)
- Program Discontinuation (permanent program removal)
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:
- Name Change of Existing Unit
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- Administrative Unit (Restructure—with or without Consolidation)
- Administrative Unit (Suspension—on hold)
- Administrative Unit (Discontinuation—permanent unit removal)
- Administrative Unit (New)
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit
### ADDITIONAL APPROVALS (if applicable)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Graduate Council</td>
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<tr>
<td>Approval</td>
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<td>Teacher Licensure</td>
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<tr>
<td>Program Approval (STEP)*</td>
<td><img src="false" alt="Yes" /></td>
<td><img src="true" alt="No" /></td>
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</table>

### SECTION I: THE REQUEST

**R401 Purpose**

In order to fulfill the USHE curriculum alignment requirements, the USU phlebotomy program must be restructured and renamed.

### SECTION II: PROGRAM PROPOSAL

**Proposed Action & Rationale**

In keeping with the USHE curriculum alignment requirements, the HEAL 1860 Phlebotomy and Clinical Laboratory course will be renamed, "Phlebotomy Technician". The course credits and clock hours will also be increased from the current 2 credit/30 clock hours to 3 credit/90 clock hours. The 3 credits will be divided between two courses instead of one as follows: TEPH 1860 Phlebotomy I 2 credits/60 clock hours and TEPH 1865 Phlebotomy II (Lab Course) 1 credit/30 clock hours.

**Labor Market Demand (if applicable)**

Employment of phlebotomists has a projected growth of 10 percent from 2021 to 2031 which is faster than most occupations with projected job openings of 21,500 each year. The median pay in 2021 was $37,380 per year/ $17.97 per hour.

(www.bls.gov/oco)

**Consistency with Institutional Mission & Institutional Impact**

The proposed program supports USU’s mission of educating the public through community health professions needs and supporting local cultures. The proposed program will not alter staff, faculty or community needs.

**Finances**

There is an increase in credit hours (1 credit) which will likely be a slight increase in cost the the student. No new equipment or facilities or other funding will be required.
The proposed curriculum will not result in a curriculum change for the current program. There will be more class time required in the lecture portion, but the curriculum will still be in keeping with the required national certification guidelines (American Medical Technologists).

The current HEAL 1860 course will be replaced with the following courses and credits:

- TEPH 1860  Phlebotomy I   2 credits/60 Clock hours
- TEPH 1865  Phlebotomy II (Lab)  1 credit/30 clock hours

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.

**SUBMIT AND APPROVE THE PROPOSAL**

Click on the SAVE ALL CHANGES button below.

Scroll to the top left and click on the LAUNCH icon to launch your proposal.
CAAS - Landscape Architecture and Environmental Planning - Environmental Planning - Institutional Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Writing Guidelines/Suggestions
USHE R401 Policy
Process and Flowchart

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Landscape Architecture and Environmental Planning

Current Title (if applicable)*

Not applicable

Proposed Title* Environmental Planning - Institutional Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:
Classification Instruction 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.) * Institutional Certificate of Proficiency

REQUEST

TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

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 Certificate
- 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 (on hold-not listed in catalog)
- Program Discontinuation (permanent program removal)
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:  
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- Administrative Unit (Restructure-with or without Consolidation)
- Administrative Unit (Suspension-on hold)
- Administrative Unit (Discontinuation-permanent unit removal)
- Administrative Unit (New)
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit
ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*  ☐ Yes  ☑ No  
Teacher Licensure Program Approval (STEP)*  ☐ Yes  ☑ No

SECTION I: THE REQUEST

R401 Purpose*  The Department of Landscape Architecture and Environmental Planning (LAEP) proposes offering an Institutional Certificate of Proficiency in Environmental Planning, effective Fall 2023. All required coursework for this new certificate is presently offered as part of LAEP’s curriculum, or will be offered as part of LAEP’s Bachelor of Science in Environmental Planning degree program.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*  The primary goal of the proposed Certificate in Environmental Planning at Utah State University (USU) is to provide students with an introductory professional education in the core principles of environmental planning. The demand for environmental planning professional is strong. USU’s LAEP department has a longstanding Master of Science in Environmental Planning and a new 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 Certificate 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 Certificate 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 Certificate 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 Certificate 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 Certificate in Environmental Planning. It is anticipated that the addition of this certificate 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 Certificate in Environmental Planning will be composed of a required series of professional foundation courses in environmental planning (10 credits), and 6 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 certificate due to overlap in their major requirements. The schedule for this certificate is left open to when the students can best fit the courses in with their major requirements.
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.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

Scroll to the top left and click on the LAUNCH icon to launch your proposal.
CAAS - Landscape Architecture and Environmental Planning - Digital Modeling and Visualization - Institutional Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Writing Guidelines/Suggestions
USHE R401 Policy
Process and Flowchart

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)*
CAAS

DEPARTMENT (include all cross listed departments)*
Landscape Architecture and Environmental Planning

Current Title (if applicable)*
Not Applicable

Proposed Title*
Digital Modeling and Visualization - Institutional Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:
### Classification Instruction Programs

**CIP Code (6-digits)** 11.0804

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

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

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

### REQUEST

**TYPE OF CHANGE BEING REQUESTED**

Click the change(s) that best reflect your proposal.

#### New Academic Program:
- [ ] Certificates of Completion (including CTE)
- [ ] Certificates of Proficiency (including CTE)
- [x] Institutional Certificate of Proficiency
- [ ] K-12 Endorsement Program
- [ ] Minor
- [ ] New Emphasis for Existing Program
- [ ] Out of Service Area Delivery Program (attach signed MOU)
- [ ] Post-Baccalaureate Certificate
- [ ] 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 (on hold—not listed in catalog)
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#### Administrative Unit Changes:
- [ ] Name Change of Existing Unit
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- [ ] Reinstatement of Previously Discontinued Administrative Unit
SECTION I: THE REQUEST

R401 Purpose* Utah State University (USU), College of Agriculture and Applied Sciences (CAAS), Department of Landscape Architecture and Environmental Planning (LAEP) proposes to offer a Institutional Certificate of Proficiency in Digital Modeling and Visualization. The mission of the Certificate in Digital Modeling and Visualization program is to introduce and provide basic preparation to students for a career in the digital modeling and visualization industry, specifically preparing students to work in visualization and design firms operating in the built environment and construction sectors. The degree will also provide basic preparation for students to work in fields that incorporate advanced visualization practices such as video games, film, animation, product design, marketing, etc.

SECTION II: PROGRAM PROPOSAL
It is proposed to create a new certificate program in Digital Modeling and Visualization in the Landscape Architecture & Environmental Planning Department. Students will complete courses that will help them develop a mastery of several critical technologies, including: digital graphics, 3D modeling, virtual reality, and video game engines.

In addition to a strong ongoing demand for 3D modeling skills in landscape architecture, a recent survey of the American Society of Landscape Architects found that many of the technologies that students will learn through this certificate are being used or adopted by planning and design firms, including: VR (69%) Parametric Modeling (38%). Despite the prevalence of these new technologies in the work force, there is not a similar emphasis on training students in these technologies amongst landscape architecture programs across the nation. The creation of this certificate will allow LAEP to solidify its position at the forefront of technology adoption and teaching amongst national landscape architecture programs. Students who complete the certificate will graduate with an advanced skillset of the latest technologies used in the profession, substantially improving their attractiveness and hire-ability with design firms.

The certificate will also appeal to students in other degrees which rely on spatial modeling and visualization processes. Such degrees include Computer Science, Interior Architecture and Design, Residential Landscape and Design Construction, Technology and Engineering Education, Art, Outdoor Product Design, Marketing, and Integrated Studies.

The Bureau of Labor Statistics projects a ten-year national job growth outlook to be 5% (as fast as average) for Special Effects Artists and Animators, the sector in which digital modelers are situated according to BLS. Digital modelers need a BS in a degree that prepares them with the design, art, and technical skills to fulfill their professional responsibilities. The typical median salary of a digital modeler is $78,790 annually as of 2021.

The Utah DWS Occupation Information Data Viewer describes the sector as Multimedia Artists and Animators and indicates that Utah’s median salary for this sector is $77,450 in 2021, with the job outlook projected to increase at more than 3% due to business expansion.

However, the proposed certificate program will only provide basic preparation for a career in these fields. The intention of this certificate program is to assist planning and design students in developing an advanced skill set in the spatial modeling and visualization aspects of the planning, design, and construction industries. A recent survey of design professionals found that many of the technologies that students will learn through this certificate are being used or adopted by planning and design firms, including: VR (69%) Parametric Modeling (38%).

The proposed certificate 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.
The proposed certificate program in Digital Modeling and Visualization 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 universities through a student-focused curriculum and programs that will prepare students to contribute to the workforce through highly specialized software and design applications. The Certificate in Digital Modeling and Visualization will benefit USHE and the state by serving the public through learning and engagement. As the state experiences record population and urban growth, graduates with the Certificate in Digital Modeling and Visualization will improve the ability of developers, elected officials, and the public to make informed decisions regarding the structure and appearance of our spatial environment.

To make this Certificate in Digital Modeling and Visualization program possible, additional faculty resources are needed to teach two courses not presently offered at USU, although these courses are also part of an undergraduate program proposal. 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.

**SECTION III: CURRICULUM (if applicable)**

The Certificate in Digital Modeling and Visualization program curriculum includes coursework in the intellectual foundations of visualization, basic spatial representation coursework, technical instruction in modeling and visualization, and an advanced experience in the application of modeling and visualization practice through community engagement. Curriculum details are provided in the accompanying Program Curriculum.

*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.

**SUBMIT AND APPROVE THE PROPOSAL**

*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 - Landscape Management Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Writing Guidelines/Suggestions
USHE R401 Policy
Process and Flowchart

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)* CAAS

DEPARTMENT (include all cross listed departments)* Plants, Soils and Climate

Current Title (if applicable)* Landscape Management Certificate

Proposed Title* Landscape Management Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link: Classification Instruction Programs
CIP Code (6-digits) * 010601

Minimum Number of Credits (if applicable) * 0

Maximum Number of Credits (if applicable) * 0

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

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 Certificate
- 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 (on hold-not listed in catalog)
- Program Discontinuation (permanent program removal)
- 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-on hold)
- Administrative Unit (Discontinuation-permanent unit removal)
- Administrative Unit (New)
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit
ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*  ☑ No

Teacher Licensure Program Approval (STEP)*  ☑ No

SECTION I: THE REQUEST

R401 Purpose*  To delete the institutional Landscape Management Certificate

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*  We wish to delete the prior version of this certificate. A Landscape Management certificate of completion was recently approved. The reason for deletion of the previous certificate and the creation of the new certificate of completion was to allow the certificate to be eligible for financial aid.

Labor Market Demand (if applicable)  n/a

Consistency with Institutional Mission & Institutional Impact*  We are proposing to delete this institutional certificate because making programs more available to students (hence the option for financial aid) is in the best interest of potential students.

Finances*  There is no effect on financial resources since this is being replaced by a new program.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

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.
SUBMIT AND APPROVE THE PROPOSAL

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 - Communicative Disorders and Deaf Education: Bilingual-Bicultural Deaf Education Emphasis

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Writing Guidelines/Suggestions

USHE R401 Policy

Process and Flowchart

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Communicative Disorders and Deaf Education

Current Title (if applicable)*

Deaf Education Composite

Proposed Title*

Communicative Disorders and Deaf Education: Bilingual-Bicultural Deaf Education Emphasis
CIP Code

Enter the Correct CIP Code by Using the Following Link:
Classification Instruction Programs

CIP Code (6-digits) * 13.1003

Minimum Number of Credits (if applicable)* 64
Maximum Number of Credits (if applicable)* 125

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

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 Certificate
- 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 (on hold-not listed in catalog)
- Program Discontinuation (permanent program removal)
- 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-on hold)
- Administrative Unit (Discontinuation-permanent unit removal)
- Administrative Unit (New)
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* □ Yes  ☑ No

Teacher Licensure Program Approval (STEP)* □ Yes  ☑ No

SECTION I: THE REQUEST

R401 Purpose* The deaf education composite is being restructured to provide an undergraduate emphasis for students to be eligible for the deaf education license with a bachelor’s degree, the required degree for teacher licensure in Utah. The Bilingual-Bicultural Deaf Education Emphasis will be tied to the Communicative Disorders and Deaf Education bachelor’s degree.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The composite option was suspended in January 2022. The composite allowed students to take the first year of the master’s coursework during their final year of undergraduate study. Students then applied to the graduate program and were eligible for licensure after completion of the graduate degree. There is a significant shortage of deaf educators. Re-structuring the program will prepare students to be eligible for licensure with a bachelor’s degree. To arrive at this decision, we held discussions with stakeholders in the department, the college, the Deaf community, and the Utah School for the Deaf and Blind. The re-structure will benefit USU by offering a program that improves student access to education, schools by addressing a significant shortage, and benefit children who are deaf and hard of hearing.

Labor Market Demand (if applicable)
The proposed emphasis fulfills the land-grant mission of USU by partnering with the Utah Schools for the Deaf and school districts throughout the state to provide a fully online undergraduate program in Bilingual-Bicultural Deaf Education, thus helping to alleviate teacher shortages in this field of study. This program will meet all requirements of the Utah State Board of Education Licensing Division for students to earn the Utah Deaf Education teaching license with a Bilingual-Bicultural Endorsement.

The re-structure is cost neutral, no impact on finances is anticipated.

SECTION III: CURRICULUM (if applicable)

Currently, undergraduate coursework and program options in the Department of Communicative Disorders and Deaf Education (COMDDE) have primarily focused on preparing students for the fields of Speech-Language Pathology or Audiology. Most undergraduate COMDDE students are unfamiliar with the field of deaf education and the associated vocational options. This expanded undergraduate program emphasis will facilitate deaf education program visibility and will contribute to critical personnel shortages to serve children who are Deaf or hard of hearing (DHH) who use American Sign Language (ASL) as their first language and as their primary mode of educational instruction, referred to as Bilingual-Bicultural education. The proposed emphasis will offer a fully online educational option for Utah-based students to earn a Bachelor of Science degree in COMDDE, with eligibility for a Utah Deaf Education teaching license with a Bilingual-Bicultural Endorsement. Under the proposed program model, USU will offer breadth and depth in program coursework, as well as practicum and student teaching oversight. Prospective students must be employed by a Utah school district or the Utah Schools for the Deaf and Blind (USDB) who will serve as project partners to provide students with an on-site mentor to support them in practicum and student teaching requirements. This fully online, distance education model offers expanded availability to students as they remain in their home locations and work settings, while accessing both comprehensive coursework and valuable hands-on practicum and student teaching experiences to gain skills and competencies as aligned with state and national standards.

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.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

Scroll to the top left and click on the LAUNCH icon to
launch your proposal.
CHASS HSB - Marketing and Strategy School of Accountancy
Sociology and Anthropology - Cultural Resource Management Policy, Advocacy, and Business Administration Graduate Certificate

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)*

  CHASS
  HSB

DEPARTMENT (include all cross listed departments)*

  Marketing and Strategy
  School of Accountancy
  Sociology and Anthropology

Current Title (if applicable)*

  New Graduate Certificate

Proposed Title*

  Cultural Resource Management Policy, Advocacy, and Business Administration Graduate Certificate
**Step 2: Enter** the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

**CIP Code (6-digits)** * 30.1202

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

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

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

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**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
**Section I: The Request**

**R401 Purpose**
The graduate certificate in Cultural Resource Management (CRM) Policy, Advocacy, and Business Administration is a hybrid-delivery certificate designed to prepare both fully matriculated graduate students as well as current professionals in the field wishing to enhance their portfolios to understand and implement CRM policy and business skills within the context of cultural resource management activities.

**Section II: Program Proposal**

**Proposed Action & Rationale**
The proposed action combines graduate-level anthropology courses with courses offered in the School of Business to provide a cultural resource management specific Cultural Resource Management Policy, Advocacy, and Business Administration Graduate Certificate. The Department of Sociology and Anthropology proposes this certificate as a way to both allow industry professionals to further their qualifications and as an avenue for course credit towards earning a master's or PhD in Anthropology and Cultural Resource Management. This certificate should draw local cultural resource managers as well as those from outside of Utah to the Utah State University (USU) graduate program, while at the same, the online nature of the certificate will appeal to potential students nationwide.
Federal, in some cases state, laws require the identification and documentation of cultural resources at risk of destruction by development of public lands. Cultural Resource Management (CRM) archaeology provides industry and government agencies with private sector specialists trained to identify and assess the impact of undertakings on cultural resources. Given the pace of energy development in the American West, especially the current and future creation of vast solar and wind farms, CRM has become an important part of the environmental consulting industry in the United States. Within this context, resource managers identify and record the full range of cultural resources from prehistoric Fremont villages to historic Church of Jesus Christ of Latter-day Saints (LDS) homesteads.

As of fall 2020, 237 principle investigators hold archaeological permits to work in Utah, with 95 of these archaeologists maintaining offices in the state. The Utah Division of State History reports that over 1,700 archaeological field projects are conducted in the state each year. Field projects vary widely in size with small projects requiring crews of 3-5 employees, while most projects employ over a dozen people, and a smaller number of large projects each year employ many dozens at a time. Work extends well beyond field projects because for each person-hour spent in the field, an additional 10 hours of time is spent in the laboratory, writing reports, and performing administrative tasks to manage the business and regulatory environment in which CRM occurs. Full-time jobs in this market often also come with full benefit packages, a consideration of importance in today's world. The proposed graduate certificate will train students to run these businesses.

Discussions with principle investigators suggest several recommendations for what a specialized graduate certificate should provide:
- Curricula should recognize the much broader scope of CRM and incorporate business, ecology, and the legal/regulatory environment in which CRM archaeology exists.
- Written and verbal communication.
- Experience in the preparation of proposals and research design.
- Basic applied field techniques including survey, mapping, GPS, GIS, and sampling.
- Basic applied techniques in data analysis, collections processing, and collections management.
- Experience in report preparation.
- Graduate curricula should provide structured mentorships or internships with CRM companies and/or government agencies.

Many of these recommendations have already been followed in the creation of the Master of Science in Anthropology program at USU. Yet, due to the limited number of courses (9) that constitute the master's degree, the department is currently unable to train students in the aspects of business, finance and person management needed to successfully run a business.

Individuals currently employed in the field have few options to further their education or enhance their portfolios short of enrolling in a graduate program. The proposed certificate represents a unique offering both locally and nationally. The Cultural Resource Management Policy, Advocacy, and Business Administration Graduate Certificate will allow individuals seeking to enhance their portfolios a way to do so through online distance learning that is currently unavailable through any venue.
The proposed graduate certificate in Cultural Resource Policy, Advocacy, and Business Administration furthers Utah State University’s land-grant mission to provide practical learning that meets the needs of 21st century students and stakeholders. This program will support the learning, discovery, and engagement components essential to fulfill USU’s land-grant mission by stressing the skills and competencies needed within academic and vocational contexts.

No new facilities are required for this graduate certificate. The program may increase enrollment and tuition paid to the Huntsman School of Business.

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

The CRM Policy, Advocacy, and Business Administration Graduate Certificate will consist of the following classes for a total of 18 credit hours. This certificate can be earned as a stand-alone certification or as part of the Anthropology and Cultural Resource Management PhD degree program.

- **ANTH 6400 - Collections Management**
- **ANTH 6410 - Writing for Archaeologists**
- **ANTH 6460 - Engaging Communities in Cultural Resource Management** (forthcoming; department planning to submit new course proposal)
- **ANTH 6470 - Ethics in Cultural Resource Management** (forthcoming; department planning to submit new course proposal)
- **MSLE 6410 - Enterprise and Value Creation**
- **ACCT 6350 - Accounting for Management Decision Making**

**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: Criminal Justice - BA, BS

Are There New Emphases: Yes [ ] No [ X ]

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: College of Humanities and Social Sciences
Sponsoring Academic Department(s) or Unit(s): Department of Sociology and Anthropology

Classification of Instructional Program Code1: 45.0401 (Criminology)

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

Proposed Beginning Term2: Fall 2023

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 type3: ) |
| [ ]       | Other (specify award type3: ) |
| [ X ] (BA)| Bachelor of Arts Degree |
| [ X ] (BS)| Bachelor of Science Degree |
| [ ] (BAS)| Bachelor of Applied Science Degree |
| [ ]       | Specialized Bachelor Degree (specify ward type3: ) |
| [ ]       | Other (specify award type3: ) |
| [ ] (MA)  | Master of Arts Degree |
| [ ] (MS)  | Master of Science Degree |
| [ ]       | Specialized Bachelor Degree (specify ward type3: ) |
| [ ]       | Other (specify award type3: ) |
| [ ]       | Doctoral Degree (specify award type3: ) |
| [ ]       | K-12 School Personnel Program |
| [ ]       | Out of Service Area Delivery Program [ ] Attached MOU |
| [ ]       | Out of Mission Program |
| [ ]       | NEW Professional School |

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

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<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>Program Restructure with or without Consolidation</td>
</tr>
<tr>
<td>[X]</td>
<td>Emphases transfer from another program or academic unit</td>
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<td>[X]</td>
<td>Name Change of Existing Program or Academic Unit</td>
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<td>Program transfer to a different academic unit</td>
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<td>Other</td>
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**Chief Academic Officer (or Designee) Signature:**

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

______________________________ Date: ________________

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

Section I: The Request
Utah State University’s Department of Sociology and Anthropology requests approval to offer the following degree(s): Bachelor’s Degree in Criminal Justice
To be effective on: Fall 2023
This program was approved by the institutional Board of Trustees on:

Section II: Program Proposal

Program Description
The criminal justice faculty at Utah State University are currently part of the Sociology program in the Sociology & Anthropology Department within the College of Humanities and Social Sciences (CHaSS). When the College of Eastern Utah merged with USU in 2010 creating USU Eastern, its two-year Criminal Justice associate’s degree was merged with the sociology program. In Spring 2017, the Sociology program started a criminal justice emphasis within the Sociology bachelor’s degree, essentially creating a four-year criminal justice degree in practice but not in name.

The proposed program will create a Criminal Justice program that is separate from the sociology program. It will oversee the existing Criminal Justice minor, Criminal Justice associate’s degree, and the proposed Criminal Justice bachelor’s degree. The proposed Criminal Justice - BA, BS will simply take the existing Sociology bachelor’s degree with an emphasis in Criminal Justice and replace it with a standalone bachelor’s degree in Criminal Justice. There will be some minimal changes to the degree in this process. The primary changes made are 1) the removal of Introduction to Sociology as a required course, 2) the removal of Criminal Justice Field Experience as a required course, and 3) the addition of an upper-level course on race as a required course.

Consistency with Institutional Mission
As per Utah System of Higher Education (USHE) policy R312-4.1.2, Utah State University’s mission 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.” The proposed bachelor’s degree in criminal justice is an excellent example of a program that aims to satisfy that mission. Crime is a complex subject that is heavily tied to issues of class, race, and gender. Societal response to crime should be nuanced and guided by evidence-based practices. The aim of this degree emphasis is to foster a culture within local, state, and even federal criminal justice institutions including policing, the courts, and corrections, that embraces a diversity of perspectives and evidence-based practices. Educating future criminal justice practitioners to not only effectively maintaining formal social control but to also be culturally aware is one of the most important ways that the Department of Sociology & Anthropology can serve the public.
Section III: Needs Assessment

Program Rationale
Currently, criminal justice faculty and criminal justice-related degrees at USU are housed within the sociology program. As discussed below, student enrollment in these degrees has increased significantly. Given the increased popularity of criminal justice, expansion in course offerings is vital to match student interest. However, because criminal justice does not have program status at USU, the only criminal justice-designated courses offered are lower division courses grandfathered in with the Criminal Justice associate’s degree from the merger with the College of Eastern Utah. The faculty are unable to create new courses that are designated as criminal justice courses. Over the past few years, some upper-level criminal justice courses (e.g., Criminal Justice Ethics and Criminal Justice Field Experience) have been introduced, but they have all been designated as sociology courses out of necessity. This can create some confusion for students looking to enroll in upper-level criminal justice courses. Creating a Criminal Justice program that is separate from the Sociology program will alleviate this problem.

Creating a separate Criminal Justice program and including criminal justice within the name of the Department of Sociology & Anthropology will also help raise the visibility of the program at USU. This will make it easier for students to see what degree options exist in criminal justice at USU and help the program continue to grow. This includes increasing the visibility of the option to earn the Criminal Justice - BA, BS degree entirely online.

This change will also help meet objectives set out by USHE. Recently, USHE inquired about what universities in Utah are doing to address issues of racial inequality in the criminal justice system—issues that have existed for a significant period of time but have recently come under intense scrutiny following the high-profile killings of George Floyd, Breonna Taylor, and others. This program will add an upper division course on race as a requirement for graduation. Additionally, USHE has emphasized the need for courses to be transferrable between Utah colleges and universities. By making criminal justice its own four-year degree instead of an emphasis within the Sociology four-year degree, aligning upper division criminal justice course numbers with those used by other Utah colleges and universities will be possible.

Labor Market Demand
The state of Utah anticipates a significant amount of growth in criminal justice-related jobs in the next 4 years. There are currently 160 law enforcement agencies in Utah, including federal, state, county, city, multi-jurisdictional/district, and college offices. The Utah Department of Workforce Services anticipates that the number of patrol officers alone will increase by 22% between 2016 and 2026 with 240 openings annually. The average inexperienced patrol officer in Utah earns $45,100 annually.

The state is currently relocating its largest prison from Draper to an area just west of the Salt Lake City Airport. The new prison is significantly bigger in size, necessitating an increase in personnel. The need for correctional officers is expected to increase by 12% between 2016 and 2026 with 80 openings annually. The average inexperienced corrections officer in Utah earns $40,550 annually.

The need for probation officers is also expected to increase 7% between 2016 and 2026 with 10 openings annually. Based on the data available through the Utah Department of Workforce Services (which is currently only available for Eastern Utah), it appears the average inexperienced probation officer in Utah earns $44,900.

In addition to jobs with government agencies that oversee the criminal justice system, there are several criminal justice-adjacent jobs that students with a criminal justice degree can seek in the private sector. Specifically, students can pursue a career as a security guard or a loss prevention specialist. The need for
these jobs in Utah is projected to increase 24% between 2016 and 2026 with 250 openings annually. Those employed in these fields earn roughly $25,000 annually.

Students who earn a criminal justice degree may pursue a law degree following the completion of their bachelor’s degree. With a law degree, students can work in the criminal court system as a prosecutor, defense attorney, or judge. They can also pursue a career as a lawyer outside the criminal justice system. The need for lawyers in Utah is projected to increase 20% between 2016 and 2026 with 180 openings annually. The average inexperienced lawyer earns $67,270 annually.

In short, there is a need for criminal justice professionals in Utah, and that need is projected to increase significantly over the next several years.

Student Demand
Criminal justice degrees at USU draw heavy student interest. Since its introduction in Fall 2017, the criminal justice emphasis within the Sociology bachelor’s degree has steadily and consistently increased from semester to semester. That first semester, there were 16 students who were pursuing the degree. In 2022, there were 124 students pursuing the degree.

The number of students pursuing an associate’s degree in criminal justice has increased over that same period. In 2017, there were 57 students pursuing the degree. In 2021, there were 118 students pursuing the degree.

The Criminal Justice minor also draws significant student interest. The number of students pursuing a Criminal Justice minor has remained relatively constant, averaging roughly 100 over the same four-year period.

Similar Programs
There are several universities that offer a bachelor’s degree in Criminal Justice in Utah. Those universities are Weber State University, Southern Utah University, Utah Valley University, and Dixie State University. Additionally, the University of Utah offers a bachelor’s degree in Criminology.

USU currently offers a bachelor's degree in Sociology with an emphasis in Criminal Justice. By approving a shift of that emphasis to its own standalone bachelor's degree, an additional Criminal Justice program will not technically be added in Utah. Rather, an existing program will just be renamed and reorganized.

Collaboration with and Impact on Other USHE Institutions
The program will not be delivered outside of its designated service area. As noted above, USU currently offers a bachelor's degree in Sociology with an emphasis in Criminal Justice. By approving a shift of that emphasis to its own standalone bachelor’s degree, an additional Criminal Justice program will not technically be added in Utah. Rather, an existing program will just be renamed and reorganized. Accordingly, approving this program will have no impact on other USHE institutions.

External Review and Accreditation
External consultants were not involved in the development of this program. Professional accreditation is not being sought at this time.
Section IV: Program

Details: Graduation Standards and Number of Credits
To graduate with a Criminal Justice - BA, BS, students must complete 120 credit hours, 40 of which must be from upper-division courses. At least 30 of those 120 credits must be obtained from USU, with at least 10 of those 30 being within the Criminal Justice major and 20 of those 30 being credits from upper division courses. Students must have an overall GPA of 2.5 to graduate with a minimum grade of C- in all criminal justice courses. Specifics on which individual courses students must complete to graduate are detailed in Appendixes A and B.

Admission Requirements
For students to be admitted to the Criminal Justice major program, they must have both a USU and overall GPA of at least 2.5. Students must also complete CJ 1010 and at least one other CJ-prefix course with a grade of C- or better.

Curriculum and Degree Map
See Appendix A and Appendix B for the proposed curriculum and degree map.
Section V: Institution, Faculty, and Staff
Support

Institutional Readiness
Existing administrative and organizational structures should be sufficient to the support this program. The delivery of undergraduate education should not be impacted by the program.

Faculty
It is anticipated that an independent Criminal Justice program will need one new faculty member to effectively carry on. There are several reasons this will be necessary.

First, while the current faculty are able to cover the courses currently offered, they are at capacity keeping those courses covered. Accordingly, the faculty have little to no ability to design new elective courses to expand the course offerings to keep pace with its expanding enrollment. Having an additional faculty member will allow them to do this.

Second, the role statements of the current criminal justice faculty are all teaching-focused. The Department of Sociology and Anthropology at USU produces a significant amount of research. As a separate program within that department, Criminal Justice will need to increase its research output to keep pace with the other programs within its department. This can be accomplished by hiring new faculty with research-focused role statements, adjusting the role statements of current faculty to include more research, or a combination of these two things.

Finally, many of the students in the Criminal Justice program are based out of USU’s Logan campus. While there are a few faculty members within the Sociology program that teach criminal justice-related courses, there is not a criminal justice faculty member based out of that campus. As a separate program, at least one criminal justice faculty member housed at the Logan campus needs to be the point of contact for our students at that campus.

For details on current faculty and on the proposed new hired, please see Appendix C below.

Staff
Existing staff within the department and at the statewide campuses should be sufficient to support the program.

Student Advisement
Student advising will continue to be covered by the advisor(s) currently assigned to the Criminal Justice degrees at USU.

Library and Information Resources
The criminal justice 4-year degree has been operating as an emphasis under the sociology Bachelor's degree for several years. Our R401 application is to have the criminal justice degree recognized as its own Bachelor's degree separate and apart from the sociology Bachelor's degree. Because the criminal justice degree has existed in some form for the past several years, we currently have adequate resources to support our program from the library. We anticipate we will continue to use the articles and databases currently listed under the "Key Resources in Criminal Justice & Law Enforcement" on the USU Library website.
Projected Enrollment and Finance
For projected enrollment and finance information, please see Appendix D below.

Section VI: Program Evaluation

Program Assessment
The Criminal Justice program will inspire its students through great teaching that is conducive to balanced social, cultural, physical, intellectual, and ethical development. Criminal Justice values its students and is committed to providing the highest standards of instruction and enthusiasm in its degree program. Through dedicated faculty, quality curriculum, and positive interactions, students will gain the knowledge, insights, and skills necessary to succeed at USU and in their personal lives. Through this program and the overall USU experience they will develop the skills and breadth of knowledge expected of educated individuals in this complex and ever-changing society. The curriculum will instill in these students the ability and desire to be lifetime learners and achievers, as well as inspire them to reach their potential through perseverance and personal commitment.

The Criminal Justice program’s guiding philosophy is based on the land-grant university heritage. The program mission is to prepare criminal justice professionals to begin work in a diverse society and to equip students with the knowledge and skills essential to promoting social welfare in institutions such as education, health, employment, housing and criminal justice. The program provides grounding in fundamental knowledge and skills, such as critical thinking, clarification of personal values, awareness of diversity, professional use of self, and communication and interpersonal relationship skills. The Criminal Justice faculty will make a yearly assessment regarding which new courses need to be developed for the Criminal Justice program that will help students develop these skills.

Student Standards of Performance

The Criminal Justice faculty have identified competencies that are relevant to working in the various fields tied to criminal justice. These competencies will give graduating students the tools they need to develop criminal justice careers. These competencies are identified as:

- Intellectual and practical skills – to include critical thinking, challenging current practices, and seeking methods to enhance these practices.
- Human rights – to include understanding the human and constitutional rights of all citizens. Also, to have an understanding of the changing societies as it deals with diversity.
- Natural world – to include an understanding of how the world is changing as cultures and laws change.
- Ethics – to include an understanding of the responsibility criminal justice professionals have when using discrentional decisions that makes changes in the lives of people in the criminal justice system.

The Criminal Justice program will assess student mastery of these competencies by giving assessments in the beginning stages of the student education process. The initial class taken by all criminal justice students is the CJ 1010 Introduction to Criminal Justice. In this CJ 1010 class, an assessment will be administered at the beginning of the class to determine the student’s entry level capacities in relation to the competencies. The competencies will be targeted throughout the criminal justice curriculum. A second assessment will be administered at the end of the final Criminal Justice course required for the bachelor’s degree, Criminal Justice Ethics (CJ 4200). This assessment will measure students’ competency levels as the students complete their Criminal Justice - BA, BS.
## 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>
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<tr>
<td></td>
<td>General Education Courses (list specific courses recommended for this program on Degree Map)</td>
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</tr>
<tr>
<td></td>
<td>General Education Credit Hour Sub-Total</td>
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<tr>
<td>Required Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 1010</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CJ 1300</td>
<td>Introduction to Corrections</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CJ 1330</td>
<td>Criminal Law</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CJ 1390</td>
<td>Introduction to Policing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 3110</td>
<td>Methods of Social Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 3120</td>
<td>Social Statistics I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 3420</td>
<td>Criminology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 4430</td>
<td>Criminal Justice Ethics (will be renumbered as CJ 4200)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ANTH 3200 or SOC 4410</td>
<td>Perspectives on Race OR Race and Crime</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required Course Credit Hour Sub-Total</td>
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<tr>
<td>Elective Courses</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CJ 1030</td>
<td>Introduction to Firearms Handling/Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 1340</td>
<td>Criminal Investigations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CJ 1350</td>
<td>Introduction to Forensic Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CJ 2110</td>
<td>Security</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CJ 2330</td>
<td>Juvenile Justice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CJ 2340</td>
<td>Survey of Criminal Procedure</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CJ 2350</td>
<td>Laws of Evidence</td>
<td>3</td>
<td></td>
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<tr>
<td>CJ 2360</td>
<td>Juvenile Law and Procedures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CJ 2370</td>
<td>Child Abuse and Neglect</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CJ 4xxx (renumbered)</td>
<td>Criminal Justice Field Experience</td>
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<tr>
<td>SOC 1010</td>
<td>Introductory Sociology (BSS)</td>
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<td></td>
</tr>
<tr>
<td>SOC 1020</td>
<td>Social Problems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 2650</td>
<td>Globalization and International Development (BSS)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 3010</td>
<td>Social Inequality</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 3410</td>
<td>Juvenile Delinquency</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 3430</td>
<td>Social Deviance</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 3520</td>
<td>Sociology of Mental Illness</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 4420</td>
<td>Law and Society</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 4440</td>
<td>Origins of the United States Criminal Justice System (DSS) (Will renumber CJ 4XXX)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 4770</td>
<td>CJ Field Education and Experience (Will renumber CJ 4XXX)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ANTH 1010</td>
<td>Cultural Anthropology</td>
<td>3</td>
<td></td>
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<tr>
<td>ANTH 1090</td>
<td>Introduction to Interfaith Leadership</td>
<td></td>
<td></td>
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<tr>
<td>ANTH 4800</td>
<td>Topics in Anthropology: Forensic Anthropology</td>
<td>3</td>
<td></td>
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<tr>
<td>WILD 4550</td>
<td>Wildlife Law Enforcement</td>
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<td>Elective Credit Hour Sub-Total</td>
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<tr>
<td></td>
<td>Core Curriculum Credit Hour Sub-Total</td>
<td>63</td>
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</table>

Add An Emphasis:
Program Curriculum Narrative
The proposed Criminal Justice - BA, BS is similar to the current Sociology bachelor’s degree that allows students to focus in criminal justice. The proposed degree requires a minimum of 36 major credit hours, as well as an additional 27 core curriculum credits that satisfy university breadth and depth requirements (totaling 63 core curriculum credit hours). Within the 36 major credit hours, 27 are required courses and the remaining 9 are electives.

There are two key changes being made regarding the required courses for this program. First, as this degree will be a standalone major and no longer an emphasis within the sociology major, Introduction to Sociology (SOC 1010) is being removed as a required course. Second, the criminal justice field experience is being replaced as a required course by a course focused on race (either ANTH 3200 or SOC 4410) to help prepare students to navigate issues regarding race in the criminal justice system.

The number of elective courses students can choose from is also being expanded to include some courses from the Anthropology program that are relevant to criminal justice. Wildlife Law Enforcement (WILD 4550) is also being added as an elective as it is relevant to criminal justice as well.
Appendix B: Degree Map

<table>
<thead>
<tr>
<th>First Year Fall</th>
<th>Cr. Hr.</th>
<th>First Year Spring</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 1010</td>
<td>3</td>
<td>CJ 1300</td>
<td>3</td>
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<tr>
<td>ENGL 1010</td>
<td>3</td>
<td>STAT 1040</td>
<td>3</td>
</tr>
<tr>
<td>University Breadth Gen Ed Requirement</td>
<td>3</td>
<td>University Breadth Gen Ed Requirement</td>
<td>3</td>
</tr>
<tr>
<td>University Breadth Gen Ed Requirement</td>
<td>3</td>
<td>University Breadth Gen Ed Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Elective Course</td>
<td>3</td>
<td>Elective Course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year Fall</th>
<th>Cr. Hr.</th>
<th>Second Year Spring</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 1390</td>
<td>3</td>
<td>CJ 1330</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2010</td>
<td>3</td>
<td>University Depth Gen Ed Requirement</td>
<td>3</td>
</tr>
<tr>
<td>University Breadth Gen Ed Requirement</td>
<td>3</td>
<td>University Breadth Gen Ed Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Elective Course</td>
<td>3</td>
<td>Elective Course</td>
<td>3</td>
</tr>
<tr>
<td>Elective Course</td>
<td>3</td>
<td>Elective Course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year Fall</th>
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<th>Third Year Spring</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 3110</td>
<td>3</td>
<td>SOC 3120</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3420</td>
<td>3</td>
<td>ANTH 3200 or SOC 4410</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice Elective Course</td>
<td>3</td>
<td>Criminal Justice Elective Course</td>
<td>3</td>
</tr>
<tr>
<td>Elective Course</td>
<td>3</td>
<td>Elective Course</td>
<td>3</td>
</tr>
<tr>
<td>Elective Course</td>
<td>3</td>
<td>Elective Course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Fourth Year Fall</th>
<th>Cr. Hr.</th>
<th>Fourth Year Spring</th>
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<tbody>
<tr>
<td>SOC 4430</td>
<td>3</td>
<td>Criminal Justice Elective Course</td>
<td>3</td>
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<tr>
<td>Elective Course</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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</table>
### Appendix C: Current and New Faculty / Staff Information

**Part I. Department Faculty / Staff**

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

<table>
<thead>
<tr>
<th></th>
<th># Tenured</th>
<th># Tenure-Track</th>
<th># Non-Tenure Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty: Full Time with Doctorate</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Faculty: Part Time with Doctorate</td>
<td></td>
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</tr>
<tr>
<td>Faculty: Full Time with Masters</td>
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<td>1</td>
<td></td>
</tr>
<tr>
<td>Faculty: Part Time with Masters</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Full Time with Baccalaureate</td>
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<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>
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<td></td>
<td></td>
</tr>
<tr>
<td>Staff: Full Time</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Staff: Part Time</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Part II. Proposed Program Faculty Profiles**

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Tenure (T) / Tenure Track (TT) / Other</th>
<th>Degree</th>
<th>Institution where Credential was Earned</th>
<th>Est. % of time faculty member will dedicate to proposed program.</th>
<th>If &quot;Other,&quot; describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott</td>
<td>Henrie</td>
<td>T</td>
<td>MSAJS</td>
<td>University of Phoenix</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Rachel</td>
<td>Walton</td>
<td>T</td>
<td>EdD</td>
<td>University of San Francisco</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Jason</td>
<td>Twede</td>
<td>TT</td>
<td>Ph.D., J.D.</td>
<td>University of North Dakota, Thomas M. Cooley Law School</td>
<td>100%</td>
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</tr>
<tr>
<td>Samuel</td>
<td>Arungwa</td>
<td>TT</td>
<td>PhD</td>
<td>Prairie View A&amp;M University</td>
<td>100%</td>
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</tr>
<tr>
<td>Jason</td>
<td>Marshall</td>
<td>Other</td>
<td>MSCJ</td>
<td>Weber State University</td>
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</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>Academic or Industry Credentials Needed</th>
<th>Est. % of time to be dedicated to proposed program.</th>
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<td></td>
<td>Ph.D. in Criminal Justice, Criminology, or related field</td>
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</tr>
<tr>
<td>Faculty: Part Time with Doctorate</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Faculty: Full Time with Masters</td>
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</tr>
<tr>
<td>Faculty: Part Time with Masters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Full Time with Baccalaureate</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Part Time with Baccalaureate</td>
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<td></td>
</tr>
<tr>
<td>Teaching / Graduate Assistants</td>
<td></td>
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<tr>
<td>Staff: Full Time</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff: Part Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: Projected Program Participation and Finance

Part I.

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

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

<table>
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<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>
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</thead>
<tbody>
<tr>
<td><strong>Student Data</strong></td>
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<tr>
<td># of Majors in Dept.</td>
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<td>134</td>
<td>144</td>
<td>149</td>
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<tr>
<td># of Majors in Prop.</td>
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<tr>
<td># of Graduates Dept.</td>
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<td>35</td>
<td>41</td>
<td>47</td>
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<tr>
<td># Graduates New Prop.</td>
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</table>

### Department Financial Data

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

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

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

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

Expense Narrative
(Remove instructions in italics when filling out this section.) Describe expenses associated with the proposed program.

Part III: Describe funding sources

Revenue Narrative 1
(Remove instructions in italics when filling out this section.) Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Revenue Narrative 2
(Remove instructions in italics when filling out this section.) Describe new funding sources and plans to acquire the funds.
CHASS - Sociology and Anthropology - Sociology - Criminal Justice Emphasis - BA - BS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Writing Guidelines/Suggestions
USHE R401 Policy
Process and Flowchart

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology and Anthropology

Current Title (if applicable)*
Sociology - Criminal Justice Emphasis - BA - BS

Proposed Title* Sociology - Criminal Justice Emphasis - BA - BS

CIP Code

Enter the Correct CIP Code by Using the Following Link:
## Classification Instruction Programs

<table>
<thead>
<tr>
<th>CIP Code (6-digits)</th>
<th>45.1101</th>
</tr>
</thead>
</table>

| Minimum Number of Credits (if applicable) | 42 |
| Maximum Number of Credits (if applicable) | 42 |

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

### REQUEST

#### TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

**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 Certificate
- [ ] Post-Masters Certificate

**Existing Academic Program Changes:**
- [x] Program Discontinuation (permanent program removal)
- [ ] 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-on hold)
- [ ] Administrative Unit (Discontinuation-permanent unit removal)
- [ ] Administrative Unit (New)
- [ ] Reinstatement of Previously Suspended Administrative Unit
- [ ] Reinstatement of Previously Discontinued Administrative Unit
SECTION I: THE REQUEST

**R401 Purpose**  
The discontinuation of the criminal justice emphasis in the Sociology Bachelor’s degree is being made simultaneously with an R401 application to make a separate criminal justice Bachelor’s degree. With a separate Bachelor’s degree in criminal justice available, the criminal justice emphasis in Sociology is redundant.

SECTION II: PROGRAM PROPOSAL

**Proposed Action & Rationale**  
It is proposed that the criminal justice emphasis in the Sociology Bachelor’s degree be discontinued. As noted above, this proposal is being made simultaneously with an R401 application to create a separate criminal justice Bachelor’s degree. With a separate Bachelor’s degree in criminal justice available, the criminal justice emphasis in Sociology is redundant.

**Labor Market Demand (if applicable)**  
N/A
As noted above, this proposal is being made simultaneously with an R401 application to make a separate criminal justice Bachelor’s degree. As per Utah System of Higher Education (USHE) policy R312-4.1.2, Utah State University's mission 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.” The proposed bachelor’s degree in criminal justice is an excellent example of a program that aims to satisfy that mission. Crime is a complex subject that is heavily tied to issues of class, race, and gender. Our societal response to crime should be nuanced and guided by evidence-based practices. The aim of this degree is to foster a culture within local, state, and even federal criminal justice institutions including policing, the courts, and corrections, that embraces a diversity of perspectives and evidence-based practices. Educating future criminal justice practitioners to not only effectively maintaining formal social control but to also be culturally aware is one of the most important ways that the Department of Sociology & Anthropology can serve the public.

With a separate Bachelor’s degree in criminal justice available, the criminal justice emphasis in Sociology is redundant. Discontinuing the emphasis will aid in administration of the separate criminal justice Bachelor’s degree described above.

**Finances**

There are no anticipated financial impacts from this change.

### SECTION III: CURRICULUM (if applicable)

**Program Curriculum Narrative**

N/A

**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.

**SUBMIT AND APPROVE THE PROPOSAL**

Click on the SAVE ALL CHANGES button below.

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