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## Curriculum Subcommittee Meeting Agenda November 2, 2023

Utah State University

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UtahState  
University

CURRICULUM SUBCOMMITTEE  
Chad Simon, Chair

November 2, 2023  
2:00 – 3:00 p.m.  
Old Main-Champ Hall  
[Zoom](#) (Statewide)

## AGENDA

---

### ***Approval of Minutes – October 5, 2023***

#### ***Program Proposals***

Request from the Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to [offer an Extension Education Post Baccalaureate Certificate](#).

Request from the Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services to [change the name of the first Bachelor in the Bachelor of Arts and Bachelor of Science from Communicative Disorders and Deaf Education to Communicative Disorders](#).

Request from the Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services to [change the name of the second Bachelor in the Bachelor of Arts and Bachelor of Science from Communicative Disorders and Deaf Education to Communicative Disorders](#).

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to [offer an Outdoor Adventure Leadership Certificate of Proficiency](#).

Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to [restructure the Curriculum and Instruction MEd](#).

Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to [restructure the Instructional Leadership MEd](#).

Request from the Department of Communication Studies and Philosophy in the College of Humanities and Social Sciences to [offer an Environmental Advocacy Certificate of Proficiency](#).

Request from the Department of World Languages and Cultures in the College of Humanities and Social Sciences to restructure and [add a new emphasis in the Second Language Teaching MSLT](#).

Request from the Department of Marketing and Strategy in the Jon M. Huntsman School of Business to [change the Master of Business Administration-Supply Chain Management Specialization MBA to Master of Business Administration-Shingo Specialization MBA](#).

Request from the Office of Diversity, Equity & Inclusion in the Office of the President to [establish a Native American Cultural Center](#).

Request from the Department of Environment and Society in the S.J. & Jessie E. Quinney College of Natural Resources to [change the name of the Natural Resources and Environmental Education NREE Graduate Certificate to Natural Resources and Environmental Communication and Engagement NRECE Post-Baccalaureate Certificate.](#)

**Semester Course Approval Reviews:**

<https://usu.curriculog.com/>

**College of Agriculture and Applied Sciences**

ADVS – 3  
APEC –  
ASTE – 2  
AVTE – 17  
LAEP – 7  
NDFS – 1  
PSC – 1  
TDTE - 48

**Caine College of the Arts**

ART – 3  
CCA - 1  
MUSC – 3  
THEA - 4

**Jon M. Huntsman School of Business**

ACCT –  
DAIS –  
BECN – 2  
MHR –  
MSLE – 1

**Emma Eccles Jones College of Education and Human Services**

COMD –  
HDFS – 6  
ITLS – 8  
KHS –  
NURS – 4  
PSY – 4  
SPERC - 5  
TEAL - 3

**College of Engineering**

BENG –  
CEE –  
ECE – 2  
EED –  
MAE –

**College of Humanities and Social Sciences**

CSPH – 4  
ENGL – 1  
HIST – 9  
JCOM – 1

POLS –  
SWRK –  
SOCA –  
WGLC – 7

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

ENVS –  
WATS –  
WILD –

**College of Science**

BIOL – *cha*  
CHEM –  
CS –  
GEOL –  
MATH –  
PHYS –

**College of Veterinary Medicine**

VCLS –

**Other Business**

Change the CIP code for the Ph.D. in Economics program to 45.0603 (Econometrics and Quantitative Economics). It is currently 45.0601(Economics, General). – Mateja Savoie-Roskos

Change the CIP Code for the Master's in accounting program to 52.1399 (Management Sciences and Quantitative Methods, Other). It is currently 52.0301 (Accounting). – Brad Lindsey | Chris Skousen

**Adjourn: 3:00 pm**



October 5, 2023  
2:00 – 3:00 p.m.  
Old Main-Champ Hall

## MINUTES

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- Present: Richard Walker, Caine College of the Arts  
Mateja Savoie-Roskos, College of Agriculture and Applied Sciences  
Chad Simon, *Chair*, Jon M. Huntsman School of Business  
Sylvia Read, Emma Eccles Jones College of Education and Human Services  
Thomas Fronk, College of Engineering  
Jared Colton, College of Humanities and Social Sciences  
Peter Howe, S.J. & Jessie E. Quinney College of Natural Resources  
Brynja Kohler, College of Science  
Sunshine Brosi, USU Eastern  
Paul Barr, *Chair*, EPC, Provost's Office  
Sarah Pope, Graduate Senator  
Toni Gibbons, Registrar's Office  
Michele Hillard, Secretary
- Absent: Heloisa Rutigliano, College of Veterinary Medicine  
Erin Davis, University Libraries  
Mark Chynoweth, Statewide Campuses  
Richard Cutler, Graduate Council  
Aly Cinq-Mars, USUSA Executive VP
- Visitors: Claudia Radel, Department Head, Environment and Society  
Heidi Kesler, Executive Director, Academic Belonging and Learning Excellence  
Judson Finley, Department Head, Sociology and Anthropology  
Brian Warnick, Department Head, Technology, Design and Technical Education  
Zak Konakis, Coordinator, Regional Pathways

### **Approval of Minutes – September 7, 2023**

*Motion to approve the September 7, 2023 minutes made by Richard Walker. Seconded by Mateja Savoie-Roskos. Minutes approved as distributed.*

### **Program Proposals**

Request from the Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to [offer a Career and Technical Education Teaching Academy Institutional Certificate of Proficiency](#).

*Motion to approve the R401 proposal made by Mateja Savoie-Roskos. Seconded by Richard Walker. Proposal approved.*

Request from the Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences to [offer an Engineering Technology AAS](#).  
*Motion to approve the R401 proposal made by Mateja Savoie-Roskos. Seconded by Richard Walker. Proposal approved.*

Request from the Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences to [offer an Engineering Technology BAS](#).  
*Motion to approve the R401 proposal made by Mateja Savoie-Roskos. Seconded by Richard Walker. Proposal approved.*

Request from the Department of Theatre Arts in the Caine College of the Arts to [change the name of the Theatre Arts Design and Technology Film Production Option BFA to Theatre Arts: Theatre Design & Technology BFA](#).  
*Motion to approve the R401 proposal made by Richard Walker. Seconded by Thomas Fronk. Proposal approved.*

Request from the Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services to [discontinue the Speech Language Pathology and Audiology-BS](#).  
*Motion to approve the R401 proposal made by Sylvia Read. Seconded by Brynja Kohler. Proposal approved.*

Request from the Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services to [discontinue the Speech Language Pathology and Audiology – Online Second BS](#).  
*Motion to approve the R401 proposal made by Sylvia Read. Seconded by Brynja Kohler. Proposal approved.*

Request from the Department of Communication Studies and Philosophy in the College of Humanities and Social Sciences to [discontinue the Speech Communication Teaching Minor](#).  
*Motion to approve the R401 proposal made by Jared Colton. Seconded by Thomas Fronk. Proposal approved.*

Request from the Departments of Communication Studies and Philosophy, Journalism and Communication and Political Science in the College of Humanities and Social Sciences to [offer a Political Communication Certificate of Proficiency](#).  
*Motion to approve the R401 proposal made by Jared Colton. Seconded by Thomas Fronk. Proposal approved.*

Request from the Department of Sociology and Anthropology in the College of Humanities and Social Sciences to [move the Community and Natural Resources Institute from the Department of Sociology and Anthropology to the College of Humanities and Social Sciences](#).  
*Motion to approve the R401 proposal made by Jared Colton. Seconded by Thomas Fronk. Proposal approved.*

Request from the Department of Sociology and Anthropology in the College of Humanities and Social Sciences to [offer an Environmental Justice Institutional Certificate of Proficiency](#).  
*Motion to approve the R401 proposal made by Jared Colton. Seconded by Thomas Fronk. Proposal approved.*

Request from the Department of Sociology and Anthropology in the College of Humanities and Social Sciences to [offer a Social Dimensions of Climate Change Institutional Certificate of Proficiency](#).  
*Motion to approve the R401 proposal made by Jared Colton. Seconded by Thomas Fronk. Proposal approved.*

Request from the Department of Sociology and Anthropology in the College of Humanities and Social Sciences to [offer a Social Dimensions of Climate Change and Environmental Justice Minor](#).  
*Motion to approve the R401 proposal made by Jared Colton. Seconded by Thomas Fronk. Proposal approved.*

Request from the Department of Geosciences in the College of Science to [change the name from Earth Science Composite Teaching-BA, BS to Earth Science Teaching-BA, BS](#).

*Motion to approve the R401 proposal made by Brynja Kohler. Seconded by Jared Colton. Proposal approved.*

Request from the Department of Management in the Jon M. Huntsman School of Business to [offer a Healthcare Management Minor](#).

*Motion to approve the R401 proposal made by Peter Howe. Seconded by Richard Walker. Proposal approved.*

Request from the Department of Environment and Society in the S.J. & Jessie E. Quinney College of Natural Resources to [offer a Climate Change Solutions Certificate of Proficiency](#).

*Motion to approve the R401 proposal made by Peter Howe. Seconded by Mateja Savoie-Roskos. Proposal approved.*

Request from the Department of Environment and Society in the S.J. & Jessie E. Quinney College of Natural Resources to [offer an Environmental Science and Sustainability Bachelor of Science](#).

*Motion to approve the R401 proposal made by Peter Howe. Seconded by Mateja Savoie-Roskos. Proposal approved.*

### **Semester Course Approval Reviews:**

<https://usu.curriculog.com/>

#### **College of Agriculture and Applied Sciences**

*Motion to approve the business of the College of Agriculture and Applied Sciences made by Mateja Savoie-Roskos. Seconded by Peter Howe. Business approved.*

ADVS –  
APEC –  
ASTE – 14  
AVTE – 1  
LAEP –  
NDFS – 2  
PSC – 2  
TDTE - 52

#### **Caine College of the Arts**

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

ART – 10  
MUSC –  
THEA - 1

#### **Jon M. Huntsman School of Business**

*Motion to approve the business of the Jon M. Huntsman School of Business made by Richard Walker. Seconded by Thomas Fronk. Business approved.*

ACCT –  
DAIS – 8  
BECN – 12  
MHR – 1  
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 Sylvia Read. Seconded by Mateja Savoie-Roskos. Business approved.*

COMD – 2

HDFS – 5  
ITLS – 5  
KHS – 21  
NURS – 1  
PSY – 3  
SPERC –  
TEAL - 7

### **College of Engineering**

*Motion to approve the business of the College of Engineering made by Thomas Fronk. Seconded by Richard Walker. Business approved.*

BENG –  
CEE –  
ECE – 2  
EED –  
MAE – 7

### **College of Humanities and Social Sciences**

*Motion to approve the business of the College of Humanities and Social Sciences made by Jared Colton. Seconded by Mateja Savoie-Roskos. Business approved.*

CAI - 11  
CSPH – 6  
ENGL – 6  
HIST – 5  
JCOM – 6  
POLS – 6  
SWRK –  
SOCA – 3  
WGLC – 60

### **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 Peter Howe. Seconded by Richard Walker. Business approved.*

ENVS – 13  
WATS –  
WILD –

### **College of Science**

*Motion to approve the business of the College of Science made by Brynja Kohler. Seconded by Mateja Savoie-Roskos. Business approved.*

BIOL – 2  
CHEM –  
CS –  
GEOL –  
MATH –  
PHYS – 1

### **College of Veterinary Medicine**

VCLS –



**Other**

*Motion to approve the USU course made by Richard Walker. Seconded by Thomas Fronk. Business approved.*  
*Pulling registration restriction of first-generation students. Add co-requisite course.*  
USU - 1

**Other Business**

CIP Code Change Request – Mateja Savoie-Roskos

*Motion to approve the CIP Code Changes for LAEP made by Mateja Savoie-Roskos. Seconded by Peter Howe. CIP Code Changes approved.*

Change the CIP code for the Landscape Architecture-BLA, Landscape Architecture-MLA (advanced professional degree)-MLA, and Accelerated Master of Landscape Architecture-BLA, MLA to 40601 Landscape Architecture. Also change the Landscape Architecture Minor.

[Update Language in Curriculum Handbook](#) – Toni Gibbons

Language was sent out in agenda. Add statement in handbook regarding cross-listed courses.

***Adjourn: 3:05 pm***

# CAAS - Applied Sciences, Technology and Education - Extension Education - Post Baccalaureate 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)\*

DEPARTMENT (include all cross listed departments)\*

Current Title (if applicable)\* not applicable

Proposed Title\* Extension Education - Post Baccalaureate Certificate

## CIP Code

Enter the Correct CIP Code by Using the Following Link: [Classification Instruction Programs](#)

CIP Code (6-digits)\* 01.0801

Minimum Number of Credits (if applicable)\* 12

Maximum Number of Credits (if applicable)\* 12

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

### REQUEST

## TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- Certificates of Completion
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - 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)
  - 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 Post-Baccalaureate Certificate in Extension Education is critical in equipping professionals with the necessary skills to bridge the gap between expertise and effective education and outreach. By addressing the unique challenges faced by Extension program coordinators, assistants, and others, this program contributes to community empowerment, skill diversification, and the overall advancement of Extension Education in Utah. Completers will be well-prepared to organize and deliver impactful education programs that address community needs and contribute to sustainable development.

### SECTION II: PROGRAM PROPOSAL

**Proposed Action & Rationale\***

**Rationale:**

The Department of Agricultural Science and Technology Education (ASTE) aims to establish a comprehensive 12-credit online Graduate Certificate program in Extension Education. The motivation behind this proposal is rooted in the following rationale:

1. **Existing Faculty and Resources:** The ASTE department possesses a pool of experienced faculty members and well-structured coursework that currently serves students in the Master of Science program. Leveraging these resources to create a specialized Graduate Certificate aligns with efficient resource utilization.
2. **Bridging Expertise and Effective Teaching:** A key objective of the certificate program is to bridge the gap between subject matter expertise and effective educational practices. By infusing teaching methodologies, volunteer management strategies, and program evaluation techniques into the curriculum, the program ensures that Extension specialists can effectively translate their knowledge to diverse audiences.
3. **Enhancing Community Responsiveness:** The Post-Baccalaureate Certificate in Extension Education will empower professionals to respond effectively to issues affecting the diverse communities across Utah. By arming individuals with research-based information and practical skills.

**Action Steps:**

1. **Curriculum Delivery:** Existing faculty will utilize a focused, 12-credit curriculum for the Extension Education Post-Baccalaureate Certificate and ensure the curriculum is contextualized for professionals interested in Extension.
2. **Online Platform and Accessibility:** The ASTE department has established a user-friendly online degree program that offers flexible learning opportunities for individuals across the state. Accessibility and user support that accommodates diverse learners, including those with varying schedules and technological proficiency, is the norm in ASTE.
3. **Integration with Master's Programs:** This graduate certificate provides a seamless pathway for students to transfer the earned credits towards their Master of Science in Family and Consumer Science Education and Extension, Master of Science in Agricultural Extension and Education or Master of Education in Career and Technical Education non-formal degree within the ASTE department.
4. **Marketing and Outreach:** The faculty plans to implement a targeted marketing strategy to raise awareness about the Post-Baccalaureate Certificate in Extension Education. Highlight its benefits for professionals seeking career advancement, skill enhancement, and community impact. Collaborate with statewide Extension networks and various departments at the institution to reach potential candidates effectively.
5. **Continuous Improvement:** Establish mechanisms for continuous feedback and improvement. Regularly assess the program's effectiveness in meeting its objectives and gather student and stakeholder input to refine curriculum and delivery methods.

Admission Requirements are an undergraduate degree from an accredited 4-year institution.

3.0 GPA in undergraduate coursework

**Labor Market Demand (if applicable)**

The proposed Post-Baccalaureate Certificate directly addresses the dynamic workforce needs and evolving professional development demands in the realm of community engagement, education, and expert dissemination. This program will equip professionals with essential skills to effectively engage communities, manage volunteers, evaluate programs, and integrate research-based knowledge into Extension Education initiatives.

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

1. The proposed certificate program aligns seamlessly with the Land Grant Mission by extending access to individuals throughout the state via online delivery. This accessibility promotes "upskilling," empowering individuals to enhance their capabilities and better serve their communities. This directly contributes to the Land Grant's mission of outreach and community engagement.
2. The Post-Baccalaureate Certificate in Extension Education aligns closely with USU's Mission, Vision, and specific elements outlined in its Strategic Plan. This alignment encompasses key aspects, such as Pillar 3, Objective 3.1, which involve enhancing our influence as a reliable resource within Utah communities. Additionally, the Post-Baccalaureate Certificate program corresponds with Pillar 4, Objective 4.1, which focuses on expanding opportunities for success through tailored educational pathways in the short term.

**Finances\***

No additional faculty will be necessary to deliver this program. The courses are built and currently taught within the ASTE graduate program.

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

**Program Curriculum Narrative**

The Post-Baccalaureate Certificate in Extension Education is a 12-credit, one-year, online program for those wishing to work in Extension or Extension professionals wishing to advance their career. The program consists of three required courses and one course from the list of electives.

This graduate certificate provides a seamless pathway for students to transfer the earned credits towards their Master of Science in Family and Consumer Science Education and Extension, Master of Science in Agricultural Extension and Education or Master of Education in Career and Technical Education non-formal degree within the ASTE department.

9 Required Credits

ASTE 6170 Program Planning and Evaluation (offered Fall odd)

or

ASTE 6180 Administration and Leadership – (offered Fall even)

ASTE 6220 Volunteer Programs and Partnerships - (offered Spring)

ASTE 6160 Foundations of Adult Education (offered Summer)

or

ASTE 6200 Principles & Practices of Extension Education (offered Spring odd)

3 Elective Credits

ASTE 6380 Mentoring and Supervision (offered Fall odd)

ASTE 6160 Foundations of Adult Education (offered 1st 7 weeks Summer)

ASTE 6300 Advanced Teaching Strategies (offered Spring even)

ASTE 6370 Grant Writing and Management (offered Fall even)

ASTE 6920 Communication Tools for Extension (offered Spring odd)

ASTE 7500 Diffusion of Innovations (offered Spring even)

**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 – 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)\*

DEPARTMENT (include all cross listed departments)\*

Current Title (if applicable)\* Communicative Disorders and Deaf Education BA BS

Proposed Title\* Communicative Disorders – BA, BS

## CIP Code

Enter the Correct CIP Code by Using the Following Link: [Classification Instruction Programs](#)

CIP Code (6-digits) \* 510299

Minimum Number of Credits (if applicable)\* 120

Maximum Number of Credits (if applicable)\* 120

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
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - 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)
  - 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\*** To change the name of our 1<sup>st</sup> Bachelor Degree (offered on campus and online).

### SECTION II: PROGRAM PROPOSAL

**Proposed Action & Rationale\*** To simplify and clarify what the degree is about. The department houses multiple different areas of study. The BA/BS Major in COMDDE is actually only about Communicative Disorders (COMD) not Deaf Education (DE). There will be a new BA/BS major submitted for DE alone. This is the time to get all the COMDDE degrees/majors that are currently called COMDDE renamed to simpler and clearer names.

**Labor Market Demand (if applicable)** A degree that accurately reflects the program and area of study efficiently and accurately is more marketable than one that does not.

**Consistency with Institutional Mission & Institutional Impact\*** The proposed name change is consistent with the institutional mission and impact.

**Finances\*** The name change is cost neutral, with no negative impact on finances anticipated.

### SECTION III: CURRICULUM (if applicable)

**Program Curriculum Narrative** Not applicable.

**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 – 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)\*

DEPARTMENT (include all cross listed departments)\*

Current Title (if applicable)\* Communicative Disorders and Deaf Education -BA BS

Proposed Title\* Communicative Disorders – BA, BS

## CIP Code

Enter the Correct CIP Code by Using the Following Link: [Classification Instruction Programs](#)

CIP Code (6-digits) \* 510299

Minimum Number of Credits (if applicable)\* 36

Maximum Number of Credits (if applicable)\* 36

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
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - 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)
  - 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\*** To change the name of the 2<sup>nd</sup> Bachelor Degree (offered primarily online, but also possible on campus).

### SECTION II: PROGRAM PROPOSAL

**Proposed Action & Rationale\*** To simplify and clarify what the degree is about. The department houses multiple different areas of study. The BA/BS Major in COMDDE is actually only about Communicative Disorders (COMD) not Deaf Education (DE). There will be a new BA/BS major submitted for DE alone. This is the time to get all the COMDDE degrees/majors that are currently called COMDDE renamed to simpler and clearer names.

**Labor Market Demand (if applicable)** A degree that accurately reflects the program and area of study efficiently and accurately is more marketable than one that does not.

**Consistency with Institutional Mission & Institutional Impact\*** The proposed name change is consistent with the institutional mission and impact

**Finances\*** The name change is cost neutral, with no negative impact on finances anticipated.

### SECTION III: CURRICULUM (if applicable)

**Program Curriculum Narrative** No change. Not applicable.

**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 - Kinesiology and Health Science - Outdoor Adventure Leadership - 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)\* NA

Proposed Title\* Outdoor Adventure Leadership - Certificate of Proficiency

## CIP Code

Enter the Correct CIP Code by Using the Following Link: [Classification Instruction Programs](#)

CIP Code (6-digits) \* 310601

Minimum Number of Credits (if applicable)\* 16

Maximum Number of Credits (if applicable)\* 16

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
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - 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)
  - 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\*** Utah State University's Department of Kinesiology and Health Science is proposing a Certificate of Proficiency in Outdoor Adventure Leadership to prepare individuals for rewarding careers in the outdoor adventure sector. The certificate program is intended to equip students with vital leadership, technical, and safety skills. Designed as a 16-credit program, students will complete a curated sequence of Recreation Administration (RAM) courses, including RAM 1700, RAM 4250 (4 credits), RAM 2500, and RAM 3400.

In addition to the academic courses, students are required to complete PE 1543 Wilderness First Aid, thereby earning Wilderness First Aid certification as an integral part of their training. To supplement their education and foster hands-on experience, students will also choose two one-credit Physical Education (PE) Activity courses from a range of options focusing on outdoor recreation skills (PE 1480-1685).

### SECTION II: PROGRAM PROPOSAL

**Proposed Action & Rationale\*** This certificate aims to create a community of highly skilled, knowledgeable, and safety-conscious leaders. Graduates will be poised to enter the outdoor adventure industry with a robust skill set that includes not only effective leadership but also a deep commitment to safety and ethical considerations. The program is designed to be both academically rigorous and experientially enriching, preparing students for socially and environmentally responsible roles in the field of outdoor adventure.

**Labor Market Demand (if applicable)**

The outdoor recreation industry is a significant cornerstone of Utah's economy, providing 110,000 jobs and accounting for \$12.3 billion in consumer spending. The state's abundant public lands—which include five national parks, six national forests, over 229 million acres of BLM land, eight national monuments, and 43 state parks—offer unparalleled opportunities for outdoor adventures. Given that nearly 75% of Utah residents engage in some form of outdoor recreation annually, the agencies and industries involved in this sector are in constant need of qualified and certified seasonal and year-round employees.

More than 60% of Utah's land is public, offering a wide array of recreational and adventure opportunities. With such a diverse landscape that includes 14 ski resorts and numerous private companies specializing in outdoor experiences, Utah stands as a prime destination for outdoor enthusiasts. The agencies and industries that manage these resources continually seek to hire appropriately qualified and certified individuals, offering a robust labor market for those with expertise in outdoor adventure leadership.

Outdoor Recreation Economy: Utah is known for its expansive outdoor recreational opportunities, including national parks like Zion, Bryce Canyon, and Arches. This makes the state a significant hub for outdoor adventure activities like hiking, camping, rock climbing, and water sports, which in turn creates job opportunities in the field.

Tourism: Utah's thriving tourism industry can offer various employment avenues for individuals with outdoor leadership skills. Jobs can range from adventure tour guiding to outdoor education and recreation management roles at resorts, parks, or adventure companies.

Health and Wellness: With an increasing focus on wellness and active lifestyles, programs that offer outdoor activities as a form of physical or emotional therapy are becoming more popular. Professionals with specialized skills in outdoor leadership may find opportunities in these areas as well.

Local Community Programs: Community centers, schools, and local organizations often have outdoor and recreational programs that require skilled leaders. A certificate could make you more competitive for these types of positions.

Corporate Training Programs: Team-building outdoor adventures are becoming increasingly popular in the corporate world. Specialized skills in outdoor leadership can be valuable for companies offering such training programs.

Nonprofit Sector: Various organizations work on environmental education and conservation. Having a certificate in outdoor leadership may open doors to roles in these organizations, where outdoor activities are often a significant component of their programs.

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

State University's mission in several key ways:

**Student-Centered Learning**

The certificate program is designed with a focus on experiential learning, offering students hands-on experience in addition to academic coursework. This approach aligns with USU's mission to be a premier student-centered university by placing academics first while providing real-world experience.

**Diversity of Thought and Culture**

The outdoor adventure field brings together people from various backgrounds, fostering an environment for the diversity of thought and culture. The program could include modules on responsible outdoor ethics and cultural sensitivity, directly aligning with USU's commitment to cultivating diversity.

**Public Service through Learning, Discovery, and Engagement**

Given the program's strong emphasis on safety and Wilderness First Aid certification, graduates will be well-equipped to serve the public responsibly. This aligns with USU's mission of public service and engagement. Furthermore, the outdoor recreation industry is crucial for Utah's economy, and trained individuals will be directly contributing to an essential sector.

**Finances\***

It is important to note that all the courses included in the proposed Certificate of Proficiency in Outdoor Adventure Leadership are already offered as part of our major and minor programs in Recreation Administration. Consequently, no additional expenses will be incurred for the development or delivery of new courses. This cost-effective structure leverages existing faculty expertise and course offerings to provide a focused certificate program without the need for additional resources. This approach aligns well with USU's mission of student-centered education by expanding academic opportunities without imposing additional financial burdens on the institution.

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

**Program Curriculum Narrative**

Utah State University's Department of Kinesiology and Health Science is proposing a Certificate of Proficiency in Outdoor Adventure Leadership to prepare individuals for rewarding careers in the outdoor adventure sector. The certificate program is intended to equip students with vital leadership, technical, and safety skills. Designed as a 16-credit program, students will complete a curated sequence of Recreation Administration (RAM) courses, including RAM 1700, RAM 4250 (4 credits), RAM 2500, and RAM 3400.

In addition to the academic courses, students are required to complete PE 1543 Wilderness First Aid, thereby earning Wilderness First Aid certification as an integral part of their training. To supplement their education and foster hands-on experience, students will also choose two one-credit Physical Education (PE) Activity courses from a range of options focusing on outdoor recreation skills (PE 1480-1685).

**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 - School of Teacher Education and Leadership - Curriculum and Instruction - MEd

## 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)\* Curriculum and Instruction - MEd

Proposed Title\* Curriculum and Instruction - MEd

## CIP Code

Enter the Correct CIP Code by Using the Following Link: [Classification Instruction Programs](#)

CIP Code (6-digits) \* 13.0301

Minimum Number of Credits (if applicable)\* 30

Maximum Number of Credits (if applicable)\* 30

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

### REQUEST

## TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- Certificates of Completion
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - 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)
- 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\*** Adjust the Curriculum & Instruction - MEd from 36 credits to 30 credits for degree completion. Reducing the number of elective credits from 21 to 15 while maintaining the required core coursework.

**SECTION II: PROGRAM PROPOSAL**

**Proposed Action & Rationale\*** The School of Teacher Education and Leadership (TEAL) requests approval to adjust the General Master of Education (MEd) program in Elementary and Secondary Education from the current 36 credits to 30 credits to reflect the practitioner nature of the MEd program & align the credits with other MEd programs including the Instructional Leadership - MEd in the TEAL. The core required courses will remain unchanged, while the elective credits will be reduced by 6 credits in the general Curriculum & Instruction MEd. The MEd specializations would remain unchanged with regard to minimum credits of 36.

**Labor Market Demand (if applicable)**

**Consistency with Institutional Mission & Institutional Impact\*** The Land Grant mission of USU includes providing access to individuals throughout the state & this adjustment will enable educators in rural areas of Utah to access coursework & complete the MEd degree.

**Finances\*** These adjustments will allow timely completion for future students & reduce some of the financial burdens of the degree while maintaining access to high levels of academic learning. No additional costs are anticipated.

**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.**

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# CEHS - School of Teacher Education and Leadership - Instructional Leadership - MEd

## 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)\* Instructional Leadership - MEd

Proposed Title\* Instructional Leadership - MEd

## CIP Code

Enter the Correct CIP Code by Using the Following Link: [Classification Instruction Programs](#)

CIP Code (6-digits) \* 13.401

Minimum Number of Credits (if applicable)\* 36

Maximum Number of Credits (if applicable)\* 36

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

### REQUEST

## TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- Certificates of Completion
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - 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)
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- Name Change of Existing Unit
  - Administrative Unit (Transfer)
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  - Administrative Unit (Suspension-on hold)
  - Administrative Unit (Discontinuation-permanent unit removal)
  - 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 purpose of this R401 abbreviated submission is to reduce the credit hours of the existing M.Ed. in Instructional Leadership from 36 credit hours to 30 credit hours.

#### About the M.Ed. in Instructional Leadership Program

In 2011, the Instructional Leadership program received approval to offer a Master of Education Degree in Instructional Leadership. The M.Ed. in Instructional Leadership represents one of two offerings in the Instructional Leadership program, the second being the Administrative/Supervisory Concentration (ASC) program, which is a licensure-only program consisting of 30 credits of coursework for students who hold a master's degree prior to admission. The current M.Ed. in Instructional Leadership includes the 30 credit hours of the ASC program (leading to the administrative license), plus two additional required courses in curriculum and instruction, resulting in a 36-credit hour degree-granting program.

This R401 proposal extends from a second submitted R401 proposal to reduce the ASC program from 30 to 27 credit hours.

#### Program Features: Delivery, Schedule of Courses, Admissions

All ASC courses in the M.Ed. in Instructional Leadership are currently delivered in an online format with a combination of asynchronous and synchronous formats. The core curriculum and instruction courses (of which M.Ed. Instructional Leadership students are currently required to take 2) are offered in various formats throughout the year, including online. All courses are delivered 2 of the 3 semesters throughout the year. We admit students three times a year so that students may apply and begin during any given semester. This delivery format, schedule of course offerings, and admissions cycles allow us to: increase access to educational opportunities for prospective students throughout the state of Utah (as they are able to complete their entire program online), offer flexibility to our student program population of adults who are working full-time in preK-12 education settings and often juggling various responsibilities, and capitalizes on recruitment efforts and prospective student interest by allowing prospective students to apply and matriculate in any given semester.

#### Student Enrollment

In the most recent completed academic year (08/21-08/22), we had 15 students actively enrolled in our M.Ed. in Instructional Leadership program and graduated an additional 6 students.

### SECTION II: PROGRAM PROPOSAL

**Proposed Action & Rationale\*****Proposed Action**

The purpose of this R401 abbreviated submission is to reduce the credit hours of the existing M.Ed. in Instructional Leadership from 36 credit hours to 30 credit hours. The reduction of six credit hours will occur using two mechanisms: 1) reducing the six credit hour/2 course requirement of core curriculum instruction courses to three credit hours, and 2) integrating the content from TEAL 6945: Supervision and Administrative Internship into TEAL 6080: Leadership and the School Principal, effectively removing TEAL 6945 and three credit hours from the program. The latter action is also reflected in the R410 abbreviated proposal for the ASC program.

**Action Steps**

1. Create a new program of study for advising that reflects the proposed changes. Completed.
2. Establish and identify the faculty member(s) who will be responsible for integrating content from TEAL 6945 into TEAL 6080 and determining the implementation/roll out steps. Completed - with the approval of Dr. Steven Camicia, Dr. Amanda Taggart will be utilizing the upcoming academic year to complete these steps with support from the new Coordinator of the Instructional Leadership Program, Heather Newell.
3. Complete any additional needed Curriculog submissions to reflect these changes. (Heather Newell)
4. Complete any needed website updates to communicate new changes to existing students (Heather Newell).
5. Request updated marketing to reflect new 30-credit hour M.Ed. in Instructional Leadership program (Heather Newell).
6. Begin admitting students under the new 30-credit hour M.Ed. in Instructional Leadership program, anticipated effective date: Fall 2024. (Heather Newell)

**Rationale**

The rationale for this change is to: 1) align with other 30-credit hour R401 proposals submitted for the School of Teacher Education and Leadership (see M.Ed. in Curriculum & Instruction), 2) increase program cohesion (with the integration of a content and internship course), and increase competitiveness within the state of Utah.

As it pertains to the latter, the reduction of the M.Ed. in Instructional Leadership from 36 to 30 credit hours will make USU's program highly competitive to similar degree programs in the state, especially: [Southern Utah University's 36-credit hour M.Ed. in Administration and Supervision](#), [University of Utah's 36-credit hour M.Ed. in K-12 Leadership](#), [Utah Valley University's 36-credit hour M.Ed. in K-12 Leadership](#), [Brigham Young University's M.Ed. in Educational Leadership 31-credit hour program](#), and [Weber State University's 36-credit hour M.Ed. in Educational Leadership](#).

The intent is that this change will benefit USU by maintaining or even increasing student enrollment at USU, and USHE, by increasing student enrollment in and attraction to graduate education at large by providing students with more options to potentially complete graduate education more quickly and with fewer financial burdens.

**Labor Market Demand (if applicable)**

The M.Ed. in Instructional Leadership does lead to an administrative license, preparing graduates to apply for and secure positions as building-level administrators in K-12 settings. According to the Utah DWS Occupation Information Data Viewer, the occupation of "principals" is, "expected to experience slower than average employment growth, but there should be a high volume of annual job openings. The need for replacements, rather than business expansion is projected to make up the majority of job openings in the coming decade." (See <https://jobs.utah.gov/jsp/utalmis/#/occupation/11-9032.00/report>).

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

The reduction in credit hours is designed to increase the cohesiveness of our program while saving students both financial cost and time. The program credit-hour reduction will serve to increase access and diversity, especially for economically marginalized students. In short, the proposed changes will increase program excellence, while increasing inclusion and access – the three main pillars of USU's mission.

**Finances\***


Based on [USU's 2023-2024 tuition and fees schedule](#), the proposed changes will reduce the cost of the program by \$2797.08 – \$8634.95 in tuition and fees, depending on students' residency status and campus location.

**SECTION III: CURRICULUM (if applicable)****Program Curriculum Narrative**

The program combines coursework in leadership and management with specific training in curriculum and instruction to meet the demands placed on today's education leaders. The program includes a focus on assessment at both the school and classroom levels and the effective use of data to drive decisions in schools. The program requires internship experiences based on current USBE policies and includes clinical experiences to connect the learning activities in coursework with the day-to-day needs of modern school settings.

Specifically, the proposed 30-credit hour M.Ed. in Instructional Leadership will consist of 27 credit hours of ASC coursework that aligns with requirements by the state for the administrative license and that is informed by the Utah Educational Leadership Standards (2018). The degree also consists of 3 credit hours that represent curriculum and instruction foundational knowledge.

Throughout the duration of their program, students engage in an internship which consists of a set of internship experiences and activities to build competency in the skills required to be a successful school leader. Students are introduced to the internship in the new TEAL 6080: Leadership and the School Principal course, and close out their internship requirements in TEAL 6930: Administrative Internship and Seminar, at the conclusion of their program, where student submit their entire internship experience log, including their reflections and self-ratings, and ratings by their mentor principals.

**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 - Communication Studies and Philosophy - Environmental Advocacy - 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)\* NA

Proposed Title\* Environmental Advocacy - Certificate of Proficiency

## CIP Code

Enter the Correct CIP Code by Using the Following Link: [Classification Instruction Programs](#)

CIP Code (6-digits)\* 45.0101

Minimum Number of Credits (if applicable)\* 18

Maximum Number of Credits (if applicable)\* 18

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
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - Institutional Certificate of Proficiency
  - K-12 Endorsement Program
  - Minor
  - New Emphasis for Existing Program
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  - ...

Post-Masters Certificate

- Existing Academic Program Changes:**
- Name Change of Existing Program
  - Program Restructure (with or without Consolidation)
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  - 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 Department of Communication Studies at Utah State University (USU) is requesting approval for an 18-credit Environmental Advocacy Certificate of Proficiency. If approved, this certificate will be available to communication undergraduate majors and minors (approximately 200 students), undergraduate students in the College of Humanities and Social Sciences, and—given its applicability to students majoring in wildlife management, sustainability studies, environmental studies, conservation biology, and other similar degrees—it will also be available to undergraduate students across USU (approximately 25,000 students). The 18-credit certificate consists of three required courses and three electives. Students will have the ability to select electives from a list of options that offer them the ability to tailor their certificate to their interests and/or align more closely with their major.

The required courses are housed in the College of Humanities and Social Sciences and the Quinney College of Natural Resources, making it a truly interdisciplinary certificate. The courses included are offered in varying formats in line with USU course delivery methods (e.g. in-person, connect, hybrid, online, and virtual) to accommodate the needs of Logan main campus students, students at Statewide Campuses, and online/Distance Education students. Overlaps with other departments whose courses may also count toward this certificate have been discussed with other departments and the appropriate department heads have approved all included courses.

### SECTION II: PROGRAM PROPOSAL

**Proposed Action & Rationale\***

## Brief Description of the Unit Requesting the Action:

The Department of Communication and Philosophy at USU grants undergraduate degrees (BA and minor) and master's degrees. The Communication Studies Program seeks to give students the opportunity to understand and develop a range of skills relating to the way that communication affects individuals and organizations. Many of our courses, including public speaking and interpersonal communication meet USU's general education requirements for undergraduate students across the university, and many students from the undergraduate to graduate level in other programs and departments take our courses as electives.

## Proposed Action:

Approval is being requested for an 18-credit Certificate of Proficiency in Environmental Advocacy housed in the Communication Studies Program within the Department of Communication Studies and Philosophy at USU.

## Rationale:

Environmental advocacy is key to motivating citizen engagement to address the wide array of environmental issues with which the US and the world is currently grappling—from plastic pollution to water quality issues to energy insecurity to land management. The Environmental Advocacy certificate combines a unique set of courses and learning objectives to address the need for students to understand the nation and the world's most pressing environmental issues as well as how to successfully advocate for the changes needed to preserve and restore our natural environments through lessons that focus on communicating about science, policy, and impacts. If successful, these efforts have the potential to mitigate the most catastrophic impacts of climate change.

The certificate prepares students pursuing degrees in the sciences, social sciences, and humanities for environmental advocacy work in non-profit, government, and for-profit sectors by illuminating some of the differences between types of organizations (non-profit, for-profit, and government) and how their missions and objectives impact their strategies. They will also come to understand various tools and tactics advocates use to inform and engage communities, recruit volunteers, construct persuasive messaging, and reach diverse audiences. Ultimately, students who complete this certificate will increase their understanding of different types of organizations; the role of organizations, activism, and protest in creating social change; and the ways in which technology has impacted contemporary social movements. Additionally, students will deepen their knowledge of current environmental issues.

The Communication Studies Program is well positioned to lead this certificate, as it has a strong specialization in environmental communication ranging from domestic to international environmental issues, advocacy, and social change, with three faculty members currently well-known and respected for their research and scholarship as well as service to the environmental communication field.

The Communication Studies Program followed institutional procedures, including meetings with faculty and academic advisors, to discuss and design the certificate. We also solicited input from faculty across programs and colleges, which was then incorporated into this proposal. The certificate includes existing courses in communication studies, English, and environment and society that are regularly offered. Electives include offerings across the College of Humanities and Social Sciences as well as the sciences. The courses included in the proposal will be offered in varying formats in line with USU course delivery methods (e.g. in-person, connect, hybrid, online, and virtual) to accommodate the needs of Logan main campus students, students at Statewide Campuses, and online/Distance Education students.

The Environmental Advocacy certificate's interdisciplinarity enables students to create connections between fields and access diverse faculty expertise, talent, and teaching styles. The certificate also includes classes that connect students with local nonprofits, environmental organizations, and government employees to help expand their professional networks prior to searching for jobs. As a result, students will walk away with connections both within and outside the university that will aid them in building the networks needed to find meaningful employment and create social change.

Given the current environmental threats the state faces—ranging from the drying up of the Great Salt Lake and resulting pollution to multi-year droughts threatening the robust tourism industry—Utah needs more environmental advocates that can work in for-profit, non-profit, government, and educational institutions. Students that complete this certificate will be well prepared to do this work with a variety of audiences, which is necessary given that environmental issues are cross-cutting and impact all residents. These widespread impacts are evident in the annual report issued by USU's Institute for Land, Water, and Air, which details the environmental issues that impact farmers, cattle ranchers, mining industries, tourism, suburban neighborhoods, as well as other stakeholders across the state are experiencing. Thus, USU students graduating with the Environmental Advocacy Certificate of Proficiency will be better prepared to work with these constituents to make certain scientific findings can inform best practices moving forward.

The Environmental Advocacy certificate will have 3 required courses: CMST 3280 Organizations and Social Change, TCR 4220 Technology and Activism, and ENVS 5000 Environmental Nonprofit and Volunteer Management. An additional 3 electives are required from a list of courses that cover climate change, critical thinking, agriculture and food systems, sustainability, and science.

The Environmental Advocacy certificate will help the department, college, and university by helping students develop an applicable skillset informed by an interdisciplinary set of courses that introduces them to multiple perspectives and ways of thinking. Students who have greater direction, which this certificate offers (while also offering flexibility), tend to perform better in college. So, too, do students who are connected, and this certificate connects students to both new departments and community organizations. Thus, in addition to potentially making a positive impact on retention and graduation rates, this certificate also has the potential to aid with job placement via the community connections fostered in each class. Additionally, this certificate could help students to better showcase their skillset on resumes and in interviews.

**Labor Market Demand (if applicable)**

Students with an Environmental Advocacy Certificate of Proficiency have many different job opportunities, including for-profit, non-profit, and government work. As of late 2021, there were 10,750 nonprofits in Utah, many of which are dedicated to addressing environmental issues or overlap with environmental issues. Environmental advocacy is a central part of nonprofit jobs such as communications & engagement manager, outreach coordinator, digital communications manager, and policy manager. Large corporations seeking to decrease their carbon footprints are also in need of environmental advocates in the form of sustainability specialists and sustainability officers who are tasked with cultivating corporate culture to support and implement environmental initiatives. Finally, environmental advocates are also important in lobbying efforts as new policies are put forth the decrease carbon emissions in order to mitigate climate change impacts.

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

The Environmental Advocacy certificate helps to advance the mission of USU—to be a premier land grant university 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 certificate cultivates diversity of thought and serves the public by putting academics, including scientific research, first. The certificate promotes diversity of thought by encouraging students to explore courses outside their major and college, thereby exposing them to different ideologies and information. Second, environmental advocates serve the public by encouraging civic engagement, motivating action, and helping to create a more informed public.

The proposed certificate draws upon the teaching and research expertise that is already occurring at USU. The courses included are taught on a regular basis. This certificate has the potential to boost enrollment numbers, create opportunities for interdisciplinary and community collaborations, and more effectively communicate their aptitudes on their resumes.

Environmental advocacy certificates are a unique offering, but one that aligns with an overall growth in environmentally focused curricula across Utah universities. This certificate complements other proposed certificates, minors, and micro-certificates at USU, including the Social Dimensions of Climate Change, Climate Change and Environmental Justice, and the Natural Resources and Environmental Communication and Engagement graduate certificate. As a result, students can stack certificates to demonstrate expertise in their chosen field of study. For example, a degree in resource management with a certificate in environmental advocacy signals to employers that the student is well equipped to both implement smart policies and advocate to increase funding, awareness, and support for public

**Finances\***

The Environmental Advocacy Certificate of Proficiency is comprised of classes that are already offered at USU and requires no new facilities or staff. No budgetary impact is anticipated.


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

**Program Curriculum Narrative**

The Environmental Advocacy Certificate of Proficiency prepares students for environmental advocacy work in non-profit, government, and for-profit sectors by teaching them about the tools and tactics advocates use to inform and engage communities, construct persuasive messaging, and reach greater audiences. Students who complete this certificate will increase their understanding of different types of organizations; the role of organizations, activism, and protest in creating social change; and the ways in which technology has impacted contemporary social movements. Additionally, students will deepen their knowledge of contemporary environmental issues.

The certificate requires the completion of 18 credits with a grade of C or better. Courses taken pass/fail will not count towards the certificate.

The certificate is available to students on the Logan campus, as well as through USU's Statewide Campuses and Distance Education program.

**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 - World Languages and Cultures - Second Language Teaching - MSLT

## 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)\* Second Language Teaching - MSLT

Proposed Title\* Second Language Teaching - MSLT

## CIP Code

Enter the Correct CIP Code by Using the Following Link: [Classification Instruction Programs](#)

CIP Code (6-digits) \* 13.1306

Minimum Number of Credits (if applicable)\* 30

Maximum Number of Credits (if applicable)\* 30

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

### REQUEST

## TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- Certificates of Completion
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - 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)
  - 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 Master of Second Language Teaching (MSLT) is an interdisciplinary master's degree program with a strong emphasis on teaching practice, teaching methods, and related topics. The MSLT program attracts graduate students who seek training in the fields of foreign/second language education, bilingual education, dual language immersion, and English as a foreign/second language. Students in the MSLT program must complete 30 credits of coursework focusing on language teaching, language learning, culture, curriculum development, and assessment. The 30 credits of coursework include 18 required credits (typically six graduate courses) and 12 electives (typically four graduate courses).

The MSLT program is integral to the Department of World Languages and Cultures (WLGCC) in a number of ways. It fulfills the WLGCC Department's mission of preparing future language teachers and professionals for various career options. Moreover, the MSLT program engages graduate students in research activities as part of their training, and this involvement in research simultaneously contributes to the research programs of WLGCC faculty. In addition, the MSLT students are needed to teach lower-division language courses in most of the language programs, such as Spanish, German, Arabic, French, Portuguese, Japanese, and Chinese.

In the past few years, the MSLT program has been receiving applications from a relatively large number of international and domestic students. However, the program was able to admit only very few of them due to financial issues. For example, out of 13 highly qualified applicants this year, the MSLT program was able to offer admission only to three applicants. Even after they were offered admission, some of the students could not join the MSLT program due to the lack of enough funds. The very nature of the MSLT program (being focused on teaching foreign languages) means that most of our students are international students. The tuition rate of these students is significantly higher than those of domestic students, which reduces the number of students who can receive funding from the MSLT program.

The Department of World Languages and Cultures (WLGCC) at USU proposes three main modifications to the Master of Second Language Teaching (MSLT) program to meet the financial challenges that the program is facing and to open up new opportunities for students with interest in this program. These changes include adding (1) a Plan A thesis option for MSLT students, (2) an online degree option for domestic and international students, and (3) secondary teaching licensure for future teachers in Utah. These changes have three main goals: (1) to cope with the financial difficulties that the MSLT program has had in the past few years by offering the Plan A thesis option, through which some international students can get domestic tuition rates; (2) to increase enrolment through using online and offline platforms; and (3) to provide licensure options for students who are interested in pursuing secondary-level teaching careers in Utah.

### SECTION II: PROGRAM PROPOSAL

**Proposed Action & Rationale\***

Adding a Plan A thesis option means that, in addition to the current Plan B option focusing mainly on teaching and teaching-related practice, students can focus on research, which is suitable for students who seek to pursue doctoral degrees after they finish the MSLT program. Per USU policies, the Plan A option also allows some international students to get domestic tuition rates, which means that the MSLT program's tuition funds can be distributed to a larger number of graduate students, particularly graduate instructors. With this option, the Department can have a sustainable program in terms of the number of graduate students and graduate teaching instructors for lower-division language courses. The addition of the online option makes it feasible for qualified applicants to complete the MSLT degree without the need to be physically present on campus. This is particularly helpful for full-time teachers in Utah and USHE whose schedule does not allow them to attend classes in person. It is also attractive to international applicants who have full-time jobs but are seeking to advance their careers. The licensure option will allow current and future teachers to get secondary licensure through a program that combines courses in the MSLT program and the College of Education at USU.

By making these changes, the WLGC department will be able to accommodate the needs of students with different interests and career paths. For example, adding the Plan A route allows students who seek to complete a doctoral program to strengthen their research skills and experience. Similarly, the online option allows international and domestic students to complete the MSLT program's requirements without the need to be physically present on campus. Likewise, the secondary teaching licensure gives current and future teachers the chance to obtain licensure while simultaneously strengthening their knowledge in language teaching and learning through regular MSLT coursework. In addition to addressing the needs of students, the proposed changes help the state of Utah and USHE meet the increasing demand for language teachers, especially in dual language immersion programs and English as a second language program. This is achieved, first, by allowing more and more students to access the MSLT program both on campus and remotely and, second, by providing the licensure option for students pursuing teaching licensure in Utah.

**Labor Market Demand (if applicable)**

The demand for language teachers and professionals is ever-increasing due to the growing connectivity and communication between people from different cultures as a result of the widespread use of communication technologies. In most countries around the world, knowing at least one foreign language is becoming a social and economic requirement. According to the British Council, there were 1.5 billion English learners in 2016. In the USA, dual immersion programs and English as Second Language (ESL) community centers have been on the rise. For example, more than 160 schools participate in dual language immersion (DLI) programs across Utah. These schools provide DLI learning opportunities in six languages, including Spanish, Portuguese, German, French, Russian, and Chinese. Although the Utah Senate had planned for a 30,000-student enrolment by 2015, the number has increased dramatically over the past few years due to the growing demand. Similarly, the Census Bureau estimates 13 percent of Utah residents between the ages of 5 and 17 speak a language other than English at home. Many of these students take ESL classes along with their regular coursework.

The MSLT degree prepares MSLT graduates for a variety of job and study opportunities, such as academic ESL, Community-based ESL, educational administration, university languages teaching, international teaching positions, private language schools, K-12 positions, DLI programs, corporate training, instructional design, and academic publishing. In the past few years, we had students teaching foreign languages in Latin America, Europe, Asia, Africa, and the Middle East. Some of our students go on to complete their doctoral degrees. There is a growing immigrant community in Cache Valley and Utah that can benefit academically and professionally from the expertise of MSLT graduates.

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

The proposed changes do not affect the current mission, roles, and goals of the MSLT program, which have always been consistent with the institutional mission/impact on other USHE institutions. As noted above, the MSLT program meets identified workforce needs. In addition, the MSLT program is somewhat unique in that it focuses on providing practical training to graduate students. Therefore, it complements and strengthens other programs by USHE institutions, which mostly focus on linguistics or applied linguistics. Moreover, the MSLT program is within USU's role as higher education institution with the mission of preparing future professionals and leaders in different fields, including language education and related fields.

**Finances\***

No major costs are anticipated in implementing the proposed changes to the MSLT program. The same faculty members who are currently teaching in the MSLT program will continue to teach the online and offline courses without the need for a new faculty line. Students who are interested in the secondary teaching licensure option will continue to take the required courses in the MSLT program. They will also take courses that are regularly offered in the College of Education at USU.

<b>SECTION III: CURRICULUM (if applicable)</b>
--

**Program Curriculum Narrative**

The MSLT program will have two tracks, one with secondary teaching licensure and another without secondary licensure. The one without licensure is what the program currently offers. It consists of six core courses that focus on foundational aspects of foreign/second language education (e.g., teaching methods, teaching culture, using technology in language teaching, etc.) as well as four elective courses that support the core courses and address students' needs in terms of specific skills and topics. Within this track, the only change is that in addition to the current teaching-focused portfolio (Plan B), students will have the option to complete a research-focused thesis (Plan A) after they finish their coursework. In other words, this change does not affect the coursework or curricula of the MSLT program but allows both a portfolio or a thesis option after students complete their coursework. As noted above, adding the Plan A (thesis) option is critical for students who seek to complete doctoral studies after they finish their MSLT degree. It is also financially important for the MSLT program as it allows some international students to get domestic tuition rates per USU policies, which in turn helps distribute the MSLT program's tuition funds to multiple recipients.

The track with the secondary teaching licensure will still include all of the six core courses in the MSLT program, which all focus on the foundational aspects of foreign/second language education. However, this track also includes general education courses, including SCED 5200 and SCED 5210, which focus on general educational issues (motivation, classroom management, curricular development, assessment, etc.) as well as key topics in secondary school teaching (SCED 5500). This track also gives students the opportunity to observe classes and gain teaching experience in actual school settings, which is what TEAL 6210 focuses on. In TEAL 6210, each graduate student will have the chance to observe and teach actual classes in a school setting under the supervision of a mentor. Students will receive feedback about their teaching, which will enhance their hands-on teaching skills. Students in this track have to complete and pass the Praxis Performance Assessment for Teachers with a score of 36 or higher, which will be counted as a Plan B requirement. We should note that this track has two prerequisites: (1) admission to a secondary teacher education program (STEP), which includes passing the Utah State Board of Education background check, and (2) passing the Oral Proficiency Interview (by the American Council on the Teaching of Foreign Languages) at Advanced Low or better.

As we noted earlier, these two tracks will be available for students seeking to complete their MSLT degree online or offline. However, students who opt for the online option and are in the second track will have to do their last semester in person because this track involves hands-on teaching observation and 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.**

# HSB - Marketing and Strategy - Master of Business Administration - Shingo Specialization - MBA

## 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)\* Master of Business Administration - Supply Chain Management Specialization - MBA

Proposed Title\* Master of Business Administration - Shingo Specialization - MBA

## CIP Code

Enter the Correct CIP Code by Using the Following Link: [Classification Instruction Programs](#)

CIP Code (6-digits)\* 520299

Minimum Number of Credits (if applicable)\* 6

Maximum Number of Credits (if applicable)\* 9

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

### REQUEST

## TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- Certificates of Completion
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - 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)
  - 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\*** Change the name of the "Supply Chain Management" MBA specialization back to Shingo Specialization.

### SECTION II: PROGRAM PROPOSAL

**Proposed Action & Rationale\*** The Title of the "Shingo Specialization" was changed in the Fall of 2018 to "Supply Chain Management." The market did not respond as expected and prefers the title "Shingo Specialization" to communicate the operations skills learned. The teachout for using the previous Shingo title also became confusing simply because of the length of study in the EMBA program. We therefore, are seeking to return to the original title for the specialization.

**Labor Market Demand (if applicable)**

**Consistency with Institutional Mission & Institutional Impact\*** This change is consistent with the mission and institutional impact of the Hunstman School of business, the Shingo Institute and the MBA program. This change is desirable in both the student and labor market. It better communicates the content in the program of study.

**Finances\*** No financial impact for the name change.

### 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.

## PRES - Diversity, Equity & Inclusion - Native American Cultural Center

4.1.c R401 NEW ADMINISTRATIVE UNIT

### Proposal Information

## 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 or UNIVERSITY  
DIVISION: \*

DEPARTMENT or UNIT: \*

PROPOSED UNIT TITLE: \* Native American Cultural Center

### REQUEST

## TYPE OF UNIT BEING REQUESTED

Click the change that best reflects your proposal.

- Unit Being Requested\*  New Administrative Unit (new colleges and professional schools - use full template)  
 New Center  
 New Institute  
 New Bureau

### DESCRIPTION | NARRATIVE

Utah State University (USU) has prioritized creating a community of belonging, elevating a culture of access, inclusion and success. The establishment of a Native American Cultural Center is an important strategy in meeting our vision of empowering all people, enhancing retention of our Native American students, and creating a conduit for service, engagement in culturally responsive enriching activities, increased advocacy, and visibility for the Native American community on the USU campus, Cache Valley, and surrounding areas. In wanting to establish this center, USU is acknowledging that elevating the relations and partnership with our Native communities must go beyond the Land Acknowledgement Statement, which acknowledges the existing relationship between the land grant institution USU and Native American people. Going beyond mere recognition of the land and its histories, and instead, actively promoting tangible initiatives that support Indigenous peoples' sovereignty, self-determination and success of our students is necessary. In addition, the NACC will combine programs from the Inclusion Center- Indigenous Programs and Mentoring and Encouraging Student Academic Success (MESAS) for better coordination of programs that support Native American students.

A similar center exists at the University of Utah, the American Indian Resource Center (AIRC).

The need for the NACC is especially critical due to the USU Blanding campus, primarily composed of a Native student body, being a feeder campus to the Logan Main Campus. Many students transition to the Logan Main Campus to complete their degrees. Without appropriate support, many Native American students transfer to non-USHE institutions such as NAU, UNM, and ASU. The Native American Cultural Center will be devoted to enhancing access, recruitment, retention, and overall success of all students, with intentional programs for the Indigenous community or whose professional aspirations are to work with Indigenous communities. The result is an added benefit to USU systemwide, Indigenous community partners, especially those at USU and Cache Valley.

#### **Consistency with Institutional Mission/Institutional Impact**

The mission of Utah State University is to be one of the nation's premier land- and space- grant institution committed to excellence, access and inclusion. With a mission focusing on empowering all people to lead successful lives of involvement, innovation, and impact, the establishment of NACC is in alignment with institutional goals of inclusion that seek to promote a culture of inclusive excellence and success for all Aggies. USU prides in being student-centered and has purposed to "meet and support learners where they are educationally, personally, and geographically- with top-tier academics, strong support services, and an inclusive Aggie community that connects us worldwide" (Aggie Action 2028, Pillar 1.) The Native American Cultural Center strongly supports this mission. There is need to increase access and completion rates by enhancing resources and support for a historically underserved demographic (i.e., the Native American population). In comparison to the national average college-going rate of 67%, only 17% of Native students who completed high school nationwide pursue higher education. As of 2019, in the state of Utah, there is a glaring disparity between the number of Native students that graduate from high school and the number that matriculate to higher education and attain a postsecondary degree (<https://gardner.utah.edu/wp-content/uploads/DiversityDataBook-May2021.pdf?x71849>). Addressing this disparity would align with USHE's resolution to advance equitable systematic change within the Utah system of higher education.

One of the most significant contributors to this disparity is the lack of programming and opportunities specifically for Native American students in higher education. Historically, Native American communities have been under-served and under-resourced in higher education. Historical happenings of disenfranchisement still cause concerns for first-generation Native American students. Because of some of the historical situations, Native American parents often have concerns about their students attending non-tribal educational institutions because of the lack of culturally affirming programming. The Native American Cultural Center is a comprehensive initiative dedicated to promoting the social, academic, and cultural involvement of American Indian and Alaskan Native students, staff, and faculty. It accomplishes this through cultural affirmation, academic and professional development, and post-graduation preparation for undergraduate students. Moreover, the NACC will serve as a vital cultural conduit to tribal communities and Utah State University, affirming tribal sovereignty and self-determination for all tribal nations.

A program coordinator from the MESAS program will transfer to NACC to coordinate student support services and general center operations and events, and a coordinator of Indigenous programs from the Inclusion Center will transfer to the center to focus on academic and professional development as well community engagement and college access programs.

The Native American Cultural Center will require a Director, an Associate Director, two program coordinators, and administrative support staff. The center will also encourage internships for undergraduate students.

#### **Finances**

The spaces that will house the Native American Cultural Center will require some moderate modifications to create office and meeting spaces. These spaces include the Taggart Student Center, room 314 where the center will house two professional staff, and two classrooms within the Family Life building where most of the programming and meetings will take place. The spaces in the Family Life will be used for graduate and undergraduate student mentors to convene; for student organizations to meet; for affiliated events and speakers; for the public to visit and learn more about the Indigenous community; for the showcasing of Indigenous art and educational exhibits that are open to the public; a space for students to do research and collaborate on academic endeavors. The spaces will also need a few computers and movable furniture to support collaborative learning, couches, basic kitchenette supplies, and IT connections.

The NACC will seek ongoing funding from USU central administration through the division of NACC Diversity, Equity & Inclusion, with some additional programming budget through the MESAS grant. Additional funding will be sought through grants and community partners. The NACC will also seek to partner with the various academic and administrative units on campus to provide opportunities for graduate students, and undergraduate interns.

## **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.**



# QCNR - Environment and Society - Natural Resources and Environmental Communication and Engagement (NRECE) - Post-Baccalaureate 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)\*

DEPARTMENT (include all cross listed departments)\*

Current Title (if applicable)\* Natural Resources and Environmental Education NREE Graduate Certificate

Proposed Title\* Natural Resources and Environmental Communication and Engagement (NRECE) - Post-Baccalaureate Certificate

## 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)\* 14

Maximum Number of Credits (if applicable)\* 16

Type of Degree: (BA, BS, etc.)\* Post-Baccalaureate Certificate

### REQUEST

## TYPE OF CHANGE BEING REQUESTED

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

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

- Post-Baccaiaureate 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)
  - Reinstatement of Previously Suspended Administrative Unit
  - Reinstatement of Previously Discontinued Administrative Unit

**Other: (explain change)** Update to the CIP Code

### ADDITIONAL APPROVALS (if applicable)

**Graduate Council Approval\***  Yes  
 No

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

### SECTION I: THE REQUEST

**R401 Purpose\*** The purpose of this R401 is (1) to rename a graduate certificate currently offered by the Department of Environment and Society and (2) to update the requirements to meet current graduate student needs. The target audience for the certificate is graduate students enrolled in various graduate degree programs at USU, particularly in the College of Natural Resources. The revised certificate will provide an opportunity for, and certification of, knowledge- and skill-building in environmental communication and community engagement.

### SECTION II: PROGRAM PROPOSAL

**Proposed Action & Rationale\***

The Department of Environment and Society (ENVS), in the S.J. and Jessie E. Quinney College of Natural Resources, is an interdisciplinary department focused on research, outreach/extension, and teaching on human-environment interactions. In addition to various undergraduate programs, the Department currently offers two graduate-level certificates (including this one); MS degrees in Environment and Society, Geography, Recreation Resource Management, and Ecology; and PhD degrees in Environment and Society and in Ecology. Graduates of these graduate programs pursue careers in a wide range of environmental and natural resource fields, including careers that require excellence in environmental science communication and in building partnerships with diverse communities and stakeholders. The Department of Environment and Society espouses community engagement in research, outreach, and learning and is officially designated as a "community-engaged department" under the program managed by USU's Community-Engaged Learning program (<https://www.usu.edu/cel/faculty/community-engaged-department>). Offering the Post-Baccalaureate Certificate discussed here leverages environmental communication and engagement expertise within the department and across USU and also helps meet current workforce needs.

The current Graduate Certificate in Natural Resources and Environmental Education (NREE) was initiated in Fall 2003 to provide an educational foundation for communicating environmental science and management information to a variety of audiences. It currently requires 15-17 credits for completion. The program was designed to help graduate students in Natural Resource MS and PhD programs build skills and knowledge that would help them incorporate environmental education principles into a limited set of fields such as K-12 education, public land visitor information services, or natural resources extension. Enrollments have remained small, and currently there are no students pursuing the certificate.

Students throughout the Quinney College of Natural Resources commonly seek careers outside academia or research. Many graduate students express interest in working for education- and collaboration-focused conservation Non-Governmental Organizations (NGOs), governmental entities that provide landowner or manager education, or as environmental writers or journalists. To reflect this changing environment, the ENVS faculty propose revising the current certificate to focus on a broader range of communication strategies. The changes also represent a transition from a more traditional, one-way approach to working with or educating communities (or a deficit model), to a more modern, two-way approach to collaborating and partnering with communities and more self-critically improving how environmental science communication occurs. The revised certificate will require 14-16 credits and will draw on a suite of courses with communication and engagement content both within and beyond the Department. To reflect these changes, the ENVS faculty also propose to rename the certificate as a Post-Baccalaureate Certificate in Natural Resources and Environmental Communication and Engagement (NRECE). The new certificate type reflects the current typology of certificates managed by USHE, which has changed since the Department first received USHE approval for the current certificate in 2003.

The new name and updated requirements were developed by the ENVS departmental faculty, led by a core working group. The proposed curriculum was shared with the department heads of all departments delivering any of the listed course options, to solicit any concerns with course inclusion as an option for requirements completion. Permission was gained to include all the listed courses. The plan to rename and update the requirements was also discussed with the College leadership team, including the Ecology Center Director. No similar graduate-level certificate programs have been identified at USU. Various undergraduate bachelor's programs are offered that emphasize different kinds of communication knowledge and skills, such as the BS degree in Agricultural Communication, the BA/BS in Technical Communication and Rhetoric, and the BA/BS in Journalism and Communication. At the graduate level, USU offers a Master of Technical Communication and a PhD in Technical Communication and Rhetoric. The certificate proposed here for renaming and revision serves a different group of graduate students, with outcomes oriented to natural resource and environmental science careers.

The renaming of the certificate and the updating of the course requirements will be of benefit to USU and USHE through the improved meeting of current USU student needs and workforce needs.

**Labor Market Demand (if applicable)**

Certificate recipients will have enhanced competitive advantage in the labor market, with skills that ENVS faculty members have confirmed are valued by natural resource and environmental employers. These skills are in increased demand in the current market. The importance of environmental communication as a professional practice led to the establishment in 2011 of the International Environmental Communication Association and in 2014 of the Environmental Communication Division of the International Communication Association, and expectations have only increased in the past decade.

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

The proposed changes to this certificate support the USU mission in learning, discovery, and engagement, especially in terms of training graduate students for effective engagement in a particular domain. No faculty or staff structures will be impacted. No similar or related certificate programs at the graduate or post-baccalaureate level were identified at other USHE schools. The University of Utah offers an MA/MS and a PhD in Communication with an emphasis in Communicating Science, Health, Environment, and Risk. The USU certificate program is targeted to USU graduate students in MS and PhD programs, as an add-on credential, and does not compete with the program at the University of Utah.

**Finances\***


No new costs or savings are anticipated with this proposed action. Courses newly included in the certificate are expected to be able to accommodate the expected modest increase in course registrations. Dr. Courtney Flint, a member of the ENVS faculty, will serve as the new faculty advisor for the program and will oversee completion of the capstone requirement.

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

**Program Curriculum Narrative**

The revised certificate will require 14-16 credits of graduate coursework. These credits include 10-12 credits met through completion of four courses with communications and/or engagement content from an approved list of course options. The variable credit here reflects credit variability in the listed courses, with a minimum of 10 credits required in order to reach a level of emphasis judged as sufficient for expertise development in the content and skill focus area. Although not listed, other courses from across campus may be considered and possibly approved by the Faculty Advisor for the program. In addition, the list of approved course options will be updated periodically to reflect current and planned offerings. To supplement the content coursework, students attend a one-credit seminar course to introduce them to a range of environmental science topics. This seminar course can be in the student's department, if appropriately covering environmental science topics, or can be the Ecology Center seminar course. Finally, a three-credit capstone requirement is met either through a communication, engagement, or outreach component of the student's MS thesis or PhD dissertation or through an independent project, whichever works best for the student. Registration for the capstone will use ENVS 6910/7910, Directed Study. MS students can alternatively apply thesis credits for this requirement when the capstone is part of an MS thesis. Students will

submit a brief proposal to the Faculty Advisor for approval prior to undertaking the effort to meet the capstone requirement.

**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**

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