



USU Board of Trustees Regular Meeting

USU Board of Trustees

Mar 3, 2023 at 1:15 PM MST to Mar 3, 2023 at 4:00 PM MST

University Inn - Sonne Board Room and via Zoom (if needed)

<https://usu-edu.zoom.us/j/85743996467?pwd=ZUp3LytsVktOTUxSWJrSVhRem5odz09>

Joint lunch with USU Foundation Board – TSC Skyroom
(Trustees, Foundation Board, Vice Presidents) 12:00 PM

Meeting Agenda

1. Welcome and Introductory Items - Chair Kent Alder 1:15 PM
2. Closed Session 1:20 PM
3. Chair's Report - Kent Alder 1:30 PM
 - 3.1. Commencement Dates and Attendance
 - 3.2. Parking Passes
 - 3.3. Bylaws Update
4. Trustee Recognition - President Noelle Cockett 1:40 PM
5. Committee Reports 1:50 PM
 - 5.1. Executive Committee - Chair Kent Alder
 - 5.2. Recruitment, Retention and Completion Committee - Chair Gina Gagon
 - 5.3. Marketing and Communications Committee - Chair Jacey Skinner
 - 5.4. Student Health, Safety and Well-being Committee - Chair David Huntsman
 - 5.5. Audit, Risk and Compliance Committee - Chair Dave Petersen
 - 5.6. Academic Approval Committee - Chair Wayne L. Neiderhauser
 - 5.7. Honorary Degrees, Awards, and Recognition Committee - Chair John Ferry
6. Student Recognition - Trustee Clara Alder 2:20 PM
7. President's Report - President Noelle Cockett 2:30 PM
 - 7.1. 2023 Legislative Updates
8. Research Presentation - Vice President Lisa Berreau 2:50 PM

9. Consent Agenda

3:20 PM

- 9.1.** Approve: University Policy 403: Academic Freedom and Professional Responsibility
- 9.2.** Approve: Proposal to Restructure the Skilled and Technical Sciences Education Emphasis in the Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences
- 9.3.** Approve: Proposal to Offer an Institutional Certificate of Proficiency in Additive Manufacturing in the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences
- 9.4.** Approve: Proposal to Offer a Technology Systems: Advanced Manufacturing Emphasis in the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences
- 9.5.** Approve: Proposal to Offer a Certificate of Proficiency in Construction Fundamentals in the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences
- 9.6.** Approve: Proposal to Change the Name and Restructuring of the Emergency Medical Technician and First Responders Certificate of Proficiency to Emergency Medical Technician Certificate of Proficiency
- 9.7.** Approve: Proposal to Change the Name and Restructuring of the Certified Nursing Assistant Certificate of Proficiency to Nursing Assistant Certificate of Proficiency
- 9.8.** Approve: Proposal to Restructure and Offer a Pharmacy Technician Certificate of Completion in the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences
- 9.9.** Approve: Proposal to Restructure and Offer a Phlebotomy Technician Certificate of Completion in the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences
- 9.10.** Approve: Proposal to Offer an Institutional Certificate of Proficiency in Digital Modeling and Visualization in the Department of Landscape Architecture in the College of Agriculture and Applied Sciences
- 9.11.** Approve: Proposal to Offer an Institutional Certificate of Proficiency in Environmental Planning in the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences
- 9.12.** Approve: Proposal to Discontinue the Landscape Management Certificate in the Department of Plants, Soils and Climate in the College of Agriculture and Applied Sciences
- 9.13.** Approve: Proposal to Restructure and Include a Bilingual-Bicultural Deaf Education Emphasis in the Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services
- 9.14.** Approve: Proposal to Offer a Speech-Language Pathology Assistant Certificate of Proficiency in the Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services
- 9.15.** Approve: Proposal to Change the Name of the Human Development Lifespan Emphasis to Human Development Emphasis in the Department of Human

Development and Family Studies in the Emma Eccles Jones College of Education and Human Services

9.16. Approve: Proposal to Change the Name of the Psychology MEd to School Counseling MEd in the Department of Psychology in the Emma Eccles Jones College of Education and Human Services

9.17. Approve: Proposal to Discontinue the English BA-BS Emphasis in Technical Communication and Rhetoric in the Department of English in the College of Humanities and Social Sciences

9.18. Approve: Proposal to Change the Name of the Master of Arts and Master of Science from Folklore and American Studies to Folklore Studies in the Department of English in the College of Humanities and Social Sciences

9.19. Approve: Proposal to Offer a Minor in Technical Communication and Rhetoric in the Department of English in the College of Humanities and Social Sciences

9.20. Approve: Proposal (see description)

9.21. Offer a New Graduate Certificate in Cultural Resource Management Policy, Advocacy, and Business Administration in the Departments of Marketing and Strategy, School of Accountancy and Sociology and Anthropology in CHaSS and HSB Proposes Offering a New Graduate Certificate in Cultural Resource Management Policy, Advocacy, and Business Administration

9.22. Approve: Proposal to Offer a Bachelor of Art and Bachelor of Science in Criminal Justice in the Department of Sociology and Anthropology in the College of Humanities and Social Sciences

9.23. Approve: Proposal to Discontinue the Sociology-Criminal Justice Emphasis in the Bachelor of Science and Bachelor of Arts in the Department of Sociology and Anthropology in the College of Humanities and Social Sciences

9.24. Approve: Proposal to Offer a Bachelor of Science in Data Science in the Departments of Mathematics and Statistics and Computer Science in the College of Science

9.25. Approve: Proposal to Offer an Emphasis in Healthcare Management in the Department of Management in the Jon M. Huntsman School of Business

9.26. Approve: Proposal to Change the Name of the Leadership and Management Minor to Leadership Minor in the Department of Marketing and Strategy in the Jon M. Huntsman School of Business

9.27. Approve: Proposal to Offer a General Education Certificate of Completion in the Office of the Provost and Chief Academic Officer

9.28. Approve: Proposal to Offer a New Emphases in Recreation Administration, Bachelor of Science in the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services

9.29. Approve: Proposal to Restructure and Rename the Psychology Sociobehavioral Epidemiology and Quantitative Psychology Specializations PhD to Psychology: Data Science and Research Methodology Specialization PhD in the Department of Psychology in the EEJCEHS

10. Action Agenda

10.1. Approve and Accept: Proposal on 2023-24 Tuition and Student Fees, Including an Adjustment to Technical Education Tuition and Fees – Department Head Brian Warnick 3:25 PM

10.2. Approve and Accept: Statewide Student Fee Policy Updates – Trustee Clara Alder 3:45 PM

10.3. Approve: Center for the School of the Future - Cambridge Prep Academy (Salt Lake County) - changing open date from Fall 2023 to Fall 2024 - David Forbush, Associate Director and Parker Fawson, Director - Center for the School of the Future 4:00 PM

10.4. Approve: Center for the School of the Future - Cambridge Prep Academy (Washington County) - changing open date from Fall 2023 to Fall 2024 - David Forbush, Associate Director and Parker Fawson, Director - Center for the School of the Future 4:05 PM

11. Information Agenda

11.1. Report of Investments for October 2022

11.2. Report of Investments for November 2022

11.3. Revised Policy 515 Travel

11.4. Revised Policy 542 Disposition of Property and Evidence by USU Police Department

11.5 President's Report

12. ADJOURN 4:10 p.m.

2 December 2022

ITEM FOR ACTION

RE: University Policy 403: Academic Freedom and Professional Responsibility

The attached policy is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The University desires to clarify and update Policy 403. Revisions to Policy 403 were submitted by the President's Executive Committee, Faculty Senate and the Professional Responsibilities and Procedures for review and comment.

The following is a summary of the revision to Policy 403 Composition and Authority of the Faculty.

- Code is being updated to remove conflicts, redundancies, archaic language, and gender-specific language.
- Clarification of student appeal procedures related to the denial of an alternate assignment has been provided.

RECOMMENDATION

The President and Faculty Senate President recommend that the Board of Trustees approve the revisions to Policy 403 Academic Freedom and Professional Responsibility.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, The University desires to revise Policy 403 Academic Freedom and Professional Responsibility as outlined in the attached document;

WHEREAS, Revisions and/or amendments to this policy were submitted by Professional Responsibilities and Procedures Committee, Faculty Senate to the President's Executive Committee for review and comment; and

WHEREAS, The procedures for amending policies outlined in Policy 403 of the University Policy Manual have been followed:

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees approve the revisions to Policy 403 is to be made effective 3 March 2023.

RESOLUTION APPROVED BY BOARD OF TRUSTEES:

Date

University Policy 403: Academic Freedom and Professional Responsibility

Category: Faculty Policies (*Faculty Code*)

Subcategory: None

Covered Individuals: University Faculty

Responsible Executive: Provost

Policy Custodian: Chair of Professional Responsibilities and Procedures Committee

Last Revised: 2022/02/01

Previous USU Policy Number: 403

403.1 PURPOSE AND SCOPE

This policy defines principles of academic freedom, enumerates professional obligations and citizenship responsibilities, details standards of conduct for faculty to the institution and to students.

403.2 POLICY

2.1 INTRODUCTION

The university is operated for the common good which depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to teaching, research, and service. (See Policy 401.8.1.1, American Association of University Professors Joint Statement, regarding provisions which are the same or similar to certain statements of the American Association of University Professors).

The university is a community dedicated, through promulgation of thought, truth, and understanding, to teaching, research, and service. It must therefore, be a place where innovative ideas, original experiments, creative activities, and independence of thought are not merely tolerated but actively encouraged. Thought and understanding flourish only in a climate of academic freedom and integrity, expressed collectively by colleges and departments as well as individually through research and teaching and as they exist within the wider context of advanced study as commonly understood by all universities. The community also values diversity and respect, without which there can be no collegiality among faculty and students. In addition, the university community values individual rights and freedoms, including the right of each community member to adhere to individual systems of conscience, religion, and ethics. Finally, the university recognizes that with all rights come

responsibilities.

Because the pursuit of truth is fundamentally a personal enterprise, a statement of faculty responsibility must be strongly anchored to principles of intellectual freedom and personal autonomy. While faculty must abide by standards of professional responsibility, the university must provide and safeguard a climate of intellectual freedom. Relationships within the university should consist of shared confidence, mutual loyalty, and trust. Dealings should be conducted with courtesy, civility, decency, and a concern for personal dignity. Such an atmosphere can be achieved only when all concerned behave responsibly. While the right of academic freedom is respected, the exercise of the right cannot be through disruptive actions or physical force. The university works to uphold its collective values by fostering free speech, broadening fields of inquiry, and encouraging the generation of new knowledge that challenges, shapes, and enriches our collective and individual understandings.

2.2 ACADEMIC FREEDOM

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. The faculty member is entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility.

2.2.2 Freedom and Responsibilities of the University

Subject to the power and authority of the Board of Regents to control, manage, and supervise the Utah System of Higher Education, and Utah State University as a member institution, the university has the freedom to pursue its ends without interference from government. Included therein are the four essential freedoms of the university to determine for itself on academic grounds: (1) who may teach; (2) what may be taught; (3) how it will be taught; and (4) who may be admitted to study. Consistent with principles of academic freedom, the faculty, individually and collectively, has the responsibility for determining the content of the curriculum.

The university consists of many components all of which support the interactive, collegial enterprise that exists in the quest for knowledge and its transmittal. The university has the general responsibility to protect the academic freedom of every faculty member and the freedom of every student to learn. The university itself will not violate the academic freedom of any faculty member or the freedom of any student to learn and will use its powers and resources to defend its faculty and students from unjustified attempts to compromise or restrict those freedoms, even should the exercise of those freedoms generate hostility.

2.2.3 Freedom and Course Requirements

Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas

and theories or their implications is not sufficient grounds for requesting an alternative course requirement. Alternative requirements requested on such grounds will not necessarily be granted. The university recognizes that students' sincerely held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors (Policy 403.4, Procedures for Alternative Course Requirements due to Conflicts with Sincerely Held Core Beliefs). The university assumes no obligation to ensure that all students will be able to complete any course or major.

2.2.4 Violations of Academic Freedom or Standards and Regulations

Persons having a formal association with the university will not be involved in acts which violate the academic freedom or constitutional rights of others or the standards and regulations of the university or the State Board of Regents.

2.3 PROFESSIONAL RESPONSIBILITY; STANDARDS OF CONDUCT

The concept of academic freedom is accompanied by an equally demanding concept of professional responsibility. The standards for professional responsibility listed in the following subsections are standards to which faculty members are expected to adhere. University faculty members are citizens, members of learned professions, and officers of an educational institution. When speaking or writing as citizens, faculty members are free from institutional censorship or discipline, but their special position in the community imposes special obligations. As individuals of learning and as educational officers, they should understand that the public may judge their profession and their institution by their individual utterances. Hence, they should at all times strive to be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.

2.3.1 Standards of Conduct - Faculty Responsibilities to Students

2.3.1.1 Faculty members engage in reasonable and substantial preparation for the teaching of their courses, appropriate to the educational objectives to be achieved and consistent with the standards of the discipline.

2.3.1.2 Faculty members meet scheduled classes. Schedules are altered or classes canceled only for valid reasons and only after adequate notice is given to students and the faculty member's direct academic supervisor. Failure to meet a class without prior notice to students is excusable only for reasons beyond the control of the faculty member.

2.3.1.3 Faculty members will select course requirements based on the legitimate pedagogical goals of the course and discipline and inform students of the general content and evaluation criteria in the syllabus or comparable documentation at the beginning of any course they teach. Faculty members evaluate student course work promptly, conscientiously, without prejudice or favoritism, and consistently with the criteria stated at the beginning of the course in the course documentation and related to the legitimate pedagogical goals of the course. The

documentation for the course should identify, to the extent possible, the writings, lectures, films, presentations, performances, or other course requirements in sufficient detail to allow the student to identify requirements that may conflict with the student's sincerely held core beliefs. Faculty will not always be able to predict in advance requirements that may conflict with the sincerely held core beliefs of a given student or group of students. If conflicts arise, Policy 403.4, Procedures for Alternative Course Requirements due to Conflicts with Sincerely Held Core Beliefs, provides guidance to students and faculty for the resolution of conflicts.

2.3.1.4 Faculty members with teaching responsibilities maintain regular office hours for consultation with students, or they otherwise assure accessibility to students.

2.3.1.5 Faculty members do not plagiarize the work of students. When faculty members and students work together, appropriate credit is given to the students. Faculty members do not limit or curtail the right of any student to publish or otherwise communicate the result of the student's own independent scholarly activities.

2.3.1.6 Faculty members do not use their positions and authority to obtain uncompensated labor or to solicit gifts or favors from students. Faculty members do not ask students to perform services unrelated to legitimate requirements of a course unless the student is adequately compensated for such services.

2.3.1.7 Faculty members do not reveal matters told to them in confidence by students except as required by law, and then only to persons entitled to such information by law or institutional regulation. Faculty members may, however, report their assessment of a student's performance and ability to persons logically and legitimately entitled to receive such reports.

2.3.1.8 Faculty members create and maintain environments in which students are provided the opportunity to do original thinking, research, creative work, and writing.

2.3.1.9 Faculty members avoid the misuse of the classroom by preempting substantial portions of class time for the presentation of views on topics unrelated to the subject matter of the course. Faculty members do not reward agreement or penalize disagreement with their views on controversial topics.

2.3.1.10 Faculty members do not engage in the sexual harassment of students, or any other forms of harassment prohibited by USU Policies (303 Affirmative Action/Equal Opportunity and 339 Sexual Misconduct in an Employment or Education Program or Activity and its sub-policies).

2.3.1.11 Faculty members do not engage in discrimination against students (Policy 303, Affirmative Action/Equal Opportunity).

2.3.1.12 Faculty members do not intimidate, humiliate or abuse students (for definitions, see Policy 321, Respectful Workplace).

2.3.2 Standards of Conduct - Professional Obligations

2.3.2.1 Faculty members do not plagiarize nor do they permit the appearance that they are the author of work done by others.

2.3.2.1 Faculty members do not falsify data either by deliberate fabrication or selective reporting with the intent to deceive.

2.3.2.3 Faculty members do not misappropriate other's ideas.

2.3.2.4 Faculty members do not misuse privileged or otherwise confidential information.

2.3.2.5 Faculty members exercise Reasonable Care in meeting their obligations to their associates when they are engaged in joint research or other professional effort.

2.3.2.6 Faculty members do not exploit their positions for personal or pecuniary gain when supervising the professional work of others. Research for pecuniary return should be conditional upon disclosure to and consent of the vice president for research and dean of the school of graduate studies.

2.3.2.7 Faculty members exercise Reasonable Care in meeting their commitments to the institution and to funding agencies where appropriate in research, publication, or other professional endeavors.

2.3.2.8 Faculty members keep informed and knowledgeable about developments in their fields.

2.3.2.9 Faculty members do not engage in the sexual harassment or any other form of harassment prohibited by USU Policies 303, Affirmative Action/Equal Opportunity, or Policy 339, Sexual Misconduct in an Employment or Education Program or Activity and its sub-policies, of other faculty members or any employee of the university.

2.3.2.10 Faculty members do not engage in discrimination against other faculty members or any other employee of the university. (Policy 303, Affirmative Action/Equal Opportunity).

2.3.2.11 Faculty members do not intimidate, humiliate, or abuse other faculty members or any other employee of the university. (Policy 321, Respectful Workplace).

2.3.3 Standards of Conduct - Responsibilities to the Institution

2.3.3.1 Faculty members conduct themselves in an open, fair, civil, and humane manner both in general and when making decisions or recommendations concerning admissions, employment, promotion, retention, tenure, and other professional matters. Faculty members do not harass or discriminate against anyone on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, veteran status, or marital or parental status; the presence of any sensory, physical or mental disability or handicap; or for any other reason impermissible under applicable constitutional or statutory provisions.

2.3.3.2 Faculty members may engage in outside professional activities that improve their academic skills and have a legitimate relationship to their academic service; however, faculty members must comply with Policies 376, Extra-Service Compensation, and 377, Consulting Service, restricting the amount of time spent on non- institutional commitments, including outside consulting and other non-institutional employment. They also must comply with state

law and institutional regulations relating to conflicts of interest.

2.3.3.3 Faculty members do not exploit the institution's name or their relationship to the institution for personal reasons unrelated to their legitimate academic or professional activities. They avoid creating the impression that they are representing the institution in public appearances or statements, unless in fact they are.

2.3.3.4 Faculty members do not purposely destroy institutional property, purposely disrupt institutional programs, purposely inflict physical injury or threaten such injury to other persons on campus, or purposely interfere with the legitimate activities of other persons on the institution's campus, nor do they purposely and unlawfully incite others to engage in such destruction, disruption, injury, or interference. Provided however:

(a) Non-violent reaction from members of an audience at a meeting or program open to the public will not be considered disruption or interference of legitimate activities, unless such reaction occurs for the purpose of preventing the continuation of the program and has a reasonable likelihood of succeeding.

(b) Mere advocacy or expression will not be considered incitement, unless the advocacy or expression poses a clear and present danger of the imminent occurrence of destruction, disruption, injury, or interference.

2.3.3.5 Faculty members do not misappropriate institutional property or knowingly use it in violation of state or federal law.

2.3.3.6 Faculty members do not knowingly mislead the institution by falsely asserting facts relevant to their qualifications as faculty members or their eligibility for institutional benefits.

2.3.3.7 Faculty members adhere to the drug- and alcohol-free workplace policy (Policy 313, Drug and Alcohol-Free Workplace, Drug and Alcohol Testing).

2.3.4 Standards of Conduct - Responsibilities of Citizenship

Faculty members share the general legal duties of citizenship. Faculty members who violate state or federal law may expect no immunity or special protection by reason of faculty status. As with other citizens, breaches of legal duty by faculty members are matters for disposition by the legal system. The university will not commence disciplinary proceedings for violations of law unless such violations directly relate to the university or adversely impact on the university's purposes and mission. The university reserves the right to bring disciplinary proceedings against faculty members who are charged with unlawful conduct which also constitutes a violation of a standard of conduct of this policy.

2.3.5 Definition of Reasonable Care

This term, which is familiar to the law, means that the level of performance required of a faculty member is that which is recognized in the profession as reasonable in the light of the obligations which the faculty member has assumed, competing demands upon their energy

and time, nature and quality of their work, and all other circumstances which the academic community would properly take into account in determining whether the faculty member was discharging their responsibilities at an acceptable level.

2.4 PROCEDURES FOR ALTERNATIVE COURSE REQUIREMENTS DUE TO CONFLICTS WITH SINCERELY HELD CORE BELIEFS

It is the student's obligation to determine, before the last day to submit a petition for late course drop without penalty, when course requirements conflict with the student's sincerely held core beliefs. The class should be dropped if a conflict exists. A student who finds this solution impractical may request an alternative requirement from the instructor. Though the university provides, through this policy, a process by which a student may make such a request, the policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. A request for an alternative requirement must be made to the instructor in writing or email, and the student must deliver a copy of the request to the office of the department head. The request must articulate the burden the requirement would place on the student's sincerely held core beliefs.

The instructor must respond to any request for an alternative requirement within two school days of receiving it. The response must be made in writing and a copy must be delivered to the office of the department head. In the event that the class does not meet on the day by which the instructor must respond, the student must make arrangements to receive the response in a timely manner. Instructors are not required to provide an alternative requirement, as long as the original course requirement has a reasonable relationship to a legitimate pedagogical goal. They may do so only if a reasonable alternative means of satisfying the course requirement is available and only if that alternative is fully appropriate for meeting the academic objectives of the course, after considering (1) the fundamental importance of the particular requirement to the legitimate pedagogical requirements of the course; (2) the burden on the student's sincerely held core beliefs; and (3) the difficulty of administering the alternative requirement.

In considering whether or not to provide an alternative requirement, the instructor may evaluate the sincerity but not the validity of the student's beliefs. If an instructor in a course provides an alternative requirement, the instructor must similarly consider all other requests made during the same semester for the same course for alternative requirements to address all students' sincerely held core beliefs. Requests will be individually evaluated in relation to the same considerations; however, the granting of one such request will not guarantee that all requests will be granted. Because the criteria and requirements for granting requests will apply differently to each instructor and to each section of each course, decisions made by an instructor in one course will not affect decisions by the same instructor in other courses or by other instructors in the same or other courses.

If an instructor does not grant a request for an alternative requirement, the student may appeal that denial in writing to the department head. (If the department head is the instructor of the course, the student may appeal the denial to the academic dean of the college. If the dean is the instructor, the student may appeal to the provost.) The department head (or dean or

provost, as applicable) will, in consultation with the faculty member, act within two school days. The department head (or dean or provost, as applicable) will uphold the denial unless they find that the denial was arbitrary and capricious or illegal. The student may appeal the department head's decision to the academic dean of the college. The academic dean's determination will be final as it pertains to the specific request for an alternative requirement. Faculty challenges to the appropriateness of this decision should follow established grievance procedures (Policy 407.5, Grievances). The student may but is not required to participate in these further reviews.

If the faculty instructor disagrees with the dean's decision that the instructor's denial of the student's request was arbitrary and capricious or illegal, the faculty instructor may not be compelled against their professional judgment to administer the requested alternative requirement for the student. If the faculty instructor declines to administer the alternative requirement, it will be the responsibility of the dean in consultation with the department head to design and administer the alternative requirement for the student in order to satisfy the student's request. The dean (or dean's appropriate designee) will determine the student's grade on that specific alternative requirement and will report that grade to the course instructor, who will incorporate that grade for the requirement into the total grade for the course. The final grade in the course will be determined by the faculty instructor and will be calculated in the same way as the final grade is determined for all other students in the course.

A student in good standing may determine, after the last day to submit a petition for late course drop without penalty, that a course requirement conflicts with the student's sincerely held core beliefs. If the instructor has denied the student's written request for an alternative requirement, the student may seek permission in writing from the dean to withdraw without receiving a W on their transcript and to receive a refund of tuition for that class. It is the student's responsibility to determine any effect withdrawing from the course may have on the student's financial aid. In making this request the student must demonstrate that they could not have made this determination prior to the last day to drop courses without penalty, or that the request was made prior to the last day to drop a course and a decision was made after the drop date. The dean's determination will be final.

Decisions on requests for alternative requirements will not be considered adversely to a faculty member in retention, promotion and tenure, or other proceedings as long as those decisions are made in good faith. Faculty will not take adverse academic action against students requesting alternative requirements. Neither the academic college dean, nor the vice president for statewide campuses, nor the department head, will take any adverse action against an instructor based on the instructor's decision to provide or not to provide an alternative requirement for a student.

403.3 RESPONSIBILITIES

3.1 Responsible Office/Party

Identify who is responsible for what with regard to this policy. Roles and responsibilities are best defined by department and/or job title. [Arial 10]

403.4 REFERENCES

- Bullet list references to Federal, State, municipal regulations, USHE/Board of Higher Education policies. [Arial 10]
- Continue list of references. [Arial 10]

403.5 RELATED USU POLICIES

- 401: Composition and Authority of the Faculty

Information below is not included as part of the contents of the official policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the president.

RESOURCES

Contacts

- Faculty Senate website: <https://www.usu.edu/fsenate/index>
- Executive Secretary: [Michele Hillard](#)

POLICY HISTORY

Original issue date: 1997/07/01

Last review date: 2022/02/01

Next scheduled review date: YYYY/MM/DD

Previous revision dates: 2006/10/20, 2009/03/06, 2011/07/08, 2012/01/06.

University Policy 403: Academic Freedom and Professional Responsibility

Category: Faculty Policies (*Faculty Code*)

Subcategory: None

Covered Individuals: University Faculty

Responsible Executive: Provost

Policy Custodian: Chair of Professional Responsibilities and Procedures Committee

Last Revised: 2022/02/01

Previous USU Policy Number: 403

403.1 PURPOSE AND SCOPE

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2.2.3 Freedom and Course Requirements

Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas

and theories or their implications is not sufficient grounds for requesting an alternative course requirement. Alternative requirements requested on such grounds will not necessarily be granted. The university recognizes that students' sincerely held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors (Policy 403.4, Procedures for Alternative Course Requirements due to Conflicts with Sincerely Held Core Beliefs). The university assumes no obligation to ensure that all students will be able to complete any course or major.

2.2.4 Violations of Academic Freedom or Standards and Regulations

Persons having a formal association with the university will not be involved in acts which violate the academic freedom or constitutional rights of others or the standards and regulations of the university or the State Board of Regents.

2.3 PROFESSIONAL RESPONSIBILITY; STANDARDS OF CONDUCT

The concept of academic freedom is accompanied by an equally demanding concept of professional responsibility. The standards for professional responsibility listed in the following subsections are standards to which faculty members are expected to adhere. University faculty members are citizens, members of learned professions, and officers of an educational institution. When speaking or writing as citizens, faculty members are free from institutional censorship or discipline, but their special position in the community imposes special obligations. As individuals of learning and as educational officers, they should understand that the public may judge their profession and their institution by their individual utterances. Hence, they should at all times strive to be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.

2.3.1 Standards of Conduct - Faculty Responsibilities to Students

2.3.1.1 Faculty members engage in reasonable and substantial preparation for the teaching of their courses, appropriate to the educational objectives to be achieved and consistent with the standards of the discipline.

2.3.1.2 Faculty members meet scheduled classes. Schedules are altered or classes canceled only for valid reasons and only after adequate notice is given to students and the faculty member's direct academic supervisor. Failure to meet a class without prior notice to students is excusable only for reasons beyond the control of the faculty member.

2.3.1.3 Faculty members will select course requirements based on the legitimate pedagogical goals of the course and discipline and inform students of the general content and evaluation criteria in the syllabus or comparable documentation at the beginning of any course they teach. Faculty members evaluate student course work promptly, conscientiously, without prejudice or favoritism, and consistently with the criteria stated at the beginning of the course in the course documentation and related to the legitimate pedagogical goals of the course. The

documentation for the course should identify, to the extent possible, the writings, lectures, films, presentations, performances, or other course requirements in sufficient detail to allow the student to identify requirements that may conflict with the student's sincerely held core beliefs. Faculty will not always be able to predict in advance requirements that may conflict with the sincerely held core beliefs of a given student or group of students. If conflicts arise, Policy 403.4, Procedures for Alternative Course Requirements due to Conflicts with Sincerely Held Core Beliefs, provides guidance to students and faculty for the resolution of conflicts.

2.3.1.4 Faculty members with teaching responsibilities maintain regular office hours for consultation with students, or they otherwise assure accessibility to students.

2.3.1.5 Faculty members do not plagiarize the work of students. When faculty members and students work together, appropriate credit is given to the students. Faculty members do not limit or curtail the right of any student to publish or otherwise communicate the result of the student's own independent scholarly activities.

2.3.1.6 Faculty members do not use their positions and authority to obtain uncompensated labor or to solicit gifts or favors from students. Faculty members do not ask students to perform services unrelated to legitimate requirements of a course unless the student is adequately compensated for such services.

2.3.1.7 Faculty members do not reveal matters told to them in confidence by students except as required by law, and then only to persons entitled to such information by law or institutional regulation. Faculty members may, however, report their assessment of a student's performance and ability to persons logically and legitimately entitled to receive such reports.

2.3.1.8 Faculty members create and maintain environments in which students are provided the opportunity to do original thinking, research, creative work, and writing.

2.3.1.9 Faculty members avoid the misuse of the classroom by preempting substantial portions of class time for the presentation of views on topics unrelated to the subject matter of the course. Faculty members do not reward agreement or penalize disagreement with their views on controversial topics.

2.3.1.10 Faculty members do not engage in the sexual harassment of students, or any other forms of harassment prohibited by USU Policies (303 Affirmative Action/Equal Opportunity and 339 Sexual Misconduct in an Employment or Education Program or Activity and its sub-policies).

2.3.1.11 Faculty members do not engage in discrimination against students (Policy 303, Affirmative Action/Equal Opportunity).

2.3.1.12 Faculty members do not intimidate, humiliate or abuse students (for definitions, see Policy 321, Respectful Workplace).

2.3.2 Standards of Conduct - Professional Obligations

2.3.2.1 Faculty members do not plagiarize nor do they permit the appearance that they are the author of work done by others.

2.3.2.1 Faculty members do not falsify data either by deliberate fabrication or selective reporting with the intent to deceive.

2.3.2.3 Faculty members do not misappropriate other's ideas.

2.3.2.4 Faculty members do not misuse privileged or otherwise confidential information.

2.3.2.5 Faculty members exercise Reasonable Care in meeting their obligations to their associates when they are engaged in joint research or other professional effort.

2.3.2.6 Faculty members do not exploit their positions for personal or pecuniary gain when supervising the professional work of others. Research for pecuniary return should be conditional upon disclosure to and consent of the vice president for research and dean of the school of graduate studies.

2.3.2.7 Faculty members exercise Reasonable Care in meeting their commitments to the institution and to funding agencies where appropriate in research, publication, or other professional endeavors.

2.3.2.8 Faculty members keep informed and knowledgeable about developments in their fields.

2.3.2.9 Faculty members do not engage in the sexual harassment or any other form of harassment prohibited by USU Policies 303, Affirmative Action/Equal Opportunity, or Policy 339, Sexual Misconduct in an Employment or Education Program or Activity and its sub-policies, of other faculty members or any employee of the university.

2.3.2.10 Faculty members do not engage in discrimination against other faculty members or any other employee of the university. (Policy 303, Affirmative Action/Equal Opportunity).

2.3.2.11 Faculty members do not intimidate, humiliate, or abuse other faculty members or any other employee of the university. (Policy 321, Respectful Workplace).

2.3.3 Standards of Conduct - Responsibilities to the Institution

2.3.3.1 Faculty members conduct themselves in an open, fair, civil, and humane manner both in general and when making decisions or recommendations concerning admissions, employment, promotion, retention, tenure, and other professional matters. Faculty members do not harass or discriminate against anyone on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, veteran status, or marital or parental status; the presence of any sensory, physical or mental disability or handicap; or for any other reason impermissible under applicable constitutional or statutory provisions.

2.3.3.2 Faculty members may engage in outside professional activities that improve their academic skills and have a legitimate relationship to their academic service; however, faculty members must comply with Policies 376, Extra-Service Compensation, and 377, Consulting Service, restricting the amount of time spent on non- institutional commitments, including outside consulting and other non-institutional employment. They also must comply with state

law and institutional regulations relating to conflicts of interest.

2.3.3.3 Faculty members do not exploit the institution's name or their relationship to the institution for personal reasons unrelated to their legitimate academic or professional activities. They avoid creating the impression that they are representing the institution in public appearances or statements, unless in fact they are.

2.3.3.4 Faculty members do not purposely destroy institutional property, purposely disrupt institutional programs, purposely inflict physical injury or threaten such injury to other persons on campus, or purposely interfere with the legitimate activities of other persons on the institution's campus, nor do they purposely and unlawfully incite others to engage in such destruction, disruption, injury, or interference. Provided however:

(a) Non-violent reaction from members of an audience at a meeting or program open to the public will not be considered disruption or interference of legitimate activities, unless such reaction occurs for the purpose of preventing the continuation of the program and has a reasonable likelihood of succeeding.

(b) Mere advocacy or expression will not be considered incitement, unless the advocacy or expression poses a clear and present danger of the imminent occurrence of destruction, disruption, injury, or interference.

2.3.3.5 Faculty members do not misappropriate institutional property or knowingly use it in violation of state or federal law.

2.3.3.6 Faculty members do not knowingly mislead the institution by falsely asserting facts relevant to their qualifications as faculty members or their eligibility for institutional benefits.

2.3.3.7 Faculty members adhere to the drug- and alcohol-free workplace policy (Policy 313, Drug and Alcohol-Free Workplace, Drug and Alcohol Testing).

2.3.4 Standards of Conduct - Responsibilities of Citizenship

Faculty members share the general legal duties of citizenship. Faculty members who violate state or federal law may expect no immunity or special protection by reason of faculty status. As with other citizens, breaches of legal duty by faculty members are matters for disposition by the legal system. The university will not commence disciplinary proceedings for violations of law unless such violations directly relate to the university or adversely impact on the university's purposes and mission. The university reserves the right to bring disciplinary proceedings against faculty members who are charged with unlawful conduct which also constitutes a violation of a standard of conduct of this policy.

2.3.5 Definition of Reasonable Care

This term, which is familiar to the law, means that the level of performance required of a faculty member is that which is recognized in the profession as reasonable in the light of the obligations which the faculty member has assumed, competing demands upon their energy

and time, nature and quality of their work, and all other circumstances which the academic community would properly take into account in determining whether the faculty member was discharging their responsibilities at an acceptable level.

2.4 PROCEDURES FOR ALTERNATIVE COURSE REQUIREMENTS DUE TO CONFLICTS WITH SINCERELY HELD CORE BELIEFS

It is the student's obligation to determine, before the last day to submit a petition for late course drop without penalty, when course requirements conflict with the student's sincerely held core beliefs. The class should be dropped if a conflict exists. A student who finds this solution impractical may request an alternative requirement from the instructor. Though the university provides, through this policy, a process by which a student may make such a request, the policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. A request for an alternative requirement must be made to the instructor in writing or email, and the student must deliver a copy of the request to the office of the department head. The request must articulate the burden the requirement would place on the student's sincerely held core beliefs.

The instructor must respond to any request for an alternative requirement within two school days of receiving it. The response must be made in writing and a copy must be delivered to the office of the department head. In the event that the class does not meet on the day by which the instructor must respond, the student must make arrangements to receive the response in a timely manner. Instructors are not required to provide an alternative requirement, as long as the original course requirement has a reasonable relationship to a legitimate pedagogical goal. They may do so only if a reasonable alternative means of satisfying the course requirement is available and only if that alternative is fully appropriate for meeting the academic objectives of the course, after considering (1) the fundamental importance of the particular requirement to the legitimate pedagogical requirements of the course; (2) the burden on the student's sincerely held core beliefs; and (3) the difficulty of administering the alternative requirement.

In considering whether or not to provide an alternative requirement, the instructor may evaluate the sincerity but not the validity of the student's beliefs. If an instructor in a course provides an alternative requirement, the instructor must similarly consider all other requests made during the same semester for the same course for alternative requirements to address all students' sincerely held core beliefs. Requests will be individually evaluated in relation to the same considerations; however, the granting of one such request will not guarantee that all requests will be granted. Because the criteria and requirements for granting requests will apply differently to each instructor and to each section of each course, decisions made by an instructor in one course will not affect decisions by the same instructor in other courses or by other instructors in the same or other courses.

If an instructor does not grant a request for an alternative requirement, the student may appeal that denial in writing to the department head. (If the department head is the instructor of the course, the student may appeal the denial to the academic dean of the college. If the dean is the instructor, the student may appeal to the provost.) The department head (or dean or

provost, as applicable) will, in consultation with the faculty member, act within two school days. The department head (or dean or provost, as applicable) will uphold the denial unless they find that the denial was arbitrary and capricious or illegal. The student may appeal the department head's decision to the academic dean of the college. The academic dean's determination will be final as it pertains to the specific request for an alternative requirement. Faculty challenges to the appropriateness of this decision should follow established grievance procedures (Policy 407.5, Grievances). The student may but is not required to participate in these further reviews.

If the faculty instructor disagrees with the dean's decision that the instructor's denial of the student's request was arbitrary and capricious or illegal, the faculty instructor may not be compelled against their professional judgment to administer the requested alternative requirement for the student. If the faculty instructor declines to administer the alternative requirement, it will be the responsibility of the dean in consultation with the department head to design and administer the alternative requirement for the student in order to satisfy the student's request. The dean (or dean's appropriate designee) will determine the student's grade on that specific alternative requirement and will report that grade to the course instructor, who will incorporate that grade for the requirement into the total grade for the course. The final grade in the course will be determined by the faculty instructor and will be calculated in the same way as the final grade is determined for all other students in the course.

A student in good standing may determine, after the last day to submit a petition for late course drop without penalty, that a course requirement conflicts with the student's sincerely held core beliefs. If the instructor has denied the student's written request for an alternative requirement, the student may seek permission in writing from the dean to withdraw without receiving a W on their transcript and to receive a refund of tuition for that class. It is the student's responsibility to determine any effect withdrawing from the course may have on the student's financial aid. In making this request the student must demonstrate that they could not have made this determination prior to the last day to drop courses without penalty, or that the request was made prior to the last day to drop a course and a decision was made after the drop date. The dean's determination will be final.

Decisions on requests for alternative requirements will not be considered adversely to a faculty member in retention, promotion and tenure, or other proceedings as long as those decisions are made in good faith. Faculty will not take adverse academic action against students requesting alternative requirements. Neither the academic college dean, nor the vice president for statewide campuses, nor the department head, will take any adverse action against an instructor based on the instructor's decision to provide or not to provide an alternative requirement for a student.

403.3 RESPONSIBILITIES

3.1 Responsible Office/Party

Identify who is responsible for what with regard to this policy. Roles and responsibilities are best defined by department and/or job title. [Arial 10]

403.4 REFERENCES

- Bullet list references to Federal, State, municipal regulations, USHE/Board of Higher Education policies. [Arial 10]
- Continue list of references. [Arial 10]

403.5 RELATED USU POLICIES

- 401: Composition and Authority of the Faculty

Information below is not included as part of the contents of the official policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the president.

RESOURCES

Contacts

- Faculty Senate website: <https://www.usu.edu/fsenate/index>
- Executive Secretary: [Michele Hillard](#)

POLICY HISTORY

Original issue date: 1997/07/01

Last review date: 2022/02/01

Next scheduled review date: YYYY/MM/DD

Previous revision dates: 2006/10/20, 2009/03/06, 2011/07/08, 2012/01/06.

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences proposes restructuring the Skilled and Technical Sciences Education Emphasis.

EXECUTIVE SUMMARY

The Department of Applied Sciences, Technology and Education proposes restructuring the Skilled and Technical Sciences Education Emphasis.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to restructure the Skilled and Technical Sciences Education Emphasis.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences proposes restructuring the Skilled and Technical Sciences Education Emphasis, and

WHEREAS, The proposal will take advantage of "stackable" credentials to ensure that graduates are highly skilled in their teaching content, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring the Skilled and Technical Sciences Education Emphasis, in the College of Agriculture and Applied Sciences' Department of Applied Sciences, Technology and Education and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CAAS - Applied Sciences, Technology and Education - Skilled and Technical Sciences Education Emphasis

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Applied Sciences, Technology and Education

Current Title (if applicable)*

Skilled and Technical Sciences Education Emphasis

Proposed Title*

Skilled and Technical Sciences Education Emphasis

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 13.1319

Minimum Number of Credits (if applicable)* 122

Maximum Number of Credits (if applicable)* 122

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

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

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Description of Technology & Engineering Education at USU:

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

Proposed Action & Rationale

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

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

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

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

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

Phase 3: Completion of 59 additional credits to earn a Bachelor of Science degree in Technology & Engineering Education with an emphasis in Skilled & Technical Sciences

2) The restructured STSE emphasis will include licensure and endorsement to teach in a skilled and technical content area in secondary schools, by way of completion of the Secondary Teacher Education Program (STEP) during the last four semesters. Currently, the STSE emphasis does not lead to secondary licensure and endorsement, and past graduates have had to either pursue employment in industry or complete an additional APPEL program in order to teach in secondary schools.

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

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

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

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

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

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

**Labor Market Demand
(if applicable)**

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

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

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

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

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

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

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

2) By following the model established by the General Technology AAS and Technology Systems BS programs, this proposed action repackages existing elements to provide an additional pathway for students from across the state in the technical college system to put their certificate towards a bachelor’s degree in a respected field.

Finances*

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

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


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

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

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


Licensure Notification:

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

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering an Institutional Certificate of Proficiency in Additive Manufacturing.

EXECUTIVE SUMMARY

The Department of Aviation and Technical Education proposes offering an Institutional Certificate of Proficiency in Additive Manufacturing.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer an Institutional Certificate of Proficiency in Additive Manufacturing.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering an Institutional Certificate of Proficiency in Additive Manufacturing, and

WHEREAS, The proposal will allow students the opportunity to combine the courses into a specific credential, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Institutional Certificate of Proficiency in Additive Manufacturing, in the College of Agriculture and Applied Sciences' Department of Aviation and Technical Education and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CAAS - Aviation and Technical Education - Additive Manufacturing

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)* Additive Manufacturing

Proposed Title* Additive Manufacturing

CIP Code

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

CIP Code (6-digits) * 15.0613

Minimum Number of Credits (if applicable)* 12

Maximum Number of Credits (if applicable)* 12

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* This certificate is part of funding received from the legislature through the learn and work in Utah program. Students who complete this certificate will be prepared to enter the workforce in high wage jobs in the additive manufacturing sector.

SECTION II: PROGRAM PROPOSAL

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

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

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

Finances* The courses needed for this certificate already exist and are offered on Logan campus. This program allows students the opportunity to combine these courses into a specific credential. It is anticipated that no additional funds will be required.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**


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

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

TESY 3200 - Additive Manufacturing I (3 credits)

TESY 3040 - Design for Additive Manufacturing (3 credits)

TESY 3210 - Additive Manufacturing II (3 credits)

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Technology Systems: Advanced Manufacturing Emphasis.

EXECUTIVE SUMMARY

The Department of Aviation and Technical Education proposes offering a Technology Systems: Advanced Manufacturing Emphasis.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer a Technology Systems: Advanced Manufacturing Emphasis.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Technology Systems: Advanced Manufacturing Emphasis, and

WHEREAS, The proposal will help students seeking a career in the Advanced Manufacturing workforce, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Technology Systems: Advanced Manufacturing Emphasis, in the College of Agriculture and Applied Sciences' Department of Aviation and Technical Education and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CAAS - Aviation and Technical Education - Technology Systems: Advanced Manufacturing Emphasis - BS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)* Not applicable

Proposed Title* Technology Systems: Advanced Manufacturing Emphasis - BS

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Step 2: Enter the correct CIP Code using the following website: [Classification of Instructional Programs](#)

CIP Code (6-digits) * 15.0613

Minimum Number of Credits (if applicable)* 120

Maximum Number of Credits (if applicable)* 121

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

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

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

Existing Academic Program Changes:

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

Administrative Unit Changes:

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

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose* The purpose of this proposal is to create a new Advanced Manufacturing emphasis within the Technology Systems BS degree.

Section II: Program Proposal

Proposed Action & Rationale* Working with our industry partners we have developed a specific set of courses that better prepares students for the Advanced Manufacturing industry. These courses have been offered as options in other emphasis areas and credentials offered. However, at the request of industry partners, and as part of funding received from the Learn and Work program through Talent Ready Utah, this emphasis will better prepare students to meet the workforce needs.

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


Consistency with Institutional Mission & Institutional Impact* This program helps to build the student centered, land-grant, mission of USU by helping students and industry. First, the new emphasis will clarify the path for students seeking a career in the Advanced Manufacturing workforce. This clarity can help students connect with potential careers and other opportunities. Additionally, this program brings industry partners and students together to provide a strong educational pathway into a high skill, high demand, workforce. This connection to local industries builds a workforce that is currently high demand.

Finances* This emphasis will utilize current courses taught at USU. It is not anticipated that additional funds will be needed to create the emphasis.

Section III: Curriculum (if applicable)

Section 111: Curriculum (if applicable)

Program Curriculum Narrative	<p>This certificate will require students to complete 15 credits separated into a five courses emphasis as follows,</p> <p>TESY 3200 - Additive Manufacturing I (3 Credits)</p> <p>TESY 3040 - Design for Additive Manufacturing (3 Credits)</p> <p>TESY 3210 - Additive Manufacturing II (3 Credits)</p> <p>TESY 3270 - Advanced Computer-Aided Drafting (3 Credits)</p> <p>TESY 3030 - Computer-Integrated Manufacturing Systems (3 Credits)</p>
-------------------------------------	--

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

Step 5: Submit

Click on the save all changes button below.

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

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Certificate of Proficiency in Construction Fundamentals.

EXECUTIVE SUMMARY

The Department of Aviation and Technical Education proposes offering a Certificate of Proficiency in Construction Fundamentals.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer a Certificate of Proficiency in Construction Fundamentals.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Certificate of Proficiency in Construction Fundamentals, and

WHEREAS, The proposal will be a stackable Certificate of Proficiency and is a good option for students in areas that have a higher construction demand, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Certificate of Proficiency in Construction Fundamentals, in the College of Agriculture and Applied Sciences' Department of Aviation and Technical Education and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CAAS - Aviation and Technical Education - Construction Fundamentals - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)*

NONE

Proposed Title* Construction Fundamentals - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 46.0415

Minimum Number of
Credits (if
applicable)* 6

Maximum Number of
Credits (if
applicable)* 6

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

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

SECTION II: PROGRAM PROPOSAL

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

**Labor Market Demand
(if applicable)**

Summary

Quick Facts: Construction Laborers and Helpers	
<u>2021 Median Pay</u>	\$37,520 per year \$18.04 per hour
<u>Typical Entry-Level Education</u>	<u>See How to Become One</u>
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	Short-term on-the-job training
<u>Number of Jobs, 2020</u>	1,514,200
<u>Job Outlook, 2020-30</u>	7% (As fast as average)
<u>Employment Change, 2020-30</u>	109,100

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

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


Finances*

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

SECTION III: CURRICULUM (if applicable)


**Program Curriculum
Narrative**

Degree Map	
First Semester	Cr. Hr
BCCM 1200 Introduction to Construction	2
BCCM 1250 Carpentry Concepts	4
Total	6

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.

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes changing the name and restructuring of the Emergency Medical Technician and First Responders Certificate of Proficiency to Emergency Medical Technician Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Aviation and Technical Education proposes changing the name and restructuring of the Emergency Medical Technician and First Responders Certificate of Proficiency to Emergency Medical Technician Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to change the name and restructuring of the Emergency Medical Technician and First Responders Certificate of Proficiency to Emergency Medical Technician Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes changing the name and restructuring of the Emergency Medical Technician and First Responders Certificate of Proficiency to Emergency Medical Technician Certificate of Proficiency, and

WHEREAS, The proposal will support USU's mission by providing education and jobs for a critical need area in the rural Southeast Utah and the Utah strip of the Navajo reservation, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name and restructuring of the Emergency Medical Technician and First Responders Certificate of Proficiency to Emergency Medical Technician Certificate of Proficiency, in the College of Agriculture and Applied Sciences' Department of Aviation and Technical Education and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CAAS - Aviation and Technical Education - Emergency Medical Technician - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)*

Emergency Medical Technician and First Responders - Certificate of Proficiency

Proposed Title*

Emergency Medical Technician - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 51.0904

Minimum Number of
Credits (if
applicable)* 6

Maximum Number of
Credits (if
applicable)* 6

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes No

Teacher Licensure Program Approval (STEP)* Yes No

SECTION I: THE REQUEST

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

SECTION II: PROGRAM PROPOSAL

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

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


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

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

SECTION III: CURRICULUM (if applicable)


**Program Curriculum
Narrative**

To comply with the USHE curriculum alignment requirements, the number of credits will be reduced from 8 credits to 6 credits.

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes changing the name and restructuring of the Certified Nursing Assistant Certificate of Proficiency to Nursing Assistant Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Aviation and Technical Education proposes changing the name and restructuring of the Certified Nursing Assistant Certificate of Proficiency to Nursing Assistant Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to change the name and restructuring of the Certified Nursing Assistant Certificate of Proficiency to Nursing Assistant Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes changing the name and restructuring of the Certified Nursing Assistant Certificate of Proficiency to Nursing Assistant Certificate of Proficiency, and

WHEREAS, The proposal will result in statewide alignment and lower tuition for students, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name and restructuring of the Certified Nursing Assistant Certificate of Proficiency to Nursing Assistant Certificate of Proficiency, in the College of Agriculture and Applied Sciences' Department of Aviation and Technical Education and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CAAS - Aviation and Technical Education - Nursing Assistant - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)*

Certified Nursing Assistant - Certificate of Proficiency

Proposed Title*

Nursing Assistant - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 51.3902

Minimum Number of
Credits (if
applicable)* 3

Maximum Number of
Credits (if
applicable)* 3

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes No

Teacher Licensure Program Approval (STEP)* Yes No

SECTION I: THE REQUEST

R401 Purpose* To comply with USHE curriculum alignment requirements.

SECTION II: PROGRAM PROPOSAL

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

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


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

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

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

SECTION III: CURRICULUM (if applicable)

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

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes restructuring and offering a Pharmacy Technician Certificate of Completion.

EXECUTIVE SUMMARY

The Department of Aviation and Technical Education proposes restructuring and offering a Pharmacy Technician Certificate of Completion.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to restructure and offer a Pharmacy Technician Certificate of Completion.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes restructuring and offering a Pharmacy Technician Certificate of Completion, and

WHEREAS, The proposal will achieve statewide alignment and prepare students to support pharmacists, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring and offering a Pharmacy Technician Certificate of Completion, in the College of Agriculture and Applied Sciences' Department of Aviation and Technical Education and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:

CAAS - Aviation and Technical Education - Pharmacy Technician - Certificate of Completion

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)*

Pharmacy Technician - Certificate of Completion

Proposed Title*

Pharmacy Technician - Certificate of Completion

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 51.0805

Minimum Number of
Credits (if
applicable)* 17

Maximum Number of
Credits (if
applicable)* 17

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

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

SECTION II: PROGRAM PROPOSAL

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

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

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

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

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

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

**Labor Market Demand
(if applicable)**

Employment opportunities for Pharmacy Technicians is expected to grow 5% from 2021 to 20331 with a projected 43,500 openings in the job market. The median pay in 2021 was \$36,740 per year or \$17.66/hr.

(www.bls.gov/oco)

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

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


Finances*

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

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

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

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes restructuring and offering a Phlebotomy Technician Certificate of Completion.

EXECUTIVE SUMMARY

The Department of Aviation and Technical Education proposes restructuring and offering a Phlebotomy Technician Certificate of Completion.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to restructure and offer a Phlebotomy Technician Certificate of Completion.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes restructuring and offering a Phlebotomy Technician Certificate of Completion, and

WHEREAS, The proposal will support USU's mission of educating the public through community health professions needs and support local cultures, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring and offering a Phlebotomy Technician Certificate of Completion, in the College of Agriculture and Applied Sciences' Department of Aviation and Technical Education and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CAAS - Aviation and Technical Education - Phlebotomy Technician - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)* Phlebotomy - Certificate of Proficiency

Proposed Title* Phlebotomy Technician - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 51.1009

Minimum Number of
Credits (if
applicable)* 3

Maximum Number of
Credits (if
applicable)* 3

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes No

Teacher Licensure Program Approval (STEP)* Yes No

SECTION I: THE REQUEST

R401 Purpose* In order to fulfill the USHE curriculum alignment requirements, the USU phlebotomy program must be restructured and renamed.

SECTION II: PROGRAM PROPOSAL

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

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

(www.bls.gov/oco)

Consistency with Institutional Mission & Institutional Impact* The proposed program supports USU's mission of educating the public through community health professions needs and supporting local cultures. The proposed program will not alter staff, faculty or community needs.

Finances* There is an increase in credit hours (1 credit) which will likely be a slight increase in cost the the student. No new equipment or facilities or other funding will be required.

SECTION III: CURRICULUM (if applicable)


**Program Curriculum
Narrative**

The proposed curriculum will not result in a curriculum change for the current program. There will be more class time required in the lecture portion, but the curriculum will still be in keeping with the required national certification guidelines (American Medical Technologists).

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

TEPH 1860 Phlebotomy I 2 credits/60 Clock hours

TEPH 1865 Phlebotomy II (Lab) 1 credit/30 clock hours

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the **SAVE ALL CHANGES** button below.

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

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences proposes offering an Institutional Certificate of Proficiency in Digital Modeling and Visualization.

EXECUTIVE SUMMARY

The Department of Landscape Architecture and Environmental Planning proposes offering an Institutional Certificate of Proficiency in Digital Modeling and Visualization.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer an Institutional Certificate of Proficiency in Digital Modeling and Visualization.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences proposes offering an Institutional Certificate of Proficiency in Digital Modeling and Visualization, and

WHEREAS, The proposal will help students develop a mastery of several critical technologies, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Institutional Certificate of Proficiency in Digital Modeling and Visualization, in the College of Agriculture and Applied Sciences' Department of Landscape Architecture and Environmental Planning and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CAAS - Landscape Architecture and Environmental Planning - Digital Modeling and Visualization - Institutional Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Landscape Architecture and Environmental Planning

Current Title (if applicable)* Not Applicable

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

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 11.0804

Minimum Number of
Credits (if
applicable)* 18

Maximum Number of
Credits (if
applicable)* 18

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

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

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

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

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

Labor Market Demand (if applicable)

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

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

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

The proposed certificate program in LAEP will respond to these market characteristics by training strong professionals and future leaders to be well-positioned to move into professional practice.

Consistency with Institutional Mission & Institutional Impact*

The proposed certificate program in Digital Modeling and Visualization is consistent with USU's mission "to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels; through research and development; and through service and extension programs" (R312, 4.1.1). This program specifically addresses the mission of USU to be one of the nation's premier student-centered universities through a student-focused curriculum and programs that will prepare students to contribute to the workforce through highly specialized software and design applications. The Certificate in Digital Modeling and Visualization will benefit USHE and the state by serving the public through learning and engagement. As the state experiences record population and urban growth, graduates with the Certificate in Digital Modeling and Visualization will improve the ability of developers, elected officials, and the public to make informed decisions regarding the structure and appearance of our spatial environment.


Finances*

To make this Certificate in Digital Modeling and Visualization program possible, additional faculty resources are needed to teach two courses not presently offered at USU, although these courses are also part of an undergraduate program proposal. These two courses may be covered through allocation of existing faculty resources but doing so may lead to shifts in present course coverage. As a result, an internal reallocation of LAEP's operating budget will be made to provide for the instruction of six credits, which these two courses represent, by adjunct faculty.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

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

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the **SAVE ALL CHANGES** button below.

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

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences proposes offering an Institutional Certificate of Proficiency in Environmental Planning.

EXECUTIVE SUMMARY

The Department of Landscape Architecture and Environmental Planning proposes offering an Institutional Certificate of Proficiency in Environmental Planning.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer an Institutional Certificate of Proficiency in Environmental Planning.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences proposes offering an Institutional Certificate of Proficiency in Environmental Planning, and

WHEREAS, The proposal will provide students with an introductory professional education in the core principles of environmental planning, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Institutional Certificate of Proficiency in Environmental Planning, in the College of Agriculture and Applied Sciences' Department of Landscape Architecture and Environmental Planning and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

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

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Landscape Architecture and Environmental Planning

Current Title (if applicable)* Not applicable

Proposed Title* Environmental Planning - Institutional Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 03.0103

Minimum Number of
Credits (if
applicable)* 16

Maximum Number of
Credits (if
applicable)* 16

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

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

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The primary goal of the proposed Certificate in Environmental Planning at Utah State University (USU) is to provide students with an introductory professional education in the core principles of environmental planning. The demand for environmental planning professional is strong. USU's LAEP department has a longstanding Master of Science in Environmental Planning and a new Bachelor of Science in Environmental Planning, as well as complimentary curriculum in the allied discipline of Landscape Architecture. In effect, LAEP is poised to offer undergraduate students increased access to environmental planning within the department's existing resources. The Certificate in Environmental Planning would complement multiple majors within USU, including Environmental Studies, Applied Economics, Conservation and Restoration Ecology, Geography, Integrated Studies, Recreation Resource Management, Sociology, Soils and Sustainable Land Systems, and others by offering a planning component through professional education in the core principles of environmental planning. In a growing field, with significant impact on society and the world, where there is a shortage of professionals, students benefit by earning a directly applicable credential to be more competitive in the marketplace.

**Labor Market Demand
(if applicable)**

The Bureau of Labor Statistics projects a ten-year national job growth outlook to be 7% (as fast as average) for Urban and Regional Planners, where environmental planning is urban and regional planning with a specialized sub-focus on sustainability. Environmental planners need at least a B.S. or B.A. in the field. However, environmental planning is a broad field, bridging the disciplines of geology, soils, hydrology, plant and wildlife ecology, law, public policy, and others. With many environmental planners as specialists in these fields, what distinguishes them as planners is the ability to bring analytical, managerial, and policy-making skills to bear on decisions about the appropriate use of land and natural resources. Underlying this process is the philosophy that better land-use decisions will result if decision makers are better informed about the environmental effects of alternative actions. The proposed Certificate in Environmental Planning will better prepare and position students in allied disciplines to understand the land and natural resource effects of alternative actions.

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

The proposed Certificate in Environmental Planning is consistent with USU's mission "to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels; through research and development; and through service and extension programs" (R312, 4.1.1). This program specifically addresses the mission of USU to be one of the nation's premier student-centered land grant universities through a student-focused and community-engaged program developing future professionals to develop air, water, and land-use decisions and policies. The Certificate in Environmental Planning program will benefit USHE and the state by serving the public through learning and engagement. Future professionals and leaders exposed to the core principles of environmental planning will advance important problem-solving mechanisms in the planning and management of natural and built landscapes across the Intermountain West and around the world.

Finances*


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

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**


As indicated in the Program Curriculum attachment, the Certificate in Environmental Planning will be composed of a required series of professional foundation courses in environmental planning (10 credits), and 6 elective credits in two additional environmental, planning, policy, or ethics courses.

These electives from various programs across USU will allow students from allied programs to efficiently complete the certificate due to overlap in their major requirements. The schedule for this certificate is left open to when the students can best fit the courses in with their major requirements.

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Plants, Soils and Climate in the College of Agriculture and Applied Sciences proposes discontinuing the Landscape Management Certificate.

EXECUTIVE SUMMARY

The Department of Plants, Soils and Climate proposes discontinuing the Landscape Management Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to discontinue the Landscape Management Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Plants, Soils and Climate in the College of Agriculture and Applied Sciences proposes discontinuing the Landscape Management Certificate, and

WHEREAS, The proposal will allow students, through another certificate of completion to be eligible for financial aid, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve discontinuing the Landscape Management Certificate, in the College of Agriculture and Applied Sciences' Department of Plants, Soils and Climate and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CAAS - Plants, Soils and Climate - Landscape Management Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Plants, Soils and Climate

Current Title (if applicable)* Landscape Management Certificate

Proposed Title* Landscape Management Certificate

CIP Code

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

CIP Code (6-digits) * 010601

Minimum Number of
Credits (if
applicable)* 0

Maximum Number of
Credits (if
applicable)* 0

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

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 delete the institutional Landscape Management Certificate

SECTION II: PROGRAM PROPOSAL

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


Labor Market Demand (if applicable) n/a

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

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


SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services proposes restructuring and including a Bilingual-Bicultural Deaf Education Emphasis.

EXECUTIVE SUMMARY

The Department of Communicative Disorders and Deaf Education proposes restructuring and including a Bilingual-Bicultural Deaf Education Emphasis.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to restructure and include a Bilingual-Bicultural Deaf Education Emphasis.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services proposes restructuring and including a Bilingual-Bicultural Deaf Education Emphasis, and

WHEREAS, The proposal will prepare students to be eligible for licensure with a bachelor's degree, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring and including a Bilingual-Bicultural Deaf Education Emphasis, in the Emma Eccles Jones College of Education and Human Services' Department of Communicative Disorders and Deaf Education and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

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

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Communicative Disorders and Deaf Education

Current Title (if applicable)* Deaf Education Composite

Proposed Title* Communicative Disorders and Deaf Education: Bilingual-Bicultural Deaf Education Emphasis

CIP Code

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

CIP Code (6-digits) * 13.1003

Minimum Number of
Credits (if
applicable)* 64

Maximum Number of
Credits (if
applicable)* 125

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes No

Teacher Licensure Program Approval (STEP)* Yes No

SECTION I: THE REQUEST

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

SECTION II: PROGRAM PROPOSAL

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

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

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


Finances*

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

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

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

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

Scroll to the top left and click on the LAUNCH  icon to

launch your proposal.

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services proposes offering a Speech-Language Pathology Assistant Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Communicative Disorders and Deaf Education proposes offering a Speech-Language Pathology Assistant Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer a Speech-Language Pathology Assistant Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services proposes offering a Speech-Language Pathology Assistant Certificate of Proficiency, and

WHEREAS, The proposal will fulfill the land-grant mission of USU preparing careers in special education, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Speech-Language Pathology Assistant Certificate of Proficiency, in the Emma Eccles Jones College of Education and Human Services' Department of Communicative Disorders and Deaf Education and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CEHS - Communicative Disorders and Deaf Education - Speech-Language Pathology Assistant - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Communicative Disorders and Deaf Education

Current Title (if applicable)* NA

Proposed Title* Speech-Language Pathology Assistant - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 510816

Minimum Number of Credits (if applicable)* 24

Maximum Number of Credits (if applicable)* 24

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain

change)

ADDITIONAL APPROVALS (if applicable)

**Graduate Council
Approval*** Yes
 No

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

SECTION I: THE REQUEST

R401 Purpose* To add an speech-language pathology assistant (SLP-A) certificate at the undergraduate level for (a) students graduating or have graduated with a 1st or 2nd BA/BS in Communicative Disorders and Deaf Education (COMDDE), or (b) students who have at least an associate's degree and are taking the courses on a non-degree basis, with the potential to later apply the coursework to a USU COMDDE bachelor's degree.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

This USU COMDDE SLP Assistant (SLPA) certificate is a mechanism for students to meet the academic and clinical standards to become eligible to apply for national certification.

SLPAs work under the supervision of master-degree speech-language pathologists (SLPs) in preK-12 educational settings supporting students with speech-language impairments. There is a chronic shortage of SLPs in schools, so school districts are increasingly turning to SLPAs to fill these gaps. However, there is wide variation in the education and training of SLPAs across states and local education agencies. Many SLPAs including those graduating from USU have bachelor degrees in communicative disorders (COMD) with extensive pre-professional knowledge and skills but lack direct clinical training. Other SLPAs have associate's degrees with specific SLPA training, and still others have associate's degrees with only on-the-job training.

In response to the need for SLPAs in peK-12 schools and the great inconsistencies in job training, the American Speech-Language-Hearing Association (ASHA) has developed a national SLPA certification (see <https://www.asha.org/certification/2020-slua-certification-standards/>)

Working SLPAs can apply directly for national certification, but the structure and guidance provided from an educational program assists them to meet this goal, and satisfies the requirement of many State Boards of Education that educator preparation occur within an accredited post-secondary educational institution.

Other universities, including University of Utah, University of Montana, and University of Colorado – Boulder, have SLPA preparation programs. However, none of these programs fully meet the needs of aspiring SLPAs across the nation. The USU program will be distinctive nationally because it offers all the following features.

1. Academic coursework addressing the six specified general COMD areas
2. Coursework addressing the three specified professional education topics
3. SLPA supervised clinical experience
4. Provision of 25 guided observation hours required by many State Boards of Education
5. Available to campus and online students
6. Available to students without completing a full bachelor's degree

The current COMDDE undergraduate curriculum contains all but one of the courses needed to the requirements. The one new SLPA clinical experience course has been submitted to EPC for approval. Students can complete the SLPA certificate as part of their 1st or 2nd Bachelor in COMDDE or take the required courses in non-degree status after at least an associate's degree. Those with only an associate's degree or a bachelor's degree in another area have the further option of then applying those courses toward completing the USU COMDDE Bachelor's degree which is required for admission to SLP graduate education.

Labor Market Demand (if applicable)

See rationale above.

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

The proposed undergraduate SLPA certificate of proficiency fulfills the land-grant mission of USU by preparing students for careers in special education, and helps meet labor shortages in Utah public schools. Students can complete the certificate requirements on campus or online.

Finances*

The certificate is cost neutral, with no negative impact on finances anticipated.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

The SLPA certificate can be earned within the USU 1st or 2nd COMDDE BA/BS or on a non-degree basis following at least a 2-year associate's degree in any area.

The SLPA certificate involves a total of 8 courses. To earn the certificate, students must meet the COMDDE minimum grade requirement of C, pass the clinical experience course, and meet an overall GPA of 3.0 in the set of required courses. COMDDE courses can be repeated to improve grades up to a total of three times for a particular course or across courses.

Students who have taken some COMD coursework at other institutions must take at least 18 of the 24 credits (6 of the 8 courses) from USU. A maximum of two courses other than COMD 5960 can be waived for equivalent coursework, with equivalency determined by the COMDDE department.

The following academic knowledge and skills areas required for SLPA national certification are taught within existing courses on campus and online, identified in the parentheses, plus the new clinical experience explained further following this list. This preparation makes the student eligible for ASHA SLPA certification, but students must apply for this level of certification themselves with their work SLP supervisors as their clinical experience signatories, as well as take the national SLPA certification exam, and submit fees and information required by ASHA.


- Introductory or overview course in communication disorders (COMD 2600)
- Phonetics (COMD 3500)
- Language development (COMD 3200)
- Anatomy and physiology of speech and hearing mechanisms (COMD 3800)
- Speech sound and language disorders (COMD 3120 & COMD 4450)
- Clinic methods including ethics, universal safety precautions, and patient/client/student confidentiality (COMD 4200)
- Supervised clinical experience (COMD 5960 - NEW)

To enroll in COMD 5960 (Clinical Experience), students must have work positions as SLP-supervised speech assistants in an educational setting and have completed at least five of the other designated courses with prior or concurrent enrollment in COMD 4200. Features of COMD 5960 include:

- Student completes an SLPA clinical experience and learns SLPA service delivery practices and work-place behaviors required for eligibility for ASHA SLPA national certification
- The supervised clinical experience is gained through the student's regular work duties as an employed non-certified SLPA in a preK-12 educational workplace where the student is already (common practice in schools)
- The work position may have varied job titles such as Speech-Language Technician, Speech Aide, or Communication Assistant but must include duties expected of an SLPA (see SLPA scope of practice (<https://www.asha.org/policy/slpa-scope-of-practice/>))
- The SLP work supervisor must hold a current ASHA Clinical Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and meet ASHA clinical educator requirements
- The SLP work supervisor must be willing to provide 100 hours of supervised clinical experience, consisting of 60 hours of direct client/student services and 40

clinical experience consisting of 80 hours of direct client/student services and 20 hours of indirect services within the semester of enrollment

- This course is similar in concept to the existing COMD 5950 (Cooperative Education Experience) but has more setting requirements, performance expectations, and instructor guidance

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.

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Human Development and Family Studies in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Human Development Lifespan Emphasis to Human Development Emphasis.

EXECUTIVE SUMMARY

The Department of Human Development and Family Studies proposes changing the name of the Human Development Lifespan Emphasis to Human Development Emphasis.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to change the name of the Human Development Lifespan Emphasis to Human Development Emphasis.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Human Development and Family Studies in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Human Development Lifespan Emphasis to Human Development Emphasis, and

WHEREAS, The proposal will create a succinct and concise emphasis title, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name of the Human Development Lifespan Emphasis to Human Development Emphasis, in the Emma Eccles Jones College of Education and Human Services' Department of Human Development and Family Studies and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CEHS - Human Development and Family Studies - Human Development Emphasis - BA, BS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Human Development and Family Studies

Current Title (if applicable)*

Human Development Lifespan Emphasis - BA BS

Proposed Title*

Human Development Emphasis - BA, BS

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 19.0701

Minimum Number of
Credits (if
applicable)* 13

Maximum Number of
Credits (if
applicable)* 13

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes No

Teacher Licensure Program Approval (STEP)* Yes No

SECTION I: THE REQUEST

R401 Purpose* The current title of the Human Development Lifespan emphasis in the Human Development and Families Studies major is outmoded. The emphasis title would be renamed to Human Development. The name change would eliminate the unnecessary word of lifespan.

This change will not impact any current student, nor will it affect any other department. The name change will update an obsolete emphasis word in the title.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The Human Development and Family Studies department was formerly named Family, Consumer, and Human Development. The updating of the department name and major has taken place and to be consistent and uniform, the outmoded emphasis of Human Development Lifespan needs to be updated to Human Development. The word lifespan should be eliminated from the emphasis name for succinctness.


Labor Market Demand (if applicable) n/a

Consistency with Institutional Mission & Institutional Impact* By creating a succinct and concise renamed emphasis title, the Human Development and Family Studies department clears up unneeded words. There would be no impact on the institutional mission.

Finances* There will be no cost associated with this change.


SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Psychology in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Psychology MEd to School Counseling MEd.

EXECUTIVE SUMMARY

The Department of Psychology proposes changing the name of the Psychology MEd to School Counseling MEd.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to change the name of the Psychology MEd to School Counseling MEd.

3 March 2023

ITEM FOR ACTION

Utah State University's Department of English in the College of Humanities and Social Sciences proposes discontinuing the English BA-BS emphasis in Technical Communication and Rhetoric.

EXECUTIVE SUMMARY

The Department of English proposes discontinuing the English BA-BS emphasis in Technical Communication and Rhetoric.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to discontinue the English BA-BS emphasis in Technical Communication and Rhetoric.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of English in the College of Humanities and Social Sciences proposes discontinuing the English BA-BS emphasis in Technical Communication and Rhetoric, and

WHEREAS, The proposal will allow students a teach out plan, thus enabling them to finish their degrees in the emphasis instead of the major, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve discontinuing the English BA-BS emphasis in Technical Communication and Rhetoric, in the College of Humanities and Social Sciences' Department of English and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:

CHASS - English - English - Technical Communication and Rhetoric Emphasis (DISCONTINUED)

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)*

English

Current Title (if applicable)* English - Technical Communication and Rhetoric

Proposed Title* English - Technical Communication and Rhetoric Emphasis (DISCONTINUED)

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 23.0101

Minimum Number of Credits (if applicable)* 42

Maximum Number of Credits (if applicable)* 42

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain

change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* This proposal to discontinue the English BA, BS emphasis in Technical Communication and Rhetoric. This proposal is submitted in coordination with the R401 proposal requesting a new Bachelor's degree in the English department titled Technical Communication and Rhetoric.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* This proposal to discontinue the English BA, BS - Technical Communication and Rhetoric emphasis includes a teachout plan for students who elect to finish their degrees in the emphasis instead of the new major.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* Creating a new major, minor, and course prefix serves USU's land grant mission by making the current English BA, BS - Technical Communication and Rhetoric emphasis more visible and accessible to students across USU's statewide campuses.


Finances* No costs or savings are anticipated with the proposed action.

SECTION III: CURRICULUM (if applicable)

teach out plan

In the table below, we list the requirements of the old emphasis in the left column, and we list the new courses that will fulfill those requirements in the right column.

ENGL - TCR emphasis requirements	TCR major equivalents
ENGL 3400: Writing for the Workplace	TCR 2100: Introduction to Technical Communication
ENGL 3410: Digital Writing Technologies	TCR 2110: Digital Writing Technologies
ENGL 3450: Workplace Research	TCR 3100: Workplace Research
ENGL 3460: Rhetorical Theory	TCR 3120: Rhetorical Theory
ENGL 4400: Professional Editing	TCR 3220: Technical Editing
ENGL 4410: Document Design and Graphics	TCR 4210: Visual Communication Design
ENGL 5400: Technology and Activism	TCR 4220: Technology and Activism
ENGL 5410: Digital and Social Media	TCR 3110: Accessibility and Disability Rhetorics
ENGL 5420: Project Management in Technical Communication	TCR 4230: Project Management
ENGL 5430: Technical Communication Capstone	TCR 4250: Careers in Professional Communication
ENGL 5490: Topics in Technical Communication and Rhetoric	TCR 3210: Usability and Game Studies, TCR 4240: User Experience Design, or TCR 5490: Advanced Topics in Technical Communication and Rhetoric

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.

3 March 2023

ITEM FOR ACTION

Utah State University's Department of English in the College of Humanities and Social Sciences proposes changing the name of the Master of Arts and Master of Science from Folklore and American Studies to Folklore Studies.

EXECUTIVE SUMMARY

The Department of English proposes changing the name of the Master of Arts and Master of Science from Folklore and American Studies to Folklore Studies.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to change the name of the Master of Arts and Master of Science from Folklore and American Studies to Folklore Studies.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of English in the College of Humanities and Social Sciences proposes changing the name of the Master of Arts and Master of Science from Folklore and American Studies to Folklore Studies, and

WHEREAS, The proposal will more accurately represent the revised curriculum, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name of the Master of Arts and Master of Science from Folklore and American Studies to Folklore Studies, in the College of Humanities and Social Sciences' Department of English and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CHASS - English - Folklore Studies - 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)*

CHASS

DEPARTMENT (include all cross listed departments)*

English

Current Title (if applicable)* Folklore and American Studies - MA MS

Proposed Title* Folklore Studies - MA, MS

CIP Code

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

CIP Code (6-digits) * 05.0209

Minimum Number of Credits (if applicable)* 30

Maximum Number of Credits (if applicable)* 39

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose*

We would like to change the name of the “Folklore and American Studies” master’s program to “Folklore Studies” to better represent the program curriculum, which now only features courses in “Folklore Studies.”

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

We would like to change the name of the “Folklore and American Studies” master’s program to “Folklore Studies” to better represent the program curriculum, which now only features courses in “Folklore Studies.” The “Folklore and American Studies” program curriculum originally had two areas of emphases: “Folklore” and “American Studies.” Due to staffing shortages, we are no longer able to offer courses within the “American Studies” emphasis. After discussion with faculty in the “Folklore and American Studies” program, so we decided to revise the program curriculum to eliminate the “American Studies” emphasis. We would like to change the program name to better reflect its remaining area of “Folklore Studies.” Faculty in the “Folklore and American Studies” program and its home department of English discussed this proposal and voted to approve it in Dec. 2021. USU and USHE will benefit from the proposed change because the title of this master’s program will accurately represent its revised curriculum, allowing us to promote the program and recruit students more effectively, while also offering a program that can be staffed by existing faculty.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

As a premier student-centered land grant and space grant university, we owe it to our students to offer programs that honestly and fairly represent their curricular content and experience. Due to staffing shortages, we are no longer able to staff the courses that made up the “American Studies” emphasis within the “Folklore and American Studies” program. By changing the name to “Folklore Studies,” this change will allow the title of this master’s program to accurately represent its revised curriculum, which now only offers courses focusing on “Folklore Studies.” This change will allow us to promote the program and recruit students more honestly and effectively, while also offering a program that can be staffed by existing faculty, which is consistent with the mission of the university and will also have a positive institutional impact.


Finances*

This change to the program’s name will have no financial impact on the English dept. or the university.

SECTION III: CURRICULUM (if applicable)


Program Curriculum Narrative

Due to staffing shortages, we have eliminated the “American Studies” emphasis from the “Folklore and American Studies” program and cut ENGL 6600: Introduction to American Studies, which was originally a required foundation course for the “Folklore and American Studies” master’s degree. After cutting this emphasis, we retained the other foundational requirement (ENGL 6700: Introduction to Folklore Studies) and revised the curriculum to represent the curriculum of the sole remaining emphasis in “Folklore Studies.” No changes were made to the existing “Folklore Studies” emphasis curriculum. We simply eliminated the courses associated with the “American Studies” emphasis and the foundation requirement course of ENGL 6600: Introduction to American Studies.

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.

3 March 2023

ITEM FOR ACTION

Utah State University's Department of English in the College of Humanities and Social Sciences proposes offering a Minor in Technical Communication and Rhetoric.

EXECUTIVE SUMMARY

The Department of English proposes offering a Minor in Technical Communication and Rhetoric.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer a Minor in Technical Communication and Rhetoric.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of English in the College of Humanities and Social Sciences proposes offering a Minor in Technical Communication and Rhetoric, and

WHEREAS, The proposal will make the path to the English department more visible and wider for students, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Minor in Technical Communication and Rhetoric, in the College of Humanities and Social Sciences' Department of English and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CHASS - English - Technical Communication and Rhetoric 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)*

CHASS

DEPARTMENT (include all cross listed departments)*

English

Current Title (if applicable)* not applicable

Proposed Title* Technical Communication and Rhetoric Minor

CIP Code

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

CIP Code (6-digits) * 09.0908

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 18

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

Existing Academic Program Changes:

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension (on hold-not listed in catalog)
- Program Discontinuation (permanent program removal)
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- Name Change of Existing Unit
- Administrative Unit (Transfer)
- Administrative Unit (Restructure-with or without Consolidation)
- Administrative Unit (Suspension-on hold)
- Administrative Unit (Discontinuation-permanent unit removal)
- Administrative Unit (New)
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose*

The Technical Communication and Rhetoric (TCR) Minor would make the path to the English department more visible and wider. The minor would serve students in other majors, especially STEM fields, who wish to enhance their degrees—and thus their job prospects—with a minor focused entirely on technical communication and rhetoric. English majors would also enjoy the same benefit, since they too could add the TCR minor, while still majoring within a different emphasis.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The English faculty who teach in the English - Technical Communication and Rhetoric (TCR) emphasis are concurrently requesting to change their emphasis into a major with its own prefix, still to be housed, taught, and supported by the English department. Adding a new minor in TCR will allow students to formalize and demonstrate job skills that are in demand, but might not be immediately recognized under the larger umbrella of the English degree.

Labor Market Demand (if applicable)

When compared with more general career options like “editor” or “writer” (which the US Bureau of Labor Statistics projects 2021-2031 job outlooks as -5% [decline] and +4% [as fast as average] respectively), technical writers, digital information designers, and usability testers enjoy much more robust job outlooks at +6% (as fast as average), +23% (much faster than average), and +25% (much faster than average) respectively. Glassdoor.com lists beginning salaries for User Experience Designers at \$64,222 and Usability Analysts at \$92,545 with 0-1 years of experience.

Consistency with Institutional Mission & Institutional Impact*

Creating a new major, minor, and course prefix serves USU’s land grant mission by making the current English-Technical Communication and Rhetoric emphasis more visible and accessible to students across USU’s statewide campuses.

Finances*

No new costs or savings are anticipated by the approval of this proposal.

SECTION III: CURRICULUM (if applicable)

Technical Communication and Rhetoric – Minor

College of Humanities and Social Sciences

Department of English

TCR Minor Requirements (18 credits)

- **Total Minor Credits:** 18
- **Grade Point Average to Declare Minor:** 2.5 Overall GPA
- **Grade Point Average to Graduate with Minor:** 2.5 GPA within minor coursework
- **Credits in Residence:** At least half (50 percent) of the credits earned for this minor must be completed in upper-division TCR courses offered by the Department of English at USU.
- **Minimum Grade Requirement:** All courses for the minor require a minimum grade of **C-** or better. Up to 3 pass/fail credits of ENGL 4900 – Internship/Cooperative Work Experience may be applied toward the TCR minor.

1. Required Introductory Courses (6 credits)

TCR 2100 – Introduction to Technical Communication (course prefix and number change from ENGL 3400 - Workplace Writing)

TCR 2110 – Digital Writing Technologies (course prefix and number change from ENGL 3410 - Digital Writing Technologies)

2. TCR Minor Electives (choose 12 credits from the following Foundational and Electives courses)

Foundational Courses

TCR 3100 – Workplace Research (course prefix and number change from ENGL 3450 - Workplace Research)

TCR 3110 – Accessibility & Disability Rhetorics (course prefix and number change from ENGL 5410 - Digital and Social Media)

TCR 3120 – Rhetorical Theory (course prefix and number change from ENGL 3460 - Rhetorical Theory)

TCR 3210 – Usability & Game Studies (new course)

TCR 3220 – Technical Editing (course prefix and number change from ENGL 4410 - Professional Editing)

Advanced Electives

TCR 4210 – Visual Communication Design (course prefix and number change from ENGL 4410 - Document Design and Graphics)

TCR 4220 – Technology and Activism (course prefix and number change from ENGL 5400 - Technology and Activism)


TCR 4230 – Project Management (course prefix and number change from ENGL 5420 - Project Management in Technical Communication)

TCR 4240 – User Experience Design (new course)

TCR 4250 – Careers in Professional Communication (course prefix and number change from ENGL 5430 - Capstone)

TCR 5490 – Advanced Topics in Technical Communication & Rhetoric (course prefix change from ENGL 5490 - Special Topics)

ENGL 4900 – Internship/Cooperative Work 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.

3 March 2023

ITEM FOR ACTION

Utah State University's Departments of Marketing and Strategy, School of Accountancy and Sociology and Anthropology in the Colleges of Humanities and Social Sciences and the Jon M. Huntsman School of Business proposes offering a new Graduate Certificate in Cultural Resource Management Policy, Advocacy, and Business Administration.

EXECUTIVE SUMMARY

The Departments of Marketing and Strategy, School of Accountancy and Sociology and Anthropology proposes offering a new Graduate Certificate in Cultural Resource Management Policy, Advocacy, and Business Administration.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer a new Graduate Certificate in Cultural Resource Management Policy, Advocacy, and Business Administration.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Departments of Marketing and Strategy, School of Accountancy and Sociology and Anthropology in the Colleges of Humanities and Social Sciences and the Jon M. Huntsman School of Business proposes offering a new Graduate Certificate in Cultural Resource Management Policy, Advocacy, and Business Administration, and

WHEREAS, The proposal will help students by stressing the skills and competencies needed within academic and vocational contexts, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a new Graduate Certificate in Cultural Resource Management Policy, Advocacy, and Business Administration, in the College of Humanities and Social Sciences and the Jon M. Huntsman School of Business' Departments of Marketing and Strategy, School of Accountancy, and Sociology and Anthropology and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CHASS HSB - Marketing and Strategy School of Accountancy Sociology and Anthropology - Cultural Resource Management Policy, Advocacy, and Business Administration Graduate Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CHASS

HSB

DEPARTMENT (include all cross listed departments)*

Marketing and Strategy

School of Accountancy

Sociology and Anthropology

Current Title (if applicable)* New Graduate Certificate

Proposed Title* Cultural Resource Management Policy, Advocacy, and Business Administration Graduate Certificate

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) * 30.1202

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 18

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

Request

Step 3: Select the Type of Change Being Requested.

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

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

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

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

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

Section II: Program Proposal

Proposed Action & Rationale* The proposed action combines graduate-level anthropology courses with courses offered in the School of Business to provide a cultural resource management specific Cultural Resource Management Policy, Advocacy, and Business Administration Graduate Certificate. The Department of Sociology and Anthropology proposes this certificate as a way to both allow industry professionals to further their qualifications and as an avenue for course credit towards earning a master's or PhD in Anthropology and Cultural Resource Management. This certificate should draw local cultural resource managers as well as those from outside of Utah to the Utah State University (USU) graduate program, while at the same, the online nature of the certificate will appeal to potential students nationwide.

**Labor Market Demand
(if applicable)**

Federal, in some cases state, laws require the identification and documentation of cultural resources at risk of destruction by development of public lands. Cultural Resource Management (CRM) archaeology provides industry and government agencies with private sector specialists trained to identify and assess the impact of undertakings on cultural resources. Given the pace of energy development in the American West, especially the current and future creation of vast solar and wind farms, CRM has become an important part of the environmental consulting industry in the United States. Within this context, resource managers identify and record the full range of cultural resources from prehistoric Fremont villages to historic Church of Jesus Christ of Latter-day Saints (LDS) homesteads.

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

Discussions with principle investigators suggest several recommendations for what a specialized graduate certificate should provide:

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

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

Individuals currently employed in the field have few options to further their education or enhance their portfolios short of enrolling in a graduate program. The proposed certificate represents a unique offering both locally and nationally. The Cultural Resource Management Policy, Advocacy, and Business Administration Graduate Certificate will allow individuals seeking to enhance their portfolios a way to do so through online distance learning that is currently unavailable through any venue.

Consistency with Institutional Mission & Institutional Impact*

The proposed graduate certificate in Cultural Resource Policy, Advocacy, and Business Administration furthers Utah State University's land-grant mission to provide practical learning that meets the needs of 21st century students and stakeholders. This program will support the learning, discovery, and engagement components essential to fulfill USU's land-grant mission by stressing the skills and competencies needed within academic and vocational contexts.

Finances*

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

Section III: Curriculum (if applicable)

Program Curriculum Narrative

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

ANTH 6400 - Collections Management


ANTH 6410 - Writing for Archaeologists

ANTH 6460 - Engaging Communities in Cultural Resource Management (forthcoming; department planning to submit new course proposal)

ANTH 6470 - Ethics in Cultural Resource Management (forthcoming; department planning to submit new course proposal)

MSLE 6410 - Enterprise and Value Creation

ACCT 6350 - Accounting for Management Decision Making

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

Step 5: Submit

Click on the save all changes button below.

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

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Sociology and Anthropology in the College of Humanities and Social Sciences proposes offering a Bachelor of Art and Bachelor of Science in Criminal Justice.

EXECUTIVE SUMMARY

The Department of Sociology and Anthropology proposes offering a Bachelor of Art and Bachelor of Science in Criminal Justice.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer a Bachelor of Art and Bachelor of Science in Criminal Justice.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology and Anthropology in the College of Humanities and Social Sciences proposes offering a Bachelor of Art and Bachelor of Science in Criminal Justice, and

WHEREAS, The proposal will make it easier for students to see what degree options exist in criminal justice, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Bachelor of Art and Bachelor of Science in Criminal Justice, in the College of Humanities and Social Sciences' Department of Sociology and Anthropology and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

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

Institution Submitting Request: Utah State University

Proposed Program Title: Criminal Justice - BA, BS

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

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: College of Humanities and Social Sciences

Sponsoring Academic Department(s) or Unit(s): Department of Sociology and Anthropology

Classification of Instructional Program Code¹ : 45.0401 (Criminology)

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

Proposed Beginning Term²: Fall 2023

Institutional Board of Trustees' Approval Date:

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

<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 checked="" type="checkbox"/> (BA)	Bachelor of Arts Degree
<input checked="" 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 type="checkbox"/>	Other (specify award type ³ :)
<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 checked="" 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.

_____ Date:

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Program Description - Full
Template**

Section I: The Request

Utah State University's Department of Sociology and Anthropology requests approval to offer the following degree(s): Bachelor's Degree in Criminal Justice

To be effective on: Fall 2023

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

Section II: Program Proposal

Program Description

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

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

Consistency with Institutional Mission

As per Utah System of Higher Education (USHE) policy R312-4.1.2, Utah State University's mission is to "be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement." The proposed bachelor's degree in criminal justice is an excellent example of a program that aims to satisfy that mission. Crime is a complex subject that is heavily tied to issues of class, race, and gender. Societal response to crime should be nuanced and guided by evidence-based practices. The aim of this degree emphasis is to foster a culture within local, state, and even federal criminal justice institutions including policing, the courts, and corrections, that embraces a diversity of perspectives and evidence-based practices. Educating future criminal justice practitioners to not only effectively maintaining formal social control but to also be culturally aware is one of the most important ways that the Department of Sociology & Anthropology can serve the public.

Section III: Needs Assessment

Program Rationale

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

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

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

Labor Market Demand

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

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

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

In addition to jobs with government agencies that oversee the criminal justice system, there are several criminal justice-adjacent jobs that students with a criminal justice degree can seek in the private sector. Specifically, students can pursue a career as a security guard or a loss prevention specialist. The need for

these jobs in Utah is projected to increase 24% between 2016 and 2026 with 250 openings annually. Those employed in these fields earn roughly \$25,000 annually.

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

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

Student Demand

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

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

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

Similar Programs

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

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

Collaboration with and Impact on Other USHE Institutions

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

External Review and Accreditation

External consultants were not involved in the development of this program. Professional accreditation is not being sought at this time.

Section IV: Program

Details Graduation Standards and Number of Credits

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

Admission Requirements

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

Curriculum and Degree Map

See Appendix A and Appendix B for the proposed curriculum and degree map.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

Faculty

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

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

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

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

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

Staff

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

Student Advisement

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

Library and Information Resources

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

Projected Enrollment and Finance

For projected enrollment and finance information, please see Appendix D below.

Section VI: Program Evaluation

Program Assessment

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

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

Student Standards of Performance

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

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

The Criminal Justice program will assess student mastery of these competencies by giving assessments in the beginning stages of the student education process. The initial class taken by all criminal justice students is the CJ 1010 Introduction to Criminal Justice. In this CJ 1010 class, an assessment will be administered at the beginning of the class to determine the student's entry level capacities in relation to the competencies. The competencies will be targeted throughout the criminal justice curriculum. A second assessment will be administered at the end of the final Criminal Justice course required for the bachelor's degree, Criminal Justice Ethics (CJ 4200). This assessment will measure students' competency levels as the students complete their Criminal Justice - BA, BS.

Appendix A: Program Curriculum

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			27
Required Courses			
CJ 1010		Introduction to Criminal Justice	3
CJ 1300		Introduction to Corrections	3
CJ 1330		Criminal Law	3
CJ 1390		Introduction to Policing	3
SOC 3110		Methods of Social Research	3
SOC 3120		Social Statistics I	3
SOC 3420		Criminology	3
SOC 4430		Criminal Justice Ethics (will be renumbered as CJ 4200)	3
ANTH 3200 or SOC 4410		Perspectives on Race OR Race and Crime	3
Required Course Credit Hour Sub-Total			27
Elective Courses			
CJ 1030		Introduction to Firearms Handling/Safety	
CJ 1340		Criminal Investigations	3
CJ 1350		Introduction to Forensic Science	3
CJ 2110		Security	3
CJ 2330		Juvenile Justice	3
CJ 2340		Survey of Criminal Procedure	3
CJ 2350		Laws of Evidence	3
CJ 2360		Juvenile Law and Procedures	3
CJ 2370		Child Abuse and Neglect	3
CJ 4xxx (renumbered)		Criminal Justice Field Experience	6
SOC 1010		Introductory Sociology (BSS)	3
SOC 1020		Social Problems	3
SOC 2650		Globalization and International Development (BSS)	3
SOC 3010		Social Inequality	3
SOC 3410		Juvenile Delinquency	3
SOC 3430		Social Deviance	3
SOC 3520		Sociology of Mental Illness	3
SOC 4420		Law and Society	3
SOC 4440		Origins of the United States Criminal Justice System (DSS) (Will renumber CJ 4XXX)	3
SOC 4770		CJ Field Education and Experience (Will renumber CJ 4XXX)	6
ANTH 1010		Cultural Anthropology	3
ANTH 1090		Introduction to Interfaith Leadership	3
ANTH 4800		Topics in Anthropology: Forensic Anthropology	3
WILD 4550		Wildlife Law Enforcement	3
Elective Credit Hour Sub-Total			9
Core Curriculum Credit Hour Sub-Total			63

Add An Emphasis:

Can students complete this degree without emphases? Yes No

Program Curriculum Narrative

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

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

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

Appendix B: Degree Map

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
CJ 1010	3	CJ 1300	3
ENGL 1010	3	STAT 1040	3
University Breadth Gen Ed Requirement	3	University Breadth Gen Ed Requirement	3
University Breadth Gen Ed Requirement	3	University Breadth Gen Ed Requirement	3
Elective Course	3	Elective Course	3
Total	15	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
CJ 1390	3	CJ 1330	3
ENGL 2010	3	University Depth Gen Ed Requirement	3
University Breadth Gen Ed Requirement	3	University Depth Gen Ed Requirement	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Total	15	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
SOC 3110	3	SOC 3120	3
SOC 3420	3	ANTH 3200 or SOC 4410	3
Criminal Justice Elective Course	3	Criminal Justice Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Total	15	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
SOC 4430	3	Criminal Justice Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Total	15	Total	15

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	1	2	
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters	1		1
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	////	////	
Staff: Full Time			
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							
	Scott	Henrie	T	MSAJS	University of Phoenix	100%	
	Rachel	Walton	T	EdD	University of San Francisco	100%	
	Jason	Twede	TT	Ph.D., J.D.	University of North Dakota, Thomas M. Cooley Law School	100%	
	Samuel	Arungwa	TT	PhD	Prairie View A&M University	100%	
	Jason	Marshall	Other	MSCJ	Weber State University	100%	
							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		1		Ph.D. in Criminal Justice, Criminology, or related field	100%
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	124	134	144	149	154	159
# of Majors in Proposed Program(s)						
# of Graduates from Department	29	35	41	47	53	59
# Graduates in New Program(s)						
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)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
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

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

Part III: Describe funding sources

Revenue Narrative 1

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

Revenue Narrative 2

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

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Sociology and Anthropology in the College of Humanities and Social Sciences proposes discontinuing the Sociology-Criminal Justice Emphasis in the Bachelor of Science and Bachelor of Arts.

EXECUTIVE SUMMARY

The Department of Sociology and Anthropology proposes discontinuing the Sociology-Criminal Justice Emphasis in the Bachelor of Science and Bachelor of Arts.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to discontinue the Sociology-Criminal Justice Emphasis in the Bachelor of Science and Bachelor of Arts.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department Sociology and Anthropology in the College of Humanities and Social Sciences proposes discontinuing the Sociology-Criminal Justice Emphasis in the Bachelor of Science and Bachelor of Arts, and

WHEREAS, The proposal will reduce the redundancy with the new Criminal Justice Bachelor's Degree, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve discontinuing the Sociology-Criminal Justice Emphasis in the Bachelor of Science and Bachelor of Arts, in the College of Humanities and Social Sciences' Department of Sociology and Anthropology and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CHASS - Sociology and Anthropology - Sociology - Criminal Justice Emphasis - BA - BS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology and Anthropology

Current Title (if applicable)*

Sociology - Criminal Justice Emphasis - BA - BS

Proposed Title*

Sociology - Criminal Justice Emphasis - BA - BS

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 45.1101

Minimum Number of
Credits (if
applicable)* 42

Maximum Number of
Credits (if
applicable)* 42

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change) Discontinuation of emphasis within Bachelors degree

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

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

SECTION II: PROGRAM PROPOSAL

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

Labor Market Demand (if applicable) N/A

Consistency with Institutional Mission & Institutional Impact*

As noted above, this proposal is being made simultaneously with an R401 application to make a separate criminal justice Bachelor's degree. As per Utah System of Higher Education (USHE) policy R312-4.1.2, Utah State University's mission is to "be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement." The proposed bachelor's degree in criminal justice is an excellent example of a program that aims to satisfy that mission. Crime is a complex subject that is heavily tied to issues of class, race, and gender. Our societal response to crime should be nuanced and guided by evidence-based practices. The aim of this degree is to foster a culture within local, state, and even federal criminal justice institutions including policing, the courts, and corrections, that embraces a diversity of perspectives and evidence-based practices. Educating future criminal justice practitioners to not only effectively maintaining formal social control but to also be culturally aware is one of the most important ways that the Department of Sociology & Anthropology can serve the public.


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

Finances*

There are no anticipated financial impacts from this change.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative N/A

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

3 March 2023

ITEM FOR ACTION

Utah State University's Departments of Mathematics and Statistics and Computer Science in the College of Science proposes offering a Bachelor of Science in Data Science.

EXECUTIVE SUMMARY

The Departments of Mathematic and Statistics and Computer Science proposes offering a Bachelor of Science in Data Science.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer a Bachelor of Science in Data Science.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Departments of Mathematics and Statistics and Computer Science in the College of Science proposes offering a Bachelor of Science in Data Science, and

WHEREAS, The proposal will provide students with a rigorous background in math, statistics, and computer science, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Bachelor of Science in Data Science, in the College of Sciences' Departments of Mathematics and Statistics and Computer Science and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

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

Institution Submitting Request: Utah State University

Proposed Program Title: Data Science

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

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: College of Science

Sponsoring Academic Department(s) or Unit(s): Mathematics and Statistics, Computer Science

Classification of Instructional Program Code¹ : 6 - Digit CIP: 30.3001 (Computational Science)

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

Proposed Beginning Term²: Fall 2023

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 checked="" 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 type="checkbox"/>	Other (specify award type ³ :)
<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 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.

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 Mathematics and Statistics and Department of Computer Science request approval to offer the following degree(s): Data Science

To be effective on: Fall 2023

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

Section II: Program Proposal

Program Description

The purpose of the new undergraduate Data Science program is to better prepare students in the College of Science for doing science in an era of big data. The program will include a core set of classes from mathematics, statistics, and computer science in addition to core and elective courses in data science. A rigorous foundation in these areas will prepare students to: 1) use modern database tools, programming languages, and algorithms to build, clean, manage, process, and analyze large datasets; 2) accurately interpret and analyze data to facilitate forecasting, prediction, and decision making; and 3) understand the underlying mechanics, assumptions, strengths, and weaknesses of conventional and modern data science methods so that students can apply the methods appropriately and develop new data science methods when needed.

Consistency with Institutional Mission

The Data Science major will support USU's academic mission by training students in Data Science skills critically needed by deep technology employers in Utah. Rather than only being trained to use existing Data Science tools, students will gain experience in creating new data analysis, management, and visualization tools, so that they can be more impactful employees and catalysts for improved decision making in their respective industries.

Section III: Needs Assessment

Program Rationale

Data Science is an interdisciplinary field that includes the management, analysis, and visualization of data to make evidence-based decisions, and draws primarily from the fields of statistics and computer science. Scientists and engineers in today's workforce have vast amounts of data available to them, but too often they do not have sufficient Data Science expertise to make full use of the data. With so much of today's STEM innovation being data-driven, the ability to collect, analyze, and operationalize data is critical to industry success. In addition, as new technologies for data collection are invented, existing data science methods are often insufficient because they may be incapable of appropriately processing emerging data forms, and fall short in handling ever increasing amounts of data.

Most existing data science programs across the country originate purely from single departments. This results in data science degrees that often lack rigor in at least one of the areas of mathematics, statistics, and computer science. This program will prepare data scientists to have a rigorous background in math, statistics, and computer science that enables them to go beyond existing methods and develop new data science methods to solve emerging problems, thus emphasizing the *science* of data science. This will fill a key gap in workforce preparation in the state of Utah as no other USHE-sponsored data-science program offers the same combination of depth and breadth across the three core disciplines comprising data science. This makes this proposed data science program a superior option for data science undergraduates looking to prepare for graduate studies within the discipline.

In addition to this major, parallel proposals for a graduate certificate and a minor in Data Science have been submitted. A team of faculty from the Department of Mathematics and Statistics and the Department of Computer Science at Utah State University received funding from the USHE Deep Technology Initiative for their proposal "Stackable Credentials in Data Science at Utah State University". This team formalized a Data Science Advisory Panel of industry professionals to collaborate

in the creation of the minor and graduate certificate in Data Science. This same team and panel collaborated on this proposal for a Data Science major. Additional feedback on course selection was also solicited from many statisticians and data scientists in both industry and government analyst positions. The industry panel was particularly excited about the prospect of recruiting students with a strong background in math, statistics, and computer science.

The proposed Data Science major will help meet USHE objectives to respond to the need for deep technology talent across Utah; nearly all of the industry categories listed in the USHE Deep Technology Initiative (Board Policy R430-3.2) involve technologies with Data Science needs – not just to use existing data software, but to create new Data Science tools for novel applications within these industries – such as in Robotics and Autonomous Vehicles, Secure Computing, and Biotechnology.

Labor Market Demand

The Utah Department of Workforce Services does not specifically report occupational projections for Data Science, but the 2018-2028 ten-year projected employment percent changes for related or overlapping fields are impressive – 82% for Statisticians (from 640 to 1160) and 72% for Computer and Information Research (280 to 480). Nationally, U.S. Bureau of Labor Statistics projections put Data Scientist in the top 20 fastest growing occupations, with a projected 31% growth rate from 2019-2029. Statistician is also on the list with a 35% projected growth rate nationally. Both Data Scientists and Statisticians have median salaries (for 2020 as reported by the Bureau of Labor Statistics) in the \$90,000s. These projections indicate the depth of the state's and nation's need for developing a workforce more broadly skilled in Data Science. The projected growth rate in Data Science related fields in Utah is at least double the projected growth rate nationally, which underscores the need to develop Data Science skills in the workforce for the state of Utah.

Student Demand

The Department of Mathematics and Statistics has existing undergraduate degrees in Statistics, Mathematics, and Mathematics Education with about 310 declared majors. The Computer Science Department has an existing B.S. degree in Computer Science with about 610 majors. In response to student demand and market needs, both departments have greatly expanded their data science curriculum. In discussions with faculty in other departments, industry professionals, and current students, the proposed program has received enthusiastic support

Similar Programs

There are several Data Science related programs within the USHE system. The School of Computing at the University of Utah currently offers a BS degree in Data Science. However, our proposed Data Science major at USU places greater emphasis on mathematics and statistics courses. The Computer Science Department at Utah Valley University currently offers a BS degree in Computational Data Science with a strong focus on courses in computer science. Relatively few courses in mathematics and statistics are required. The Mathematics Department at Weber State University currently offers a BS degree in Computational Statistics and Data Science that is most similar to our proposed program. It places a similar emphasis on the core areas of mathematics, statistics, and computer science, but is not an interdepartmental program.

At USU, the Data Analytics and Information Systems department currently offers a degree in Data Analytics. This degree focuses primarily on the important task of preparing students for data analytics tasks within a business setting. Our proposed program places much greater emphasis on the development of new approaches to data science. Thus graduating students from the proposed program will be better prepared to perform data science tasks in research settings in both academia and industry. This also makes this proposed data science program a superior option for data science undergraduates looking to prepare for graduate studies within the discipline. Therefore, we view the Data Analytics major in the Huntsman School and the proposed Data Science major in the College of Science as complementary rather than competitive. Additionally, given the labor market demands and job growth projections for graduates with data science training, coupled with the rapid growth of Utah's tech economy, there is more than ample room for varied programs in data science across all USHE institutions and even within USU.

Collaboration with and Impact on Other USHE Institutions

This degree will not be delivered outside of USU's designated service area. There are no collaborative agreements with other USHE institutions. As indicated previously, the market demand for the skills developed in this program far exceeds the capacity of currently approved comparable programs in the state.

External Review and Accreditation

In developing this program, the departments consulted with the Data Science Advisory Panel of industry professionals. These professionals provided feedback on the proposed program. Their feedback was a key factor in requiring a rigorous core in the three areas of mathematics, computer science, and statistics. We do not plan to seek accreditation for the program in the near future.

Section IV: Program Details

Graduation Standards and Number of Credits

Requirements for this degree:

1. At least 120 total credits
2. 100 credits with a C- or better
3. At least 30 credits through USU
4. At least 10 credits within the major at USU
5. At least 40 upper-division credits (i.e., credits numbered 3000 or above)
6. At least 20 upper-division credits at USU
7. Completion of USU General Education requirements
8. Minimum 2.00 GPA
9. Completion of three credits for USU American Institutions requirement
10. Completion of USU University Studies Depth requirement
11. Completion of the credits within the Data Science major (Course Curriculum in Appendix A)
12. At least a C- for all MATH, STAT, and CS courses that are counted for the major.

Admission Requirements

- Freshman must be admitted to USU in Good Standing.
- Transfer students from other institutions or other programs at USU must have a 2.75 GPA

Curriculum and Degree Map

See the appendices.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

The Data Science program will be offered within the existing Computer Science Department and the Department of Mathematics and Statistics. No additional administrative resources are needed. The program will use courses that are already offered or that are under development for the 2022-23 AY and will serve to expand choices for students in both departments.

Faculty

This program can be provided using existing faculty.

Staff

This program can be managed using existing staff and advising resources within the Computer Science Department and the Department of Mathematics and Statistics.

Student Advisement

Students will be advised in either the Mathematics and Statistics Advising Office or the Computer Science Department Advising Office.

Library and Information Resources

The Merrill-Cazier Library at Utah State University provides both physical and virtual access to a vast collection of resources, including over two million print books and journals, 7,600,000 e-books (including over seven million in the HathiTrust Digital Library), 480,000 government publications, and over 60,000 electronic journals. In addition to the Merrill-Cazier Library, services are provided at the USU Eastern and USU Blanding campus libraries, and the Young Education Technology Center (curriculum and teacher preparatory materials). The USU Libraries are a member of the Utah Academic Library Consortium (UALC) and Greater Western Library Alliance (GWLA). These resources provide comprehensive access for students and faculty to a breadth of sources that are critical in the domains that intersect with data science, including computing, data management, information technology and systems, security, quantitative analysis, mathematics, and statistics. No expansion of library resources will be required to administer this program.

Projected Enrollment and Finance

Section VI: Program Evaluation

Program Assessment

The Computer Science Department and Department of Mathematics and Statistics have established processes for continuous improvement of program curricula that will be applied to the proposed Data Science program. This includes periodic self-studies and external reviews, student evaluations of courses and instructors, College of Science interviews of students, senior exit surveys/interviews, and Industrial Advisory Committee Reports created within the Computer Science Department. In addition, graduate school placement and completion are tracked. Data obtained from these processes are used to ensure that students are prepared and marketable for both industry and academia. Outcomes data are reviewed by school leadership and faculty committees at the College and Department levels. When outcome data suggests an opportunity for improvement, the

departments will take specific action and document these data-based decisions.

Student Standards of Performance

Skills and competencies for the proposed program have been identified in consultation with professional recommendations and in collaboration with faculty and students in the Computer Science Department and the Department of Mathematics and Statistics. To complete the Data Science BS degree at USU, students will be required to demonstrate the following competencies (for each competency, courses are identified in which related course learning objectives are designed and assessed):

1. Demonstrate mastery of foundational mathematics in calculus, linear algebra, discrete math, foundations of analysis, and optimization. (MATH 1210, MATH 1220, MATH 2210, MATH 2270, MATH 3310, MATH 4200, STAT/MATH 5645)
2. Demonstrate mastery of foundational principles in computer science such as object-oriented programming, algorithms, data structures, best practices in software engineering, and database management. (CS 1400, CS 1410, CS 1440, CS 2420, DATA 3330, STAT 5050, STAT 5080)
3. Demonstrate proficiency in the theoretical underpinnings of probability and statistical inference. (STAT 3000, STAT 3080, STAT 5100, MATH 5710, MATH 5720)
4. Demonstrate an understanding of machine learning models, how different models are used, and how to validate and select appropriate models. (STAT 5550, STAT 5685, CS 5685, CS 5665)
5. Demonstrate proficiency in the communication and reproducibility of the processes, methods, and results of data analyses. (STAT 5650, stat 5685, STAT 5550, CS 5685, CS 5820, STAT 5555)
6. Develop additional depth and/or breadth in one or more data domains. (various courses beyond the breadth requirement in the College of Science)

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			28-34
Required Courses			
MATH 1210 (QL)		Calculus I	4
MATH 1220 (QL)		Calculus II	4
MATH 2210 (QI)		Multivariable Calculus	3
MATH 2270 (QI)		Linear Algebra	3
MATH 3310 (QI)		Discrete Mathematics	3
MATH 4200 (CI)		Foundations of Analysis	3
CS 1400		Introduction to Computer Science – CS 1	4
CS 1410		Introduction to Computer Science – CS 2	3
CS 1440		Methods in Computer Science	3
CS 2420 (QI)		Algorithms and Data Structures	3
DATA 3330		Database Management	3
STAT 3000 (QI)		Statistics for Scientists	3
STAT 5100 (CI/QI)		Modern Regression Methods	3
MATH 5710		Introduction to Probability	3
MATH 5720		Introduction to Mathematical Statistics	3
STAT 5050		Introduction to R	1
STAT/MATH 5645		Mathematical Methods for Data Science	3
STAT 5650		Statistical Learning and Data Mining I	2
		Choose 1 of the following courses:	
PHIL 3520 (DHA)		Business Ethics	3
PHIL 3530 (DHA)		Environmental Ethics	3
		Choose 1 of the following courses:	
STAT 5685	X	Deep Learning Theory and Applications	3
CS 5685	X	Applied Deep Learning	3
		Choose 1 of the following courses:	
CS 5820		Data Science – Data Visualization	3
STAT 5550		Statistical Visualization I	2
		College of Science Sequence	
		Choose 1 of the following sequences:	
BIOL 1610		Biology I	3
BIOL 1620 (BLS)		Biology 2	3
		OR	
CHEM 1210		Principles of Chemistry I	4
CHEM 1220 (BPS)		Principles of Chemistry II	4
		OR	
GEO 1110 (BPS)		Physical Geology	3
GEO 1115		Physical Geology Lab	3
GEO 2200		The Earth Through Time	3
		OR	
PHYS 2110		General Physics – Life Sciences I	4
PHYS 2120 (BPS)		General Physics – Life Sciences II	4
		OR	
PHYS 2210 (BPS/QI)		Physics for Scientists and Engineers I	4
PHYS 2220 (BPS/QI)		Physics for Scientists and Engineers II	4
		Data Domain	
		Take at least 6 credits from the following courses:	
BIOL 2060		Elementary Microbiology	4

BIOL 2220		General Ecology	3
BIOL 3060 (QI)		Principles of Genetics	3
BIOL 3070		Computational Approaches to Biology	3
BIOL 4230		Applied Mathematics in Biology	3
BIOL 4270		Theoretical Ecology	3
BIOL 4450		Neurobiology	3
CHEM 2300		Principles of Organic Chemistry	3
CHEM 2310		Organic Chemistry I	4
CHEM 2320		Organic Chemistry II	4
CHEM 3000 (QI)		Quantitative Analysis	3
CHEM 3060 (QI)		Physical Chemistry I	3
CHEM 3070 (QI)		Physical Chemistry II	3
CHEM 3700		Introductory Biochemistry	3
GEO 2800		Minerals and Rocks	4
GEO 3100 (DSC)		Natural Disasters	3
GEO/PHYS 3150 (DSC)		Energy in the Twenty-First Century	3
GEO 3300 (DSC)		Geology of the World's Oceans	3
GEO 3550		Sedimentation and Stratigraphy	4
GEO 3600		Geomorphology	4
GEO 3700		Structural Geology	4
GEO 4500		Igneous and Metamorphic Petrology	4
GEO 5640		Introduction to Seismology	3
GEO 5670		Inverse Theory	3
PHYS 2500		Introduction to Computer Methods in Physics	2
PHYS 2710		Introductory Modern Physics	3
PHYS 3010 (DSC/QI)		Space Exploration from Earth to the Solar System	3
PHYS 3030 (DSC/QI)		The Universe	3
PHYS 3040 (QI)		Space Weather – Dangers to the High Tech World	3
PHYS 3550		Intermediate Classical Mechanics	3
PHYS 3600		Electromagnetism I	3
PHYS 3700		Thermal Physics	3
PHYS 3710		Intermediate Modern Physics	3
PHYS 4650		Optics I	3
ECN 2010 (BSS)		Introduction to Microeconomics	3
ECN 3010 (DSS)		Managerial Economics	3
ECN 3170		Law and Economics	3
ECN 3400		Introduction to Global Economic Institutions and Business Environment	3
ECN 4010		Intermediate Microeconomics	3
ECN 4020		Intermediate Macroeconomics	3
ECN 4310 (QI)		Mathematical Methods in Economics and Finance I	3
ECN 4330 (QI)		Introduction to Econometrics	3
ECN 5090		Machine Learning in Economics and Finance	3
FIN 3200		Fundamentals of Finance I	3
FIN 3300		Fundamentals of Finance II	3
FIN 4200		Intermediate Corporate Finance	3
CS 4460		Introduction to Cyber Security	3
PSC 2010 (BPS)		Soils, Water, and the Environment	3
PSC 3000		Fundamentals of Soil Science	4
PSC 3600		Plant Breeding and Heredity	2
PSC 4123		Climate Data Analysis	3
PSC 4150		Bioinformatics and Big Data Mining	3
PSC 4810 (DSC/QI)		Climate and Climate Change	3
PSC 6125		Climate Modeling and Simulation	3
NDFS 2040		Fundamentals of Food Processing	3
NDFS 3110 (DSC)		Food, Technology, and Health	3
APEC 2500		Commodity Futures and Options Trading Analysis	2
APEC 3010 (DSS)		Introduction to Agricultural Economics	3
APEC 3012 (DSS)		Introduction to Natural Resource Economics	3
WILD/GEOG 2800		Introduction to Geographic Information Science	4

WILD 3810		Plant and Animal Populations	3
WILD 4600		Conservation Biology	3
WILD 5750		Applied Remote Sensing	3
GEOG 3100 (CI)		Human-Environment Geography	3
GEOG 3800		Data Visualization	3
ENVS 3300		Fundamentals of Recreation Resource Management	3
ENVS 4000 (DSS)		Human Dimensions of Natural Resource Management	3
ENVS 4100		Introduction to Modeling Human-Environment Systems	3
ENVS 5550		Sustainability: Concepts and Measurement	3
POLS 3000		Intro to Political Research	3
POLS 3110 (DSS)		Parties and Elections	3
POLS 4220 (CI/DSS)		Ethnic Conflict and Cooperation	3
POLS 5000 (QI)		Political Analysis	3
ANTH 4170		Ethnographic Methods in Anthropology	3
SOC 3120 (QI)		Social Statistics I	3
SOC 4230		Techniques of Demographic Analysis	3
PSY 3400 (DSS)		Analysis of Behavior: Advanced	4
PSY 3500 (DSS/CI)		Research Methods in Psychology	3
COMD 2600		Introduction to Communication Disorders	3
COMD 3100		Speech Science	3
COMD 3200		Child Language Development	3
COMD 3500		Phonetics and Phonological Development	3
COMD 3800		Anatomy and Physiology of Speech and Hearing	3
COMD 4450		Developmental Communication Disorders	3
COMD 4700		Basic Audiology	3
COMD 5240		Neural Bases of Cognition and Communication	3
COMD 5330		Aural Rehabilitation	3
KIN 4400 (QI)		Measurement and Evaluation in Kinesiology	3
		Other courses as approved	
Required Course Credit Hour Sub-Total			74-80
Elective Courses			
Students must take 12 credits from the following list. At least 3 credits must be in STAT and at least 3 credits must be in CS. Courses in data science at the 6000-level or higher are also allowed as approved.			
STAT 5080		Data Technologies	2
STAT 5120		Rates and Proportions	2
STAT 5170		Time Series and Forecasting	2
STAT 5200		Analysis of Designed Experiments	3
STAT 5410		Applied Spatial Statistics	2
STAT 5500		Biostatistics Methods	3
STAT 5555	X	Advanced Computing in R	3
STAT 5560		Statistical Visualization II	2
STAT 5570		Statistical Bioinformatics	2
STAT/CS 6655		Machine Learning	3
MAE 5370		Optimization for Engineers	3
DATA 4330		Advanced Database and Database Analytics	3
CS 3430 (DSC/QI) OR MATH 4610		Scientific Computing OR Fundamentals of Numerical Analysis	3
CS 4320		Introduction to Machine Learning	3
CS 5000		Theory of Computability	3
CS 5030		High Performance Computing	4
CS 5050		Advanced Algorithms	3
CS 5060		Decision Making: Algorithms Under Uncertainty	3
CS 5080		Time Series Data Mining	3
CS 5110		Multiagent Systems	4
CS 5250		Introduction to Cloud Computing	1
CS 5260		Developing Distributed Software Applications using Cloud Services	2
CS 5510		Robot Intelligence	4
CS 5600		Intelligent Systems	4

CS 5620		AI in Clean Energy	3
CS 5640		Reinforcement Learning Applications	3
CS 5665		Introduction to Data Science	3
CS 5680		Computer Vision: Foundations and Applications	3
CS 5800		Introduction to Database Systems	3
CS 5830		Data Science in Practice	3
CS 5840		Social Network Analysis	3
CS 5850		Introduction to Data Analysis	3
CS 5890		ST: Machine Learning with Graphs	3
CS 6665		Data Mining	3
MATH 2280		Differential Equations	3
MATH 4310		Introduction to Algebraic Structures	3
MATH 4410		Discrete Math 2	4
MATH 5210		Introduction to Analysis I	3
MATH 5220		Introduction to Analysis II	3
MATH 5270		Complex Variables	3
MATH 5310		Introduction to Modern Algebra	3
MATH 5340		Theory of Linear Algebra	3
MATH 5410		Methods of Applied Mathematics	3
MATH 5420		Partial Differential Equations	3
MATH 5510		Introduction to Topology	3
MATH 5610		Computational Linear Algebra	2
MATH 5760		Applied Stochastic Processes	2
Elective Credit Hour Sub-Total			12
Core Curriculum Credit Hour Sub-Total			86-92

Program Curriculum Narrative

The required classes in the curriculum consist of 20 core credits in Mathematics, 16 core credits in Computer Science and database management, 12 core credits in Statistics, and 11-12 core credits in data science classes including topics such as machine learning, deep learning, and data visualization. In addition, a 3 credit course in either business ethics or environmental ethics is required. Beyond a formal course in ethics, our instructors will include discussions of ethical concerns specific to data science within core data science courses and electives. Several options are open for the College of Science sequence. An additional two classes are required in one or more data domains so that students will be more conversant with domain experts. Twelve elective credits are required from the provided list of courses. No variable credits are included.

Overall, the number of credits for this program is large. However, many of the required credits count for general education requirements, including courses in the College of Science sequence and the Data Domain courses. Thus, as demonstrated by the degree map, students will be able to reasonably graduate within 4 years despite the large number of total credits. Finally, some students will enroll at USU with concurrent enrollment or AP credit in courses such as Calculus I and Calculus II.

Degree Map

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
CS 1400: Introduction to Computer Science – CS 1	4	CS 1410: Introduction to Computer Science – CS 2 (QI)	3
ENGL 1010: Introduction to Writing: Academic Prose (CL1)	3	MATH 1220: Calculus 2 (QL)	4
MATH 1210: Calculus 1 (QL)	4	Breadth Creative Arts (BCA)	3
College of Science Course	4	CS 1440: Methods in Computer Science	3
		College of Science Course (BLS or BPS)	3
Total	15	Total	16
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
MATH 2210: Multivariable Calculus (QI)	3	Breadth Humanities (BHU)	3
MATH 2270: Linear Algebra (QI)	3	Data Domain Course	3
ENGL 2010: Intermediate Writing: Research Writing in a Persuasive Mode (CL2)	3	STAT 3000: Statistics for Scientists (QI)	3
Data Domain Course	3	CS 2420: Algorithms and Data Structures (QI)	3
Breadth Social Sciences (BSS)	3	Breadth American Institutions (BAI)	3
Total	15	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
MATH 4200: Foundations of Analysis (CI)	3	MATH 5720: Introduction to Mathematical Statistics	3
MATH 5710: Introduction to Probability	3	MATH 3310: Discrete Mathematics	3
STAT/MATH 5645: Mathematical Methods for Data Science	3	STAT 5650: Statistical Learning and Data Mining I	2
STAT 5100: Modern Regression Methods (CI/QI)	3	CS elective	3
DATA 3330: Database Management	3	Breadth Life Sciences (BLS) OR Breadth Physical Sciences (BPS)	3
STAT 5050: Introduction to R	1	Electives	1-2
Total	16	Total	15-16
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
STAT 5685: Deep Learning Theory and Applications OR Data Science elective	3	STAT elective	2
STAT elective	2	Data Science elective OR CS 5685: Applied Deep Learning	3
Data Science elective	3	Depth Social Sciences (DSS)	2 or 3
STAT 5550: Statistical Visualization 1 OR CS 5820 Data Science - Data Visualization	2 or 3	Electives	6
PHIL 3520: Business Ethics (DHA) OR PHIL 3530: Environmental Ethics (DHA)	3		
Electives	1		
Total	14 or 15	Total	13 or 14

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	12	
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			2
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							
	John	Stevens	T	PhD	Purdue University	10%	
	Kevin	Moon	TT	PhD	University of Michigan	45%	
	Brennan	Bean	TT	PhD	Utah State University	30%	
	Richard	Cutler	T	PhD	University of California-Berkeley	10%	
	Steve	Walsh	TT	PhD	Montana State University	5%	
	Alan	Wisler	TT	PhD	Arizona State University	10%	
	Juergen	Symanzik	T	PhD	Iowa State University	25%	
	Daniel	Coster	T	PhD	University of California-Berkeley	30%	
	Kady	Schneiter	T	PhD	Utah State University	45%	
	John	Edwards	TT	PhD	University of Texas	15%	
	Isaac	Cho	TT	PhD	UNC Charlotte	15%	
	Soukaina	Boubrahimi	TT	PhD	Georgia State University	30%	
	Hamid	Karimi	TT	PhD	Michigan State University	30%	
	Steve	Petruzza	TT	PhD	University of Rome	15%	
	Shuhan	Yuan	TT	PhD	Tongji University	40%	
	Xiaojun	Qi	T	PhD	Louisiana State University	15%	
	Mario	Harper	TT	PhD	Florida State University	15%	
	Shah Muhammad	Hamdi	TT	PhD	Georgia State University	30%	
	Vladimir	Kulyukin	T	PhD	University of Chicago	30%	
	Nick	Flann	T	PhD	Oregon State University	30%	

	Vicki	Allan	T	PhD	Colorado State University	15%	
							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	n/a				
Faculty: Part Time with Doctorate	n/a				
Faculty: Full Time with Masters	n/a				
Faculty: Part Time with Masters	n/a				
Faculty: Full Time with Baccalaureate	n/a				
Faculty: Part Time with Baccalaureate	n/a				
Teaching / Graduate Assistants					
Staff: Full Time	n/a				
Staff: Part Time	n/a				

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	920	935	950	965	970	985
# of Majors in Proposed Program(s)		15	20	35	40	45
# of Graduates from Department	160	165	170	175	180	185
# Graduates in New Program(s)		0	5	10	15	20
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)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
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)	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expenses (equipment, travel, resources)	\$0	\$0	\$0	\$0	\$0	\$0
Other:	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$0	\$0	\$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	\$0	\$0	\$0	\$0	\$0	\$0
Appropriation	\$0	\$0	\$0	\$0	\$0	\$0
Special Legislative Appropriation	\$0	\$0	\$0	\$0	\$0	\$0
Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0
Special Fees	\$0	\$0	\$0	\$0	\$0	\$0
Tuition	\$0	\$0	\$0	\$0	\$0	\$0
Differential Tuition (requires Regents approval)	\$0	\$0	\$0	\$0	\$0	\$0
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0	\$0	\$0
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$0	\$0	\$0	\$0
Difference						
Funding - Expense	\$0	\$0	\$0	\$0	\$0	\$0

Part II: Expense explanation

Expense Narrative

The program as proposed can be managed using currently available resources and revenue.

Part III: Describe funding sources

Revenue Narrative 1

No internal reallocations will be required to administer the program as it is proposed.

Revenue Narrative 2

No new funding sources will be required to manage the program as it is proposed.

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Management in the Jon M. Huntsman School of Business proposes offering an Emphasis in Healthcare Management.

EXECUTIVE SUMMARY

The Department of Management proposes offering an Emphasis in Healthcare Management.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer an Emphasis in Healthcare Management.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Management in the Jon M. Huntsman School of Business proposes offering an Emphasis in Healthcare Management, and

WHEREAS, The proposal will prepare students who are seeking careers in the healthcare sector, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Emphasis in Healthcare Management, in Jon M. Huntsman School of Business' Department of Management and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:

HSB - Management - Emphasis in Healthcare Management

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)*

Management

Current Title (if applicable)*

NA

Proposed Title* Emphasis in Healthcare Management

CIP Code

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

CIP Code (6-digits) * 51.0701

Minimum Number of
Credits (if
applicable)* 9

Maximum Number of
Credits (if
applicable)* 9

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* Add an emphasis in Healthcare Management to the existing Management degree to prepare students for entry level jobs in the growing healthcare sector and admission to graduate programs in healthcare management.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The Management degree combines a required curriculum that provides students with the skills and competencies to be effective contributors in a variety of organizational and industry settings, with a required emphasis that provides targeted, technical training that aligns with employment and career development opportunities. An emphasis in Healthcare Management will prepare students seeking careers in the healthcare sector. It will also position students for success in application to graduate programs in this area.

The Huntsman School of Business (HSB) has, for several years, had a thriving Healthcare Management student organization resulting from student interest. Moreover, since 2014, at least 20 HSB students have gone on to leading graduate programs in healthcare management at institutions including the universities of Michigan, Minnesota, North Carolina, and Utah. The school also continues to place students in organizations in the healthcare field. Even absent academic programming, there is student interest in a field that has significant employment and professional growth potential. The proposed emphasis will prepare students with existing interest in this area, and provide students still exploring career opportunities with a path that does not currently exist.

Labor Market Demand (if applicable) Healthcare Management is a growing sector of the U.S. and Utah economies. According to U.S. Bureau of Labor Statistics, between 2021 and 2031 there are anticipated to be an additional 136,200 jobs for Medical and Health Services Managers, an increase of 28%, far outpacing overall job growth of 5%. The Utah Department of Workforce Services rates the occupation outlook for Medical and Health Services Managers as five star, noting that the occupation 'is expected to experience faster than average employment growth with a high volume of annual job openings.' These openings will be the result of growth.

Consistency with Institutional Mission & Institutional Impact* The proposed program of study is consistent with both the HSB and USU's commitment to preparing students to effectively serve the state, nation, and world, and to be leaders in their chosen career paths.

Finances*

The emphasis will consist of 3-4 new courses, each of which will be offered once/year. They will be delivered either as part of existing teaching loads or on an overload/adjunct basis (to leverage industry experts). Should overload/adjunct compensation be utilized, this can be absorbed through existing operating funds. Courses that are part of the required Management degree curriculum are already offered, and capacity exists to absorb additional students. No new facilities, equipment etc. are needed.

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

Emphasis in Healthcare Management (9 credits)

MGT XXXX Principles of Healthcare Management (3 cr.)

MGT XXXX Innovation and Improvement in Healthcare Management (3 cr.)

The above two courses are currently, and will be, taught as special topics courses in AY 22-23, proposals for new courses will be created simultaneous to this proposal

MGT 4850 Special Topics in Management (3 cr.)

Required Management degree curriculum (16 credits)

MGT 3100 Organizational Behavior

MGT 3150 Critical Thinking for Managerial Decision Making

MGT 3250 Managing Human Capital


MGT 3400 Managerial Ethics

MGT 3600 Project Management

MGT 4600 Negotiations


MGT 4790: Managing Global Value Chains

MSLE 4532 Data-Driven Decision Making

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.

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Marketing and Strategy in the Jon M. Huntsman School of Business proposes changing the name of the Leadership and Management Minor to Leadership Minor.

EXECUTIVE SUMMARY

The Department of Marketing and Strategy proposes changing the name of the Leadership and Management Minor to Leadership Minor.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to change the name of the Leadership and Management Minor to Leadership Minor.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Marketing and Strategy in the Jon M. Huntsman School of Business proposes changing the name of the Leadership and Management Minor to Leadership Minor, and

WHEREAS, The proposal will help the students by being more consistent with instructional programs, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name of the Leadership and Management Minor to Leadership Minor, in Jon M. Huntsman School of Business' Department of Marketing and Strategy and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

HSB - Marketing and Strategy - Leadership - 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)*

HSB

DEPARTMENT (include all cross listed departments)*

Marketing and Strategy

Current Title (if applicable)* Leadership and Management - Minor

Proposed Title* Leadership - Minor

CIP Code

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

CIP Code (6-digits) * 52.0213

Minimum Number of Credits (if applicable)* 12

Maximum Number of Credits (if applicable)* 12

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* The purpose of this proposal is to change the name of the "Leadership and Management minor" to "Leadership."

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The focus of the minor is leadership and **all** courses in the program of study center on developing leadership skills. The Huntsman School of Business has expressed the need for a name change because students are confused. The Management Department in the Huntsman School of Business also expressed concern with the use of "Management" because they own that curriculum and training. To help the students and be consistent with instructional programs we have determined that we must rename the minor and title it as "Leadership."

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* This is an existing minor that simply needs a title change to more clearly reflect the content and instruction in the minor, as explained above.

Finances* Current program costs are the same and do not change.

SECTION III: CURRICULUM (if applicable)


Program Curriculum Narrative The curriculum remains the same and is focused exclusively on organizational leadership.

Attach (if applicable) completed Program Curriculum and Degree Map to this request by

clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

3 March 2023

ITEM FOR ACTION

Utah State University's Office of the Provost and Chief Academic Officer proposes offering a General Education Certificate of Completion.

EXECUTIVE SUMMARY

The Office of the Provost and Chief Academic Officer proposes offering a General Education Certificate of Completion.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer a General Education Certificate of Completion.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Office of the Provost and Chief Academic Officer proposes offering a General Education Certificate of Completion, and

WHEREAS, The proposal will provide students with a meaningful credential based on skills meant to further their career and promote success, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a General Education Certificate of Completion, in the Office of the Provost and Chief Academic Officer and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

PROV - Provost's Office - General Education 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)*

PROV

DEPARTMENT (include all cross listed departments)*

Provost's Office

Current Title (if applicable)* General Education Certificate of Completion

Proposed Title* General Education Certificate of Completion

CIP Code

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

CIP Code (6-digits) * 24.0102

Minimum Number of Credits (if applicable)* 30

Maximum Number of Credits (if applicable)* 34

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* The purpose of the General Education Certificate of Completion is to provide students with a credential upon completion of USU's General Education requirements.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The Office of the Provost and Chief Academic Officer is requesting the creation of General Education Certificate of Completion. This credential is used throughout the USHE system to facilitate transfer and to provide a meaningful benchmark that will aid in retention.

Labor Market Demand (if applicable) Approximately 4 out 10 people that are 25 years and older have a bachelor's degree with the percentage increasing over the most recent decade. According to a national report by the State Higher Education Executive Officers Association (sheeo.org), high school graduates earn an average of almost \$30,000 per year. Bachelor's graduates earn an average of just over \$50,000 a year, and those with a higher level degree (master's, doctorate or professional) average nearly \$70,000 per year. This translates to a significant earnings gap over the course of one's life. Additional benefits of a higher education include job security and satisfaction, marketability, better career opportunities, benefits.

<https://www.educationcorner.com/benefit-of-earning-a-college-degree.html>

Consistency with Institutional Mission & Institutional Impact* The mission of USU is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement. This credential supports the USU's mission by promoting retention and providing students with a meaningful credential based on skills meant to further their career and promote success.

Finances* There is no financial impact for this proposal. All the courses are currently being taught. This is

packaging the courses into a credential upon completion.

SECTION III: CURRICULUM (if applicable)


Program Curriculum Narrative Competency Requirements (9-10 credits)

- Communication Literacy (6 credits)
- Quantitative Literacy (3-4 credits)

Breadth Requirements (18-20 credits)

- Breadth American Institutions (3 credits)
- Breadth Creative Arts (3 credits)
- Breadth Humanities (3 credits)
- Breadth Life Sciences (3-4 credits)
- Breadth Physical Sciences (3-4 credits)
- Breadth Social Sciences (3 credits)

Integrated Studies (3-4 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.

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes offering new emphases in Recreation Administration Bachelor of Science.

EXECUTIVE SUMMARY

The Department of Kinesiology and Health Science proposes offering new emphases in Recreation Administration Bachelor of Science.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer new emphases in Recreation Administration Bachelor of Science.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes offering new emphases in Recreation Administration Bachelor of Science, and

WHEREAS, The proposal will help direct students to more specific areas of study, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering new emphases in Recreation Administration Bachelor of Science, in the Emma Eccles Jones College of Education and Human Services' Department of Kinesiology and Health Science and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:

CEHS - Kinesiology and Health Science - Recreation Administration BS - Recreation Emphasis, Sport Management Emphasis, Outdoor Adventure Leadership Emphasis, and Program and Event Management Emphasis

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Kinesiology and Health Science

Current Title (if applicable)* Recreation Administration BS - new emphases

Proposed Title* Recreation Administration BS - Recreation Emphasis, Sport Management Emphasis, Outdoor Adventure Leadership Emphasis, and Program and Event Management Emphasis

CIP Code

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

CIP Code (6-digits) * 31.0101

Minimum Number of Credits (if applicable)* 54

Maximum Number of Credits (if applicable)* 60

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose*

During the 2021-2022 academic year, Recreation Administration created four tracks that mirror the four emphases being proposed here. This is a proposal to create four emphases within the Recreation Administration B.S. These four emphases include Public Recreation, Sport Management, Outdoor Adventure Leadership, and Program and Event Management. These emphases accurately reflect the four main areas where Utah State University (USU) Recreation Administration (RAM) students have found employment and built their careers. Provided below is a description of each emphasis, the required courses, and the prerequisites for those courses. Also included are the four-year plans for each emphasis.

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

Recreation Administration has existed here at USU as a major since 1964 and has long prepared students to work in various recreation-related fields. The field of recreation management is quite broad, encompassing a variety of different areas of study and practice. Some of the critical areas within recreation management include public recreation management, sport management, outdoor adventure recreation, and event management among numerous others including recreation resource management, tourism, and community planning. Because USU already has a recreation resource management program and has had a tourism program in the past, RAM is seeking to better delineate career paths for students and graduates.

The purpose of this proposal is to provide more clear and accurate professional development and career opportunities, by specifying which jobs and industries students can enter. This will help direct students to these more specific areas of study while helping the reputation of each emphasis area to attract potential employers, alumni, and other stakeholders.

**Labor Market Demand
(if applicable)**

Public Recreation

The labor market for public recreation degrees is diverse and growing. Graduates with a degree in public recreation can find employment in a variety of settings, including local and state government agencies, non-profit organizations, and private companies. These settings may include:

- Parks and recreation departments: managing and maintaining public parks, recreational facilities, and programs.
- Community centers and youth programs: planning and implementing recreational activities for children and youth.
- Tourism and outdoor recreation: managing and promoting outdoor recreational opportunities and natural resources.
- Fitness and wellness centers: coordinating fitness and wellness programs.
- Therapeutic recreation: providing recreational activities for individuals with disabilities or special needs.
- Camps and outdoor education centers: managing and overseeing outdoor educational programs
- Event management: planning and coordinating events such as festivals and fairs
- Community development: working with community organizations to develop and implement recreational programs and activities.

Employment in the recreation and leisure industry is projected to grow by 9% from 2019 to 2029, according to the U.S. Bureau of Labor Statistics (BLS). This growth is driven by an increasing demand for recreational activities and services, as well as an aging population that will require more therapeutic and senior-specific programs.

Overall, the labor market for public recreation degrees is broad and diverse, with a range of opportunities available in both the public and private sectors. Graduates with a degree in public recreation have a good chance of finding employment in the industry, particularly if they have relevant experience and skills, and a strong network of contacts

Sport Management

The labor market for sport management degrees is diverse and growing. Graduates with a degree in sport management can find employment in a variety of settings, including professional and amateur sports teams, college and university athletic departments, sports marketing and management firms, sports broadcasting and media companies, and government agencies responsible for sports and recreation.

Some of the specific job titles that sport management graduates may hold include:

- Athletic Director
- Sports Agent
- Event Manager
- Sports Marketing Coordinator
- Sports Information Director
- Facility Manager
- Sports Broadcaster

- Ticket Sales and Operations
- Sports Sponsorship

The U.S. Bureau of Labor Statistics (BLS) has reported that employment in the sports and recreation industry is projected to grow by 7% from 2019 to 2029. This growth is driven by increasing participation in sports and a growing interest in fitness and wellness.

Additionally, as the popularity of sports continues to grow globally, the demand for professionals with sport management degrees will also continue to increase. Graduates with a degree in sport management have a good chance of finding employment in the industry, particularly if they have relevant experience and skills, and a strong network of contacts.

Outdoor Adventure Leadership

The labor market demand for outdoor adventure leadership degrees is growing, but it can vary depending on the specific field and location. Graduates with a degree in outdoor adventure leadership can find employment in a variety of settings, including outdoor education and adventure tourism companies, outdoor recreation and park management agencies, and non-profit organizations.

Some of the specific job titles that outdoor adventure recreation graduates may hold include:

- Outdoor Educator
- Adventure Guide
- Park Ranger
- Recreation Program Coordinator
- Outdoor Adventure Therapist
- Adventure Tourism Manager
- Environmental Educator
- Adventure Sports Coach
- Wilderness Therapy Program Manager

The U.S. Bureau of Labor Statistics (BLS) has reported that employment in the recreation and leisure industry, which includes outdoor recreation, is projected to grow by 9% from 2019 to 2029. This growth is driven by increasing demand for recreational activities and services, as well as an aging population that will require more therapeutic and senior-specific programs.

Additionally, as outdoor adventure and recreation activities such as hiking, camping, and outdoor sports become more popular, the demand for professionals with outdoor adventure recreation degrees will continue to increase. Graduates with a degree in outdoor adventure leadership have a good chance of finding employment in the industry, particularly if they have relevant experience and skills, and a strong network of contacts.

Program and Event Management

The labor market for program and event management degrees is diverse and growing. Graduates with a degree in program and event management can find employment in a variety of settings, including non-profit organizations, corporate and private companies, government agencies, and event planning and management firms.

Some of the specific job titles that program and event management graduates may hold include:

- Event Planner

- Meeting Planner
- Special Events Coordinator

- Conference Planner
- Program Manager
- Community Relations Manager
- Logistics Coordinator
- Fundraiser
- Marketing and Promotion Coordinator

The U.S. Bureau of Labor Statistics (BLS) has reported that employment in the event management industry is projected to grow by 11% from 2019 to 2029. This growth is driven by an increase in spending on events and a growing demand for professional event planners.

Additionally, as the economy continues to grow, businesses and organizations are increasing their spending on events as a way to promote their products or services, network with other businesses, or simply to entertain their employees and clients.

Overall, the labor market for program and event management degrees is broad and diverse, with a range of opportunities available in both the public and private sectors. Graduates with a degree in program and event management have a good chance of finding employment in the industry, particularly if they have relevant experience and skills, and a strong network of contacts.

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

Having four different degrees in public recreation, sport management, outdoor adventure leadership, and program and event management can help to support the mission of USU in several ways.

First, these degrees align with the principle that academics come first by providing students with a strong foundation in their chosen field of study. These degrees are designed to provide students with the knowledge and skills they need to excel in their chosen profession, and to be well-prepared for the job market.

Second, these degrees help to cultivate diversity of thought and culture by providing students with a wide range of recreational and leisure activities that are inclusive and accessible to a diverse population. The degrees also prepare students to work with people from diverse backgrounds, which can help to promote inclusive and equitable practices in their future careers.

Finally, these degrees help to serve the public through learning, discovery, and engagement by preparing students to work in roles that promote and facilitate recreational activities, wellness, and community development. These degrees prepare students to work in positions that promote healthy and active lifestyles, and to work with underserved and marginalized communities.

In terms of similar units or programs in the USHE system, many universities and colleges in Utah and across the country offer degrees in public recreation, sport management, outdoor adventure leadership, and program and event management. The proposed action could help to differentiate USU from other institutions by offering a unique combination of these degrees.

The proposed action may have an impact on faculty and staff structures, as new faculty and staff may be needed to teach and support the new degrees. However, this would depend on the specific details of the proposed action.

The proposed action aligns with USU's designated service area as the degrees are designed to prepare students for careers in the recreational and leisure industry, which is an important industry in the state of Utah.

Finances*

Given that the courses that are being used for the tracks already exist there will be no additional resources needed.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

Public Recreation CIP: 31.0101, 58 Credits required

Public Recreation track at USU is designed to equip students with the skills and knowledge they need to take on leadership roles in the exciting world of public and non-profit recreation. In addition to a core set of classes in recreation administration, students will have the opportunity to specialize in areas such as park management, community outreach, and program development. Upon graduation, our alumni have gone on to work in a wide range of settings, from municipal recreation organizations and state parks to the National Parks Service and the Army Corp of Engineers.

Required Classes:

RAM 1000, RAM 1500, RAM 2000, RAM 2250, RAM 3100, RAM 3900, RAM 4000, RAM 4100, RAM 4200, RAM 4205, RAM 4400, HEP 4400, RAM 4500, RAM 4600, RAM 4800, RAM 4900, & 6 elective credits (RAM 1700, RAM 2500, PE 3000, KIN 2100, KIN 2200, KIN 2300, KIN 2400, KIN 3000, KIN 4000, MSLE 3850, HEP 2500, HEP 3400, HDFS 3570).

Sport Management CIP 31.0504, 60 Credits Required

The Sport Management track at USU is your ticket to a thrilling career in the world of sports! Our program will equip you with the skills and knowledge you need to succeed in the collegiate, professional, and recreational sport industries. In addition to a core set of classes in recreation administration, you'll have the opportunity to specialize in areas such as event planning, sports marketing, and athlete management. Our alumni have gone on to work for top organizations such as Real Salt Lake, the Utah Jazz, Minor League Baseball, community recreational sport organizations, and more.

Required Classes:

RAM 1000, RAM 1500, RAM 1888, RAM 2000, RAM 2250, RAM 2300, RAM 3100, RAM 3900, KIN 4000, RAM 4200, RAM 4205, HEP 4400, RAM 4400, RAM 4500, RAM 4600, RAM 4800, RAM 4900, KIN 5430, & 3 credits of elective (KIN 2100, KIN 2200, KIN 2300, KIN 2400, KIN 3000, MSLE 3850).

Outdoor Adventure Leadership CIP 31.0601, 54 Credits Required

The Outdoor Adventure Leadership (OAL) Major will prepare you to step into an entry-level position in the booming outdoor recreation industry in Utah and beyond. The OAL minor will expose you to industry skills and opportunities. USU RAM Alumni are making their mark in a wide range of settings, from USU Outdoor Programs, and Bridgerland Adventure Park to Deer Valley Ski Resort, and Outward Bound. Through courses designed to get you "out-there" you will be ready to take on exciting jobs in land, water, and air-based adventures. Plus, with nearly three-quarters of Utah residents participating in outdoor recreation each year, there is no shortage of opportunities to explore the state's incredible public lands and make a difference in the \$12.3 billion Utah outdoor recreation industry.

Required Classes:


RAM 1000, RAM 1500, PE 1543, RAM 1700, RAM 2250, RAM 2500, RAM 3400, RAM 3900, RAM 4100, RAM 4200, RAM 4205, RAM 4400, RAM 4500, RAM 4600, RAM 4800, RAM 4900, & 2 credits of electives (any PE prefix course between 1480-1655).

Program and Event Management CIP 52.0907, 54 Credits Required

The Program and Event Management track is perfect for those looking to take their careers to the next level in the exciting world of conferences, events, and recreation. With a focus on developing the skills and knowledge needed to excel in managerial positions, this track offers a unique blend of classes that cover everything from general Recreation Administration to specialized courses in the field. USU RAM Alumni are making waves in a variety of settings, from USU Event Services and Conferences to Davis County Event Services and community recreation agencies across the country.


Required Classes:

RAM 1000, RAM 1500, RAM 3100, RAM 3900, RAM 4000, RAM 4100, RAM 4200, RAM 4205, RAM 4400, HEP 4400, RAM 4400, RAM 4500, RAM 4600, RAM 4800, RAM 4900, & 3 credits of electives (MGT 3950 or MGT 3960).

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.

3 March 2023

ITEM FOR ACTION

Utah State University's Department of Psychology in the Emma Eccles Jones College of Education and Human Services proposes restructuring and renaming the Psychology Sociobehavioral Epidemiology and Quantitative Psychology Specializations PhD to Psychology: Data Science and Research Methodology Specialization PhD.

EXECUTIVE SUMMARY

The Department of Psychology proposes restructuring and renaming the Psychology Sociobehavioral Epidemiology and Quantitative Psychology Specializations PhD to Psychology: Data Science and Research Methodology Specialization PhD.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to restructure and rename the Psychology Sociobehavioral Epidemiology and Quantitative Psychology Specializations PhD to Psychology: Data Science and Research Methodology Specialization PhD.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Psychology in the Emma Eccles Jones College of Education and Human Services proposes restructuring and renaming the Psychology Sociobehavioral Epidemiology and Quantitative Psychology Specializations PhD to Psychology: Data Science and Research Methodology Specialization PhD, and

WHEREAS, The proposal will allow students to gain additional concentrated training in an applied area of study, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring and renaming the Psychology Sociobehavioral Epidemiology and Quantitative Psychology Specializations PhD to Psychology: Data Science and Research Methodology Specialization PhD, in the Emma Eccles Jones College of Education and Human Services' Department of Psychology and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CEHS - Psychology - Psychology: Data Science and Research Methodology Specialization - PhD

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)*

Psychology

Current Title (if applicable)*

Psychology Sociobehavioral Epidemiology and Quantitative Psychology Specializations - PhD

Proposed Title*

Psychology: Data Science and Research Methodology Specialization - PhD

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 45.0102

Minimum Number of Credits (if applicable)* 70

Maximum Number of Credits (if applicable)* 70

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Administrative Unit (New)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain

change)

ADDITIONAL APPROVALS (if applicable)

**Graduate Council
Approval*** Yes
 No

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

SECTION I: THE REQUEST

R401 Purpose* The Department of Psychology is requesting to restructure the following current graduate-level (PhD) specializations into a single graduate-level (PhD) specialization: 1) Sociobehavioral Epidemiology and 2) Quantitative Psychology. The proposed name of the restructured specialization is: Data Science and Research Methodology.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Department of Psychology is requesting to restructure two current PhD-level specializations into a single PhD-level specialization and create a new name for the combined specialization. There are several reasons for this proposed change:

1. Redundancy: The Sociobehavioral Epidemiology and Quantitative Psychology specializations have 85% of their required and 75% of their elective courses in common. Thus, there is a high level of redundancy across these specializations. Combining these specializations will reduce redundancy and result in little difference between the two existing specializations and the restructured specialization in terms of training and requirements.
2. Faculty: Three of the four faculty from the Quantitative Psychology PhD specialization have left USU and will not be replaced with new faculty with similar expertise. There are three core and two affiliated faculty associated with the Sociobehavioral Epidemiology PhD specialization. By combining these specializations, the Psychology Department would have four core and two affiliated faculty to administer the restructured specialization. Combining these specializations into one will combine the faculty strengths and expertise from both existing specializations and result in a more robust program.
3. New Program Name. Restructuring these specializations affords an opportunity to rename the specialization into something that is more relevant to and consistent with today's market. Data Science and Research Methodology is a name that also better reflects the research and training mission of this specialization, and is more marketable for both recruitment purposes as well as for graduates seeking jobs post-graduation.
4. Department Buy-in: The decision to move forward with this proposal was made unanimously by the faculty in the Quantitative Psychology and Sociobehavioral Epidemiology graduate specializations. This decision was supported by the Directors of the Graduate Programs in the Department of Psychology as well as by a vote of the faculty of the Department of Psychology.
5. USU and USHE will benefit from the proposed change as the restructured specialization will be more robust in terms of faculty numbers and engagement, current with market demands, and efficient in terms of less waste/redundancy across existing specializations that are largely similar.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

Because the proposed restructured specialization is not a new program and nearly identical to the two existing specializations in terms of training focus and requirements, there is no anticipated impact on the USHE system. Furthermore, faculty associated with the Quantitative Psychology and Sociobehavioral Epidemiology specializations met with the department heads of the Psychology and Mathematics & Statistics Departments to discuss the proposed change and to see if there were any concerns or suggestions. Both departments were supportive of the proposed change and viewed the change as an opportunity to increase collaborative synergy across departments.

Finances*

Because two existing PhD specializations are being combined into one, there are no additional

costs or new resources associated with the proposed restructuring.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative


The proposed restructured "Data Science and Research Methodology" specialization retains the core training components from both the Quantitative Psychology and Sociobehavioral Epidemiology specializations and allows students to gain additional concentrated training in an applied area of study (eg, health, public policy, social services research) or quantitative methods.

An attached spreadsheet includes a side-by-side comparison of the course requirements for the Quantitative Psychology, Sociobehavioral Epidemiology, and Data Science and Research Methodology specializations.

Since the required courses for the Quantitative Psychology specialization are a subset of those required by the Sociobehavioral Epidemiology specialization, the latter will remain the required courses in the restructured program with the addition of one course currently indicated as an elective (PSY 7650). Thus, there is very little difference in terms of required courses in the restructured specialization.

The restructured specialization also proposes to streamline the suggested elective courses from the two existing specializations into 1) Theoretical Core Elective (1 course) and 2) Concentration Electives (3 courses).

The two existing specializations and the restructured specialization all require 70 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.

ITEM FOR ACTION

RE: A Proposal from Utah State University for Technical Education Tuition and Fee Adjustments

EXECUTIVE SUMMARY

Each institutional President, with the approval of the institutional Board of Trustees, may recommend tuition and program fee adjustments for the Technical Education programs. Over the past year, under the direction of the Utah Board of Higher Education and the Office of the Commissioner, the technical colleges and degree-granting institutions offering technical education programs have worked to align program names, curriculum, credit hours, and cost. This agenda item proposes adjustments to the tuition and fees for Technical Education programs to align with the other institutions in Utah offering Technical Education programs. This includes the elimination of program fees and an adjustment of tuition and student fees while holding the overall costs for programs “revenue neutral.” To balance revenue for higher cost Technical Education programs, differential tuition is requested for the Commercial Driver’s License (CDL) and Heavy Equipment Operator basic aligned certificate programs. Minimal course fees, not previously part of Technical Education programs, will be requested for programs with higher consumable item costs including Cosmetology and Welding.

Technical Education Tuition and Fee Adjustments

The university, after consultation with student leaders, is proposing an adjustment to the tuition and fees for Technical Education programs in Price, Blanding, and Moab.

Technical Education tuition and program fees proposed adjustment:

- The overall cost for technical education programs will be held “revenue neutral” from 2022-2023 to 2023-2024.
- Program fees will be eliminated.
- Tuition will increase from \$67.50 per credit to \$95.00 per credit hour.
- Student fees will decrease from \$15.00 per credit to \$3.00 per credit hour.
- Overall cost for programs balanced through the use of differential tuition (for CDL and Heavy Equipment) and limited course fees in higher cost programs (e.g., cosmetology and welding).
 - Differential Tuition for Commercial Driver’s License will be set at \$175.00 per credit hour in addition to the \$95.00 per credit hour.
 - Differential Tuition for Heavy Equipment Operator will be set at \$259.00 per credit hour in addition to the \$95.00 per credit hour.

The President and student leadership will hold a public meeting to provide an explanation of the reasons for the proposed adjustments to technical education tuition and fees and provide an opportunity for public comment from students.

RECOMMENDATION

Based on the above proposals and approvals as indicated, the President and Vice President for Finance & Administrative Services recommend that the Board of Trustees approve the proposed adjustments to tuition and fees for technical education programs.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Each institutional President, with the approval of the institutional Board of Trustees, may recommend adjustments to the Technical Education tuition and fees; and

WHEREAS, The Utah Board of Higher Education and Office of the Commissioner have requested that all institutions in Utah offering Technical Education programs align the cost structure for tuition and fees; and

WHEREAS, Utah State University is proposing adjustments to align the cost structure for Technical Education while holding the overall cost of these programs “revenue neutral”; and

WHEREAS, Utah State University is proposing the elimination of program fees for technical education programs; and

WHEREAS, Utah State University is proposing an increase in Technical Education tuition from \$67.50 per credit to \$95.00 per credit hour and a decrease in student fees from \$15.00 per credit to \$3.00 per credit hour; and

WHEREAS, To balance program costs, Utah State University is proposing differential tuition for the Commercial Driver’s License program of \$175.00 per credit hour in addition to the \$95.00 per credit, and differential tuition for the Heavy Equipment Operator program of \$259.00 per credit hour in addition to the \$95.00 per credit hour.

WHEREAS, The President will consult with student leaders and will hold a public meeting to provide an opportunity for public comment from students; and

WHEREAS, The proposal has the approval of the President and Vice President for Finance & Administrative Services of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposed technical education tuition and fee adjustments effective Summer Semester 2023 and that this approval be forwarded to the Utah Board of Higher Education for its approval.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE

ITEM FOR ACTION

RE: A Proposal from Utah State University for the Addition of Technical Student Representation on Statewide Fee Board

EXECUTIVE SUMMARY

Each institutional President, with the approval of the institutional Board of Trustees, may recommend tuition and program fee adjustments for the Technical Education programs. Over the past year, under the direction of the Utah Board of Higher Education and the Office of the Commissioner, the technical colleges and degree-granting institutions offering technical education programs have worked to align program names, curriculum, credit hours, and cost. This item addresses the alignment and collaboration that degree-granting institutions and technical colleges will have. Students of the Statewide System Student Fee Board are to review the proposed tuition and fees each year. Based on the ruling of those meetings, the proposals are carried on to the Board of Trustees and the State Legislature for final approval. Prior to this year, the Statewide Student Fee Board did not have additional technical college members.

RECOMMENDATION

Based on the above proposals as indicated, the USUSA Student Body President recommends that the Board of Trustees approve the proposed adjustments to the Statewide Student Fee Board.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, the Statewide Student Fee Board did not previously have a Technical College student representative on the board; and

WHEREAS, with the incorporation of Utah State University Degree Granting institutions and Technical Colleges, student fees are now shared between all institutions; and

WHEREAS, it is necessary to have a Technical College student representative on the Statewide Student Fee Board to ensure that the needs and concerns of Technical College students are represented;

NOW, THEREFORE, BE IT RESOLVED, that the USU Board of Trustees hereby approves the addition of three Technical College students at large and one Technical Education Administrator on the Statewide Student Fee Board, to represent Technical Colleges in Price, Blanding, and Moab.

BE IT FURTHER RESOLVED, that the USUSA Executive Vice President will continue to serve as the Statewide Student Fee Board chair.

BE IT FURTHER RESOLVED, that the USU Board of Trustees urges the Statewide Student Fee Board to ensure that the Technical College student representative is fully engaged in the board's activities and decision-making processes.

BE IT FURTHER RESOLVED, that a copy of this resolution be transmitted to the Statewide Student Fee Board, the Utah System of Higher Education, and the Governor's Office of Economic Development.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE

**UTAH STATE UNIVERSITY
STATEWIDE CAMPUSES STUDENT FEE BOARD (SCSFB) POLICY**

This policy defines the (1) purpose, (2) structure, (3) authority, (4) reporting procedures, and (5) other considerations of the Utah State University Statewide Campuses Fee Board (SCSFB).

1. Purpose

The purpose of the Statewide Campuses Student Fee Board (SCSFB) is to provide students with direct input into decisions regarding the disposition of student fees for the following reasons: (a) Students should pay fees to support facilities, programs, and/or activities that support students. Student fees should not generally be used for programs or services that can be supported by state or auxiliary funds. (b) Information regarding the purpose and use of student fees should be easily available for public review c) There should be a process by which new and present fees can be evaluated.

2. Structure of fees and the policy board

- A. Statewide student fees shall fall into four categories; Activity, Athletics, Building, and Instructional & Student Support. The SCSFB will define how fees within these categories may or may not be used. Changes to the categories themselves, increases, decreases, or changes to the Definitions of Use shall be reviewed and approved by the SCSFB.

Within the four categories each Region Fee Committee is authorized to allocate the fee revenue into subcategories as part of their annual meeting. The subcategory allocations may be reviewed by the SCSFB to ensure they are in line with the definitions of use.

- B. The SCSFB will consist of the following members:

- USUSA* Executive Vice President – Chair
- USUSA Eastern Service Region Vice President
- USUSA Blanding Service Region Vice President
- USUSA Moab Service Region Vice President
- USUSA Brigham City Service Region Vice President
- USUSA Tooele Service Region Vice President
- USUSA Wasatch Service Region Vice President
- USUSA Southwest Service Region Vice President
- USUSA Uintah Basin Service Region Vice President
- Blanding Service Region Technical Education Student at Large
- Eastern Service Region Technical Education Student at Large
- Moab Service Region Technical Education Student at Large
- Vice President for Student Affairs
- Technical Education Administrator (to be determined each year)

Assistant Vice President of Statewide Campuses (non-voting)
Statewide Campuses Financial Officer (non-voting)
USU Eastern Director of Campus Life (non-voting)
USU Blanding Program Coordinator of Student Involvement and Leadership (non-voting)
Program Coordinator of Statewide Campuses, Student Involvement and Leadership Center (non-voting – executive secretary)

If any student body officer position is vacant at the time of the annual SCSFB meeting the chair and region administration shall work together to find a suitable substitute. Preference will be given to any campus representative(s) from the same region currently in good standing. Additionally, if any staff position is vacant, or if there is a change in their titles or job responsibilities, the chair and region administration shall work together to appoint applicable staff members to sit on the SCSFB as needed.

Each region will establish a Region Fee Committee for a review of student fee spending in the region. They will: (a) Review the previous fiscal years spending of student fees to ensure their appropriate use. (b) Review and provide feedback on the planned spending of the student fees for the current fiscal year (c) Review and approve requests for any increases or decreases in student fee subcategory allocation(s) (d) Review requests for any increases or decreases in student fee categories and make recommendations accordingly to the SCSFB

The regions shall be defined as:

Blanding
Brigham City
Eastern
Moab
Southwest
Tooele
Uintah Basin
Wasatch

Each committee must complete its work and submit the required reports no later than November 15th of each year. These committees will consist of a minimum of the following positions from within the region:

USUSA Region Vice President
~~Chief student body officer – Chair~~
Student association officer(s)
Associate Vice President
Director of Students
Statewide Campuses Finance Officer or their designee

For Blanding, Eastern and Moab, one Technical Education student at large and one Technical Education Administrator must also be present. Students at large for these regions will be appointed by the corresponding USUSA Vice President. Technical education students at large must be enrolled in a technical education program and pursuing a certificate.

The Statewide Campuses Student Fee Board and Region Fee Committees may include as members students and university faculty and/or staff deemed necessary by the committee chair. Students must constitute a majority of any Region Fee Committee.

3. Authority

Requests for the creation of a new student fee will be due to the SCSFB Chair by November 15th each year. The requests will be completed using a form established for that purpose. These requests will be reviewed and voted on at the SCSFB annual meeting.

The SCSFB annual meeting shall be held the first or second week of the Spring Semester each year. The specific meeting date will be determined based off the January meeting of the USU Executive Committee Meeting.

During each annual meeting the SCSFB will review and, if necessary, update all policies and forms related to statewide student fees.

The SCSFB shall be authorized to consider general student fees assessed to all Statewide Campus students. Course fees, special fees for distinct groups, and tuition charges shall not be subject to review by the SCSFB.

The SCSFB shall take the following actions:

- (a) All requests for fee increases, decreases and new fees will be considered by the SCSFB. A simple majority vote by the SCSFB will determine the action to be taken on items presented to the board.
 - i. A favorable vote on a fee increase request would move the request to the university president and board of trustees for approval.
 - ii. An SCSFB vote in support of a new fee request would move the fee proposal to a referendum at the USUSA student-body elections. Only students who will be assessed a new fee will be allowed to vote on that fee. An overall favorable vote based on the total vote count will be followed by a recommendation from the SCSFB to the university president, and, if approved, to the board of trustees. Where applicable student referendum for new fees may be initiated by student petition as outlined in the USUSA Constitution (Article V, Section 1).
- (b) Recommend a fee decrease or elimination of a fee only in the event that significant evidence can be given showing that the student fee monies have been used inappropriately. Any recommendations for the decrease or elimination of a fee must be approved by the university president and board of trustees.
- (c) Call for a program review of any fee category to determine if the expenditures are appropriate, if the fee is being used according to the original intent in establishing the fee, and/or for the purpose outlined in the fee definition of use. This review may be initiated upon a recommendation from the Statewide Campuses Executive Council (SCEC)*** or by petition as outlined by the USUSA constitution. Following this review, the SCSFB may recommend either no change in the present fee structure, or it may recommend changes to the university president in the amount of the fee, or the continuation of the fee.

- (d) Prepare a complete student fees schedule for consideration and approval by the university president, and, if approved, with subsequent recommendations to the board of trustees and board of regents. This schedule will consist of the dollars per student per semester to be collected for the administrative fee committees as well as the fees approved by the SCSFB through referenda. Budget documents related to the schedule of fees will be submitted according to established institutional guidelines.
- (e) Review proposed budgets and actual expenditures of the fee receiving categories if deemed necessary.
- (f) There will be no automatically assessed annual increases in student fees. All increases must be reviewed and recommended by the SCSFB.
- (g) Statewide fee amounts must be consistent between all campuses and regions

4. Other Considerations

- (a) A student vote on new student fees will take place at the annual student association elections, unless otherwise authorized by the appropriate bodies.
- (b) Student fee issues will be presented normally once a year to the university president, the board of trustees, and the board of regents, as a package proposal. The SCSFB chair will work to prepare a joint proposal after both the SCSFB and Logan Student Fee Board have completed their annual meeting(s).
- (c) The SCSFB will not have the authority to reduce student fees authorized by the referendum process or previously approved by the university president, the board of trustees and the board of regents, unless recommended by the university president. Upon the recommendation of the university president, the board of trustees and the board of regents, a fee may be discontinued.
- (d) Revisions of this policy and any ancillary forms or documents must be passed by a 2/3 vote of the SCSFB and recommended to the university president and board of trustees for approval.

* USUSA stands for the Utah State University Student Association. All students at Utah State University are considered members of USUSA no matter where they are taking classes.

*** The Statewide Campuses Executive Council or SCEC is a student governing council that represents all statewide students, and consists of the USUSA President representing all SC students and a vice president representing students from each SC region. (USUSA Constitution, Article II, Section 3, Letter C)

3 March 2023

ITEM FOR ACTION

Utah State University's Center for the School of the Future in the Emma Eccles Jones College of Education and Human Services proposes changing the opening date from Fall 2023 to Fall 2024 and modifying documents.

EXECUTIVE SUMMARY

The Center for the School of the Future in the Emma Eccles Jones College of Education and Human Services changing the opening date from Fall 2023 to Fall 2024 and modifying documents.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to change the opening date from Fall 2023 to Fall 2024 and modifying documents.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Center for the School of the Future proposes changing the opening date from Fall 2023 to Fall 2024 and modifying documents, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the opening date from Fall 2023 to Fall 2024 and modifying documents, in the Emma Eccles Jones College of Education and Human Services' Center for the School of the Future and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:



Emma Eccles Jones College of Education & Human Services
Center for the School of the Future
UtahStateUniversity

Charter Agreement Change Request

2605 Old Main Hill, Logan, Utah 84322-2605 (435) 797-9050

Charter School Authorizing | CSF | CEHS | USU

Purpose

The purpose of this form is to provide USU authorized charter schools to request changes to the charter school agreements that exist between, and were signed by their respective school boards, and the Board of Trustees at USU.

Guidance

Learning systems that learn are dynamic organizations that evolve over time and primarily by responding to feedback loops existing between curricular, instructional, assessment, finance, and governance inputs, and student learning data. USU charter school authorizing staff expect USU authorized charter schools to be responsive to the student learning product that results from their input actions.

In many cases, the learning system evolution that should, and is expected to occur to improve student learning, does not require submission of this form, to trigger consideration of a change to the existing charter school agreement. A non-exhaustive, but illustrative list of circumstances necessitating submission of this form include:

- Change of the year your school will open.
- Change in the goals identified in your charter school application.
- Change in the grade span to be served.
- Change in the number of students to be served that exceeds 20%.
- Change in school's charter focus (e.g., vocational focus to arts focus).
- Change in the modality of the school's instructional delivery form (virtual to face-to-face)
- Change in length of school year, length of school day, or other substantive changes of this nature.

In general, changes that substantially modify what students are to learn, how they will learn, or the learning context (e.g., length of day, year...) or the levels of competency students are to achieve warrant submission of this change request document.

If you have questions regarding these broad guiding principles and these illustrative examples, please contact David Forbush, Associate Director for The Center for the School of the Future at USU – 435-890-0664 / david.forbush@usu.edu

Please recognize that review and responses to requested changes may require USU Board of Trustee approval. Additionally, recognize that some approved changes may require adjustment of your approved application which attaches to your charter school agreement.

Change Request

Question	School Response	Authorizer Response/Questions
School Name & Location	Cambridge Preparatory Academy – Salt Lake County	
Change Requested (one change per form)	Change in opening date from Fall 2023 to Fall 2024.	
Circumstance Prompting Change Request	Due to uncertainty and rapid change in the real estate and construction sectors, the acquisition and development of appropriate land for the facilities of CPA – Salt Lake County will take longer than anticipated. By requesting an additional year prior to opening, CPA – Salt Lake County will ensure sufficient time to develop high quality facilities for the implementation of our educational plans.	
Change’s Anticipated Value Add to Student Learning	This change in opening date will enable CPA – Salt Lake County to locate a site and build facilities that provide an optimal environment for student learning. It will ensure that CPA – Salt Lake County does not open in temporary facilities, allowing students an uninterrupted educational experience in the long-term school facilities.	
Describe Other School Elements Impacted if Change is Approved	No other school elements will be impacted by the requested change. Facilities and location will be impacted positively due to increased time for land acquisition and facility development. CPA –	

	Salt Lake County's SMART goals remain unchanged.	
School Director Signature & Date	The Director for CPA – Salt Lake County has not been identified at this time.	
Board Chair Signature & Date	<i>Stan Soukup</i>	<i>August 12, 2022</i>
Authorizer Decision, Directives & Date		

FIRST AMENDMENT TO CHARTER AGREEMENT

THIS FIRST AMENDMENT ("Amendment") to the Charter Agreement between Cambridge Preparatory Academy – Salt Lake County Charter School ("Charter School") and the Board of Trustees of Utah State University ("Authorizer"), dated June 13, 2022 ("Agreement"), is made and entered into as of August 19, 2022 by and between Charter School and Authorizer. Charter School and Authorizer each may be referred to herein as a "Party" or collectively as the "Parties."

WHEREAS, the Parties desire to update certain timelines and expectations set forth in the Agreement;

NOW, THEREFORE, in consideration of the mutual covenants and obligations set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree to amend the Agreement as follows:

1. Section 1.6 of the Agreement is replaced with the following updated Section 1.6:

1.6 Opening Date. The Charter School shall open for operation in August of 2024. Prior to opening, and not later than June 1, 2024, Charter School leadership, and the Governing Board must complete charter school pre-operational training and offer evidence to the Authorizer of training completion.
2. Section 2.4 of the Agreement is replaced with the following updated Section 2.4:

2.4 Training. All Governing Board members must complete training preparing them for the role and responsibility of serving as a Governing Board member, before June 1, 2024, and Charter School must provide the Authorizer with evidence of each Governing Board members completion of the training. New Governing Board members are to complete similar training within 12-months of appointment to the Governing Board. Governing Board members are to participate in continuous, ongoing training and Charter School shall provide evidence of such training in an annual report to the Authorizer.
3. Section 5.6 of the Agreement is replaced with the following updated Section 5.6:

5.6 Charter Term. This Charter shall expire on June 30, 2028, unless otherwise amended or extended by the written agreement of the Parties.
4. All other provisions of the Agreement remain unchanged and in effect.

--SIGNATURES ON NEXT PAGE--

IN WITNESS WHEREOF, the Parties have duly executed this Amendment.

UTAH STATE UNIVERSITY BOARD
OF TRUSTEES

By: _____
Print Name:
Title:
Date: _____

CHARTER SCHOOL

By: _____
Print Name:
Title:
Date: _____

By: _____
Print Name:
Title:
Date: _____

By: _____
Print Name:
Title:
Date: _____

By: _____
Print Name:
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Date: _____

By: _____
Print Name:
Title:
Date: _____

By: _____
Print Name:
Title:
Date: _____

By: _____
Print Name:
Title:
Date: _____

3 March 2023

ITEM FOR ACTION

Utah State University's Center for the School of the Future in the Emma Eccles Jones College of Education and Human Services proposes changing the opening date from Fall 2023 to Fall 2024 and modifying documents.

EXECUTIVE SUMMARY

The Center for the School of the Future in the Emma Eccles Jones College of Education and Human Services changing the opening date from Fall 2023 to Fall 2024 and modifying documents.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to change the opening date from Fall 2023 to Fall 2024 and modifying documents.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Center for the School of the Future proposes changing the opening date from Fall 2023 to Fall 2024 and modifying documents, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the opening date from Fall 2023 to Fall 2024 and modifying documents, in the Emma Eccles Jones College of Education and Human Services' Center for the School of the Future and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

ITEM FOR ACTION

RE: Report of Investments for October 2022

The Report of Investments for October 2022 is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

This set of investment reports presents investment activity for October 2022 and comparative year-to-date totals for FY 2022-2023 and FY 2021-2022.

CASH MANAGEMENT INVESTMENT POOL

The average daily fair value invested during October 2022 was \$591,997,660, up \$12,333,737 over September 2022. Total investment loss was \$3,129,812, up \$6,562,849 over September 2022, reflecting the increase in the amount available for investing and an increase in total investment return. The annualized total investment return was -6.34%, up 13.73% over September 2022.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$564,585,987, up \$95,718,591 (20.41%) over FY 2021-2022. Total interest income for FY 2022-2023 amounted to \$4,299,907, up \$2,222,901 (107.02%) over FY 2021-2022, reflecting an increase in the amount available for investing and an increase in interest rates.

The total amount invested at 31 October 2022 was \$558,614,137, up \$56,408,666 (11.23%) over 31 October 2021.

ENDOWMENT POOL

The average daily fair value invested during October 2022 was \$249,311,139, down \$1,522,396 from September 2022. Interest and dividend loss of \$44,243 plus net realized gains of \$419,927 totaled \$375,684 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$254,095,473, down \$2,390,392 (0.93%) from FY 2021-2022. Total realized income for FY 2022-2023 was \$1,361,822, down \$2,442,791 (64.21%) from FY 2021-2022. This decrease resulted from \$48,329 less in interest and dividends and \$2,394,462 less in net realized gains during FY 2022-2023.

The total amount invested at 31 October 2022 was \$253,814,292, down \$10,381,581 (3.93%) from 31 October 2021.

OTHER INVESTMENTS

The average daily fair value invested during October 2022 was \$249,268,158, down \$7,906,984 from September 2022. Interest and dividend income of \$736,500 minus net realized losses of \$84,437 totaled \$652,063 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$258,477,792, down \$2,830,022 (1.08%) from FY 2021-2022. Total realized income for FY 2022-2023 was \$2,910,585, up \$1,757,180 (152.35%) over FY 2021-2022. This increase resulted from \$1,749,959 more in interest and dividend income and \$7,221 more in net realized gains during FY 2022-2023.

The total amount invested at 31 October 2022 was \$247,400,187, down \$17,879,818 (6.74%) from 31 October 2021.

ENDOWMENT TRUSTS

The average daily fair value invested during October 2022 was \$5,882,310, down \$84,538 from September 2022. Interest and dividend income of \$12,374 minus net realized losses of \$50,643 totaled \$38,269 in realized losses for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$6,152,357, down \$421,095 (6.41%) from FY 2021-2022. Total realized loss for FY 2022-2023 was \$55,473, down \$408,537 (115.71%) from FY 2021-2022. This decrease resulted from \$5,939 less in interest and dividend income and \$402,598 more in net realized losses during FY 2022-2023.

The total amount invested at 31 October 2022 was \$6,091,969, down \$632,886 (9.41%) from 31 October 2021.

PLANT FUND TRUSTS

The average daily fair value invested during October 2022 was \$33,490,724, down \$2,590,242 from September 2022. Interest income totaled \$79,450 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$35,454,442, down \$24,370,372 (40.74%) from FY 2021-2022. Total realized income for FY 2022-2023 was \$267,134, up \$199,519 (295.08%) over FY 2021-2022. This increase reflects the decreased amount available for investing and an increase in the rate of return.

The total amount invested at 31 October 2022 was \$32,319,857, down \$21,525,892 (39.98%) from 31 October 2021.

SUMMARY OF INVESTMENT TRANSACTIONS

The University's average daily fair value invested for the month of October was \$1,019,123,133. Purchases totaled \$44,108,010 and sales totaled \$23,651,941. From this activity the University realized net gains of \$284,847 and earnings of \$1,905,631.

RECOMMENDATION

The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Report of Investments for October 2022.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, The attached Report of Investments containing authorized transactions, documentation, and supporting papers has been filed for review by the Board of Trustees pertaining to the investment activities; and

WHEREAS, The investment transactions listed on the attached Report of Investments have been approved by the USU Controller's Office; and

WHEREAS, The investment activities listed on the attached Report of Investments are in accordance with the Utah State Money Management Act, the rules of the Utah State Money Management Council, the Utah State Uniform Prudent Management of Institutional Funds Act, and the laws and rules of Utah State University and the State of Utah; and

WHEREAS, The Chief Financial Officer for Utah State University, David T. Cowley, Vice President for Finance and Administrative Services, has certified to the best of his knowledge and belief all investment transactions listed on the attached Report of Investments were made in accordance with the guidelines, rules, and laws; and

WHEREAS, Vice President Cowley requests approval of the attached Report of Investments for the period 1 October 2022 to 31 October 2022 and comparative year-to-date totals for the periods 1 July 2022 to 31 October 2022 and 1 July 2021 to 31 October 2021; and

WHEREAS, The President of Utah State University has reviewed the attached report and recommends its approval by the Utah State University Board of Trustees; and

WHEREAS, The USU Board of Trustees has reviewed and given due consideration, review, and authorization of the investment transactions listed on the attached Report of Investments for the period 1 October 2022 to 31 October 2022 and comparative year-to-date totals for the periods 1 July 2022 to 31 October 2022 and 1 July 2021 to 31 October 2021;

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees hereby approves the attached Report of Investments as presented and ratifies the transactions listed on said Report of Investments for October 2022.

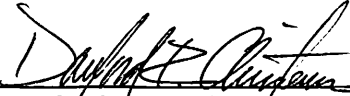
RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date



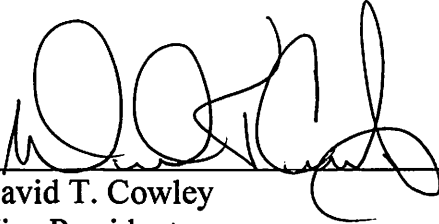
UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
OCTOBER 2022

The following schedules (A through E2) provide a report of the University's Investments. To the best of my knowledge, Utah State University is in compliance with the Utah State Money Management Act and the rules of the Utah State Money Management Council and the Utah State Uniform Prudent Management of Institutional Funds Act.



Danford R. Christensen
Controller

2/23/2023
Date



David T. Cowley
Vice President
for Finance and Administrative Services

2/23/23
Date

UTAH STATE UNIVERSITY
CASH MANAGEMENT INVESTMENT POOL
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule A-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest Income	Less Service Charges	Net Interest Income
Jul 2022	\$492,148,729	\$36,806,802	\$8,909,142	\$3,634,390	\$523,680,779	\$533,068,740	\$835,245	\$11,139	\$824,106
Aug 2022	523,680,779	22,871,803	8,930,748	(8,443,709)	529,178,125	553,613,625	981,243	(15)	981,258
Sep 2022	529,178,125	41,105,549	22,905,325	(10,798,210)	536,580,139	579,663,923	1,105,549	(3,085)	1,108,634
Oct 2022	536,580,139	32,377,870	5,836,190	(4,507,682)	558,614,137	591,997,660	1,377,870	(15)	1,377,885
Nov 2022									
Dec 2022									
Jan 2023									
Feb 2023									
Mar 2023									
Apr 2023									
May 2023									
Jun 2023									

Comparative Totals:

Year-to-date									
FY 2022-23	\$492,148,729	\$133,162,024	\$46,581,405	(\$20,115,211)	\$558,614,137	\$564,585,987	\$4,299,907	\$8,024	\$4,291,883
FY 2021-22	418,202,496	139,203,854	52,003,778	(3,197,101)	502,205,471	468,867,396	2,077,006	13,921	2,063,085
Amt Change					56,408,666	95,718,591	2,222,901	(5,897)	2,228,798
% Change					11.23%	20.41%	107.02%	-42.36%	108.03%

Note: The Cash Management Investment Pool includes cash of all funds over estimated daily operating requirements.

UTAH STATE UNIVERSITY
CASH MANAGEMENT INVESTMENT POOL
SUMMARY OF INVESTMENT TRANSACTIONS AND PERFORMANCE
For the Month of October 2022

Schedule A-2

	Purchases	Sales		Earnings	Change in Fair Value	Total Investment Income	Average Daily Fair Value	Annualized Total Investment Return
		Cost	Receipts					
Miscellaneous				\$363		\$363		0.00%
Money Market Account				116,514		116,514	\$60,200,000	2.32%
Utah Public Treasurers' Investment Fund				46,436		46,436	19,100,000	2.92%
Commercial Paper and Corporate Notes	\$31,000,000	\$5,000,000	\$5,000,000	886,993	(\$563,571)	323,422	238,879,026	1.62%
Obligations of U. S. Government				317,185	(3,928,494)	(3,611,309)	268,043,634	-16.17%
Municipal Bonds				10,379	(15,617)	(5,238)	5,775,000	-1.09%
Receivable	<u>1,377,870</u>	<u>836,190</u>	<u>836,190</u>			<u>0</u>		0.00%
Total	<u><u>\$32,377,870</u></u>	<u><u>\$5,836,190</u></u>	<u><u>\$5,836,190</u></u>	<u><u>\$1,377,870</u></u>	<u><u>(\$4,507,682)</u></u>	<u><u>(\$3,129,812)</u></u>	<u><u>\$591,997,660</u></u>	-6.34%

UTAH STATE UNIVERSITY
SUMMARY OF CASH MANAGEMENT INVESTMENT POOL TRANSACTIONS
For the Month of October 2022

Schedule A-3

	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
<u>Cash Management Investment Pool</u>						
Miscellaneous						\$363
Money Market Account						116,514
Utah Public Treasurers' Investment Fund						46,436
Corporate Bonds and Floaters		\$31,000,000		\$5,000,000	\$5,000,000	\$0
Obligations of U. S. Government						317,185
Municipal Bonds						10,379
Accounts Receivable		1,389,220		836,190	836,190	0
Premiums & Discounts		(11,350)				
Total Cash Management Investment Pool		<u>\$32,377,870</u>		<u>\$5,836,190</u>	<u>\$5,836,190</u>	<u>\$0</u>
						<u>\$1,377,870</u>

UTAH STATE UNIVERSITY
 ENDOWMENT POOL
 SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule B-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income	Less Expenses	Net Realized Income/(Loss)
*Jul 2022	\$253,569,010	\$2,334,051	\$2,134,353	\$7,254,463	\$261,023,171	\$257,296,091	\$185,001	(\$50,599)	\$134,402	\$1,977	\$132,425
Aug 2022	261,023,171	5,850,682	4,977,234	(5,037,536)	256,859,083	258,941,127	163,687	8,538	172,225	\$2,963	169,262
Sep 2022	256,859,083	7,212,882	4,750,921	(14,513,058)	244,807,986	250,833,535	474,526	204,985	679,511	(2,029)	681,540
Oct 2022	244,807,986	4,672,637	4,178,753	8,512,422	253,814,292	249,311,139	(44,243)	419,927	375,684	115,449	260,235
Nov 2022											
Dec 2022											
Jan 2023											
Feb 2023											
Mar 2023											
Apr 2023											
May 2023											
Jun 2023											

Comparative Totals:

Year-to-date											
FY 2022-23	\$253,569,010	\$20,070,252	\$16,041,261	(\$3,783,709)	\$253,814,292	\$254,095,473	\$778,971	\$582,851	\$1,361,822	\$118,360	\$1,243,462
FY 2021-22	252,565,749	22,797,910	20,468,227	9,300,441	264,195,873	256,485,865	827,300	2,977,313	3,804,613	112,220	3,692,393
Amt Change					(10,381,581)	(2,390,393)	(48,329)	(2,394,462)	(2,442,791)	6,140	(2,448,931)
% Change					-3.93%	-0.93%	-5.84%	-80.42%	-64.21%	5.47%	-66.32%

Note: The Endowment Pool includes endowment funds designated for long-term investment. Included in this pool are endowment funds invested in the University's Cash Management Investment Pool (CMIP) consisting of \$6,651,702 principal beginning balance, a \$7,322,204 ending balance, and a \$7,313,741 average daily balance for the current month. Current month interest and dividends from the CMIP were \$16,925 bringing the total to \$53,817 year-to-date. These amounts have also been reported in Schedules A-1 and A-2.

*The July beginning fair value has been adjusted to reflect the amount distributed to expendable accounts at fiscal year end.

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT POOL TRANSACTIONS
For the Month of October 2022

Schedule B-2
Page 1 of 2

Endowment Pool Transactions	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
Cash Management Investment Pool							
Utah State University		\$653,576					
CMIP Interest		16,925					\$16,925
Equity funds							
Dimensional - DFA Emerging Markets Core Equity	3,021.523	55,264					
Dimensional - DFA Micro Cap	259.091	5,664					
Dimensional - DFA Small Cap	157.822	5,828					
Ryder Court Global Opportunistic Fund			1,968.419	\$19,684	\$24,028	\$4,344	
Fixed Income funds							
Longfellow		1,165,638		844,089	747,671	(96,418)	
Paydenfunds - Emerging Markets Bond Fund	1,217.911	11,180					11,180
Silver Rock Offshore Tactical Allocation Fund							
Vanguard Inflation Protected Secs Ad	2,059.375	48,045					
Vanguard Short Term Inflation Protected Securities Index Fd	2,200.234	52,124					
Wellington - CTF Opportunistic Emerging Markets	1,265.361	9,718	354.383	3,651	2,722	(929)	9,718
Alternatives							
Aether Investment Partners, LLC							
Aether Real Assets IV, LP		11,246		35,888	53,176	17,288	
Aether Real Assets V, LP		174,536					3,092
The Carlyle Group							
Carlyle Realty Partners VIII		432,767		122,054	306,714	184,660	(37,290)
Centerbridge							
Centerbridge Partners Real Estate Fund II, LP		4,878					
Global Infrastructure Partners							
Global Infrastructure Partners III-A/B, L.P.				146,050	393,761	247,711	(156,131)
Silicon Valley Bank							
Strategic Investors Fund X Cayman, LP		23,400					
Solamere Capital							
Solamere Founders Fund I, LP		6,226		14,537	40,966	26,429	3,083
Solamere Founders Fund II, LP		19,980		14,123	50,965	36,842	614
Woodbury							
Woodbury IFRI							2,909
Woodbury Capital II, LP							30,169
Woodbury Capital III, LP							13,194
Money Market Funds							
Goldman Sachs Bank Deposit		198					198
US Bank - Endowment Pool First Am Treas Ob Fd Cl Z		1,421,428		223,921	223,921	0	
US Bank - Longfellow First Am Treas Ob Fund Cl Z		297,716		731,990	731,990	0	

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT POOL TRANSACTIONS
For the Month of October 2022

	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
Cash						
Endowment Pool						
US Bank Cash				\$252,418	\$252,418	\$0
In Transit USU to US Bank				1,000,000	1,000,000	0
Longfellow						
US Bank Cash		\$177,307		93,460	93,460	0
Accruals / Payable						
Endowment Pool						
US Bank - Accruals		24,493		189,422	189,422	0
Longfellow						
US Bank Receivable - Interest Accrual		54,500		67,539	67,539	0
Total Endowment Pool Transactions		<u>\$4,672,637</u>		<u>\$3,758,826</u>	<u>\$4,178,753</u>	<u>\$419,927</u>
						<u>(\$44,243)</u>

UTAH STATE UNIVERSITY
DEFENSIVE RETURN POOL
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule C1A

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income
Jul 2022	\$232,326,049	\$21,749,543	\$21,137,864	\$2,540,646	\$235,478,374	\$233,902,212	\$611,679	\$0	\$611,679
Aug 2022	235,478,374	13,606,846	11,446,676	(3,369,981)	234,268,563	234,873,469	740,196	0	740,196
Sep 2022	234,268,563	4,147,887	7,124,021	(6,633,943)	224,658,486	229,463,525	720,648	98,820	819,468
Oct 2022	224,658,486	6,504,445	8,402,796	(3,270,204)	219,489,931	222,074,209	735,191	(101,290)	633,901
Nov 2022									
Dec 2022									
Jan 2023									
Feb 2023									
Mar 2023									
Apr 2023									
May 2023									
Jun 2023									

Comparative Totals:

Year-to-date									
FY 2022-22	\$232,326,049	\$46,008,721	\$48,111,357	(\$10,733,482)	\$219,489,931	\$230,078,353	\$2,807,714	(\$2,470)	\$2,805,244
FY 2021-22	226,770,652	41,587,896	37,662,614	395,741	231,091,675	227,946,455	1,058,529	2,238	1,060,767
Amt Change					(11,601,744)	2,131,898	1,749,185	(4,708)	1,744,477
% Change					-5.02%	0.94%	165.25%	-210.37%	164.45%

Note: The Defensive Return Pool is comprised of quasi-endowment funds designated for long-term investment. Included in this pool are quasi-endowment funds invested in the University's Cash Management Investment Pool (CMIP) consisting of \$106,026,962 principal beginning balance, a \$103,632,815 ending balance and a \$103,513,117 average daily balance for the current month. Current month interest and dividends from the CMIP were \$239,395 bringing the total to \$828,921 year-to-date. These amounts have also been reported in Schedules A-1 and A-2.

*The July beginning fair value has been adjusted to reflect the amount distributed to expendable accounts at fiscal year end.

UTAH STATE UNIVERSITY
SUMMARY OF DEFENSIVE RETURN POOL TRANSACTIONS
For the Month of October 2022

Schedule C1C
Page 1 of 1

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
<u>Defensive Return Pool</u>							
CMIP				\$2,633,542	\$2,633,542	\$0	
CMIP Earnings		\$239,395				\$239,395	
Utah Public Treasurers' Investment Fund		18,458				18,458	
Fixed Income							
US Bank							
Corporate Issues							
Chevron	10,000.000	952,600					
ExxonMobil	12,000.000	1,073,460					
Toronto Dominion	9,850.000	998,790					
Foreign Issues							
Bank of Nova Scotia	9,800.000	998,277					
Domestic Preferred Stocks							
Cobank ACB 6.250%			10,000.000	1,101,290	1,000,000	(101,290)	
Alternatives							
Dakota Pacific Real Estate Group							
Dakota Pacific Real Estate						4,878	
Woodbury							
Woodbury IFRI						970	
Woodbury Capital II, LP						30,169	
Woodbury Capital III, LP						6,597	
Money Market / Cash							
US Bank - First Am Treasury Ob Fund Class Z		812,491		4,019,858	4,019,858	0	
US Bank - Cash		976,250					
Receivable / In Transit / Unsettled Purchases							
US Bank - Receivable		434,724		749,396	749,396	0	
Total Other Investments		<u>\$6,504,445</u>		<u>\$8,504,086</u>	<u>\$8,402,796</u>	<u>(\$101,290)</u>	<u>\$735,191</u>

UTAH STATE UNIVERSITY
OTHER INVESTMENTS
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule C2A

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income
Jul 2022	\$28,417,079	\$56,038	\$449,865	\$1,987,605	\$30,010,857	\$29,213,968	\$1,189	\$97,636	\$98,825
Aug 2022	30,010,857	278,014	282,459	(1,060,820)	28,945,592	29,478,225	1,510	(21,262)	(19,752)
Sep 2022	28,945,592	3,902	5,745	(2,466,108)	26,477,641	27,711,617	3,991	4,115	8,106
Oct 2022	26,477,641	3,009	23,294	1,452,900	27,910,256	27,193,949	1,309	16,853	18,162
Nov 2022									
Dec 2022									
Jan 2023									
Feb 2023									
Mar 2023									
Apr 2023									
May 2023									
Jun 2023									

Comparative Totals:

Year-to-date									
FY 2022-23	\$28,417,079	\$340,963	\$761,363	(\$86,423)	\$27,910,256	\$28,399,439	\$7,999	\$97,342	\$105,341
FY 2021-22	32,803,523	1,063,329	1,129,504	1,450,982	34,188,330	33,361,358	7,225	85,413	92,638
Amt Change					(6,278,074)	(4,961,919)	774	11,929	12,703
% Change					-18.36%	-14.87%	10.71%	13.97%	13.71%

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of October 2022

Schedule C2C
Page 1 of 1

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
<u>Other Investments</u>							
Common and Preferred Stock Gifts							
Closely Held Stock							
Rowpar Pharmaceuticals, Inc			0.000	\$0	\$12,353	\$12,353	
Utah Public Treasurers' Investment Fund		\$381		609	609	0	
ETF / Bonds / Mutual Funds							
Charles Schwab							
Bond Funds							
Janus Henderson Multi Sector Income Fund	23.279	190				190	
PIMCO Income Instl	36.331	372				372	
Western Asset Core Plus Bond	22.421	202				202	
Commonfund							
CEU Title III							
Multi-Strategy Bond			88.861	1,053	1,204	151	
Multi-Strategy Equity			9.966	610	4,959	4,349	
TD Ameritrade							
Fixed Income Earnings						99	
Stocks Earnings						59	
Money Market / Cash							
Charles Schwab - Cash				1,092	1,092	0	
Charles Schwab - Money Market		1,095		3,077	3,077	0	
Morgan Stanley - Money Market							
TD Ameritrade Deposit Account		160				2	
Receivable / In Transit / Unsettled Purchases							
PTIF Receivable		609					
Total Other Investments		<u>\$3,009</u>		<u>\$6,441</u>	<u>\$23,294</u>	<u>\$16,853</u>	<u>\$1,309</u>

UTAH STATE UNIVERSITY
 ENDOWMENT TRUSTS
 SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule D-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income/(Loss)	Less Expenses	Net Realized Income/(Loss)
Jul 2022	\$6,174,670	\$707,937	\$699,064	\$358,870	\$6,542,413	\$6,358,542	\$9,530	(\$60,327)	(\$50,797)	\$657	(\$51,454)
Aug 2022	6,542,413	834,153	824,000	(291,522)	6,261,044	6,401,729	19,737	(11,750)	7,987	86	7,901
Sep 2022	6,261,044	459,843	438,648	(609,588)	5,672,651	5,966,848	26,289	(683)	25,606	5,095	20,511
Oct 2022	5,672,651	478,180	466,457	407,595	6,091,969	5,882,310	12,374	(50,643)	(38,269)	651	(38,920)
Nov 2022											
Dec 2022											
Jan 2023											
Feb 2023											
Mar 2023											
Apr 2023											
May 2023											
Jun 2023											
<hr/> <hr/>											
Comparative Totals:											
Year-to-date											
FY 2022-23	\$6,174,670	\$2,480,113	\$2,428,169	(\$134,645)	\$6,091,969	\$6,152,357	\$67,930	(\$123,403)	(\$55,473)	\$6,489	(\$61,962)
FY 2021-22	6,689,873	3,006,962	3,169,227	197,247	6,724,855	6,573,452	73,869	279,195	353,064	1,440	351,624
Amt Change					(632,886)	(421,095)	(5,939)	(402,598)	(408,537)	5,049	(413,586)
% Change					-9.41%	-6.41%	-8.04%	-144.20%	-115.71%	350.63%	-117.62%

Note: Endowment Trusts include externally managed endowment trusts.

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT TRUST INVESTMENT TRANSACTIONS
For the Month of October 2022

Schedule D-2
Page 1 of 1

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
<u>Endowment Trusts</u>							
Common and Preferred Stock							
Abbvie Inc Com	760.000	\$109,014					
Invesco S&P 500 Equal Weight	1,250.000	162,269					
iShares Preferred & Income			6,200.000	\$238,753	\$188,994	(\$49,759)	
Funds held at Morgan Stanley - Dividends							\$11,908
Mutual Funds - Equity							
Goldman Sachs Activebeta US Large Cap Equity ETF			4.000	363	292	(71)	
iShares Core S&P Total US Stock Market ETF			5.000	484	409	(75)	
Vanguard Dividend Appreciation			3.000	481	418	(63)	
Vanguard Midcap VIPER			2.000	493	383	(110)	
Mutual Funds - Bond							
iShares Core Total US Aggregate Bond ETF			15.000	1,731	1,410	(321)	
PGIM High Yield Q #1067			55.000	307	248	(59)	
The iShares Core Total US Bond Market ETF			10.000	539	435	(104)	
Funds held at Wells Fargo - Dividends							335
Real Asset Funds (ETF)							
Invesco Optimum Yield Diversified ETF			49.000	913	832	(81)	
Money Market & Cash Funds							
Morgan Stanley Bank N.A. #		199,705		271,309	271,309	0	112
Morgan Stanley Cash		2,411		1,103	1,103	0	
Wells Fargo #451		4,598		306	306	0	4
Wells Fargo #451		183		319	319	0	15
Total Endowment Trusts		<u>\$478,180</u>		<u>\$517,101</u>	<u>\$466,458</u>	<u>(\$50,643)</u>	<u>\$12,374</u>

UTAH STATE UNIVERSITY
PLANT FUND TRUSTS
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule E-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest Income	Realized Gain or (Loss)	Total Realized Income	Less Expenses	Net Realized Income/(Loss)
Jul 2022	\$34,488,447	\$7,265,037	\$3,099,771	\$0	\$38,653,713	\$33,824,987	\$45,106		\$45,106		\$45,106
Aug 2022	38,653,713	7,213,719	8,603,548	0	37,263,884	38,421,090	70,709		70,709		70,709
Sep 2022	37,263,884	1,752,391	2,023,836	0	36,992,439	36,080,966	71,869		71,869		71,869
Oct 2022	36,992,439	71,869	4,744,451	0	32,319,857	33,490,724	79,450		79,450		79,450
Nov 2022											
Dec 2022											
Jan 2023											
Feb 2023											
Mar 2023											
Apr 2023											
May 2023											
Jun 2023											
<hr/> <hr/>											
Comparative Totals:											
Year-to-date											
FY 2022-23	\$34,488,447	\$16,303,016	\$18,471,606	\$0	\$32,319,857	\$35,454,442	\$267,134	\$0	\$267,134	\$0	\$267,134
FY 2021-22	66,189,244	1,712,278	14,055,773	0	53,845,749	59,824,814	67,615	0	67,615	0	67,615
Amt Change					(21,525,892)	(24,370,372)	199,519	0	199,519	0	199,519
% Change					-39.98%	-40.74%	295.08%	0.00%	295.08%	0.00%	295.08%

Note: Plant Fund Trusts include all debt service reserve and construction fund accounts in compliance with bond issue covenants.

UTAH STATE UNIVERSITY
SUMMARY OF PLANT TRUST INVESTMENT TRANSACTIONS
For the Month of October 2022

Schedule E-2

	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
Plant Trusts						
Utah Public Treasurers' Investment Fund		\$71,866		\$4,744,451	\$4,744,451	\$0
US Bank - Money Market		3				3
Total Plant Trusts		<u>\$71,869</u>		<u>\$4,744,451</u>	<u>\$4,744,451</u>	<u>\$0</u>

ITEM FOR ACTION

RE: Report of Investments for November 2022

The Report of Investments for November 2022 is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

This set of investment reports presents investment activity for November 2022 and comparative year-to-date totals for FY 2022-2023 and FY 2021-2022.

CASH MANAGEMENT INVESTMENT POOL

The average daily fair value invested during November 2022 was \$594,845,850, up \$2,848,190 over October 2022. Total investment gain was \$6,648,991, up \$9,778,803 over October 2022, reflecting the increase in the amount available for investing and an increase in total investment return. The annualized total investment return was 13.41%, up 19.75% over October 2022.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$570,637,960, up \$95,515,820 (20.10%) over FY 2021-2022. Total interest income for FY 2022-2023 amounted to \$5,690,187, up \$3,060,703 (116.40%) over FY 2021-2022, reflecting an increase in the amount available for investing and an increase in interest rates.

The total amount invested at 30 November 2022 was \$545,345,432, up \$49,428,590 (9.97%) over 30 November 2021.

ENDOWMENT POOL

The average daily fair value invested during November 2022 was \$259,436,157, up \$10,125,018 over October 2022. Interest and dividend income of \$120,862 plus net realized gains of \$30,164 totaled \$151,026 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$255,163,610, down \$2,485,210 (0.96%) from FY 2021-2022. Total realized income for FY 2022-2023 was \$1,512,848, down \$3,118,944 (67.34%) from FY 2021-2022. This decrease resulted from \$60,282 less in interest and dividends and \$3,058,662 more in net realized losses during FY 2022-2023.

The total amount invested at 30 November 2022 was \$265,058,021, up \$4,652,619 (1.79%) over 30 November 2021.

OTHER INVESTMENTS

The average daily fair value invested during November 2022 was \$252,323,823, up \$3,055,665 over October 2022. Interest and dividend income of \$766,791 plus net realized gains of \$4,183 totaled \$770,974 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$257,246,999, down \$5,187,775 (1.98%) from FY 2021-2022. Total realized income for FY 2022-2023 was \$3,681,559, up \$2,263,811 (159.68%) over FY 2021-2022. This increase resulted from \$2,258,230 more in interest and dividend income and \$5,581 more in net realized gains during FY 2022-2023.

The total amount invested at 30 November 2022 was \$257,247,458, down \$11,357,763 (4.23%) from 30 November 2021.

ENDOWMENT TRUSTS

The average daily fair value invested during November 2022 was \$6,233,164, up \$350,854 over October 2022. Interest and dividend income of \$18,384 minus net realized losses of \$243,405 totaled \$225,021 in realized losses for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$6,168,518, down \$429,341 (6.51%) from FY 2021-2022. Total realized loss for FY 2022-2023 was \$280,494, down \$661,764 (173.57%) from FY 2021-2022. This decrease resulted from \$6,330 less in interest and dividend income and \$665,434 more in net realized losses during FY 2022-2023.

The total amount invested at 30 November 2022 was \$6,374,359, down \$291,762 (4.38%) from 30 November 2021.

PLANT FUND TRUSTS

The average daily fair value invested during November 2022 was \$34,989,276, up \$1,498,552 over October 2022. Interest income totaled \$93,901 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$35,361,409, down \$24,624,397 (41.05%) from FY 2021-2022. Total realized income for FY 2022-2023 was \$361,035, up \$276,182 (325.48%) over FY 2021-2022. This increase reflects the decreased amount available for investing and an increase in the rate of return.

The total amount invested at 30 November 2022 was \$39,420,471, down \$24,337,816 (38.17%) from 30 November 2021.

SUMMARY OF INVESTMENT TRANSACTIONS

The University's average daily fair value invested for the month of November was \$1,033,847,598. Purchases totaled \$24,005,442 and sales totaled \$31,396,962. From this activity the University realized net losses of \$209,058 and earnings of \$2,126,098.

RECOMMENDATION

The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Report of Investments for November 2022.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, The attached Report of Investments containing authorized transactions, documentation, and supporting papers has been filed for review by the Board of Trustees pertaining to the investment activities; and

WHEREAS, The investment transactions listed on the attached Report of Investments have been approved by the USU Controller's Office; and

WHEREAS, The investment activities listed on the attached Report of Investments are in accordance with the Utah State Money Management Act, the rules of the Utah State Money Management Council, the Utah State Uniform Prudent Management of Institutional Funds Act, and the laws and rules of Utah State University and the State of Utah; and

WHEREAS, The Chief Financial Officer for Utah State University, David T. Cowley, Vice President for Finance and Administrative Services, has certified to the best of his knowledge and belief all investment transactions listed on the attached Report of Investments were made in accordance with the guidelines, rules, and laws; and

WHEREAS, Vice President Cowley requests approval of the attached Report of Investments for the period 1 November 2022 to 30 November 2022 and comparative year-to-date totals for the periods 1 July 2022 to 30 November 2022 and 1 July 2021 to 30 November 2021; and

WHEREAS, The President of Utah State University has reviewed the attached report and recommends its approval by the Utah State University Board of Trustees; and

WHEREAS, The USU Board of Trustees has reviewed and given due consideration, review, and authorization of the investment transactions listed on the attached Report of Investments for the period 1 November 2022 to 30 November 2022 and comparative year-to-date totals for the periods 1 July 2022 to 30 November 2022 and 1 July 2021 to 30 November 2021;

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees hereby approves the attached Report of Investments as presented and ratifies the transactions listed on said Report of Investments for November 2022.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date



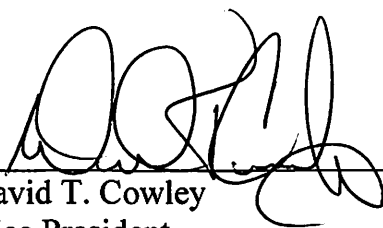
UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
NOVEMBER 2022

The following schedules (A through E2) provide a report of the University's Investments. To the best of my knowledge, Utah State University is in compliance with the Utah State Money Management Act and the rules of the Utah State Money Management Council and the Utah State Uniform Prudent Management of Institutional Funds Act.



Danford R. Christensen
Controller

2/23/2023
Date



David T. Cowley
Vice President
for Finance and Administrative Services

2/23/23
Date

UTAH STATE UNIVERSITY
CASH MANAGEMENT INVESTMENT POOL
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule A-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest Income	Less Service Charges	Net Interest Income
Jul 2022	\$492,148,729	\$36,806,802	\$8,909,142	\$3,634,390	\$523,680,779	\$533,068,740	\$835,245	\$11,139	\$824,106
Aug 2022	523,680,779	22,871,803	8,930,748	(8,443,709)	529,178,125	553,613,625	981,243	(15)	981,258
Sep 2022	529,178,125	41,105,549	22,905,325	(10,798,210)	536,580,139	579,663,923	1,105,549	(3,085)	1,108,634
Oct 2022	536,580,139	32,377,870	5,836,190	(4,507,682)	558,614,137	591,997,660	1,377,870	(15)	1,377,885
Nov 2022	558,614,137	6,299,980	24,827,396	5,258,711	545,345,432	594,845,850	1,390,280	(15)	1,390,295
Dec 2022									
Jan 2023									
Feb 2023									
Mar 2023									
Apr 2023									
May 2023									
Jun 2023									

Comparative Totals:

Year-to-date									
FY 2022-23	\$492,148,729	\$139,462,004	\$71,408,801	(\$14,856,500)	\$545,345,432	\$570,637,960	\$5,690,187	\$8,009	\$5,682,178
FY 2021-22	418,202,496	149,390,854	68,530,672	(3,145,836)	495,916,842	475,122,140	2,629,484	13,921	2,615,563
Amt Change					49,428,590	95,515,820	3,060,703	(5,912)	3,066,615
% Change					9.97%	20.10%	116.40%	-42.47%	117.24%

Note: The Cash Management Investment Pool includes cash of all funds over estimated daily operating requirements.

UTAH STATE UNIVERSITY
CASH MANAGEMENT INVESTMENT POOL
SUMMARY OF INVESTMENT TRANSACTIONS AND PERFORMANCE
For the Month of November 2022

Schedule A-2

	Purchases	Sales		Earnings	Change in Fair Value	Total Investment Income	Average Daily Fair Value	Annualized Total Investment Return
		Cost	Receipts					
Miscellaneous				\$159		\$159		0.00%
Money Market Account		\$24,000,000	\$24,000,000	95,414		95,414	\$42,733,333	2.68%
Utah Public Treasurers' Investment Fund				52,898		52,898	19,100,000	3.32%
Commercial Paper and Corporate Notes	\$4,909,700			942,419	\$115,857	1,058,276	259,193,883	4.90%
Obligations of U. S. Government				289,011	5,071,957	5,360,968	268,043,634	24.00%
Municipal Bonds				10,379	70,897	81,276	5,775,000	16.89%
Receivable	<u>1,390,280</u>	<u>827,396</u>	<u>827,396</u>					0.00%
Total	<u><u>\$6,299,980</u></u>	<u><u>\$24,827,396</u></u>	<u><u>\$24,827,396</u></u>	<u><u>\$1,390,280</u></u>	<u><u>\$5,258,711</u></u>	<u><u>\$6,648,991</u></u>	<u><u>\$594,845,850</u></u>	13.41%

UTAH STATE UNIVERSITY
SUMMARY OF CASH MANAGEMENT INVESTMENT POOL TRANSACTIONS
For the Month of November 2022

Schedule A-3

	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
<u>Cash Management Investment Pool</u>						
Miscellaneous						\$159
Money Market Account				\$24,000,000	\$24,000,000	\$0
Utah Public Treasurers' Investment Fund						52,898
Corporate Bonds and Floaters		\$4,909,700				942,419
Obligations of U. S. Government						289,011
Municipal Bonds						10,379
Accounts Receivable		1,401,630		827,396	827,396	0
Premiums & Discounts		(11,350)				
Total Cash Management Investment Pool		<u>\$6,299,980</u>		<u>\$24,827,396</u>	<u>\$24,827,396</u>	<u>\$0</u>
						<u>\$1,390,280</u>

UTAH STATE UNIVERSITY
 ENDOWMENT POOL
 SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule B-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income	Less Expenses	Net Realized Income/(Loss)
*Jul 2022	\$253,569,010	\$2,334,051	\$2,134,353	\$7,254,463	\$261,023,171	\$257,296,091	\$185,001	(\$50,599)	\$134,402	\$1,977	\$132,425
Aug 2022	261,023,171	5,850,682	4,977,234	(5,037,536)	256,859,083	258,941,127	163,687	8,538	172,225	\$2,963	169,262
Sep 2022	256,859,083	7,212,882	4,750,921	(14,513,058)	244,807,986	250,833,535	474,526	204,985	679,511	(2,029)	681,540
Oct 2022	244,807,986	4,672,637	4,178,753	8,512,422	253,814,292	249,311,139	(44,243)	419,927	375,684	115,449	260,235
Nov 2022	253,814,292	4,693,022	3,494,728	10,045,435	265,058,021	259,436,157	120,862	30,164	151,026	15,929	135,097
Dec 2022											
Jan 2023											
Feb 2023											
Mar 2023											
Apr 2023											
May 2023											
Jun 2023											

Comparative Totals:

Year-to-date

FY 2022-23	\$253,569,010	\$24,763,274	\$19,535,989	\$6,261,726	\$265,058,021	\$255,163,610	\$899,833	\$613,015	\$1,512,848	\$134,289	\$1,378,559
FY 2021-22	252,565,749	26,422,550	23,473,311	4,890,414	260,405,402	257,648,820	960,115	3,671,677	4,631,792	119,881	4,511,911
Amt Change					4,652,619	(2,485,210)	(60,282)	(3,058,662)	(3,118,944)	14,408	(3,133,352)
% Change					1.79%	-0.96%	-6.28%	-83.30%	-67.34%	12.02%	-69.45%

Note: The Endowment Pool includes endowment funds designated for long-term investment. Included in this pool are endowment funds invested in the University's Cash Management Investment Pool (CMIP) consisting of \$7,322,204 principal beginning balance, a \$6,418,709 ending balance, and a \$8,220,854 average daily balance for the current month. Current month interest and dividends from the CMIP were \$19,073 bringing the total to \$72,890 year-to-date. These amounts have also been reported in Schedules A-1 and A-2.

*The July beginning fair value has been adjusted to reflect the amount distributed to expendable accounts at fiscal year end.

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT POOL TRANSACTIONS
For the Month of November 2022

Schedule B-2
Page 1 of 1

Endowment Pool Transactions	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
Cash Management Investment Pool							
Utah State University		\$1,093,362		\$2,015,929	\$2,015,929	\$0	
CMP Interest		19,073					\$19,073
Fixed Income funds							
Longfellow		190,690		315,650	248,686	(66,964)	
Paydenfunds - Emerging Markets Bond Fund	1,121.112	11,110					11,110
Silver Rock Offshore Tactical Allocation Fund		117,745					
Wellington - CTF Opportunistic Emerging Markets	1,206.988	9,994					9,994
Alternatives							
Centerbridge							
Centerbridge Partners Real Estate Fund II, LP		130,371					
Commonfund							
CNR VIII		3,750		99,057	102,288	3,231	5,384
CNR IX		7,500		48,379	79,682	31,303	15,178
Global Infrastructure Partners							
Global Infrastructure Partners III-A/B, L.P.		64,692		130,200	192,548	62,348	(4,190)
Global Infrastructure Partners IV-A/B, L.P.		276,508		1,443	1,689	246	4,050
Money Market Funds							
Goldman Sachs Bank Deposit		232					232
US Bank - Endowment Pool First Am Treas Ob Fd Cl Z		2,318,542		518,885	518,885	0	
US Bank - Longfellow First Am Treas Ob Fund Cl Z		233,505		201,833	201,833	0	
Cash							
Longfellow							
US Bank Cash		155,917		70,090	70,090	0	
Accruals / Payable							
Endowment Pool							
Goldman Sachs		1					1
US Bank - Accruals		4,977		3,595	3,595	0	4,977
Longfellow							
US Bank Receivable - Interest Accrual		55,053		59,503	59,503	0	55,053
Total Endowment Pool Transactions		<u>\$4,693,022</u>		<u>\$3,464,564</u>	<u>\$3,494,728</u>	<u>\$30,164</u>	<u>\$120,862</u>

UTAH STATE UNIVERSITY
DEFENSIVE RETURN POOL
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule C1A

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income
Jul 2022	\$232,326,049	\$21,749,543	\$21,137,864	\$2,540,646	\$235,478,374	\$233,902,212	\$611,679	\$0	\$611,679
Aug 2022	235,478,374	13,606,846	11,446,676	(3,369,981)	234,268,563	234,873,469	740,196	0	740,196
Sep 2022	234,268,563	4,147,887	7,124,021	(6,633,943)	224,658,486	229,463,525	720,648	98,820	819,468
Oct 2022	224,658,486	6,504,445	8,402,796	(3,270,204)	219,489,931	222,074,209	735,191	(101,290)	633,901
Nov 2022	219,489,931	3,962,374	1,192,573	5,332,539	227,592,271	223,541,101	765,321	0	765,321
Dec 2022									
Jan 2023									
Feb 2023									
Mar 2023									
Apr 2023									
May 2023									
Jun 2023									

Comparative Totals:

Year-to-date									
FY 2022-22	\$232,326,049	\$49,971,095	\$49,303,930	(\$5,400,943)	\$227,592,271	\$228,770,903	\$3,573,035	(\$2,470)	\$3,570,565
FY 2021-22	226,770,652	47,912,453	39,941,782	164,206	234,905,529	228,956,885	1,315,677	2,238	1,317,915
Amt Change					(7,313,258)	(185,982)	2,257,358	(4,708)	2,252,650
% Change					-3.11%	-0.08%	171.57%	-210.37%	170.93%

Note: The Defensive Return Pool is comprised of quasi-endowment funds designated for long-term investment. Included in this pool are quasi-endowment funds invested in the University's Cash Management Investment Pool (CMIP) consisting of \$103,632,815 principal beginning balance, a \$105,882,341 ending balance and a \$105,759,818 average daily balance for the current month. Current month interest and dividends from the CMIP were \$245,047 bringing the total to \$1,073,968 year-to-date. These amounts have also been reported in Schedules A-1 and A-2.

*The July beginning fair value has been adjusted to reflect the amount distributed to expendable accounts at fiscal year end.

UTAH STATE UNIVERSITY
OTHER INVESTMENTS
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule C2A

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income
Jul 2022	\$28,417,079	\$56,038	\$449,865	\$1,987,605	\$30,010,857	\$29,213,968	\$1,189	\$97,636	\$98,825
Aug 2022	30,010,857	278,014	282,459	(1,060,820)	28,945,592	29,478,225	1,510	(21,262)	(19,752)
Sep 2022	28,945,592	3,902	5,745	(2,466,108)	26,477,641	27,711,617	3,991	4,115	8,106
Oct 2022	26,477,641	3,009	23,294	1,452,900	27,910,256	27,193,949	1,309	16,853	18,162
Nov 2022	27,910,256	118,236	69,433	1,696,128	29,655,187	28,782,722	1,470	4,183	5,653
Dec 2022									
Jan 2023									
Feb 2023									
Mar 2023									
Apr 2023									
May 2023									
Jun 2023									

Comparative Totals:

Year-to-date									
FY 2022-23	\$28,417,079	\$459,199	\$830,796	\$1,609,705	\$29,655,187	\$28,476,096	\$9,469	\$101,525	\$110,994
FY 2021-22	32,803,523	1,090,426	1,152,079	957,822	33,699,692	33,477,889	8,597	91,236	99,833
Amt Change					(4,044,505)	(5,001,793)	872	10,289	11,161
% Change					-12.00%	-14.94%	10.14%	11.28%	11.18%

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of November 2022

Schedule C2C
Page 1 of 1

	Purchases		Sales			Gain/(Loss)	Earnings
	Shares	Cost	Shares	Cost	Receipts		
<u>Other Investments</u>							
Common and Preferred Stock Gifts							
Morgan Stanley							
Apple Inc	57.000	\$7,832	57.000	\$7,832	\$7,907	\$75	\$13
Unitedhealth Group Inc	4.000	2,165	4.000	2,165	2,153	(12)	
Vanguard Total Stk Mkt	417.000	40,637	417.000	40,637	40,189	(448)	
Wells Fargo & Co New	275.000	13,017	275.000	13,017	12,939	(78)	
Utah Public Treasurers'							
Investment Fund		434					434
ETF / Bonds / Mutual Funds							
Charles Schwab							
Bond Funds							
Janus Henderson Multi Sector Income Fund	24.096	201					201
PIMCO Income Instl	35.522	374					374
Western Asset Core Plus Bond	23.525	223					223
Commonfund							
CEU Title III							
Multi-Strategy Bond			85.972	1,018	1,206	188	
Multi-Strategy Equity			9.486	581	5,039	4,458	
TD Ameritrade							
Fixed Income Earnings							145
Stocks Earnings							74
Money Market / Cash							
Charles Schwab - Money Market		4					4
Morgan Stanley - Cash		40,189					
TD Ameritrade Deposit Account		220					2
Receivable / In Transit / Unsettled Purchases							
Morgan Stanley Unsettled Purchases		12,940					
 Total Other Investments		<u>\$118,236</u>		<u>\$65,250</u>	<u>\$69,433</u>	<u>\$4,183</u>	<u>\$1,470</u>

UTAH STATE UNIVERSITY
 ENDOWMENT TRUSTS
 SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule D-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income/(Loss)	Less Expenses	Net Realized Income/(Loss)
Jul 2022	\$6,174,670	\$707,937	\$699,064	\$358,870	\$6,542,413	\$6,358,542	\$9,530	(\$60,327)	(\$50,797)	\$657	(\$51,454)
Aug 2022	6,542,413	834,153	824,000	(291,522)	6,261,044	6,401,729	19,737	(11,750)	7,987	86	7,901
Sep 2022	6,261,044	459,843	438,648	(609,588)	5,672,651	5,966,848	26,289	(683)	25,606	5,095	20,511
Oct 2022	5,672,651	478,180	466,457	407,595	6,091,969	5,882,310	12,374	(50,643)	(38,269)	651	(38,920)
Nov 2022	6,091,969	535,281	516,897	264,006	6,374,359	6,233,164	18,384	(243,405)	(225,021)	0	(225,021)
Dec 2022											
Jan 2023											
Feb 2023											
Mar 2023											
Apr 2023											
May 2023											
Jun 2023											
<hr/> <hr/>											
Comparative Totals:											
Year-to-date											
FY 2022-23	\$6,174,670	\$3,015,394	\$2,945,066	\$129,361	\$6,374,359	\$6,168,518	\$86,314	(\$366,808)	(\$280,494)	\$6,489	(\$286,983)
FY 2021-22	6,689,873	3,704,631	3,848,121	119,738	6,666,121	6,597,859	92,644	288,626	381,270	1,440	379,830
Amt Change					(291,762)	(429,341)	(6,330)	(655,434)	(661,764)	5,049	(666,813)
% Change					-4.38%	-6.51%	-6.83%	-227.09%	-173.57%	350.63%	-175.56%

Note: Endowment Trusts include externally managed endowment trusts.

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT TRUST INVESTMENT TRANSACTIONS
For the Month of November 2022

Schedule D-2
Page 1 of 1

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
Endowment Trusts							
Common and Preferred Stock							
Abbvie Inc Com	518.000	\$77,827					
AT & T Inc	1,908.000	35,740					
Blackstone Inc			0.000	\$593	\$593	\$0	
Home Depot Inc			375.000	117,230	107,229	(10,001)	
Lumen Technologies Inc			11,300.000	324,152	70,052	(254,100)	
Merck & Co Inc. New Com			775.000	57,289	77,985	20,696	
Proctre & Gamble	789.000	109,314					
Verizon Communications	932.000	35,746					
Funds held at Morgan Stanley - Dividends						\$17,937	
Mutual Funds - Bond							
Funds held at Wells Fargo - Dividends						336	
Money Market & Cash Funds							
Morgan Stanley Bank N.A. #		276,289		258,627	258,627	0	
Morgan Stanley Cash				2,411	2,411	0	
Wells Fargo #451		174				9	
Wells Fargo #451		191				20	
Total Endowment Trusts		<u>\$535,281</u>		<u>\$760,302</u>	<u>\$516,897</u>	<u>(\$243,405)</u>	<u>\$18,384</u>

UTAH STATE UNIVERSITY
 PLANT FUND TRUSTS
 SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule E-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest Income	Realized Gain or (Loss)	Total Realized Income	Less Expenses	Net Realized Income/(Loss)
Jul 2022	\$34,488,447	\$7,265,037	\$3,099,771	\$0	\$38,653,713	\$33,824,987	\$45,106		\$45,106		\$45,106
Aug 2022	38,653,713	7,213,719	8,603,548	0	37,263,884	38,421,090	70,709		70,709		70,709
Sep 2022	37,263,884	1,752,391	2,023,836	0	36,992,439	36,080,966	71,869		71,869		71,869
Oct 2022	36,992,439	71,869	4,744,451	0	32,319,857	33,490,724	79,450		79,450		79,450
Nov 2022	32,319,857	8,396,549	1,295,935	0	39,420,471	34,989,276	93,901		93,901		93,901
Dec 2022											
Jan 2023											
Feb 2023											
Mar 2023											
Apr 2023											
May 2023											
Jun 2023											
<hr/> <hr/>											
Comparative Totals:											
Year-to-date											
FY 2022-23	\$34,488,447	\$24,699,565	\$19,767,541	\$0	\$39,420,471	\$35,361,409	\$361,035	\$0	\$361,035	\$0	\$361,035
FY 2021-22	66,189,244	18,663,965	21,094,922	0	63,758,287	59,985,806	84,853	0	84,853	0	84,853
Amt Change					(24,337,816)	(24,624,397)	276,182	0	276,182	0	276,182
% Change					-38.17%	-41.05%	325.48%	0.00%	325.48%	0.00%	325.48%

Note: Plant Fund Trusts include all debt service reserve and construction fund accounts in compliance with bond issue covenants.

UTAH STATE UNIVERSITY
SUMMARY OF PLANT TRUST INVESTMENT TRANSACTIONS
For the Month of November 2022

Schedule E-2

	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
Plant Trusts						
Utah Public Treasurers' Investment Fund		\$8,396,546		\$1,295,935	\$1,295,935	\$0
US Bank - Money Market		3				3
Total Plant Trusts		<u>\$8,396,549</u>		<u>\$1,295,935</u>	<u>\$1,295,935</u>	<u>\$0</u>

3 March 2023

ITEM FOR INFORMATION

RE: Revised 500 Level Policy

The attached policy is submitted to the Board of Trustees as information. The policy received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The University revised Policy 515 Travel as shown in the following documents that includes redlined and final versions of the policy.

Consistent with USU Policy 203, the revised policy was presented to and approved by the Executive Committee and President.



University Policy 515: Travel

Category: 500 Operating Policies

Sub Category: General

Covered Individuals: Employees, Students, and Visitors

Responsible Executive: Vice President for Finance and Administrative Services

Policy Custodian: Controller's Office, Controller

Last Revised: ~~2022/06/23~~ [2023/02/08](#)

515.1 PURPOSE AND SCOPE

Utah State University operates an Internal Revenue Service (IRS) Accountable Plan for University business related travel expenses. When IRS criteria are met, travel expenses allowed under an Accountable Plan are considered to be non-taxable to the employee, whether reimbursed to the employee or [guest](#), or paid directly to the vendor with University funds.

This policy determines when an actual expense is allowed or whether a per diem or mileage allowance may be used. The University reserves the right to set per diem or mileage allowances at or below the applicable current Federal rates. Rates will be reviewed annually. Travel expenses are to be allowed uniformly throughout the University.

The University is accountable for how public monies are spent and expects that travel expenses will be scrutinized. Those who travel on behalf of the University hold a position of trust and authority, requiring the demonstration of integrity by judicious use of such funds.

It is the responsibility of the Department Administrator to determine when travel is authorized. It is the responsibility of the traveler to certify via electronic approval that all expenses are correct and incurred in performance of University related business. Wherever possible, the University will establish controls to ensure that departments meet their fiduciary responsibilities related to University travel.

When University funds are not available for all expenses, an individual is not obligated to travel. However, if the individual chooses to travel, it is expected that the traveler will assume the remainder of the cost.

All University travel must be supported by a properly completed Travel Authorization (TA) form unless the only expenses are relating to the operation of University owned vehicles, including departmental and Motor Pool vehicles. The TA form is available at <https://servicenow.usu.edu>.

515.2 POLICY

2.1 Approved Rates for Reimbursement

2.1.1 Transportation

2.1.1.1 Private Automobile

The allowed rate for University business related use of a private automobile will be determined utilizing Motor Pool data for cost of operation adjusted for cost of fuel. Rates will not be greater

than the approved IRS rate. The current rates can be found at https://travel.usu.edu/travel_procedures.

2.1.1.2 Automobile at Airfare Rate

When traveling out-of-state, and the traveler elects to drive his or her own vehicle the entire trip (in lieu of using a commercial carrier), allowed expenses will be the lesser of:

The allowed mileage rate; or

The associated expenses of flying as allowed and documented by the department.

2.1.1.3 Rental Vehicles

Allowed expenses for rental vehicles will be based on actual receipts with reductions for any personal use outside of the University travel period.

Travelers should always use the car rental agencies which are under contract with the State of Utah (listed within Travel Procedures, https://travel.usu.edu/travel_procedures). These contracts include insurance coverage for damage to the rental vehicle and liability coverage for third party property damage and injuries. If non-contracted rental agencies are used, both the damage and liability insurance offered by the rental agency should be procured, otherwise there is a \$10,000 deductible with State Risk that would be the responsibility of the department.

2.1.1.4 Commercial Aircraft

Allowable air transportation costs are limited to those fares less than first class as supported by an itemized receipt.

2.1.1.5 Private Aircraft

The allowed rate will be ten cents higher than the private automobile rate per mile for one person and fifteen cents higher than the private automobile rate per mile for two or more persons.

2.1.2 Lodging

2.1.2.1 Domestic and International Travel

Lodging will be allowed at actual costs as supported by itemized receipts.

2.1.2.2 Airbnb, VRBO or other Alternative Lodging

Travelers may use services such as Airbnb or VRBO, but it is important to note that the University is not the contracting party for any agreements (electronic or otherwise). Instead, the agreement will be between the service and the individual, since it is the individual choosing this method of service, and the individual is responsible for any and all liability associated with the use of such services.

Hotels and other commercial properties offer insurance that cover their guests in case of injury or property loss. The type of properties offered via Airbnb and similar services vary widely in the type of coverage available for guests. Because of this we do not recommend their use for university business. However, if you choose to utilize these services, please be aware that you are accepting personal responsibility for any incidents that may occur during your stay.

~~2.1.2.2 Lodging at Other than a Motel/Hotel~~

Travelers may elect to stay with friends, relatives, [or other alternative lodging options such as campgrounds, rather than](#) ~~personal accommodations other than the traveler's permanent residence, personally owned campers, or personally owned trailer homes instead of~~ staying in a [traditional motel or](#) hotel. With [an authorized TA and](#) proof of staying overnight away from home, ~~the traveler will be reimbursed on approved University business, the allowed expenses will be~~ as follows:

~~\$25.00~~ per night with no receipts required; or

Actual cost with [an itemized](#) receipt from a facility such as a campground or trailer park.

2.1.3 Meals

2.1.3.1 Travel Requiring an Overnight Stay – Either actual costs or per diem must be used for the entire trip.

2.1.3.1.1 Actual Costs (applicable to both domestic and international travel)

Expenses for meals based on actual costs are allowed but must be supported by itemized receipts.

2.1.3.1.2 Per Diem

2.1.3.1.2.1 Domestic Travel

Travelers may be allowed a per diem for any given trip.

The current per diem rate can be found at https://travel.usu.edu/travel_procedures.

2.1.3.1.2.2 International Travel

Travelers may be allowed a per diem for any given trip. The per diem rates applicable are the meals and incidental expense (M&IE) rates outlined in the Federal Travel Regulations. These rates can be accessed through the Department of State website at http://aoprals.state.gov/web920/per_diem.asp.

2.1.3.1.2.3 Partial-Day Travel

The per diem rate of the first and last day of any travel requiring more than a single day will be allowed at 75% of the full per diem rate.

2.1.3.1.2.4 Multiple Destination Points

The per diem rate will be based on the destination point. Where there is more than one destination point, the per diem could be different for any given travel itinerary. For example, travel might include a conference in Washington D.C. and then a departure to London, England. The initial per diem rate would be based on the rate effective for Washington D.C. Upon departure from Washington D.C. the per diem rate would be the rate effective for London, England.

2.1.3.1.2.5 Adjustment for Meals Provided

The per diem will be adjusted for any meals provided by the conference or event, included in the cost of lodging, or provided as part of a [group travel meal](#) or [business meal](#). Since per diem rates vary, the adjustment for meals provided will be a percentage of the total per diem allowed; 25% for breakfast, 30% for lunch, and 45% for dinner.

2.1.3.2 Travel Not Requiring an Overnight Stay

For single day travel where the individual is in travel status for more than 12 hours but is not required to stay overnight, the allowed meal expenses will be at the actual cost as supported by an itemized receipt or 75% of the per diem rate, and will be reported as taxable income in accordance with Internal Revenue Service regulations.

2.1.4 Other Out-of-Pocket Expenses

2.1.4.1 Parking Fees

Parking fees are allowed at the actual cost as supported by a receipt.

2.1.4.2 Taxi, WIFI, etc.

All other University business related expenditures are allowed at actual cost. Individual transactions of \$15.00 or more must be supported by an itemized receipt.

2.1.4.3 ATM Fees

ATM fees charged to obtain a cash advance related to the travel will be allowed.

515.3 FAMILY/COMPANION TRAVEL

For those occasions when it is determined that family/companion travel is essential or beneficial to the University for the accomplishment of a bona fide business purpose, University funds may be used for the family/companion travel expenses with approval by the appropriate Dean or Vice President.

3.1 Essential Family/Companion Travel

If the family/companion travel is determined to be essential to the University for the accomplishment of a bona fide business purpose (not just beneficial), the allowed travel expenses will be non-taxable to the employee.

3.2 Beneficial Family/Companion Travel

If the family/companion travel is determined to be beneficial to the University for the accomplishment of a bona fide business purpose (not essential), the allowed travel expenses will be taxable to the employee and withholding taxes will be deducted from the next available payroll.

515.4 RESPONSIBILITIES

4.1 Controllers Office

The Controller's Office is responsible for monitoring and updating this policy.

4.2 University Departments

Departments are responsible for adhering to this accountable plan.

515.5 RELATED USU POLICIES

- Policy 516: Meals and Entertainment
- Policy 529: Procurement
- Policy 536: International Travel

515.6 DEFINITIONS

6.1 Group Travel Meal

A meal where two or more employees eat together while on University business related travel and one employee pays for the entire cost of the meals of all employees in attendance.

6.2 Business Meal

A meal when one or more employees attend a meal with clients, customers, etc., whether the meal is paid for by the employee or the non-employee.

6.3 Per Diem Adjustment for Group Travel Meals or Business Meals

The per diem for meals will be adjusted for all employees in attendance at the group travel meal or business meal, including any employee who paid for the meal.

6.4 Guest

A guest is a non-employee traveling for University business such as a job interview, a guest lecturer, etc.

RESOURCES

Procedures

- Travel Procedures, https://travel.usu.edu/travel_procedures

Guidance

- IRS Publication 463: Travel, Gift, and Car Expenses, <https://www.irs.gov/publications/p463>

Related Forms and Tools

- Foreign Per Diem Rates, https://aoprals.state.gov/web920/per_diem.asp
- Private Automobile Reimbursement Rate, https://travel.usu.edu/travel_procedures
- Travel Authorization Form, <https://servicenow.usu.edu>

Contacts

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Michelle Bair, michelle.bair@usu.edu

POLICY HISTORY

Original issue date: 2010/07/01

Last review date: ~~2021/06/02~~ [2023/02/08](#)

Previous revision dates: 2015/01/28, 2018/01/01, 2019/02/27, 2019/04/01, 2019/11/13, 2021/06/02, [2022/06/23](#), [2023/02/08](#)



University Policy 515: Travel

Category: 500 Operating Policies

Sub Category: General

Covered Individuals: Employees, Students, and Visitors

Responsible Executive: Vice President for Finance and Administrative Services

Policy Custodian: Controller's Office, Controller

Last Revised: 2023/02/08

515.1 PURPOSE AND SCOPE

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When traveling out-of-state, and the traveler elects to drive his or her own vehicle the entire trip (in lieu of using a commercial carrier), allowed expenses will be the lesser of:

The allowed mileage rate; or

The associated expenses of flying as allowed and documented by the department.

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Allowed expenses for rental vehicles will be based on actual receipts with reductions for any personal use outside of the University travel period.

Travelers should always use the car rental agencies which are under contract with the State of Utah (listed within Travel Procedures, https://travel.usu.edu/travel_procedures). These contracts include insurance coverage for damage to the rental vehicle and liability coverage for third party property damage and injuries. If non-contracted rental agencies are used, both the damage and liability insurance offered by the rental agency should be procured, otherwise there is a \$10,000 deductible with State Risk that would be the responsibility of the department.

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2.1.2.1 Domestic and International Travel

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Hotels and other commercial properties offer insurance that cover their guests in case of injury or property loss. The type of properties offered via Airbnb and similar services vary widely in the type of coverage available for guests. Because of this we do not recommend their use for university business. However, if you choose to utilize these services, please be aware that you are accepting personal responsibility for any incidents that may occur during your stay.

Travelers may elect to stay with friends, relatives, or other alternative lodging options such as campgrounds, rather than staying in a traditional motel or hotel. With an authorized TA and proof of staying overnight away from home, the traveler will be reimbursed as follows:

\$25 per night with no receipts required; or Actual cost with an itemized receipt from a facility such as a campground or trailer park.

2.1.3 Meals

2.1.3.1 Travel Requiring an Overnight Stay – Either actual costs or per diem must be used for the entire trip.

2.1.3.1.1 Actual Costs (applicable to both domestic and international travel)

Expenses for meals based on actual costs are allowed but must be supported by itemized receipts.

2.1.3.1.2 Per Diem

2.1.3.1.2.1 Domestic Travel

Travelers may be allowed a per diem for any given trip.

The current per diem rate can be found at https://travel.usu.edu/travel_procedures.

2.1.3.1.2.2 International Travel

Travelers may be allowed a per diem for any given trip. The per diem rates applicable are the meals and incidental expense (M&IE) rates outlined in the Federal Travel Regulations. These rates can be accessed through the Department of State website at http://aoprals.state.gov/web920/per_diem.asp.

2.1.3.1.2.3 Partial-Day Travel

The per diem rate of the first and last day of any travel requiring more than a single day will be allowed at 75% of the full per diem rate.

2.1.3.1.2.4 Multiple Destination Points

The per diem rate will be based on the destination point. Where there is more than one destination point, the per diem could be different for any given travel itinerary. For example, travel might include a conference in Washington D.C. and then a departure to London, England. The initial per diem rate would be based on the rate effective for Washington D.C. Upon departure from Washington D.C. the per diem rate would be the rate effective for London, England.

2.1.3.1.2.5 Adjustment for Meals Provided

The per diem will be adjusted for any meals provided by the conference or event, included in the cost of lodging, or provided as part of a [group travel meal](#) or [business meal](#). Since per diem rates vary, the adjustment for meals provided will be a percentage of the total per diem allowed; 25% for breakfast, 30% for lunch, and 45% for dinner.

2.1.3.2 Travel Not Requiring an Overnight Stay

For single day travel where the individual is in travel status for more than 12 hours but is not required to stay overnight, the allowed meal expenses will be at the actual cost as supported by an itemized receipt or 75% of the per diem rate, and will be reported as taxable income in accordance with Internal Revenue Service regulations.

2.1.4 Other Out-of-Pocket Expenses

2.1.4.1 Parking Fees

Parking fees are allowed at the actual cost as supported by a receipt.

2.1.4.2 Taxi, WIFI, etc.

All other University business related expenditures are allowed at actual cost. Individual transactions of \$15.00 or more must be supported by an itemized receipt.

2.1.4.3 ATM Fees

ATM fees charged to obtain a cash advance related to the travel will be allowed.

515.3 FAMILY/COMPANION TRAVEL

For those occasions when it is determined that family/companion travel is essential or beneficial to the University for the accomplishment of a bona fide business purpose, University funds may be used for the family/companion travel expenses with approval by the appropriate Dean or Vice President.

3.1 Essential Family/Companion Travel

If the family/companion travel is determined to be essential to the University for the accomplishment of a bona fide business purpose (not just beneficial), the allowed travel expenses will be non-taxable to the employee.

3.2 Beneficial Family/Companion Travel

If the family/companion travel is determined to be beneficial to the University for the accomplishment of a bona fide business purpose (not essential), the allowed travel expenses will be taxable to the employee and withholding taxes will be deducted from the next available payroll.

515.4 RESPONSIBILITIES

4.1 Controllers Office

The Controller's Office is responsible for monitoring and updating this policy.

4.2 University Departments

Departments are responsible for adhering to this accountable plan.

515.5 RELATED USU POLICIES

- Policy 516: Meals and Entertainment
- Policy 529: Procurement
- Policy 536: International Travel

515.6 DEFINITIONS

6.1 Group Travel Meal

A meal where two or more employees eat together while on University business related travel and one employee pays for the entire cost of the meals of all employees in attendance.

6.2 Business Meal

A meal when one or more employees attend a meal with clients, customers, etc., whether the meal is paid for by the employee or the non-employee.

6.3 Per Diem Adjustment for Group Travel Meals or Business Meals

The per diem for meals will be adjusted for all employees in attendance at the group travel meal or business meal, including any employee who paid for the meal.

6.4 Guest

A guest is a non-employee traveling for University business such as a job interview, a guest lecturer, etc.

RESOURCES

Procedures

- Travel Procedures, https://travel.usu.edu/travel_procedures

Guidance

- IRS Publication 463: Travel, Gift, and Car Expenses, <https://www.irs.gov/publications/p463>

Related Forms and Tools

- Foreign Per Diem Rates, https://aoprals.state.gov/web920/per_diem.asp
- Private Automobile Reimbursement Rate, https://travel.usu.edu/travel_procedures
- Travel Authorization Form, <https://servicenow.usu.edu>

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POLICY HISTORY

Original issue date: 2010/07/01

Last review date: 2023/02/08

Previous revision dates: 2015/01/28, 2018/01/01, 2019/02/27, 2019/04/01, 2019/11/13, 2021/06/02, 2022/06/23, 2023/02/08

University Policy 542: Disposition of Property and Evidence by Utah State University Police Department

Category: Operating Policies

Subcategory: General

Covered Individuals: Utah State University Police Department

Responsible Executive: Utah State University Board of Trustees

Policy Custodian: Utah State University Police Department, Chief of Police

Last Revised: 2023/02/08

542.1 PURPOSE AND SCOPE

Pursuant to Utah Code, to clarify the process and procedures by which Utah State University Police Department may dispose of (1) lost, mislaid, or unclaimed property and firearms; (2) property and firearms seized as evidence; and (3) unclaimed safe keep firearms.

542.2 POLICY

Any property that comes into the possession of a Utah State University Police Department employee in their capacity as a peace officer or law enforcement agency shall be disposed of according to this policy.

2.1 Disposition or Release of Lost or Mislaid Property

Lost or mislaid property shall be disposed of or released in accordance with Utah Code Chapter 77-24a as amended, or its successor statute.

2.2 Disposition or Release of Property and Firearms No Longer Needed as Evidence

Property and firearms held as evidence that is no longer needed as evidence shall be disposed of or released in accordance with Utah Code Chapter 24-3, as amended, or its successor statute.

2.3 Disposition or Release of Safe Harbor Firearms

Firearms shall be disposed of or released in accordance with Utah Code Chapter 53-5c, as amended, or its successor statute.

2.4 Destruction of Firearms

Firearms that have been determined to be unfit for sale, associated with a notorious crime, or are contraband, can be destroyed pursuant to the applicable sections in Utah Code Chapter 53-5c, Chapter 77-24a, and Chapter 24-3-103.5, as amended, or their successor statutes.

2.5 Public Interest Use

Subject to Utah Code Section 10-8-2, Utah State University's Board of Trustees may specify the procedure to be used by Utah State University's Police Department to dispose of property for public interest use or sell the item by competitive sealed bid or at a public auction and apply the proceeds of the sale to a public interest use.

Utah State University Board of Trustees approves the Utah State University Police Department utilizing only the following public interest uses to dispose of property or apply proceeds of the aforementioned sales:

- (1) bona fide charity use;
- (2) Utah State University educational uses;
- (3) Utah Bureau of Forensic Services, created under Utah Code Section 53-10-401, for firearm and weapon testing; and,
- (4) Placing funds in an account dedicated to an educational use or another public interest use.

So long as either the disposition of the property or the proceeds from the sale is applied to the aforementioned list, Utah State University's Chief of Police can appropriately determine which public interest use best suits the disposition of the specific property, and prior approval from Utah State University's Board of Trustees is not needed.

542.3 REFERENCES

- Utah Code Section 77-24a
- Utah Code Section 24-3
- Utah Code Section 53-5c
- Utah Code Section 10-8-2

542.4 DEFINITIONS

- **"Firearm"** means the same definition as utilized in Utah Code Ann. §§ 53-5c-102(3), 24-3-103.5, 243-103, whichever is applicable to the type of disposition.
- **"Proceeds"** means the same definition as utilized in Utah Code Ann. § 24-3-102(19).
- **"Public Interest Use"** means the same definition as utilized in Utah Code Ann. § 24-3-102(23).

Information below is not included as part of the contents of the official policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the president.

RESOURCES

Procedures

Contacts

- [Utah State University Police Department](#)

POLICY HISTORY

Original issue date: 2023/02/08

University Procedure 542: Disposition of Property and Evidence by Utah State University Police

Associated Policy: University Policy 542 – Disposition of Property and Evidence by Utah State University Police
Effective Date: 02/08/23
Latest Revision: 02/08/23
Category: Operating Policies: General (*500 level-series*)

542.1 PURPOSE AND SCOPE

This Procedure is implemented to communicate and standardize Utah State University Police Department's (USU PD) practices regarding disposition of property and/or evidence placed within USU PD's custody. This Procedure is not applicable to property that comes into the custody of any other USU agency or department.

542.2 DEFINITIONS

The definitions provided in University Policy 542 – Disposition of Property and Evidence by Utah State University Police are applicable to this Procedure.

“Cohabitant” means an individual 18 years old or older residing in the home who:

- (a) is living as if a spouse of the owner cohabitant;
- (b) is related by blood or marriage to the owner cohabitant;
- (c) has one or more children in common with the owner cohabitant; or
- (d) has an interest in the safety and well-being of the owner cohabitant.

“Confiscated or Unclaimed Firearm” means a firearm that is subject to disposal by USU PD under Utah Code Sections 24-3-103 or 53-5C-202.

“Federally Licensed Firearms Dealer” means an individual who is:

- (a) Licensed as a dealer under 18 U.S.C. Sec. 923; and
- (b) engaged in the business of selling firearms.

“Lost or Mislaid Property” means:

- (a) any property that comes into the possession of a peace officer or law enforcement agency:
 - (i) that is not claimed by anyone who is identified as the owner of the property; or
 - (ii) for which no owner or interest holder can be found after a reasonable and diligent search;
- (b) includes any property received by a peace officer or law enforcement agency from a person claiming to have found the property; and
- (c) does not include property seized by a peace officer or law enforcement agency pursuant to Utah Code Title 24, Forfeiture and Disposition of Property Act.

“Owner Cohabitant” means an individual:

- (a) in relation to a cohabitant defined above; and
- (b) who owns a firearm.

“State-approved Dealer” means the federally licensed firearms dealer that contracts with the Department of Public Safety.

542.3 PROCEDURES

3.1 Disposition or Release of Lost or Mislaid Property

When an individual finds lost or mislaid property and delivers it to USU PD, USU PD shall provide a form to the individual to sign which collects the following information:

- (a) the manner in which the property came into the individual's possession, including the time, date, and place;
- (b) whether the individual knows who owns the property;
- (c) that, to the individual's knowledge, the property was not stolen;
- (d) that the individual's possession of the property is not unlawful; and
- (e) any information the individual is aware of which could lead to a determination of the owner.

Once the signed form has been received, USU PD shall take reasonable steps to determine the identity and location of the owner, and notify the owner that the property is in its custody. The owner may obtain the property by only providing personal identification, identifying the property, and paying any costs incurred by USU PD, including costs for advertising or storage.

Any individual employed by USU PD who finds property may not claim or receive property under this section, pursuant to Utah Code Section 77-24a-5(5).

3.1.1 Owner of Property Cannot Be Determined

If the owner of any lost or mislaid property cannot be determined or notified, or if the owner of the property is determined and notified but fails to appear and claim the property after 3 months of it being placed in USU PD custody, USU PD shall:

- (a) publish notice of the intent to dispose of the unclaimed property on Utah's Public Legal Notice Website;
- (b) post a similar notice on the public website of the political subdivision within USU PD's jurisdiction; and
- (c) post a similar notice in a public place designated for notice within the USU PD building.

The notice shall include a general description of the item and the date of intended disposition. USU PD, pursuant to Utah Code Section 77-24a-5, may not dispose of the lost or mislaid property until at least eight (8) days after the date of publication and posting of the notice.

If no claim is made for the lost or mislaid property within nine (9) days of publication and posting of the notice, USU PD shall notify the individual who turned the property over to its custody. If the individual has complied with the provisions of this chapter, the individual may take the lost or mislaid property if the person: (a) pays the costs incurred for advertising and storage; and (b) signs a receipt for the item.

If the individual fails to take the property, USU PD shall, pursuant to USU Policy 542, apply the property to a public interest, sell the property at public auction and apply the proceeds of the sale to a public interest use, or destroy the property if it is unfit for a public interest use or sale. The USU PD Chief must select the approved public interest use that the property or proceeds of the sale may be applied to, and make the ultimate determination to destroy property that is unfit for sale.

3.2 Disposition or Release of Property and Firearms No Longer Needed as Evidence

For property and firearms seized as evidence, pursuant to Utah Code Section 24-3-103, the prosecuting attorney is the individual that can determine that the seized property or firearm is no longer needed for court proceedings. The prosecuting attorney may:

- (a) petition the court to apply the property that is money towards restitution, fees, fines, or monetary judgments owed by the owner of the property;
- (b) petition the court for transferring ownership of any weapons to the law enforcement agency with custody for the agency's use and disposal if the owner:
 - (i) is the individual who committed the offense for which the weapon was seized; or

- (ii) may not lawfully possess the weapon; or
- (c) notify the law enforcement agency with custody of the property or contraband that:
 - (i) the property may be returned to the rightful owner if the rightful owner may lawfully possess the property; or
 - (ii) the contraband may be disposed of or destroyed.

Once the prosecuting attorney has communicated in writing that USU PD may release the property to the rightful owner, USU PD shall exercise due diligence in attempting to notify the rightful owner of the property to advise the owner that the property is to be returned.

3.2.1 Contraband Computers

If a computer is determined to be contraband (i.e., contains child pornography or illegal information, images, and/or data), a court may order the reasonable extraction and return of specifically described personal digital data to the rightful owner.

USU PD shall determine a reasonable cost to extract the data, and a timeline for the extraction to occur.

At the time of the request to extract the data, the owner of the computer shall pay USU PD the cost to extract the data.

3.2.2 Prior to Release of Property to Owner

In order for USU PD to release property to an individual claiming ownership, the individual shall establish:

- (a) the individual is the rightful owner; and
- (b) may lawfully possess the property.

The individual shall establish ownership to USU PD by providing:

- (a) identifying proof or documentation of ownership of the property; or
- (b) a notarized statement if proof or documentation of ownership is not available.

3.2.3 Release of Property to Owner

Once that information has been provided and filed away, USU PD will release the property to the individual that has established ownership.

USU PD will provide a receipt listing in detail the property that is returned, which the owner must sign. USU PD shall retain a copy of the signed receipt for its files, and provide a copy of the signed receipt to the owner.

3.2.4 Unable to Locate Owner After Due Diligence or Owner Unable to Lawfully Possess Non-Firearm Property

If USU PD is unable to locate the rightful owner of the property or the rightful owner is not entitled to lawfully possess the property, USU PD may:

- (a) apply the property to a public interest use that the USU PD Chief of Police has selected;
- (b) sell the property at public auction and apply the proceeds of the sale to a public interest use that the USU PD Chief of Police has selected; or
- (c) destroy the property if the property is unfit for a public interest use or for sale.

USU PD has obtained from the Board of Trustees, its legislative body, permission to apply the property or the proceeds to a public interest use, and the designation and approval of the public interest use of the property or the proceeds.

3.2.5 Pawn or Secondhand Business Held Property at Time of Seizure

Pursuant to Utah Code Section 13-32a-116 and 13-32a-109(8), if the property was pawned or sold to a pawn or secondhand business or catalytic converter purchaser at the time it was seized by USU PD, USU PD shall:

- (a) document the original victim who has positively identified the property; and

- (b) provide the documented information concerning the original victim to the prosecuting agency to determine whether continued possession of the property is necessary for purposes of prosecution.

Once the prosecuting attorney has provided written or electronic notification that it authorizes the return of the property to an original victim, USU PD shall promptly notify the pawn or secondhand business or catalytic converter purchaser of the authorized return of the property. USU PD shall identify the original victim and advise the pawn or secondhand business or catalytic converter purchaser to release the property to the original victim at no cost to the original victim. Additionally, USU PD shall include in the notice that the property will be returned to the original victim within fifteen (15) days after the day on which the pawn or secondhand business or catalytic converter purchaser receives the notice.

If the pawn or secondhand business or catalytic converter purchaser files a petition with a court of appropriate jurisdiction, USU PD shall hold the property until the court adjudicates the matter and issues an order.

3.2.6 Destruction or Disposition of Confiscated or Unclaimed Firearms

USU PD shall dispose of a confiscated or unclaimed firearm by:

- (a) selling or destroying the confiscated or unclaimed firearm;
- (b) giving the confiscated or unclaimed firearm to the state-approved dealer to sell or destroy in accordance with the state-approved dealer's agreement with the Utah Department of Public Safety; or
- (c) pursuant to USU Policy 542 – Disposition of Property and Evidence by Utah State University Police Department, transfer the confiscated or unclaimed firearm to the Bureau of Forensic Services for testing.

When electing to dispose of a confiscated or unclaimed firearm, USU PD shall:

- (a) sell the confiscated or unclaimed firearm to a federally licensed firearms dealer and apply the proceeds from the sale to an approved public interest use that USU PD Chief has selected; or
- (b) destroy the firearm, if USU PD has determined that:
 - (i) the condition of a confiscated or unclaimed firearm makes it unfit for sale; or
 - (ii) the confiscated or unclaimed firearm is associated with a notorious crime.

3.3 Disposition or Release of Safe Harbor Firearms

USU PD may receive firearms for safe harbor. In cataloging firearms for safe harbor, USU PD will follow Utah Code Section 53-5c-201 *et seq.* If the owner of a firearm that is being held for safe harbor by USU PD requests the return of the firearm in person at USU PD's office, USU PD may not hold the firearm and shall return the firearm to the owner. Upon proof of identification of the owner, USU PD shall return the firearm.

If, after USU PD has made reasonable attempts to locate an owner or cohabitant to return a firearm, USU PD shall dispose of a firearm in accordance with Section 3.2.6. USU PD shall not dispose of a safe harbor firearm before one year after the day on which the owner or cohabitant initially voluntarily committed the firearm to USU PD.

If a cohabitant or individual other than the owner claims ownership of the firearm, the individual must provide identification to USU PD, and sign a document attesting that the individual has an ownership interest in the firearm. Otherwise, a cohabitant or individual other than the owner that claims an ownership interest in a firearm must petition the court for the firearm's return. Upon order of the court, USU PD shall return a firearm to the individual as determined by the court as expeditiously as possible.

3.3.1 Illegal Safe Harbor Firearms

If USU PD receives a firearm for safe keep, and the firearm is an illegal firearm, USU PD shall notify the owner or cohabitant attempting to voluntarily commit the firearm that the firearm is illegal, and confiscate the firearm. USU PD shall dispose of the firearm in accordance with Section 3.2.6.

542.4 REFERENCES

- Utah Code §77-24a
 - Utah Code §24-3
 - Utah Code §53-5c
 - Utah Code §10-8-2
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PRESIDENT'S REPORT

1. Recent Events

- a. Men's Basketball – Air Force at USU – February 14, 2023
- b. State of Utah Higher Education "Day on the Hill" Luncheon – February 15, 2023
- c. Association of Public Land-grant Universities Board of Directors Virtual Meeting – February 15, 2023
- d. Mountain West Board of Directors Legal and Finance virtual meeting – February 15, 2023
- e. Women's Basketball – Fresno State at USU – February 16, 2023
- f. Utah Board of Higher Education Virtual Committee Meetings – February 17, 2023
- g. Men's Basketball – Nevada at USU – February 18, 2023
- h. Mountain West Board of Directors virtual meeting – February 21, 2023
- i. Aggie Ice Cream Day at Utah State Capitol – February 23, 2023
- j. Aggie Night at Utah Jazz – February 25, 2023
- k. Women's Basketball – San Jose State at USU – February 28, 2023
- l. Present at Truth in Tuition and School Fees Hearing – March 1, 2023
- m. Remarks at College of Agriculture and Applied Sciences Annual Extension Conference – March 2, 2023
- n. USU Founder's Day and Old Main Society – March 2, 2023
- o. Presentation at USU Foundation Board – March 3, 2023
- p. USU Board of Trustees Regular Meeting – March 3, 2023

2. Upcoming Events

- a. Last day of Legislative Session – March 3, 2023
- b. Men's Basketball – Boise State University at USU – March 4, 2023
- c. Utah State University Spring Break – March 6-10, 2023
- d. Mountain West Men's and Women's Basketball Tournament – Las Vegas, Nevada – March 5-11, 2023
- e. Mountain West Board of Directors Meeting – Las Vegas, Nevada – March 7, 2023
- f. Remarks at President's Cup Award Ceremony – March 14, 2023
- g. Remarks at Global Teaching and Learning Luncheon and Ground Breaking – March 22, 2023
- h. Utah Board of Higher Education Committee of the Whole – Salt Lake Community College, Salt Lake City, Utah – March 24, 2023
- i. State of the University Address – March 27, 2023
- j. Employee Recognition Luncheon – March 28, 2023
- k. Speak at Rotary Club Luncheon – March 30, 2023
- l. Closing Remarks at Faculty Awards Ceremony – March 30, 2023
- m. USU Board of Trustees Regular Meeting – April 7, 2023
- n. Robins Awards – April 7, 2023
- o. Athletics Hall of Fame – April 15, 2023
- p. Present at Emeriti and Retired Employees Luncheon – April 17, 2023
- q. USU Southwest Commencement – Beaver, Utah – April 20, 2023
- r. Kem C. Gardner Building Naming Ceremony – Salt Lake City, Utah – April 21, 2023
- s. USU Brigham City Commencement – Brigham City, Utah – April 21, 2023

- t. USU Tooele Commencement – Tooele, Utah – April 22, 2023
- u. Remarks at Mae Swenson Park Opening and Reception – April 26, 2023
- v. USU Moab Commencement – Moab, Utah – April 27, 2023
- w. USU Blanding Commencement – Blanding, Utah – April 28, 2023
- x. USU Eastern Commencement – Price, Utah – April 29, 2023
- y. USU Uintah Basin Commencement – Roosevelt, Utah – April 29, 2023
- z. USU Board of Trustees Regular Meeting – May 3, 2023