December 7, 2023
3:00 – 4:00 p.m.
Old Main-Champ Hall
Zoom (Statewide)

AGENDA

Approval of Minutes – *November 2, 2023*

Subcommittee Reports

Curriculum Subcommittee (Chad Simon)
Course Approvals – 160

Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to offer an Equine Assisted Services Institutional Certificate of Proficiency.

Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to discontinue the Equine-Human Science Minor.

Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to offer a Ranch Economics and Management Bachelor of Science.

Request from the Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to change the name from the Agricultural Systems Technology BS-Agricultural Machinery Emphasis to Agricultural Systems Technology BS-Agricultural Machinery and Technology Emphasis.

Request from the Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to change the name from Agricultural Systems Technology BS – Farm and Ranch Operations Emphasis to Agricultural Systems Technology BS – Agricultural Operations Emphasis.

Request from the Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer a College Teaching Post Baccalaureate Certificate.

Request from the Department of Aviation Technology in the College of Agriculture and Applied Sciences to change the name from Aviation Management – Unmanned Aerial Systems Emphasis (BS) to Aviation Management – Unmanned Aircraft Systems Emphasis (BS).

Request from the Department of Aviation Technology in the College of Agriculture and Applied Sciences to change the name of the Unmanned Aerial System Certificate of Completion to Unmanned Aircraft Systems Certificate of Completion.

Request from the Department of Aviation Technology in the College of Agriculture and Applied Sciences to change the name of the Unmanned Aerial Systems Minor to Unmanned Aircraft Systems Minor.

Request from the Extension Office in the College of Agriculture and Applied Sciences to establish the Center for Family Life Programs.

Request from the Extension Office in the College of Agriculture and Applied Sciences to establish the Davis Agricultural Heritage Center.

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

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to offer a Food Processing Certificate of Completion.

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to offer a Food Security Studies Institutional Certificate of Proficiency.

Request from the Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences to restructure the Business – Associate of Business degree.

Request from the Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences to restructure the Cosmetology Associate of Applied Science degree.

Request from the Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services to offer a Deaf Education Bachelor of Arts and Bachelor of Science.

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 from Communicative Disorders and Deaf Education – Specialization in Education of the Dean and Hard of Hearing Specialization Listening and Spoken Language Track MEd to Deaf Education – Listening and Spoken Language Specialization MEd.

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 from Communicative Disorders and Deaf Education – Specialization in Speech Language Pathology MA/MS to Speech – Language Pathology MA/MS.

Request from the Department of Human Development and Family Studies in the Emma Eccles Jones College of Education and Human Services to change the Gerontology Institutional Certificate of Proficiency to a Gerontology Certificate of Proficiency.

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to change the name from Health Education and Promotion – Community Health (BS) to Health Education and Promotion – Community and Public Health (BS).

Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to restructure the Administrative Supervisory Concentration.

Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to change the name from Instructional Leadership MEd to School Leadership MEd.

Request from the Department of Journalism and Communication in the College of Humanities and Social Sciences to offer a Social Media Institutional Certificate of Proficiency.

Request from the Department of World Languages and Cultures in the College of Humanities and Social Sciences to offer a Healthcare Interpretation Certificate of Proficiency.

Request from the Department of World Languages and Cultures in the College of Humanities and Social Sciences to offer a Legal and Business Translation and Interpretation Certificate of Proficiency. Request from the Department of World Languages and Cultures in the College of Humanities and Social Sciences to restructure the Second Language Teaching MSLT.

Request from the Department of Mechanical and Aerospace Engineering in the College of Engineering to offer a Composite Materials and Structures Post Baccalaureate Certificate.

Request from the Department of Mathematics and Statistics in the College of Science to offer a Data Literacy Minor.

Request from the Department of Physics in the College of Science to offer a Photonics Certificate of Proficiency.

Request from the Department of Marketing and Strategy in the Jon M. Huntsman School of Business to offer an International Business Institutional Certificate of Proficiency.

Academic Standards Subcommittee *(Renee Galliher)*
Minutes – No November Meeting.

General Education Subcommittee *(Matt Sanders)*
Gen Ed Designations:

       BHU – ENGL 2330
       BLS – ADVS 1110
       BLS – WATS 2500
       CI – CMST 3400
       CI | DHA Creative Arts – FILM 3210
       DHA – Humanities – ENGL 3060

Other Business

Adjourn: 4:00 pm

November 2, 2023
3:00 – 4:00 p.m.
Old Main-Champ Hall

MINUTES

Present: Paul Barr, *Chair*, Provost's Office
Mateja Savoie Roskos, College of Agriculture and Applied Sciences
Richard Walker, Caine College of the Arts
David Feldon, Emma Eccles Jones College of Education and Human Services
Scott Budge, College of Engineering
Jared Colton, College of Humanities and Social Sciences
Peter Howe, S.J. & Jessie E. Quinney College of Natural Resources
Dan Coster, College of Science
Heloisa Rutigliano, College of Veterinary Medicine
Britt Fagerheim, University Libraries
Jason Marshall, USU Eastern
Sarah Pope, Graduate Studies Senator
Renee Galliher, *Chair*, Academic Standards
Chad Simon, *Chair*, Curriculum Subcommittee
Toni Gibbons, Registrar's Office
Fran Hopkin, Registrar's Office
Michele Hillard, Secretary

Absent: Sterling Bone, Jon M. Huntsman School of Business
Shana Geffeney, Statewide Campuses
Richard Cutler, Graduate Council
Aly Cinq-Mars, USUSA Executive VP
Matt Sanders, *Chair,* General Education Subcommittee

Guests:

***Approval of Minutes** – October 5, 2023*
Motion to approve the October 5, 2023, minutes made by Chad Simon. Seconded by David Feldon. Minutes approved as distributed.

Subcommittee Reports

Curriculum Subcommittee *(Chad Simon)*
Motion to approve the Curriculum Subcommittee report made by Chad Simon. Seconded by Heloisa Rutigliano. Report approved.

Course Approvals – 124

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.
HELD – not currently approved.

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 form 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.

Academic Standards Subcommittee *(Renee Galliher)*
Minutes – No Meeting (nothing to report)
The subcommittee has had numerous conversations regarding the lack of policy related to student travel for university activity, i.e., conferences, field trips, and international studies. There is no clear guidance on any of these issues. One of the issues is student alcohol use on trips for those who are of age. It was determined that this isn't in the per view of the Academic Standards Subcommittee. Talked with Human Resources and they don't know where this should land either, but departments need some sort of guidance on this issue. It should be more guidance and less policy driven. Policy couldn't possibly cover everything and once you make a policy you accept the liability. Going to start with Legal Counsel and Human Resources and begin a conversation and see what other institutions are doing.

General Education Subcommittee (Matt Sanders)
Motion to approve the General Education Subcommittee report made by Mateja Savoie-Roskos.
Seconded by Richard Walker. Report approved.

- CI   AV-3100 Technical Communication for the Global Aviation Industry
- CL2   HIST-2730 Writing Navajo History and Culture

Other Business
Need further information regarding having Tech Ed courses that may not be offered. This is a state requirement, but we need to decide what works for USU. Creating the course as if we have a department or course needs to be explored. The state wants to prevent articulation agreements for every course from all the institutions. Think about how we differentiate these for future information. There may be other options that haven't been investigated. Open a conversation and see what makes sense.

Change the CIP Code for the PhD in Economics program to 45.0603 (econometrics and Quantitative Economics). It is currently 45.0601 (Economics General). – Mateja Savoie-Roskos.
Wanting to change code so that it aligns better with the four-to-five-star job designation.

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
TABLED – this would change the four-to-five star job designation and would cause problems with upcoming performance funding.

Deans would like to have a definition and review criteria for centers and institutes. The proposal would be that the Academic Standards Subcommittee would take this on. These may have been loosely defined in EPC years ago. Mateja Savoie-Roskos will share this with those who are interested.

Adjourn: 3:40 pm

CAAS - Animal, Dairy and Veterinary Sciences - Equine Assisted Services - Institutional Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges) *

CAAS

DEPARTMENT (include all cross listed departments) *

Animal, Dairy and Veterinary Sciences

Current Title (if applicable) *

not applicable

Proposed Title *

Equine Assisted Services - Institutional Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) *   51.2313

Minimum Number of Credits (if applicable)*   12

Maximum Number of Credits (if applicable)*   12

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

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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*

Following a strategic evaluation of the department's minor in Equine Human Science and recommendation to discontinue the minor (see pending short-form R401), the ADVS department proposes to continue instruction for three of those courses plus one other course on the human animal bond as a new Institutional Certificate of Proficiency in Equine Assisted Services (EAS).

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

We propose to package four courses in ADVS as a new ICP in Equine Assisted Services:

- ADVS 2800 Riding Fundamentals for Instructors (in person)
- ADVS 3150 Principles of Equine Assisted Interventions (online)
- ADVS 3610 Training and Conditioning of the Lesson Horse (hybrid)
- ADVS 5900 Conceptualization of the Human-Animal Bond (online)

As of spring 2023, 35 different students were enrolled in one of the courses that are part of the proposed certificate program. We anticipate that enrollment will increase, as we plan to offer ADVS 2800, 3150, and 3610 twice per year, with multiple sections as needed to meet demand. ADVS 5900 is offered as an online course once per year.

These courses will provide a strong foundation for students interested in a career that encompasses equine-assisted services.

Students at USU are very passionate about this area of instruction at Utah State and were forceful in their support of sustaining, at least in part, our curriculum in equine assisted services in the department. Although we could not sustain instruction for the minor, which required an additional position for which permanent funding could not be identified, we feel that this certificate will meet that keen interest of students and provide them with a solid foundation to then pursue more specialized training and formal professional certification via a non-academic program in Extension (or other provider).

Labor Market Demand (if applicable)

Although a CIP code for animal assited therapy is available (and referenced above), neither the US Bureau of Labor Statistics or Utah Division of Workforce Services tracks data for this specific career.

Perhaps the closest category would be recreational therapists. According to the U.S. Bureau of Labor Statistics, employment of **recreational therapists** is projected to grow 4 percent from 2022 to 2032, about as fast as the average for all occupations (https://www.bls.gov/ooh/healthcare/recreational-therapists.htm). For those in the healthcare diagnosing or treating practicioners (as for equine assisted services in mental health and clinical settings), the outlook is a 9% increase in projected employment from 2022-2032. About 1300 openings for recreational therapists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. As large numbers of the U.S. population move into older age groups, more people will need recreational therapists to help treat age-related injuries and illnesses. Older people are more likely than younger people to experience Alzheimer's disease, a stroke, or mobility-related injuries and to benefit from treating these conditions with recreational therapy. Therapists also will be needed to help healthy seniors remain social, active, and independent in their communities as they age. In addition, the number of people with chronic conditions, such as diabetes and obesity, is growing. Recreational therapists will be needed to help patients maintain their mobility, learn how to manage their conditions, and adjust recreational activities to accommodate physical limitations. Therapists also will be needed to plan and lead programs designed to maintain overall wellness through participation in activities such as camps, day trips, and sports.

The median annual wage for recreational therapists was $51,330 in May 2022. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $33,930, and the highest 10 percent earned more than $84,410.

In May 2022, the median annual wages for recreational therapists in the top industries in which they worked were as follows:

Government	$67,610
Ambulatory healthcare services	58,440
Hospitals; state, local, and private	54,430
Social assistance	44,730
Nursing and residential care facilities	44,180

(https://www.bls.gov/oes/current/oes291125.htm).

The **Equine Assisted Services** program strives to educate students, facilitate research, and impact the community through clinical services, Extension outreach, and equine-assisted services.

The program:

- Provides equine-assisted interventions and interactions to a wide variety of individuals with differing abilities. The program offers a special focus on Veterans, individuals with disabilities, and their families.
- Develops students' skills and the required knowledge to facilitate recreational and adaptive riding or become trained equine specialists for the mental health and learning fields. Students are also given the tools and knowledge to prepare to be certified by appropriate entities.
- Provides continuing education opportunities for professionals and the community through cooperative Extension and clinical services.

Discussion of changes

This proposed change to deliver an Insitutional Certificate of Proficiency in EAS meets USU's mission by using available funding resources for instruction in a more targeted, efficient approach to meet students' educational needs and interests. A permanent lecturer position in equine-human services has been made available by the Dean, who repurposed a 0.5 FTE faculty line in the equine program left vacant by another faculty member's retirement. This change ensures that the ADVS department has dedicated ongoing funding to support instruction of a core set of courses providing a foundation in equine assisted services for our students, ensuring exposure to this area of study. This approach provides stability and sustainability to this arm of the equine program in the department.

Additionally, the commitment of two new faculty lines in Extension centered on providing equine-assisted services to the broader Utah community meets USU's land grant extension mission. One of these positions will be in Cache County and is expected to closely collaborate with the new ADVS lecturer and work with students in these classes, providing valuable opportunities for our students in community engaged learning via internships and service in partnership with Extension programming in EAS.

Additionally, we plan for the new Extension faculty member in Cache County to offer a continuing education program via USU Extension that leads to certification in equine-assisted services (e.g., the PATH Intl. CTRI and ESMHL certifications). Those USU students that complete the Institutional Certificate in EAS will be ready to step directly in to this continuing education program to achieve formal certification, a pathway that was not previously available to USU students via the equine human science minor.

Finances*

The permanent lecturer position was made possible by using funds made available via the retirement of a part-time faculty member (0.5FTE) in our equine program. Students that will continue to take ADVS 2800, ADVS 3150, and ADVS 3610 will use existing resources at the Robert A. Adams Arena at the South Farm. This change will have a positive effect on the department's E&G operating budget, which had provided 25% of the salary for a temporary instructor that taught about half the courses for the EHS minor from its limited operating funds. It is expected that these freed up operations funds will be used to defray day-to-day specialized expenses for delivering this instruction (e.g., specialized care of the specially trained equine human science horse herd) including feed and hourly student workers.   There should be no adverse budgetary impact on other units at USU, save for commitment by the VP for Extension to fund two new County faculty in the Extension Department of Agriculture and Natural Resources.

ADVS is very well positioned to deliver this new certificate with fantastic infrastructure support, including the new Robert A. Adams Arena at the Sam Skaggs Family Equine Education Center and the new Bastian Agricultural Center. With the addition of the new lecturer position, and new Extension personnel, we can now fully realize USU's firm commitment to deliver impactful education and extension programming in EAS for our students, our veteran community, and other underserved populations.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Institutional Certificate of Proficiency in Equine Assisted Services has four required courses (12 credits total).

- ADVS 2800 Riding Fundamentals for Instructors (3 credits)
- ADVS 3150 Principles of Equine Assisted Interventions (3 credits)
- ADVS 3610 Training and Conditioning of the Lesson Horse (3 credits)
- ADVS 5900 Conceptualization of the Human-Animal Bond (3 credits)

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

CAAS - Animal, Dairy and Veterinary Sciences - Equine-Human Science Minor

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*   CAAS

DEPARTMENT (include all cross listed departments)*   Animal, Dairy and Veterinary Sciences

Current Title (if applicable)*   Equine-Human Science Minor

Proposed Title*   Equine-Human Science Minor

CIP Code

Enter the Correct CIP Code by Using the Following Link:

[Classification Instruction Programs](#)

CIP Code (6-digits) *   51.2313

Minimum Number of Credits (if applicable)*   15

Maximum Number of Credits (if applicable)*   15

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

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)
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- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:
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- ☐ 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 remove the minor designation for this program.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Department of Animal, Dairy and Veterinary Sciences (ADVS) has offered a minor in Equine-Human Sciences. Two faculty-instructed courses for this program, a temporary lecturer and an assistant professor of professional practice, supported primarily through funds associated with the School of Veterinary Medicine, now the College of Veterinary Medicine. Some additional funds for the lecturer position were provided via the ADVS department E&G operational budget. With this request, ADVS proposes to discontinue the Equine Human Sciences (EHS) minor as of fall 2024. This request is necessary because a) the department no longer has the available financial support to continue instructing approximately half of the courses associated with the minor, b) the minor had relatively low enrollment and completion for the teaching effort dedicated, c) the faculty have determined by near-unanimous consensus that the EHS minor is not essential for the mission of the department.

Prompted by the departure of faculty member Judy Smith in March 2023, and the discontinuation of funding for her position by the new College of Veterinary Medicine, the department engaged in a strategic evaluation of the future of this minor (see attachment "EHS enrollment trends and funding analysis). After consulting the CAAS Dean, beginning in March 2023, the ADVS department head (DH) discussed the situation and sought input from Dr. Holly Clement, the Equine Program Director; Dr. Karl Hoopes, another faculty member who delivers equine-assisted programming to the veteran community; Dr. Lee Rickords, the ADVS associate department head over academic affairs; Dr. Clay Isom, the ADVS undergraduate curriculum committee chair; Sarah Anderson, the other instructor who delivers EHS courses; and Caisa Shoop, the college advisor for the equine science management program. With this input, the department 1) notified students of potential changes/discontinuation of EHS curriculum; 2) informed faculty of Judy's departure and current status of our feasibility assessment; 3) met with the undergraduate curriculum committee to discuss ramifications for the department's curriculum; 4) presented the issue for discussion and recommendation at the April 2023 ADVS faculty meeting; and 5) discussed faculty recommendation to discontinue the minor with Dean White. The department also collected feedback from students and stakeholders following initial communication of our concerns for the continued sustainability of the EHS minor. This series of steps was completed by the end of April 2023.

With the support of ADVS faculty, the DH proposed to Dean White to invest existing resources to hire a lecturer to instruct three of the courses that contribute to the EHS minor as directed electives (ADVS 2800 Riding Fundamentals for Instructors, ADVS 3150 Principles of Equine Assisted Interventions, and ADVS 3610 Training and Conditioning of the Lesson Horse), thus providing the foundation in this area of study for students and ensuring access to directed electives in equine-assisted services for students in the Equine Science and Management major. Additionally, the DH proposed to the Dean (also the VP for Extension) to expand our community engagement in equine-human services through the allocation of new efforts in Extension. In September 2023, following confirmation from the Dean that the department could open a formal search for a permanent lecturer position in equine-human services and that he intended to establish two new Extension positions at the county level in equine-assisted services, the department voted unanimously to formally recommend discontinuation of the minor in Equine Human Sciences.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

This proposed change meets USU's mission by using available funding resources for instruction in a more targeted, efficient approach to meet students' needs and interests. As noted above, one position that was soft-funded by the College of Veterinary Medicine has been discontinued. A permanent lecturer position in equine-human services was made available by the Dean, who repurposed a 0.5 FTE faculty line in the equine program left vacant by another faculty member's retirement. This change ensures that the ADVS department has dedicated hard funds to support instruction of a core set of courses providing a foundation in equine human services for our students, ensuring exposure to this area of study. This approach provides stability and sustainability to this arm of the equine program in the department. Additionally, the commitment of two new faculty lines in Extension centered on providing equine-assisted services to the broader Utah community meets USU's land grant extension mission. One of these positions will be in Cache County and is expected to closely collaborate with the new ADVS lecturer, providing valuable opportunities for our students in community-engaged learning.

Finances*

The permanent lecturer position was made possible by using funds made available via the retirement of a part-time faculty member (0.5FTE) in our equine program. Students who will continue to take ADVS 2800, ADVS 3150, and ADVS 3610 will use existing resources at the Robert A. Adams Arena at the South Farm. This change will have a positive effect on the department's E&G operating budget, which had provided 25% of the salary for a temporary instructor who taught about half the courses for the EHS minor from its limited operating funds. It is expected that these freed-up operations funds will be used to defray day-to-day specialized expenses for delivering this instruction (e.g., specialized care of the specially trained equine human science horse herd) including feed and hourly student workers. There should be no adverse budgetary impact on other units at USU, save for commitment by the VP for Extension to fund two new County faculty in the Extension Department of Agriculture and Natural Resources.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

Attach (if applicable) completed [Program Curriculum an](#)d [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.

Institution Submitting Request:	**Utah State University**
Proposed Program Title:	**Ranch Economics and Management**
Are There New Emphases:	Yes ☒ Student Emphasis ☐ Required
Names of New Emphases (Separated by Commas):	Small Ranch Emphasis, Large Ranch Emphasis
Sponsoring School, College, or Division:	**College of Agriculture and Applied Sciences**
Sponsoring Academic Department(s) or Unit(s):	**Department of Applied Economics**
Classification of Instructional Program Code[1] :	**45.0602**
Min/Max Credit Hours Required of Full Program:	**120 / 120**
Proposed Beginning Term[2]:	**Fall 2024**
Institutional Board of Trustees' Approval Date:	

Program Type (check all that apply):

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

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[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

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

[3] Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

☐	NEW Professional School

Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

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

Chief Academic Officer (or Designee) Signature:

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

Ryan Bosworth   Date: September 26, 2023

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

Utah System of Higher Education
Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Baccalaureate degree(s): Ranch Economics and Management effective Fall 2024. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description
Present a complete, formal program description.

This proposed major focuses on agricultural economics and agri-business concepts for those students interested in owning/managing a ranch business. Course work in agricultural finance, agricultural marketing, and production economics is used to prepare students to make complex ranch management decisions. There is also an emphasis on basic animal science concepts needed to make ranch management decisions, as well as course work in range and pasture management. While the degree is administered through the Applied Economics department, it is a multi-disciplinary degree.

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

This proposed major is consistent with the USU mission of being a student-centered land grant university. It should not impact other USHE Institutions in that USU has the only Applied Economics Department and no other institution offers a Ranch Economics and Management Major.

Section III: Needs Assessment

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

The Applied Economics department was approached by the Dean of the College of Agriculture and Applied Sciences, who had received input from alumni (donors) and students on the need for a multi-disciplinary ranch management degree. After several meetings with department heads and with faculty in Applied Economics; Animal, Dairy and Veterinary Science; and Wildland Resources, the Dean directed Applied Economics to take the lead in creating a Ranch Management Bachelor of Science degree. Since students have heard of this new potential degree, there has been considerable interest expressed by students wanting to have this degree as their major.

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

As Utah's livestock industry continues to grow, the need for well-trained ranch managers continues to grow as well. Ranching in Utah requires knowledge of economics, agribusiness, animal science, rangeland ecology, and legal issues particular to the use of public lands. According to the USDA, 69% of the $1.84 billion in agricultural sales in Utah are from livestock and their products. Moreover, Utah's largest crop by sales (hay) is produced in large measure to support the

livestock industry.

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

The introduction of the Ranch Economics and Management BS is anticipated to resonate with students who have interests in economics, agribusiness, animal science, and rangeland ecology. Preliminary surveys conducted among students suggest strong potential demand for the program. The Agribusiness program currently has about 150 students. This program will appeal to students who want more specialized training in ranch management.

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

There are no similar degrees being offered by other USHE institutions. Colorado State University offers a Farm and Ranch Management concentration to their Agricultural Business major, but it does not have as much course work in animal science or range and pasture management. Montana State University offers a Ranching System Degree that is heavy on animal science and range management course work, but is limited in the amount of agricultural economics/ agribusiness management course work. The University of Wyoming offers an Agricultural Business, Livestock Business Management Option, B.S. degree. This degree is most similar to the proposed Ranch Economics and Management B.S. degree being proposed here.

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

There is no planned collaboration with other USHE Institutions with this degree. Since no other USHE Institution has a similar degree, it is not anticipated that there will be any impacts to them.

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

The are no planned external reviews or accreditation.

Section IV: Program Details

Graduation Standards and Number of Credits

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

Students must meet Minimum University Requirements of 120 Credits with 100 Credits of C- or better. A GPA of 2.5 will be required in all coursework taken to fulfill major requirements, as well as a minimum grade of C or better in each major course. All major coursework must be taken for a letter grade.

Admission Requirements

List admission requirements specific to the proposed program.

There are no specific admission requirements for this program.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

No new organizational structures needed. Existing structures in Applied Economics and the College of Agriculture and Applied Sciences will administer the program. Support will be similar to the existing Agribusiness BS program. There will be no impact on the delivery of undergraduate or lower-division education.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/ graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Existing faculty and instructors will be sufficient to support the program.

Staff

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

Existing staff will be sufficient to support the program.

Student Advisement

Describe how students in the proposed program will be advised.

Students will be advised within the existing College of Agriculture and Applied Sciences and Applied Economics framework.

Library and Information Resources

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

Existing library resources will be sufficient to support the program, no new library resources will be required.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

Goal 1: Comprehensive Education in Ranch Economics and Management. Our objective will be to equip students with a deep understanding of agricultural economics, agribusiness concepts, and the financial intricacies of ranch management. As the livestock sector in Utah evolves, there is a growing need for professionals who can navigate the challenges specific to ranching in Utah. Our program will prepare students to make informed and strategic ranch management decisions.

Goal 2: Multi-disciplinary Approach to Ranch Management. We will integrate coursework from Applied Economics, Animal Science, and Wildland Resources. By drawing knowledge from various disciplines, graduates will be well-rounded and prepared for diverse roles within the ranching industry.

Goal 3: Addressing Industry and Student Demand. We will respond to the expressed needs of alumni, donors, and prospective students by offering a specialized Bachelor of Science degree in Ranch Management Economics. The creation of this program was initiated based on feedback from key stakeholders, including alumni and students. The program aims to meet the current market demand for specialized education in ranch management and to attract students who are keen on pursuing this as their major.

These goals aim to ensure that the Ranch Economics and Management program is both relevant to the current needs of the industry and beneficial for students seeking a comprehensive and multi-disciplinary education in ranch management.

Assessment: We will evaluate the extent to which students are achieving the intended learning outcomes of the program via regular testing to assess knowledge retention and understanding as well as student projects that require students to apply their knowledge in real-world scenarios. The program will also be assessed by gathering feedback from graduates about the program's effectiveness in preparing them for their careers. Surveys will be conducted to gather feedback on curriculum relevance, skill application, and overall program satisfaction. We will also gather feedback from employers to understand how well the program prepares students for the workforce from the perspective of employers. Likewise, we will evaluate feedback from employers where students have interned. The Department of Applied Economics will also regularly assess the effectiveness of individual courses within the program, survey students in the program and monitor student success and program appeal by tracking the number of students who continue in the program versus those who drop out, as well as the number who successfully graduate. The department will also continuously monitor the curriculum to ensure that the curriculum remains updated and relevant to industry needs.

Student Standards of Performance

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

Standards, Competencies, and Marketable Skills upon Graduation:

Academic Excellence in Ranch Management Economics

Competency 1: Mastery of core concepts in agricultural economics, agribusiness, and ranch management.
Marketable Skill: Ability to analyze and interpret economic data related to ranching. A foundational understanding of ranch management economics is crucial for making informed decisions in the field.
Practical Application of Theoretical Knowledge

Competency 2: Ability to apply classroom learning to real-world ranch management scenarios.
Marketable Skill: Hands-on experience in managing ranch operations. Practical experience complements theoretical knowledge, ensuring students are prepared for real-world challenges.

Competency 3: Ability to communicate complex concepts clearly.
Marketable Skill: Strong written and oral communication skills. Effective communication is essential for presenting ideas, collaborating with teams, and interacting with stakeholders.

Competency 4: Analytical skills to address complex ranch management challenges.
Marketable Skill: Strategic problem-solving. Critical thinking enables students to navigate challenges and develop innovative solutions.

Competency 5: Adeptness at using modern technology and software in ranch management.
Marketable Skill: Proficiency in agricultural technology tools. Technological advancements are shaping the future of ranching, making this skill indispensable.

Assessment Measures:
Formative Assessment Measures:

Quizzes and Mid-Term Exams: Regular assessments to gauge students' understanding of course material.
Group Projects: Collaborative assignments to assess teamwork and interdisciplinary collaboration.
Class Discussions: To evaluate students' understanding and ability to communicate concepts.
Practical Labs: Hands-on sessions to assess practical application skills.

Summative Assessment Measures:
Final Exams: Comprehensive exams to evaluate mastery of course content.
Internship Evaluations: Feedback from employers to assess practical skills and workplace readiness.

How and Why These Standards and Competencies Were Chosen:
The standards and competencies were chosen based on:

Industry Needs: Feedback from alumni and employers highlighted the skills and knowledge required in the ranch management field.
Academic Rigor: Ensuring that the program aligns with academic standards and provides a comprehensive education.
Stakeholder Feedback: Input from students, faculty, and the Dean of the College of Agriculture and Applied Sciences emphasized the need for a multi-disciplinary approach.
Future Trends: Consideration of technological advancements and trends in ranching.
By aligning the program with these standards and competencies, graduates will be well-equipped to excel in the ranch management economics field and contribute effectively to the industry.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
		General Education Courses (list specific courses if recommended for this program on Degree Map)			
				General Education Credit Hour Sub-Total	
		Required Courses			
+	-	ENGL 1010		INTRO TO WRITING (CL1)	3
+	-	ENGL 2010		INTERMEDIATE WRITING (CL2)	3
+	-	MATH 1050		COLLEGE ALGEBRA (QL)	4
+	-	STAT 2000		STATISTICAL METHODS (QL)	4
+	-	APEC 1600		NAT RES & AMERICAN ECON INSTITUTIONS (BAI)	3
+	-			BCA ELECTIVE	3
+	-			BHU ELECTIVE	3
+	-	BIOL 1610/1615		BIOLOGY I AND LAB	4
+	-	BIOL 1620/1625		BIOLOGY II AND LAB (BLS)	4
+	-	CHEM 1110		GEN CHEMISTY I (BPS)	4
				Choose of the following courses:	
+					
+	-	CHEM 1120		GEN CHEMISTY II (BPS)	4
+	-	APEC 2010		INTRO TO MICROECONOMICS (BSS)	3
+	-	ACCT 2010		FINANCIAL ACCOUNTING PRINCIPLES	3
+	-	DATA 1100		EXCEL FOR BUSINESS ANALYSIS	1
+	-	APEC 2500		COMMODITY FUTURES AND OPTIONS	3
+	-				
+	-				
+	-				
+	-				
+	-				
				Add A Group of Courses	
				Required Course Credit Hour Sub-Total	49
		Elective Courses			
+	-				

		Course Number	NEW Course	Course Title	Credit Hours
				Choose 3 of the following courses:	
+	-	APEC 5250	✕	ADVANCED RANCH ECONOMICS & MANAGEMENT	3
+	-	APEC 5950		APPLIED ECONOMICS POLICY ANALYSIS	3
+	-	ADVS 3000		ANIMAL HEALTH & HYGIENE	3
+	-	ADVS 3500		PRINCIPLES OF ANIMAL NUTRITION	3
+	-	ADVS 5080		BEEF CATTLE MANAGEMENT	3
+	-	ADVS 5090		SHEEP MANAGEMENT & WOOL TECH	4
+	-	WILD 5860		POISONOUS RANGE PLANTS AFFECTING L/S	3
+	-			OTHER APPROVED ELECTIVE	2
+	-				
				Add A Group of Courses	
				Elective Credit Hour Sub-Total	8
				Core Curriculum Credit Hour Sub-Total	57

Can students complete this degree without emphases?   Yes or ✕ No

		Course Number	NEW Course	Course Title	Credit Hours
				Name of Emphasis: SMALL RANCH EMPHASIS	
+	-	APEC 2120		SMALL FIRM ACCOUNTING BASICS	3
+	-	APEC 2310		SMALL FIRM MANAGEMENT	3
+	-	ASTE 2100		PERSONAL AND TEAM LEADERSHIP	3
				Add A Group of Courses	
				Emphasis Credit Hour Sub-Total	9
				Total Number of Credits to Complete Program	66
			Remove this emphasis		

		Course Number	NEW Course	Course Title	Credit Hours
				Name of Emphasis: LARGE RANCH EMPHASIS	
+	-	ACCT 2020		MANAGERIAL ACCOUNTING	3
+	-	MGT 3150		CRITICAL THINKING FOR MANAGER DECISION MAKING	2
+	-	MGT 3250		MANAGING HUMAN CAPITAL	2
+	-	MGT 3700		OPERATIONS MANAGEMENT	2
				Add A Group of Courses	
				Emphasis Credit Hour Sub-Total	9
				Total Number of Credits to Complete Program	66
			Remove this emphasis		

Add An Emphasis

Program Curriculum Narrative

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

APEC 4250 APPLIED ECONOMICS INTERNSHIP CAN BE TAKEN FOR 3-5 CREDITS

OTHER APPROVED ELECTIVE CAN BE 2-3 CREDIT COURSE

Degree Map

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

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Toggle Cut-and-Paste	Toggle Table

B.S. Ranch and Range Economics and Management
Four Year Plan

Year 1 Fall Semester
ENGL   1010 Intro to Writing   3
BIOL 1610/1615 Biology I and Lab   4
MATH 1050 College Algebra   4
APEC 1600 Nat. Res. & American Econ Institutions 3
DATA 1100 Excel for Business Analysis 1
          15 15
Year 1 Spring Semester
ENGL   2010 Intermediate Writing   3
BIOL 1620/1625   Biology II and Lab   4
STAT   2000 Statistical Methods   4
ADVS   1110 Introduction to Animal Science 4
          15 30
Year 2 Fall Semester
CHEM 1110 Gen Chemistry I   4
ACCT   2010 Financial Accounting Principles 3
ADVS   2500 Feeds and Feeding   3
APEC   2120 Small Firm Accounting Basics 3
BHU Elective Breadth Humanities Elective 3
          16 46
Year 2   Spring Semester
ADVS   2080 Beef & Dairy Herd Health & Production 3
APEC   2010 Intro to Microeconomics 3
APEC   2310 Small Firm Management 3
ENVS 4020 Foundations of Environmental Studies   3
BCA Elective Breadth Creative Arts Elective 3
15 61
Year 3 Fall Semester
APEC   2500 Commodity Futures and Options 3
APEC   3012 Intro to Nat Res and Regional Econ 3
APEC   3310 Analytical Methods in Applied Econ 3
PSC   4320 Forage Production & Pasture Mgt 3
CHEM 1120 Gen Chem II   4
          16 77
Year 3 Spring Semester
ADVS   2200 Anatomy & Physiology of Animals 4
APEC   5940 U.S. Agricultural Policy Analysis 3
APEC 4250 Applied Economics Internship 1
ASTE   2100 Personal and Team Leadership 3
WILD   4000 Principle of Rangeland Management 3

14 91

Year 4 Fall Semester
ADVS   4560 Prin of Animal Genetics & Breeding 3
ADVS   4200 Physiology of Repro & Lactation 4
APEC   4250   Applied Economics Internship 4
APEC   5010 Firm Marketing and Price Analysis 3
        14 105

Year 4 Spring Semester
ADVS   5080 Beef Cattle Management 3
APEC   4300 Agricultural and Natural Resource Law 3
APEC   5150 Advanced Agricultural Credit Analysis 3
APEC   5250 Adv Ranch Economics & Management 3
WILD   4340 Range Ruminant Nutrition and Mgt 3
        15 120

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff
Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	9	13	0
Faculty: Part Time with Doctorate	0	0	0
Faculty: Full Time with Masters	0	0	1
Faculty: Part Time with Masters	0	0	0
Faculty: Full Time with Baccalaureate	0	0	0
Faculty: Part Time with Baccalaureate	0	0	0
Teaching / Graduate Assistants	///	///	1
Staff: Full Time			1
Staff: Part Time			0

Part II. Proposed Program Faculty Profiles
List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Ryan	Larsen	T	Ph.D.	Texas A&M	5%	
	Dillon	Feuz	T	Ph.D.	Colorado State University	5%	
	Tanner	McCarty	TT	Ph.D.	Purdue University	5%	
	Brandon	Willis	Other	J.D.	University of Wyoming	5%	
	Ryan	Bosworth	T	Ph.D.	University of Wyoming	5%	
	Steven	Wilcox	TT	Ph.D,	Cornell University	5%	
						Add Another Full Time	
Part Time Faculty							
						Add Another Part Time	

Part III: New Faculty / Staff Projections for Proposed Program
Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Teaching / Graduate Assistants	////////	////////			
Staff: Full Time					
Staff: Part Time					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	165	170	175	175	180	180
# of Majors in Proposed Program(s)		5	10	10	10	15
# of Graduates from Department	30	30	30	32	35	35
# Graduates in New Program(s)		0	0	2	5	8

Department Financial Data					
		Department Budget			
		Year 1	Year 2	Year 3	
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	
EXPENSES – nature of additional costs required for proposed program(s)					
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.					
Personnel (Faculty & Staff Salary & Benefits)					
Operating Expenses (equipment, travel, resources)					
Other:					
TOTAL PROGRAM EXPENSES		$0	$0	$0	
TOTAL EXPENSES	$0	$0	$0	$0	
FUNDING – source of funding to cover additional costs generated by proposed program(s)					
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.					
Internal Reallocation					
Appropriation					
Special Legislative Appropriation					
Grants and Contracts					
Special Fees					
Tuition					
Differential Tuition (requires Regents approval)					
PROPOSED PROGRAM FUNDING		$0	$0	$0	
TOTAL DEPARTMENT FUNDING	$0	$0	$0	$0	
Difference					
Funding - Expense	$0	$0	$0	$0	

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Additional costs for the program will be minimal. One additional class will be developed and existing classes will be sufficient to cover demand in the near future.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

None or minimal

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

None or minimal

CAAS - Applied Sciences, Technology and Education - College Teaching - 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)* CAAS

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

Current Title (if applicable)* not applicable

Proposed Title* College Teaching - Post-Baccalaureate Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) *   13.0406

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 College Teaching Post-Baccalaureate Certificate is designed to equip individuals with the essential skills and knowledge to excel in higher education environments. Additionally, we recognize the critical need for equipping future faculty with advanced pedagogical skills. The College Teaching Post-Baccalaureate Certificate program prepares these emerging educators to excel in their roles, ensuring they enter academia with a strong foundation in effective teaching practices, ultimately cultivating a community of passionate and effective educators dedicated to enhancing the students' learning experience while contributing to the scholarship of teaching and learning.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Department of Applied Science, Technology and Education (ASTE) aims to establish a comprehensive 12-credit online College Teaching Post-Baccalaureate Certificate. The motivation behind this proposal is rooted in the following action and rationale.

Action:

This proposal aims to develop a College Teaching Post-Baccalaureate Certificate focused on curriculum design, evaluation and assessment, and advanced teaching strategies, with an opportunity for students to choose elective courses in adult education theory, applied research, classroom management, and mentoring.

Rationale:

1. **Educator Excellence:** The landscape of higher education is evolving rapidly, demanding educators with advanced pedagogical skills. By offering a College Teaching Post-Baccalaureate Certificate, we acknowledge educators' vital role in shaping the academic experience and aim to equip them with the necessary tools to excel in their roles.

2. **Enhanced Student Learning:** Effective teaching practices directly impact student engagement and learning outcomes. The program's core components of curriculum design, evaluation, and assessment ensure that educators create meaningful, learner-centered experiences, ultimately enhancing the quality of education offered within the institution.

3. **Addressing Diverse Learning Needs:** The program's electives recognize educators' diverse challenges. By offering courses in adult education, reading and applying research, classroom management, and mentoring, we cater to the unique needs of educators working with various student populations and within different academic contexts.

4. **Practical Application:** The program emphasizes practical application, enabling educators to implement newly acquired strategies and methodologies in their classrooms immediately. This bridges the gap between theory and practice, fostering a dynamic learning environment that benefits educators and students.

5. **Professional Growth and Advancement:** A Post-Baccalaureate Certificate in College Teaching demonstrates an educator's commitment to their profession and professional development. It enhances the career prospects for graduate students and creates potential for advancement within academia while also offering pathways into leadership roles that require strong pedagogical foundations.

6. **Collaborative Learning Community:** The ASTE department fosters a community of formal and non-formal educators who share insights, experiences, and best practices. This collaborative environment encourages peer learning, networking, and exchanging ideas, contributing to a richer educational experience for educators and students.

7. **Integration with ASTE Graduate Programs**: This certificate provides a seamless pathway for students to transfer the earned credits toward the Master of Science in Agricultural Extension and Education, Family and Consumer Sciences Education and Extension or Technology and Engineering Education,

Career and Technical Education Master of Education, or Career and Technical Education Doctoral degrees within the ASTE department.

Labor Market Demand (if applicable)

While labor market data is difficult to assess, the demand for quality faculty with strong teaching skills is significant. It is driven by the need to provide a high-quality education to an expanding and diverse student population with changing needs and values.

Consistency with Institutional Mission & Institutional Impact*

The Post-Baccalaureate Certificate in College Teaching aligns with the institution's commitment to academic excellence and continuous improvement, including the USU Strategic Plan Pillar 1: Deliver and Exceptional Learning Experience. It showcases the institution's dedication to producing well-equipped educators to address contemporary challenges in higher education. Further, this 100% online certificate is available to all stakeholders statewide.

Finances*

No additional faculty will be necessary to deliver this program. The courses are built and currently taught within the ASTE graduate program. One course ASTE XXXX Methods of College Teaching will be developed after the proposed certificate is approved.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Graduate Certificate in College Teaching is a 12-credit, online program that can be completed in one year. It is intended to provide credentials to individuals who wish to enhance their graduate degree, those looking to advance their career, or those interested in a career in higher education. The program consists of three required courses and one course from the list of electives.

Required Courses 9 Credits

ASTE 6090	Curriculum Design (fall)
ASTE 6150	Evaluation and Assessment (summer)
ASTE 6300	Advanced Teaching Strategies (spring)

Electives 3 Credits

ASTE 6140	Reading and Applying Research (spring)
ASTE 6320	Classroom Management, Student Motivation and Guidance (fall)
ASTE 6380	Mentoring and Supervision (fall odd)
ASTE 6160	Foundations of Adult Education (summer)

One year completion

Admission – undergraduate degree from an accredited 4-year institution

3.0 GPA on undergraduate coursework

*This certificate does not lead to teacher licensure

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

CAAS - Applied Sciences, Technology and Education - Agricultural Systems Technology BS - Agricultural Machinery and Technology Emphasis

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)* — CAAS

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

Current Title (if applicable)* — Agricultural Systems Technology BS - Agricultural Machinery Emphasis

Proposed Title* — Agricultural Systems Technology BS - Agricultural Machinery and Technology Emphasis

CIP Code

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

CIP Code (6-digits) * 010301

Minimum Number of Credits (if applicable)* 120

Maximum Number of Credits (if applicable)* 180

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:
- ☐ Certificates of Completion
- ☐ 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) Name change for an existing emphasis

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*
- ☐ Yes
- ☑ No

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

SECTION I: THE REQUEST

R401 Purpose*

The following proposal requests a change to the existing Agricultural Machinery emphasis name for the BS degree in Agricultural Systems Technology.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The current emphasis name is in need of updating with current industry demands for our graduates, therefore, we are requesting action to change the name of the emphasis from Agricultural Machinery Emphasis to Agricultural Machinery and Technology.

Rationale: In addition to machinery, agricultural equipment dealers now offer technologies related to precision management and field mapping services. As technology continues to improve, farms will be able to use these technologies to enhance crop and animal health and to enhance the ability to assess the impact of seed, fertilizer, and pesticide applications.

Labor Market Demand (if applicable)

Agricultural output in the United States nearly tripled between 1948 and 2017 yet agricultural employment fell. This opposing trend has been associated with the high rates of labor productivity growth in agriculture. Farms and ranches have adopted new technologies in production practices and increased the use of farm equipment, farm structures, seeds, livestock, chemical fertilizers, and pesticides. They also paid more for services that replaced some of the self-employed and hired labor hours, according to the U.S. productivity data developed and tracked by the USDA, Economic Research Service (ERS).

Consistency with Institutional Mission & Institutional Impact*   This emphasis name change aligns with the mission of Utah State University to be one of the nation's premier student-centered land-grant universities by fostering the principle that academics come first through learning, discovery, and engagement. With climate change and the reduction of productive land, this refocus of the degree will allow USU to maintain a strong undergraduate program to encourage the intellectual and personal development of students while broadening the horizons of knowledge and seeking answers to problems of importance.

Finances*   No anticipated additional costs or savings as this is just a modification of an existing program. All facilities and laboratories remain available and have been updated over the years.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative   Program curriculum is not changing just the emphasis name will be changed.

Attach (if applicable) completed [Program Curriculum a](#)nd [Degree Map](#) to this request by clicking on the Files 📎 icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

CAAS - Applied Sciences, Technology and Education - Agricultural Systems Technology BS - Agricultural Operations Emphasis

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)* | CAAS

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

Current Title (if applicable)* Agricultural Systems Technology BS - Farm and Ranch Operations Emphasis

Proposed Title* Agricultural Systems Technology BS - Agricultural Operations Emphasis

CIP Code

Enter the Correct CIP Code by Using the Following Link:

[Classification Instruction Programs](#)

CIP Code (6-digits) *   010301

Minimum Number of Credits (if applicable)*   120

Maximum Number of Credits (if applicable)*   180

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:
- ☐ Certificates of Completion
- ☐ 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) Emphasis name change of existing program

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 the request is to change the emphasis name "Farm and Ranch Operations" to "Agricultural Operations" for the Agricultural Systems Technology - BS degree.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The current emphasis name is narrow-focused and needs to be updated to reflect other types of agricultural operations including feedlots and corporations.

Rationale: In addition to farms or ranches, students need to be prepared to manage other production operations with a diverse set of skills. A farm and ranch emphasis reflects a small sub-sector of production-based agriculture. Other entities may include farm cooperatives, grain processing facilities, hay presses, orchards, breeding facilities, and feedlots.

Labor Market Demand (if applicable) Ninety-eight percent of U.S. farms are family farms. The remaining two percent are non-family farms, which produce 13 percent of the value of agricultural output. Despite declining employment, about 85,600 openings for farmers, ranchers, and other agricultural managers are projected each year, on average, over the decade. All of those openings are expected to result from the need to replace workers who transfer to other occupations or exit the labor force, such as to retire.

Consistency with Institutional Mission & Institutional Impact* This emphasis name change aligns with the mission of Utah State University to be one of the nation's premier student-centered land-grant universities by fostering the principle that academics come first through learning, discovery, and engagement. With climate change and the reduction of productive land, this refocus of the degree will allow USU to maintain a strong undergraduate program to encourage the intellectual and personal development of students while broadening the horizons of knowledge and seeking answers to problems of importance.

Finances* No anticipated additional costs or savings as this is just a modification of an existing program. All facilities and laboratories remain available and have been updated over the years.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative   Program curriculum is not changing just the emphasis name will be changed.

Attach (if applicable) completed [Program Curriculum a](#)nd [Degree Map](#) to this request by clicking on the Files 📎 icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

CAAS - Aviation Technology - Unmanned Aircraft Systems - Minor

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*   CAAS

DEPARTMENT (include all cross listed departments)*   Aviation Technology

Current Title (if applicable)*   Unmanned Aerial Systems - Minor

Proposed Title*   Unmanned Aircraft Systems - Minor

CIP Code

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

CIP Code (6-digits) *   49.0102

Minimum Number of Credits (if applicable)*   13

Maximum Number of Credits (if applicable)*   13

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

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*

Unmanned Aircraft Systems (UAS) is a rapidly growing industry. The industry provides individuals with the ability to learn the knowledge, skills, and abilities to support many careers, including aerial photography, mapping, imaging, and collecting data. The UAS Minor serves students wanting to use UAS in their professional fields of training, as well as for noncommercial use.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

To align with FAA standards, the adjustment from Unmanned Aerial Systems to Unmanned Aircraft Systems needs to be made.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

This minor will be guided by the mission and roles of the land grant institution. This minor is interdisciplinary and crosses over to many majors in the University.

Finances*

No new funding is requested.

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.

CAAS - Aviation Technology - Aviation Management - Unmanned Aircraft Systems Emphasis - 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)* CAAS

DEPARTMENT (include all cross listed departments)* Aviation Technology

Current Title (if applicable)* Aviation Management - Unmanned Aerial Systems Emphasis - BS

Proposed Title* Aviation Management - Unmanned Aircraft Systems Emphasis - BS

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 490101

Minimum Number of Credits (if applicable)* 120

Maximum Number of Credits (if applicable)* 120

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:
- ☐ Certificates of Completion
- ☐ 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 Bachelor of Science in Aviation Management prepares graduates for many different careers in the aviation profession. Career opportunities in public and private sectors include airlines, airports, military and general aviation, federal agencies and self-employment opportunities. Specific jobs related to an Aviation Management degree include airline operations, airport management, aviation research, marketing, education, safety operations, air traffic control, airline cabin operations, airline dispatch, project management, unmanned aircraft systems and emerging related fields.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

To align with FAA standards, the adjustment from Unmanned Aerial Systems to Unmanned Aircraft Systems needs to be made.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

This degree supports the mission of Utah State University by delivering graduates who are employed locally and across the nation to meet industry needs in aviation technology.

Finances*

No new funding is requested.

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.

CAAS - Aviation Technology - Unmanned Aircraft Systems - Certificate of Completion

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*   CAAS

DEPARTMENT (include all cross listed departments)*   Aviation Technology

Current Title (if applicable)*   Unmanned Aerial System - Certificate of Completion

Proposed Title*   Unmanned Aircraft Systems - Certificate of Completion

CIP Code

Enter the Correct CIP Code by Using the Following Link:

[Classification Instruction Programs](#)

CIP Code (6-digits) *   490101

Minimum Number of Credits (if applicable) *   30   **Maximum Number of Credits (if applicable)** *   30

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:
- ☐ Certificates of Completion
- ☐ 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*

Unmanned Aircraft Systems (UAS) is a rapidly growing industry. The industry provides individuals with the ability to learn the knowledge, skills, and abilities to support many careers, including aerial photography, mapping, imaging, and collecting data.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

To align with FAA standards, the adjustment from Unmanned Aerial Systems to Unmanned Aircraft Systems needs to be made.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

This certificate supports the mission of USU by delivering graduates who are employed locally and across the nation to meet industry needs in aviation technology.

Finances*

No new funding is requested.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

Attach (if applicable) completed [Program Curriculum a](#)nd [Degree Map](#) to this request by clicking on the Files 📎 icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

CAAS - Extension - Center for Family Life Programs

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: *   CAAS

DEPARTMENT or UNIT: *   Extension

PROPOSED UNIT TITLE: *   Center for Family Life Programs

REQUEST

TYPE OF UNIT BEING REQUESTED

Click the change that best reflects your proposal.

Centers typically involve faculty and staff from one or more departments, colleges or units engaged in dedicated research, educational or service activity.

Institute is an organization intended for research and is broader in scope and funding than a center; it is typically associated with a physical organizationl infrastrucure for conducting research. It involves faculty and staff from multiple units who depend on a set of common facilities for their research. An institute may house within it one or more centers.

Unit Being Requested*

- ○ New Administrative Unit (new colleges and professional schools - use full template)
- ◉ New Center
- ○ New Institute
- ○ New Bureau

DESCRIPTION | NARRATIVE

Administrative Unit Description and Narrative*

The Center will coordinate and conduct cross-department Family Life Extension programming and applied interdisciplinary research. The Center will seek out and administer contracts and grants from public and private entities within and beyond Utah. The Center will be the cost center for externally funded projects related to Extension Family Life education programs. Extension programs integrate research, education, and service. Existing USU programs (and funding sources) that would align with the Center include the Utah Marriage Commission (DWS), the Healthy Relationships Utah initiative (OFA), Strengthening Families (DHHS), and Divorce Education (AOC).

The creation of this Center does not include a request for new money or space. Contracts, grants, and interagency agreements will fund the Center's services. Dr. Brian Higginbotham will serve as the inaugural Director of the Center. He will continue to serve as the AVP of Extension at the pleasure of the VP of Extension. Dr. Higginbotham and his interdisciplinary collaborators have secured continuous funding since 2006 for family life education. For the last ten years, funding has averaged $3 million in external grants/contracts. If/when he is no longer the AVP of Extension, Dr. Higginbotham will continue as the Center for Family Life Programs Director and focus on growing the Center's services and impact (within and beyond Utah).

Creating a Center will help grow the interdisciplinary team working on family-life-related research, education, and service. It is also anticipated that the Center may support travel to conferences, scholarships, undergraduate/graduate assistantships, postdoc positions, and visiting scholars.

SUBMIT AND APPROVE THE PROPOSAL

Click on the save all changes button below.

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

CAAS - Extension - Davis Agricultural Heritage 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: *   CAAS

DEPARTMENT or UNIT: *   Extension

PROPOSED UNIT TITLE: *   Davis Agricultural Heritage 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

Administrative Unit Description and Narrative*

The Davis Agricultural Heritage Center is a new facility in Kaysville, Utah located at 676 South 50 West, across the street from the USU Botanical Center. The facility includes an indoor arena, outdoor arena, and covered stalls that will be used for a variety of events. Embracing the importance of the agriculture industry, we hope to provide an area for community members and livestock and horse enthusiasts to utilize while finding their roots in the western way of life. A great location to host barrel races, dog shows, and potentially rodeos, we also kept the 4-H youth organization in mind as our facility will be the new home to Davis County 4-H horse and livestock shows. Working along side Extension and USU Botanical center, the Agricultural Heritage Center is excited to open our doors in October 2023 and help bring agricultural education and experiences to Davis County.

SUBMIT AND APPROVE THE PROPOSAL

Click on the save all changes button below.

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

CAAS - Landscape Architecture and Environmental Planning - Design Entrepreneurship - Institutional Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges) *

CAAS

DEPARTMENT (include all cross listed departments) *

Landscape Architecture and Environmental Planning

Current Title (if applicable) *

Design Entrepreneurship - Institutional Certificate of Proficiency

Proposed Title *

Design Entrepreneurship - Institutional Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 04.0601

Minimum Number of Credits (if applicable)* 13

Maximum Number of Credits (if applicable)* 13

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

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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 Department of Landscape Architecture and Environmental Planning (LAEP) proposes to offer an Institutional Certificate of Proficiency in Design Entrepreneurship. All required coursework for this new certificate is presently offered as part of LAEP's curriculum, or will be offered as part of LAEP's Bachelor of Landscape Architecture degree program.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The primary goal of the proposed Institutional Certificate of Proficiency in Design Entrepreneurship at Utah State University (USU) is to provide students with an introductory education in entrepreneurial business operations as related to design, engineering and planning professions. The ability to start, grow, and manage a professional practice firm is fundamental to success in the allied fields of architecture, engineering, graphic design, interior design, landscape architecture, product design, and planning. USU's LAEP Department offers professional degrees ranging from both a Bachelor and Master of Landscape Architecture, a Master of Science in Environmental Planning and a new Bachelor of Science in Environmental Planning. However, these and similar degrees at peer institutions nationally, provide minimal training in how practitioners operate successful professional firms. This will make the certificate a unique offering that can distinctly benefit our students. In addition, the Design Entrepreneurship Institutional Certificate of Proficiency would complement multiple allied majors within USU, including Interior Architecture and Design, Civil and Environmental Engineering, Graphic Design, and Outdoor Product Design and Development, by providing foundational education in the unique entrepreneurial market of professional design services. Because these skills are both essential to professionals and absent from existing curricula, students would benefit by earning a directly applicable credential to be more competitive in the marketplace. The certificate would also benefit students because the new content it provides that is specific to entrepreneurship within these professional services fields, which are distinct from much of the business world.

Labor Market Demand (if applicable)

Architectural, engineering, construction and design (AEC+D) professions constituted some 1.4M U.S. jobs in 2021 according to the Bureau of Labor Statistics. With average growth rates exceeding 5% for the coming decade, these allied disciplines represent a substantial job sector. Existing programs at USU provide undergraduate training in the majority of these professions, and result in strong job placement rates, competitive wages, and substantial benefits to society. However, academic degrees in these professional service careers overwhelmingly focus training on technical skills. The same professions report inadequate preparation among entry-level employees in the fundamentals of successful for-profit, professional practice. The Institutional Certificate of Proficiency in Design Entrepreneurship augments all such degree programs at USU, training students for the unique business challenges facing the AEC+D firms and companies that will employ them. The overwhelming majority of these jobs are in the private sector, and this certificate would prepare students for career advancement through training in distinct leadership areas including: business development, value creation, proposal development, project management, team dynamics, bidding and cost estimation, and client relations. As a result, the certificate would support the employability of students pursuing degrees in civil engineering, interior design/architecture, graphic design, outdoor product design, environmental planning, and landscape architecture. For students motivated to create their own business start-ups, the certificate offers training in how such organizations are conceived, managed, and achieve profitability. As a result, the certificate will increase the ability of graduates to start new businesses within their chosen markets.

Consistency with Institutional Mission & Institutional Impact*

The proposed Design Entrepreneurship Institutional Certificate of Proficiency is consistent with USU's mission "to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels; through research and development; and through service and extension programs" (R312, 4.1.1). This program specifically addresses the mission of USU to be one of the nation's premier student-centered Land Grant universities through a student-focused and community-engaged program developing future professionals who are prepared to contribute to—and ultimately start and/or lead—AEC+D firms. The Design Entrepreneurship certificate will benefit USHE and the state by serving the public through learning, engagement, and workforce development. Future professionals and leaders exposed to the core principles of entrepreneurship within design and planning firms will elevate the capacity of high-quality solutions to reach the market, thus contributing to solutions for problems facing society and the environment across the Intermountain West and around the world. Undergraduate enrollments in the allied AEC+D disciplines at USU exceed 1,500 students, providing a significant pool of individuals who can benefit from the certificate.

Finances*

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

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

As indicated in the Program Curriculum attachment, the Design Entrepreneurship Institutional Certificate of Proficiency is composed of required professional foundation courses in the Entrepreneurship Core (6 credits), a Professional Office Experience (1 credit), and Business Electives (6 credits min.) in accounting, entrepreneurship, finance, ideation, management, or marketing. A minimum of 13 credits are required for the certificate.

Drawn from various programs across USU, the Electives would allow students from allied AEC+D programs to efficiently complete the Certificate due to overlap in their major requirements (e.g., credit for existing internship experiences). The schedule for the Certificate is left open to when the students can best fit the courses in with their major requirements.

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

CAAS - Nutrition, Dietetics and Food Sciences - Food Processing - Certificate of Completion

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Writing Guidelines/Suggestions

USHE R401 Policy

Process and Flowchart

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*	CAAS
DEPARTMENT (include all cross listed departments)*	Nutrition, Dietetics and Food Sciences
Current Title (if applicable)*	not applicable
Proposed Title*	Food Processing - Certificate of Completion

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 01.1002

Minimum Number of Credits (if applicable) * 33

Maximum Number of Credits (if applicable) * 33

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:
- ☑ Certificates of Completion
- ☐ 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)
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Administrative Unit Changes:
- ☐ Name Change of Existing Unit
- ☐ Administrative Unit (Transfer)
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- ☐ 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 Department of Nutrition, Dietetics and Food Sciences requests the approval of a new Certificate of Completion in Food Processing. With the newly proposed Certificate of Proficiency in Food Manufacturing, this certificate will be part of a stackable credential series, which can be rolled into the currently-offered BS in Food Science.

SECTION II: PROGRAM PROPOSAL

The USU Nutrition, Dietetics and Food Sciences department currently offers a BS degree in Food Science. This degree is approved by the Institute of Food Technologists (ift.org), and curriculum undergoes annual evaluation. The proposed Certificate of Completion in Food Processing can be completed in 2 semesters, and will provide an entry point to the BS degree (as part of a stackable credential series), or provide additional educational opportunities to those interested in food manufacturing and processing who are unable to commit to a full Bachelor's program.

The Certificate of Completion in Food Processing provides students with specific coursework in food processing technology and statistics, building on the coursework included in the certificate (which includes an introduction to Food Science, experience with food production, Hazard Analysis and Critical Control Points training, and Food Protection Manager Certification through ServSafe). The certificate credits can be applied towards the requirements the BS in Food Science. A high-school diploma is required for admission into the certificate program.

Since the passage of the Food Safety Modernization Act (FSMA) in 2011, there have been significant changes in the food safety landscape. In 2019, the Food and Drug Administration (FDA) proposed to work with industry, academia, and other government agencies to create a safer, and more readily traceable, food system, within the formal structure of FSMA. Their plan was officially announced July 13, 2020, with the current pandemic highlighting the importance of food safety. From Stephen M. Hahn, M.D., Commissioner of Food and Drugs:

> "In March, we were a few days away from announcing the release of the New Era of Smarter Food Safety Blueprint when the FDA's focus turned to the COVID-19 pandemic. Our plans for the New Era initiative were rightfully put on hold in order to prioritize the agency's COVID-19 response…The challenges that have arisen during the pandemic have made it clear that the actions called for in the blueprint will strengthen how we approach the safety and security of the food supply, not just in the normal course of events but especially in times of crisis." (https://www.fda.gov/food/new-era-smarter-food-safety)

The New Era of Smarter Food Safety Blueprint identifies four core elements that will be central to the Agency's activities over the next decade: Tech-enabled Traceability; Smarter Tools and Approaches for Prevention and Outbreak Response; New Business Models and Retail Modernization; and Food Safety Culture.

Individuals with targeted training in food safety will be in demand in multiple industries to respond to these new challenges. Though the food processing sector did not suffer job losses seen in other food-related industries (i.e. restaurants), it is more important than ever to have skilled employees ensuring a safe and constant food supply. This certificate will provide students with the context needed to appreciate the importance of food safety, and a basis to understand why certain food safety practices must be followed.

Labor Market Demand (if applicable)

Food processing equipment worker occupations (SOC Codes 51-3091 through 51-3099) includes Food Batchmakers, Food Cooking Machine Operators and Tenders, and general Food Processing Workers. The Bureau of Labor Statistics projects an overall employment growth rate of 4% for food processing equipment workers from 2021 – 2031 (total for all occupations is 5%). While the Utah Department of Workforce Services states that most job openings will be due to the need for replacements, rather than job growth, they anticipate a high volume of annual job openings, with an annual median salary of $36,060 for Food Batchmakers.

Consistency with Institutional Mission & Institutional Impact*

As a land-grant university, USU has strong ties to agriculture and offers several related degrees, including food science. USU is the only USHE university in Utah to grant degrees in Food Science; Brigham Young University is the only other Utah institution with an IFT-accredited food science program. As such, the proposed certificate program will have no impact on other USHE Institutions.

Finances*

No new funds are required for the proposed certificate. All required courses are currently taught for the BS Food Science program. The current undergraduate advisor will use existing systems to track students in the proposed certificate program.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

Curriculum provides an introduction to Food Science, experience with food production, and training in food safety.

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

CAAS - Nutrition, Dietetics and Food Sciences - Food Security Studies - Institutional Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*   CAAS

DEPARTMENT (include all cross listed departments)*   Nutrition, Dietetics and Food Sciences

Current Title (if applicable)*   NA

Proposed Title*   Food Security Studies - Institutional Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) *   51.2299

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

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

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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
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Administrative Unit Changes:
- ☐ Name Change of Existing Unit
- ☐ Administrative Unit (Transfer)
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- ☐ 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 is to request approval for a new Institutional Certificate of Proficiency (ICP) titled, Food Security Studies, offered through the Department of Nutrition, Dietetics, and Food Sciences (NDFS) in the College of Agriculture and Applied Sciences (CAAS).

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*   This proposed certificate requires 12 credits and focuses on the complexity of food insecurity as it pertains to nutrition, public health, climate and the environment, sustainability, food technology, agricultural practices & education, and more. This certificate is designed to provide students with a broader understanding of the complexity of food insecurity and the various solutions to reducing food insecurity at local, national, and international levels. This certificate includes courses from two departments in CAAS. The certificate is intended to be multidisciplinary and will be available to anyone interested. There are few food security studies certificates at higher education institutions across the country. This certificate would be unique to USU and USHE and as a result, may provide students with a certification they may not receive from other institutions in the region.

Labor Market Demand (if applicable)   Labor market demands for this certificate are difficult to estimate because this certificate is very unique and as a result, minimal data exists. Furthermore, this certificate is meant to be interdisciplinary and is not targeted towards one specific career or field. However, according to the Bureau of Labor Statistics, the job outlook for many related fields are promising (Health Education Specialists: 7% increase; Dietitians and Nutritionists: 7% increase; Social Workers 7% increase; Environmental Specialists: 6% increase, K-12 educators 1% increase, etc). There are an increasing number of food security-related programs offered locally, statewide, nationally, and across the globe. Furthermore, there is an increased emphasis nationwide on the importance of addressing food security as evidence by the recent White House Conference on Hunger, Nutrition, and Health. This certificate will help provide students with the knowledge and skills so they are well prepared for positions in programs that focus on improving food security locally, nationally, and globally.

Consistency with Institutional Mission & Institutional Impact*

This proposed certificate is consistent with the USU mission of being a student-centered land grant university that is committed to improving access to higher education. This certificate will provide students from various programs/disciplines (ranging from nutrition, dietetics, agricultural education, social work, sociology, and natural resources among others), with a broader skills and awareness of this complex social issue. With increased training in this area, individuals will be able to offer and improve the programs/services offered in Utah communities (and beyond), likely improving the health and wellbeing of those communities. This certificate also aligns with the USU Extension mission aimed to improve the lives of individuals, families and communities throughout Utah. The education and training provided in this certificate support several Extension programs and efforts including SNAP-Ed, EFNEP, and the Hunger Solutions Institute, all of which provide hands-on opportunities for students. This certificate should not impact other USHE institutions in that there are no other institutions in Utah offering a similar certificate.

Finances*

This certificate will use existing courses and faculty resources. No courses will need to be developed and no additional faculty resources will be needed to support this program.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

Students are required to take 4 specific courses, for a total of 12 credits. These courses include:

NDFS 5010 Hunger Issues and Solutions (3 credits)

NDFS 3080 Community Nutrition (3 credits)

NDFS 3110 Food, Technology, and Health (3 credits)

ASTE 5620 Food Security and Solutions (3 credits)

Department heads in NDFS and ASTE have both approved the use of these courses in the curriculum.

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

CAAS - Technology, Design and Technical Education - Business - AB

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges) *
CAAS

DEPARTMENT (include all cross listed departments) *
Technology, Design and Technical Education

Current Title (if applicable) *
Business - AB

Proposed Title *
Business - AB

CIP Code

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

CIP Code (6-digits) *   520101

Minimum Number of Credits (if applicable) *   60

Maximum Number of Credits (if applicable) *   60

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

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
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- ☐ 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 Department of Technology, Design, and Technical Education (TDTE) at Utah State University (USU) requests the restructure of the currently existing Associate of Business (AB) degree, with changes effective fall semester 2024. This proposal is intended to update and clarify the degree requirements for the current AB program. The restructured curriculum allows this standalone degree to "stack" from aligned technical business certificates offered through Utah's Technical Colleges, including the technical certificate programs at USU Blanding, USU Eastern, and USU Moab. The restructured degree will have a core of an aligned business curriculum that will incorporate the university's general education requirements and allow the student to focus on critical business skills, including bookkeeping, entrepreneurship, data analytics, marketing, and sales. The program will be offered face-to-face and online for increased statewide and non-traditional student participation to accommodate flexible learning and access for all Utah residents.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The restructured curriculum of the Associate of Business program was designed based on input from academic units within the University creating collaborative partnerships to ensure its alignment with other areas of the University and ensuring "stackability" for associate degree students. The program offers a balanced mix of theoretical knowledge and hands-on practical experience, emphasizing the application of business principles and advanced technologies in real-world settings. Courses cover relevant topics such as bookkeeping, professionalism, management principles, marketing, and directed business experience.

The proposed restructure of the Associate of Business (AB) program has been developed from regional workforce partnerships, intra-institution collaboration, and statewide curriculum collaboration for a standard business core for Utah's technical education providers. As a result, curricular development processes were initiated to restructure this degree program to help meet the industry's needs while maintaining program fidelity and academic rigor.

The field of business is dynamic and constantly evolving, driven by technological advancements and ever-changing industry developments. To offer a relevant program, it is essential to actively involve industry representatives, employers, and professionals in the program development process. By seeking their input, the emerging trends, technological advancements, and skill requirements can be identified that shape the industry's needs. This industry-driven approach will ensure continued program alignment with the diverse business field's current and future demands, thus increasing graduates' employability and ensuring industry-relevant skills for those who wish to go into business for themselves.

To deliver a high-quality education that meets industry standards, faculty members possess a combination of academic qualifications and industry experience. This blend of expertise ensures that students receive instruction that combines theoretical knowledge with practical insights. Faculty members engage in ongoing professional development activities, including industry conferences, workshops, and collaborations with academic and industry partners. By staying connected with industry trends and best practices, faculty are better equipped to deliver relevant and up-to-date instruction to students.

A robust system of continuous evaluation and improvement will be implemented to ensure the ongoing relevance and quality of the restructured program. Feedback from industry partners, alumni, and employers will be actively sought and incorporated into program reviews and updates. This iterative process will help identify areas for improvement, emerging industry needs, and opportunities for curriculum enhancement. The program will also regularly conduct graduate surveys and track the employment outcomes of graduates to assess the program's effectiveness in meeting industry demands.

Labor Market Demand (if applicable)

Nationally, the Bureau of Labor Statistics (BLS) projects that employment in business and management occupations will grow by 4% between 2019 and 2029, adding over 139,000 new jobs to the economy. Furthermore, as technological advances continue to shape various industries, the demand for professionals with practical, hands-on business experience is expected to increase. The proposed restructure of the Associate of Business program will expand upon students' practical skills built around specific business functions and knowledge needed to succeed in these rapidly evolving industries and prepare them for the job market upon graduation.

There is considerable demand for business and management professionals as the projected growth rate is high for the coming years. Locally and nationally, the expectation for positive growth in business-related areas shows economically solid promise for the coming years. According to data from the Utah Department of Workforce Services, occupations related to business and all-purpose management are expected to see a 4% increase in employment in Utah between 2020 and 2030.

The proposed restructured Associate of Business program will provide students with the skills and knowledge needed to succeed in this dynamic field, contribute to the growth of all Utah industries across the state, and supply a demand for highly skilled business professionals.

Consistency with Institutional Mission & Institutional Impact*

Utah State University (USU) is a land grant university with a specific mission and goals outlined by the Morrill Act of 1862 to provide access to a practical, quality education for all. Additionally, USU serves as a regional community college and technical college for the southeast region. The desire for a workforce development strategy that is both innovative and emphasizes stackable pathways into higher learning opportunities for students is the central mission of USU. The proposed restructure of USU's Associate of Business degree program is centered around the diverse needs of the state and interests of future entrepreneurs and business professionals in Utah.

As a leader in education and workforce development, USU aims to provide accessible and relevant education to meet the needs through a program that accommodates the learners' barriers to success. The restructured associate degree in business contributes to this goal by offering a curriculum that aligns with the needs of local and regional industries, preparing students for high-demand careers in business and business-related technology fields that local industry partners support and request. The restructured program can equip graduates with the skills and knowledge required to address hiring challenges and contribute to economic development in Utah and beyond by offering a practical and applied education for in-demand business skills.

A vital aspect of this program restructure is the desire to increase access for all learners through the development of educational pathways into USU through less traditional routes. Land grant universities strive to create an inclusive and diverse learning environment that reflects the state's demographics and promotes equal opportunities for all. This restructured Associate of Business program can contribute to this goal by actively recruiting and supporting students from diverse backgrounds, including underrepresented groups, and by accommodating learning for students in areas of high demand and with high economic impact for their communities.

Finances* The proposed restructure of the associate program will be cost-neutral, funded by internal reallocation of funds and tuition revenue. All courses for the proposed associate are currently offered, and no new faculty, staff, library, or operational funds are required. There will be no budgetary impact on other programs or units at Utah State University, including cost savings.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

Similar to the Associate of Science (AS) degree, students completing the restructured Associate of Business (AB) degree will be required to earn a minimum of 60 credits, 20 of which must be earned at USU, must have an institution and overall grade point average of 2.0 or higher, and must complete all lower-division general education course requirements, including the Quantitative Literacy (QL), Communications Literacy (CL1 and CL2), Breadth American Institutions (BAI), Breadth Creative Arts (BCA), Breadth Humanities (BHU), Breadth Life Science (BLS), Breadth Physical Science (BPS), Breadth Social Science (BSS), and Integrated Studies requirements.

Additionally, students completing the restructured Associate of Business (AB) degree will be required to complete a minimum of 29 credits of business foundation coursework in the following categories:

Economic Principles (select **3 credits** from the following):

- APEC 1600 - Natural Resources and American Economic Institutions (BAI) 3 cr
- ECN 1500 - Introduction to Economic Institutions, History, and Principles (BAI) 3 cr

Accounting/Bookkeeping (select **6 credits** from the following):

- ACCT 2010 - Financial Accounting Principles 3 cr
- ACCT 2020 - Managerial Accounting Principles 3 cr
- APEC 2120 - Small Firm Accounting Basics 3 cr
- BUSN 1111 - Accounting Principles 3 cr
- BUSN 2010 - Financial Accounting 4 cr
- BUSN 2020 - Managerial Accounting 4 cr
- BUSN 2800 - Computerized Accounting 2 cr
- TEBP 1000 - Financial Principles 3 cr
- TEBP 1300 - Accounting I 2 cr
- TEBP 1350 - Computerized Accounting 3 cr
- TEBP 2190 - Accounting II 2 cr
- TEBP 2320 - Accounting III 2 cr*

Data/Spreadsheets (select **2 credits** from the following):

- BUSN 1410 - Spreadsheet I 2 cr
- DATA 1100 - Excel for Business Analysis 1 cr
- DATA 2100 - Data and Information in Business 3 cr
- TEBP 1140 - Spreadsheets 2 cr

Management (select **6 credits** from the following):

- APEC 2010 - Introduction to Microeconomics (BSS) 3 cr
- APEC 2310 - Small Firm Management 3 cr
- BUSN 1010 - Business Principles (BSS) 3 cr
- BUSN 1021 - Personal Finance 3 cr
- BUSN 1310 - Introduction to Business Management 2 cr
- BUSN 2320 - Small Business Management 3 cr

- BUSN 2710 - Entrepreneurial Mindset 3 cr
- ECON 2010 - Introduction to Microeconomics (BSS) 3 cr

- FCSE 1021 - Personal Finance 3 cr
- FCSE 1350 - Financial Literacy (BSS) 3 cr
- FIN 1010 - Personal Finance and Economic Decision Making 3 cr
- TEBP 1650 - Management Principles 2 cr
- TEBP 1840 - Business Productivity 3 cr*
- TEBP 2000 - Introduction to Entrepreneurship 3 cr*

Marketing (select **3 credits** from the following):

- APEC 2830 - Agribusiness Sales and Marketing 3 cr
- BCIS 1340 - Digital Video Production 3 cr
- BUSN 1091 - Business Presentations 2 cr
- BUSN 2201 - Digital Marketing Concepts 3 cr
- BUSN 2620 - Digital Marketing 3 cr
- MSLE 2650 - Adobe Graphic Design
- TEBP 1150 - Presentations 2 cr
- TEBP 1700 - Marketing I 3 cr
- TEIT 1340 - Digital Video Production 3 cr

Leadership and Professionalism (select **6 credits** from the following):

- BUSN 2200 - Professional Communications 3 cr
- BUSN 2390 - Organizational Behavior 3 cr
- BUSN 2590 - Business Ethics and Social Responsibility 2 cr
- MSLE 2500 - Social Entrepreneurship 2 cr
- MSLE 2700 - The Seven Habits Journey 2 cr
- MSLE 2750 - Enhancing Happiness in Your Life and Career 2 cr
- TEBP 1200 - Professionalism 3 cr
- TEBP 1500 - Business English 1 cr
- TEBP 1550 - Business Communications 3 cr

Directed Business Electives (select **3 credits** from the following):

- Any additional course from the above list
- BCIS 1300 - Website Design 3 cr
- BCIS 2500 - Web Business 3 cr
- BUSN 1020 - Digital Literacy 2 cr
- BUSN 1405 - Word Processing 2 cr
- BUSN 2050 - Business Law 3 cr
- TEBP 1100 - Digital Literacy 2 cr
- TEBP 1130 - Word Processing 2 cr
- TEBP 2500 - Web Business 3 cr
- TEBP 2999 - Business Externship 1-3 cr
- TEIT 1340 - Digital Video Production 3 cr
- Other 1000 or 2000 level BCIS, BUSN, TEBP, or TEIT courses not included above

*Course will be developed as part of the USHE technical certificate alignment process

Also see the attached 2 year Degree Map.

Attach (if applicable) completed [Program Curriculum a](#)nd [Degree Map](#) to this request by clicking on the Files 📎 icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

CAAS - Technology, Design and Technical Education - Cosmetology - AAS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*   CAAS

DEPARTMENT (include all cross listed departments)*   Technology, Design and Technical Education

Current Title (if applicable)*   Cosmetology - AAS

Proposed Title*   Cosmetology - AAS

CIP Code

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

CIP Code (6-digits) *   12.0401

Minimum Number of Credits (if applicable)*   63

Maximum Number of Credits (if applicable)*   63

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

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 Department of Technology, Design, and Technical Education (TDTE) at Utah State University (USU) requests the restructure of the currently existing Associate of Applied Science in Cosmetology degree, with changes effective fall semester 2024. This is a standalone degree designed to "stack" from aligned technical certificates offered through Utah's Technical Colleges, including the technical certificate program at USU Eastern, into a meaningful degree program at the University. The restructured degree will leverage students' applied skills and state licensures into a standalone cosmetology degree. The restructured degree will have a core of an aligned cosmetology curriculum that will incorporate the essential general education requirements, allowing the students to focus on essential cosmetology business skills, including bookkeeping, entrepreneurship, further industry skills certificates, marketing, and instruction. The program will be offered face-to-face and online for non-traditional and distance learners to accommodate flexible learning and access.

Utah State University (USU) is a land grant university with a specific mission and goals outlined by the Morrill Act of 1862 to provide access to a practical, quality education for all. Additionally, USU serves as a regional community college and technical college for the southeast region. The desire for a workforce development strategy that is both innovative and emphasizes stackable pathways into higher learning opportunities for students is the central mission of USU. The proposed restructure of USU's Associate of Applied Science in Cosmetology program is centered around the state's diverse needs.

As a leader in education and workforce development, USU aims to provide accessible and relevant education to meet the needs through a program that accommodates the learners' barriers to success. The restructured Associate of Applied Science degree in Cosmetology contributes to this goal by offering a curriculum that aligns with the needs of the local and regional industries, preparing students for careers in Cosmetology and other care-related technology fields that local industry partners support and request. The restructured program can equip graduates with the skills and knowledge required to address hiring challenges and contribute to economic development in Utah and beyond by offering a practical and applied education for in-demand care-related skills and building thriving economies with the support of small business entrepreneurship.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The proposed restructure of the Associate of Applied Science in Cosmetology program has been developed from regional workforce partnerships and statewide curriculum collaboration for a standard business core for Utah. As a result, curricular development processes were initiated in partnership with industry and internal academic units to help meet the industry's needs while maintaining program fidelity and academic rigor.

The career field of Cosmetology is dynamic and constantly evolving, driven by technological and chemical advancements and ever-changing industry demands. To offer a relevant program, it is essential to actively involve industry representatives, employers, and professionals in the program development process. By seeking their input, the emerging trends, technological advancements, and skill requirements can be identified that shape the industry's needs. This industry-driven approach will ensure continued program alignment with the diverse business field's current and future demands, thus increasing graduates' employability.

A successful associate degree program requires strong collaboration and partnerships with industry stakeholders and technical college representatives. By actively engaging employers, professional organizations, and industry experts, valuable partnerships will be established to facilitate internships, cooperative opportunities, and real-world student projects. These collaborations enhance students' practical skills and knowledge and provide them with networking opportunities and potential employment prospects. Moreover, industry partners contribute to curriculum development, ensuring it reflects the latest industry practices and technologies relevant to their future career advancements.

The curriculum of the Associate of Applied Science program has been designed based on input from industry partners to ensure its alignment with industry needs and demands. The program will offer a balanced mix of theoretical knowledge and hands-on practical experience, emphasizing applying relevant industry principles and furthering the knowledge of technologies utilized in real-world settings. Courses cover relevant topics such as cosmetology, hair design, nail technician, esthetics, salon management, lash technologies, and emerging technologies specific to the industry. Additionally, the program incorporates industry-standard tools and equipment to familiarize students with the available resources used in the field.

To deliver a high-quality education that meets industry standards, faculty members possess a combination of academic qualifications and industry experience. This blend of expertise ensures that students receive instruction that combines theoretical knowledge with practical insights. Additionally, Cosmetology is a field that requires state licensure to operate and instruct in all approved educational programs. Faculty members engage in ongoing professional development activities, including industry conferences, workshops, and collaborations with industry partners. By staying connected with industry trends and best practices, faculty are better equipped to deliver relevant and up-to-date instruction to students and prepare a qualified and competent workforce.

A robust system of continuous evaluation and improvement will be implemented to ensure the ongoing relevance and quality of the restructured program. Feedback from industry partners, alumni, and employers will be actively sought and incorporated into program reviews and updates. This iterative process will help identify areas for improvement, emerging industry needs, and opportunities for curriculum enhancement. The program will also regularly conduct graduate surveys and track the employment outcomes of graduates to assess the program's effectiveness in meeting industry demands.

Labor Market Demand (if applicable)

Nationally, the Bureau of Labor Statistics (BLS) projects that employment in Cosmetology occupations will grow by 8%-10% between 2021 and 2031, adding over 2,100 new jobs to the economy. The BLS also reports that these business occupations offer a local median annual wage of $54,510, standing higher than the median annual wage for all occupations of $41,950.

Furthermore, as technological advances continue to shape various industries, the demand for cosmetology professionals with practical, hands-on business experience is expected to increase. The proposed restructure of the Associate of Applied Science program will expand upon students' practical skills built around specific cosmetologists' functions and knowledge needed to succeed in these rapidly evolving industries and prepare them for the job market upon graduation. This associate may serve as a bridge into more specialized and lucrative areas of cosmetology with higher-than-average earning potential in specialized work environments such as colorist, make-up artist, lash technician, nail technician, bridal salons, blow-dry bars, waxing salons, kids' salons, and barbering.

There is considerable demand for business and management professionals in cosmetology as the projected growth rate is high for the coming years. Locally and nationally, the expectation for positive growth in business-related areas shows economically solid promise for the coming years. According to data from the Utah Department of Workforce Services, occupations related to cosmetology and personal-care services management are expected to see a 3% increase in employment in Utah between 2020 and 2030.

The proposed restructured Associate of Applied Science Program in Cosmetology degree will provide students with the skills and knowledge needed to succeed in this dynamic field, contribute to the growth of all Utah industries across the state, and supply a demand for highly skilled professionals.

Consistency with Institutional Mission & Institutional Impact *

This restructured program is expected to generate significant student demand, particularly from two key groups: students who have completed general coursework in an aligned technical college curriculum and individuals seeking to re-enter education from industry who have previous experience and want to develop additional instructional or business management skills to further their career aspirations. Technical college graduates who have completed the associated certificate work may seek opportunities to further their education and advance their careers. The restructured Associate of Applied Science in Cosmetology program provides an ideal pathway for these students to continue their education toward future high-earning opportunities in hospitality management. The program addresses the demand for a seamless transition from a technical certificate toward other skills-based aligned four-year degree programs by offering a curriculum that leverages their technical knowledge and skills without requiring students to start over or complete duplicative coursework.

The students for whom this restructured degree has been developed are attracted to these options because it allows them to deepen their understanding of associated cosmetology business principles, gain specialized knowledge in their chosen field, and broaden their career prospects, making them eligible for future promotion or to create a business designed specifically around their skills and level of certification. The program's emphasis on industry collaboration ensures that the education provided is efficient and aligned with industry demands, making graduates highly employable. This aspect appeals to technical certificate completers seeking a competitive edge in the job market and the opportunity for upward career mobility. Some students who have traveled from out-of-state to complete technical certificates in cosmetology may find their training insufficient for licensure in their home state (e.g., Idaho and Colorado), which requires more hours than Utah for Cosmetology Licensure. The proposed program helps to bridge this gap for students while providing opportunities through the University.

Additionally, there is a growing trend of individuals with industry experience seeking to re-enter education to enhance their skills, explore new career opportunities, or pursue a career change. The proposed program emphasizes industry input and demand and offers a unique opportunity for these individuals to update their knowledge and acquire formal qualifications in the field. With their practical industry experience, these students bring valuable insights and perspectives to the program. Their presence enriches classroom discussions, enhances collaborative learning, and contributes to a dynamic educational environment. Their industry connections and experiences provide valuable networking opportunities and potential job placements after graduation.

The program's flexibility in scheduling, including online, part-time, and evening classes, caters to the needs of individuals juggling work, family responsibilities, or other commitments. This flexibility, combined with the program's industry relevance and hands-on approach, appeals to individuals re-entering education and seeking a program that directly aligns with their professional goals and aspirations while not requiring changing jobs or moving their families to participate in the educational opportunity.

The proposed restructure to the Associate of Applied Science in Cosmetology will be offered through the Division of Technical Education within the School of Technology, Design, and Technical Education (TDTE) in the Southeast, but made available to the entire statewide system. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program. No additional resources will be required.

The restructured AAS program will provide independent, State-regulated certification and a stackable credential from the one-and-a-half-year technical certificate in Cosmetology toward other programs within the University. Credits earned in the associate program will meet some requirements for two existing BS degree programs:

· BS - Technology Systems, BS -Technical Management

The Technology, Design, and Technical Education Department at Utah State University offers a broad-based Bachelor of Science (BS) degree in Technology Systems, emphasizing areas in STEM, Business & IT, and Allied Health. The proposed Associate of Applied Science (AAS) will be part of the current mandated Utah State Board of Higher Education (USHE) alignment process. The proposed AAS program provides an opportunity to create new training opportunities at USU residential campuses and for students within the statewide system where opportunities for furthering their education are limited. This creates a needed framework to lead the state in forming new partnerships with other technical institutions through the USHE alignment process. This updated certificate will provide additional opportunities for students while avoiding duplication and allowing students a pathway into university credentials through initial licensure with supplemental coursework.

Finances* The proposed Associate of Applied Science will be cost-neutral, funded by internal funds and tuition revenue reallocation. All courses for the proposed degree are currently offered, and no new faculty, staff, library, or operational funds are required. There will be no budgetary impact on other programs or units at Utah State University, including cost savings.

SECTION III: CURRICULUM (if applicable)

Associate of Applied Science (AAS)

Cosmetology

			Credits	Prerequisites / Notes
General Education Requirements			**9 minimum credits required**	
Communication Literacy			**3**	
☐	ENGL 1010	Introduction to Writing (CL1)		
Math Requirement			**3-5**	
☐	QL	STAT 1040 – Introduction to Statistics	3	
☐	QL	MATH 1045 – Statistics With Algebraic Elements	5	
☐	QL	MATH 1050 – College Algebra	4	
Breadth Requirements			**10**	
☐	BSS	BUSN 1010 Business Principles	3	
☐		Or Any Relevant Breadth Course		
☐				
Technical Requirements for Degree			**53 minimum credits required**	
Core Associate Courses (COST Specific)			**9**	Notes:
☐	COST 2XXX	Cosmetology Business Essentials	3	New Course
☐	COST 2XXX	Lash Technician	2	Moving to a permanent Course Number – Currently 2988
☐	COST 2700	Student Instructor: Cosmetology Teaching Certification	15	
☐	COST 2510	Advanced Cosmetology Lab	3	
☐	COST 2XXX	Progressive Skills and Certification	1-3	New course
☐	COST 2988	Special Problems	3	
Emphasis Courses (Aligned Curriculum Cosmetology Certificate) **44 Credits**				
☐		See the Attached Curriculum for the Aligned Cosmetology Certificate		
☐				
☐				
☐				
☐				
☐				
Degree Total			**63 minimum credits required**	
☐				

Utah System of Higher Education

Aligned Technical Cosmetology Certificate **44** Credits (1600 Clock-Hours)

Cosmetology			
Institutions: Bridgerland, Davis, Mountainland, Ogden-Weber, Snow, Tooele, USU-Eastern			
Certificate of Program Completion (Catalog Year: 2023, 44 Credits CIP: 12.0401)			
Core (32 Credits/1140 Clock-Hours)	**Credits**		
TECS 1010	Cosmetology/Barbering/Hair Design Basics	4	
TECS 1020	Barbering Basics	2	
TECS 1030	Cosmetology and Hair Design Chemical Services Basics	3	
TECS 1040	Esthetics and Nails Basics	2	
TECS 1050	Cosmetology and Barbering Intermediate Theory and Practice	3	
TECS 1060	Professional Development and Industry, State Laws, and Specific Continuing Education	3	
TECS 1070	Advanced Training and Skills	3	
TECS 2900	Cosmetology/Barbering Clinical I	3	
TECS 2910	Cosmetology/Barbering Clinical II	3	
TECS 2920	Cosmetology/Barbering Clinical III	3	
TECS 2930	Cosmetology/Barbering Clinical IV	3	
Electives (12 Credits) (6 Credits of Lecture/Lab and 6 Credits of Clinical)			
TECS 2310	Progressive Training and Skills II	3	
TECS 2320	Progressive Training and Skills III	3	

Attach (if applicable) completed [Program Curriculum a](#)nd [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.

Institution Submitting Request: Utah State University

Proposed Program Title: Deaf Education

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

Names of New Emphases (Separated by Commas): American Sign Language/English, Listening and Spoken Language

Sponsoring School, College, or Division: Emma Eccles Jones College of Education and Human Services

Sponsoring Academic Department(s) or Unit(s): Department of Communicative Disorders and Deaf Education

Classification of Instructional Program Code[1] :   6 - Digit CIP: 13.1003

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

Proposed Beginning Term[2]: Fall 2024

Institutional Board of Trustees' Approval Date:

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

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

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[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

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

[3] Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Changes to Existing Programs or Administrative Units Required (mark all that apply with an x, if any):

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

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name   Date:

[ ] I understand that checking this box constitutes my legal signature.

Utah System of Higher Education
Program Description - Full Template

Section I: The Request

Utah State University's Department of Communicative Disorders and Deaf Education requests approval to offer the following degree(s):   Bachelor of Arts in Deaf Education, Bachelor of Science in Deaf Education

To be effective on: July 1, 2024

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

Section II: Program Proposal

Program Description
The Department of Communicative Disorders and Deaf Education (COMDDE) proposes a new, fully online Bachelor of Science and Bachelor of Arts degree in Deaf Education. The core Deaf Education coursework will provide content breadth foundations to students interested in providing early intervention and/or educational services to children who are Deaf or Hard of Hearing (D/HH). The core courses will introduce students to the range of language and communication options for children who are D/HH, including American Sign Language (ASL) and Listening and Spoken Language (LSL). Core coursework will also include foundations in early intervention, child language development, special education laws and policies, and an introduction to serving children with disabilities. In addition to core coursework, students must declare one of the following emphasis paths for content depth:

Emphasis Option #1. American Sign Language/English (ASL/English)
This fully online emphasis will train students to provide K-12 educational services to children who are D/HH who use ASL and written English. The program of study includes breadth of teaching pedagogy in K-12 in all core subjects aligned with Utah Effective Teaching Standards. Upon program completion, in addition to earning a Bachelor of Science or Bachelor of Arts degree in Deaf Education, students will be eligible for a Utah Professional Educator License in Deaf Education with a Bilingual-Bicultural Endorsement issued by the Utah State Board of Education (USBE). To ensure students gain the skills and competencies needed to earn the professional educator license, COMDDE faculty will engage in partnerships with the Utah Schools for the Deaf and Blind (USDB) and other local education agencies (LEAs) in Utah and in the Intermountain Region for students to complete fully mentored hands-on practicum requirements for three semesters plus another full semester of student teaching. These partnerships will facilitate the ability of non-traditional students to have access to earning a degree and teaching license. For example, an employee serving as a teacher's aide at USDB or within an LEA could complete the online coursework and complete the practicum requirements in their employment setting, thus allowing them to maintain employment, avoid relocating, and earn a degree that may otherwise be unattainable. The USBE affirmed on 8/23/2022 the proposed ASL/English program of study satisfies requirements for the Utah Deaf Education Professional Educator License with the Bilingual-Bicultural Endorsement.

Emphasis Option #2. Listening and Spoken Language (LSL)
This fully online emphasis will train students to provide early intervention and early educational services to children ages birth through five who are D/HH and who are developing and using LSL. Nine credit hours of coursework from the Department of Human Development and Family Studies (HDFS) is also included in the required coursework, approved by Dr. Sarah Tulane from HDFS. This collaboration between departments maximizes college and department resources and enhances student benefit by gaining skills and expertise from HDFS faculty. Upon program completion, students will earn a Bachelor of Science or Bachelor of Arts degree in Deaf Education and will have completed nine credit hours toward satisfying requirements for a Master of Education degree specializing in LSL Deaf Education currently available in the department of COMDDE, thus serving as a potential feeder for the master's program. In the LSL Master of Education program, students complete the requirements to earn a Utah Professional Educator License with the LSL Endorsement.

Consistency with Institutional Mission
The proposed bachelor's degree program and emphasis options in Deaf Education are consistent with the Utah System of Higher Education (USHE) and USU's mission to:
- *Advance knowledge, drive innovation, discover, create, and impart knowledge through research, teaching, and service at the undergraduate, graduate, and professional levels:* The new proposed degree program will meet this priority through partnerships with USDB and LEAs in Utah and the Intermountain Region and will provide opportunities for both traditional and non-traditional students to earn a bachelor's degree.
- *Provide community outreach and continuing education*: The proposed program is uniquely designed to engage with our community

partners and facilitate educational opportunities for students to earn a degree and a professional educator license (emphasis #1) while maintaining employment and without requiring relocation to live on the USU campus, consistent with USU's land grant mission.

- *Contribute to the quality of life and social, cultural, and economic development of Utah, the nation, and the world*. Through online coursework and engagement with community partnerships, the proposed program will meet the needs of traditional and non-traditional students as previously described. By gaining more educators with Deaf Education expertise, the program will help to ameliorate critical educator shortages and provide more highly skilled professionals to better serve children who are D/HH; thus contributing to quality of life and the social/cultural development of children who are D/HH and their families.

Section III: Needs Assessment

Program Rationale

The current undergraduate program in COMDDE at USU has a primary focus of preparing students for the fields of speech-language pathology and audiology, with the deaf education programs historically offered only at the graduate level. In 2021, it was deemed necessary to suspend the Bilingual-Bicultural Master of Education program and restructure the Bilingual-Bicultural (also called ASL/English) offerings. After multiple discussions with COMDDE faculty and the Dean of the College of Education and Human Services, and upon consideration of the priorities to increase undergraduate educational options, the Department of COMDDE is seeking to expand its undergraduate programs to include deaf education services. This restructure and the expansion of deaf education at the undergraduate level will increase educational options for students and will address teacher shortages within Utah and the Intermountain West by increasing the number of students who can obtain a degree and a teaching license at the undergraduate level and/or prepare them for graduate school, thus improving services to children who are D/HH.

The proposed undergraduate program option will benefit the Department of COMDDE, USU, and the USHE by 1) increasing and improving undergraduate educational options, 2) offering a pathway to a teaching license (emphasis #1), 3) facilitating students' successful entry into a graduate program, and 4) helping to ameliorate the significant shortage of deaf education teachers, as described in the next section.

Labor Market Demand

There is a state and national shortage of personnel to serve children who are D/HH in both ASL/English and LSL communication and language modalities. According to the American Association for Employment in Education (AAEE) (2020), the national shortage of deaf educators (listed as hearing-impaired special education) is designated as having a "considerable shortage". The shortages are similarly felt in Utah and in the Intermountain West, with the Utah State Office of Education rating deaf education 29th in the top areas of critical need in Utah from a list of 68 professional fields (Teaching Field Index of Criticality for 2019). These shortages have persisted for decades and have far-reaching ramifications. When positions go unfilled, it results in higher and more stressful workloads for existing staff and creates challenges for districts to not only recruit newly qualified deaf educators, but to retain those currently hired. These chronic shortages result in children being underserved or receiving services from unqualified personnel, with exacerbated impact for children with culturally and linguistically diverse needs.

This shortage of high-quality well-trained professionals may be further impacted by the declining number of deaf education teacher preparation programs in the United States. In 1985, there were 81 deaf education teacher preparation programs and by 2020, this number had fallen to just 58 graduate and undergraduate teacher training programs (American Annals of the Deaf, 2022). The 2016 AAEE report indicated that deaf education programs were offered by only 5% of colleges and universities. High retirement rates of the baby boomer generation are also likely exacerbating deaf education teacher shortages, with 28-31% of teacher attrition over the past decade due to retirement (Sutcher et al., 2019), and indications are this trend will continue. For early intervention and preschool programs that seek professionals with LSL expertise, the shortage prospects are particularly bleak. A national needs assessment (Behl et al., 2017) found of the deaf education programs in the U.S., 57% offered no credits and only 4% offered six or more credits in early intervention. Currently, less than 20% of existing deaf education teacher training programs offer dedicated training in LSL methodology (American Annals of the Deaf, 2022). Consistent with the overall shortage of early intervention and special education personnel (Mason-Williams et al., 2020; U.S. Department of Education, 2022), the ability to meet the needs of children who are DHH is of high concern.

Student Demand

As a new undergraduate program proposal, we do not have historical enrollment data. Deaf education as a field of study is much less known than other occupations, such as teachers and speech-language pathologists. If approved, this undergraduate option will be highly promoted at high school career fairs, freshman and sophomore events, and other activities to increase program visibility. We will also promote program awareness with Utah and Intermountain Region stakeholders who serve children who are DHH and their families, such as USDB, LEAs, and Part C agencies. We anticipate there will be enough interest in this program to admit approximately 15 students on average per year in each emphasis.

Similar Programs

Children who are D/HH must develop proficiency in their first language, most typically ASL or spoken English. Children who use ASL must have educators who are fluent in ASL, with skills and competencies in evidence-based ASL teaching methods. Children who are developing LSL use hearing technology, such as hearing aids, cochlear implants, or other assistive listening devices to access sound. LSL educators must understand how to support this technology, with skills and competencies in evidence-based LSL teaching methods. As such, the teaching pedagogy for children using ASL and children using LSL are substantially different. Some teacher preparation programs elect to train students in both methodologies (called Comprehensive Programs). There are advantages to this approach such as exposure to a breadth of services. However, USU believes it is critical that students gain depth and expertise in their skills and competencies specific to either ASL or LSL. This is consistent with the Utah Deaf Education Professional Educator licensure structure in which recipients earn a Deaf Education license with either the Bilingual-Bicultural (ASL/English) Endorsement or the LSL Endorsement. There are no other Deaf Education programs in Utah or the Intermountain Region that trains students with an ASL or LSL emphasis that leads to a Deaf Education Professional Educator License.

Collaboration with and Impact on Other USHE Institutions

The University of Utah (U of U) offers a Comprehensive Deaf Education teacher preparation program housed within the Department of Special Education where students earn a teaching license in Special Education and a D/HH Endorsement. Lauri Nelson (USU Deaf Education Division Chair) and Karen Munoz (USU COMDDE Department Head) met with Chris Bischke and Nicole Pilling from the U of U Sensory Impairment Program to describe the proposed USU program and to discuss potential collaboration opportunities. Our programs already have a history of collaboration, as students from the U of U Visual Impairment program take an Audiology course from USU to fulfill a course requirement. Ms. Bischke and Ms. Pilling expressed enthusiasm for the collaboration opportunities and agreed details of a potential collaboration would be explored during the 2023-2024 academic year. Partnership possibilities include joint recruitment efforts to increase visibility of deaf education as a field of study and shared coursework.

External Review and Accreditation

Program content for both the ASL/English and LSL program emphases were developed by USU faculty and adheres to the Council on Exceptional Children and Council on Education of the Deaf (CEC/CED) national standards for teacher preparation programs. The ASL/English program of study was sent to the USBE for review and on 8/23/2022, USU received confirmation the program met all competency requirements for professional educator licensure eligibility. Additionally, Michelle Tanner and Nathan Harrison at USDB reviewed the ASL/English emphasis program of study during summer 2022 and expressed they were pleased and had no additional suggestions. The LSL emphasis was developed by USU LSL faculty consistent with the national standards and as a feeder to the graduate program.

Program faculty will seek professional accreditation for the ASL/English undergraduate emphasis with the Council on Education of the Deaf in 2025. At this time, the accreditation fee is $1000, valid for a period of four years. An accreditation application for the LSL emphasis will not be submitted to CED since, at this time, this emphasis does not lead to a professional educator license.

Section IV: Program Details

Graduation Standards and Number of Credits

The proposed undergraduate program addresses and fulfills all teacher preparation program standards as outlined by the CEC/CED National Standards. Coursework was carefully mapped to these standards to ensure students will develop breadth and depth of competencies upon program completion.

Graduation Requirements:
- 120 overall credits

- Complete University Studies (general and depth education)
- Deaf Education Core and Options courses specific to declared emphasis program
- Deaf Education courses not older than 10 years
- Must be taken for a letter grade (or credit awarded for AP or CLEP)
- Grade of C or higher in all DFED and COMD-prefix courses
- Cumulative 3.0 GPA or higher

Students should be aware that a minimum grade of C and a minimum GPA of 3.0 is required across all the courses composing a student's Deaf Education major emphasis. The minimum grade of C in DFED and COMD-prefix courses allows students to have occasional marginal performance. However, any course grade below B must be compensated by grades above B to meet the 3.0 GPA requirement. Acceptance into the program is contingent on the student having an eligible sponsoring agency to fulfill practicum requirements.

Admission Requirements
Prospective students will submit the standard undergraduate admissions application through USU. Admissions criteria will be consistent with Department of COMDDE undergraduate admissions requirements:
- Admission to the Deaf Education major typically occurs at the beginning of the junior year (approximately 60 credits).
- Students admitted to the university with less than 60 credits can be admitted to the Deaf Education Pre-Program.
- A minimum 3.0 GPA is required for admission into the Deaf Education major.
- Admission GPA of 3.0 across at least five of the Deaf Education major courses that the student can take in pre-Deaf Education status: Required General Education, Additional Core, DFED 2880, COMD 3200.

Curriculum and Degree Map
Please see Appendix A.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness
The existing COMDDE administrative structure is sufficient to support the proposed program, with no new administrative or organizational components needed. There are no anticipated negative impacts to the delivery of the current COMDDE undergraduate educational programs. The new proposed undergraduate program would be a positive addition to the COMDDE undergraduate offerings.

Faculty
Existing faculty in the Deaf Education Division, plus adjunct faculty to teach four courses in the ASL/English emphasis, will be sufficient for program implementation. The COMDDE department has funding allocated for the adjunct faculty within the department budget.

Staff
Existing staff will be sufficient to support the proposed Deaf Education undergraduate program; no new staff will be needed. Current administrative, advising, and support staff will undergo training to learn of the proposed program components.

Student Advisement
There will be a dedicated COMDDE undergraduate advisor who will be trained in all program components and able to effectively advise students throughout their undergraduate program experience. This individual will incorporate advising into their current work responsibilities. There will not be a need to hire an additional advisor.

Library and Information Resources
No additional library resources will be needed to support this program. Key journals in Deaf Education (e.g., Deaf Studies and Deaf Education, American Annals of the Deaf, Journal of Speech, Language, and Hearing Research, Journal of Language, Speech and Hearing

Services in Schools, Journal of Early Hearing Detection and Intervention, Volta Review) are available digitally at the Merrill-Cazier library.

Projected Enrollment and Finance
Please see Appendix D.

<div align="center">

Section VI: Program Evaluation

</div>

Program Goals and Assessment

Program Goals:
- Develop online coursework, mapped to CEC/CED professional standards and other established recommended practices within the field.
- Market the new program using all available avenues within COMDDE and the USU College of Education and Human Services.
- Market and recruit students, develop collaborations at USDB and LEAs in Utah and the Intermountain Region.
- Apply for CED accreditation for emphasis #1 ASL/English in 2025 (or soonest opportunity according to CED guidelines).

Program Assessment and Evaluation:
- Annual faculty review of the curriculum.
- Annual student surveys for program feedback and improvement.
- USDB and LEA feedback at the end of each semester for program feedback and improvement.
- Annual COMDDE surveys of current students, alumni, and employers of graduates.
- Course evaluations each semester by students according to the IDEA system that compares USU evaluations to a national database. Student feedback will be used for program evaluation and improvement.
- Student scores on the Praxis Performance Assessment for Teachers (PPAT) (emphasis #1 ASL/English only)

Student Standards of Performance
The Deaf Education program was designed to ensure each student will:
- Demonstrate knowledge of visual and spoken languages and communication modes, anatomy and physiology of the ear and hearing mechanism, type, degree and etiology of hearing loss, auditory development, and provision of services on the development of individuals who are D/HH; the impact of exceptionalities on learning and development; and the importance of advocating for equal access to language and communication in the individual's preferred mode across all educational settings.
- Demonstrate knowledge of educational placement options; influence of family communication, language, culture, and factors impacting visual and/or auditory learning.
- Demonstrate breadth of knowledge in educational services, lesson plan development, assessment and data collection, and differentiation of instruction, including strategies that promote curricular programming that is responsive to diverse populations across multiple educational settings.
- Demonstrate knowledge of laws, policies, and ethical principles guiding equal access to communication in the individuals' preferred communication mode(s), including awareness of the educator's language competence in supporting individual outcomes; and sociocultural, historical, and political considerations unique to Deaf culture and the field of education of children who are D/HH.
- Demonstrate collaborative behaviors across disciplines to best support the individual needs of each child and family.

Each course syllabus in the Deaf Education program will list the student learning objectives and outcomes that are tied to the CEC/CED national standards and the best practices for each specific emphasis area. The knowledge and skills will be assessed as delineated in the syllabus. To be competent, student much achieve a level of 80% or better on the objectives associated with the standard. Performance will be determined on the primary indicators listed, with any subsequence remediations through later assignments, tests, or designed tasks within or outside the course. A knowledge and competencies grading rubric will be used for each hands-on practicum placement, consistent with the specific goals of the placement (e.g., early intervention, K-6, K-12).

Appendix A: Program Curriculum

Course Number	NEW Course	Course Title	Credit Hours
		General Education Courses (list specific courses recommended for this program on Degree Map)	
		General Education Credit Hour Sub-Total	
Required Courses			
		Breadth American Institutions (BAI)	3
		Breadth Creative Arts (BCA)	3
		Breadth Physical Sciences (BPS)	3
		Breadth Life Sciences (BLS)	3
		Breadth Humanities (BHU)	3
		Quantitative Literacy (QL)	3-5
		Quantitative Intensive (QI)	3
		Communication Intensive (CI), (2 courses) (satisfied in major for LSL emphasis)	6
		Depth Life and Physical Science	3
		Depth Humanities/Creative Arts	2-3
		Integrated Studies	3
ENGL 1010		Introduction to Writing	3
ENGL 2010		Individualized Writing Instruction	3
HDFS 1500		Human Development Across the Lifespan (BSS)	3
HEP 2000		First Aid and Emergency Care	2
TEAL 2660		Educational Psychology for Teachers	2
DFED 2880	X	Speech, Language, and Communication Diversity in Children who are Deaf or Hard of Hearing	3
COMD 3200		Child Language Development	3
SPED 4000		Education of Students with Disabilities	3
DFED 5190	X	Law, Policies, and Deaf Education Services	3
DFED 5220	X	Birth-to-5 Instructional Strategies for Children who are Deaf of Hard of Hearing	3
COMD 5770	x	Audiology for Teachers of Children who are Deaf or Hard of Hearing	3
		Required Course Credit Hour Sub-Total for ASL/English	66
		Required Course Credit Hour Sub-Total for LSL	60
Elective Courses			
		Elective Credit Hour Sub-Total for ASL/English	3
		Core Curriculum Credit Hour Sub-Total for ASL/English	69
		Elective Credit Hour Sub-Total for LSL	14
		Core Curriculum Credit Hour Sub-Total for LSL	74

Add An Emphasis: ASL/English

Can students complete this degree without emphases? ☐ *Yes* ■ *No*

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		**ASL/English**	
DFED 2700	X	The Socio-Cultural Context of Deaf Community and Education	3
DFED 2800	X	Introduction to Deaf Literature and Art	3
DFED 2850	X	Educational Technology, Film, and Creative Visual Learning	3
DFED 4800	X	Methods in ASL/English Literacy Development	3
DFED 5420	X	Math Instruction for Children who are Deaf or Hard of Hearing, K-6	3
DFED 5440	X	Math Instruction for Children who are Deaf or Hard of Hearing, 7-12	3
DFED 5600	X	Assessment and Application of Linguistics in the Classroom	3
DFED 5620	X	English Language Arts Curriculum and Instruction Methods, K-6	3
DFED 5640	X	English Language Arts Curriculum and Instruction Methods, 7-12	3
DFED 5700	X	ASL/English Practicum (3 credits x 3 semesters)	9
DFED 5830	X	Student Teaching Seminar: Implementation and Support	3
DFED 5800	X	ASL/English Student Teaching	12
		Emphasis Credit Hour Sub-Total	51
		Total Number of Credits to Complete Program	120

Add An Emphasis: Listening and Spoken Language

Can students complete this degree without emphases? ☐ *Yes* ■ *No*

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		**Listening and Spoken Language**	
COMD 2600		Introduction to Communicative Disorders	3
COMD 3010		American Sign Language I (CI)	4
HDFS 3210		Families & Cultural Diversity	3
COMD 3500		Phonetics and Phonological Development	3
HDFS 3500		Infancy & Childhood	3
COMD 3600		Language Science (CI)	3
COMD 3800		Anatomy and Physiology of Speech and Hearing	3
DFED 4200	X	Introduction to Listening and Spoken Language in Children who are Deaf or Hard of Hearing	3
COMD 4450		Developmental Communication Disorders	3
HDFS 4550		Preschool Methods and Curriculum	3
COMD 5070		Acoustics of Speech and Hearing	3
COMD 5240		Neural Bases of Cognition and Communication	3
DFED 5280	X	Speech and Language Assessment and Intervention for Children who are DHH	3
COMD 5330		Aural Rehabilitation	3
COMD 5580	X	Family-Centered Practices for Children who are Deaf or Hard of Hearing using LSL	3
		Emphasis Credit Hour Sub-Total	46
		Total Number of Credits to Complete Program	120

Program Curriculum Narrative

Students in the ASL/English emphasis will need to fulfill the Communication Intensive (CI) requirement, consisting of two courses, total of

six credit hours. Students in the LSL program fulfill the CI intensive requirement in major, thus the difference of six credit hours between the two programs in core requirements.

Appendix B: Degree Map for Emphasis #1: ASL/English

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 1010: Introduction to Writing (CL1)	3	ENGL 2010: Individualized Writing Instructions (CL2)	3
Breadth Physical Sciences (BPS)	3	Breadth Humanities (BHU)	3
Breadth American Institutions (BAI)	3	Quantitative Literacy (QL) Course	3-5
Breadth Creative Arts (BCA)	3	HDFS 1500: Human Development Across the Lifespan (BSS)	3
Breadth Life Sciences (BLS)	3	Integrated Studies	3
USU 1010: University Connections (recommended, not required)			
Total	15	**Total**	15
Second Year Fall	**Cr. Hr.**	**Second Year Spring**	**Cr. Hr.**
DFED 2700: The Socio-Cultural Context of Deaf Community and Education	3	DFED 2850: Educational Technology, Film, and Creative Visual Learning for Children DHH	3
DFED 2800: Introduction to Deaf Literature and Art	3	DFED 2880: Speech, Language, and Communication Diversity in Children DHH	3
Quantitative Intensive (QI) Course	3	TEAL 2660: Educational Psychology for Teachers (or equivalent)	2
Communication Intensive (CI1)	3	HEP 2000: First Aid and Emergency Care	2
Elective	3	Depth Humanities/Creative Arts	2-3
		Communication Intensive (CI2)	3
Total	15	**Total**	15
Third Year Fall	**Cr. Hr.**	**Third Year Spring**	**Cr. Hr.**
COMD 3200: Child Language Development	3	DFED 5620: English Language Arts Curriculum and Instructional Methods, K-6	3
SPED 4000 Education of Students with Disabilities	3	DFED 5420: Math Instruction for Children DHH, K-6	3
DFED 4800: Methods in ASL/English Literacy Development	3	DFED 5600: Assessment and Application of Linguistics in the Classroom	3
Depth Life and Physical Science	3	COMD 5770: Audiology for Teachers of Children who are DHH	3
DFED 5700: ASL/English Practicum	3	DFED 5700: ASL/English Practicum	3
Total	15	**Total**	15
Fourth Year Fall	**Cr. Hr.**	**Fourth Year Spring**	**Cr. Hr.**
DFED 5220: Birth to Five Instructional Strategies for Children who are DHH	3	DFED 5830: Student Teaching Seminar: Implementation and Support	3
DFED 5640: English Language Arts Curriculum and Instructional Methods, 7-12	3	DFED 5800: ASL/English Student Teaching	12
DFED 5440: Math Instruction for Children DHH, 7-12	3		
DFED 5190: Law, Policies, and Deaf Education Services	3		
DFED 5700: ASL/English Practicum	3		
Total	15	**Total**	15

Appendix B: Degree Map for Emphasis #2: Listening and Spoken Language

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 1010: Introduction to Writing	3	ENGL 2010: Individualized Writing Instructions (CL2)	3
Breadth Creative Arts (BCA)	3	Quantitative Literacy (QL) Course	3-5
Breadth Life Sciences (BLS)	3	Breadth American Institutions (BAI)	3
Breadth Physical Sciences (BPS)	3	Breadth Humanities (BHU)	3
Elective	3	Elective	3
USU 1010: University Connections (recommended, not required)			
Total	**15**	**Total**	**15**
Second Year Fall	**Cr. Hr.**	**Second Year Spring**	**Cr. Hr.**
HDFS 1500: Human Development Across the Lifespan (BSS)	3	DFED 2880: Speech, Language, and Communication Diversity in Children DHH	3
COMD 2600: Introduction to Communicative Disorders	3	TEAL 2660: Educational Psychology for Teachers (or equivalent)	2
Integrated Studies	3	Quantitative Intensive (QI) Course	3
Elective	3	Depth Life and Physical Science	3
Elective	2-3	HEP 2000: First Aid and Emergency Care	2
		Depth Humanities/Creative Arts	2-3
Total	**14**	**Total**	**15**
Third Year Fall	**Cr. Hr.**	**Third Year Spring**	**Cr. Hr.**
COMD 3200: Child Language Development	3	DFED 4200: Introduction to Listening and Spoken Language for Children who are DHH	3
SPED 4000 Education of Students with Disabilities	3	HDFS 3210: Families & Cultural Diversity	3
COMD 3010 American Sign Language I (CI)	4	COMD 3600: Language Science (CI)	3
HDFS 3500: Infancy & Childhood	3	COMD 3800: Anatomy and Physiology of Speech and Hearing	3
COMD 3500: Phonetics and Phonological Development	3	Elective	3
Total	**16**	**Total**	**15**
Fourth Year Fall	**Cr. Hr.**	**Fourth Year Spring**	**Cr. Hr.**
COMD 5330 Aural Habilitation	3	HDFS 4550: Preschool Methods and Curriculum	3
DFED 5190: Law, Policies, and Deaf Education Services	3	DFED 5280: Speech & Language Assessment and Intervention for Children DHH	3
DFED 5220: Birth to Five Instructional Strategies for Children who are DHH	3	COMD 5580: Family-Centered Practices for Children who are DHH	3
COMD 5070: Acoustics of Speech and Hearing	3	COMD 5770: Audiology for Teachers and SLPs of Children who are DHH	3
COMD 4450: Developmental Communication Disorders	3	COMD 5240: Neural Bases of Cognition and Communication	3
Total	**15**	**Total**	**15**

Appendix C: Current and New Faculty / Staff Information

Part I. Current Department Faculty / Staff for Proposed Major

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	1	0	0	
Faculty: Part Time with Doctorate	0	0	0	
Faculty: Full Time with Masters	0	0	3	
Faculty: Part Time with Masters	0	0	0	
Faculty: Full Time with Baccalaureate	0	0	0	
Faculty: Part Time with Baccalaureate	0	0	0	
Teaching / Graduate Assistants	////	////	0	
Staff: Full Time	0	0	2	
Staff: Part Time	0	0	0	

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Lauri	Nelson	T	Ph.D.	University of Utah	30%	
	Vicky	Floyd	Other	M.S.	Idaho State University	100%	Lecturer
	Sayard	Benvenuti	Other	M.S.	Northwestern University	20%	Clinical Assistant Professor
	Brian	Burns	Other	M.A.	Gallaudet University	5%	Lecturer
						Add Another Full Time	
Part Time Faculty							
						Add Another Part Time	

Part III: New Faculty / Staff Projections for Proposed Program

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate	0	0	0		
Faculty: Part Time with Doctorate	0	0	0		
Faculty: Full Time with Masters	0	0	0		
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants	0	0	0		
Staff: Full Time	0	0	0		
Staff: Part Time	0	0	0		

Appendix D: Projected Program Participation and Finance

Part I.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	75	78	78	80	83	83
# of Majors in Proposed Program(s)		3	3	5	8	[1]8
# of Graduates from Department	31	31	31	34	34	36
# Graduates in New Program(s)		0	0	3	3	5

Department Financial Data					
		Department Budget			
		Year 1	Year 2	Year 3	
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	
EXPENSES – nature of additional costs required for proposed program(s)					
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.					
Personnel (Faculty & Staff Salary & Benefits)	$0	$0	$0	$0	
Operating Expenses (equipment, travel, resources)	$0	$0	$0	$0	
Other:	$0	$0	$0	$0	
TOTAL PROGRAM EXPENSES		$0	$0	$0	
TOTAL EXPENSES	$0	$0	$0	$0	
FUNDING – source of funding to cover additional costs generated by proposed program(s)					
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.					
Internal Reallocation	$0	$20,400	$20,400	$20,400	
Appropriation	$0	$0	$0	$0	
Special Legislative Appropriation	$0	$0	$0	$0	
Grants and Contracts	$0	$0	$0	$0	
Special Fees	$0	$0	$1000	$0	
Tuition	$0	$0	$0	$0	
Differential Tuition (requires Regents approval)	$0	$0	$0	$0	
PROPOSED PROGRAM FUNDING		$0	$0	$0	
TOTAL DEPARTMENT FUNDING	$0	$0	$0	$0	
				Difference	
Funding - Expense	$0	$0	$0	$0	

---

[1] We would expect enrollment will continue to increase over time as we establish collaborative agreements.

Part II: Expense Explanation

Expense Narrative
Existing faculty in the Deaf Education Division will teach the courses in the proposed new undergraduate program, with the exception of four courses in the ASL/English emphasis that will be taught by adjunct faculty. The current adjunct rate for a 3 credit hour class is $5,100. Four courses at $5,100 is $20,400 per year, which will be covered by the COMDDE department budget through internal reallocation of funds.

$1000 is allocated under "Special Fees" for year two to cover the cost associated with the ASL/English accreditation submission to the Council on Education of the Deaf, the national accrediting body for Deaf Education teacher training programs.

No other expenses are anticipated associated with the proposed program.

Part III: Describe funding sources

Revenue Narrative 1
As described above, we anticipate needing an adjunct instructor to teach four courses per year in the ASL/English emphasis. No adjunct instructors are needed for the LSL emphasis. The COMDDE department budget will internally reallocate funds to cover payment to the four ASL/English adjunct instructors per year. We do not anticipate any impact to existing programs or services.

Revenue Narrative 2
No new funding sources are anticipated or needed.

CEHS - Communicative Disorders and Deaf Education - Deaf Education - Listening and Spoken Language Specialization - 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)*   CEHS

DEPARTMENT (include all cross listed departments)*   Communicative Disorders and Deaf Education

Current Title (if applicable)*   Communicative Disorders and Deaf Education - Specialization in Education of the Deaf and Hard of Hearing Specialization Listening and Spoken Language Track-MEd

Proposed Title*   Deaf Education - Listening and Spoken Language Specialization - MEd

CIP Code

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

CIP Code (6-digits) *   131003

Minimum Number of Credits (if applicable)*   46

Maximum Number of Credits (if applicable)*   46

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*

To change the name of this degree.

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 Deaf Education-Listening and Spoken Language specialization in COMDDE is a graduate degree that deals specifically with the education of professionals in this particular field study. The department is seeking to rename all the COMDDE degrees/majors that are currently called COMDDE-Plus 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 a](#)nd [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 - Speech-Language Pathology – MA, MS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*   CEHS

DEPARTMENT (include all cross listed departments)*   Communicative Disorders and Deaf Education

Current Title (if applicable)*   Communicative Disorders and Deaf Education - Specialization in Speech Language Pathology MA MS

Proposed Title*   Speech-Language Pathology – MA, MS

CIP Code

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

CIP Code (6-digits) *   510203

Minimum Number of Credits (if applicable)*   57

Maximum Number of Credits (if applicable)*   58

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

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 this degree specialization.

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 Speech Language Pathology (SLP) Specialization in Communicative Disorders and Deaf Education (COMDDE) is a graduate degree that deals specifically with professional preparation of SLPs, not with the general fields of communicative disorders and deaf education. The department is seeking to rename all the COMDDE degrees/majors that are currently called COMDDE+ 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.

Program Curriculum Narrative   No change. Not applicable.

Attach (if applicable) completed [Program Curriculum a](#)nd [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 - Human Development and Family Studies - Gerontology Certificate - 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)*   CEHS

DEPARTMENT (include all cross listed departments)*   Human Development and Family Studies

Current Title (if applicable)*   Gerontology - Institutional Certificate of Proficiency

Proposed Title*   Gerontology - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 19.0702

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 *

Gerontology Certificate at Utah State University

Current Status: Institutional Certificate of Proficiency

Proposed Status: Certificate of Proficiency

Proposed Change:

The proposed change would allow persons who are not matriculated into a degree-seeking program to pursue the Gerontology Certificate. The certificate is currently available online and in-person, and this change will not affect those offerings. The certificate is currently 16 credits. This change will increase it to 19 credits total.

Impact:

Changing the status of the certificate will broaden the scope of reach to persons in the community who may already have an associate, bachelor, or graduate degree. It can also be completed as a first step towards seeking a higher education degree. The certificate is meant to broaden the understanding of the individual in their current profession or role in the community regardless of their current credentials.

Approximate Numbers:

The Gerontology Certificate program currently has approximately 20 students enrolled, with about half of those students enrolled online.

Required Courses:

- HDFS 1500 - Human Development Across the Lifespan (3 credits)

- HDFS 3540 - Adult Development & Aging (3 credits)

- HDFS 4240 - Family & Social Gerontology or NDFS 3080 - Community Nutrition (3 credits)

- HDFS 4940 - Gerontology Integration (1 credit)

- HDFS 4970 - Gerontology Practicum (3 credits)

Electives:

Students select six additional credits from a list of approved courses across various majors and departments. Students are encouraged to choose electives below that will be most applicable to their chosen field of study.

- BIOL 3100 - Bioethics (CI) 3 credit(s)
- HDFS 3350 - Family Finance (DSS) 3 credit(s)
- HEP 3600 - Introduction to Community Health (CI) 3 credit(s)
- NDFS 2020 - Nutrition Throughout the Life Cycle 3 credit(s)
- NDFS 3040 - Nutrition Assessment 3 credit(s)
- NDFS 5200 - Nutritional Epidemiology 3 credit(s)
- FIN 5070 - Retirement Planning 3 credit(s)
- FIN 5080 - Estate Planning 3 credit(s)

- FIN 5080 - Estate Planning 3 credit(s)
- PHIL 1120 - Social Ethics (BHU) 3 credit(s)

- PHIL 3500 - Medical Ethics (DHA) 3 credit(s)
- PUBH 3120 - Family and Community Health 3 credit(s)
- REH 1010 - Disability and Society (BSS) 3 credit(s)
- SOC 3200 - Population and Society (DSS) 3 credit(s)
- SOC 3330 - Medical Sociology (DSS) 3 credit(s)
- SOC 5460 - Sociology of Health 3 credit(s)
- SW 3750 - Community Health and Social Work 3 credit(s)
- SW 4525 - Social Work Practice with Mature and Aging Adults
- SW 4900 - Topical Issue Seminar 3 credit(s)

Program Delivery:

The Gerontology Certificate program is delivered both online and in-person. Students can choose to complete the program entirely online, or they can take a combination of online and in-person courses.

Location of Delivery:

The Gerontology Certificate is offered at all USU campuses.

Impact on Other Departments:

The proposed change to the Gerontology Certificate program is not expected to have a significant impact on other departments. However, the Human Development and Family Studies (HDFS) faculty will contact other departments to discuss the proposed change and any potential concerns.

Additional Information:

The HDFS faculty believes that changing the status of the Gerontology Certificate to a Certificate of Proficiency will make it more accessible to a wider range of students, including those who are not currently enrolled in a degree-seeking program. This will allow more people to benefit from the program, learn about the field of gerontology, and work with aging populations.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Human Development and Family Studies Department at Utah State University proposes to create a Gerontology Certificate of Proficiency.

Rationale:

The Gerontology Certificate will provide students with the knowledge and skills they need to work with older adults in a variety of settings. The certificate will be interdisciplinary, with core coursework completed in the HDFS department and electives from departments across the university. Students will learn about the biological, cognitive, and psychosocial aspects of aging, as well as public policy and advocacy for older adults.

The Gerontology Certificate is needed to meet the growing demand for workers in the field of aging. The population of older adults is increasing rapidly, and with it the need for services and support. The Gerontology Certificate will prepare students for careers in a variety of settings, including senior centers, assisted living facilities, long-term care facilities, in-home care, hospitals, and government agencies.

Institutional Procedures:

The Human Development and Family Studies Department has followed all institutional procedures in developing the proposed Gerontology Certificate. The proposal has been reviewed and approved by the department faculty, the college curriculum committee, and the university curriculum committee. It will also be submitted to the Utah State Board of Regents for final approval.

Benefits to USU and USHE:

The Gerontology Certificate will benefit USU and USHE in several ways. First, it will attract new students to the university. The certificate is designed to be interdisciplinary, so it could appeal to students from a variety of majors. Second, the certificate will prepare students for careers in a high-demand field. Third, the certificate will enhance the reputation of USU and USHE as leaders in gerontology education. USU is one of only two universities in the state that offers a Gerontology Certificate. With its current status as an institutional certificate, it requires students to be in a degree-seeking program. The change will allow non-degree-seeking students to also obtain the certificate.

Brief Description of the Human Development and Family Studies Department:

The Human Development and Family Studies Department at Utah State University is a nationally ranked department that offers undergraduate and graduate programs in human development, family studies, and gerontology. The department has a strong faculty with expertise in a variety of areas related to aging, including biological development, cognitive development, psychosocial development, family relationships, and public policy.

The department is committed to providing students with the knowledge and skills they need to work with aging adults in a variety of settings. The Gerontology Certificate is a natural extension of the department and university land-grant mission, and it will allow the department to better serve the needs of its students and the community.

Labor Market Demand (if applicable)

Local (Utah)

- **Occupational demand:** The Utah Department of Workforce Services (DWS) projects that employment of gerontologists in Utah will grow by 33% from 2020 to 2030, much faster than the average for all occupations.
- **Wage:** The median annual wage for gerontologists in Utah was $72,660 in 2021.
- **Number of annual openings:** DWS projects that there will be an average of 100 annual openings for gerontologists in Utah from 2020 to 2030.

National (United States)

- **Occupational demand:** The Bureau of Labor Statistics (BLS) projects that employment of gerontologists nationwide will grow by 20% from 2020 to 2030, much faster than the average for all occupations.
- **Wage:** The median annual wage for gerontologists nationwide was $77,620 in 2021.
- **Number of annual openings:** BLS projects that there will be an average of 12,800 annual openings for gerontologists nationwide from 2020 to 2030.

The need for gerontologists is expected to grow rapidly in the coming years, due to the aging population and the increasing demand for services for older adults. Gerontologists play a vital role in helping older adults maintain their independence and quality of life. They work in a variety of settings, including hospitals, assisted living facilities, and community agencies.

The labor market data for Utah, the United States, and the nation as a whole all indicate a strong demand for gerontologists in the coming years. The median wage for gerontologists is also above the average for all occupations. Due to the demand and earning potential associated with careers in this field, a Gerontology Certificate of Proficiency can open career paths for students while meeting a community need for quality in assisting aging populations.

Additional information

In addition to the data above, there are several other factors that suggest that there is a strong need for gerontology programs. These include:

- The aging population: The US population is aging rapidly, with the number of people aged 65 and over expected to increase from 56 million in 2020 to 95 million by 2060. This increase in the older population will lead to a greater demand for services for older adults, including gerontology services.
- The increasing prevalence of chronic diseases: Older adults are more likely to have chronic diseases, such as heart disease, stroke, and Alzheimer's disease. These diseases can require complex care, and gerontologists are trained to provide this type of care.

The growing interest in aging well: Many older adults are interested in staying active and healthy as they age. Gerontologists can help older adults to achieve their aging goals by providing them with information and support.

Consistency with Institutional Mission & Institutional Impact*

The proposed Gerontology Certificate at Utah State University (USU) supports the university's mission in several ways:

•   **Utah State University empowers people to lead successful lives of involvement, innovation, and impact:** The certificate program will provide students with the knowledge and skills they need to succeed in professional careers involving older individuals. This includes courses covering the background of human development through late adulthood, how to work with individuals through the aging process, and hands-on applied experiences.

•   **Utah State University is committed to excellence, access, and inclusion:** The certificate program is open to students from all majors, backgrounds, and cultures. This will help to create a more diverse and inclusive learning environment for all students.

•   **Utah State University champions exceptional education, research, and discovery, and community contribution:** The certificate program will help to prepare students to serve the growing population of older adults in Utah and beyond. This is important because the population of older adults is expected to increase significantly in the coming years.

There is one other gerontology certificate program in the Utah System of Higher Education (USHE), offered at the University of Utah. However, the USU program is unique in several ways. First, it is interdepartmental, drawing on courses from a variety of disciplines, including human development and family studies, sociology, social work, and nutrition. This gives students a more comprehensive understanding of the aging process and the needs of older adults. Second, the USU program includes a practicum requirement, which gives students the opportunity to gain hands-on experience working with older adults in a variety of settings.

Finances*

There are no additional costs anticipated with adding a Gerontology Certificate. Gerontology certificates are typically offered through existing academic programs, so there is no need to create new facilities or modify existing ones. Additionally, gerontology certificates are typically designed to be completed by working adults, so they are offered online or in the evenings. This means that there is no need to hire additional staff or purchase new equipment.

The only potential budgetary impact of adding a gerontology certificate is that it may attract more students to the institution. This could lead to increased costs for things like marketing, student services, and library resources. However, the increased revenue from tuition and fees should offset these costs.

In conclusion, there are no additional costs anticipated with adding a gerontology certificate. Rather, it is possible that the certificate could generate additional revenue for the institution.

SECTION III: CURRICULUM (if applicable)

| Program Curriculum Narrative | The Gerontology Certificate program is a 19-credit program that covers the biological, cognitive, and psychosocial aspects of aging. The program is designed to prepare students for a variety of careers in the field of gerontology, including healthcare, social work, public policy, and research. |

Required Courses:

- HDFS 1500 - Human Development Across the Lifespan (3 credits)

- HDFS 3540 - Adult Development & Aging (3 credits)

- HDFS 4240 - Family & Social Gerontology or NDFS 3080(3 credits)

- HDFS 4940 - Gerontology Integration (1 credit)

- HDFS 4970 - Gerontology Practicum (3 credits)

Electives:

Students select six additional credits from a list of approved courses across various majors and departments. Students are encouraged to choose electives below that will be most applicable to their chosen field of study.

- BIOL 3100 - Bioethics (CI) 3 credit(s)
- HDFS 3350 - Family Finance (DSS) 3 credit(s)
- HEP 3600 - Introduction to Community Health (CI) 3 credit(s)
- NDFS 2020 - Nutrition Throughout the Life Cycle 3 credit(s)
- NDFS 3040 - Nutrition Assessment 3 credit(s)
- NDFS 5200 - Nutritional Epidemiology 3 credit(s)
- FIN 5070 - Retirement Planning 3 credit(s)
- FIN 5080 - Estate Planning 3 credit(s)
- PHIL 1120 - Social Ethics (BHU) 3 credit(s)
- PHIL 3500 - Medical Ethics (DHA) 3 credit(s)
- PUBH 3120 - Family and Community Health 3 credit(s)
- REH 1010 - Disability and Society (BSS) 3 credit(s)
- SOC 3200 - Population and Society (DSS) 3 credit(s)
- SOC 3330 - Medical Sociology (DSS) 3 credit(s)
- SOC 5460 - Sociology of Health 3 credit(s)
- SW 3750 - Community Health and Social Work 3 credit(s)
- SW 4525 - Social Work Practice with Mature and Aging Adults
- SW 4900 - Topical Issue Seminar 3 credit(s)

Program Delivery:

The Gerontology Certificate program is delivered both online and in-person. Students can choose to complete the program entirely online, or they can take a combination of online and in-person courses.

Variable Credits:

The only variable credits in the Gerontology Certificate program are the elective credits.

Students must choose six elective credits from a list of approved courses.

Conclusion:

The Gerontology Certificate program is a comprehensive program that covers a variety of topics related to aging. The program is designed to prepare students for a variety of careers in the field of gerontology.

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 - Health Education and Promotion - Community and Public Health - 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)* CEHS

DEPARTMENT (include all cross listed departments)* Kinesiology and Health Science

Current Title (if applicable)* Health Education and Promotion - Community Health - BS

Proposed Title* Health Education and Promotion - Community and Public Health - BS

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) *   51.2207

Minimum Number of Credits (if applicable)*   120   **Maximum Number of Credits (if applicable)***   126

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:
- ☐ Certificates of Completion
- ☐ 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 purpose for changing the title of the "Community Health" emphasis to "Community and Public Health" within the Health Education and Promotion (HEP) major is to accurately reflect the nature of our curriculum, to align with accreditation through the Council on Education for Public Health (CEPH), to recognize the field in which most of our graduates find work and to facilitate a seamless transition for students into our successful graduate program in Public Health. This adjustment ensures that our program remains current, competitive, and responsive to evolving trends in the field while providing enhanced clarity to students and stakeholders regarding the program's objectives and career opportunities.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The proposed title change to "Community and Public Health" will significantly improve program efforts to better reflect the nature of our curriculum, to align with accreditation through the Council on Education for Public Health (CEPH), to recognize the field in which most of our graduates find work and to facilitate a seamless transition for students into our successful graduate program in Public Health. This adjustment ensures that our program remains current, competitive, and responsive to evolving trends in the field while providing enhanced clarity to students and stakeholders regarding the program's objectives and career opportunities.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

Alignment with Institutional Mission:

The proposed change to "Community and Public Health" aligns with USU's mission by advancing academic excellence. It will support students' ability to address contemporary health challenges and continue to reinforce learning, discovery, and community engagement.

Impact within the USHE System:

This name change fosters consistency and collaboration within the Utah System of Higher Education, promoting synergy with similar programs that adapt to evolving public health trends.

Finances *   NA

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

CEHS - School of Teacher Education and Leadership - School 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)* CEHS

DEPARTMENT (include all cross listed departments)* School of Teacher Education and Leadership

Current Title (if applicable)* Instructional Leadership - MEd

Proposed Title* School Leadership - MEd

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 130401

Minimum Number of Credits (if applicable) * 30

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

SECTION I: THE REQUEST

R401 Purpose*

This proposal requests a name change from 'Instructional Leadership M.Ed.' to 'School Leadership M.Ed.' to align with the terminology used by the Utah State Board of Education (USBE). This new name aims to provide a clearer description of the program.

In a separate R401, an application has been submitted for the establishment of a 'School Leadership Certificate.' This certificate, tailored for post-master's students, satisfies the prerequisites for seeking a school leadership license from USBE. Furthermore, the Ph.D. concentration area will now be referred to as 'School Leadership.' These changes are intended to align offerings across all three routes to licensure offer by Utah State University.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The School of Teacher Education and Leadership (TEAL) at Utah State University is requesting a program name change for our Instructional Leadership M.Ed. to align with the Utah State Board of Education's (USBE) recent change in terminology from Administrative Supervisory to School Leadership.

Labor Market Demand (if applicable)

According to data from the Utah Department of Workforce Services (DWS) Occupation Information Data Viewer, the occupation of principals is expected to experience slower than average employment growth. However, projections suggest a significant number of annual job openings in this field. Most of these openings are expected to arise from the need for replacements, rather than expansion, over the coming decade. (For more information, refer to https://jobs.utah.gov/jsp/utalmis/#/occupation/11-9032.00/report).

Once students have completed the School Leadership M.Ed. they will have fulfilled the requirements for a School Leadership License from the Utah State Board of Education (USBE).

Consistency with Institutional Mission & Institutional

As the land-grant university in Utah, USU is committed to fulfilling its responsibility to serve rural areas throughout the state. This aligns with the university's mission to provide education and

& Institutional Impact * areas throughout the state. This aligns with the universisty's mission to provide education and support to all communities.

Finances * Given that the courses are already developed and established, no additional resources are required for implementing this change. This adjustment has the potential to foster growth within our programs, thereby benefiting both TEAL and the university.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The School Leadership M.Ed. program is designed to integrate coursework in leadership and management, addressing the evolving demands placed on today's educational leaders. It places a strong emphasis on assessment at both the school and classroom levels and the effective utilization of data to inform decision-making within educational institutions. Additionally, the program adheres to current USBE policies and program requirements by incorporating internship experiences, including clinical experiences that bridge the gap between classroom learning and the practical demands of the school settings.

The School LeadershipM.Ed. program aligns with the state's requirements for obtaining a school leadership license and adheres to the Utah Educational Leadership Standards (2018). Throughout the program, students actively participate in an internship that includes a series of experiences and activities aimed at building the skills necessary for success as school leaders. At the end of the M.Ed. program, students will have everything they need to apply for their School Leadership license with USBE.

In a seperate R401, an application has been submitted to reduce the M.Ed. credit requirements from 36 to 30. The proposal requires nine, 3-credit courses plus one 3-credit elective.

The following are the 27 credits *required* for the M.Ed:

TEAL 6080: Leadership and the School Principal (3 credits)
TEAL 6330: Leadership in the School Community (3 credits)
TEAL 6050: Theories of Instructional Supervision (3 credits)
TEAL 6500: School Finance and Resource Management (3 credits)
TEAL 6090: Theories of Organizational Leadership in Education (3 credits)
TEAL 6280: Instructional Practices for Diverse Learners (3 credits)
TEAL 6060: Assessment for Curricular Accountability (3 credits)
TEAL 6740: School Law (3 credits)
TEAL 6930: Supervision and Administrative Internship with Seminar (3 credits)

Students are also required to take one of the following 3-credit electives, for a total of 30 credits:

TEAL 6150 Foundations of Curriculum (3 credits)
TEAL 6190 Theories of Learning and Models of Teaching (3 credits)
TEAL 6410 Social Foundations of Education (3 credits)
TEAL 6710 Diversity in Education (3 credits)

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

CEHS - School of Teacher Education and Leadership - Administrative Supervisory Concentration

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)* CEHS

DEPARTMENT (include all cross listed departments)* School of Teacher Education and Leadership

Current Title (if applicable)* Administrative Supervisory Concentration

Proposed Title* Administrative Supervisory Concentration

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)* 30

Maximum Number of Credits (if applicable)* 30

Type of Degree: (BA, BS, etc.)* no degree

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)
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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 purpose of this R401 abbreviated submission is to reduce the credit hours of the existing Administrative/Supervisory Concentration (ASC) program from 30 credit hours to 27 credit hours.

About the ASC

The ASC program is one of two offerings in the Instructional Leadership program, the secon being the M.Ed. in Instructional Leadership. The ASC is a licensure-only program consisting of 30 credits of coursework for students who hold a master's degree in education prior to admission.

This R401 proposal is related to a second submitted R401 abbreviated proposal to reduce the M.Ed. in Instructional Leadership program from 36 to 30 credit hours.

Program Features: Delivery, Schedule of Courses, Admissions

All ASC courses are currently delivered in an online format with a combination of asynchronous and synchronous formats. All courses are delivered 2 of the 3 semesters throughout the year. Students are admitted 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 the program 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 capitalize 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 academic year August 2021-August 2022, we had 68 students actively enrolled in our ASC program and 29 students completed their ASC program.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The purpose of this R401 abbreviated submission is to reduce the credit hours of the existing ASC program from 30 credit hours to 27 credit hours. The reduction of three credit hours will occur using one mechanism: 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.

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 27-credit hour ASC program (Heather Newell).

6. Begin admitting students under the new 27-credit hour ASC program, anticipated effective date: Fall 2024. (Heather Newell)

The rationale for this change is to: 1) position the M.Ed. in Instructional Leadership (which includes the ASC coursework) to be reduced to 30-credit hours in alignment with other 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 ASC program credit hours will make our administrative licensure-only pathway (which is relatively unique to Utah) move attractive, while aiding in the reduction of the M.Ed. in Instructional Leadership from 36 to 30 credit hours. The latter will position USU's program as 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 ASC program does lead to an administrative license, preparing graduates to apply for and secure positions as building-levels 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 $1796.10 – $5265.62 in tuition and fees, depending on students' residency status and campus location.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative	Proposed Curriculum
	The program combines coursework in leadership and management 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 27-credit hour ASC program will consist of 27 credit hours of coursework that aligns with requirements by the state for the administrative license and that is informed by the Utah Educational Leadership Standards (2018).
	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 - Journalism and Communication - Social Media - Institutional Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)* CHASS

DEPARTMENT (include all cross listed departments)* Journalism and Communication

Current Title (if applicable)* Not applicable

Proposed Title* Social Media - Institutional Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) *   09.9999

Minimum Number of Credits (if applicable) *   12

Maximum Number of Credits (if applicable) *   15

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)
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- ☐ 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*

This is a proposal to create a Social Media Institutional Certificate program at the department of Journalism and Communication. The proposed certificate program uses existing courses and faculty across Journalism and Communication (JCOM) department and develops a certificate that will enhance job prospects for students in Journalism & Communication. It also has the potential to attract students outside JCOM department such as those interested in online political communication, crisis communication, sales and marketing and health communication.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

With over 4.9 billion social media users worldwide, and a forecast of this number reaching 5.9 billion by 2027 (Statista, 2023), success in any field is difficult if one lacks effective social media content creation, analytics and management skills. Success is particularly evasive in journalism, sales and marketing, conflict and crisis communication, health communication, public relations as well as politics and public policy in the absence of good social media communication and management skills. We propose to create an Institutional Certificate of Proficiency to help students take advantage of expertise in this area from Journalism and Communication department where social media content creation, analytics and management skills are taught. This will greatly improve students' skill set and employment prospects.

Labor Market Demand (if applicable)

The field of Social Media management and marketing has employment merit in its own right. As of this writing (October 13, 2023), a search on job site Indeed.com for jobs that require skills in social media management, social media content creation/moderation or social media marketing returns a total of 115,336 jobs with the least paid job being $40,000 per year. These jobs vary in specifics, from social media marketing strategy associates at Disney to Alumni Relations program officer at Rotary International as well as social media and content creation specialist at Oozle Media. For students interested in pursuing careers in Journalism and Communication, political communication, crisis communication, health communication, sales and marketing, adding social media management skills improves their marketability because they receive extra training in forming compelling social media messages, the dissemination of those messages, and being able to measure the effectiveness of such messages through social media analytics.

Consistency with Institutional Mission & Institutional Impact *

The mission of Utah State University is to be student-centered in terms of academics but also to then serve "the public through learning, discovery, and engagement." We have a commitment to make sure our students learn what they need to learn so that they can then move out into the world. Communicating with others and building the skills necessary for effective communication through social media, and being able to measure the effectiveness of this communication is at the center of what we do in higher education. And this certificate will facilitate the university's mission to put students first so that they can then engage with the world around them.

Finances *

This Institutional Certificate of Proficiency will be created using existing courses within the department of Journalism and Communication. No new financial resources are needed.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

This Institutional Certificate of Proficiency will be housed and administered in the College of Humanities and Social Sciences and the Department of Journalism and Communication. Students will be required to complete twelve credits, including nine credits from a list of core classes. The core classes will begin to give students some common foundational knowledge as well as shared experiences. Students will also take an additional three credits from a specialized elective course. Students must earn a C or better in courses they are counting toward the certificate. Below is a list of core and elective classes.

Thumbnail sketches of courses offered in the certificate:

Core courses: Take all 3

1. JCOM 2400: Introduction to social media
2. JCOM 4040: Social Media Content Development
3. JCOM 5400: Social Media Analytics and Client Management

Electives: Take at least one course.

4. JCOM 5040: Social Media, Philanthropy and Advocacy OR JCOM 6060: Social Media & Public Health Campaigns

General requirements:

•May be completed using a blend of online and F2F courses or entirely online/F2F.

• All are 3-credit courses.

• JCOM 2400 must be taken and successfully passed with a minimum grade of "C" before taking the other courses for the certificate.

• JCOM 4040, 5400, and either 5040/6060 must be taken during the same or subsequent semesters.

• Students must be advised by the JCOM adviser before registering for the certificate program and before registering for courses.

• A formal admission process to the certificate program will be adopted by faculty vote.

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)* CHASS

DEPARTMENT (include all cross listed departments)* World Languages and Cultures

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.)* MA

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
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- ☐ 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 Department of World Languages and Cultures wants to add Plan A to its Master's Program in Second Language Teaching. We currently have Plan B, and our faculty decided and voted to add Plan A as a second option.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*   The Master of Second Language Teaching (MSLT) is an interdisciplinary master's degree program with 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 (WLGC) in a number of ways. It fulfills the WLGC 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 WLGC faculty. In addition, the MSLT students are needed for teaching 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 (WLGC) 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) 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.

The addition of a Plan A thesis option means that, in addition to the current Plan B option focusing mainly on teaching and teaching-related practice, students have the option to 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 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

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 give 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 of 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 language 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 who 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 a 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.

SECTION III: CURRICULUM (if applicable)

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 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 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.

CHASS - World Languages and Cultures - Healthcare Interpretation - 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)*   CHASS

DEPARTMENT (include all cross listed departments)*   World Languages and Cultures

Current Title (if applicable)*   NA

Proposed Title*   Healthcare Interpretation - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 340199

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
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- ☐ 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 creating this certificate is to expand career opportunities for bilingual individuals interested in the healthcare field. There is an urge for medical interpreters in the State of Utah. As a Land-Grant university, the USU provides skilled-oriented education opportunities to help meet the community's needs. This certification is responding to the needs and demands of the labor market. This is a 16-credit certificate that includes theory, skills on demand, and ethics and roles of an interpreter.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

This certificate responds to a need for qualified professionals in health care interpretation. Utah has a large and growing immigrant population. According to the 2020 US Census, over 10% of Utah's population is foreign-born. Many people in these communities do not speak English as their primary language. This creates a barrier between patients and healthcare providers. In addition, there is a shortage of qualified interpreters. According to a 2019 survey by the Utah Health Policy Project, only 20% of hospitals in Utah have access to a full-time medical interpreter.

The Healthcare Interpreting Certificate will prepare interpreters with a broader understanding of medical terminology and procedures, as well as the ability to communicate effectively in English and the source language. The aim of this program is to become a state-certified program that would help address the challenges of training qualified medical interpreters who can provide accurate and unbiased communication between patients and healthcare providers.

The certification of proficiency will consist of 16 credits. These courses are organized with relevant content that includes the foundations of translation and interpretation theory, medical terminology, simultaneous and consecutive interpretation, and cultural awareness. Students who successfully pass these courses will be awarded a certificate of proficiency that will enable them to enter the professional field immediately. This certification can prepare students to be certified by the National Board of Certification for Medical Interpreters (NBCMI).

Labor Market Demand (if applicable)

The labor market demand for medical interpreters in Utah is on the rise due to the state's growing and diverse population, the expansion of the healthcare industry, legal requirements, and the need for certified professionals. A Medical Interpretation Program in Utah would not only meet the increasing demand for skilled interpreters but also contribute to better healthcare outcomes and improved access to healthcare services for all residents. This program can provide a pathway to a rewarding career in an essential and growing field while simultaneously addressing the needs of Utah's diverse communities. In Utah healthcare institutions such as Intermountain Healthcare require that all their interpreters must be certified to perform any service throughout the state. In addition to general medical interpretation, there is a demand for interpreters with expertise in specialized medical fields such as pediatrics, oncology, mental health, and surgery. Specialized interpreters can command higher salaries and play a crucial role in delivering specialized care.

The employment prospects for certified medical interpreters are promising. According to data from the Bureau of Labor Statistics (BLS), employment of interpreters and translators is projected to grow by 20% from 2020 to 2030, which is much faster than the average for all occupations. The median annual wage for interpreters and translators was $51,830 in May 2020, with the potential for higher earnings for specialized fields like medical interpretation.

Consistency with Institutional Mission & Institutional Impact*

Utah State University as a Land Grant institution and one of the two research universities is responding to the call of the Utah State Higher Education Code specifically calls to "develop strategies for providing higher education, including career and technical education, in rural areas" (53b-1-402). The mission and vision of the Healthcare Interpretation program and of this certificate are in alignment with the mission of USHE to foster a society of lifelong learners, prepare a productive workforce for a knowledge-based global marketplace, cultivate social responsibility and commitment to ethical values, improve the quality and understanding of life, and promote cultural awareness.

The main components of this certificate include cultural awareness, and preparing students for a productive workforce with ethical values and considerations.

> In compliance with the institution's Regents-approved mission, this Certificate in Healthcare Interpretation is considered a program in high demand by students, employers, and communities across that state. According to the Occupational Outlook Handbook, Interpreters, and translators' projections for employability in the state is 6% which is above the average in other fields (see Appendix A). This program will provide students with access to a comprehensive education with a wide range of employment opportunities, as compared with more specialized programs with specific, less widely available, or geographically focused employment outcomes.

Finances*

The budgetary needs for carrying out this certificate and program consider the creation of an interpretation lab, for now, no additional staff is necessary. licensed software, a space with technology equipment. The funds can be received from personal donations and other sources.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

It is required that students participating in the certificate in Healthcare Interpretation comply with the requirements of language proficiency. This requisite can be met with a high school diploma or equivalent, or a university/college degree from an English-speaking country. Successfully passing any English language proficiency test from a reputable testing organization (TOEFL, IELTS) with a level of B2 in CEFR or equivalent if their first language is not English. State or federal certification or oral language exams ACTFL Advance Midlevel or IRL level 2 in the second language or had passed with 3.0 the required courses SPAN 3600 or 3100. The required courses for the certificate focus on the areas of translation theories, translation of medical documents, and interpretation practice in consecutive, simultaneous, and sight translation.

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 - Legal and Business Translation and Interpretation - 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)*   CHASS

DEPARTMENT (include all cross listed departments)*   World Languages and Cultures

Current Title (if applicable)*   Legal and Business Translation and Interpretation - Certificate of Proficiency

Proposed Title*   Legal and Business Translation and Interpretation - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) *   160103

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
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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 present R401 Form requests the implementation of a new Certificate in the Department of World Languages and Cultures, entitled: Legal and Business Translation and Interpretation Certificate of Proficiency.

Upon completing 16 credits of in-person coursework (1 prerequisite course and four core courses) at USU main campus in Logan, the certificate prepares students for careers in business and legal translation as well as legal interpretation. Students will develop competencies to provide accurate written translation and interpreting services in the business and legal fields, including court settings. This certificate will prepare students to take the State and Federal legal interpreter certification exams, the American Translators Association (ATA) Certification test, and guide students towards the pursuit of careers as language professionals offering high quality interpretation and translation services.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Certificate of Proficiency in Legal and Business Translation and Interpretation is a program with a strong emphasis on the theory and practice of the field of translation and interpretation for legal and business settings. This certificate seeks to attract students who are fluent in English and Spanish (upper intermediate-advance proficiency of their second language, whether it is English or Spanish) who are interested in pursuing a career as language professionals specializing in legal and business settings. This certificate is perfect for bilingual individuals (Spanish/English) who are committed to easing communication barriers that exist when non-English speakers interact with institutions, private companies, and the legal system at large, whether they are Spanish heritage speakers or have a high intermediate-advanced level of Spanish as a second language.

Upon completing 16 credits of coursework, the certificate prepares students for careers in business and legal translation as well as legal interpretation. Students will develop competencies to provide accurate written translation and interpretating services in the business, legal fields, including court settings. This certificate will prepare students to take the State and Federal legal interpreter certification exams, the American Translators Association (ATA) Certification test, and guide students towards the pursuit of careers as language professionals offering high quality interpretation and translation services.

The certificate in Legal and Business Translation and Interpretation is prepared to become an integral part of the Department of World Languages and Cultures (WLGS) at USU and, together with the Certificate in Healthcare Interpretation and the Program (BA) in Translation and Interpretation, will help in shaping and training language professionals who can face the demands of today's globalized and interconnected world. In view of the interdisciplinary students that the Department of World Languages and Cultures yearly attracts, the Certificate of Proficiency in Legal and Business Translation and Interpretation offers world-class training for students who show a deep understanding and appreciation of linguistic, cultural, commercial, and legal aspects that pertain to intercultural communication. This certificate aligns itself with the department's mission statement, insofar as how "The department seeks to increase its students' abilities to communicate with others, to critically and sensitively investigate multiple means of understanding the human experience".

Labor Market Demand (if applicable)

The Bureau of Labor Statistics predicts a 20.2% employment growth for translators and interpreters between 2021 and 2031. It is foreseen that an estimated 14,000 jobs will open up for language professionals in the US in the upcoming years. In 2021, translators and interpreters, especially those in the business and legal settings, showed a median salary of $49,110 according to the Bureau of Labor (the top 25% of earners in the field took home an annual income of $75,940, whereas the bottom 25% earned $38,230).

According to the Department of Workforce Services of Utah, in-state job openings for translators and interpreters are predicted to grow much faster than average employment growth. Utah State University must be ready to meet the demands of the market and prepare future language professionals across the state. In regard to Cache Valley and Northern Utah, the growing immigrant community of non-English speakers will benefit immensely from the language services that students who succeed in completing the certificate will be able to provide, by serving as cultural and linguistic bridges between non-societal language speakers and the speakers of the societal language.

and the speakers of the societal language.

Consistency with Institutional Mission & Institutional Impact*

As a Land Grant institution and a leading research university in the State of Utah, USU, in keeping with the Utah State Higher Education code, is keen to imlement programs to answer calls for "developing strategies for providing higher education, including career and technical education, in rural areas" (53b-1-402). The mission and vision of the Legal and Business Translation and Interpretation Certificate aligns with the mission of USHE to foster a society of life-long learners, prepare a productive workforce for a knowledge-based global marketplace, cultivate social responsibility and commitment to ethical values, improve the quality and understanding of life and communication, and to promote cultural awareness and a meaningful appreciation for cultural and linguistic diversity.

As stated in the USHE guidelines "R126 - Language Proficiency 3.3" regarding foreign language instruction, the support of foreign language instruction is seen as "an integral and important function of Utah higher education." The Certificate of Proficiency in Legal and Business Translation and Interpretation not only builds on this very premise, but expands and elevates it by offering students who speak a foreign language the opportunity to have a professional career after graduating.

Finances*

The department of World Languages and Cultures has agreed to require course fees for the courses in this certificate. Fees will be delegated to cover expenses such as (but not limited to): computer software licenses, field trips and class activities (court house trips, translation/interpreting shadowing, guest speakers and visiting experts/practitioners in the field etc.).

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

Upon completing 16 credits of in-person coursework at USU main campus in Logan, the certificate prepares students for careers in business and legal translation as well as legal interpretation. Students will develop competencies to provide accurate written translation and interpreting services in the business and legal fields, including court settings. This certificate will prepare students to take the State and Federal legal interpreter certification exams, the American Translators Association (ATA) Certification test, and guide students towards the pursuit of careers as language professionals offering high quality interpretation and translation services.

The admission requirement for this certificate is for students to take one of the following prerequisite courses:

- SPAN 3040 – Advanced Spanish Grammar
- SPAN 3060 – Advanced Spanish Conversation and Composition
- SPAN 3510 – Business Spanish

The four core courses needed to complete the certificate are the following:

- SPAN 3061 - Fundamentals of Translation and Interpretation
- SPAN 3082 - Legal and Business Translation
- SPAN 4072 - Simultaneous and Consecutive Legal Interpretation
- SPAN 4082 - Advanced Legal Translation and Interpretation

Program Goals and objectives to ensure that students receive a comprehensive and effective training in Business and Legal Translation and Interpretation:

1. Advance Language Proficiency: Students will acquire a high level of proficiency in the source and target languages, as legal translation and interpretation demand a deep understanding of the working pair/languages.

2. Mastery of Legal and Business Terminology: Students will be exposed to legal and business terminology in the working languages. This includes understanding the legal systems, court procedures, and specialized vocabulary used in legal contexts as well as commercial, economic, and marketing aspects of business translation, documents and terminology.

3. Sociocultural Competency: Students will gain an understanding of the sociocultural nuances and differences that impact business and legal translation and interpretation.

4. Ethics and Professional Standards: Students will become familiar with ethical and professional standards and guidelines for business and legal translation and interpretation, emphasizing confidentiality, impartiality, and professionalism, among others.

5. The US Legal System (main focus on the State of Utah): Students will gain an understanding of the US legal system and court procedures, including legal documents, jargon of the discipline, and relevant laws.

6. Translation and Interpretation Skills: Students will develop skills in legal and business translation by means of practicing with different documents (such as business contracts, court transcripts, and immigration forms, police reports, etc.), as well as the different modalities of oral interpretation: consecutive, simultaneous, bilateral interpreting, and sight translation.

7. <u>Modalities and Different Settings</u>: Students will be exposed to various contexts in which legal and business translation and interpretation occur, such as corporations, courtrooms, law firms, government agencies, police and immigration offices.

8. <u>Resourcefulness, Technology, and Other Competences</u>: Students will acquire technical skills required for business and legal translation and interpretation, including the use of translation software, computer-aided translation, and other online resources.

9. <u>Meaningful and Real-world Training</u>: By covering simulated practices in the classroom (role plays) and by offering case studies and opportunities to volunteer outside of the classroom, students will gain practical experience in the field.

10. <u>Cultural Sensitivity and Empathy</u>: Students will foster an understanding of cultural appreciation and sensitivity to better serve and work with diverse populations.

11. <u>Professional Development</u>: Students will be guided to pursue careers in business and legal translation and interpretation, for example, by tackling professional skills such as resume-building, networking, and job search strategies to prepare them for life after completing the program.

12. <u>Critical Skills</u>: Students will be guided to critically engage with the discipline and the industry. Readings will be discussed in the classroom with the purpose of enhancing and piquing students' critical thinking in a way that helps them improve and self-assess their activity and professional careers.

13. <u>Standards and Professional Accreditations</u>: Students will be prepared to succeed in achieving world-class professional accreditations such as the American Translators Association (ATA) certification, state-level court interpreter certification exams, and others of the like.

<u>System of assessment</u>:

- <u>In-Class Translation Practice</u> (Written): Students will be assigned regular translation exercises in which they will be asked to apply the theories covered in class, business and legal terminology, cultural awareness, and ethical standards.
- <u>Interpretation Practice (Oral)</u>: Students will be assigned regular interpretation exercises that will be conducted orally. They will have to demonstrate their ability to interpret the message accurately and impartially, simulating real-world situations through the use of role plays.
- <u>Written Assignments</u>: Students will be given assignments, such as translating legal documents or drafting legal interpretations, to evaluate students' written language skills and understanding of legal terminology.
- <u>Critical Papers</u>: Students will do research and critically engage in legal/business research essays on specific topics covered in class to further their interests in the field (e.g. the understanding and application of ethical and professional standards in the field of legal and business translation and interpretation).
- <u>Role-Playing Scenarios</u>: Students will engage in role-playing scenarios where they will act as interpreters in mock legal and business settings, such as courtrooms and client meetings, with the aim of assessing their ability to handle real-world situations.
- <u>Self-assessment</u>: Students will be taught how to conduct self-assessments of their language proficiency, interpreting skills, and understanding of legal concepts to help them identify areas for improvement.

- Instructor's Feedback: Students will receive regular feedback from the instructors during class activities and assignments, as they provide valuable insights into students' progress and areas that need improvement.
- Peer Feedback in the Classroom: Incorporate feedback from the peers in the classroom in order to assess students' communication and collaborative skills during group projects and practice sessions in the classroom.
- Tests and Formal Assessments: Formal written and oral examinations will help instructors test students' knowledge of business and legal terminology, procedures, and overall understanding of the discipline in the working languages.
- Portfolio Assessment: Students will create a portfolio of their ongoing work that includes translation and interpretation projects, critical assignments/essays, glossaries and terminology banks, with the aim of showcasing their progress, documenting their skills, and providing them with future resources.
- Internship Evaluations: Feedback from the internship partners (supervisors) will be requested to assess students' performance in real-world settings.
- Simulated Certification Exams: Provide students with opportunities to take simulated certification exams like those offered by the American Translators Association (ATA) or state-level court interpreter certification exams to gauge their readiness for professional certification.

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.

COE - Mechanical and Aerospace Engineering - Composite Materials and Structures - 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)*
COE

DEPARTMENT (include all cross listed departments)*
Mechanical and Aerospace Engineering

Current Title (if applicable)* Composite Materials and Structures - Post-baccalaureate Certificate

Proposed Title* Composite Materials and Structures - Post-baccalaureate Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) *   14.1901

Minimum Number of Credits (if applicable) *   12

Maximum Number of Credits (if applicable) *   12

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)
- ☑ 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*

This Post-baccalaureate Certificate is part of funding received from legislature used to create the MS Composites degree program and aid working professionals in upgrading their understanding and skills in composite materials. Students and working professionals who complete this certificate will be prepared to enter and advance in the workforce in high wage jobs in the composite materials sector.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Proposed Action and Rationale: This proposal is to request a Post-baccalaureate Certificate in Composite Materials. The certificate is being proposed in response to industry demand and is supported by UAMMI, Utah Advanced Materials & Manufacturing Initiative, which is federal and state funded initiative and organization to assure growth and sustainability of Utah's advanced material and manufacturing industry.

Labor Market Demand (if applicable)

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

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

Consistency with Institutional Mission & Institutional Impact* Consistency with Institutional Mission & Institutional Impact: This program supports our local and state-wide industry partners who make and use composite materials by providing an additional path for working professionals and students to gain increased understanding and skills in this vital area. This certification program also provides a steppingstone for recipients to enter our MS Composites program with four of the eleven courses completed.

Finances* Finances: The courses needed for this certificate already exist and are offered on Logan Campus. It is planned that these courses will be available for online study in the future.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative Program Curriculum Narrative: This certificate will require students to complete 12 credits separated into four courses. These four courses may be selected from among the following five courses:

MAE 5050 – Advanced Composite Materials

MAE/CEE 5060 – Mechanics of Composite Materials I

MAE 6050 – Manufacturing of Composite Materials and Structures

MAE 6055 – Testing of Composite Materials

MAE/CEE 6070 – Mechanics of Composite Materials II

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.

COS - Mathematics and Statistics - Data Literacy Minor

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)*   COS

DEPARTMENT (include all cross listed departments)*   Mathematics and Statistics

Current Title (if applicable)*   Data Literacy Minor

Proposed Title*   Data Literacy Minor

CIP Code

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

CIP Code (6-digits) * 27.0501

Minimum Number of Credits (if applicable) * 12   **Maximum Number of Credits (if applicable)** * 14

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

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
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- ☐ 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 is to create a new minor in "Data Literacy" as housed within the Department of Mathematics and Statistics. For the purposes of this proposal, we use Tableau's definition of data literacy (see https://www.tableau.com/data-insights/data-literacy/what-is), which is defined as "the ability to explore, understand, and communicate with data in a meaningful way." Expounding on this definition, this minor seeks to develop students who:

1. Understand the ways in which data is collected and stored, along with best practices for accessing collected information using basic computer programming and other software.
2. Understand what it means to be statistically significant and how it differs from naturally occurring variations observed in data.
3. Understand how to create basic statistical models that predict hard to measure outcomes based on easier to measure inputs.
4. Understand best practices for communicating insight from data in reports, presentations, and other visuals.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Department of Mathematics and Statistics proposes to create a new minor in "Data Literacy". The proposal formalizes a combination of broadly accessible existing courses that are known to collectively provide skill in communicating insight from data. Many students on campus already take one or two of these courses. This minor would incentivize students to take a few additional data-centric courses and will serve to close the data skills gap that exists between what employers demand, and what USU's general education requirements address. This new credential will help USU prepare a data literate workforce and will serve as a template for other USHE schools to offer similar credentials that appeal to students from broad backgrounds.

The Mathematics and Statistics department has existing undergraduate degrees in Data Science, Statistics, Mathematics, and Mathematics Education with about 310 declared majors. The combination of tenure track and term faculty are immediately positioned to support the core courses in the minor. The diverse set of course offerings also leverage USU's strengths in cross-department collaboration.

Labor Market Demand (if applicable)

A 2021 Tableau commissioned report (see https://origin-tableau-www.tableau.com/sites/default/files/2021-06/Tableau_Data_Literacy_Report.pdf) surveyed 219 US hiring managers and found that that Data Skills / Data Literacy were #1 in the following categories:

- Skills in highest demand.
- Skills that have increased most in demand over the past 2 years.
- Skills recruiters anticipate will increase most in importance in the next 5 years.

Further, the consulting firm McKinsey has predicted that by 2025, nearly all employees will "naturally and regularly leverage data to support their work" (see https://www.mckinsey.com/capabilities/quantumblack/our-insights/the-data-driven-enterprise-of-2025). Lastly, our own university president has side that within 10 years, every student from USU should graduate with some sort of data credential. This minor will serve as the most accessible entry point to a "data credential" and complements the Mathematics and Statistics department's existing offerings in statistics and data science.

Consistency with Institutional Mission & Institutional Impact*

The accessible nature of this proposed minor will bring together students from departments across campus into a set of common courses, cultivating diversity of thought. Further, this new minor serves the students of USU and the broader public by teaching skills that are foundational to the modern US economy.

There is currently no other USHE institution offering a minor like the one in this proposal. The most similar minor is USU's Data Analytics Minor as housed in the Data Analytics and Information Systems Department. However, the Data Analytics minor curriculum exists entirely within the school of business and seems primarily designed for students in that school. This new "Data Literacy" minor will appeal to a larger audience of students both within and outside of the business school by allowing students to take courses across multiple departments to satisfy the credential. The "Data Literacy" minor curriculum has been selected to emphasize general data literacy and applications across disciplines rather than specific tools and applications solely within the business context.

Finances*

It is not anticipated that this new minor will result in any increased costs to the institution. As outlined, the minor will consist entirely of existing courses. The breadth of offerings ensures that no single class, except possibly STAT 1080, will have to absorb sudden increases in enrollments due to student demand. For STAT 1080, the Mathematics and Statistics department is already positioned to substantially increase enrollment in that course with little marginal cost.

SECTION III: CURRICULUM (if applicable)

Courses:

Foundations Core

Take the following course:

- STAT 1080 (QL): Foundations of Data Science – 3 credits

Introductory Statistics Core

Take one of the following courses:

- STAT 2000 (QI): Statistical Methods – 4 credits
- STAT 3000 (QI): Statistics for Scientists – 3 credits
- PSY 3010 (QI): Psychological Statistics – 3 credits
- SOC 3120 (QI): Social Statistics I – 3 credits
- DATA 3100: Making Decisions with Data – 3 credits

Data Modeling Core

Take one of the following courses:

- STAT 5100 (QI/CI): Modern Regression Methods – 3 credits
- ECN 4330 (QI): Introduction to Econometrics – 3 credits
- APEC 5330 (QI): Applied Econometrics – 3 credits

Data Communication Core

Take at least three credits of coursework from the following list:

- STAT 5050 Intro to R – 1 credit
- DATA 3400 (CI): Data Visualization with Tableau – 3 credits
- STAT 5550 Statistical Visualization I – 2 credits
- GEOG 3800: Data Visualization – 3 credits
- ITLS 4130: Data Visualization – 3 credits
- CS 5820 - Data Science - Data Visualization – 3 credits
- PSC 4080 Applied Statistics in Agricultural Research – 3 credits
- MSLE 4532 Data Driven Decision making – 2 credits
- MSLE 4533 Big Market Insights from Big Data – 2 credits
- MSLE 4534 Survey Research – 2 credits

Overview:

The minor has four cores and students are required to take at least one course in each core. The foundation of the minor is USU's newest quantitative literacy class called STAT 1080: Foundations of Data Science. This course gives students experience with data management, and introduces them to key concepts in computer programming, data visualization, probability and statistics, and data modeling. All students are required to take this course. The next core in the minor is a formal introduction to statistics that builds upon concepts introduced in STAT 1080. These course options rigorously explore hypothesis testing and making inferences from observations in data. The third core in the minor is an introduction to data modeling. These

course options give students the opportunity to make predictions using data-driven models,

which serves as a crucial introduction to the way that the artificial intelligence systems so prevalent in modern society operate.

The fourth and final core introduces students to the principles of data communication. This occurs either in a data visualization course (DATA 3400, STAT 5550, GEOG 3800, ITLS 4130, or CS 5820) or in the form of a domain-specific course focused on data applications (PSC 4080, MSLE 4532, MSLE 4533, MSLE 4534). Students must take one or two courses, depending on the course credits, to satisfy this level. The result is a minor of 12-14 credits, depending upon the student's course selection, that touches upon all four points of data literacy that were highlighted in the R401 purpose statement.

Attach (if applicable) completed [Program Curriculum a](#)nd [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.

COS - Physics - Photonics - 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)*   `COS`

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

Current Title (if applicable)*   Not Applicable

Proposed Title*   Photonics - Certificate of Proficiency

CIP Code

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

CIP Code (6-digits) * 40.0807

Minimum Number of Credits (if applicable) * 21

Maximum Number of Credits (if applicable) * 21

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*

The purpose of this proposal is to create a new photonics certificate of proficiency for all undergraduate students at Utah State University. The certificate program will build up students' employable skills in the photonics industry and provide a strong foundation for those who want to pursue graduate degrees in photonics.

SECTION II: PROGRAM PROPOSAL

Proposed Action &
Rationale*

Photonics is an extension of optics that focuses on the science and technology of using single or multiple photons to transmit, process, and store information. Leveraging the matured technology of the silicon integrated circuits, micro/nano scale on-chip photonic devices, or known as integrated photonics, have enabled many emerging technologies including virtual and augmented reality, 5G and beyond wireless communications, Internet of Things, LiDAR for driverless cars, neuromorphic computation for artificial intelligence, quantum computation, and quantum communication. Photonics and quantum computing are on the frontline to the America's economic and national security as recognized by the National Quantum Initiative Advisory Committee.

However, the current physics and Electrical Engineering (EE) undergraduate programs at USU do not prepare students well for this emerging technology. In particular, current electromagnetics education is based solely on lectures with traditional textbooks which do not provide adequate training for the workforce in device-oriented photonics industry. To address this deficit, we are building a photonics laboratory and developing a Photonics Laboratory course which is one of the required courses in the undergraduate photonics certificate programs that we are proposing. Funding to build the lab is provided by an award from 2023 USHE Deep Technology Initiative.

The certificate offers a stackable credential and a career pathway for all undergraduate students interested in photonics. All junior and senior students of physics and Electrical Engineering (EE) majors are eligible to take all the required courses for this certificate. Other STEM students with equivalent background are also welcome to register for this certificate. For physics students in the professional emphasis, there are only 3 additional required courses (9 credits) in the 4th year. For general and applied-emphasis physics students, there is one course in the spring semester of the 3rd year and 4 courses in the 4th year. For EE students in the profession program, all 7 courses can be taken in the 4th year and two of them are already listed in the approved electives. These required credits are within their degree requirements, so the certificate does not increase their load but can be counted toward BS degrees.

Besides the core physics or EE courses, students in this program will build up their qualifications through courses including optics, photonics, photonics lab, and microfabrication. Optics covers ray-optics and wave-optics while Photonics and Photonics Lab introduce theory and practice of photons. Microfabrication provides hands-on experience in clean-room processes of making silicon-based electronic and photonic devices.

Students in this program will be encouraged to take summer internships provided by our industrial partners including Space Dynamics Laboratory, Texas Instruments, Moxtek, Northrop-Grumman, Raytheon, and Wasatch Photonics. The workplace experience will further enhance their competitiveness in the job market and motivate them to pursue graduate studies.

| **Labor Market Demand (if applicable)** | A 2021 workforce study[1] supported by American Institute for Manufacturing Integrated Photonics (AIM Photonics) estimated annual U.S. job openings of 3500 for new middle-skilled personnel, including 2200 engineering technicians. Department of Defense notes that the development of a skilled workforce needed to make integrated photonics commercially viable "is seriously lagging." As is evident from our interactions with our industry partners such as Texas Instruments, Northrup Grumman, Moxtek, Wasatch Photonics, etc., investment in photonics will continue to grow in Utah. This proposed certificate will not only serve to generate BS students of USU with photonics skills critically needed in industry but also to lay the foundations to create advanced photonics programs in the Physics and ECE department to train PhD level professionals to contribute to the state of Utah and nationwide. |

[1] **R. Kirchain et al. (2021), Preparing the advanced manufacturing workforce: a study of occupation and skills demand in the photonics industry, www.aimphotonics.com/s/Photonics-Workforce.pdf**

| **Consistency with Institutional Mission & Institutional Impact*** | The Photonics Certificate of Proficiency will support USU's academic mission by introducing students to electromagnetism, quantum mechanics, optics, microfabrication, photonics, and integrated photonic devices which will provide a broad background to pursue photonics careers. With this marketable credential, students can start a career and have a strong foundation to pursue graduate degrees in physics or ECE, if desired. In addition to the courses we provide, students are encouraged to take summer internships with our industrial partners. The real-world work experience could enhance students' career in industry or choices in graduate studies. |

| **Finances*** | The USHE funding for "Preparing Utah workforce: from integrated photonics to quantum computing" is sufficient to build the Photonics Lab for the required lab course, PHYS/ECE 5250 Photonics Laboratory, which has been submitted via Curriculog for approval. All other required and elective courses are regular courses in the Physics/ECE programs so no additional resources will be needed for all other required courses. |

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The curriculum associated with this certificate is summarized below.

Requirements: 21 credits total from the following 3-credit courses

Six required courses

PHYS 2710 - Introductory Modern Physics

PHYS 4650 or ECE 4650 - Optics I

PHYS 4600 - Electromagnetism II or ECE 5800 - Electromagnetics II

PHYS 5700 or ECE 5700 or BENG 5700 or MAE 5700 - Introduction to Microfabrication

PHYS 5210 or ECE 5210 - Introduction to Photonics and Devices

PHYS 5250 or ECE 5250 - Photonics Laboratory

One of the two elective courses

PHYS 4700 - Quantum Mechanics I

ECE 5850 – Antennas I

Attach (if applicable) completed [Program Curriculum a](#)nd [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 - International Business - Institutional Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)* HSB

DEPARTMENT (include all cross listed departments)* Marketing and Strategy

Current Title (if applicable)* International Business - Institutional Certificate of Proficiency

Proposed Title* International Business - Institutional Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) *   52.1101

Minimum Number of Credits (if applicable)*   8

Maximum Number of Credits (if applicable)*   9

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

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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
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- ☐ 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*

Today's increasingly dynamic and complex world requires organizations and individuals to better understand how to compete to survive and succeed. The proposed International Business Institutional Certificate of Proficiency has been designed to offer students across campus the opportunity to gain additional proficiency and credentialling in International Business. This certificate will complement existing majors of study, provide additional competencies, and allow students to signal to potential employers their training and interest in International Business.

While hard to estimate, the goal is to eventually grant 50-100 such certificates of proficiency each year. The makeup, experiences, and interests of USU students make this certificate a logical offering. Initial consultations with faculty in Global Communications, the Languages, Communications, and the Center for Anticipatory Intelligence have been encouraging.

The certificate would require three courses and an approved international academic experience. All students will take the 3-credit hour International Business (MSLE 3820) course. The second required course will come from a menu of internationally focused business courses (i.e. International Finance, International Marketing, Global Economic Institutions, Managing Global Value Chains, International Law, etc.). Some of these require prerequisite courses, but some will not, ensuring that non-business students will not have to take additional business courses if they do not want to. The third course will come from a menu of courses that will include the courses in the first menu, plus approved internationally focused courses across campus, such courses in Global Communications, Political Science, Communications, Business Language (Spanish, Chinese, German, etc.). Many students will also be able to count at least one of these courses towards their major, such as International Marketing for a Marketing major or Business Spanish for a Spanish major. The plan is to have partner majors across campus propose courses that would be approved for the certificate. Early discussions have already taken place and additional partnering departments will be included. None of the above courses would be cross listed, but will reside in their respective departments/colleges. The Huntsman School of Business (HSB) is already prepared for this demand in offering relevant courses. The final requirement for the certificate of proficiency is that each student will complete an international academic experience of at least one week (typically at least 5 days on the ground and two days of travel). These could include Huntsman's Global Learning Experiences, SEED, a full study abroad, a service learning, or other relevant international academic experiences. These will not be required to have been completed in the business school, since many departments across campus offer international experiences that would meet the desired outcomes. Non-academic international experiences would not count towards this requirement. Non-USU academic international experiences may be approved by the program to fulfill this requirement.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

In Fall 2022, the HSB conducted an internal study of its international business programs. One recommendation that came from this study was the opportunity to add an International Business Certificate, which would be housed in the Marketing, Strategy, Leadership, and Entrepreneurship (MSLE) department. Such a credential would allow students the opportunity to expand not only their training, but also provide a signal to potential employers of their expertise and interest in International Business. Adding such a certificate would also be in line with the university's goal to offer more micro-credentialing to its students, thus benefiting their education and professional potential.

As noted above, in addition to general approval within the HSB, other units on campus, such as Global Communications, Languages, Communications, and the Center for Anticipatory Intelligence have been consulted with to assess their interest. The proposal was received positively by everyone that was met with. We hope that other departments across campus will engage with us as this certificate rolls out.

The primary beneficiaries of this Institutional Certificate of Proficiency would be students in the HSB and from across campus. For example, this certification would allow a Spanish, Global Communications, or Political Science student to show potential employers not only the expertise gained in their major, but also the possession of addition competence that would be beneficial in the job market.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

This proposal is well aligned with USU's Mission to "be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement." The training from the approved courses would be inherently grounded in the desire to improve diversity of thought and culture. These courses offer relevant and rigorous training and engagement. Students who complete this program would have a much richer global perspective and be better able to engage with people around the world with different backgrounds and insights.

Finances*

While new courses could potentially be created to satisfy the requirements for this program, the proposal will draw from courses and international experiences that are already offered. The desired success of this program could result in the addition of sections being taught for certain courses. This would be the sign of a successful program, not an additional financial burden.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

As noted above, completion of the International Business Certificate of Proficiency would require the completion of three courses and an international academic experience, as described below:

1. All students must take: International Business (MSLE 3820)
2. Students must take one course from the following menu:

   International Finance (FIN 4300)

   International Marketing (MSLE 4050)

   Introduction to Global Economic Institutions and Business Environment (ECN 3400)

   Managing Global Value Chains (MGT 4790)

   International Law (MGT 3830)

3. Students must take an additional course from the above menu or the following menu:

   > Courses outside the HSB from partner departments will be selected and approved by both the HSB and the respective department. An example would be a business language course, such as Spanish or Chinese. There would also be an "as approved" option for students that can present a course for consideration to meet this requirement.

4. Students will have to complete an international academic experience. These could include Huntsman's Global Learning Experiences (including Huntsman Scholar trips), SEED, a full study abroad, service learning, or other relevant international experiences. This requirement will not be required to have been completed in the HSB. A list of approved experiences will be developed and students completing one of these will automatically satisfy this requirement. There would also be an "as approved" option for students who can show the completion of a relevant international academic experience that would meet the criteria of providing adequate global perspective and competency. The general criterion is that this experience last at least one week. It would be nice to have the length requirement be longer, but many USU tripa are offered over spring break and students, such as athletes, may have limited opportunities to pursue longer experiences.

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.