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Utah State University

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October 3, 2024
2:00 – 3:00 p.m.
Old Main-Champ Hall
[Zoom](#) (Statewide)

AGENDA

Approval of Minutes – September 5, 2024

Program Proposals

Request from the College of Agriculture and Applied Sciences to [offer an Advanced Fashion Studies Certificate](#).

Request from the Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences to [discontinue the Medical Laboratory Technician AAS](#).

Request from the Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services to [offer a Hearing Foundations Certificate](#).

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to [restructure and change the name from Physical and Sport Education to Applied Sport Coaching](#).

Request from the Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services to [offer a Clinical Rehabilitation Counseling Post-Master's Certificate](#).

Request from the School of Teacher Education and Leadership and World Languages and Cultures in the Emma Eccles Jones College of Education and Human Services and the College of Humanities and Social Sciences to [offer a Dual Language Immersion Post-Baccalaureate Certificate](#).

Request from the Department of Biological Engineering in the College of Engineering to [offer a Master of Engineering](#).

Request from the Department of Mechanical and Aerospace Engineering in the College of Engineering to [restructure the Composite Materials and Structures MS](#).

Semester Course Approval Reviews:

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

College of Agriculture and Applied Sciences

ADVS – 39

APEC –

ASTE – 3

AV – 3

LAEP –
NDFS –
PSC – 4
TDTE - 17

Caine College of the Arts

ART –
MUSC –
THEA -

Jon M. Huntsman School of Business

ACCT –
DAIS – 11
BECN –
MHR –
MSLE – 13

Emma Eccles Jones College of Education and Human Services

COMD – 46
HDFS – 11
ITLS – 1
KHS – 25
NURS –
PSY – 4
SPERC – 5
TEAL -

College of Engineering

BENG –
CEE –
ECE –
EED –
MAE –

College of Humanities and Social Sciences

ChaSS – 1
CAI - 3
CSPH – 2
ENGL – 5
HIST – 7
JCOM –
MILS - 1
POLS – 2
SWRK – 8
SOCA –
WGLC – 3

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

ENVS – 1
NR - 2
WATS – 3
WILD –

College of Science

BIOL – 7

CHEM –

CS – 25

GEOL –

MATH – 4

PHYS –

College of Veterinary Medicine

VCLS –

Other

USU - 6

Other Business

Registrar's Summit Topics – Toni Gibbons

Adjourn: 3:00 pm



September 5, 2024
2:00 – 3:00 p.m.
Old Main-Champ Hall

MINUTES

Present: Susie Tibbitts, Caine College of the Arts
Mateja Savoie-Roskos, College of Agriculture and Applied Sciences
Chad Simon, *Chair*, Jon M. Huntsman School of Business
Sylvia Read, Emma Eccles Jones College of Education and Human Services
Thomas Fronk, College of Engineering
Jared Colton, College of Humanities and Social Sciences
Peter Howe, S.J. & Jessie E. Quinney College of Natural Resources
Brynja Kohler, College of Science
Heloisa Rutigliano, College of Veterinary Medicine
Britt Fagerheim, University Libraries
Harrison Kleiner, *Chair*, EPC, Provost's Office
Richard Cutler, Graduate Council
Jamie Parry, Graduate Senator
Brooklyn Ward, USUSA Executive VP
Toni Gibbons, Registrar's Office
Michele Hillard, Secretary

Absent: Sunshine Brosi, USU Eastern
Mark Chynoweth, Statewide Campuses

Visitors: Zak Konakis
Heidi Kesler
Matt Wappett
Lauri Nelson

Approval of Minutes – April 4, 2024

Motion to approve the April 4, 2024, minutes made by Richard Cutler. Seconded by Jared Colton. Minutes approved as distributed.

Committee introductions.

Program Proposals

Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to [change the name of the Bio Veterinary Bachelor of Science to Veterinary Science Bachelor of Science](#).

Motion to approve the R401 proposal made by Mateja Savoie-Roskos. Seconded by Heloisa Rutigliano. Proposal approved.

Request from the Center for Persons with Disabilities in the Emma Eccles Jones College of Education and Human Services to [establish The National Center on Accessible Digital Educational Materials and Instruction \(NCADEMI\)](#).

Motion to approve the R401 proposal made by Sylvia Read. Seconded by Richard Cutler. Proposal approved.

Request from the Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services to [offer a Listening and Spoken Language Deaf Education Post Masters Certificate](#).

Motion to approve the R401 proposal made by Sylvia Read. Seconded by Richard Cutler. Proposal approved.

Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to [offer an Elementary Education Associate of Science degree](#).

Motion to approve the R401 proposal made by Sylvia Read. Seconded by Richard Cutler. Proposal approved.

Request from the Nora Eccles Harrison Museum of Art at Utah State University to [establish the Wanlass Center for Art Education and Research](#).

Motion to approve the R401 proposal made by Susie Tibbitts. Seconded by Sylvia Read.

This proposal did not use the current form; therefore, it is being rejected/archived. Susie Tibbitts will have Katie Lee-Koven resubmit the request on the new form.

Motion to table this proposal until next month's meeting made by Richard Cutler. Seconded by Peter Howe.

Moved to next month's meeting.

[Semester Course Approval Reviews:](#)

College of Agriculture and Applied Sciences

Motion to approve the business of the College of Agriculture and Applied Sciences made by Mateja Savoie Roskos. Seconded by Jared Colton. Business approved.

ADVS – 21

APEC – 2

ASTE – 2 (Hold ASTE 5999 until cross listed CEE 5999 catches up)

AVTE – 3

LAEP – 1

NDFS – 3

OPDD - 3

PSC – 5 (Hold PSC 5999 until cross listed CEE 5999 catches up)

TDTE - 52

Caine College of the Arts

ART –

MUSC –

THEA -

Jon M. Huntsman School of Business

Motion to approve the business of the Jon M. Huntsman School of Business made by Richard Cutler.

Seconded by Mateja Savoie Roskos. Business approved.

ACCT – 2

DAIS –

BECN –

MHR –

MSLE – 5

Emma Eccles Jones College of Education and Human Services

COMD –
HDFS –
ITLS –
KHS –
NURS –
PSY –
SPERC –
TEAL -

College of Engineering

BENG –
CEE –
ECE –
EED –
MAE –

College of Humanities and Social Sciences

CSPH –
ENGL –
HIST –
JCOM –
POLS –
SWRK –
SOCA –
WGLC –

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

Motion to approve the business of the S.J. & Jessie E. Quinney College of Natural Resources made by Peter Howe. Seconded by Brynja Kohler. Business approved.

ENVS – 1
WATS – 1
WILD –

College of Science

BIOL –
CHEM –
CS –
GEOL –
MATH –
PHYS –

College of Veterinary Medicine

Motion to approve the business of the College of Veterinary Medicine made by Heloisa Rutigliano. Seconded by Mateja Savoie Roskos. Business approved.

VCLS – 13

Other

Motion to approve the business of the Honors and USU courses made by Harrison Kleiner. Seconded by Heloisa Rutigliano. Business approved.

HONR – 1
USU - 5

Other Business

Courses that overlap with one another need to be fully vetted to ensure that every college and department are aware of any updates/changes. Please make sure that you include the other departments/colleges of changes in your course and/or programs. An email approval can be attached in Curriculog if it is only one course, however, if it is more involved all Colleges | Departments must be selected on the form.

Curriculum/EPC Handbook – Paul Barr | Toni Gibbons

Switching to a yearly course scheduling process. This will allow department heads to schedule once a year and students will be able to see what is available for a full year. This information was presented to the department head executive committee. USHE has provided guidance for several of the changes being made. See changes on page 18 in the Curriculum Handbook regarding advanced upper division courses. USU will be meeting with the University of Utah to discuss the guidance that 5000-level credits may not be used in graduate programs. Look at broadening the definition to help with some programs. We have traction with the 5000 level and not so much with the policy regarding dual-listed courses (5000-level + 6000-level). We will bring up all the issues and see where we can make a change. Need to ensure that courses are bridging the gap and not just jumping to the higher-level course work. USHE is making changes to the R401 proposal. Need to review these before submitting requests.

New Course Prefixes – Toni Gibbons

It was proposed that we have a policy related to the request of new course prefixes. New course prefix requests are submitted to the Registrar's Office. The policy for requesting new course prefixes requires that the prefix be associated with a bachelor's program or higher and must not have been previously used in Banner. Additionally, the proposed prefix should ensure transfer applicability within the Utah System of Higher Education (USHE) system.

[Electronic R401 workflow](#) – Toni Gibbons

[Huntsman School of Business Deadline Calendar](#) – Chad Simon

Adjourn: 3:03 pm

CAAS - *College of Agriculture and Applied Sciences Courses - Advanced Fashion Studies - Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes Assessment Plan](#)

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)*

*College of Agriculture and Applied Sciences Courses

Current Title (if
applicable)* None

Proposed Title* Advanced Fashion Studies - Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 50.0407

Minimum Number of Credits (if applicable)* 12

Maximum Number of Credits (if applicable)* 18

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- Certificate - Academic (undergraduate)
 - Certificate - Technical
 - Certificate - Post Bachelor's
 - Certificate - Post Master's
 - K-12 Endorsement Program
 - Minor
 - New Emphasis for Existing Program
 - Out of Service Area Delivery Program (attached signed MOU)

- 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 fashion industry has a global presence and is one of the largest industries in the world. It is a driving force in the global economy and employs approximately 430 million people throughout the various sectors of the industry. (<https://www.solidaritycenter.org/wp-content/uploads/2023/04/Garment-Textile-Industry-Fact-Sheet-4-12-23.pdf>)

According to an internal study conducted by the Utah Advanced Materials and Manufacturing Initiative (UAMMI), the cut and sew industry is growing at a much faster rate here in Utah than in the rest of the nation, thus showing a need for trained individuals to meet the needs of the local job market. The job opportunities range from design, production, distribution, conservation, retail management, merchandising, marketing, and influencing amongst many other possibilities.

The Advanced Fashion Studies Certificate is designed to further students knowledge in the fashion industry, its history and social impact, sustainability concerns and solutions, as well as advanced patternmaking techniques, rendering and business. The goal of this certificate is to empower students through education, experiences and developing advanced skillsets in the fashion industry.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The first Fashion Studies Certificate has been immensely popular since it launched in 2023. Students are requesting an advanced certificate option to further their studies in fashion. A student pursuing the advanced certificate will have the opportunity to enhance their knowledge and skillsets in the fashion industry. Students will explore sustainability in apparel as it relates to design, production, and textiles. Students will also further explore the social and psychological aspects of fashion through historical and cultural contexts, modern theories of fashion in society, market research, designing for a variety of needs and target markets. Students will learn technical skills in patternmaking and computer rendering and have the opportunity to explore fashion from a business perspective.

Faculty within the Family and Consumer Science Education (FCSE) program have worked closely with industry professionals to align our textile and apparel courses with the needs of the industry. The courses offered in this certificate will provide students the opportunity to learn and build advanced skills utilized in careers within the fashion industry. This certificate is for students who would like to enhance and broaden their skills in fashion and to prepare for work within the fashion or an adjacent industry.

Labor Market Demand (if applicable)

Although there are not specific statistics for the labor market demand in Utah, the Utah Advanced Materials and Manufacturing Initiative (UAMMI) has indicated in that the cut and sew industry is growing at a much faster rate here in Utah than in the rest of the nation.

In the United States, an estimated 1.8 million people are employed in the fashion industry. Average salaries range from \$26,440 to \$84,600. Examples of fashion jobs in the supply chain range from fashion designers, illustrators, merchandisers, production specialists, technical designers, pattern graders, museum conservation, museum curators, textile designers, textile manufacturers and finishers, buyers, accountants, auditors, journalists, marketing and sales managers, apparel wholesale and merchandising personnel, apparel repair, machine repair, and market research.

Source:

<https://fashionunited.com/global-fashion-industry-statistics>

Fashion Designers:

Despite limited employment growth, approximately 2,500 openings for fashion designers are projected each year, on average, over the decade. Most of these openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as retirement. (<https://www.bls.gov/ooh/arts-and-design/fashion-designers.htm>)

Consistency with Institutional Mission & Institutional Impact*

This Advances Fashion Studies Certificate will strengthen the mission of USU as a land-grant institution in Utah through the instruction and practice of applying principles and theories to the practical skills utilized in the apparel and textile industries.

Describe and List any Anticipated Expenses and Revenue*

No additional resources are being requested in the department, college or university. The certificate will utilize courses and resources in place for the Family and Consumer Sciences

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Advanced Studies Institutional Certificate of Proficiency will further students knowledge the apparel and fashion industry through textile science, apparel design, patternmaking, sustainability, product development, and management. Students will be able to learn design and development skills and processes related to soft goods apparel production. Courses include textile science, sustainable systems, relationships of fashion with a sociocultural context, fashion fundamentals, and business related to fashion marketing.

This certificate enhances various career paths in fashion, design, costuming, anthropology, journalism, and business. It strengthens resumes and empowers students through education and experience in fashion studies.

Students will need to complete prerequisites for the advanced level courses in the certificate. It is recommended that the Fashion Studies Certificate be completed before the Advanced Fashion Studies Certificate.

Required Courses 12 Credits

Textiles (Select 1 to 2 classes)		
FCSE 3030	Textile Science (DSC/QI)	4
FCSE 4030	Textiles and Technology	3

Historic and Social Context of Clothing (Select 1 to 2 classes)		
FCSE 4040	Advanced Apparel Studies	3
ANTH 3310 or MUSM 3310	Introduction to Museum Studies (CI)	3

Design (Select 1 to 2 classes)		
ASTE 3900	Special Problems – Fashion Studies Research	3
FCSE 3140	Digital Pattern Rendering	3
FCSE 4140	Advanced Apparel Design	3
FCSE 4900	Independent Study 2	3
OPDD 2420	Digital Technologies for 2-D Design	3

Business and Management (select 0 to 1 class)		
APEC 2310	Small Firm Management	3
MGT 3700	Operations Management	2
MGT 4790	Managing Global Value Chains	2
MSLE 3500	Fundamentals of Marketing	3
MSLE 4510	Consumer Behavior	2
MSLE 4555	B2B Marketing, Pricing and Merchandising	2


**Student Learning
Outcomes
Assessment Plan***

See attachment

**If this is a new
credential does the
curriculum require
more than 25%
newly developed
courses?***

Yes

No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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 - Medical Laboratory Technician - AAS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes Assessment Plan](#)

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)* Medical Laboratory Technician - AAS

Proposed Title* Medical Laboratory Technician - AAS

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 511099

Minimum Number of Credits (if applicable)* 70

Maximum Number of Credits (if applicable)* 70

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- Certificate - Academic (undergraduate)
 - Certificate - Technical
 - Certificate - Post Bachelor's
 - Certificate - Post Master's
 - K-12 Endorsement Program
 - Minor
 - New Emphasis for Existing Program
 - Out of Service Area Delivery Program (attached signed MOU)

- 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 request discontinuance of the Medical Laboratory Technician AAS program.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Associate of Applied Science degree (AAS) in Medical Laboratory Technician (MLT) in the Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences has struggled to recruit qualified faculty, to achieve sustainable enrollment levels, and to achieve adequate student completion and placement rates required for program accreditation standards over the past several years.

The program is located in two very remote locations in Southeastern Utah. Although the area is in great need of MLTs, the area has many "frontier medicine" clinic locations dotted across the Navajo reservation. As a result, many of these facilities are so desperate to have lab technicians that they are hiring without requiring certification nor does the State of Utah require any type of licensure. This has caused the program enrollment and certification outcomes to be well below the required 70% threshold for National Accrediting Agency for Clinical Laboratory Science (NAACLS) accreditation standards.

Although the program continues to have enrollments, it is usually 1-2 students per cohort. If even one student withdraws, does not graduate, or is not placed, the outcomes cannot meet the required standard of 70%.

Additionally, with only 1-2 students per cohort, the program cost per student far exceeds what is reasonably sustainable.

If this request is approved, the procedure for program closure will be followed according to USU Policy and Procedure for teach-out plans. Students will be informed of intentional closure of the USU MLT program as soon as possible.

Prospective students will be notified that the program will not take a new cohort due to program closure, will be advised regarding alternative MLT majors or areas of study, and will be advised in applying to other MLT programs within the State. Program closure information will be posted on the Health Professions website

Current students will be informed of program closure and will be allowed to complete MLT courses if closure is announced mid-academic year. MLT faculty will work with clinical sites and other colleges/universities to facilitate completion of the clinical experience.

Labor Market Demand (if applicable)

While there is an established need for medical laboratory technicians in southeastern Utah and the Four Corners region, the program has not been able to recruit qualified faculty or sustain adequate enrollment, even after significant marketing efforts.

Consistency with Institutional Mission & Institutional Impact*

NA

Describe and List any Anticipated Expenses and Revenue*


The current cost per student far exceeds what is reasonably sustainable. Discontinuing this program will allow resources to be moved to viable programs.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative NA

Student Learning Outcomes Assessment Plan* NA

If this is a new credential does the curriculum require more than 25% newly developed courses?* Yes No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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 - Hearing Foundations - Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes](#) Assessment Plan

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)* Not applicable

Proposed Title* Hearing Foundations - Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 510299

Minimum Number of Credits (if applicable)* 12

Maximum Number of Credits (if applicable)* 12

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- Academic Certificate
 - CTE - Certificate
 - 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 certificate will provide education on core knowledge and skills for hearing-related career paths that do not require a bachelor's degree in communicative disorders.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* This set of coursework addresses speech and hearing problems, auditory anatomy and physiology, and acoustics and sound processing. The certificate is intended to support workforce training for audiology technicians or hearing instrument specialists, but is available to any student with an interest in hearing-related knowledge and skills. This certificate may encourage students to complete the remaining coursework required for the major in Communicative Disorders. It also provides students in other majors with most of the prerequisite coursework required to apply for a Utah State University clinical doctorate in audiology.

This set of courses exist as part of the current bachelor's degree in Communicative Disorders and can be taken on campus or online. The online courses are offered each semester (Fall, Spring, Summer) to support flexible access. The Department of Communicative Disorders and Deaf Education will market the certificate on social media and on the department website.

Labor Market Demand (if applicable) We do not have information to gauge the demand for this.

Consistency with Institutional Mission & Institutional Impact*

Consistency with Institutional Mission & Institutional Impact*

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

1. Utah State University empowers people to lead successful lives of involvement, innovation, and impact: The certificate program will provide students with hearing-related knowledge and skills that can support them in succeeding in careers such as an audiology aid or hearing instrument specialist. This includes courses covering basic audiology, anatomy and physiology of speech and hearing, and aural rehabilitation.
2. 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.

Describe and List any Anticipated Expenses and Revenue*

1) What new facilities or modifications to existing facilities or equipment are needed?

None.

2) Describe any budgetary impact on other programs or units within the institution.

None

3) If new funds are required, describe expected sources of funds and complete the budget worksheet.

No new funds are needed.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

Students completing the certificate will need to take four courses, totaling 12 credits that can be completed in two semesters. COMD 2600 provides introductory foundational knowledge in communication sciences and disorders. It can be taken in the same semester as COMD 3800, which is a prerequisite for COMD 4700 and 5330, so this set of courses can be completed in two semesters.

To earn the certificate, the courses must be completed with a grade of C or better. A maximum of three repeats across the set of courses is permitted (consistent with the policy for other COMDDE undergraduate programs).

The courses that make up the curriculum are:

COMD 2600 Introduction to Communication Disorders, 3 credit hours

COMD 3800 Anatomy and Physiology of Speech and Hearing, 3 credit hours

COMD 4700 Basic Audiology, 3 credit hours


COMD 5330 Aural Rehabilitation, 3 credit hours

Student Learning Outcomes Assessment Plan*

Attached.

If this is a new credential does the curriculum require more than 25% newly developed courses?*

Yes No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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 - Applied Sport Coaching

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes](#) Assessment Plan

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)* Physical and Sport Education

Proposed Title* Applied Sport Coaching

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 15.0001

Minimum Number of Credits (if applicable)* 30

Maximum Number of Credits (if applicable)* 30

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- Academic Certificate
 - CTE - Certificate
 - 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 Kinesiology and Health Science (KHS) Department seeks to rename and restructure the curriculum for its Master of Education (M.Ed.) in Physical and Sport Education (PSED). The proposed changes aim to align the program with contemporary industry standards better, enhance student learning outcomes, and increase the program's attractiveness to prospective students. The proposed new name, "Master of Education in Applied Sport Coaching," more accurately reflects the program's comprehensive approach to sport pedagogy directed to both physical activity education and coaching.

Currently, the program admits approximately 8 - 10 new students annually. The proposed curriculum restructuring will maintain the existing total credit requirement of 30 credits while adjusting the curriculum to provide a comprehensive understanding of the multifaceted nature of physical activity and sport. The curriculum will focus on leadership, communication, athlete development, coaching and pedagogical techniques, and contemporary issues in physical activity and sport. As part of the program students complete both an internship and master's project, specific to their professional interests in this field. These experiences will allow students to gain hands-on experience to apply content learned in their courses, expand their networks, learn from professionals in this field, and produce a tangible product that they will have to demonstrate the application of the content covered.

The program is delivered in an online format. This flexible delivery method accommodates working professionals and allows for broader geographical participation. As part of this restructuring, the KHS Department has consulted with relevant community stakeholders, principals, athletics administrators, and physical educators who are currently working in public school districts to ensure that the proposed changes will not negatively impact students who would be interested in this program and that the program better aligns with future employment opportunities. This collaboration will support the transition as the curriculum is restructured and maintains USU's commitment to providing high-quality education in the field of physical activity

and sport pedagogy.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Proposed Action:

The proposed action involves changing the title of the program and restructuring its curriculum to better align with evolving educational and professional standards. The new title will reflect the updated focus and goals of the program, while the curriculum will be revised to ensure it remains relevant and beneficial for students now and in future years to come. The program will continue to require 30 credits for completion.

Rationale:

The rationale for this change stems from a thorough review conducted by the curriculum committee over the past year. This review included extensive consultations with community stakeholders such as principals, athletic administrators, and physical educators currently working in public school districts. These stakeholders affirmed the ongoing relevance of the degree and expressed a strong interest in the program, particularly for teachers who may transition into or assume additional roles in teaching and coaching. There was a perceived benefit for teachers regardless of their prior experience levels with sport, physical activity, and coaching.

The program curriculum within the KHS department committee also examined national and state education requirements for coaching and physical education, identifying that the current program title and structure were outdated and did not accurately reflect the program's objectives or the evolving demands of the field. This collaborative and evidence-based approach ensures that the proposed changes are well-informed and aligned with both community needs and regulatory requirements. The proposed name change and curriculum updates aim to address these gaps, making the program more attractive and pertinent to prospective students.

Benefits to USU and USHE:

The proposed changes will benefit USU by enhancing the program's appeal and relevance, thereby potentially increasing enrollment and improving student outcomes. In regards to the Utah System of Higher Education (USHE), a modernized program aligns with broader educational goals of producing well-prepared educators and coaches, which can positively impact public school systems statewide. By updating the program title and curriculum, USU will demonstrate its commitment to maintaining high standards and responding proactively to the evolving educational landscape.

**Labor Market Demand
(if applicable)**

The labor market demand for the proposed program updates can be substantiated through detailed analysis of local, state, and national labor market data. According to the Occupational Outlook Handbook (OOH) and other relevant sources, there are significant trends and needs in the education and coaching fields that support the necessity for an enhanced Master of Education (MEd) program.

The job market for physical education teachers is projected to grow by 1% between 2022 and 2032 (see links below). Although this increase is low, it indicates an increase in demand for professionals in this area. The current program has served students who are working as teachers, but it has not fully catered to those pursuing careers in coaching. Data from the Utah Department of Workforce Services (DWS) Occupation Information Data Viewer reflect consistent demand for physical education teachers across various educational levels, including elementary, middle, and high schools. These positions typically offer median annual wages ranging from approximately \$59,000 to \$61,000, depending on the level of education and location.

More notably, there is a greater demand for coaches, which aligns with the interests of many students enrolling in the program. The Bureau of Labor Statistics (BLS) reports that the employment of coaches and scouts is projected to grow 9% from 2022 to 2032. This growth is driven primarily by the increasing participation of young people in sports and the expanding need for professional scouting and coaching services. As of 2022, the median annual wage for coaches and scouts was around \$36,330, though this can vary widely based on the level of competition and geographic location.

Interviews with stakeholders, including school administrators, current students, and alumni, have revealed a sustained demand for the MEd program, particularly with enhancements that cater to coaching careers. Key takeaways from these interviews also note the necessity for a curriculum that includes both theoretical and practical components tailored to coaching. Stakeholders emphasized the need for skills in sports psychology, athletic training, and advanced coaching techniques, which are essential for preparing students for successful careers in this growing field.

In conclusion, the data indicates a need for an updated MEd program to better prepare students for careers as physical education teachers and coaches. By aligning the curriculum with market demands and incorporating feedback from stakeholders, the proposed program improvements will ensure that graduates are well-equipped to meet the evolving needs of the labor market.

Coaches and Scouts – <https://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm>

Kindergarten and Elementary School Teachers - <https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm>

Middle School Teachers - <https://www.bls.gov/ooh/education-training-and-library/middle-school-teachers.htm>

High School Teachers - <https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm>

Consistency with Institutional Mission & Institutional Impact*

The proposed changes for the PSED MEd program are tailored to elevate academic rigor and relevance, thereby supporting USU's commitment to excellence. By integrating cutting-edge educational theories, diverse pedagogical practices, and comprehensive field experiences, the revised program aims to produce highly competent educators who are well-equipped to meet the evolving demands of the educational landscape. This focus on academic excellence not only enhances the quality of the program but also amplifies the university's reputation as a leader in educational innovation. The changes are structured to improve access to quality education for a broader demographic. By incorporating flexible learning options, such as online courses, the MEd program becomes more accessible to working professionals, rural educators, and non-traditional students who might otherwise face barriers to advanced education. The proposed changes to the MEd program name and curriculum reflect Utah State University's dedication to excellence, access, and inclusion. By aligning with the institutional mission, these changes not only enhance the program's quality and reach but also reinforce USU's impact as a leading educational institution committed to serving a diverse and dynamic community.

Describe and List any Anticipated Expenses and Revenue*

The proposed name change and restructuring of the curriculum are cost-neutral, and no impact on finances is anticipated.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The proposed curriculum aims to address the evolving demands of the labor market while continuing to emphasize physical activity and sport. This innovative program consists of 30 credits, which are to be completed entirely online, providing flexibility for students who may be working concurrently. The program is designed to be completed over two years. However, for those who prefer a more accelerated or slower pace, there is an option to complete the coursework within one year or within the allotted 6 years that USU allows for master's degrees.

There is one variable credit course planned in the current and proposed curriculum. This course is the internship course which has been a part of the program for many years and is required for the completion of this degree. The course is variable, but students are expected to complete at least 3 credits. Students who wish to pursue an internship, beyond the 3 credits may do so based on their schedules, professional obligations, and academic goals with prior approval. This adaptability ensures that both full-time and part-time students can tailor their learning experience to better suit their individual needs.

By aligning the curriculum with current labor market demands and offering flexible learning options, the program is well-positioned to serve both students and faculty effectively. This approach not only enhances the relevance of the educational content but also supports students in balancing their professional and academic pursuits.


**Student Learning
Outcomes
Assessment Plan***

The program has identified core competencies, learning objectives, and outcomes that are assigned to specific courses (see worksheet 2 in the attached document). Currently, the program has discussed the use of pre and post-surveys, assignments, and the application of content in the master's project as assessment methods.

Each faculty member is responsible for covering the learning objectives assigned to their course. Faculty will participate in the development and implementation of assessment measures, ensuring that they are relevant and effective in evaluating student learning outcomes. Regular program curriculum meetings will provide a forum for sharing best practices and discussing assessment results.

The curriculum committee will meet regularly over the next year to further develop and refine the assessment measures for each course and the overall program. These meetings will focus on mapping out specific assessment techniques, reviewing data from current assessments, and making necessary adjustments to improve the assessment process.

If this is a new credential does the curriculum require more than 25% newly developed courses?* Yes No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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 - Special Education and Rehabilitation Counseling - Clinical Rehabilitation Counseling - Post-Master's Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes](#) Assessment Plan

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)*

Special Education and Rehabilitation Counseling

Current Title (if applicable)* No current title - new certificate program proposal

Proposed Title* Clinical Rehabilitation Counseling - Post-Master's Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 51.1508

Minimum Number of Credits (if applicable)* 22

Maximum Number of Credits (if applicable)* 28

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- Academic Certificate
 - CTE - Certificate
 - 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 (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 Graduate Certificate of Clinical Rehabilitation Counseling for individuals with an existing master's degree in rehabilitation counseling or school counseling that will enable them to meet eligibility requirements for licensure as a clinical mental health counselor in the state of Utah, thereby increasing the number of licensed mental health counselors in the state of Utah.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

In the 2024 legislative session for the state of Utah, one of the primary foci was the lack of access to mental health care for the citizens of Utah. One goal of the legislative session was to increase the number of licensed mental health providers so that the projected 515,000 Utah citizens who need mental health services but presently are not able to access those services due to a lack of access and providers, are able to receive the support they need (Miller, 2024).

Historically, the Utah State University (USU) Master's of Rehabilitation Counseling (MRC) program was accredited by the Council on Rehabilitation Education (CORE). Although CORE accredited programs were to provide options for students to pursue mental health licensure, mental health licensure was not the primary focus. With the formal merger of the two main counseling accreditation bodies (CORE and CACREP) on July 1, 2017, the USU MRC program aligned with CACREP and has seen a steady increase in the number of graduates pursuing licensure as mental health counselors. Lobbying efforts were also undertaken by the USU MRC program to pave a formal route for USU MRC graduates in the 2020 legislative session here in Utah. These efforts have established a path for current and future students to mental health licensure.

However, USU MRC graduates prior to 2017 and graduates of the USU School Counseling have educational and training deficiencies that need to be addressed to be eligible to sit for the National Clinical Mental Health Counselor Exam and subsequently pursue the Clinical Mental Health Counselor (CMHC) license here in Utah. To address the educational and training deficiencies of USU MRC graduates and School counseling graduates, we propose the building of an on-line Certificate in Clinical Rehabilitation Counseling. This post graduate training degree will require clinical coursework and a 700-hour internship in a mental health setting, totaling between 24 and 30 credit hours.

Labor Market Demand (if applicable)

A work search using O*Net Online (https://www.onetonline.org/help/online/find_occ) showed 77 current openings for mental health counselors. The projected growth rate for mental health counselors in the next six years (through 2030) is 37%, with an expectation of 570 job openings each year. We have already had students come back and take classes to become eligible for national certification exams and pursue mental health licensing, but not in a formalized program. With the dissolving of the Licensed Vocational Rehabilitation Counselor (LVRC) credential by the Utah legislature in 2024 and the Utah Department of Occupational and Professional Licensing sending an email to past LVRCs notifying them of the elimination of the LVRC and then recommending they consider the Clinical Mental Health Counselor license, we feel the time has come to formalize a training program. We currently receive about 10 inquires per year from past graduates who want information about mental health licensure, and also anticipate strong interest from graduates of the USU Master's of School Counseling program. A formal certificate program will help with academic counseling and systematize the process for all interested students.

Consistency with Institutional Mission & Institutional Impact*

One of the primary responsibilities of Utah State as Land Grant Institution is to ensure a college education is accessible to all the citizens of the state of Utah. Given the distance nature of the proposed certificate, we will be able to address the educational needs of interested students while also helping with the overall mental health crisis here in Utah, particularly in rural areas where training options are limited.

Describe and List any Anticipated Expenses and Revenue*

Given that all of the courses are existing courses required in the formal Master's of Rehabilitation Counseling program, we do not anticipate any expenses at this time. Adjunct faculty may be needed to help off-set the student/faculty ratio required for the internship, but that will be further down the road. Interested students can be folded into the existing didactic coursework.

We anticipate having about 8 students a year enroll in this program. This allows us to maintain a focus on our current students but also begin enrolling cohorts interested in this option. With the program totaling a minimum of 24 credits and with the current tuition rate of \$503 per credit, we anticipate generating a minimum of 192 student credit hours and \$96,576 in tuition per cohort. If the program demands continue to grow, we can look at generating a track specific to meeting the needs of these students and this will require the hiring of two to three adjunct faculty per semester. It is anticipated that any costs associated with the need for adjuncts will be easily offset by the tuition generated.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The curriculum is based off the educational requirements to sit for and pass the National Clinical Mental Health Counseling exam (the required licensing exam for Clinical Mental Health Counselors here in the state of Utah) as well as educational requirements specific to the CMHC licensure requirements outlined by the Utah Dept. of Occupational and Professional Licensing. The curriculum consists of existing coursework housed within the USU Master's of Rehabilitation Counseling Program and accredited by CACREP (the largest and most recognized counseling accreditation body in the United States).

The coursework will require a minimum of 24 credits, and a maximum of 30 credits (depending on courses previously taken by students, with REH 6250 Group Counseling* and REH 6260 Human Growth and Development* being the two classes students may not need to take):

Required Coursework

- REH 6130 Counseling Skill Development (3 credits)
- REH 6200 Theories of Counseling (3 credits)
- REH 6210 Mental Health Assessment (2 credits)
- REH 6320 Diagnostic and Statistical Manual (DSM 5) of Mental Health Disorders (2 credits)
- REH 6350 Treatment Approaches for Addictions Disorders (3 credits)
- REH 6560 Clinical Internship (Fall ~350 hours, 4 credits)
- REH 6560 Clinical Internship (Spring ~350 hours, 5 credits)

Elective Credits (based on student need)

- REH 6250 Group Counseling (3 credits)*
- REH 6260 Human Growth & Development (3 credits)*


**Student Learning
Outcomes
Assessment Plan***

The assessment for the proposed post-master's certificate will consist of four parts:

1. GPA – 3.0 GPA must be maintained with a “B” grade or higher being required to successfully pass REH Counseling Skill Development;
2. Completion of 700-hour mental health internship;
3. Endorsement for licensure by the student’s site supervisor at the end of the internship; and,
4. Successfully passing the National Clinical Mental Health Counselor Exam (or appropriate counseling licesnure exam for their state).

Students will be required to take a majority of coursework prior to starting the internship cycle. Feedback from students and site supervisors will collected on an annual basis to determine stakeholder satisfaction and recommendations for improvement.

If this is a new credential does the curriculum require more than 25% newly developed courses?* Yes No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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 CEHS - School of Teacher Education and Leadership World Languages and Cultures - Dual Language Immersion - 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)*

CHASS

CEHS

DEPARTMENT (include all cross listed departments)*

School of Teacher Education and Leadership

World Languages and Cultures

Current Title (if applicable)* None

Proposed Title* Dual Language Immersion - Post-Baccalaureate Certificate

CIP Code

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

CIP Code (6-digits) * 13.0201

Minimum Number of
Credits (if
applicable)* 17

Maximum Number of
Credits (if
applicable)* 17

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

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* Utah State University offers coursework that qualifies licensed teachers to have the Dual Language Immersion (DLI) Endorsement attached to their Professional Educator License. Eligible languages include: Spanish, French, Chinese, German, Portuguese, and Russian. The endorsement is available to:

- University students with state teaching licensure who are enrolled in the Master's program in the School of Teacher Education & Leadership or other related graduate program.
- Licensed teachers who are currently teaching in a DLI school in Utah

Currently, there is no efficient way to track which degree-seeking students and non-matriculated students are pursuing or completing the DLI endorsement through USU.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* By creating a Post-Baccalaureate Certificate of Proficiency, the School of Teacher Education and Leadership and the Department of Languages and Cultures will be able to have students enroll in the graduate certificate program, which will allow both to track progress of students and completion rates.

**Labor Market Demand
(if applicable)**

In 2008, the Utah Senate passed the International Initiatives (Senate Bill 41), creating funding for Utah schools to begin Dual Language Immersion programs in Chinese, French, and Spanish. In addition, then-Governor Jon Huntsman Jr. initiated the Governor’s Language Summit and the Governor’s World Language Council both with a goal to create a K-12 language roadmap for Utah. These groups aimed to address the needs for language skills in business, government, and education. In 2010, current Governor Gary Herbert and State Superintendent of Public Instruction, Dr. Larry Shumway, issued a challenge to Utah educators to implement one hundred Dual Language Immersion programs throughout Utah by 2015, with a goal of enrolling 30,000 Utah students. Portuguese was added to the program for the 2012-13 school year. German was added for the 2014-15 school year, and Russian in 2017. Current enrollment far exceeds the original goal. From <https://www.utahdli.org/history-of-utah-dli/>

Although there is no breakdown in Department of Workforce Services or the Bureau of Labor Statistics website for dual immersion language teachers, a list of all of the schools in Utah that have DLI programs can be found here: <https://www.utahdli.org/participating-schools-district/>

It is possible for teachers to begin teaching at a DLI school prior to earning the DLI endorsement, and districts need a way to have these teachers earn the DLI endorsement in order to be fully qualified for their existing teaching placements. Creating this certificate will allow us to further market and increase enrollment in an underutilized program while meeting a need in the state for fully qualified bilingual and dual language immersion teachers.

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

Providing a pathway for teachers to teach a world language contributes to the cultivation of diversity of thought and culture. This is not a new program, except in the sense of formalizing it as a certificate.

Finances*

No impact on funding, facilities, or equipment because the courses already exist, courses are regularly offered by qualified instructors, and the advising infrastructure exists.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The DLI endorsement consists of 17 credits, including 15 credits of classroom-based coursework (5 classes) and 2 credits of clinical experience working in a DLI classroom. Teachers who are already teaching DLI will complete their field credits by applying course concepts to their teaching practice within their own classrooms.

Foundations of DLI: 3 credits

- LING 6700: Foundations of Dual Language Immersion Education – 3 credits (spring semester only). LING 5400 (and the co-requisite field experience) are desired pre-requisites for LING 6700.

Elective: 3 credits

- Choice of one elective after consultation with advisor.
 - TEAL 5735*: Language Systems, Acquisition, and Instruction for English Learners - 3 credits
 - SPAN 5060: Spanish for Professional and Academic Purposes - 3 credits
 - SPAN 6200: Introduction to Hispanic Linguistics - 3 credits
 - SCED 5100: Motivation and Classroom Management-3 credits (Secondary)
 - ELED 5105: Motivation and Classroom Management -3 credits (Elementary)

Second Language Acquisition, Teaching Methods & Assessment: 9 Credits

While completing the courses listed below, students are required to apply what they are learning in the co-requisite field experiences associated with each course.


- LING 5400: Teaching Modern Languages – 3 credits (fall semester only) + 1 credit clinical (see below)
- TEAL 6770*: ESOL Instructional Strategies in the Content Areas – 3 credits (spring semester only) + 0.5 credit field experience (see below)
- TEAL 6780*: Assessment for Language Learners- 3 credits (spring semester only) + 0.5 credit field experience (see below)

Field Experience: 2 Credits

In-Service teachers must complete 2 credits of supervised field experience in a DLI classroom. An **OPI/OPlc score of Advanced-Mid or higher is required** to complete the field experiences.

- 1 Credit clinical to take with LING 5400
 - LING 3300/4300: Clinical Experience Dual Immersion Classroom - 1 credit (fall semester only) **OR** TEAL 6790*: ESOL Field Experience – 1 credit
- 1 Credit of TEAL 6790*: ESOL Field Experience
 - 0.5 credit with TEAL 6770 and 0.5 credit with TEAL 6780

*Courses with title changes effective 2024-2025.

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.

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Utah State University

Proposed Program Title: Master of Engineering in Biological Engineering

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

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: College of Engineering

Sponsoring Academic Department(s) or Unit(s): Biological Engineering Department

Classification of Instructional Program Code¹ : 6 - Digit CIP:

Min/Max Credit Hours Required of Full Program: 30 Min Cr Hr / 36 Max Cr Hr

Proposed Beginning Term²: Fall 2024

Institutional Board of Trustees' Approval Date:

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

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input checked="" type="checkbox"/> (ME)	Other (specify award type ³ : ME)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program <input type="checkbox"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Professional School

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):

<input checked="" type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	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.

Ronald Sims _____ Date: 2/9/2024

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 Biological Engineering department requests approval to offer the following degree(s): Master of Engineering

To be effective on: August 26, 2024

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

Section II: Program Proposal

Program Description

The ME degree emphasizes professional practice and coursework. Master of Engineering candidates in Biological Engineering can specialize in biomanufacturing and bioproducts, biofuels, biomaterials, bioprocessing, brain organoid, cell engineering, cell sensing and imaging, functional in vitro models, metabolic engineering, and nanophotonics.

Consistency with Institutional Mission

Is consistent with USU's regent approved mission.

Section III: Needs Assessment

Program Rationale

Demand from industry for skills provided by the program are on the rise. To remain competitive with national standards we need to offer an ME degree.

Labor Market Demand

Upon recommendation of our Industry Advisory Board, the department of Biological Engineering needs to offer an additional Master's degree option without a research requirement. We currently have students and local businesses requesting this option.

Student Demand

We have former students requesting to offer an ME degree upon recommendation of their employers. This includes local industry of Cytiva, ThermoFisher, and WesTech. Current students being recruited by these companies are also interested in this option as it is nationally recognized and has become an industry standard.

Similar Programs

There are other Master of Engineering degrees offered within the USU College of Engineering, but none in the discipline of biological engineering, biomedical engineering, or biochemical engineering. There are no other USHE institutions in Utah that offer this degree. We would fill a missing need in the state of Utah.

Collaboration with and Impact on Other USHE Institutions

No other USHE institution offers a degree in biological engineering. Collaboration is not necessary and does not impact other USHE institutions.

External Review and Accreditation

External review is overseen by the USU Biological Engineering Industry Advisory Board: Samuel Briggs, Boyd Bringham, Matt Clegg, Christopher Fox, Justin Hyer, Nephi Jones, Libbie Linton, David Perry, Tyler Richards, Sunil Sukumaran, Cameron Copeland, Michael Henrie. The department is accredited by the NWCCU.

Section IV: Program Details

Graduation Standards and Number of Credits

- A minimum of 30 credits of technical and scientific coursework is required.
- Approval of academic forms required for master's students by the School of Graduate Studies
- Graduate students are required to maintain at least a 3.0 GPA for degree-program courses. Grades of C- or lower will not be accepted for a graduate degree.
- The Program of Study (POS) for a master's degree must include at least 15-semester credits at the level of 6000 or above.
- A master's degree must be completed within six years of entering the program. Additional time may be requested by the student's committee and submitted to the Vice Provost for Graduate Students for review.
- Coursework over eight years old at the time of degree completion may not be used for a graduate degree until it is revalidated.
- At least 24-semester credits for a master's degree must be from a committee-approved and a School of Graduate Studies-approved Program of Study from Utah State University.

Admission Requirements

- A bachelor's degree from an accredited U.S. college of university or a similarly recognized international university is required for admission.
- 3.0 or higher GPA.
- Three letters of recommendation.

Curriculum and Degree Map

See appendix C for curriculum. Degree map is not required as this is for a graduate degree.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

This is a restructure without consolidation of current degree offerings. No modification of organization required. Department and college are ready to offer this degree immediately.

Faculty

No new faculty required to implement program. No new courses will need to be developed in support of this degree.

Staff

No new staff is needed.

Student Advisement

Students will be advised by department Graduate Program Coordinator.

Library and Information Resources

No additional resources needed.

Projected Enrollment and Finance

No additional funding resources needed as current course offerings will be sufficient to offer this degree.
Projected enrollment: see appendix D.

Section VI: Program Evaluation

Program Assessment

Assessment will be satisfactory completion of courses with a required minimum GPA of 3.0

Student Standards of Performance

They will have engineering skills as required by industry and are marketable in the field: technical writing, communication skills, management of projects, industry processes, critical thinking. Standards are advised by the department Industry Advisory Board and met through academic performance.

Appendix A: Program Curriculum

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 recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			30
Required Courses			
BENG 6810		Biochemical Engineering	3
BENG 6600		Downstream Processing In Biological Engineering	3
BENG 6630		Synthetic Biological Engineering	3
BENG 6860		Research Orientation & Planning	2
BENG 6510		Graduate Seminar	1
STAT 5200 or CEE 6660		Design of Experiments; or Environmental and Hydrological Data Analysis	3
Required Course Credit Hour Sub-Total			15
Elective Courses			
BENG 6910		Introduction to Biosensors	3
BENG 6890		Tissue Engineering	3
BENG 6620		Metabolic Engineering I	3
BENG 6850		Advanced Biomaterials Engineering	3
BENG 6880		BioMEMS: Microtechnology for BioMedical Research	3
BENG 6500		Systems Biology Modeling	3
BENG 6610		Food and Bioprocess Engineering	3
BENG 6640		Biofuels	3
BENG 6660		Environmental Quality Analysis	3
BENG 6790		Protein Structure/Function and Purification	3
BENG 6840		Introduction to Biophotonics	3
Elective Credit Hour Sub-Total			15
Core Curriculum Credit Hour Sub-Total			15

Add An Emphasis:

Can students complete this degree without emphases? Yes No

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			
Emphasis Credit Hour Sub-Total			
Total Number of Credits to Complete Program			

Program Curriculum Narrative

Courses as indicated and any additional relevant offerings at USU.

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	6	4	1
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			
Teaching / Graduate Assistants	////	////	
Staff: Full Time			1
Staff: Part Time			

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							
							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					
Teaching / Graduate Assistants	////	////			
Staff: Full Time					
Staff: Part Time					

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	1	1	1	1	1	1
# of Majors in Proposed Program(s)		1	1	1	1	1
# of Graduates from Department	13	18	21	24	27	30
# Graduates in New Program(s)		4	6	8	10	12
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		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)						
<i>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.</i>						
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)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
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

No additional expenses, current offerings are sufficient.

Part III: Describe funding sources

Revenue Narrative 1

No additional revenue needed, current funding to the department is sufficient.

Revenue Narrative 2

(Remove instructions in italics when filling out this section.) Describe new funding sources and plans to acquire the funds.

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

COE

DEPARTMENT (include all cross listed departments)*

Mechanical and Aerospace Engineering

Current Title (if applicable)* Composite Materials and Structures - MS

Proposed Title* Composite Materials and Structures - MS

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 14.1801

Minimum Number of Credits (if applicable)* 30

Maximum Number of Credits (if applicable)* 40

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

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*

It is proposed that we add MS plans A and B to the Mechanical and Aerospace Engineering (MAE) Composite Materials and Structures program.

Admission and Program requirements will be the same as the Composite Materials and Structures Plan C program.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

It is proposed that we add MS plans A and B to the Mechanical and Aerospace Engineering Composite Materials and Structures program.

Both plans will require the students to take all five core composites courses available (MAE 5050, 5060, 6050, 6055 and 6060), nine credits of elective coursework and six research credits for Plan A or three project credits for Plan B. Total credit requirement for the Plan A and Plan B are 30 credits. The elective courses to choose from are MAE 5020, MAE 5045, MAE 5310, MAE 5350, MAE 5370, MAE 5700, MAE 5930 Aircraft Structures, MAE 5930 Experimental Analysis of Composite Manufacturing, MAE 6010, MAE 6030, MAE 6040, MAE/CEE 6090, MAE 6320, MAE 6420, MAE 6460, MAE 6670, MATH 5410, MATH 5710, MATH 6420, MATH 6610. Students may also transfer SE 6130 Systems Engineering from Weber State University (please add this course title).

Students are required to take at least 15 credits of 6000 level courses.

The program is focused on providing USU graduate students and industry professionals the opportunity to become familiar with how composite materials are used in areas of engineering research and design across multiple industries. Adding plan A and B options will allow participants practical experience is performing such research.

The proposed MS plans will be administered, delivered and hosted by the Mechanical and Aerospace Engineering (MAE) department. Within the department, we currently have one tenured professor and two tenure-track professors.

**Labor Market Demand
(if applicable)**

Analysis conducted by Utah Advanced Materials and Manufacturing Initiative (UAMMI) in 2020 found that from 2015 through 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 Bs degree with most preferring or requiring an MS 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***

The College of Engineering provides unwavering support to the USU mission to be a premier student-centered land-grant university focused on quality research and excellent student outcomes. Adding the plan A and B options to the current plan C MS degree program significantly increases our ability to provide quality research in this area.

Finances*

This initiative requires no additional funding.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

Both plans will require the students to take all five core composites courses available (MAE 5050, 5060, 6050, 6055 and 6060), nine credits of elective coursework and six research credits for Plan A and three project credits for Plan B.

Total credit requirement for Plan A and Plan B are 30 total credits. The elective courses to choose from are MAE 5020, MAE 5045, MAE 5310, MAE 5350, MAE 5370, MAE 5700, MAE 5930 Aircraft Structures, MAE 5930 Experimental Analysis of Composite Manufacturing, MAE 6010, MAE 6030, MAE 6040, MAE/CEE 6090, MAE 6320, MAE 6420, MAE 6460, MAE 6670, MATH 5410, MATH 5710, MATH 6420, MATH 6610. Students may also transfer SE 6130 from Weber State University.

Students are required to take at least 15 credits of 6000 level courses.

Students in Plan A must submit a thesis proposal for approval by their supervisory committee and submit and defend a final thesis.

Students in Plan B must submit a project proposal for approval by their supervisory committee and submit and defend a final project.

Students in Plan A and B are required to attend 6 MAE Research Seminar Series presentations before graduating.

Approval of the following academic forms are required:

Supervisory Committee


Program of Study

Thesis/Project Approval

Appointment for Examination

Record of Examination

SGS and library review and approval

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.