



USU Board of Trustees Regular Meeting

March 8, 2024, 1:15 PM – 5:00 PM

USU Logan campus, University Inn, Sonne Board Room

via Zoom: <https://usu-edu.zoom.us/j/87312935732?pwd=ZEpFaFFjNWQrNlhkNCtvSVB6K1FNZz09>

Agenda

- 1. Welcome** 1:15 PM
Presenter: Jacey Skinner

- 2. Introduction of Kerri Davidson and John O'Neil** 1:20 PM
Presenter: Elizabeth Cantwell

- 3. President Cantwell's Investiture** 1:25 PM
Presenter: Kerri Davidson

- 4. USU Commencement** 1:30 PM
Presenter: Janalyn Brown

Schedules are listed here:
[Logan | Commencement | USU](#)
[Statewide | Commencement | USU](#)

- 5. Student Recognition** 1:35 PM
Presenter: Abraham Rodriguez, Elizabeth Cantwell

- 6. Oath of Office** 1:45 PM
 - 6.1. Trustee Jacey Skinner**
 - 6.2. Trustee Gina Gagon**
 - 6.3. Trustee David Huntsman**
 - 6.4. Trustee David Petersen**

- 7. Committee Reports** 1:55 PM
 - 7.1. Executive**
Presenter: Jacey Skinner
 - 7.2. Audit, Risk & Compliance**
Presenter: David A. Petersen
 - 7.3. Research & Academic Approval**
Presenter: Kacie Malouf
 - 7.4. Student Health, Safety & Well-being**
Presenter: David H. Huntsman

- 8. Tech College Reports** 2:10 PM
- 8.1. Uintah Basin**
Presenter: Gina Gagon
 - 8.2. Tooele Tech**
Presenter: David A. Petersen
 - 8.3. Bridgerland Technical College**
Presenter: John Y. Ferry
- 9. USU Foundation Report** 2:15 PM
Presenter: Gina Gagon
- 10. Accreditation Process & Update** 2:20 PM
Presenter: Jeff Aird
- 11. Legislative Update** 2:35 PM
Presenter: Devin Wisser
- 12. President's Report** 2:50 PM
Presenter: Elizabeth Cantwell
- 13. BREAK** 3:05 PM
- 14. CLOSED SESSION** 3:20 PM
- 15. CONSENT AGENDA** 3:50 PM
- 15.1. Approve: January 5, 2024, Board of Trustees Regular Meeting Minutes**
 - 15.2. Approve: New Appointments with Tenure**
 - 15.2.1. Robert Stawski, Department Head, Human Development and Family Studies**
 - 15.2.2. Chad Ford, Director, Heravi Peace Institute**
 - 15.3. Approve: Proposal to Add and Revise 300 Level Policies**
 - 15.3.1. New USU Policy 326: Reporting Improper Conduct and Retaliation**
 - 15.3.2. Revision to USU Policy 382: Time and Attendance**
 - 15.4. Approve: Report of Investments**
 - 15.4.1. September 2023**
 - 15.4.2. October 2023**
 - 15.4.3. November 2023**
 - 15.5. Approve: Proposals to Discontinue**
 - 15.5.1. Equine-Human Science Minor in the College of Agriculture and Applied Sciences**
 - 15.6. Approve: Proposal to Offer or Certificates**

- 15.6.1.** Equine Assisted Services Institutional Certificate of Proficiency in the College of Agriculture and Applied Sciences
- 15.6.2.** College Teaching Post-Baccalaureate Certificate in the College of Agriculture and Applied Sciences
- 15.6.3.** Precision Agriculture Technology Post-Baccalaureate Certificate in the College of Agriculture and Applied Sciences
- 15.6.4.** Precision Agriculture Technology Institutional Certificate of Proficiency in the College of Agriculture and Applied Sciences
- 15.6.5.** Design Entrepreneurship Institutional Certificate of Proficiency in the College of Agriculture and Applied Sciences
- 15.6.6.** Food Processing Certificate of Completion in the College of Agriculture and Applied Sciences
- 15.6.7.** Food Security Studies Institutional Certificate of Proficiency in the College of Agriculture and Applied Sciences
- 15.6.8.** Plumbing Apprenticeship Certificate of Proficiency in the College of Agriculture and Applied Sciences
- 15.6.9.** Gerontology Institutional Certificate of Proficiency to Gerontology Certificate of Proficiency in the Emma Eccles Jones College of Education and Human Services
- 15.6.10.** Health, Wellness, and Equity Certificate of Proficiency in the Emma Eccles Jones College of Education and Human Services
- 15.6.11.** Coaching Certificate of Proficiency in the Emma Eccles Jones College of Education and Human Services
- 15.6.12.** Social-Media Institutional Certificate of Proficiency in the College of Humanities and Social Sciences
- 15.6.13.** Legal and Business Translation Interpretation Certificate of Proficiency in the College of Humanities and Social Sciences
- 15.6.14.** Healthcare Interpretation Certificate of Proficiency in the College of Humanities and Social Sciences
- 15.6.15.** Photonics Certificate of Proficiency in the College of Science
- 15.6.16.** International Business Institutional Certificate of Proficiency in the Jon M. Huntsman School of Business
- 15.6.17.** Composite Materials and Structures Post-Baccalaureate Certificate in the College of Engineering
- 15.6.18.** Remote Sensing and Geospatial Artificial Intelligence Foundations Certificate of Proficiency in the S.J. & Jessie E. Quinney College of Natural Resources
- 15.7.** Approve: Proposal of Name Change
 - 15.7.1.** Unmanned Aerial System Certificate of Completion to Unmanned Aircraft Systems Certificate of Completion in the College of Agriculture and Applied Sciences
 - 15.7.2.** Agricultural Systems Technology BS-Agricultural Machinery Emphasis to Agricultural Systems Technology BS-Agricultural Machinery and Technology Emphasis in the College of Agriculture and Applied Sciences

15.7.3. Agricultural Systems Technology BS-Farm and Ranch Operations
Emphasis to Agricultural Systems Technology BS-Agricultural Operations
Emphasis in the College of Agriculture and Applied Sciences

15.7.4. Aviation Management-Unmanned Aerial Systems Emphasis-BS to
Aviation Management-Unmanned Aircraft Systems Emphasis-BS in the College
of Agriculture and Applied Sciences

15.7.5. Unmanned Aerial Systems Minor to Unmanned Aircraft Systems Minor in
the College of Agriculture and Applied Sciences

15.7.6. Specialization in Education of the Deaf and Hard of Hearing
Specialization Listening and Spoken Language Track-MEd to Deaf Education-
Listening and Spoken Language Specialization MEd
in the Emma Eccles Jones College of Education and Human Services

15.7.7. Communication Disorders and Deaf Education -Specialization in Speech
Language Pathology MA/MS to Speech-Language Pathology MA/MS in the
Emma Eccles Jones college of Education and Human Services

15.7.8. Health Education and Promotion-Community Health-BS to Health
Education and Promotion-Community and Public Health BS in the Emma Eccles
Jones College of Education and Human Services

15.7.9. Instructional Leadership MEd to School Leadership MEd in the Emma
Eccles Jones College of Education and Human Services

15.8. Approve: Proposal to Offer Degrees

15.8.1. Engineering Technology Associate of Applied Science Degree in the
College of Agriculture and Applied Sciences

15.8.2. Engineering Technology Bachelor of Applied Science Degree in the
College of Agriculture and Applied Sciences

15.8.3. Environmental Science & Sustainability Bachelor of Science Degree in
the S.J. & Jessie E. Quinney College of Natural Resources

15.9. Approve: Proposal to Restructure

15.9.1. Business - Associate of Business Degree in the College of Agriculture
and Applied Sciences

15.9.2. Cosmetology Associate of Applied Sciences Degree in the College of
Agriculture and Applied Sciences

15.9.3. Administrative Supervisory Concentration in the Emma Eccles Jones
College of Education and Human Services

15.9.4. Restructure the Second Language Teaching-MSLT in the College of
Humanities and Social Sciences

15.10. Approve: Proposal to Establish the Davis Agricultural Heritage Center in the
College of Agriculture and Applied Sciences - Office of Extension

16. ACTION AGENDA

16.1. Approve: Amendment to Charter School Agreement with Cambridge
Preparatory Academy--Center for the School of the Future
Presenter: Al Smith

3:55 PM

16.2. Recommend: Proposal for Tuition Rate Increases 4:05 PM
Presenters: Elizabeth Cantwell, Abraham Rodriguez

16.3. Recommend: Proposal to Modify Student Fees 4:15 PM
Presenters: Elizabeth Cantwell, Abraham Rodriguez

16.4. Review and Acceptance of the NCAA Agreed Upon Procedures 4:25 PM
Presenters: David A. Petersen, Dave Cowley

16.5. Approve: Construction of an Addition/Renovation to the Smash Lab, a Non-State Funded Project 4:35 PM
Presenter: Dave Cowley

17. INFORMATION AGENDA

17.1. New and Revised 500 Level Policies

17.1.1. New USU Policy 544: Institutional Conflicts of Interest

17.1.2. Revised: USU Policy 545: Individual Conflicts of Interest

17.2. February 2024 Policy Brief: The Value of Higher Education

18. Adjourn 4:45 PM

OATH OF OFFICE
STATE OF UTAH

*I, Jacey Skinner, having been appointed to the office of
Member of the Utah State University Board of Trustees do solemnly
swear (or affirm) that I will support, obey and defend the Constitution of the United
States and the Constitution of the State of Utah, and that I will discharge the duties
of my office with fidelity.*

Jacey Skinner
USU Board of Trustees

*State of Utah,
County of Cache*

Subscribed and sworn to before me this 8th day of March 2024.

Tiffany Allison
Notary Public



STATE OF UTAH

OFFICE OF THE GOVERNOR
SALT LAKE CITY, UTAH
84114-2220

SPENCER J. COX
GOVERNOR

DEIDRE M. HENDERSON
LIEUTENANT GOVERNOR

January 19, 2024

Dear Jacey Skinner,

Congratulations on your reappointment to the Utah State University Board of Trustees. As governor, I would like to personally thank you for your willingness to serve the state of Utah as a member of the Utah State University Board of Trustees.

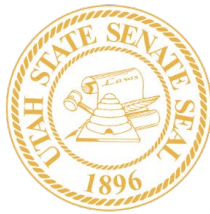
As you begin your service to Utah again, I would like to remind you of the six priorities from the One Utah Roadmap: economic advancement, education innovation and investment, rural matters, health security, equality and opportunity, and to streamline and modernize state government. By working together in unprecedented ways, I know we'll make great strides in the areas that are crucial for Utah's success.

Thank you for your commitment to the well-being of Utah and for your dedication and service. Best wishes as you continue your service on the Utah State University Board of Trustees.

Sincerely,

A handwritten signature in black ink, appearing to read "Spencer J. Cox".

Spencer J. Cox
Governor



UTAH STATE SENATE

UTAH STATE CAPITOL · SALT LAKE CITY
SENATE.UTAH.GOV

January 20, 2024

The Honorable Spencer J. Cox
Governor, State of Utah
State Capitol Building, Suite 200
Salt Lake City, UT 84114

Dear Governor Cox:

President J. Stuart Adams has asked me to inform you that on January 19, 2024, the Senate confirmed the following appointments:

Utah Department of Cultural and Community Engagement:

Donna Law is appointed to replace Jill Remington Love as the executive director of the Utah Department of Cultural and Community Engagement. See Utah Code 9-1-201.1(1).

Jordan Valley Water Conservancy District Board of Trustees:

John Richardson is appointed to replace Reed Gibby as the Draper City representative for the Jordan Valley Water Conservancy District Board of Trustees, a term to expire January 31, 2028. See Utah Code 17B-2a-1005(2)(c).

Dawn Ramsey is reappointed as the South Jordan representative for the Jordan Valley Water Conservancy District Board of Trustees, a term to expire January 31, 2028. See Utah Code 17B-2a-1005(2)(c).

Political Subdivisions Ethics Review Commission:

Jim Evans is appointed to replace Joseph Jenkins as a municipal council member for the Political Subdivisions Ethics Review Commission, a term to expire March 1, 2027. See Utah Code 63A-15-201(2)(e)(ii).

Stephen Roth is appointed to replace Sheila McCleve as a member who has served, but no longer serves, as a judge of a court for the Political Subdivisions Ethics Review Commission, a term to expire March 1, 2027. See Utah Code 63A-15-201(2)(a).

Private Activity Bond Review Board:

Amelia Powers Gardner is appointed to replace Ricky Hatch as an elected or appointed county official, nominated by the Utah Association of Counties for the Private Activity Bond Review Board, a term to expire January 1, 2028. See Utah Code 35A-8-2103(1)(b)(i).

State Money Management Council:

Stephen Dawson (U) is appointed to replace S. Ted Elder as a member for the general public treasurer position for the State Money Management Council, a term to expire March 1, 2027. See Utah Code 51-7-16 (1)(b)(iii).

Utah Indigent Defense Commission:

Aaron McKnight is appointed to replace Heather Schriever as a member recommended by the Utah League of Cities and Towns for the Utah Indigent Defense Commission, a term to expire June 15, 2027. See Utah Code 78B-22-402(1)(b)(viii).

Utah State Developmental Center Board:

Deanna Wall is appointed to replace Laura Anderson as a member of the general public for the Utah State Developmental Center Board, a term to expire May 10, 2028. See Utah Code 26B-1-429(2)(e)(i).

Utah State University Board of Trustees:

David Petersen is reappointed as a member for the Utah State University Board of Trustees, a term to expire June 30, 2027. See Utah Code 53B-2-104.

Jacey Skinner is reappointed as a member for the Utah State University Board of Trustees, a term to expire June 30, 2027. See Utah Code 53B-2-104.

Gina Gagon is reappointed as a public member for the Utah State University Board of Trustees, a term to expire June 30, 2027. See Utah Code 53B-2-104.

David Huntsman is reappointed as a member for the Utah State University Board of Trustees, a term to expire June 30, 2027. See Utah Code 53B-2-104.

Weber Basin Water Conservancy District Board of Trustees:

Randy Elliot is reappointed as the Davis County representative for the Weber Basin Water Conservancy District Board of Trustees, a term to expire January 31, 2028. See Utah Code 17B-2a-1005(2)(c).

Gage Froerer is appointed to replace Marlin K. Jensen as the Ogden Valley representative for the Weber Basin Water Conservancy District Board of Trustees, a term to expire January 31, 2028. See Utah Code 17B-2a-1005(2)(c).

Scott K. Jenkins is reappointed as the Weber County representative for the Weber Basin Water Conservancy District Board of Trustees, a term to expire January 31, 2028. See Utah Code 17B-2a-1005(2)(c).

Angie Osguthorpe is reappointed as the Weber County representative for the Weber Basin Water Conservancy District Board of Trustees, a term to expire January 31, 2028. See Utah Code 17B-2a-1005(2)(c).

Sincerely,



Phalin L. Flowers
Secretary of the Senate
Utah Senate

OATH OF OFFICE
STATE OF UTAH

*I, Gina Gagon, having been appointed to the office of
Member of the Utah State University Board of Trustees do solemnly
swear (or affirm) that I will support, obey and defend the Constitution of the United
States and the Constitution of the State of Utah, and that I will discharge the duties
of my office with fidelity.*

Gina Gagon
USU Board of Trustees

*State of Utah,
County of Cache*

Subscribed and sworn to before me this 8th day of March 2024.

Tiffany Allison
Notary Public



STATE OF UTAH
OFFICE OF THE GOVERNOR
SALT LAKE CITY, UTAH
84114-2220

SPENCER J. COX
GOVERNOR

DEIDRE M. HENDERSON
LIEUTENANT GOVERNOR

January 19, 2024

Dear Gina Gagon,

Congratulations on your reappointment to the Utah State University Board of Trustees. As governor, I would like to personally thank you for your willingness to serve the state of Utah as a member of the Utah State University Board of Trustees.

As you begin your service to Utah again, I would like to remind you of the six priorities from the One Utah Roadmap: economic advancement, education innovation and investment, rural matters, health security, equality and opportunity, and to streamline and modernize state government. By working together in unprecedented ways, I know we'll make great strides in the areas that are crucial for Utah's success.

Thank you for your commitment to the well-being of Utah and for your dedication and service. Best wishes as you continue your service on the Utah State University Board of Trustees.

Sincerely,

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Spencer J. Cox
Governor

OATH OF OFFICE
STATE OF UTAH

*I, David Huntsman, having been appointed to the office of
Member of the Utah State University Board of Trustees do solemnly
swear (or affirm) that I will support, obey and defend the Constitution of the United
States and the Constitution of the State of Utah, and that I will discharge the duties
of my office with fidelity.*

David Huntsman
USU Board of Trustees

*State of Utah,
County of Cache*

Subscribed and sworn to before me this 8th day of March 2024.

Tiffany Allison
Notary Public



STATE OF UTAH

OFFICE OF THE GOVERNOR
SALT LAKE CITY, UTAH
84114-2220

SPENCER J. COX
GOVERNOR

DEIDRE M. HENDERSON
LIEUTENANT GOVERNOR

January 19, 2024

Dear David Huntsman,

Congratulations on your reappointment to the Utah State University Board of Trustees. As governor, I would like to personally thank you for your willingness to serve the state of Utah as a member of the Utah State University Board of Trustees.

As you begin your service to Utah again, I would like to remind you of the six priorities from the One Utah Roadmap: economic advancement, education innovation and investment, rural matters, health security, equality and opportunity, and to streamline and modernize state government. By working together in unprecedented ways, I know we'll make great strides in the areas that are crucial for Utah's success.

Thank you for your commitment to the well-being of Utah and for your dedication and service. Best wishes as you continue your service on the Utah State University Board of Trustees.

Sincerely,

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Spencer J. Cox
Governor

OATH OF OFFICE
STATE OF UTAH

*I, David Petersen, having been appointed to the office of
Member of the Utah State University Board of Trustees do solemnly
swear (or affirm) that I will support, obey and defend the Constitution of the United
States and the Constitution of the State of Utah, and that I will discharge the duties
of my office with fidelity.*

David Petersen
USU Board of Trustees

*State of Utah,
County of Cache*

Subscribed and sworn to before me this 8th day of March 2024.

Tiffany Allison
Notary Public



STATE OF UTAH
OFFICE OF THE GOVERNOR
SALT LAKE CITY, UTAH
84114-2220

SPENCER J. COX
GOVERNOR

DEIDRE M. HENDERSON
LIEUTENANT GOVERNOR

January 19, 2024

Dear David Petersen,

Congratulations on your reappointment to the Utah State University Board of Trustees. As governor, I would like to personally thank you for your willingness to serve the state of Utah as a member of the Utah State University Board of Trustees.

As you begin your service to Utah again, I would like to remind you of the six priorities from the One Utah Roadmap: economic advancement, education innovation and investment, rural matters, health security, equality and opportunity, and to streamline and modernize state government. By working together in unprecedented ways, I know we'll make great strides in the areas that are crucial for Utah's success.

Thank you for your commitment to the well-being of Utah and for your dedication and service. Best wishes as you continue your service on the Utah State University Board of Trustees.

Sincerely,

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Spencer J. Cox
Governor

Accreditation at USU



UtahStateUniversity

March 2024



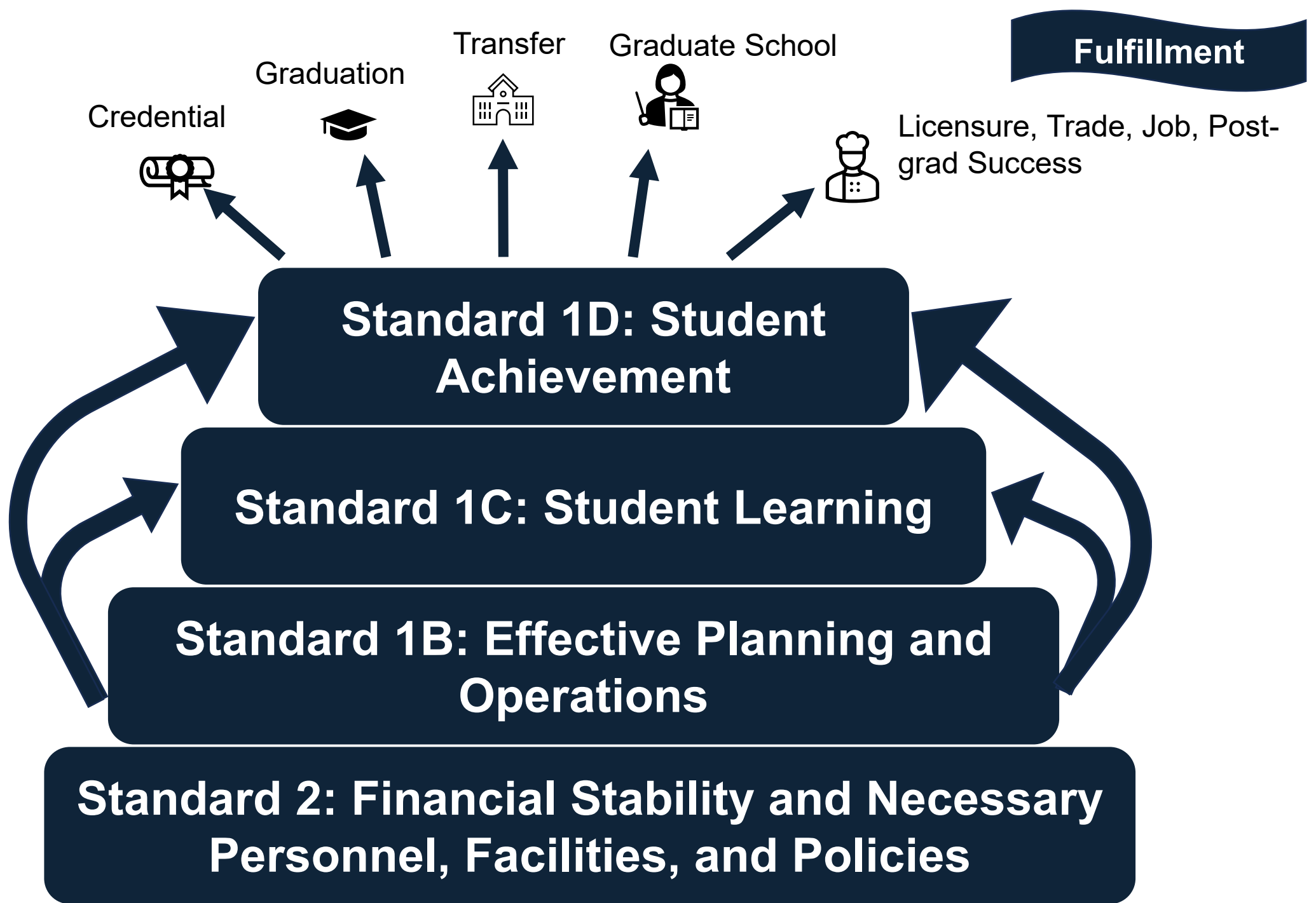
Lecture on lawn during the Farmers & Homemakers Encampment, circa 1924 | USU Historical Photo-board Collection, photo no. USU-A0308

The Purpose of Accreditation

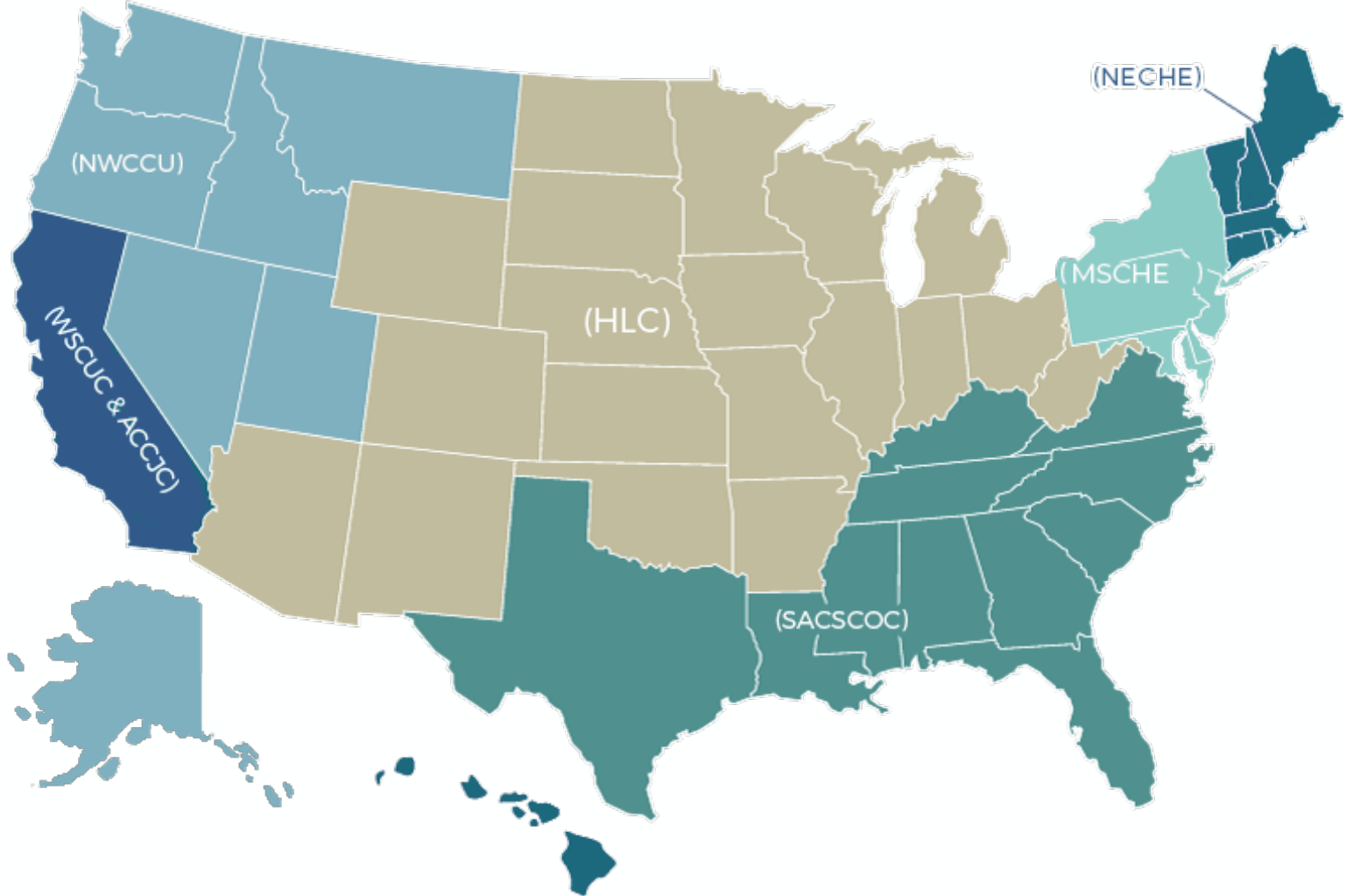
To “ensure the educational community, the general public, and other organizations that an institution has clearly defined and appropriate educational objectives, has established conditions under which their achievement can reasonably be expected, appears in fact to be substantially accomplishing them, and is so organized, staffed, and supported that it can be expected to continue to do so.”



MISSION



How Does this Work?



- Northwest Commission on Colleges and Universities (NWCCU)
- Higher Learning Commission** (HLC)
- WASC Senior College and University Commission* (WSCUC) & Accrediting Commission For Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC)
- Southern Association of Colleges and School Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education*** (MSCHE)
- New England Commission on Higher Education (NECHE)





UtahState
University

The Policies, Regulations, and Financial
Review (PRFR).

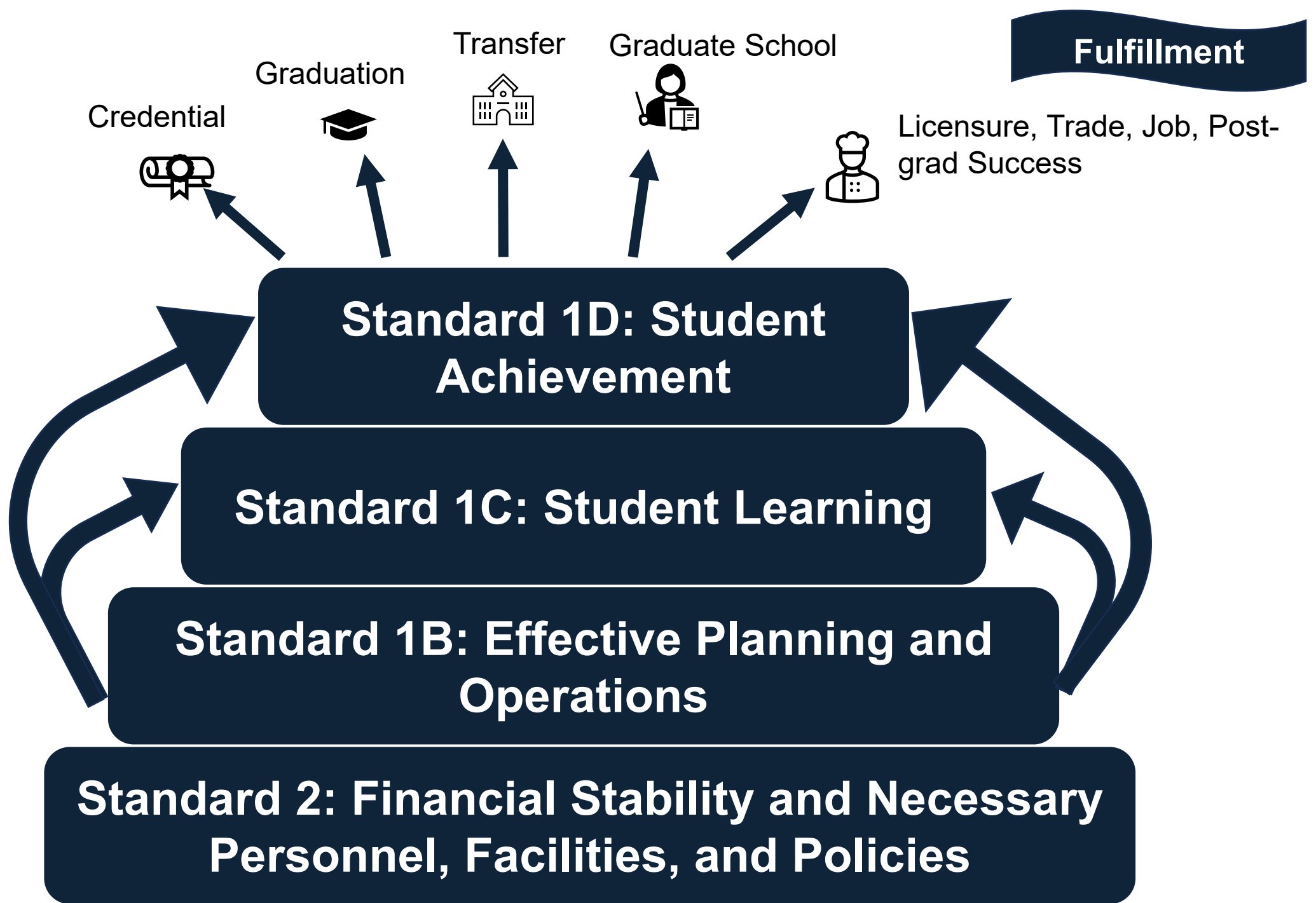
Spring 2024

Topics Covered

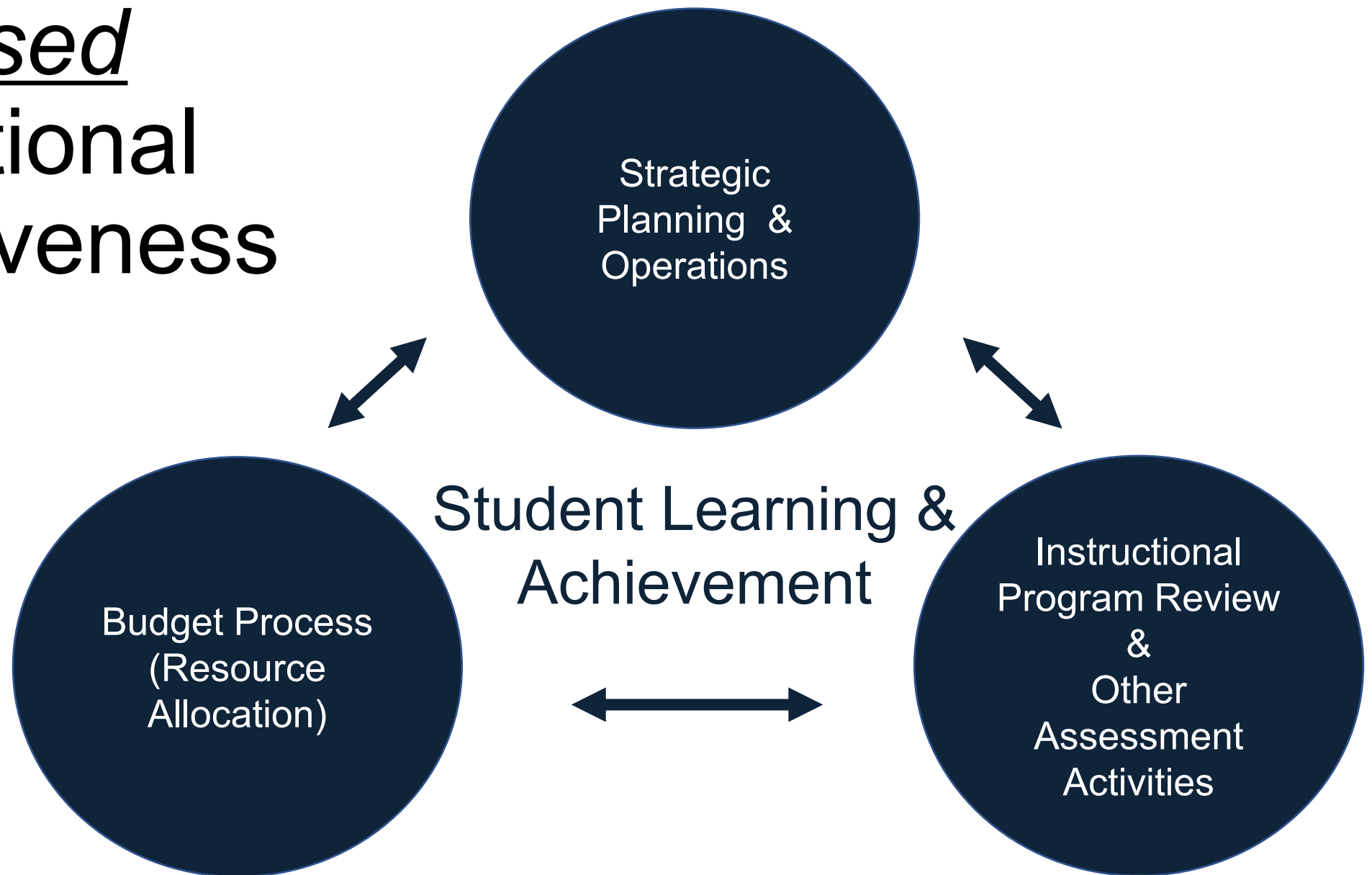
- Governance
- Academic Freedom
- Policies & Procedures
- Institutional Integrity
- Financial Resources
- Human Resources
- Student Support Services
- Library Resources
- Physical & Technological Infrastructure



MISSION



Proposed
Institutional
Effectiveness
Model



Evaluation of Institutional Effectiveness (EIE)

- Self-Study Review
- On-site visit
- Public notice of site visit (January 2025)
- Faculty and Staff Forums



What to Expect as a Board Member

- Meet with review team
- Review executive summary before the visit
(will be provided)
- Share your experience as a trustee





President's Report

January 2024

Message from USU President Betsy Cantwell

Dear Members of the Board,

As we navigate through the dynamic landscape of higher education and as a new University president, I can't help but reflect on the recent legislative changes in the state of Utah. The bills this session have provided a unique platform for us to think deeply and stay agile – always ready to adapt and thrive – no matter the circumstance. By closely aligning our strategic initiatives with the evolving priorities of our state government, we can solidify our position as a pivotal contributor to Utah's educational and economic landscape as a 21st Century land grant university.



Utah State University remains focused on accessibility and affordability with a deep commitment to providing a world-class education to all Utahns – one University in many places. We endeavor to expand learning offerings and ensure that every aspiring learner has the opportunity to pursue their academic dreams.

As we continue to embark on a journey of growth and transformation, I am confident that our collective dedication and vision will propel us to new heights of excellence. Together, we have the power to shape the future of higher education in Utah and beyond.

See January's updates and our recent accomplishments:

ACADEMIC ENTERPRISE

The provost held a day long retreat for the deans in January focused on key issues in higher education in general and specific to USU, including strategic efforts related to presidential priorities. I was able to join the deans for a lunchtime discussion about future directions.

Together with the Provost, we visited the Tooele and Brigham City campuses to hold presidential listening sessions as part of my first-year experience. There were meetings with students, staff, faculty, and community leaders. More listening sessions will take place at the Roosevelt, Vernal, and Salt Lake campuses in late February.

The provost issued a statement to all faculty and university leadership about the importance of quality mentoring of graduate students. He emphasized that a robust graduate education system is an essential part of our research enterprise and supports our Carnegie Research 1 status. The provost made clear that USU expects graduate students to be treated professionally and respectfully by faculty mentors and listed new resources in the School of Graduate Studies to help and support faculty in their mentoring role.

With the departure of Executive Vice President Robert Wagner, discussions about restructuring and reorganization involving the provost's office and its portfolio of responsibilities are underway.

The provost and many others in the academic enterprise have contributed to discussions and issue framing to help as USU navigates the current legislative session.

AGGIE ATHLETICS ENTERPRISE



GOLF

Competed in five events during its fall schedule, including winning the Monterrey (Mexico) Invite as it shot a school-record 29-under 835. USU plays its first of six events this spring next week in Palm Springs, California.

MEN'S BASKETBALL

Is currently 20-4 on the season and in first place in the Mountain West with an 8-3 record. It is the 33rd time in program history that USU was won 20 or more games, including the 19th time in the last 25 seasons. Has been nationally ranked for five weeks this season and climbed as high as No. 16 in the nation. Is currently the first team among others receiving votes in both polls this week, which would rank them 26th in the nation. Its 20-4 start to the season is tied for the fifth-best in school history.

Utah State's 20 wins are currently tied for the 11th most in the nation, while its four losses are the 10th-fewest.

WOMEN'S BASKETBALL

Is 4-19 on the season and 1-11 in Mountain West play.

GYMNASTICS

Is 3-10 on the season and 1-0 in Mountain West play. Is currently ranked 46th in the nation.

INDOOR TRACK & FIELD

Competed in 11 meets during the season as it claimed 46 individual titles and set two school records. USU will next be in action at the Mountain West Championships next weekend.

MEN'S TENNIS

Is 5-1 thus far during its spring season. During the fall, USU competed in eight events, highlighted by senior Bodin Zarkovic, who became the first Aggie ever to advance to the round of 16 at the ITA Fall National Championships.

WOMEN'S TENNIS

Is 1-2 thus far during its spring season. During its fall season, USU competed in five events.

SOFTBALL

Is 2-2 this spring after its first weekend of competition.

STUDENT-ATHLETE ADVISORY COUNCIL:

We just wrapped up our Trivia Night. We do this every spring in the academic center. We partnered with the Black Student-Athlete Association and it was a huge success.

February activities

- *SAAC Spring Sole 4 Souls Shoe Drive* (through the end of the month). Drop off boxes are located in the training room, academic center, athletic dept, & the Wayne Estes Center. All donated shoes will be packed and shipped to the Sole 4 Souls Foundation for underprivileged and underserved communities through the world.

BUSINESS & FINANCE

I am happy to report that despite current wintertime weather conditions in the state, several USU facilities are under **construction** and progressing according to schedule.

- Mehdi Heravi Global Teaching and Learning Center - currently under construction, completion scheduled for Fall 2024
- Gardner Learning & Leadership Building - currently under construction, completion scheduled for Spring 2025
- College of Veterinary Medicine Building - completion scheduled for Summer 2026
- Monument Valley - completion scheduled for Winter 2025
- South Campus Residence Hall - currently under construction, completion scheduled for Summer 2025
- EVR/ASPIRE - currently under construction completion scheduled for Spring 2024
- NEHMA Art Research Center - currently under construction, completion scheduled for Fall 2024
- South Campus Parking Terrace - completion scheduled for Summer 2025

Event Services hosted over 15,700 youth and 1,200 adult support staff on the Logan campus through various youth programs and events scheduled throughout 2023 in a wide array of events spanning from youth leadership camps to sports camps, music camps, FFA, Science, engineering and aviation programs, etc. The groups are regularly introduced to Admissions office staff to learn about the benefits of attending USU and how to apply to become an Aggie.

The first annual Retirement Education Week for USU benefited employees was held in February. This **Human Resources** event provided presentations and resources from experts and offered opportunities to schedule 1:1 meetings with financial planners to support their future planning.

The **Information Technology** Web Team has expanded their web support services to offer data and content-driven comprehensive, centralized web-presence services. This initiative ensures security and accessibility in full alignment with USU UMAC templates and design standards for web content that unifies USU. It is enabling units without a dedicated webmaster to cost-effectively enhance their communication with their audience through their websites.

EXTENSION

I am happy to report that on February 9, more than 300 participants attended the virtual Utah [Marriage Celebration Conference](#) hosted by USU Extension in collaboration with the Utah Marriage Commission. Topics included relationships, healing, supporting mental health, self-care, chronic pain, conversations, empty nest, newlyweds, inflation, blended families, finance, and many other topics. The conference was endorsed by Governor Cox.

Extension has been actively engaged in other areas as well to amplify our efforts:

1. Extension administrators prepared required documentation for the NIFA Civil Rights Compliance Review.
2. Extension administration awarded 92 undergraduate internships.
3. We celebrate Heidi LeBlanc, Extension Home and Community Department Director and Create Better Health (SNAP-Ed) Director, who was voted to be in national senior leadership for ASNNA (Association of SNAP-Ed Nutrition Education Administrators).
4. We have learned that 20+ states have adopted Utah's Create Better Health (SNAP-Ed) program curricula, which was presented at the national ASNNA meeting February 5-8 in Washington D.C.
5. Cooking Up With Diabetes is finding success throughout the state, partnering with Utah Department of Health and teaching families and individuals with diabetes or pre-diabetes how to cook healthy meals to support their health.



GOVERNMENT RELATIONS

In late January, I had the opportunity to present to the Higher Education Appropriations Subcommittee with a comprehensive and business/financial overview of USU. Remarks concluded by elevating seven (7) key opportunities for the University:

1. **Innovate to maximize existing funds** through efficiencies, alternative revenue sources and utilization studies.
2. Expand use of technologies to **drive operational, academic and community excellence**.
3. **Grow enrollment dynamically**.
4. **Drive the future economy of Utah** through new programs in Space Science & Engineering, Engineering, Life Sciences, Outdoor Recreation, The Future of Food, Advanced Manufacturing, Energy, etc.
5. **Recalibrate the USU Statewide Strategy** to better serve larger numbers of rural Utahns.
6. **Reinvigorate the campus strategic planning process** to include more options, a wider strategic horizon and meaningful partnerships.
7. **Develop a President's Council of Corporate Advisors** with laser focus on building Utah – its workforce, companies and communities.

Four critical challenges were also cited:

1. **Financial/budget model** is very old-fashioned and requires modernization.
2. **Salary structure** places Utah State at the bottom of the market with our peers.
3. The **pace of change relative to delivering new and improved outcomes** for higher education is faster than the pace at which Utah State currently operates.
4. We have more work to do with keeping up with a **changing Utah**.

Finally, an update was shared with our campus community regarding House Bill 261 and 257 – shared at the end of this report.

MARKETING & STRATEGIC COMMUNICATIONS:

Bill Plate, Vice President of University Marketing & Communications recently shared the [Value of Higher Ed brief](#) from the UofU's Gardner Institute at the recent Newsmaker's Breakfast. One key takeaway is that the two R1's in the State are responsible for 82.6% of the Public Higher Education Institutions. Estimated Economic Contributions to Utah's Economy in 2023.

Table 2: Public Higher Education Institutions' Estimated Economic Contributions to Utah's Economy, 2023

Institution Type	Direct Value Added (GDP)	Total Value Added (GDP)	% Total Value Added (GDP)
Research	~\$4.3 billion	~\$9.3 billion	82.6%
Regional	~\$0.7 billion	~\$1.4 billion	12.0%
Community College	~\$0.2 billion	~\$0.4 billion	3.5%
Technical College	~\$0.1 billion	~\$0.2 billion	1.9%
USHE total	~\$5.3 billion	~\$11.3 billion	100%

Note: Conservative estimates based on operating expenses. Direct USHE GDP estimates total \$5.3 billion. Direct USHE GDP includes labor income and excludes property, profit, income, and taxes. Labor income is a conservative, lower-bound, estimate of the direct contribution of USHE to state GDP.

Source: Kem C. Gardner Policy Institute using IMPLAN

Other notable activities include the following:

1. UMAC created and published a [President's Communications Website](#) that will be used to host and archive all future communications.
2. The [Future Casting Podcast](#) was launched - in this podcast, I spoke to leaders and experts on how USU can continue to serve our communities, deliver impactful research, and foster a sense of belonging.
3. The President's Forum on Conflict and Conflict Transformation was held in early February; here is a link to the [UST Story](#) and the [full recording](#).
4. Legislative Branding Digital Campaign underway with details outlined below: Digital Video Campaign utilizing Google Ads to serve videos. Geo targeting and audience affinity targeting.
 - a. Videos
 - i. **How New Faculty Hires Can Help USU Eastern Expand SE Utah Business Ecosystem:** <https://www.youtube.com/watch?v=Mx9EkfF9Pa8>
 - ii. **Creating a Utah Forest Restoration Institute at Utah State:** <https://www.youtube.com/watch?v=JtGcfJ68mHw>
 - iii. **Creating Utah First Comprehensive Energy Education Program in Rural Utah:** <https://www.youtube.com/watch?v=PqCICzmN2-E&t=2s>
 - iv. **Utah State's Growing Ventures Initiative:** <https://youtu.be/dblwzXMUd-w?si=GvH1m4j0LnHzqbG>
 - b. Results as of February 15, 2024:
 - i. 62,766 impressions
 - ii. 23,588 views
 - iii. \$718
 - c. Aggie Impact Advertising
 - i. KSTU/Fox News 13 – rotation of the following 30-second ads ran in a concentrated media buy during the legislative session:
 - **Sustaining National Parks:** <https://www.youtube.com/watch?v=qgxCZWxiA88>
 - **Improving Utah's Air Quality**
https://www.youtube.com/watch?v=iCzjd1BkiMk&list=PLaQPm0yzwQPuRUku-scRs_TuhhWVAWv_A&index=18
 - **Helping Kids Be Resilient**
https://www.youtube.com/watch?v=2WnC1vfQlgs&list=PLaQPm0yzwQPuRUku-scRs_TuhhWVAWv_A&index=17

- **Defending Utah’s Crops**
https://www.youtube.com/watch?v=SBMGcsG1gC4&list=PLaQPm0yzwQPuRUku-scRs_TuhhWVAWv_A&index=6
- **Protecting The Water Supply**
https://www.youtube.com/watch?v=SalqwCFrp70&list=PLaQPm0yzwQPuRUku-scRs_TuhhWVAWv_A&index=3
- **Helping Children Hear**
https://www.youtube.com/watch?v=ku8wqdh1AqE&list=PLaQPm0yzwQPuRUku-scRs_TuhhWVAWv_A&index=1
- **Making Utah Earthquake Resistant**
https://www.youtube.com/watch?v=uLBJPgYM9fE&list=PLaQPm0yzwQPuRUku-scRs_TuhhWVAWv_A&index=2

5. Utah State Today

- 64 stories published in Utah State Today in January 2024 | Nearly 66,000 hits, up 9% from January 2023.
- Recent Top Stories:
 - [Navajo Nation Donates \\$500K to USU Monument Valley Center Construction](#) (2,872 hits)
 - [Utah Women & Leadership Project Releases Research Synopsis on Current Status of Utah Women and Girls](#) (2,835 hits)
 - [USU Undergrad Biochemists Head to Utah's Capitol Hill Jan. 18 to Present Research to Utah Legislators](#) (2,307 hits)

6. USU In the News

- [Is higher education still worth the cost?](#) (Salt Lake Tribune): President Randall and presidents of three other public, postsecondary institutions spoke at the Kem C. Gardner Institute Newsmaker Breakfast, as mentioned above, about the value of a degree or certificate for people and the broader community following a quick presentation of the Gardner Institute’s [new policy brief](#).
- [Deseret News](#): “The magic behind the high-impact discoveries from Utah’s universities” guest editorial by President Elizabeth R. Cantwell and U President Taylor Randall.
- [Why the carbon footprint of your fish might be bigger than you think](#) (MSN, Newsweek)
- [Dust from Great Salt Lake helps algal blooms thrive, study finds](#) (KSL-TV)
- [Utah State University professor analyzes Taylor Swift ‘phenomenon’](#) (KUTV2)

RESEARCH ENTERPRISE

Research Update (Dec. 2023 – Feb. 2024):

- 1) Artificial Intelligence and USU:** The Office of Research is partnering with USU leaders in IT, CIDI, and Teaching and Learning Innovations to advance integration of AI at USU. Since December 2023, a working group has developed and launched <https://ai.usu.edu> which brings together AI resources for faculty, students, and staff. This site also offers opportunities for external partners to connect with USU [resources](#).
- 2) Launch of Research Summits:** Advancing research in areas of current local, national, and international need often requires multidisciplinary team approaches. To facilitate interactions between USU faculty, thought leaders, and industry representatives, in Jan. 2024 the Office of Research launched the [Research Summits](#) series. These summits offer a unique opportunity for researchers to:
 - *Connect with Peers:* Engage in meaningful conversations with fellow researchers and industry professionals.

- *Explore Funding Opportunities*: Gain insights into topic-related funding sources and stay informed about the latest opportunities.
- *Build Research Teams*: Network and form interdisciplinary teams to tackle complex challenges.

Spring 2024 Research Summits:

Jan. 2024: Energy and the Energy Transition
 Feb. 2024: Artificial Intelligence
 April 2024: TBD

It is anticipated that three Research Summits will be held each fall and spring semester.

- 3) **Launch of Funding Frontiers Newsletter**: Initiated in February 2024, these bimonthly email communications from the Office of Research Proposal Development team bring current funding and professional development opportunities to the attention of USU faculty. A Funding Frontiers [website](#) provides collated information by discipline.
- 4) **Research on Capitol Hill – Showcasing Undergraduate Research**: This annual event demonstrates the power of research-intensive institutions for student development through engaged problem solving in projects that address important issues for the world, nation, and state.

Highlights of 2024 event:

- <https://ksltv.com/615775/utah-undergraduate-students-present-research-at-utah-capitol/>
 - Voices of our students: <https://www.youtube.com/watch?v=ZQyfNVhoNu8>
- 5) **Launch of NSF CAREER Academy**: NSF CAREER awards are a prestigious recognition for early career faculty members. These five-year grants are highly competitive and analysis of data since 1998 suggests that it is becoming increasingly difficult for USU faculty to compete. Therefore, we have developed and launched the [USU NSF CAREER Academy](#) to focus supporting resources and training opportunities in the six-month period prior to the submission deadlines in July. Thirty-two faculty members have signed up to participate in the 2024 Academy.

USU ADVANCEMENT

The USU Foundation had some major accomplishments during the month of January, especially as they prepared for the President's inaugural Forum on Conflict & Conflict Resolution featuring Irshad Manji, Founder of the Moral Courage College, held on February 5, 2024.

Great engagement was achieved at several events and activities to advance Utah State University. For example, Student Alumni Association attended the CASE ASAP conference in SLC with other SAA groups throughout the state. They also had 84 couples at the January True Aggie Night. Additionally, over 400 tickets were sold for Aggie Night with the Utah Jazz; and Aggie chapters had events in Las Vegas (50 attendees) and Phoenix (42 attendees).

Among other things, the USU Foundation received a large commitment of \$500K from the Navajo Nation for the Monument Valley Building, and continues to progress toward institutional goals.



Each year, USU celebrates **Founders Day** to recognize the founding of the university on March 8, 1888. The Old Main Society is USU's premier giving society. **Please mark your calendars for this special event on March 7, 2024** where USU will induct 170 new members into the Society and recognize 129 who are advancing levels, including Board of Trustees member: **Kacie and Samuel Malouf** – Inducted into the Old Main Society University Quad level and Foundation Board members: **Jody and Dione Burnett** – Advancing to the President's Circle level, **Laurel Cannon and Nate Alder** – Advancing to the President's Circle level, **Sylvia and Paul Jones** – Advancing to the Tower level and **Kerry and Julie Wahlen** – Inducted into the Old Main

Society University Quad level. There are 3,450 total members of the Old Main Society.

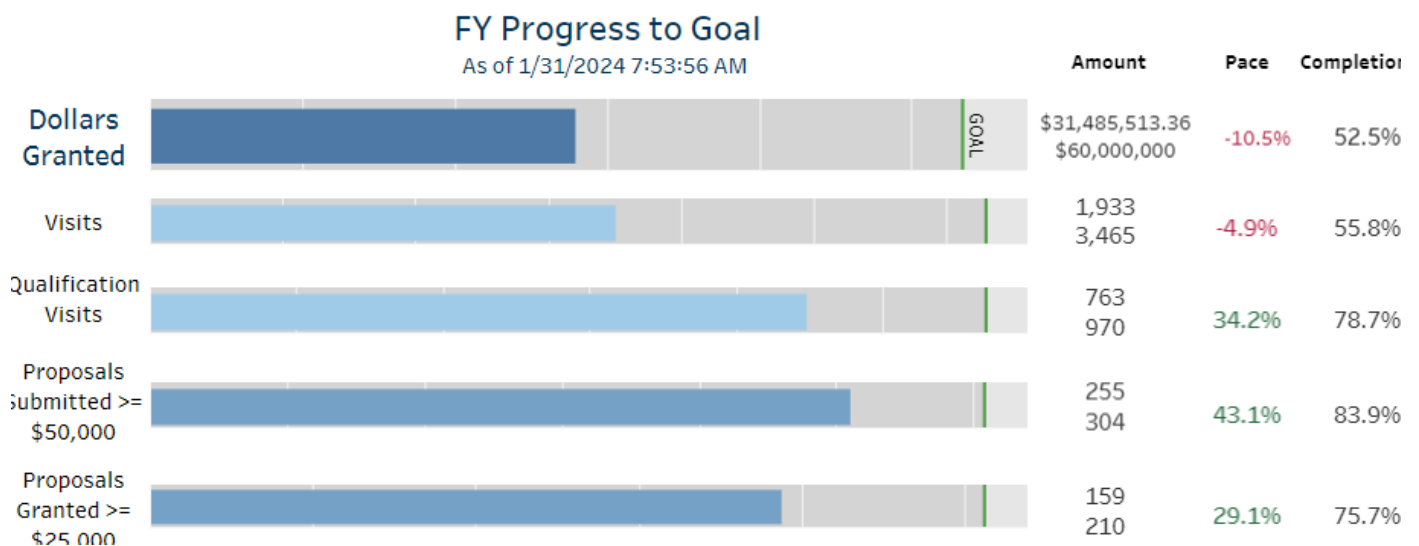
Advancement Marketing & Communication

- Alumni social media channels had 4,656 total engagements and 100,791 total impressions in January.
- December saw our most engaged post ever with 150,000+ views, 2,100+ shares, 5,400+ likes, and 400+ new followers. It was also our most engaged post on Facebook with 2,000+ likes, 350+ shares+, 70,000+ views.

Major closed proposals or gift stories

- Scholarship impact story: <https://www.usu.edu/advancement/stories/education/usu-student-on-track-for-success-thanks-to-scholarships>
- Advancement presented all nine colleges and Athletics with annual partnership reports sharing the substantial impact collaboration has had on the university's remarkable achievements in fundraising, alumni engagement, and donor stewardship goal

Foundation progress to goals updated below.



Conclusion

Looking ahead, let us remain steadfast in our commitment to excellence and innovation. Together, we will continue to propel our institution forward, ensuring that we fulfill our mission and serve our community with distinction.

Elizabeth R. Cantwell
President, Utah State University



A Message from
President Elizabeth Cantwell

Updates on HB261/257

Dear Students, Faculty, and Staff:

I have heard from some of you with questions about the two bills signed into law by Governor Cox (HB257 and HB261) on Jan. 30. I know many in our community have questions about what these bills mean for them. I want to provide you with some additional information and reinforce our university commitment to USU's mission of excellence, access, and inclusion for all Aggies.

Though I address a few specific concerns below, please review our [FAQ webpage](#) to learn more. If you still have questions, you can submit them using the comment button at the bottom of that same webpage.

Know that we deeply appreciate your questions and feedback. Input from a broad spectrum of experience and perspectives helps us ensure we are comprehensive and inclusive in our implementation plans. It also helps us better communicate to our campus community about the impacts of the recent legislation and the actions we are taking.

While we are mindful not to clutter your inbox, we will also work to provide regular communication about our implementation plans and how our actions further our university's commitment to supporting student and employee success, building and bridging communities, and creating more opportunities for all members of the USU community.

HB257 Sex-Based Designations for Privacy, Anti-Bullying, and Women's Opportunities.

We are currently reviewing the new law and working through how to meet both federal and state obligations. I know many campus community members are anxious to learn about how the bill will impact them and their access to critical facilities. We are working thoughtfully but also expeditiously to best answer these questions. At the same time, we are actively reviewing existing facilities, including bathrooms and locker rooms, to identify opportunities for enhanced privacy and gender-neutral facilities.

Please note, a few years ago, Utah State made a push to add all-gender bathrooms to buildings throughout our Logan campus. You can locate these restrooms using the [university map](#).

HB261 Equal Opportunity Initiatives

Due to some continuing confusion expressed in news stories around HB261, I want to reinforce a few points about how it affects USU activities:

- The Inclusion Center and campus cultural centers will remain open and continue to serve our campus community.
- Classroom instruction and research were specifically excluded from HB261. These activities will not be affected.

Please visit usu.edu/dei/faq to read more FAQs. As we are able to offer more answers to questions about the laws, I will continue to reach out to you.

Together, we can ensure the university remains a place where everyone has the opportunity to succeed, express themselves, and find belonging.

Best regards,

Elizabeth R. Cantwell

President



USU Board of Trustees Regular Meeting

January 5, 2024 – 9:30 AM MST to 1:30 PM MST

Huntsman Foundation (3rd Floor Boardroom) 500 S Huntsman Way, Salt Lake City, UT

Zoom: <https://usu-edu.zoom.us/j/89970324093?pwd=WW5TcG8xUktiSGRxVmRhRm1nQWo3dz09>

Attendance

Trustees Present:

Jacey Skinner, Chair
Gina Gagon, Vice Chair
Kent K. Alder
John Y. Ferry (remote)
David H. Huntsman
Kacie Malouf

Heather Mason
David A. Petersen
Abraham Rodriguez
Tessa White (remote)
Clark Whitworth

Utah State University Representatives present:

Tiffany Allison (remote)
Jodi Bailey
Lisa Berreau (remote)
Janalyn Brown
Steve Campbell (remote)
Elizabeth Cantwell
Alison Fabricius (remote)
Nancy Hanks
Maureen Hearn (remote)
Mica McKinney

Eric Olsen (remote)
Bill Plate
Larry Smith
Brian Steed
James Taylor
David Vernon
Robert Wagner (remote)
Matt White
Devin Wiser

Other Attendees present:

Julie Hartley

1. Welcome - Chair Jacey Skinner

Chair Skinner welcomed all in attendance. Board members were given new Board of Trustees Handbook. They are available as a printed copy and uploaded to OnBoard.

2. Chair's Report - Chair Skinner

Executive Vice President Robert Wagner's years of service were recognized as he will be starting his tenure as Idaho State University's

newly appointed president at the end of January 2024. Chair Skinner and the board expressed their gratitude for all Robert has done for Utah State University.

2.1. DRAFT 2024-2025 Meeting Schedule

The 2024-2025 Board of Trustees schedule was presented. Vice President McKinney and Secretary Brown are working to schedule committee meetings well in advance and will add these to the Trustees calendars once dates are finalized.

3. Trustee Recognition - Interim Vice President James Taylor

Interim Vice President of Statewide Campuses James Taylor presented the Trustee Recognition to David Vernon, Associate Vice President-Wasatch Region. Dave is the longest-serving associate vice president. He has almost 20 years with Utah State between teaching and administration. Dave was instrumental and moved quickly from the Granite School District building to the new building in Salt Lake and built out the campus 5 million dollars under budget. He built it with the students in mind. Because Dave is very present on campus, there is a great feel and culture on the campus and his people know of his concern and care. He is a leader for the campus system and worthy of recognition by the trustees. Pictures were taken with President Cantwell and Chair Skinner and a resolution of commendation was presented.

4. Committee Reports

4.1. Executive - Committee Chair Skinner

Committee Chair Skinner said this committee is working on processes in order to streamline agendas, handbook/trustee orientation, etc.

4.2. Research & Academic Approval - Committee Chair Malouf

Committee Chair Malouf shared the group approved the development of a Native American Cultural Center on the Logan campus. This center will provide help for Native American students who come to Logan. It will be located in the TSC and in the Family Life building. The goal of the center is access, recruitment, and retention of Native American students. This is the only item brought to the committee that requires resources. USU is looking to hire four people to manage and work in this space.

The committee approved five name changes to existing programs to better reflect what the degree entails. Three programs with students no longer enrolled were discontinued and various other initiatives listed on the

consent agenda were approved.

4.3. Honorary Degrees, Awards and Recognition - Committee Chair Mason

Committee Chair Mason stated they met in December and spoke about nominations for honorary degrees and commencement speakers. This was a robust process, with applications, letters of reference, etc. The committee also discussed potentially changing the process to cast a wider net, which is up for discussion and will continue to be worked through.

4.4. Statewide Mission and Campus Oversight - Committee Chair Alder

Committee Chair Alder said they are working through a Statewide committee process. President Cantwell's listening tours are helpful to understand the needs of each entity in the many different locations. President Cantwell has met with students, faculty, and community leaders.

The group noted there is still confusion between extension and academics. Some use these interchangeably but they are different.

Enrollment growth was discussed which the group believes will be a challenge for all universities going forward. It is crucial to find out exactly what the educational needs are and provide that need and value to the students.

They discussed the need to communicate who USU is. This is complex as an institution with statewide extension. USU goes from being an R-1 research university to leadership in 4-H clubs.

4.5. Audit, Risk and Compliance - Committee Chair Petersen

Committee Chair Petersen shared the committee met and officially received and accepted the State Financial Audit report. He acknowledged Jodi's team as exceptional assets to the university as they work through the audit complexities.

Vice President McKinney discussed risk management and is pleased to report that the University has a strong risk management governance process. The full board will vote on audit approval during the agenda resolutions.

Jodi Bailey shared the audit report will be presented to the Board of Higher Education on March 20, 2024.

5. Tech College Reports

5.1. Uintah Basin - Vice Chair Gagon

Vice Chair Gagon reported Uintah Basin honored the student of the year for the institution. These students are high academic performers involved in the community and have overcome obstacles which are common throughout the student population in a technical college. UB Tech discussed meeting the needs of local employers and are looking at a new advanced energy transportation certificate given the oil and railway (Vernal, Price, Helper) that comes out of that location. They are looking to expand the program. As a note of information, the CDL certificate is one of the largest programs. Nursing assistant is also a large program given they have the hospitals in both Roosevelt and Vernal.

5.2. Tooele Tech - Trustee Petersen

Trustee Petersen commented that Tooele Tech President Paul Hacking is dedicated, committed, and passionate. Tooele has a major construction project underway adding to the campus which has been impacted significantly by inflationary issues. The state has been helpful and others, such as private donors, which will help to bridge the gap. Tooele Tech is similar to Vice Chair Gagon's report on UB Tech in they are also focused on local needs. Students here are interested in getting certificates, gaining some skills, and getting back to work. They are almost completely disinterested in stackable credentials. This school is focused on short term, acquisition skills. Tooele Tech is outstanding in what they produce and has a great culture.

5.3. Bridgerland Technical College - Trustee Ferry

Trustee Ferry met one-on-one with President Campbell. Bridgerland has a new medical Arts building almost completed. Ferry complimented President Cantwell for meeting with President Campbell and is excited to discover new ways of working together with BTECH.

6. USU Foundation Report - Vice Chair Gagon

Vice Chair Gagon praised Vice President Matt White and team for doing a phenomenal job. Their goal is to raise 60 million dollars and they have raised 29 million so far and are on track to hit their goal.

In the fall, alumni hosted 18 different events with almost 3,000 attendees. The

alumni team also attended 18 admission open houses to help verify the legacy scholarship and waivers.

Upcoming events are Founders Day and Old Main Society on March 7 and President Cantwell's investiture ceremony is on April 12. Gagon reminded the group of an all-Board workshop in Salt Lake City on June 21st, and a campaign event that night at the Bastian Agricultural Center.

7. BREAK

8. Student Resolution of Commendation - Trustee Rodriguez

Trustee Rodriguez stood to present a resolution of commendation to Shari McGarry, a junior in the College of Education at USU Salt Lake Campus. Trustee Rodriguez shared accolades from Shari's professors and co-workers. Pictures were taken with Shari, Trustee Rodriguez, Chair Skinner, and President Cantwell.

9. Closed Session

Motion:

In accordance with 52-4-205 of the Utah code I move the trustees go into a closed executive session for the sole purpose of discussing the character and professional competence or physical or mental health of individuals, pending or reasonably imminent litigations, and the deployment of security personnel device or systems.

Motion made by Gina Gagon and motion seconded by David H. Huntsman. . A roll call vote was taken by Chair Skinner and voting was unanimous in the affirmative. The meeting moved to a closed session at 11:15am.

10. Legislative Priorities Update - Vice President Wisner

Vice President Wisner explained USU's priorities this year are very timely and appropriate for this legislative session. The mission will be to "spread the gospel" of economic impact and what USU does for workforce readiness in the State of Utah, to remind folks how much of a presence we have across Utah, and all that is being done to prepare the next generation workforce. Wisner shared flyers detailing each legislative ask.

11. President's Report - President Cantwell

President Cantwell shared and discussed her printed report with the board.

12. Action Agenda

- 12.1. Review and Acceptance of the External Audit Reports - Trustee Petersen and Vice President Cowley

Motion:

Motion was made to accept.

Motion moved by Clark Whitworth and motion seconded by Heather Mason. Voting was unanimous in the affirmative and the motion passed.

- 12.2. Proposal to Revise USU Student Code of Conduct Section V.3.B.1: University Standards of Conduct, Misconduct - Trustee Rodriguez

In an effort to provide clarity, Trustee Rodriguez's team updated this policy to better align with the needs and expectations of students, as well as clarify the language.

Motion:

Motion made to revise policy.

Motion moved by Kent K. Alder and motion seconded by Kacie Malouf. Voting was unanimous in the affirmative and the motion passed.

13. Consent Agenda

- 13.1. 11.10.2023 USU Board of Trustees Regular Meeting Minutes

- 13.2. Approve Recommendation for 2024 Honorary Degrees

- 13.3. Proposal to Revise or Retire 300 Level Policies

- 13.3.1. USU Policy 313: Drug- and Alcohol-free Workplace

- 13.3.2. USU Policy 350: Tuition Benefits

- 13.3.3. USU Policy 351: Family Medical Leave Act

- 13.3.4. USU Policy 379: International Assignments

- 13.3.5. USU Policy 398: Reductions in Force

- 13.4. Report of Investments for July 2023

- 13.5. Report of Investments for August 2023

- 13.6. Proposal to - Restructure the Career and Technical Education Teaching Academy Institutional Certificate of Proficiency in the Department of Applied Sciences, Technology and Education, in the College of Agriculture and Applied Sciences

- 13.7. Approve Proposal - Offer an Extension Education Post Baccalaureate Certificate in the Department of Applied Sciences, Technology and Education, in the College of Agriculture and Applied Sciences

- 13.8. Approve Proposal - Name Change of the Theatre Arts Theatre Design and Technology Film Production Option BFA to Theatre Arts: Theatre Design & Technology BFA in the Department of Theatre Arts, in the Caine College of the Arts
- 13.9. Approve Proposal - Name Change of the Communicative Disorders and Deaf Education BA/BS to Communicative Disorders BA/BS in the Department of Communicative Disorders and Deaf Education, in the Emma Eccles Jones College of Education and Human Services
- 13.10. Approve Proposal - Name Change 2nd Bachelor's Degree in Communicative Disorders and Deaf Education BA/BS to Communicative Disorders BA/BS in the Dept of Communicative Disorders and Deaf Education, in the EEJ College of Education and Human Services
- 13.11. Approve Proposal - Discontinue the Speech Language Pathology and Audiology-Online Second BS in the Department of Communicative Disorders and Deaf Education, in the Emma Eccles Jones College of Education and Human Services
- 13.12. Approve Proposal - Discontinue the Speech Language Pathology and Audiology BS in the Department of Communicative Disorders and Deaf Education, in the Emma Eccles Jones College of Education and Human Services
- 13.13. Approve Proposal - Offer an Outdoor Adventure Leadership Certificate of Proficiency in the Department of Kinesiology and Health Science, in the Emma Eccles Jones College of Education and Human Services
- 13.14. Approve Proposal - Restructure the Curriculum Instruction MEd in the School of Teacher Education and Leadership, in the Emma Eccles Jones College of Education and Human Services
- 13.15. Approve Proposal - Restructure the Instructional Leadership MEd in the School of Teacher Education and Leadership, in the Emma Eccles Jones College of Education and Human Services
- 13.16. Approve Proposal - Discontinue the Speech Communication Teaching Minor in the Department of Communication Studies and Philosophy, in the College of Humanities and Social Sciences
- 13.17. Approve Proposal - Offer an Environmental Advocacy Certificate of Proficiency in the Department of Communication Studies and Philosophy, in the College of Humanities and Social Sciences
- 13.18. Approve Proposal - Offer a Political Communication Certificate of Proficiency in the Departments of Communication Studies and Philosophy,

Journalism and Communication and Political Science, in the College of Humanities and Social Sciences

- 13.19. Approve Proposal - Offer an Environmental Justice Institutional Certificate of Proficiency in the Department of Sociology and Anthropology, in the College of Humanities and Social Sciences
- 13.20. Approve Proposal - Move the Community and Natural Resources Institute from Sociology and Anthropology to the Department of Sociology and Anthropology, in the College of Humanities and Social Sciences
- 13.21. Approve Proposal - Offer a Social Dimensions of Climate Change and Environmental Justice Minor in the Department of Sociology and Anthropology, in the College of Humanities and Social Sciences
- 13.22. Approve Proposal - Offer a Social Dimensions of Climate Change Institutional Certificate of Proficiency in the Department of Sociology and Anthropology, in the College of Humanities and Social Sciences
- 13.23. Approve Proposal - Change the Name of the Earth Science Composite Teaching BA-BS to Earth Science Teaching BA-BS in the Department of Geosciences, in the College of Science
- 13.24. Approve Proposal - Offer a Paleontology Institutional Certificate of Proficiency in the Department of Geosciences, in the College of Science
- 13.25. Approve Proposal - Offer a Healthcare Management Minor in the Department of Management, in the Jon M. Huntsman School of Business
- 13.26. Approve Proposal - Change the Name of the Master of Business Administration-Supply Chain Mgmt Specialization MBA to Master of Business Administration-Shingo Specialization MBA in the Dept of Mktg & Strategy, in the Jon M. Huntsman School of Business
- 13.27. Approve Proposal - Establish a Native American Cultural Center
- 13.28. Approve Proposal - Offer a Climate Change Solutions Certificate of Proficiency in the Department of Environment and Society, in the S.J. & Jessie E. Quinney College of Natural Resources
- 13.29. Approve Proposal - Restructure & Change Name of Natural Resources & Environmental Ed NREE Graduate Cert to Natural Resources & Environment Comm & Engagement (NRECE) Post-Baccalaureate Cert in Dept of Environment & Society, College of Natural Resources

Motion:

Motion was made to approve the Consent Agenda.

Motion moved by Heather Mason and motion seconded by Kacie Malouf.
Voting was unanimous in the affirmative and the motion passed.

14. Information Agenda

14.1. 2023 Annual Financial Report

15. Adjourn

Chair Skinner thanked all for their attendance participation.

Motion:

Motion was made to adjourn the meeting.

Motion moved by Gina Gagon and motion seconded by Kent K. Alder.

Voting was unanimous in the affirmative and the meeting was adjourned at 1:14pm.

8 March 2024

ITEM FOR ACTION

RE: Faculty and Staff Adjustments

The attached faculty and staff adjustments are submitted for the Trustees consideration. They have received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The faculty and staff adjustments include two (2) new appointments with tenure.

Consistent with [Utah Board of Higher Education Policy R481](#), Utah State University has developed and operates under a Board-approved process for awarding tenure through appointments and promotions. See [USU Policy 405: Tenured and Term Appointments: Evaluation, Promotion and Retention](#). These processes involve substantive participation of USU's faculty and careful management and review by academic administrators, including department heads, relevant vice presidents, the Provost and the President.

Following appointment to tenure-track position, performance of tenure-track and tenured faculty is managed by annual reviews. Additionally, tenured faculty are also managed through a post-tenure review process. Appointments of Faculty with Special Appointments, including administrative duties such as department head, are governed by [USU Policy 404: Faculty Appointments](#).

Faculty who have been granted tenure by a prior institution are evaluated for tenure at USU under an expedited tenure review process that is consistent with USU Policies 404 and 405. This process includes: (1) a review by a tenure advisory committee to determine whether the candidate has demonstrated excellence in the area major emphasis (e.g., research, teaching, creative endeavors, extension) and effectiveness in all others, (2) a recommendation from the department head or dean, and (3) approval from the President. This process was followed for both faculty appointments submitted today for the Board of Trustees' approval.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the attached faculty and staff adjustments.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Utah State University and the relevant departments and colleges completed an expedited tenure review process and have recommended Chad Ford be appointed Associate Professor of Religious Studies and Robert Stawski be appointed Department Head of Human Development and Family Studies;

WHEREAS, the President and the Provost recommend that the Board of Trustees approve two (2) new appointments with tenure.

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees hereby approve the recommendation of the faculty and staff adjustments.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date

8 March 2024

Faculty and Staff Adjustments

New Appointments

Emma Eccles Jones College of Education and Human Services

Robert Stawski to be Department Head and Professor with tenure, Department of Human Development and Family Studies, Emma Eccles Jones College of Education and Human Services, effective 01 July 2024. B.S. Oklahoma State University, 2000; M.S. Syracuse University, 2004; Ph.D. Syracuse University, 2006.

College of Humanities and Social Sciences

Chad Ford to be Associate Professor with tenure, Department of History, College of Humanities and Social Sciences; effective 01 August 2024. B.A. Brigham Young University – Hawaii, 1995; M.S. George Mason University, 2000; Juris Doctor Georgetown University, 2000.

ITEM FOR APPROVAL

RE: NEW USU Policy 326: Reporting Improper Conduct and Retaliation

Consistent with [USU Policy 201: Authority and Amendments: Personnel Policies \(Section 300\)](#), the attached *New USU Policy 326: Reporting Improper Conduct and Retaliation* is submitted to the Board of Trustees for review and approval.

EXECUTIVE SUMMARY

As summarized further in the included executive summary, this is a new policy designed to bring USU into compliance with the Utah Protection of Public Employees Act (UPPEA). The policy outlines how to report waste, gross mismanagement, abuse of authority, and unethical or unlawful conduct (referred to collectively as “Improper Conduct”). The policy also protects employees by prohibiting retaliation for such reporting and by providing a grievance process for employees who feel they have been retaliated against. Consistent with state law, the policy requires complaints of retaliation to be reviewed by an independent personnel board. The process for handling such complaints is outlined in a separate procedure. Because this is a compliance-driven policy, definitions and procedural requirements are dictated by state law.

This new policy was reviewed by the faculty senate and staff and employee association and approved and recommended by the President and the Executive Committee¹ as required by USU Policy 201.

RECOMMENDATION

The President, Vice President for Legal Affairs, and Chief Compliance Officer recommend that the Board of Trustees approve the adoption of Policy 326: Reporting Improper Conduct and Retaliation.

¹ This Committee is also referred to as the Senior Leadership Committee.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University is committed to building a “speak up” culture where employees are encouraged to report issues of improper conduct and are protected against retaliation for doing so;

WHEREAS, the Utah Protection of Public Employees Act protects employees who report improper conduct and sets forth requirements for a grievance process for employees who believe they have been retaliated against for reporting improper conduct;

WHEREAS, USU Policy 326: Reporting Improper Conduct and Retaliation implements the Utah Protection of Public Employees Act;

WHEREAS, the President, Vice President for Legal Affairs, and Chief Compliance Officer recommend that USU adopt USU Policy 326; and

WHEREAS, this new policy received the appropriate administrative review and approval required by USU Policy 201.

NOW THEREFORE BE IT RESOLVED THAT the USU Board of Trustees approve the adoption of USU Policy 326: Reporting Improper Conduct and Retaliation.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

EXECUTIVE SUMMARY

USU POLICY 326: Reporting Improper Conduct and Retaliation

Category: Personnel

Subcategory: General

Covered Individuals: All Employees

Responsible Executive: Vice President for Legal Affairs and General Counsel

Policy Custodian: Ethics and Compliance, Chief Compliance Officer

Background

USU Policy 326 is a **new** policy designed to bring USU into compliance with the Utah Protection of Public Employees Act (UPPEA). The policy outlines how to report waste, gross mismanagement, abuse of authority, and unethical or unlawful conduct (referred to collectively as “Improper Conduct”). The policy also protects employees by prohibiting retaliation for such reporting and by providing a grievance process for employees who feel they have been retaliated against. Consistent with state law, the policy requires complaints of retaliation to be reviewed by an independent personnel board. The process for handling such complaints is set forth in a separate procedure. Because this is a compliance-driven policy, definitions and procedural requirements are dictated by state law.

USU Policy 326 is based on a model template drafted by the Utah Attorney General’s Office that has been modified to add additional information about reporting at USU and to align with USU’s administrative structure. Human Resources and Ethics and Compliance have reviewed and support this draft policy.

Key Provisions of USU Policy 326

- **How to Report Misconduct:** Individuals are encouraged to report Improper Conduct to their supervisors, a member of administration, or the university office responsible for the policy at issue. Consistent with state law, such reports may also be filed with the President, USU’s Internal Audit Office, the Utah Attorney General’s Office, law enforcement—if the conduct is criminal in nature, a Utah Board of Higher Education member, or the commissioner of higher education.
- **Notice Regarding the Limitations Associated with Anonymous Reporting:** While anonymous reports are accepted by USU, the university is limited in the action it can take in response to such a report. Additionally, if a reporting party and/or affected individual is identifiable, the university may need to identify the individuals in order to conduct a fair and thorough investigation and/or to provide due process.
- **Employee Protections:**
 - Employees are presumed to be reporting in good faith; bad faith reporting is sanctionable.
 - Supervisors are prohibited from adopting rules that restrict an employee’s ability to document Improper Conduct.
 - Retaliation for reporting Improper Conduct is prohibited.
 - Reports of retaliation will be processed by an Independent Personnel Board according to defined procedures that require the complaint to be resolved in 30 days.
 - A finding of retaliation may result in: (1) reinstatement of the employee at the same level as before the retaliatory action; (2) payment of back wages; (3) full reinstatement of seniority rights; or (4) if the retaliatory action includes failure to promote, a pay raise that results in the pay that the employee would have received is the complainant had been promoted.

Implementation

The EthicsPoint system has been updated to receive reports of retaliation. University Ethics & Compliance (UEC) is designing a campaign to inform the USU community about the enhanced reporting system, including this new retaliation reporting option. UEC will manage the workflow outlined in the new policy and the associated grievance procedure.

University Policy 326: Reporting Improper Conduct and Retaliation

Category: Personnel

Subcategory: General

Covered Individuals: All Employees

Responsible Executive: Vice President for Legal Affairs and General Counsel

Policy Custodian: Ethics and Compliance, Chief Compliance Officer

Last Revised:

Previous USU Policy Number: N/A

326.1 PURPOSE AND SCOPE

This policy implements the Utah Protection of Public Employees Act and outlines reporting options for employees to report or submit a complaint regarding waste or misuse of public funds, property, or workforce; a violation or suspected violation of any law; [Gross Mismanagement](#); [Abuse of Authority](#) (referred to in this Policy as [Improper Conduct](#)"). This policy also prohibits [Retaliatory Action](#) against employees who engage in good faith reporting of improper conduct.

Employees are encouraged to report Improper Conduct to their supervisors, a member of the administration, or the university office responsible for the policy at issue. For information about compliance responsibilities at Utah State University (USU), see either the USU [Compliance Matrix](#) or [Misconduct and Non-Compliance Reporting](#).

This policy does not apply to employee obligations for reporting sexual misconduct. Those obligations are governed by [Interim USU Policy 340: Required Reporting of Sexual Misconduct](#). For complaints of retaliation related to reporting discrimination and sexual misconduct see [Interim USU Policy 305: Discrimination based on Protected Characteristics](#) and its [associated procedures](#).

326.2 POLICY

2.1 Reporting Improper Conduct

2.1.1 Formal Reporting

Any employee who reasonably suspects Improper Conduct is occurring may report or submit a written formal complaint to the responsible department head/director. Formal complaints may also be made using [USU's ethics reporting form](#).

Additionally, an employee is presumed to have communicated in good faith if the employee gives written notice or formally communicates Improper Conduct to:

- A. A person in authority over the person alleged to have engaged in improper conduct;
- B. The USU President;
- C. USU's Internal Audit Office;
- D. The Utah Attorney General's Office;

- E. Law enforcement—if the conduct is criminal in nature;
- F. A Utah Board of Higher Education member; or
- G. The commissioner of higher education.

A complaint provided to any of the individuals listed in lines D-G above will not be deemed to have been filed at USU until the complaint has been received by the USU Office of Legal Affairs.

2.1.2 Confidential and Anonymous Reporting

An individual may report Improper Conduct anonymously or request that their information not be shared, and the university may take measures to protect a reporter's personally identifiable information when concerns of retaliation are provided. However, it is important to note: (1) when a report is provided anonymously, USU is typically limited in the action it can take in response, often due to a lack of specific relevant information, and (2) during an investigation, it may become necessary to disclose information about the Reporting Individual to university personnel. Any necessary disclosure will be made on a need-to-know basis. Additionally, the identity of a Reporting Individual, including an individual who has requested confidentiality, may be subject to release in response to official requests for such information, such as public records requests, subpoenas, audits, and regulatory investigations.

2.1.3 Good Faith Required

A Reporting Individual is not required to prove the truth of their report but is required to act in Good Faith. A Reporting Individual is presumed to be acting in Good Faith when they make a report consistent with this policy. Any presumption of Good Faith may be rebutted by showing that the Reporting Individual knew, or reasonably should have known, that the report was malicious, false, or frivolous. Any individual who does not act in Good Faith in reporting Improper Conduct or a Retaliatory Action may be subject to disciplinary action, up to and including termination of employment.

2.1.4 Documenting Improper Conduct

Supervisors may not implement a rule or practice that unreasonably restricts an employee's ability to document improper conduct. Declining permission to record meetings or conversations is not an unreasonable restriction under this section. If an employee believes an unreasonably restrictive practice is occurring, they may raise the concern with individuals in their supervisory line or anonymously via [USU's ethics reporting form](#)

2.2 Investigation of Reports and Complaints

Reports and/or formal complaints may be investigated by Human Resources, Internal Audit Services, the Chief Compliance Officer, the relevant compliance owner, contracted outside investigators, or another individual assigned by USU administration to investigate the report and/or formal complaint. In some instances, an interdisciplinary team may be assigned to process and/or investigate a complaint. Any individual involved in the processing and/or investigation of a formal complaint must disclose any potential conflict of interest with the Reporting Individual, the Responding Individual, and/or the subject matter of the complaint.

The investigating office and/or investigation team will contact the Reporting Individual and acknowledge that the reported violation was received. If an investigation occurs, the Reporting Individual may be contacted to further discuss the reported concern. Details regarding disciplinary actions are only shared on a need-to-know basis and will not be shared with peer employees (USU [Policy 319: Employee Privacy and Confidentiality](#)).

2.3 Retaliation Prohibited

Consistent with this policy and applicable law, USU supervisors may not engage in Retaliatory Action (as defined by this policy) against any employee:

- (1) because they complained in good faith of improper conduct;
- (2) because they participated or gave information in an investigation, hearing, court proceeding, legislative or other inquiry, or other form of administrative review held by USU; or
- (3) because they objected to or refused to carry out a directive that the employee reasonably believes violates federal, state, or local law.

An employee found to have engaged in Retaliatory Action in violation of this policy may be subject to disciplinary action pursuant to [USU Policy 311: Setting Expectations and Managing Performance](#), up to and including termination of employment.

2.4 Reporting Retaliation

An Employee who believes that USU has taken a Retaliatory Action against them may file a written complaint by using USU's [ethics reporting form](#). Such complaints will be processed according to the: Retaliation Grievance Procedure, which requires a review by an Independent Personnel Board.

The Independent Personnel Board shall hear the matter, resolve the complaint and take actions within 30 days after the timely filing of the complaint, or such longer period as may be mutually agreed by the complainant and the employee.

If the Independent Personnel Board finds that a Retaliatory Action was taken in violation of this policy, the Board may order or recommend to a final decision maker:

- Reinstatement of the employee at the same level as before the Retaliatory Action
- Payment of back wages;
- Full reinstatement of seniority rights; or
- If the Retaliatory Action includes failure to promote, a pay raise that results in the pay that the employee would have received if the complainant had been promoted.

326.3 RESPONSIBILITIES

3.1 Supervisors

Comply with USU policy and applicable law, including this policy's prohibitions relating to retaliation. Set expectations with regard to avoiding improper conduct; accept and handle formal complaints consistent with this policy and applicable laws.

3.2 Employees

Comply with USU policy and applicable laws and report improper conduct in a manner consistent with this policy.

3.3 Office of Human Resources

Accept complaints and direct them to higher-level supervisors in cases with a conflict of interest and report them to the Office of Legal Affairs consistent with the Retaliation Grievance Procedure.

326.4 REFERENCES

- [Utah Code §67-21-1 et seq. Utah Protection of Public Employees Act](#)
- [Utah Code § 67-16-1 et seq. Utah Public Officers' and Employees' Ethics Act](#)

326.5 RELATED USU POLICIES

- [USU Policy 311: Setting Expectations and Managing Performance](#)
- [USU Policy 319: Employee Privacy and Confidentiality](#)
- [USU Policy 321: Respectful Workplace](#)
- [USU Policy 399: Termination of Exempt and Non-exempt Staff](#)

326.6 DEFINITIONS

6.1 Abuse of Authority

An arbitrary or capricious exercise of power that either a) adversely affects the employment rights of another, or b) results in personal gain to the person exercising the authority or to another person.

6.2 Complaint

A formal verbal, written, or otherwise communicated report of improper conduct.

6.3 Employee

For purposes of this policy only, any faculty, staff, undergraduate or graduate student employees, consultants, contractors, or any other individual under contract, written or otherwise, to provide paid services for USU.

6.4 Good Faith

An employee acts with both subjective good faith and the objective good faith of a reasonable employee.

6.5 Gross Mismanagement

Action or failure to act by a person, with respect to a person's responsibility, that causes significant harm or risk of harm to the mission of the university that employs, or is managed or controlled by, the person.

6.6 Improper Conduct

Any suspected or actual activity that an employee reasonably believes to be a) a waste or misuse of public funds, property, or workforce; b) a violation or suspected violation of any law; c) Gross Mismanagement; d) Abuse of Authority; or e) Unethical Conduct.

6.7 Reporting Individual

An individual who in Good Faith reports Improper Conduct in a manner contemplated under this policy.

6.8 Retaliatory Action

Any of the following adverse actions taken against an employee because they are a Reporting Individual.

- Dismissal.
- Pay reduction.

- Failure to increase compensation by an amount that the employee was promised or is otherwise entitled to.
- Failure to promote if the employee would have otherwise been promoted.
- Threatening to take any of the listed retaliatory actions.

6.9 Unethical Conduct

Conduct that violates a provision of the Utah Public Officers' and Employees' Ethics Act.

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

- USU Procedure 326-PR1, Whistleblower Retaliation Grievance

Guidance

- Addressing Suspected Misconduct and Noncompliance, Office of University Compliance, available at <https://www.usu.edu/compliance/non-compliance-reporting>
- Misconduct & Noncompliance Reporting, Office of University Compliance, available at <https://www.usu.edu/compliance/misconduct-response-offices>
- USU Compliance Matrix, Office of University Compliance, available at <https://www.usu.edu/compliance/matrix>

Related Forms and Tools

- [USU Ethics reporting form](#)

Contacts

- Chief Compliance Officer
University Ethics & Compliance
(435) 797-8305
www.usu.edu/compliance

POLICY HISTORY

Original issue date: Pending

Last review date:

Next scheduled review date: YYYY/MM/DD

Previous revision dates: N/A

PROCEDURE 326-PR1 Whistleblower Retaliation Grievance

Associated Policy: 326 Reporting Improper Conduct and Retaliation

Effective Date: Pending

Latest Revision: September 28, 2023

Category: Personnel Policies, General

PURPOSE

This procedure implements the specific requirements for filing a complaint of retaliation under the Utah Protections of Public Employees Act (UPPEA), and USU Policy 326, "Reporting Improper Conduct and Retaliation." This Procedure applies to complaints of Retaliatory Action based on an Employee's Good Faith report of Improper Conduct or other activities protected by USU Policy 326. Processes addressing other types of retaliation are addressed in other policies and regulations, such as USU Policies [305: Discrimination based on Protected Characteristics](#) and [339: Title IX Sexual Misconduct in an Employment or Education Program or Activity](#) and [USU's Research Misconduct Procedures](#).

All provisions set forth in USU Policy 326 are incorporated to this Procedure. All terms used in this procedure shall have the same meaning defined by USU Policy 326.

PROCEDURES

A. Specific Requirements for Reports of Retaliatory Actions

An Employee who believes that USU (namely, a Supervisory Employee on the University's behalf) has taken a prohibited Retaliatory Action against them for engaging in activity protected by USU Policy 326 may file a written Complaint with USU Legal Affairs by using USU's [ethics reporting form](#).

The report must include all relevant information available to the reporting employee that supports the allegations raised in the complaint of Retaliation, including the date, time, and location of the alleged Retaliatory Action, the individual(s) involved and/or responsible, the nature of the complaint, and the desired remedy.

A Complaint must be filed no later than sixty (60) calendar days after the alleged Retaliatory Action. Filing of a Complaint after the established sixty (60) calendar day deadline may result in the immediate dismissal of the Complaint.

B. Administrative Leave

Consistent with existing practices, the supervisor of the individual alleged to have engaged in Retaliatory Action, in cooperation with Human Resources, will evaluate whether administrative leave/suspension with pay is necessary to stop or prevent retaliation or to protect the complaint resolution process described in these procedures.

C. Formation of Independent Personnel Board

Upon receipt of a timely filed Retaliation Complaint, the USU Office of Legal Affairs shall, within five (5) calendar days, empanel an Independent Personnel Board.

The Independent Personnel Board will be comprised of three (3) individuals and will not include:

1. individuals in the same department as the Complaining Party,
2. the Complaining Party's supervisor, or
3. an individual who has a conflict of interest related to the Complaining Employee, the Responding Supervisor, or the subject matter of the Complaint.

D. Notice to Parties

Upon empanelment of the Independent Personnel Board, the USU Office of Legal Affairs shall provide notice to the Complaining Employee and the Responding Supervisor (collectively, the "Parties") that a Complaint has been received according to this procedure. This notice shall include the names and identities of the individuals empaneled to the Independent Personnel Board and will include a copy of USU Policy 326, this procedure, and the Utah Protection of Public Employees Act.

E. Objections to the Independent Personnel Board

The Parties may, within five (5) calendar days, submit a written objection related to the makeup and statutory definition of the Independent Personnel Board. Failure to submit a timely objection will be construed as a waiver of such right.

If a member of the Independent Personnel Board is disqualified after an objection, the Independent Personnel Board will proceed with the remaining members available. If, however, fewer than two (2) members remain, the USU Office of Legal Affairs may appoint additional member(s) consistent with Section C of this procedure.

F. Dismissal for Lack of Jurisdiction

If the Responding Supervisor believes the Employee's Complaint does not plausibly establish that they 1) were in fact a Complaining Party, and 2) suffered a Retaliatory Action, the Responding Party may challenge the Employee's claim in a written submission to the Independent Personnel Board before the commencement of review process. If the Independent Personnel Board finds by substantial evidence that the Employee has not stated a plausible claim, the Independent Personnel Board may dismiss the Complaint without further review.

Alternatively, if the Independent Personnel Board finds that the complaint is not supported, either because the complainant does not qualify as a Complaining Party or because the action taken against the complainant does not qualify as a Retaliatory Action, but that the complainant may have legitimate cause for relief under other statutes or policies of the university, it may refer the case back to Legal Affairs for further consideration.

G. Document Collection

To the extent reasonably possible, the USU Office of Legal Affairs will collect relevant documents provided by the Complaining Party or otherwise maintained by USU. The USU Office of Legal Affairs will forward the Complaint and any collected documentation to the Independent Personnel Board for their review.

H. Complaint Review and Report and Recommendation by Independent Personnel Board

The Independent Personnel Board shall convene as soon as practicable, but at least within seven (7) calendar days of their receipt to review the Complaint and relevant documentation and, as deemed necessary by the Independent Personnel Board, set a time to interview the Complaining Party, the Responding Supervisor, and any necessary witnesses.

The Responding Supervisor shall bear the burden to prove by substantial evidence that USU's action was justified by reasons unrelated to the Employee's Good Faith actions protected by USU Policy 326.

After the interviews, review of documents and other inquiry deemed necessary by the Board, the Independent Personnel Board shall issue a written recommendation with corresponding facts and reasoning on the following:

1. Whether the Complaining Party engaged in activity protected by USU Policy 326; and
2. Whether the Responding Supervisor took adverse action against the Complaining Party; and
3. Whether the adverse action, if any, was because the Complaining Party engaged in activity protected by USU Policy 326; or
4. Whether the or not the Responding Supervisor has established, by substantial evidence, that their actions were justified by reasons unrelated to the Complaining Party's Good Faith action or belief; and

If the Independent Personnel Board finds that Retaliatory Action has been taken in violation of this Policy, the Independent Personnel Board may recommend remedies as set forth in Policy 326.

I. Final Decision Maker Issues Final Decision

The Independent Personnel Board will issue its written recommendations to the Final Decision Maker with a copy to the Complaining Party and Responding Supervisor within twenty-three (23) calendar days of the Complaining Party filing the Complaint with USU, unless the Complaining Party and the Independent Personnel Board have mutually agreed to a longer period of time not to exceed an additional thirty (30) calendar days.

When possible, the Final Decision Maker shall be the cognizant vice president or dean. If the cognizant vice president or dean has a Conflict of Interest or allegedly engaged in the Retaliatory Action, the president shall assign another vice president or dean to serve as the Final Decision Maker.

The Final Decision Maker may ask clarifying questions of any person(s) involved in the process and review any relevant information, as needed, to reach a final decision.

The Final Decision Maker shall issue a written final decision within seven (7) calendar days of receiving the Independent Personnel Board's recommendations:

1. adopting the recommendations of the Board (in whole or part);
2. rejecting the recommendations of the Board (in whole or part); and
3. and/or making such other findings and conclusions, as necessary for each of the categories listed in Section H. above.

If the Final Decision Maker finds that Retaliatory Action has been taken in violation of this Policy, they should refer the matter to the proper sanctioning authority within USU for the evaluation and imposition of sanctions against a Responding Supervisor found to have violated this Policy.

The Final Decision Maker shall send the written decision to, or make it available for review for, the Complaining Party, Responding Supervisor, and any other university officials that the Final Decision Maker deems necessary to effectuate the decision.

The Final Decision Maker's decision is final and not subject to grievance under other USU policies.

HISTORY

Last revised October 2023, in coordination with modifications made to Policy 326

RESOURCES

Contacts

Chief Compliance Officer
Office of University Ethics and Compliance
www.usu.edu/compliance
(435) 797-8305

DRAFT

8 March 2024

ITEM FOR ACTION

RE: Proposal to Revise a 300 Level Policy

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

EXECUTIVE SUMMARY

The University desires to revise Policy 382 Time and Attendance (formerly Standard Work Hours and Attendance) as shown in the attached documents that include a summary of the changes, redlined version of the policy, and final version of the policy.

Consistent with USU Policy 201, the proposed policy revisions were submitted to Faculty Senate and Staff Employees Association for review and comment; and approved by the Leadership Committee and President.

RECOMMENDATION

The President and the Vice President for Finance and Administrative Services recommend that the Board of Trustees approves the revisions to the presented 300 Level Policy of the Utah State University Policy Manual.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, The University desires to revise Policy 382 Time and Attendance (formerly Standard Work Hours and Attendance) as shown in the attached documents that include a summary of the changes, redlined version of the policy, and final version of the policy; and

WHEREAS, The policy was submitted to Faculty Senate and Staff Employees Association for review and comment; and approved by the Leadership Committee and President; and

WHEREAS, The procedures for revising policies outlined in Section 201 of the University Policy Manual have been followed:

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees approves the revisions to the presented 300 Level Policy of the Utah State University Policy Manual.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Date

Item for Action

RE: Updates to USU Policy 382: Time and Attendance (formerly Standard Work Hours and Attendance)

Key

- **Red** – Is anything that was removed from the current policy
- **Blue** – Anything that was added
- **Black** – Original to Policy that was not changed
- **Dark/Light Green** – Text that was moved within the policy.

Summary of Changes Since First Monthly Leadership Meeting

- **Clarified Passenger Travel Outside of Work Hours-** Clarified time spent as a *nonworking* passenger outside of normal hours is not compensable. Passengers working outside of normal hours are still compensable.
- **Clarified Normal Office Hours-** Provided a clarification that deviations from normal work hours are permissible when doing so is in the best interest of the university and the employee based on the nature of the role and the individuals served (e.g., police, event services, faculty, etc.).

Summary of Changes

- **Reformatted and Retitle Policy-** Reformatted content to align with new policy format including adding Purpose and Scope. Retitled to Time and Attendance which is more common name for such policies.
- **Clarified Standard Work Week-** Better defined payroll work week definition. Also clarified federal requirement that any deviation from standard payroll week must be approved and documented by HR for audit purposes.
- **Updated Time Reporting Section-** Updated to reflect current practices of non-benefited employees reporting time weekly. Deleted requirement that time records must be kept at the department/unit level now that we use automated systems.
- **Clarified Discipline Related to Attendance-** Clarified that USU uses progressive discipline and referenced [Policy 311: Setting Expectations and Managing Performance](#).
- **Broadened Break and Meal Period Language-** Expanded break options to all employees, not just non-exempt. Expanded language around not using breaks to offset arrival or departure times and that working through break does not grant any additional compensation. Clarified unpaid meal period language and supervisory expectations to minimize requirements for employees to work through meal period, but if they do, then nonexempt employees must be paid for that time.
- **Revamped Travel Time Section-** Rewrote this section to simplify and summarize by type of travel time to make it more understandable for employees and supervisors who are trying to understand when travel time must be paid and when is it non-compensable.
 - *Travel to and from the worksite:* Time spent commuting to and from work is not compensable.
 - *Travel during the workday:* Time spent by an employee traveling as part of their regular job duties, such as travel from jobsite to jobsite during the workday, is work time and is compensable.
 - *Travel for a one-day assignment in another city:* An employee who is given a one-day out-of-town assignment and returns home the same day will be paid for the time spend traveling to and from the other city, except for the time the employee would have normally spent commuting to and from the regular worksite.
 - *Overnight travel (during normal work hours):* Travel time that takes place within normal work hours, regardless of the day of the week, is treated as work hours and is compensable.
 - *Overnight travel (outside of normal work hours):* Time spent as a driver outside of normal work hours is compensable. Time spent as a passenger outside of normal hours is not compensable.
 - *Travel between time zones:* When an employee travels between time zones, the time zone associated with the point of departure should be used to determine whether the travel falls within normal work hours.
- **Clarified Employee Responsibilities-** Updated language so employees provide notice to supervisors when not able to report to work as scheduled.
- **Clarified HR Responsibilities-** Clarified HR provides training and systems so time can be accurately reported and approved.

University Policy 382: Time and Attendance

Category: Human Resources

Subcategory: Compensation

Covered Individuals: All Employees

Responsible Executive: Vice President for Finance and Administrative Services

Policy Custodian: Office of Human Resources, Associate Vice President of Human Resources

Last Revised: 2024/03/08

Previous USU Policy Number: N/A

382.1 PURPOSE AND SCOPE

This policy establishes recording hours worked, absenteeism and tardiness, flexible time scheduling, meal and rest periods, holiday work, and travel-time payment. Adherence to this policy is essential to legal compliance and to the efficient operation of the university.

382.2 POLICY

2.1 Standard Work Week and Hours

The standard work week for payroll purposes begins at 12:01 a.m. Saturday and ends at midnight the following Friday. USU may change employees' work hours to ensure smooth and continuous operations. Any deviations from the standard work week must be approved by and documented in the Office of Human Resources in accordance with federal Department of Labor requirements.

The standard work schedule for most full-time university employees is a 40-hour week consisting of five (5), 8-hour days. Normal work hours are 8:00 a.m. to 5:00 p.m., Monday through Friday, with one hour for lunch each day. Deviations from normal work hours are permissible when doing so is in the best interest of the university and the employee based on the nature of the role and the individuals served (e.g., police, event services, faculty, etc.). Expectations for schedules should be clearly explained by the supervisor to the employee and appropriately set (USU [Policy 311: Setting Expectations and Managing Performance](#) and USU [Policy 403: Academic Freedom and Professional Responsibility](#)). Part-time employee hours are based on a schedule determined by the supervisor and employee to meet the needs of the department.

Overtime should be approved in advance and kept to a minimum (see USU [Policy 378: Overtime](#)).

2.2 Recording Work Hours

The Fair Labor Standards Act (FLSA) requires that complete and accurate time records be kept for three (3) years for all non-exempt employees, including hourly, non-benefit eligible employees. Hours worked by these employees must be recorded by the employee, approved by the department head/supervisor, and reported weekly. USU provides and requires a time keeping method that ensures employees and supervisors accurately account for and document time worked.

2.3 Absenteeism and Tardiness

Regular attendance and punctuality are part of each employee's job responsibility. Employees are expected to be at work on time every scheduled day. When circumstances occur that prevent an employee from working as scheduled (e.g., illness or accident), the supervisor should be notified as soon

as possible.

Patterns of excessive unauthorized and/or inappropriate absence and/or tardiness may lead to progressive disciplinary action up to and including termination (see [USU Policy 311](#)).

Failure to report for work for three (3) consecutive days without notice may result in termination for job abandonment. Such termination is considered to be voluntary. If the failure to report is due to circumstances beyond the employee's control, the employee may be considered for reinstatement, depending on the circumstances.

2.4 Meal and Rest Periods

USU provides employees with meal and rest periods. Employees may take up to a 15-minute paid rest period within each 4-hour work period. These paid rest periods are not cumulative and should not be taken at the beginning or the end of the work day to offset arrival or departure times. Employees who work through their rest periods will not be paid additional compensation.

An unpaid meal period of 30 to 60 minutes must be taken by non-exempt employees who work more than five (5) hours in a day. Meal periods are not counted toward hours worked. If a non-exempt employee is required by their supervisor to perform any work duties while on their meal period, the employee will be paid for that time. Requirements by supervisors to work through a meal period should be infrequent and only required when truly necessary.

2.5 Flexible Hours

USU encourages flexible work arrangements to facilitate customer service during peak periods, allow for effective supervision, encourage use of public transportation, accommodate employee needs (e.g., child care), and expand job opportunities to individuals who may be denied access due to restricted time requirements.

University departments may choose a flexible work approach that best fits the department's needs and USU requirements. Flexible scheduling does not affect overtime policies for non-exempt employees, as provided by the FLSA. All variations in scheduling must be approved by the supervisor.

2.6 Holidays and Holiday Scheduling

Benefit-eligible staff are paid for USU designated holidays. For work scheduled on a holiday, employees will report as directed. See USU [Policy 353: Holidays with Pay](#) and USU [Policy 378: Overtime](#).

2.7 Travel Time

Employees in positions classified as non-exempt (overtime eligible) under the Fair Labor Standards Act may be eligible for compensation for time spent traveling. The compensation an employee receives depends on the type of travel and whether the travel time takes place within normal work hours (see Section 2.1). Employees with variable work hours will have their normal work hours defined by their supervisor prior to travel, based on a review of time records over the previous month.

"Travel time" is defined according to the type of travel involved, as shown below.

- *Travel to and from the worksite:* Time spent commuting to and from work is not compensable.
- *Travel during the workday:* Time spent by an employee traveling as part of their regular job duties, such as travel from jobsite to jobsite during the workday, is work time and is compensable.
- *Travel for a one-day assignment in another city:* An employee who is given a one-day out-of-town assignment and returns home the same day will be paid for the time spent traveling to and from the other city, except for the time the employee would have normally spent commuting to and from the regular worksite.
- *Overnight travel (during normal work hours):* Travel time that takes place within normal work hours, regardless of the day of the week, is treated as work hours and is compensable.

- *Overnight travel (outside of normal work hours)*: Time spent as a driver outside of normal work hours is compensable. Time spent as a nonworking passenger outside of normal hours is not compensable.
- *Travel between time zones*: When an employee travels between time zones, the time zone associated with the point of departure should be used to determine whether the travel falls within normal work hours.

Meal periods should be deducted from all travel time. (See section 2.4)

If an employee requests a specific travel itinerary or mode of transportation that is different from the one authorized by USU, only the estimated travel time associated with the itinerary and mode of transportation that has been authorized will be eligible for compensation. For example, if an employee drives a car as a matter of personal preference when an authorized flight or other travel mode is available, and the travel time by car would exceed that of the authorized mode, only the estimated travel time associated with the authorized mode will be compensated.

382.3 RESPONSIBILITIES

3.1 Employees

Report to work as scheduled and on time, or provide notice to supervisor when such will not be achievable. Accurately record work hours and any travel time. Balance university and personal needs when requesting flexible work schedules.

3.2 Supervisors

Approve hours worked and ensure they are reported at least monthly. Ensure that employees comply with applicable laws and policies on work hours, travel time, and meal and rest periods. Ensure that employees comply with established procedures for recording hours worked, absenteeism, tardiness, and flexible schedules.

3.3 Office of Human Resources

Provide training to supervisors on established employee procedures for recording hours worked, absenteeism, tardiness, and flexible schedules. Provide systems for employees to report work time and for supervisors to approve work time.

382.4 REFERENCES

- N/A

382.5 RELATED USU POLICIES

- USU [Policy 311: Setting Expectations and Managing Performance](#)
- USU [Policy 353: Holidays with Pay](#)
- USU [Policy 378: Overtime](#)
- USU [Policy 403: Academic Freedom and Professional Responsibility](#)

382.6 DEFINITIONS

6.1 Non-exempt, Hourly, and Non-benefit eligible Employee

An individual who is covered by the Federal Government's Fair Labor Standards Act (FLSA) and must be compensated at one and one-half times the regular rate for work hours exceeding 40 in a work week.

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

- N/A

Guidance

- N/A

Related Forms and Tools

- N/A

Contacts

- N/A

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2024/03/08

Next scheduled review date: N/A

Previous revision dates: 2006/12/01

University Policy 382: ~~Standard Work Hours~~ Time and Attendance

Category: Human Resources

Subcategory: Compensation

Covered Individuals: All Employees

Responsible Executive: Vice President for Finance and Administrative Services

Policy Custodian: Office of Human Resources, Associate Vice President of Human Resources

Last Revised: 2024/MM/DD

Previous USU Policy Number: N/A



POLICY MANUAL

EMPLOYMENT

~~Number 382~~

~~Subject: Standard Work Hours and Attendance~~

~~Covered Employees: Non-exempt and Hourly/Non-benefited Employees Date of~~

~~Origin: January 24, 1997~~

~~Revision Date: December 1, 2006~~

382.1 PURPOSE AND SCOPE

382.1 DEFINITIONS

Non-exempt and Hourly/Non-benefited Employee

An individual who is covered by the Federal Government's Fair Labor Standards Act (FLSA) and must be compensated at one and one-half times the regular rate for hours exceeding 40 in a work week.

382.2 POLICY

This policy establishes ~~basic hours of work~~, recording hours worked, absenteeism and tardiness, flexible time scheduling, meal and rest periods, holiday work, and travel ~~time~~ payment ~~guidelines for non-exempt and hourly/non-benefited employees~~. Adherence to this policy is essential to legal compliance and to the efficient operation of the Uiversity.

382.2 POLICY

2.1 Standard Work Week and Hours

The standard work week for payroll purposes begins at 12:01 a.m. Saturday and ends at midnight the following Friday. The University USU may change employees' work hours to ensure smooth and continuous operations. Any deviations from the standard work week must be approved by and documented in the Office of Human Resources in accordance with federal Department of Labor requirements.

The standard work schedule for most full-time University employees is a 40-hour week consisting of five (5), 8-hour days. Normal work hours are 8:00 a.m. to 5:00 p.m., Monday through Friday, with one hour for lunch each day. Deviations from normal work hours are permissible when doing so is in the best interest of the university and the employee based on the nature of the role and the individuals served (e.g., police, event services, faculty, etc.). Expectations for schedules should be clearly explained by the supervisor to the employee and appropriately set (USU Policy 311: Setting Expectations and Managing Performance and USU Policy 403: Academic Freedom and Professional Responsibility). Part-time employee hours are based on a schedule determined by the supervisor and employee to meet the needs of the department.

Overtime should be ~~avoided except in extreme or unusual conditions and then should be~~ approved in advance and kept to a minimum (see USU Policy 378: Overtime).

2.2 Recording Work Hours

The Fair Labor Standards Act (FLSA) requires that complete and accurate time records be kept for three (3) years for all non-exempt employees, including hourly, non-benefit eligible employees. Hours worked by ~~all hourly/non-benefited employees, and non-exempt~~ these employees in variable-hour positions must be recorded by the employee, approved by the department head/supervisor, and reported ~~monthly-weekly~~ using the University's electronic payment system. ~~The FLSA requires that complete and accurate time records be kept for all non-exempt employees for three years.~~ USU provides and requires a time keeping method that ~~allows-ensures~~ employees and supervisors ~~to sign accurately account for and document time worked.~~ ~~each monthly time sheet/card. Each time record must be stored at the department/unit level.~~

2.3 Absenteeism and Tardiness

Regular attendance and punctuality are part of each employee's job responsibility. Employees are expected to be at work on time every scheduled day. When ~~circumstances occur that unexpected illness or accident~~ prevents an employee from ~~doing this~~ working as scheduled (e.g., illness or accident), the supervisor should be notified as soon as possible.

Patterns of excessive unauthorized and/or inappropriate absence and/or tardiness may lead to ~~a verbal warning~~ progressive disciplinary action up to and including termination (see USU Policy 311). ~~Each incident thereafter may lead to more severe discipline, including possible termination.~~

Failure to report for work for three (3) consecutive days without notice may result in termination for job abandonment. Such termination is considered to be voluntary. If the failure to report is due to circumstances beyond the employee's control, the employee may be considered for reinstatement, depending on the circumstances.

2.4 Meal and Rest Periods

USU provides employees with meal and rest periods. ~~Non-exempt e~~ Employees may take up to a 15--minutes' ~~worth of paid~~ rest periods within each 4--hour work period. These ~~paid~~ rest periods are not cumulative and should not be taken at the beginning or the end of the work day ~~to offset arrival or departure times.~~ Employees who work through their rest periods will not be paid additional compensation.

An unpaid meal period of 30 to 60 minutes ~~will be provided~~ must be taken by ~~to~~ non-exempt employees who work more than five (5) hours in a day. ~~Meal periods are not counted toward hours worked.~~ If a non-exempt employee is required, ~~by their supervisor or chooses,~~ to perform any work duties while on their meal period, ~~remain at his/her work station, and performs any work effort,~~ the employee will be ~~it is~~ considered paid work for that time. ~~USU encourages employees to leave their work station during meal and rest periods.~~ Requirements by supervisors to work through a meal period should be infrequent and only required when truly necessary.

2.5 Flexible Hours

~~The University~~USU encourages flexible work arrangements to facilitate customer service during peak periods, allow for effective supervision, encourage use of public transportation, accommodate employee needs (e.g., child care), and expand job opportunities to individuals who may be denied access due to restricted time requirements.

University departments may choose a flexible work approach that best fits the department's needs and ~~University~~ USU requirements. Flexible scheduling does not affect overtime policies for non-exempt employees, as provided by the FLSA.

~~The maximum scheduled hours in a work week is 40, and may be fewer for persons assigned to less than full-time work. The total number of hours worked during the designated work week is governed by University policy, requirements of individual departments, and the FLSA. All variations in scheduling must be approved by the department head/supervisor.~~

2.6 Holidays and Holiday Scheduling

~~Benefit-eligible staff are paid for~~ USU ~~The University observes specific designated~~ holidays ~~each year.~~ For work scheduled on a holiday, employees will report as directed. ~~Benefited staff are eligible for paid holidays. If a non-exempt employee works 33-40 hours in a week that includes a holiday, that time is paid as straight time. However, if that employee works more than 40 hours in a week that includes a holiday, those hours are paid at one and one-half times the regular rate. See USU Policy 353: Holidays with Pay and Policy 378: Overtime.~~

2.7 Travel Hours/Time

~~The Portal-to-Portal Act specifically excludes from compensatory time, all time that is spent "walking, riding or traveling to and from the actual place of performance of the principal activity" of an employee and time spent in "activities which are preliminary or postliminary" to the principal activity. Travel time at the beginning or end of the workday, therefore, is not compensable.~~

~~The key to identifying whether travel time during the work day is compensable is determining whether the employee is engaged in travel as part of the employer's principal activity. In the event of out-of-town travel, the Department of Labor (DOL) specifically permits the employer to exclude the travel time between the employee's home and the "common carrier" entity (i.e., airport) as "home-to-work" travel time. Employees in positions classified as non-exempt (overtime eligible) under the Fair Labor Standards Act may be eligible for compensation for time spent traveling. The compensation an employee receives depends on the type of travel and whether the travel time takes place within normal work hours (see Section 2.1).~~

Employees with variable work hours will have their normal work hours defined by their supervisor prior to travel, based on a review of time records over the previous month.

"Travel time" is defined according to the type of travel involved, as shown below.

- *Travel to and from the worksite:* Time spent commuting to and from work is not compensable.
- *Travel during the workday:* Time spent by an employee traveling as part of their regular job duties, such as travel from jobsite to jobsite during the workday, is work time and is compensable.
- *Travel for a one-day assignment in another city:* An employee who is given a one-day out-of-town

assignment and returns home the same day will be paid for the time spent traveling to and from the other city, except for the time the employee would have normally spent commuting to and from the regular worksite.

- *Overnight travel (during normal work hours):* Travel time that takes place within normal work hours, regardless of the day of the week, is treated as work hours and is compensable.
- *Overnight travel (outside of normal work hours):* Time spent as a driver outside of normal work hours is compensable. Time spent as a nonworking passenger outside of normal hours is not compensable.
- *Travel between time zones:* When an employee travels between time zones, the time zone associated with the point of departure should be used to determine whether the travel falls within normal work hours.

Meal periods should be deducted from all travel time. (See section 2.4)

If an employee requests a specific travel itinerary or mode of transportation that is different from the one authorized by USU, only the estimated travel time associated with the itinerary and mode of transportation that has been authorized will be eligible for compensation. For example, if an employee drives a car as a matter of personal preference when an authorized flight or other travel mode is available, and the travel time by car would exceed that of the authorized mode, only the estimated travel time associated with the authorized mode will be compensated.

~~The DOL regulations provide that travel time is compensable work time when it occurs during the employee's regular working hours, whether the employee actually performs work or not, since the employee is simply substituting travel for other work duties. DOL does not count as working time overnight travel that occurs outside of regular working hours as a passenger in a vehicle and where the employee is free to relax. Of course, employees who perform work while traveling must be compensated. If an employee is required to drive or required to ride as an "assistant or helper" in an automobile, the employee must be compensated for the travel time, except when the employee is on a bona fide meal break or is provided sleeping facilities. If an employee is offered the option of public transportation but chooses to drive, the employer may count as hours worked either the time spent driving or the time that would have had to be counted if public transportation had been taken. If the travel is overnight and done outside work hours, the travel time is not compensable~~

382.3 RESPONSIBILITIES

3.31 Employees

Report to work as scheduled and on time, or provide notice to supervisor when such will not be achievable. Responsible for regular attendance and punctuality. Also responsible for accurately recording work hours and any travel time. Cooperating with balancing University and personal needs when establishing requesting flexible work schedules.

3.21 Department Head, Supervisors, and the Office of Human Resources

Department heads and supervisors are responsible for approving hours worked and ensure they are reported at least monthly. Responsible for ensuring that the University employees comply with applicable legislation-laws and policies on work hours, travel time, and meal and rest periods. Ensure and that employees comply with established procedures for recording hours worked, absenteeism, tardiness, and flexible schedules.

~~Department heads and supervisors are responsible for approving hours worked and reporting them monthly.~~

3.23 Office of Human Resources

Provide training to supervisors on established employee procedures for recording hours worked, absenteeism, tardiness, and flexible schedules. Provide systems for employees to report work time and for supervisors to approve work time.

3.3 Employees

~~Responsible for regular attendance and punctuality. Also responsible for accurately recording work hours and cooperating with balancing University and personal needs when establishing flexible work schedules.~~

382.4 REFERENCES

- N/A

382.5 RELATED USU POLICIES

- USU Policy 311: Setting Expectations and Managing Performance
- USU Policy 353: Holidays with Pay
- USU Policy 378: Overtime
- USU Policy 403: Academic Freedom and Professional Responsibility

382.16 DEFINITIONS

6.1 Non-exempt, and Hourly, /and Non-benefited eligible Employee

An individual who is covered by the Federal Government's Fair Labor Standards Act (FLSA) and must be compensated at one and one-half times the regular rate for [work](#) hours exceeding 40 in a work week.

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

- N/A

Guidance

- N/A

Related Forms and Tools

- N/A

Contacts

- N/A

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2024/MM/DD

Next scheduled review date: N/A

Previous revision dates: 2006/12/01

ITEM FOR ACTION

RE: Report of Investments for September 2023

The Report of Investments for September 2023 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 September 2023 and comparative year-to-date totals for FY 2023-2024 and FY 2022-2023; investment portfolios at 30 September 2023; and Summary of Total Investment Returns for the quarter ended 30 September 2023 and year-to date 01 July 2023 to 30 September 2023.

CASH MANAGEMENT INVESTMENT POOL

The average daily fair value invested during September 2023 was \$623,109,583, up \$42,282,998 over August 2023. Total investment loss was \$2,601,032, down \$4,878,672 from August 2023, reflecting the increase in the amount available for investing and a decrease in total investment return. The annualized total investment return was -5.01%, down 9.72% from August 2023.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$589,678,007, up \$34,229,244 (6.16%) over FY 2022-2023. Total interest income for FY 2023-2024 amounted to \$5,695,313, up \$2,773,276 (94.91%) over FY 2022-2023, reflecting an increase in the amount available for investing and an increase in interest rates.

The total amount invested at 30 September 2023 was \$581,473,544, up \$44,893,405 (8.37%) over 30 September 2022. Unrealized losses at 30 September 2023 were \$50,858,800.

ENDOWMENT POOL

The average daily fair value invested during September 2023 was \$265,028,870, down \$3,089,047 from August 2023. Interest and dividend income of \$385,316 plus net realized gains of \$898,399 totaled \$1,283,715 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$266,569,774, up \$10,879,523 (4.25%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$3,328,115, up \$2,341,977 (237.49%) over FY 2022-2023. This increase resulted from \$157,491 less in interest and dividends and \$2,499,468 more in net realized gains during FY 2023-2024.

The total amount invested at 30 September 2023 was \$263,128,654, up \$18,320,668 (7.48%) over 30 September 2022. Unrealized gains at 30 September 2023 were \$43,262,132.

OTHER INVESTMENTS

The average daily fair value invested during September 2023 was \$271,527,678, down \$5,252,607 from August 2023. Interest and dividend income of \$1,028,008 plus net realized gains of \$141,084 totaled \$1,169,092 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$274,913,092, up \$13,365,420 (5.11%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$3,071,931, up \$813,409 (36.02%) over FY 2022-2023. This increase resulted from \$841,323 more in interest and dividend income and \$27,914 less in net realized gains during FY 2023-2024.

The total amount invested at 30 September 2023 was \$266,754,172, up \$15,618,045 (6.22%) over 30 September 2022. Unrealized gains at 30 September 2023 were \$4,601,948.

ENDOWMENT TRUSTS

The average daily fair value invested during September 2023 was \$5,853,805, down \$165,629 from August 2023. Interest and dividend income of \$26,482 plus net realized gains of \$30,493 totaled \$56,975 in realized gains for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$6,010,183, down \$232,190 (3.72%) from FY 2022-2023. Total realized income for FY 2023-2024 was \$50,730, up \$67,934 (394.87%) over FY 2022-2023. This increase resulted from \$7,385 more in interest and dividend income and \$60,549 less in net realized losses during FY 2023-2024.

The total amount invested at 30 September 2023 was \$5,763,379, up \$90,728 (1.60%) over 30 September 2022. Unrealized losses at 30 September 2023 were \$173,844.

PLANT FUND TRUSTS

The average daily fair value invested during September 2023 was \$100,261,291, up \$30,131 over August 2023. Interest income totaled \$447,531 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$100,086,630, up \$63,977,616 (177.18%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$1,331,017, up \$1,143,333 (609.18%) over FY 2022-2023. This increase reflects the increased amount available for investing and an increase in the rate of return.

The total amount invested at 30 September 2023 was \$100,743,810, up \$63,751,371 (172.34%) over 30 September 2022. There were no realized gains at 30 September 2023.

SUMMARY OF INVESTMENT TRANSACTIONS

The University's average daily fair value invested for the month of September was \$1,175,813,951. Purchases totaled \$57,085,244 and sales totaled \$38,390,032. From this activity the University realized net gains of \$1,069,976 and earnings of \$3,691,165.

SUMMARY OF INVESTMENT RETURNS

The Endowment Pool composite benchmark is established based on the asset allocation of the Endowment Pool. At 30 September 2023 the Endowment Pool asset allocation was 1.23% cash, 17.57% fixed income, 81.20% equities. The benchmarks used include the Barclay's Capital U.S. Aggregate Bond Index, MSCI ACWIXUS, and the Russell 3000 index. The composite benchmark for the Endowment Pool at 30 September 2023 was 9.88%.

The Endowment Pool trailing 12-month rate of return was 10.43% at 30 September 2023. The Endowment Pool outperformed its benchmark by 55 bp year-to-date at 30 September 2023.

The Cash Management Investment Pool trailing 12-month rate of return was 3.0% at 30 September 2023. The benchmark for the Cash Management Investment Pool is the Utah Public Treasurers' Investment Fund (PTIF). The PTIF fiscal year-to-date annualized rate of return was 5.82% at 30 September 2023. The Cash Management Investment Pool underperformed its benchmark by 282 bp year-to-date at 30 September 2023.

ENDOWMENT FUNDS

The fair value of invested endowment funds at 30 September 2023 was \$543.1 million, down \$17.4 million (3.10%) from 30 June 2023. This decrease includes the change in fair value and new gifts received through 30 September 2023.

Year-to-date, the endowment funds have decreased \$17.4 million (3.10%) from 30 June 2023.

Endowment funds are currently invested 48.06% in the Endowment Pool, 17.81% in the Cash Management Investment Pool, 1.06% in the various Endowment Trusts and 33.07% in Other Investments.

RECOMMENDATION

The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Report of Investments for September 2023.

**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 September 2023 to 30 September 2023 and comparative year-to-date totals for the periods 1 July 2023 to 30 September 2023 and 1 July 2022 to 30 September 2022; 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 September 2023 to 30 September 2023 and comparative year-to-date totals for the periods 1 July 2023 to 30 September 2023 and 1 July 2022 to 30 September 2022;

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 September 2023.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date




UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
SEPTEMBER 2023

The following schedules (A through G) 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

2/14/2024
Date


David T. Cowley
Vice President
for Finance and Administrative Services

2/14/24
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 2023	\$520,975,134	\$11,654,830	\$2,735,924	(\$2,233,655)	\$527,660,385	\$565,097,854	\$1,654,830	\$14,975	\$1,639,855
Aug 2023	527,660,385	45,104,528	7,941,804	342,484	565,165,593	580,826,585	1,935,156	(15)	1,935,171
Sep 2023	565,165,593	30,123,074	9,108,764	(4,706,359)	581,473,544	623,109,583	2,105,327	(40)	2,105,367
Oct 2023									
Nov 2023									
Dec 2023									
Jan 2024									
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									

Comparative Totals:

Year-to-date									
FY 2023-24	\$520,975,134	\$86,882,432	\$19,786,492	(\$6,597,530)	\$581,473,544	\$589,678,007	\$5,695,313	\$14,920	\$5,680,393
FY 2022-23	492,148,729	100,784,154	40,745,215	(15,607,529)	536,580,139	555,448,763	2,922,037	8,039	2,913,998
Amt Change					44,893,405	34,229,244	2,773,276	6,881	2,766,395
% Change					8.37%	6.16%	94.91%	85.60%	94.93%

Note: The Cash Management Investment Pool includes cash of all funds over estimated daily operating requirements.

UTAH STATE UNIVERSITY
CASH MANAGEMENT INVESTMENT POOL PORTFOLIO
30 September 2023

Schedule A-1-A
Page 1 of 4

Description	Coupon Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Money Market						
Bank of Utah - Public Treasurer Acct	5.6200%			\$19,100,000	\$19,100,000	\$0
Cache Valley Bank	5.3514%			17,100,000	17,100,000	0
				<u>36,200,000</u>	<u>36,200,000</u>	<u>0</u>
Public Treasurers' Investment Fund						
Utah Public Treasurers' Investment Fund	5.3564%			12,100,000	12,100,000	0
				<u>12,100,000</u>	<u>12,100,000</u>	<u>0</u>
Commercial Paper and Corporate Notes						
Fixed Rate						
Credit Suisse	3.950%	07/18/22	10/18/23	10,000,000	9,983,536	(16,464)
Citigroup	5.500%	10/31/22	10/31/23	7,000,000	6,949,580	(50,420)
Toronto Dominion Bank	4.050%	08/15/22	11/15/23	10,000,000	9,973,157	(26,843)
Royal Bank of Canada	4.000%	08/30/22	11/30/23	8,000,000	7,969,350	(30,650)
JP Morgan	4.000%	09/14/22	12/14/23	5,000,000	4,949,008	(50,992)
Royal Bank of Canada	4.050%	09/14/22	12/14/23	7,000,000	6,977,533	(22,467)
JP Morgan	4.250%	09/19/22	12/19/23	7,000,000	6,971,720	(28,280)
Bank of Nova Scotia	4.400%	09/30/22	12/30/23	7,000,000	6,962,626	(37,374)
Wells Fargo & Co	3.7500%	11/07/22	01/24/24	4,909,700	4,963,785	54,085
Toronto Dominion Bank	5.2000%	10/31/22	01/31/24	7,000,000	6,969,173	(30,827)
Barclays Bank	5.3500%	01/20/23	02/12/24	5,000,000	4,947,014	(52,986)
Canadian Imperial Bank	5.1500%	01/17/23	02/20/24	7,000,000	6,927,781	(72,219)
Toronto Dominion Bank	5.3500%	01/18/23	04/18/24	5,000,000	4,970,610	(29,390)
Morgan Stanley	3.7000%	09/07/23	10/23/24	7,025,996	7,020,175	(5,821)
Floater Rate						
Athene Global	6.2730%	07/29/21	01/08/24	2,952,000	2,946,042	(5,958)
Athene Global	6.2730%	02/17/22	01/08/24	12,265,000	12,240,246	(24,754)
Invesco	4.0000%	05/09/23	01/30/24	6,927,340	6,949,045	21,705
Comcast	6.2000%	02/07/22	04/15/24	7,000,000	7,019,892	19,892
Banco Santander	5.7420%	01/12/23	06/30/24	11,737,800	11,977,441	239,641
Commonwealth Bank of Australia	2.8170%	08/21/23	07/30/24	4,859,600	4,851,500	(8,100)

UTAH STATE UNIVERSITY
CASH MANAGEMENT INVESTMENT POOL PORTFOLIO
30 September 2023

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Description	Coupon Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Floater Rate (continued)						
Citigroup	6.0000%	07/20/23	08/20/24	\$10,000,000	\$9,962,417	(\$37,583)
GA Global Funding Trust	5.8110%	07/14/22	09/13/24	5,833,974	5,918,093	84,119
Athene Global	5.9860%	08/19/22	01/07/25	3,890,560	3,932,185	41,625
JP Morgan	6.3930%	02/10/22	01/10/25	5,000,000	5,009,099	9,099
BPCE	5.8540%	01/14/22	01/14/25	5,000,000	4,979,436	(20,564)
Bank of America	5.9860%	02/08/22	02/04/25	7,000,000	6,992,531	(7,469)
Bank of America	3.4580%	09/18/23	03/15/25	6,916,560	6,907,013	(9,547)
Royal Bank of Canada	6.0000%	05/08/23	03/17/25	4,465,000	4,436,041	(28,959)
GA Global Funding Trust	6.6340%	07/14/22	04/11/25	6,216,606	6,247,034	30,428
Huntington National Bank	6.5100%	07/18/22	05/16/25	6,920,977	6,835,537	(85,440)
JP Morgan	5.8510%	05/09/23	06/01/25	1,846,441	1,854,502	8,061
Truist Financial	5.7120%	01/12/23	06/09/25	6,871,480	6,844,517	(26,963)
Barclays Bank	6.6140%	09/02/22	09/02/25	7,000,000	6,992,171	(7,829)
Barclays Bank	4.5000%	09/15/22	09/15/25	7,000,000	6,996,606	(3,394)
Societe Generale	4.5000%	09/30/22	09/30/25	10,000,000	10,000,000	0
Macquarie	5.9940%	12/23/22	10/14/25	4,893,600	4,972,100	78,500
Bank of America	4.6000%	10/20/22	10/20/25	7,000,000	6,994,098	(5,902)
Standard Chartered	6.2480%	09/07/23	11/23/25	7,097,941	7,072,945	(24,996)
Goldman Sachs	5.7500%	03/17/23	03/17/26	7,000,000	6,896,138	(103,862)
Charles Schwab	5.8420%	08/22/23	05/13/26	6,892,970	6,884,963	(8,007)
Goldman Sachs	6.7960%	08/18/23	05/15/26	8,000,000	8,049,200	49,200
Corporate Bond Premiums / Discounts				653,959	0	(653,959)
				<u>278,177,504</u>	<u>277,295,840</u>	<u>(881,664)</u>
Obligations of U. S. Government						
Federal Home Loan Bank FHLB	2.2500%	02/25/22	02/28/25	5,000,000	4,792,917	(207,083)
Federal Home Loan Bank FHLB	1.3750%	01/26/22	12/26/25	4,975,000	4,593,523	(381,477)
Federal Farm Credit Bank FFCB	1.6000%	01/27/22	01/27/26	5,000,000	4,604,159	(395,841)
Federal Home Loan Mortgage FHLMC	5.2500%	03/20/23	03/20/26	0	0	0
Federal Farm Credit Bank FFCB	1.3900%	12/22/21	06/22/26	7,000,000	6,335,380	(664,620)

UTAH STATE UNIVERSITY
CASH MANAGEMENT INVESTMENT POOL PORTFOLIO
30 September 2023

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Description	Coupon Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Obligations of U. S. Government (continued)						
Federal Home Loan Bank FHLB	1.7500%	02/18/22	02/18/27	\$10,000,000	\$9,197,440	(\$802,560)
Federal Home Loan Bank FHLB	2.0500%	02/25/22	02/25/27	7,000,000	6,333,027	(666,973)
Federal Farm Credit Bank FFCB	1.2500%	07/06/21	07/06/27	7,000,000	6,087,878	(912,122)
Federal Farm Credit Bank FFCB	1.8700%	01/26/22	07/26/27	5,000,000	4,445,102	(554,898)
Federal Home Loan Mortgage FHLMC	5.8750%	08/28/23	08/28/28	7,000,000	6,930,687	(69,313)
Federal Farm Credit Bank FFCB	1.3300%	09/01/21	09/01/28	10,000,000	8,370,766	(1,629,234)
Federal Farm Credit Bank FFCB	2.0000%	01/24/22	01/24/29	7,000,000	5,959,408	(1,040,592)
Federal Farm Credit Bank FFCB	1.0400%	01/25/21	01/25/29	10,000,000	8,079,922	(1,920,078)
Federal Farm Credit Bank FFCB	1.2900%	09/09/21	02/26/29	9,980,000	8,179,339	(1,800,661)
Federal Farm Credit Bank FFCB	1.3700%	09/20/21	03/20/29	10,000,000	8,187,475	(1,812,525)
Federal Farm Credit Bank FFCB	1.4000%	07/27/21	04/26/29	5,000,000	4,092,133	(907,867)
Federal Home Loan Bank FHLB	2.0000%	01/27/22	07/27/29	4,991,250	4,197,519	(793,731)
Federal Farm Credit Bank FFCB	1.2300%	09/10/20	09/10/29	10,000,000	7,977,485	(2,022,515)
Federal Farm Credit Bank FFCB	1.4700%	09/17/21	12/17/29	10,000,000	8,021,322	(1,978,678)
Federal Farm Credit Bank FFCB	1.8300%	10/26/21	04/25/30	6,986,000	5,682,866	(1,303,134)
Federal Farm Credit Bank FFCB	1.2500%	09/03/20	06/03/30	10,000,000	7,774,658	(2,225,342)
Federal Home Loan Mortgage FHLMC	1.2500%	09/10/20	06/10/30	4,500,000	3,496,286	(1,003,714)
Federal Farm Credit Bank FFCB	1.5500%	08/10/21	07/26/30	9,995,000	7,945,313	(2,049,687)
Federal Farm Credit Bank FFCB	1.2300%	01/22/21	07/29/30	10,562,000	8,197,184	(2,364,816)
Farmer Mac FAMCA	1.2700%	08/19/20	08/19/30	6,500,000	5,022,040	(1,477,960)
Federal Home Loan Bank FHLB	1.2200%	08/26/20	08/26/30	8,000,000	6,153,870	(1,846,130)
Federal Farm Credit Bank FFCB	1.2400%	09/03/20	09/03/30	7,000,000	5,381,295	(1,618,705)
Farmer Mac FAMCA	1.3500%	09/09/20	09/09/30	10,000,000	7,745,640	(2,254,360)
Federal Home Loan Bank FHLB	2.1800%	01/25/22	09/25/30	5,000,000	4,100,706	(899,294)
Farmer Mac FAMCA	1.2900%	01/15/21	01/15/31	10,265,767	7,826,272	(2,439,495)
Federal Home Loan Bank FHLB	0.7500%	01/27/21	01/27/31	9,980,000	7,734,250	(2,245,750)
Federal Home Loan Bank FHLB	1.4000%	02/04/21	02/04/31	6,900,000	5,284,832	(1,615,168)
Federal Home Loan Bank FHLB	0.7500%	02/18/21	02/18/31	9,995,000	7,973,607	(2,021,393)
Federal Farm Credit Bank FFCB	1.7000%	08/25/21	04/28/31	4,290,854	3,340,183	(950,671)
Federal Farm Credit Bank FFCB	1.8500%	08/18/21	08/18/31	10,000,000	7,815,733	(2,184,267)

UTAH STATE UNIVERSITY
CASH MANAGEMENT INVESTMENT POOL PORTFOLIO
30 September 2023

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Description	Coupon Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Obligations of U. S. Government (continued)						
Federal Farm Credit Bank FFCB	1.7300%	01/13/22	09/22/31	\$10,122,764	\$8,008,563	(\$2,114,201)
Federal Farm Credit Bank FFCB	5.9000%	08/28/23	10/12/32	7,120,620	7,127,304	6,684
Federal Farm Credit Bank FFCB	5.9400%	08/28/23	02/28/33	6,142,235	6,114,408	(27,827)
Federal Farm Credit Bank FFCB	5.9300%	08/31/23	03/28/33	3,153,947	3,090,610	(63,337)
Federal Farm Credit Bank FFCB	6.0800%	09/13/23	04/28/33	6,977,250	6,956,902	(20,348)
Government Bond Premiums / Discounts				79,464	0	(79,464)
				<u>298,517,151</u>	<u>249,158,004</u>	<u>(49,359,147)</u>
Municipal Bonds						
Salt Lake County	2.7800%	03/01/17	02/01/23	600,000	594,567	(5,433)
Utah State Transit Authority	1.7830%	03/15/21	02/01/24	3,000,000	2,387,444	(612,556)
				<u>3,600,000</u>	<u>2,982,011</u>	<u>(617,989)</u>
Accounts Receivable						
Accounts Receivable				3,737,689	3,737,689	0
				<u>3,737,689</u>	<u>3,737,689</u>	<u>0</u>
Total Cash Management Investment Pool				<u>\$632,332,344</u>	<u>\$581,473,544</u>	<u>(\$50,858,800)</u>

UTAH STATE UNIVERSITY
CASH MANAGEMENT INVESTMENT POOL
SUMMARY OF INVESTMENT TRANSACTIONS AND PERFORMANCE
For the Month of September 2023

Schedule A-2

	Purchases	Sales		Earnings	Change in Fair Value	Total Investment Income	Average Daily Fair Value	Annualized Total Investment Return
		Cost	Receipts					
Miscellaneous				\$158,758		\$158,758		0.00%
Money Market Account				157,887		157,887	\$36,200,000	5.23%
Utah Public Treasurers' Investment Fund				54,059		54,059	12,100,000	5.36%
Commercial Paper and Corporate Notes	\$21,081,568			1,236,123	\$36,430	1,272,553	270,779,373	5.64%
Obligations of U. S. Government	6,990,074	7,562,000	7,562,000	492,653	(4,692,357)	(4,199,704)	300,430,210	-16.77%
Municipal Bonds				5,847	(50,432)	(44,585)	3,600,000	-14.86%
Receivable	<u>2,051,432</u>	<u>1,546,764</u>	<u>1,546,764</u>					0.00%
Total	<u><u>\$30,123,074</u></u>	<u><u>\$9,108,764</u></u>	<u><u>\$9,108,764</u></u>	<u><u>\$2,105,327</u></u>	<u><u>(\$4,706,359)</u></u>	<u><u>(\$2,601,032)</u></u>	<u><u>\$623,109,583</u></u>	-5.01%

UTAH STATE UNIVERSITY
SUMMARY OF CASH MANAGEMENT INVESTMENT POOL TRANSACTIONS
For the Month of September 2023

Schedule A-3

	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
<u>Cash Management Investment Pool</u>						
Miscellaneous						\$158,758
Money Market Account						157,887
Utah Public Treasurers' Investment Fund						54,059
Corporate Bonds and Floaters		\$21,081,568				1,236,123
Obligations of U. S. Government		6,990,074		\$7,562,000	\$7,562,000	\$0
Municipal Bonds						5,847
Accounts Receivable		2,051,432		1,546,764	1,546,764	0
Total Cash Management Investment Pool		<u>\$30,123,074</u>		<u>\$9,108,764</u>	<u>\$9,108,764</u>	<u>\$0</u>
						<u>\$2,105,327</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 2023	\$263,818,324	\$8,092,294	\$7,921,121	\$5,317,251	\$269,306,748	\$266,562,536	\$170,178	\$1,128,235	\$1,298,413	(\$994)	\$1,299,407
Aug 2023	269,306,748	3,627,362	2,725,956	(3,279,068)	266,929,086	268,117,917	110,229	635,758	745,987	\$3,320	742,667
Sep 2023	266,929,086	12,577,836	11,547,074	(4,831,194)	263,128,654	265,028,870	385,316	898,399	1,283,715	41,888	1,241,827
Oct 2023											
Nov 2023											
Dec 2023											
Jan 2024											
Feb 2024											
Mar 2024											
Apr 2024											
May 2024											
Jun 2024											

Comparative Totals:

Year-to-date

FY 2023-24	\$263,818,324	\$24,297,492	\$22,194,151	(\$2,793,011)	\$263,128,654	\$266,569,774	\$665,723	\$2,662,392	\$3,328,115	\$44,214	\$3,283,901
FY 2022-23	253,569,010	15,397,615	11,862,508	(12,296,131)	244,807,986	255,690,251	823,214	162,924	986,138	2,911	983,227
Amt Change					18,320,668	10,879,523	(157,491)	2,499,468	2,341,977	41,303	2,300,674
% Change					7.48%	4.25%	-19.13%	1534.13%	237.49%	1418.86%	233.99%

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 \$1,420,363 principal beginning balance, a \$2,114,800 ending balance, and a \$2,111,249 average daily balance for the current month. Current month interest and dividends from the CMIP were \$7,103 bringing the total to \$13,648 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
 ENDOWMENT POOL
 INVESTMENT PERFORMANCE

Schedule B-1-A

	Total Number of Units	Fair Value Per Unit			Net Earnings	Earnings Per Unit
		Beginning of Month	End of Month	Percent Change		
July 2023	583,139.32	\$452.4105	\$461.8223	2.08%	\$170,178	\$0.2918
August 2023	584,859.67	461.8223	456.3985	-1.17%	110,229	0.1885
September 2023	586,365.67	456.3985	448.7450	-1.68%	385,316	0.6571
October 2023						
November 2023						
December 2023						
January 2024						
February 2024						
March 2024						
April 2024						
May 2024						
June 2024						

UTAH STATE UNIVERSITY
 ENDOWMENT POOL PORTFOLIO
 September 30, 2023

Schedule B-1-B
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Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Cash Management Investment Pool						\$2,114,800	\$2,114,800	\$0
Total Cash Management Investment Pool						<u>2,114,800</u>	<u>2,114,800</u>	<u>0</u>
Equity funds								
Dimensional - DFA Emerging Markets Core Equity		148,521.766				3,202,229	3,132,324	(69,905)
Dimensional - DFA Micro Cap		80,666.123				1,741,828	1,885,974	144,146
Dimensional - DFA Small Cap		50,429.324				1,765,716	2,002,044	236,328
GQG Partners Emerging Markets Equity Fund						3,784,542	5,042,952	1,258,410
GQG Partners Global Equity Fund						17,238,585	24,546,421	7,307,836
LSV Global Value Fund Intl		1,711,832.099				20,777,378	21,808,741	1,031,363
RhumbLine QSI Index		590,214.887				14,187,689	21,264,851	7,077,162
Ryder Court Global Opportunistic Fund		1,421,762.432				15,736,151	20,325,791	4,589,640
Vanguard FTSE All-World ex-US Index Fund		142,510.038				13,423,336	14,564,526	1,141,190
Vanguard Russell 3000		22,172.797				4,556,725	8,175,332	3,618,607
Wasatch Global Opportunities Instl		1,551,804.012				6,000,000	5,865,819	(134,181)
Total Equities						<u>102,414,179</u>	<u>128,614,775</u>	<u>26,200,596</u>
Fixed Income funds								
Longfellow						15,476,605	13,418,931	(2,057,674)
Columbia Inst High Yield Fixed Income		39,432.789				4,553,986	4,735,866	181,880
GoldenTree Multi Sector Cayman, LTD		2,823.848				3,000,000	4,178,131	1,178,131
Pacific Asset Management						3,758,142	4,915,289	1,157,147
Paydenfunds - Emerging Markets Bond Fund		213,886.289				2,702,065	2,042,614	(659,451)
Silver Rock Offshore Tactical Allocation Fund - 2019						4,153,973	4,620,027	466,054
Silver Rock Offshore Tactical Allocation Fund - 2022						2,125,849	2,222,096	96,247
Vanguard Inflation Protected Secs Ad		76,326.909				1,976,207	1,712,776	(263,431)
Vanguard Long Term Treasury Institutional fund VLGIX		189,044.303				5,092,607	4,459,555	(633,052)
Vanguard Short Term Inflation Protected Securities Index Fun		78,853.306				1,951,672	1,856,207	(95,465)
Wellington - CTF Opportunistic Emerging Markets		258,882.059				2,636,226	2,078,823	(557,403)
Total Fixed Income Funds						<u>47,427,332</u>	<u>46,240,315</u>	<u>(1,187,017)</u>

UTAH STATE UNIVERSITY
 ENDOWMENT POOL PORTFOLIO
 September 30, 2023

Schedule B-1-B
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Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Alternatives								
Adaptive Trend Fund, LP								
AlphaSimplex						\$2,500,000	\$2,380,091	(\$119,909)
Aether Investment Partners, LLC								
Aether Real Assets IV, LP						1,905,524	2,148,932	243,408
Aether Real Assets V, LP						2,835,725	3,862,962	1,027,237
Aether Real Assets Seed Partners						4,045,287	4,671,650	626,363
BlackRock								
BlackRock Global Infrastructure Fund IV						701,408	670,283	(31,125)
The Carlyle Group								
Carlyle Realty Partners VIII						2,368,577	2,660,806	292,229
Centerbridge								
Centerbridge Partners Real Estate Fund II, LP						2,544,356	2,545,157	801
Commonfund								
CEP VII						1,500	234,699	233,199
CEP VIII						258,368	883,501	625,133
CNR VIII						637,985	388,750	(249,235)
CNR IX						817,830	1,026,481	208,651
CVP X						602,413	1,962,848	1,360,435
Constitution Capital								
Ironsides Co-Investment Fund III						82,264	443,822	361,558
Ironsides Partnership Fund III						26,162	1,169,680	1,143,518
DG partners								
BH-DG Systematic Trading Fund		15,716.969				2,500,000	2,459,657	(40,343)
Fort Washington Capital Partners Group								
Fort Washington Private Equity Investors X, LP						5,249,241	7,550,540	2,301,299
Global Infrastructure Partners								
Global Infrastructure Partners III-A/B, L.P.						2,515,786	3,076,249	560,463
Global Infrastructure Partners IV-A/B, L.P.						4,116,018	4,455,788	339,770
Goldman Sachs								
Vintage Fund VI						29,976	403,392	373,416

UTAH STATE UNIVERSITY
 ENDOWMENT POOL PORTFOLIO
 September 30, 2023

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Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Alternatives (continued)								
Grosvenor								
GCM Grosvenor Special Opportunity Fund		3,000.000				\$3,000,000	\$2,257,421	(\$742,579)
HarbourVest								
HarbourVest 2017 Global Fund L.P.						3,575,482	5,466,251	1,890,769
i Squared Capital								
ISQ Global Infrastructure Fund III						1,407,034	1,466,494	59,460
Morgan Stanley								
JP Morgan Prime Property Fund		411.464				6,363,782	8,603,498	2,239,716
MUFG Fund Services								
EnTrust Permal Special Opportunities Evergreen Fund		1,493.167				1,486,524	1,264,611	(221,913)
Pinehurst Institutional Ltd.								
Corbin		5,085.637				9,000,000	11,078,675	2,078,675
Silicon Valley Bank								
Strategic Investors Fund X Cayman, LP						756,511	793,432	36,921
Solamere Capital								
Solamere Founders Fund I, LP						254,859	397,132	142,273
Solamere Founders Fund II, LP						1,764,647	3,130,076	1,365,429
Solamere Founders Fund IV, LP						2,504,522	2,732,237	227,715
Woodbury								
Woodbury Strategic Partners Fund, L.P.						151,600	201,329	49,729
Woodbury IFRI						32,223	63,679	31,456
Woodbury Capital II, LP						476,495	1,027,739	551,244
Woodbury Capital II, LP - WC2 IF Spring, LLC						144,869	144,604	(265)
Woodbury Capital II, LP - WB West						78,840	52,441	(26,399)
Woodbury Capital III, LP						1,763,596	2,778,867	1,015,271
WSP Wilmington, Phase I & II						235,919	488,806	252,887
WSP Wilmington Hotel LLC						63,700	104,996	41,296
Total Alternatives						<u>66,799,023</u>	<u>85,047,576</u>	<u>18,248,553</u>

UTAH STATE UNIVERSITY
 ENDOWMENT POOL PORTFOLIO
 September 30, 2023

Schedule B-1-B
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Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Money Market Funds								
Goldman Sachs Bank Deposit						\$100,225	\$100,225	\$0
US Bank - Endowment Pool First Am Treas Ob Fd Cl Z						830,909	830,909	0
US Bank - Longfellow First Am Treas Ob Fund Cl Z						41,839	41,839	0
Total Money Market						<u>972,973</u>	<u>972,973</u>	<u>0</u>
Cash								
Longfellow								
US Bank Cash						(1,350)	(1,350)	0
						<u>(1,350)</u>	<u>(1,350)</u>	<u>0</u>
Accruals / Payables								
Endowment Pool								
Goldman Sachs						29	29	0
US Bank - Accruals						54,760	54,760	0
Longfellow								
US Bank Receivable - Interest Accrual						84,776	84,776	0
Total Accruals / payables						<u>139,565</u>	<u>139,565</u>	<u>0</u>
Total Endowment Pool						<u>\$219,866,522</u>	<u>\$263,128,654</u>	<u>\$43,262,132</u>

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT POOL TRANSACTIONS
For the Month of September 2023

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		\$687,334					
CMIP Interest		7,103					\$7,103
Equity funds							
Ryder Court Global Opportunistic Fund			1,957.615	\$19,576	\$27,986	\$8,410	
Vanguard FTSE All-World ex-US Index Fund	788.889	83,417					83,417
Vanguard Russell 3000	83.228	31,447					31,447
Wasatch Global Opportunities Instl	1,298,639.455	5,000,000					
Fixed Income funds							
Longfellow		384,929		316,820	282,833	(33,987)	
Columbia Inst High Yield Fixed Income			16,435.551	2,031,238	2,000,000	(31,238)	
Pacific Asset Management				1,541,113	2,000,000	458,887	
Paydenfunds - Emerging Markets Bond Fund	1,138.680	10,829					10,829
Vanguard Inflation Protected Secs Ad							17,922
Vanguard Long Term Treasury Institutional fund VLGIX	568.968	14,531					14,216
Vanguard Short Term Inflation Protected Securities Index Fund							13,429
Wellington - CTF Opportunistic Emerging Markets	1,662.192	13,347					13,347
Alternatives							
Aether Investment Partners, LLC							
Aether Real Assets IV, LP		870		25,684	55,834	30,150	
The Carlyle Group							
Carlyle Realty Partners VIII		21,935		75,446	158,543	83,097	(15,401)
Centerbridge							
Centerbridge Partners Real Estate Fund II, LP				419,888	435,619	15,731	6,648
Commonfund							
CEP VII		1,500		0	13,808	13,808	1,201
CNR VIII				11,565	11,565	0	
CNR IX							15,474
CVP X				5,175	25,877	20,702	
Fort Washington Capital Partners Group							
Fort Washington Private Equity Investors X, LP				225,423	464,508	239,085	30,492
Global Infrastructure Partners							
Global Infrastructure Partners IV-A/B, L.P.		330,875					
HarbourVest							
HarbourVest 2017 Global Fund L.P.		480,000		38,126	131,880	93,754	
Morgan Stanley							
JP Morgan Prime Property Fund	4.072	85,145					85,145
Solamere Capital							
Solamere Founders Fund IV, LP		143,842		10,962	10,962	0	

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT POOL TRANSACTIONS
For the Month of September 2023

Schedule B-2
Page 2 of 2

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
Alternatives (continued)							
Woodbury							
WSP Wilmington, Phase I & II						\$19,368	
WSP Wilmington Hotel LLC						1,971	
Money Market Funds							
Goldman Sachs Bank Deposit		\$417				417	
US Bank - Endowment Pool First Am Treas Ob Fd Cl Z		5,061,686		\$5,683,162	\$5,683,162	\$0	
US Bank - Longfellow First Am Treas Ob Fund Cl Z		90,758		181,792	181,792	0	
Cash							
Longfellow							
US Bank Cash		34,013		1,350	1,350	0	
Accruals / Payable							
Endowment Pool							
Goldman Sachs		15				14	
US Bank - Accruals		54,760		17,630	17,630	0	
Longfellow							
US Bank Receivable - Interest Accrual		39,083		43,725	43,725	0	
 Total Endowment Pool Transactions		<u>\$12,577,836</u>		<u>\$10,648,675</u>	<u>\$11,547,074</u>	<u>\$898,399</u>	<u>\$385,316</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 2023	\$244,285,796	\$1,254,431	\$348,119	(\$115,300)	\$245,076,808	\$244,681,302	\$913,185	\$2	\$913,187
Aug 2023	245,076,808	11,981,833	10,538,360	(1,821,697)	244,698,584	244,887,696	975,226	0	975,226
Sep 2023	244,698,584	6,121,852	10,732,921	(4,417,206)	235,670,309	240,184,447	1,022,084	149,089	1,171,173
Oct 2023									
Nov 2023									
Dec 2023									
Jan 2024									
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									

Comparative Totals:

Year-to-date									
FY 2023-24	\$244,285,796	\$19,358,116	\$21,619,400	(\$6,354,203)	\$235,670,309	\$243,251,148	\$2,910,495	\$149,091	\$3,059,586
FY 2022-23	232,326,049	39,504,276	39,708,561	(7,463,278)	224,658,486	232,746,402	2,072,523	98,820	2,171,343
Amt Change					11,011,823	10,504,746	837,972	50,271	888,243
% Change					4.90%	4.51%	40.43%	50.87%	40.91%

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 \$93,341,982 principal beginning balance, a \$88,003,225 ending balance, and a \$87,856,027 average daily balance for the current month. Current month interest and dividends from the CMIP were \$294,396 bringing the total to \$920,029 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
DEFENSIVE RETURN POOL PORTFOLIO
30 September 2023

Schedule C1B
Page 1 of 6

Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Cash Management Investment Pool				\$88,003,225	\$88,003,225	\$0
Total Cash Management Investment Pool				<u>88,003,225</u>	<u>88,003,225</u>	<u>0</u>
Utah Public Treasurers' Investment Fund			5.356%	18,016,772	18,016,772	0
Total Utah Public Treasurers' Investment Fund				<u>18,016,772</u>	<u>18,016,772</u>	<u>0</u>
Fixed Income						
US Bank						
Corporate Issues						
Bank of NY Mellon	10,350.000	03/20/69	3.700%	991,540	928,105	(63,435)
Berkshire Hathaway	20,000.000	10/15/50	4.250%	2,076,940	1,481,400	(595,540)
BlackStone Holdings	18,700.000	04/22/33	6.200%	1,964,585	1,849,804	(114,781)
Bristol Myers Squibb Co	10,000.000	08/01/97	6.875%	1,354,660	1,035,490	(319,170)
Burlington North Santa Fe	10,000.000	08/01/97	7.250%	1,410,975	1,050,170	(360,805)
Case Western Reserve Univ	9,400.000	06/01/22	5.405%	995,855	827,980	(167,875)
Catholic Health Initiative	10,000.000	11/01/42	4.350%	905,670	803,030	(102,640)
Chevron	10,000.000	11/15/44	5.050%	952,600	871,740	(80,860)
Citigroup Inc	9,000.000	05/18/46	4.750%	989,091	704,232	(284,859)
Comcast Corp	10,000.000	10/15/58	4.950%	991,310	857,950	(133,360)
ConocoPhillips	10,000.000	02/01/39	6.500%	1,061,960	1,070,800	8,840
Cummins Inc	10,000.000	03/01/98	5.650%	1,065,050	852,720	(212,330)
Dignity Health	20,000.000	11/01/64	5.267%	2,059,480	1,698,100	(361,380)
ExxonMobil	12,000.000	03/19/40	4.227%	1,073,460	1,022,364	(51,096)
Farmers Exchange Capital	9,500.000	07/15/48	7.200%	1,138,394	886,721	(251,673)
Assured Guarany Muni	10,000.000	12/15/66	6.400%	936,000	866,000	(70,000)
Ga Global Funding	22,590.000	01/06/32	2.900%	1,864,082	1,656,073	(208,009)
Goldman Sachs Group Inc Med Term Note	7,470.000	09/15/41	6.000%	858,482	736,221	(122,261)
Guardian Life	10,000.000	01/24/77	4.850%	971,620	750,160	(221,460)
Harley Davidson Inc	11,000.000	07/28/45	4.625%	1,027,202	797,357	(229,845)
Home Depot Inc	13,000.000	02/15/44	4.875%	1,254,370	1,161,901	(92,469)
Home Depot Inc	10,000.000	09/15/52	4.950%	976,250	894,390	(81,860)

UTAH STATE UNIVERSITY
DEFENSIVE RETURN POOL PORTFOLIO
30 September 2023

Schedule C1B
Page 2 of 6

Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Corporate Issues (continued)						
IBM	10,000.000	12/01/96	7.125%	\$1,253,200	\$1,115,660	(\$137,540)
KKR Group Fin Co II	10,000.000	02/01/43	5.500%	1,069,400	869,300	(200,100)
Kentucky Utilities	10,000.000	10/01/45	4.375%	1,033,140	774,110	(259,030)
Liberty Mutual Insurance	3,300.000	10/15/97	7.697%	487,657	322,859	(164,798)
Mass Institute of Tech	7,800.000	07/01/11	5.600%	971,560	774,041	(197,519)
Mass Mutual Life Insurance	10,000.000	04/01/77	4.900%	981,080	754,660	(226,420)
Massachusetts Mut	13,460.000	02/15/69	5.077%	1,270,624	1,112,738	(157,886)
MetLife Inc	5,000.000	12/15/36	6.400%	540,625	488,560	(52,065)
MetLife Inc	4,730.000	04/08/38	9.250%	685,613	531,288	(154,325)
Morgan Stanley	9,600.000	01/19/38	5.948%	995,491	897,293	(98,198)
Mutual of Omaha Insurance Co	10,000.000	10/15/40	6.950%	1,253,880	948,680	(305,200)
National Rural Utility Cooperative	10,500.000	04/20/46	5.250%	1,052,625	995,400	(57,225)
Nationwide Financial Ser	10,000.000	05/15/37	6.750%	1,040,000	936,550	(103,450)
NY Presbyterian	10,000.000	08/01/19	3.954%	965,030	651,840	(313,190)
New York Life	19,600.000	05/15/69	4.450%	1,999,200	1,439,248	(559,952)
Northwestern Mutual	11,000.000	09/30/59	3.625%	1,000,373	701,624	(298,749)
Ohio National Life Insurance	10,000.000	06/15/42	6.875%	1,269,440	826,790	(442,650)
Oklahoma G&E	14,300.000	05/15/41	5.250%	1,472,900	1,207,149	(265,751)
PNC Financial Services	10,000.000	05/29/49	4.850%	992,730	993,770	1,040
Penn Mutual Life Insurance Co	13,650.000	06/15/40	7.625%	1,823,790	1,418,822	(404,968)
Principal Financial	10,100.000	03/15/53	5.500%	983,932	889,487	(94,445)
Protective Life	10,000.000	10/15/39	8.450%	1,399,140	1,140,500	(258,640)
Prudential Financial 5.1%	9,650.000	03/01/52	5.125%	991,895	831,000	(160,895)
Regions Financial Corp	10,000.000	12/10/37	7.375%	1,256,490	1,022,880	(233,610)
Republic New York Corp	5,000.000	07/15/97	7.200%	706,325	513,620	(192,705)
San Diego G E	11,000.000	05/15/40	5.350%	1,081,927	972,565	(109,362)
Charles Schwab Corp	5,600.000	06/01/69	4.000%	490,924	467,718	(23,206)
Security Benefit Life	20,350.000	10/01/33	7.450%	2,249,591	1,830,605	(418,986)
Teachers Insurance (TIAA)	10,000.000	09/15/44	4.900%	973,170	841,590	(131,580)

UTAH STATE UNIVERSITY
DEFENSIVE RETURN POOL PORTFOLIO
30 September 2023

Schedule C1B
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Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Corporate Issues (continued)						
Toronto Dominion	9,850.000	10/31/82	8.125%	\$998,790	\$979,927	(\$18,863)
Truist Financial	9,600.000	10/15/50	5.100%	997,488	820,762	(176,726)
USF&G Capital I	10,000.000	12/15/45	8.500%	1,328,720	1,051,640	(277,080)
Washington University	20,000.000	04/15/22	4.349%	2,008,618	1,493,520	(515,098)
Western Southern Life	10,000.000	01/15/49	5.150%	1,023,010	822,970	(200,040)
Zions Bancorp	10,000.000	12/29/99	5.800%	1,000,000	841,450	(158,550)
Zions Bancorp	10,000.000	09/29/49	7.200%	1,000,000	957,630	(42,370)
Foreign Issues						
QBE Insurance Mtn	5,000.000	06/17/46	5.875%	525,870	477,415	(48,455)
Argentum (Zurich Insurance)	10,000.000	06/01/48	5.125%	1,002,000	932,400	(69,600)
M & G Plc Mtn	8,900.000	10/20/48	6.500%	994,584	872,200	(122,384)
Abn Amro Bank	12,410.000	03/13/37	1.375%	995,791	913,177	(82,614)
Anz Bank New Zealand	14,750.000	08/11/32	5.548%	1,496,034	1,432,166	(63,868)
Aegon NV	10,000.000	04/11/48	5.500%	985,060	922,160	(62,900)
Allianz SE Lw	10,000.000	09/06/53	6.350%	1,007,000	965,420	(41,580)
BP Cap Markets PLC	10,940.000	12/22/68	4.875%	989,534	977,401	(12,133)
Bank of Nova Scotia	9,800.000	10/27/82	8.625%	998,277	977,374	(20,903)
Electricite De France	10,000.000	01/22/14	6.000%	1,088,330	825,610	(262,720)
HSBC Holdings PLC	8,720.000	11/03/33	8.113%	973,475	917,021	(56,454)
Invesco	10,000.000	11/30/43	5.375%	1,052,800	882,340	(170,460)
Lloyds Banking Group	10,000.000	01/09/48	4.344%	899,370	685,790	(213,580)
MacQuarie Group	11,000.000	06/21/33	4.442%	982,443	937,024	(45,419)
MacQuarie Mtn	9,870.000	11/09/33	5.491%	994,945	922,786	(72,159)
Nippon Life	14,650.000	10/16/44	4.600%	1,480,273	1,437,531	(42,742)
Rio Tinto Fin USA LTD	11,000.000	11/02/40	5.200%	978,978	1,029,512	50,534
Societe Generale	10,000.000	11/24/45	5.625%	1,053,440	764,820	(288,620)
Standard Chartered	5,000.000	05/30/31	8.000%	625,465	525,310	(100,155)
Standard Chartered PLC	5,000.000	03/26/44	5.700%	510,415	432,995	(77,420)
Swiss Re Finance	29,200.000	04/02/49	5.000%	2,901,660	2,736,040	(165,620)

UTAH STATE UNIVERSITY
DEFENSIVE RETURN POOL PORTFOLIO
30 September 2023

Schedule C1B
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Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Foreign Issues (continued)						
Trans-Canada Pipelines	10,000.000	06/01/40	6.100%	\$1,006,200	\$965,540	(\$40,660)
Westpac Banking	14,750.000	08/10/33	5.405%	1,498,290	1,342,530	(155,760)
Xlit LTD	10,000.000	03/31/45	5.500%	1,024,750	866,880	(157,870)
Municipal Issues						
Beaver County Utah School District	50,000.000	02/01/27	5.500%	5,000,000	5,060,750	60,750
Fresno California Water Sys Rev BAB	10,000.000	06/01/40	6.750%	1,027,500	1,076,350	48,850
Michigan St Univ	10,500.000	08/15/22	4.165%	992,786	742,172	(250,614)
Peralta CA Community College Dist. LTD	5,000.000	08/05/49	6.250%	599,435	437,225	(162,210)
University of Michigan	41,200.000	04/01/99	4.454%	3,964,676	3,145,661	(819,015)
Domestic Common Stocks						
Oaktree Capital	40,000.000			1,000,000	851,600	(148,400)
Domestic Preferred Stocks						
Affiliated Managers	40,000.000			1,000,000	847,600	(152,400)
Bank of America Corp	60,000.000			1,500,000	1,023,000	(477,000)
Bank of America Corp	20,000.000			500,000	383,600	(116,400)
Dte Energy Co 5.25%	40,000.000			980,000	892,000	(88,000)
Gabelli DVD & Inc TR	14,500.000			366,705	274,050	(92,655)
JP Morgan Chase Co 4.2%	10,000.000			250,000	181,000	(69,000)
JP Morgan Chase Co 4.625%	5,000.000			125,000	97,850	(27,150)
JP Morgan Chase & Co 4.55%	4,000.000			100,000	76,160	(23,840)
Kimco Realty Corp	40,000.000			1,000,000	846,800	(153,200)
Prudential Financial 5.6%	40,000.000			1,000,000	961,600	(38,400)
Public Storage	20,000.000			500,000	347,000	(153,000)
Public Storage	20,000.000			500,000	462,600	(37,400)
Charles Schwab	20,000.000			500,000	372,200	(127,800)
US Bancorp	20,000.000			500,000	365,800	(134,200)
US Bancorp	40,000.000			1,000,000	640,400	(359,600)
US Bancorp	40,000.000			994,000	863,200	(130,800)
Virtus Allianzgi Conv Ser A	40,000.000			1,000,000	828,000	(172,000)

UTAH STATE UNIVERSITY
DEFENSIVE RETURN POOL PORTFOLIO
30 September 2023

Schedule C1B
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Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Domestic Preferred Stocks (continued)						
Wells Fargo & Co	20,000.000			\$500,000	\$347,400	(\$152,600)
Foreign Stocks						
Arch Capital Group	40,000.000			1,000,000	824,000	(176,000)
Investment Funds						
Wellington Core Bond Fund	978,279.653			10,252,620	9,870,842	(381,778)
				<u>129,785,660</u>	<u>111,601,256</u>	<u>(18,184,404)</u>
Alternatives						
Dakota Pacific Real Estate Group						
Dakota Pacific Real Estate				722,604	983,733	261,129
Stonebrook Multifamily, LLC				1,000,000	1,000,000	0
IFM Investors						
IFM Global Infrastructures LP				5,110,457	5,678,502	568,045
Roots Management						
MHC Impact Fund I				930,056	1,082,548	152,492
Roots Fund IV, LP				1,000,000	892,887	(107,113)
Woodbury						
Woodbury Strategic Partners Fund				116,899	67,038	(49,861)
Woodbury IFRI				10,742	21,228	10,486
Woodbury Capital II, LP				429,878	1,027,739	597,861
Woodbury Capital II, LP - WC2 IF Spring, LLC				144,869	144,604	(265)
Woodbury Capital II, LP - WB West				78,840	52,441	(26,399)
Woodbury Capital III, LP				871,165	1,389,434	518,269
WSP Wilmington, Phase I & II				278,999	562,604	283,605
WSP Wilmington Hotel LLC				73,317	120,847	47,530
Young Automotive Group						
Stokes Stevenson Young Automotive Net Lease Fund				1,000,000	1,000,000	0
Total Alternatives				<u>11,767,826</u>	<u>14,023,605</u>	<u>2,255,779</u>

UTAH STATE UNIVERSITY
DEFENSIVE RETURN POOL PORTFOLIO
30 September 2023

Schedule C1B
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Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Money Market / Cash						
US Bank - First Am Treasury Ob Fund Class Z				\$2,307,938	\$2,307,938	\$0
Total Money Market / Cash				<u>2,307,938</u>	<u>2,307,938</u>	<u>0</u>
Receivable / In Transit / Unsettled Purchases						
US Bank - Receivable				1,717,513	1,717,513	0
Total Receivable / In Transit / Unsettled Purchases				<u>1,717,513</u>	<u>1,717,513</u>	<u>0</u>
 Total Other Investments				 <u>\$251,598,934</u>	 <u>\$235,670,309</u>	 <u>(\$15,928,625)</u>

UTAH STATE UNIVERSITY
SUMMARY OF DEFENSIVE RETURN POOL TRANSACTIONS
For the Month of September 2023

Schedule C1C
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	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
<u>Defensive Return Pool</u>							
CMIP				\$5,633,153	\$5,633,153	\$0	
CMIP Earnings		\$294,396				\$294,396	
Utah Public Treasurers' Investment Fund		80,064				80,063	
Fixed Income							
US Bank							
Corporate Issues							
General Electric			11,840.000	1,055,181	1,184,000	128,819	
Foreign Issues							
Allianz SE Lw	10,000.000	1,007,000					
MacQuarie Group	11,000.000	982,443					
Domestic Preferred Stocks							
Apollo GLBL Management LLC			40,000.000	1,000,000	1,000,000	0	
Wells Fargo & Co			20,000.000	483,000	500,000	17,000	
Investment Funds							
Wellington Core Bond Fund	3,753.423	37,872				37,872	
Alternatives							
Dakota Pacific Real Estate Group							
Dakota Pacific Real Estate				\$13,243	\$16,513	3,270	
Woodbury							
WSP Wilmington, Phase I & II						22,293	
WSP Wilmington Hotel LLC						2,269	
Money Market / Cash							
US Bank - First Am Treasury Ob Fund Class Z		3,134,886		1,995,328	1,995,328	0	
Receivable / In Transit / Unsettled Purchases							
US Bank - Receivable		585,191		403,927	403,927	0	
Total Defensive Return Pool		<u>\$6,121,852</u>		<u>\$10,583,832</u>	<u>\$10,732,921</u>	<u>\$149,089</u>	<u>\$1,022,084</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 2023	\$31,317,444	\$81,847	\$91,020	\$874,307	\$32,182,578	\$31,750,011	\$2,002	\$5,159	\$7,161
Aug 2023	32,182,578	71,245	75,955	(575,269)	31,602,599	31,892,589	2,115	5,150	7,265
Sep 2023	31,602,599	4,739,167	4,016,947	(1,240,956)	31,083,863	31,343,231	5,924	(8,005)	(2,081)
Oct 2023									
Nov 2023									
Dec 2023									
Jan 2024									
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									

Comparative Totals:

Year-to-date									
FY 2023-24	\$31,317,444	\$4,892,259	\$4,183,922	(\$941,918)	\$31,083,863	\$31,661,944	\$10,041	\$2,304	\$12,345
FY 2022-23	28,417,079	337,954	738,069	(1,539,323)	26,477,641	28,801,270	6,690	80,489	87,179
Amt Change					4,606,222	2,860,674	3,351	(78,185)	(74,834)
% Change					17.40%	9.93%	50.09%	-97.14%	-85.84%

UTAH STATE UNIVERSITY
OTHER INVESTMENTS PORTFOLIO
30 September 2023

Schedule C2B
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Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Common and Preferred Stock Gifts								
Cetera Advisor Networks LLC								
Bluerock Total Income Real Estate Fund Class A						\$102,226	\$100,313	(\$1,913)
						<u>102,226</u>	<u>100,313</u>	<u>(1,913)</u>
Utah Public Treasurers' Investment Fund			5.356%			163,861	163,861	0
						<u>163,861</u>	<u>163,861</u>	<u>0</u>
ETF / Bonds / Mutual Funds								
Charles Schwab 7788-2481								
ETF - Equity								
First Trust Value		5,891.000				176,288	220,265	43,977
Bond Funds								
Janus Henderson Multi Sector Income Fund		5,242.246				49,796	43,353	(6,443)
PIMCO Income Instl		7,276.972				82,927	74,152	(8,775)
Western Asset Core Plus Bond		8,053.760				94,795	71,356	(23,439)
Equity Funds								
American Funds American Balanced F3		7,043.711				177,501	208,001	30,500
JPMorgan Large Cap Growth		2,441.941				110,000	129,667	19,667
MFS Intl Diversification I		1,502.218				25,863	31,922	6,059
Thrivent Mid Cap Stock S		2,110.128				52,646	67,187	14,541
Charles Schwab 9025-2459								
Corporate Bonds								
Morgan Stanley Finance LLC 10/17/2023		2,000.000				2,000	1,987	(13)
Barclays Bank PLC 11/24/2023		6,000.000				6,000	5,932	(68)
Morgan Stanley Finance LLC 12/19/2023		5,000.000				5,000	4,926	(74)
Morgan Stanley Finance LLC 02/01/2024		4,000.000				4,000	3,869	(131)
Morgan Stanley Finance LLC 03/25/2024		9,000.000				9,000	20,939	11,939
BNP Paribas Note Index Lnkd 04/29/2024		5,000.000				5,000	4,166	(834)
BNP Paribas Note Index Linked 07/22/2024		15,000.000				15,000	13,892	(1,108)
BNP Paribas Note Index Linked 07/22/2024		15,000.000				15,000	14,009	(991)
Morgan Stanley Finance LLC 08/23/2024		2,000.000				2,000	1,701	(299)

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Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Corporate Bonds (continued)								
Barclays Bank PLC 01/17/2025		3,000.000				\$3,000	\$776	(\$2,224)
Barclays Bank PLC 01/17/2025		3,000.000				3,000	900	(2,100)
GS Finance Corp Note 03/1/2025		14,000.000				14,000	20,643	6,643
BNP Paribas Note Conv Index Lnkd 06/26/2025		4,000.000				4,000	5,726	1,726
Citigroup Global Markets Holdings 02/09/2026		20,000.000				20,000	19,812	(188)
Morgan Stanley Finance LLC 05/19/2026		10,000.000				10,000	9,766	(234)
Citigroup Global Markets Holdings 06/29/2026		10,000.000				10,000	7,637	(2,363)
Societe Generale 08/25/2026		2,000.000				2,000	845	(1,155)
Equities								
Accenture Plc		3.000				949	921	(28)
Apple Inc		5.000				882	856	(26)
Applied Materials		6.000				869	831	(38)
Auto Data Processing		3.000				742	722	(20)
ConocoPhillips		7.000				860	839	(21)
EOG Resources Inc		6.000				799	760	(39)
Illinois Tool Works		3.000				716	691	(25)
KLA Corp		2.000				981	917	(64)
Lockheed Martin Corp		2.000				836	818	(18)
Marathon Pete Corp		5.000				778	757	(21)
Mastercard Inc		2.000				833	792	(41)
Microsoft Corp		2.000				666	632	(34)
Nucor Corp		5.000				821	782	(39)
Occidental Petrol Co		12.000				789	779	(10)
Pfizer Inc		24.000				814	796	(18)
Phillips 66		7.000				867	841	(26)
Pioneer Natural Res		3.000				710	689	(21)
Qualcomm Inc		7.000				779	777	(2)
Tesla Inc		3.000				813	751	(62)
Texas Instruments		5.000				823	795	(28)
United Parcel Service		5.000				784	779	(5)

UTAH STATE UNIVERSITY
OTHER INVESTMENTS PORTFOLIO
30 September 2023

Schedule C2B
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Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Equities								
Valero Energy Corp		6.000				\$875	\$850	(\$25)
Visa Inc		3.000				740	690	(50)
Exchange Traded Funds								
Aberdeen Bloomberg Commodity Lngr		381.000				12,576	12,603	27
Barclays Ipath Srs B S&P		207.000				3,301	3,463	162
Energy Select Sector		21.000				1,943	1,898	(45)
First Trust TCW		333.000				14,338	14,004	(334)
First Trust CBOE Vest FD of Deep Buffer		879.000				18,599	18,679	80
Innovator US Equity		427.000				13,623	13,369	(254)
Invesco S&P 500 GARP		61.000				5,725	5,566	(159)
Invesco S&P 500 Equal		26.000				3,840	3,684	(156)
Ishares Agency Bond ETF		67.000				7,123	7,089	(34)
Ishares Gold ETF		91.000				3,298	3,184	(114)
Ishares Morningstar		61.000				3,823	3,639	(184)
Ishares Russell 1000		12.000				3,345	3,192	(153)
Ishares 20 PLS Year		202.000				18,951	17,915	(1,036)
Ishares 7-10 PLS Year		53.000				4,948	4,854	(94)
Proshares Short S&P 500		235.000				3,292	3,400	108
Vaneck JP Morgan Em LCL		304.000				7,429	7,257	(172)
Vanguard Extended Dur ETF		94.000				8,354	6,583	(1,771)
Vanguard Mtg-Bkd Securities ETF		160.000				7,403	7,005	(398)
Other Assets								
Public Storage		3.000				815	791	(24)
Commonfund								
CEU Title III								
Multi-Strategy Bond		347,710.288				4,358,436	4,832,051	473,615
Multi-Strategy Equity		42,303.901				4,040,685	24,054,547	20,013,862
Harold Dance Investments								
American Balanced Fund - Class A		887.659				17,021	26,222	9,201

UTAH STATE UNIVERSITY
OTHER INVESTMENTS PORTFOLIO
30 September 2023

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Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Vanguard								
500 Index Fund Admiral Shares		151.716				\$20,954	\$60,017	\$39,063
Total Bond Market Index Fund Admiral Shares		1,919.559				<u>20,836</u>	<u>17,622</u>	<u>(3,214)</u>
						<u>9,518,200</u>	<u>30,130,128</u>	<u>20,611,928</u>
Alternatives								
InvenTrust Properties								
Highlands REIT, Inc		18,843.839				6,784	5,276	(1,508)
vSpring								
Kickstart Seed Fund 1, L.P.						<u>130,336</u>	<u>52,402</u>	<u>(77,934)</u>
						<u>137,120</u>	<u>57,678</u>	<u>(79,442)</u>
Money Market / Cash								
Cetera - Money Market						37	37	0
Charles Schwab - Cash 788-2481						1,078	1,078	0
Charles Schwab - Money Market 7788-2481						3,740	3,740	0
Charles Schwab - Cash 9025-2459						55	55	0
Charles Schwab - Money Market 9025-2459						21,274	21,274	0
Edward Jones						<u>20</u>	<u>20</u>	<u>0</u>
						<u>26,204</u>	<u>26,204</u>	<u>0</u>
Receivable / In Transit / Unsettled Purchases								
Morgan Stanley Unsettled Purchases						<u>605,679</u>	<u>605,679</u>	<u>0</u>
						<u>605,679</u>	<u>605,679</u>	<u>0</u>
Total Other Investments						<u><u>\$10,553,290</u></u>	<u><u>\$31,083,863</u></u>	<u><u>\$20,530,573</u></u>

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of September 2023

Schedule C2C
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	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
<u>Other Investments</u>							
Common and Preferred Stock Gifts							
Cetera Advisor Networks LLC							
Amazon.com Inc (AMZN)	260.000	\$36,526	260.000	\$36,526	\$35,646	(\$880)	
Berkshire Hathaway Inc	368.000	135,998	368.000	135,998	136,267	269	
Bluerock Total Income Real Estate Fund Class A	3,187.582	102,226					\$1,342
Columbia Dividend Income A (LBSAX)	935.518	28,112	935.518	28,112	27,910	(202)	
Columbia Emerging Markets Fund	408.697	4,769	408.697	4,770	4,693	(77)	
Columbia Large Cap Growth Fund	551.607	29,803	551.607	29,803	29,297	(506)	
Columbia Small Cap Index A (NMSAX)	656.112	14,638	656.112	14,638	14,465	(173)	
Deere & Company (DE)	165.809	68,074	165.809	68,074	67,526	(548)	
Edgewood Growth Instl (EGFIX)	1,932.612	75,855	1,932.612	75,855	74,748	(1,107)	
Ford Motor Company (F)	1,469.376	18,397	1,469.376	18,397	18,316	(81)	
General Motors Co	1,000.502	33,647	1,000.502	33,647	33,697	50	
Hartford Healthcare (HGHIX)	1,426.843	53,920	1,426.843	53,920	53,824	(96)	
Innovator S&P 500 Power Buffer (PJUN)	4,870.000	155,426	4,870.000	155,426	155,282	(144)	
Invesco Developing Markets Fund Class Y	2,783.049	105,088	2,783.049	105,088	103,699	(1,389)	
JP Morgan Mid-cap Value Fund Class I	1,373.823	47,163	1,373.823	47,163	46,985	(178)	
PepsiCo, Inc (PEP)	204.388	36,732	204.388	36,732	36,541	(191)	
Polaris Inc.Com	493.149	52,861	493.149	52,861	52,800	(61)	
T. Rowe Price International Stock Fund Class I	11,110.991	197,887	11,110.991	197,887	196,417	(1,470)	
T. Rowe Price New Horizons (PRNHX)	2,951.130	154,639	2,951.130	154,639	152,780	(1,859)	
T. Rowe Price Value Fund	2,493.018	101,341	2,493.018	101,341	100,743	(598)	
Vaneck ETF TR Video Gaming & Esports	360.000	18,790	360.000	18,790	18,654	(136)	
Cetera - Money Market		45,649		45,649	45,649	0	
Morgan Stanley							
General Electric Company	5,500.000	612,315	5,500.000	612,315	605,679	(6,636)	
Cheniere Energy	161.000	25,872	161.000	25,872	25,687	(185)	
Utah Public Treasurers'							
Investment Fund		728					728
ETF / Bonds / Mutual Funds							
Charles Schwab 7788-2481							
ETF - Equity							
First Trust Value							1,077
Bond Funds							
Janus Henderson Multi Sector Income Fund	31.372	259					259
PIMCO Income Instl	39.063	398					398
Western Asset Core Plus Bond	32.085	284					284

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of September 2023

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	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
Charles Schwab 7788-2481 (continued)						
Equity Funds						
American Funds American Balanced F3	28.877	\$878				\$878
Charles Schwab 9025-2459						
Corporate Bonds						
Morgan Stanley Finance LLC 10/17/2023	2,000.000	2,000				17
Barclays Bank PLC 11/24/2023	6,000.000	6,000				51
Morgan Stanley Finance LLC 12/19/2023	5,000.000	5,000				46
Morgan Stanley Finance LLC 02/01/2024	4,000.000	4,000				
Morgan Stanley Finance LLC 03/25/2024	9,000.000	9,000				
BNP Paribas Note Index Lnkd 04/29/2024	5,000.000	5,000				
BNP Paribas Note Index Linked 07/22/2024	15,000.000	15,000				
BNP Paribas Note Index Linked 07/22/2024	15,000.000	15,000				
Morgan Stanley Finance LLC 08/23/2024	2,000.000	2,000				
Barclays Bank PLC 01/17/2025	3,000.000	3,000				
Barclays Bank PLC 01/17/2025	3,000.000	3,000				
GS Finance Corp Note 03/1/2025	14,000.000	14,000				
BNP Paribas Note Conv Index Lnkd 06/26/2025	4,000.000	4,000				
Citigroup Global Markets Holdings 02/09/2026	20,000.000	20,000				
Morgan Stanley Finance LLC 05/19/2026	10,000.000	10,000				
Citigroup Global Markets Holdings 06/29/2026	10,000.000	10,000				
Societe Generale 08/25/2026	2,000.000	2,000				
Equities						
Accenture Plc	3.000	949				
Apple Inc	5.000	882				
Applied Materials	6.000	869				
Auto Data Processing	3.000	742				
ConocoPhillips	7.000	860				
EOG Resources Inc	6.000	798				
Illinois Tool Works	3.000	716				
KLA Corp	2.000	981				
Lockheed Martin Corp	2.000	836				
Marathon Pete Corp	5.000	778				
Mastercard Inc	2.000	833				
Microsoft Corp	2.000	666				
Nucor Corp	5.000	822				
Occidental Petrol Co	12.000	789				
Pfizer Inc	24.000	814				

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of September 2023

Schedule C2C
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	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
Equities (continued)							
Phillips 66	7.000	\$866					
Pioneer Natural Res	3.000	711					
Qualcomm Inc	7.000	779					
SPROTT Physical Gold and Silver	332.000	6,068	332.000	6,068	\$5,956	(\$112)	
Tesla Inc	3.000	813					
Texas Instruments	5.000	823					
United Parcel Service	5.000	784					
Valero Energy Corp	6.000	875					
Visa Inc	3.000	740					
Exchange Traded Funds							
Aberdeen Bloomberg Commodity Lngr	381.000	12,576					
Barclays Ipath Srs B S&P	207.000	3,301					
Energy Select Sector	21.000	1,943					\$14
First Trust TCW	333.000	14,338					55
First Trust CBOE Vest FD of Deep Buffer	879.000	18,599					
Innovator US Equity	427.000	13,623					
Innovator Etf's Trust US Equity Accelerated	292.000	6,096	292.000	6,096	6,812	716	
Innovator Etf's Trust Innovator Laddered Alloc	430.000	15,200	430.000	15,200	16,448	1,248	
Invesco S&P 500 GARP	61.000	5,725					21
Invesco S&P 500 Equal	26.000	3,840					17
Ishares Agency Bond ETF	67.000	7,123					
Ishares Gold ETF	91.000	3,298					
Ishares Morningstar	61.000	3,823					
Ishares Russell 1000	12.000	3,345					
Ishares Trust Core US Agg ET ETF	185.000	18,275	185.000	18,275	17,692	(583)	48
Ishares Trust Core S&P MCP	25.000	6,134	25.000	6,134	6,446	312	
Ishares Trust MSCI USA Min Vol Factor ETF	86.000	6,087	86.000	6,087	6,424	337	
Ishares 20 PLS Year	202.000	18,951					
Ishares 7-10 PLS Year	53.000	4,949					
Proshares Short S&P 500	235.000	3,292					39
SPDR Series Trust Bloomberg Emerging Mark	511.000	10,641	511.000	10,641	10,383	(258)	42
Vaneck JP Morgan Em LCL	304.000	7,430					
Vanguard Extended Dur ETF	120.000	10,664	26.000	2,311	1,977	(334)	
Vanguard FTSE Developed Mkts ETF	244.000	10,661	244.000	10,661	11,062	401	
Vanguard Mtg-Bkd Securities ETF	230.000	10,642	70.000	3,239	3,130	(109)	30
Vanguard Short Term Corp Bd ETF	140.000	10,594	140.000	10,594	10,545	(49)	29
Vanguard Vng Rus1000GRW ETF	124.000	7,573	124.000	7,573	8,904	1,331	

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of September 2023

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	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
Exchange Traded Funds (continued)							
Vanguard VNG RUS1000Val ETF	116.000	\$7,601	116.000	\$7,601	\$8,041	\$440	
Mutual Funds							
Highlands FDS I Merger Arbitrage Z	541.081	10,640	541.081	10,640	10,676	36	
Other Assets							
Public Storage	3.000	815					
Commonfund							
CEU Title III							
Multi-Strategy Bond			85.523	1,013	1,188	175	
Multi-Strategy Equity			9.099	532	5,174	4,642	
Harold Dance Investments							
American Balanced Fund - Class A							\$89
TD Ameritrade							
Exchange Traded Funds							
Aberdeen Bloomberg Commodity Lngr			189.000	6,082	6,082	0	
First Trust CBOE Vest FD of Deep Buffer			305.000	6,115	6,115	0	
Innovator Etf Trust US Equity Accelerated			292.000	6,096	6,096	0	
Innovator Etf Trust Innovator Laddered Alloc			430.000	15,200	15,200	0	
Ishares Trust Core US Agg ET ETF			185.000	18,275	18,275	0	
Ishares Trust Core S&P MCP			25.000	6,134	6,134	0	
Ishares Trust MSCI USA Min Vol Factor ETF			86.000	6,087	6,087	0	
SPDR Series Trust Bloomberg Emerging Mark			511.000	10,641	10,641	0	
Vanguard Extended Dur ETF			120.000	10,664	10,664	0	
Vanguard FTSE Developed Mkts ETF			244.000	10,661	10,661	0	
Vanguard Short Term Corp Bd ETF			140.000	10,594	10,594	0	
Vanguard Vng Rus1000GRW ETF			124.000	7,573	7,573	0	
Vanguard VNG RUS1000Val ETF			116.000	7,601	7,601	0	
Vanguard Mtg-Bkd Securities ETF			230.000	10,642	10,642	0	
Fixed Income							
Barclays Bank PLC 11/24/2023			60.000	6,000	6,000	0	
Barclays Bank PLC 01/17/2025			30.000	3,000	3,000	0	
Barclays Bank PLC 01/17/2025			30.000	3,000	3,000	0	
BNP Paribas Note Conv Index Lnkd 06/26/2025			40.000	4,000	4,000	0	
BNP Paribas Note Index Lnkd 04/29/2024			50.000	5,000	5,000	0	
BNP Paribas Note Index Linked 07/22/2024			150.000	15,000	15,000	0	
BNP Paribas Note Index Linked 07/22/2024			150.000	15,000	15,000	0	
Citigroup Global Markets Holdings 02/09/2026			200.000	20,000	20,000	0	
Citigroup Global Markets Holdings 06/29/2026			100.000	10,000	10,000	0	

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of September 2023

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	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
Fixed Income (continued)							
GS Finance Corp Note 03/1/2025			140.000	\$14,000	\$14,000	\$0	
Morgan Stanley Finance LLC 03/25/2024			90.000	9,000	9,000	0	
Morgan Stanley Finance LLC 10/17/2023			20.000	2,000	2,000	0	
Morgan Stanley Finance LLC 05/19/2026			100.000	10,000	10,000	0	
Morgan Stanley Finance LLC 02/01/2024			40.000	4,000	4,000	0	
Morgan Stanley Finance LLC 08/23/2024			20.000	2,000	2,000	0	
Morgan Stanley Finance LLC 12/19/2023			50.000	5,000	5,000	0	
Societe Generale 08/25/2026			20.000	2,000	2,000	0	
Mutual Funds							
Highlands FDS I Merger Arbitrage Z			541.081	10,640	10,640	0	
Stocks							
SPROTT Physical Gold and Silver			332.000	6,068	6,068	0	
Vanguard							
500 Index Fund Admiral Shares	0.573	\$226				226	
Total Bond Market Index Fund Admiral Shares	15.610	146				146	
Money Market / Cash							
Cetera - Money Market		1,407,331		1,407,294	1,407,294	0	
Charles Schwab - Cash 788-2481		1,077					
Charles Schwab - Money Market 7788-2481		1				2	
Charles Schwab - Cash 9025-2459		55					
Charles Schwab - Money Market 9025-2459		154,772		133,498	133,498	0	
TD Ameritrade Deposit Account		32		29,919	29,919	0	
Receivable / In Transit / Unsettled Purchases							
Morgan Stanley Unsettled Purchases		605,679					
Total Other Investments		<u>\$4,739,167</u>		<u>\$4,024,952</u>	<u>\$4,016,947</u>	<u>(\$8,005)</u>	<u>\$5,924</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 2023	\$6,219,981	\$598,201	\$933,200	\$209,655	\$6,094,637	\$6,157,309	\$12,271	(\$12,926)	(\$655)	\$651	(\$1,306)
Aug 2023	6,094,637	447,543	423,355	(174,594)	5,944,231	6,019,434	24,188	(29,778)	(5,590)	0	(5,590)
Sep 2023	5,944,231	771,884	745,545	(207,191)	5,763,379	5,853,805	26,482	30,493	56,975	143	56,832
Oct 2023											
Nov 2023											
Dec 2023											
Jan 2024											
Feb 2024											
Mar 2024											
Apr 2024											
May 2024											
Jun 2024											
<hr/> <hr/>											
Comparative Totals:											
Year-to-date											
FY 2023-24	\$6,219,981	\$1,817,628	\$2,102,100	(\$172,130)	\$5,763,379	\$6,010,183	\$62,941	(\$12,211)	\$50,730	\$794	\$49,936
FY 2022-23	6,174,670	2,001,933	1,961,712	(542,240)	5,672,651	6,242,373	55,556	(72,760)	(17,204)	5,838	(23,042)
Amt Change					90,728	(232,190)	7,385	60,549	67,934	(5,044)	72,978
% Change					1.60%	-3.72%	13.29%	83.22%	394.87%	-86.40%	316.72%

Note: Endowment Trusts include externally managed endowment trusts.

UTAH STATE UNIVERSITY
 ENDOWMENT TRUSTS PORTFOLIO
 30 September 2023

Schedule D-1-A
 Page 1 of 2

Description	Number of Shares	Cost	Fair Value	Unrealized Gain/(Loss)
Common and Preferred Stock				
Abbvie Inc Com	1,678.000	\$246,160	\$250,123	\$3,963
Amazon Com Inc	1,405.000	160,699	178,604	17,905
American Elec Tower Co Inc	1,375.000	123,608	103,427	(20,181)
Amgen Inc	180.000	40,659	48,377	7,718
Apple Inc	3,075.000	134,952	526,471	391,519
AT & T Inc	9,950.000	178,879	149,449	(29,430)
Atlantica Sustainable Infr. Plc	3,550.000	118,564	67,805	(50,759)
BP Plc Ads	6,650.000	259,707	257,488	(2,219)
Coca Cola Co	2,149.000	130,644	120,301	(10,343)
Colgate Palmolive Co	1,563.000	115,384	111,145	(4,239)
Crown Castle Intl Corp	750.000	134,802	69,022	(65,780)
Diamondback Energy Inc	441.000	61,819	68,302	6,483
Enbridge Inc	4,600.000	193,980	152,674	(41,306)
Enterprise Prod Partnership LP	7,100.000	186,120	194,327	8,207
Ford Motor Co New	8,540.000	121,789	106,067	(15,722)
Glaxosmithkline Plc ADR	3,440.000	126,258	124,700	(1,558)
Haleon Plc Spon Ads Adr	4,300.000	28,013	35,819	7,806
JP Morgan Chase & Co	2,411.000	364,017	349,643	(14,374)
Medtronic Plc Shs	1,760.000	156,980	137,914	(19,066)
MetLife Incorporated	4,802.000	262,496	302,094	39,598
Microsoft Corp	1,050.000	181,917	331,537	149,620
Morgan Stanley	1,950.000	162,927	159,256	(3,671)
Nextera Energy Inc	835.000	61,391	47,837	(13,554)
Organon & Co	5,914.000	128,259	102,667	(25,592)
Pfizer Inc	2,900.000	119,490	96,193	(23,297)
Proctre & Gamble	789.000	109,314	115,084	5,770
Qualcomm Inc	1,650.000	259,018	183,249	(75,769)
Teva Pharmaceuticals ADR	5,200.000	212,490	53,040	(159,450)

UTAH STATE UNIVERSITY
 ENDOWMENT TRUSTS PORTFOLIO
 30 September 2023

Schedule D-1-A
 Page 2 of 2

Description	Number of Shares	Cost	Fair Value	Unrealized Gain/(Loss)
Common and Preferred Stock (continued)				
Verizon Communications	6,665.000	\$331,349	\$216,013	(\$115,336)
Viartis Inc	8,896.000	131,375	87,715	(43,660)
Zions Bancorporation NA	3,000.000	80,390	104,670	24,280
iShares Preferred & Income	28,042.000	946,873	845,466	(101,407)
		<u>5,870,323</u>	<u>5,696,479</u>	<u>(173,844)</u>
Money Market & Cash Funds				
Morgan Stanley MSILF Govt Sec Part		65,048	65,048	0
Morgan Stanley Cash		1,174	1,174	0
Federated Govt Obligations Prm #117		352	352	0
Federated Govt Obligations Prm #117		326	326	0
		<u>66,900</u>	<u>66,900</u>	<u>0</u>
Total Endowment Trusts		<u>\$5,937,223</u>	<u>\$5,763,379</u>	<u>(\$173,844)</u>

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT TRUST INVESTMENT TRANSACTIONS
For the Month of September 2023

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
<u>Endowment Trusts</u>							
Common and Preferred Stock							
BP Plc Ads	6,650.000	\$259,707					
Colgate Palmolive Co	1,563.000	115,384					
Shell PLC ADR			4,000.000	\$236,034	\$254,572	\$18,538	
Zions Bancorporation NA			3,000.000	97,275	109,797	12,522	
iShares Preferred & Income			200.000	6,508	5,941	(567)	
Funds held at Morgan Stanley - Dividends							\$26,321
Money Market & Cash Funds							
Morgan Stanley Bank N.A. #		395,615		375,235	375,235	0	158
Morgan Stanley Cash		1,174					
Wells Fargo #451		2					2
Wells Fargo #451		2					1
Total Endowment Trusts		<u>\$771,884</u>		<u>\$715,052</u>	<u>\$745,545</u>	<u>\$30,493</u>	<u>\$26,482</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 2023	\$92,986,097	\$33,139,886	\$26,092,248	\$0	\$100,033,735	\$99,767,440	\$432,189		\$432,189		\$432,189
Aug 2023	100,033,735	435,420	237,995	0	100,231,160	100,231,160	451,297		451,297		451,297
Sep 2023	100,231,160	2,751,431	2,238,781	0	100,743,810	100,261,291	447,531		447,531		447,531
Oct 2023											
Nov 2023											
Dec 2023											
Jan 2024											
Feb 2024											
Mar 2024											
Apr 2024											
May 2024											
Jun 2024											
<hr/> <hr/>											
Comparative Totals:											
Year-to-date											
FY 2023-24	\$92,986,097	\$36,326,737	\$28,569,024	\$0	\$100,743,810	\$100,086,630	\$1,331,017	\$0	\$1,331,017	\$0	\$1,331,017
FY 2022-23	34,488,447	16,231,147	13,727,155	0	36,992,439	36,109,014	187,684	0	187,684	0	187,684
Amt Change					63,751,371	63,977,616	1,143,333	0	1,143,333	0	1,143,333
% Change					172.34%	177.18%	609.18%	0.00%	609.18%	0.00%	609.18%

Note: Plant Fund Trusts include all debt service reserve and construction fund accounts in compliance with bond issue covenants.

UTAH STATE UNIVERSITY
 PLANT TRUSTS PORTFOLIO
 30 September 2023

Schedule E-1-A

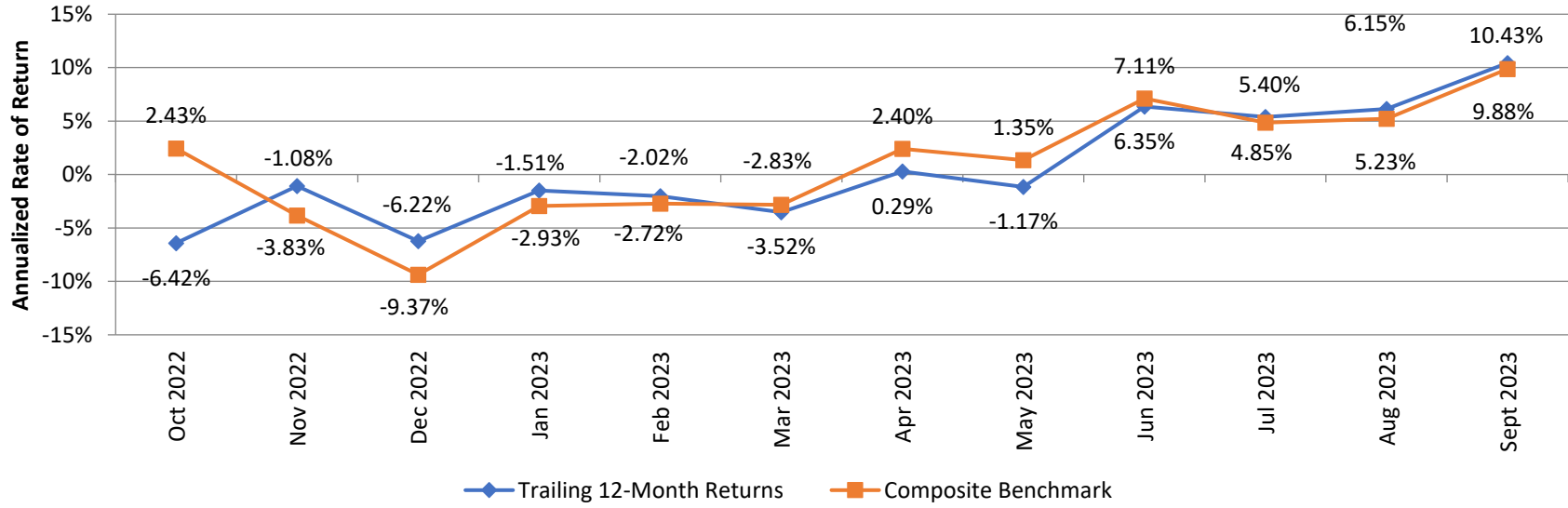
Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
US Bank Utah Public Treasurers' Investment Fund			5.356%			\$100,743,810	\$100,743,810	\$0

UTAH STATE UNIVERSITY
SUMMARY OF PLANT TRUST INVESTMENT TRANSACTIONS
For the Month of September 2023

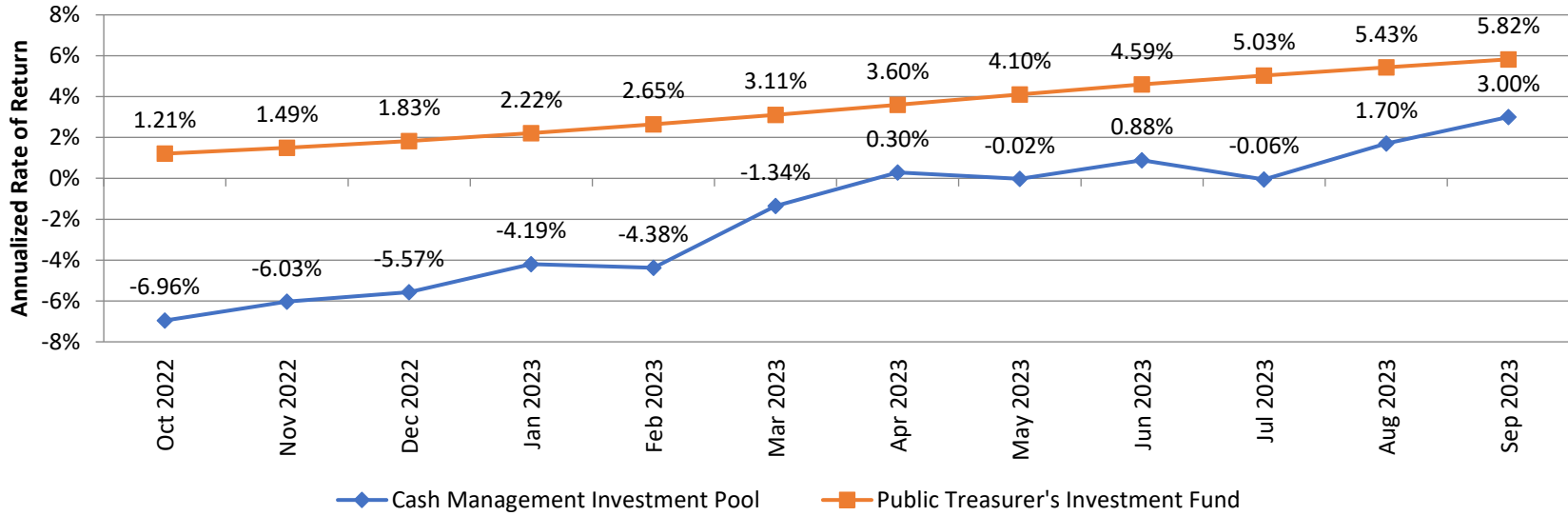
Schedule E-2

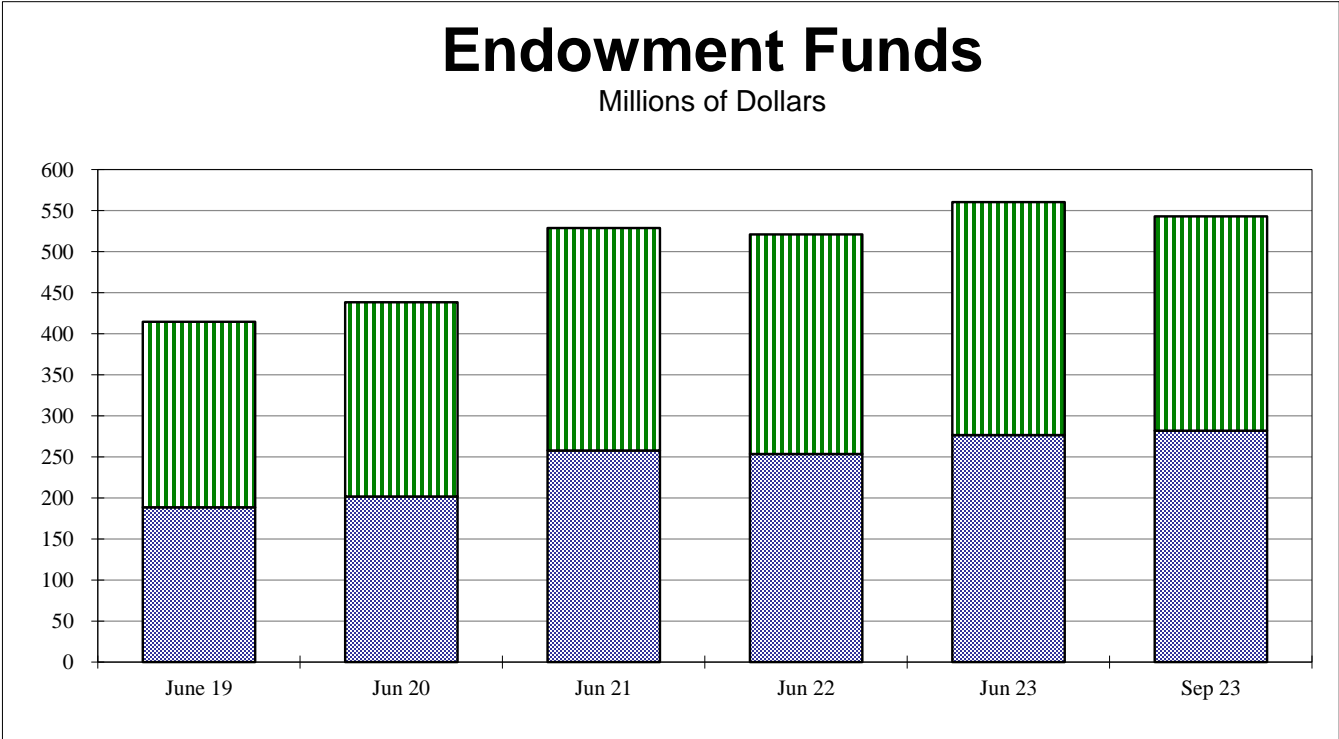
	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
Plant Trusts						
US Bank						
Utah Public Treasurers' Investment Fund		\$2,751,431		\$2,238,781	\$2,238,781	\$0
Total Plant Trusts		<u>\$2,751,431</u>		<u>\$2,238,781</u>	<u>\$2,238,781</u>	<u>\$0</u>

Endowment Pool



Cash Management Investment Pool





	Fair Value	Fair Value	Fair Value	Fair Value	Fair Value	Fair Value
Quasi Endowment	\$226.0	\$236.5	\$271.0	\$267.7	\$283.8	\$261.1
True Endowment	188.7	201.7	257.8	253.4	276.7	282.0
Total	\$414.7	\$438.2	\$528.8	\$521.1	\$560.5	\$543.1

June 19 Jun 20 Jun 21 Jun 22 Jun 23 Sep 23

ITEM FOR ACTION

RE: Report of Investments for October 2023

The Report of Investments for October 2023 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 2023 and comparative year-to-date totals for FY 2023-2024 and FY 2022-2023.

CASH MANAGEMENT INVESTMENT POOL

The average daily fair value invested during October 2023 was \$636,614,343, up \$13,504,760 over September 2023. Total investment gain was \$1,018,511, up \$3,619,543 over September 2023, reflecting the increase in the amount available for investing and an increase in total investment return. The annualized total investment return was 1.92%, up 6.93% over September 2023.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$601,412,091, up \$36,826,104 (6.52%) over FY 2022-2023. Total interest income for FY 2023-2024 amounted to \$7,807,226, up \$3,507,319 (81.57%) over FY 2022-2023, reflecting an increase in the amount available for investing and an increase in interest rates.

The total amount invested at 31 October 2023 was \$581,216,309, up \$22,602,172 (4.05%) over 31 October 2022.

ENDOWMENT POOL

The average daily fair value invested during October 2023 was \$261,085,331, down \$3,943,539 from September 2023. Interest and dividend income of \$213,723 plus net realized gains of \$2,090,621 totaled \$2,304,344 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$265,198,663, up \$11,103,190 (4.37%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$5,632,459, up \$4,270,637 (313.60%) over FY 2022-2023. This increase resulted from \$100,475 more in interest and dividends and \$4,170,162 more in net realized gains during FY 2023-2024.

The total amount invested at 31 October 2023 was \$259,042,007, up \$5,227,715 (2.06%) over 31 October 2022.

OTHER INVESTMENTS

The average daily fair value invested during October 2023 was \$268,104,212, down \$3,423,466 from September 2023. Interest and dividend income of \$997,576 minus net realized losses of \$214 totaled \$997,362 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$273,210,872, up \$14,733,080 (5.70%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$4,069,293, up \$1,158,708 (39.81%) over FY 2022-2023. This increase resulted from \$1,102,399 more in interest and dividend income and \$56,309 more in net realized gains during FY 2023-2024.

The total amount invested at 31 October 2023 was \$269,454,252, up \$22,054,065 (8.91%) over 31 October 2022.

ENDOWMENT TRUSTS

The average daily fair value invested during October 2023 was \$5,689,028, down \$164,777 from September 2023. Interest and dividend income of \$10,849 plus net realized gains of \$36,643 totaled \$47,492 in realized gains for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$5,929,894, down \$222,463 (3.62%) from FY 2022-2023. Total realized income for FY 2023-2024 was \$98,222, up \$153,695 (277.06%) over FY 2022-2023. This increase resulted from \$5,860 more in interest and dividend income and \$147,835 more in net realized gains during FY 2023-2024.

The total amount invested at 31 October 2023 was \$5,614,676, down \$477,293 (7.83%) from 31 October 2022.

PLANT FUND TRUSTS

The average daily fair value invested during October 2023 was \$98,121,681, down \$2,139,610 from September 2023. Interest income totaled \$452,735 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$99,595,393, up \$64,140,951 (180.91%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$1,783,752, up \$1,516,618 (567.74%) over FY 2022-2023. This increase reflects the increased amount available for investing and an increase in the rate of return.

The total amount invested at 31 October 2023 was \$98,019,359, up \$65,699,502 (203.28%) over 31 October 2022.

SUMMARY OF INVESTMENT TRANSACTIONS

The University's average daily fair value invested for the month of October was \$1,172,142,642. Purchases totaled \$44,099,371 and sales totaled \$38,182,359. From this activity the University realized net gains of \$2,127,050 and earnings of \$3,466,944.

RECOMMENDATION

The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Report of Investments for October 2023.

**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 2023 to 31 October 2023 and comparative year-to-date totals for the periods 1 July 2023 to 31 October 2023 and 1 July 2022 to 31 October 2022; 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 2023 to 31 October 2023 and comparative year-to-date totals for the periods 1 July 2023 to 31 October 2023 and 1 July 2022 to 31 October 2022;

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 2023.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date



UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
OCTOBER 2023

The following schedules (A through E-2) 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.

A handwritten signature in black ink, appearing to read 'Danford R. Christensen', written over a horizontal line.

Danford R. Christensen
Controller

2/14/2024
Date

A handwritten signature in blue ink, appearing to read 'David T. Cowley', written over a horizontal line.

David T. Cowley
Vice President
for Finance and Administrative Services

2/14/24
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 2023	\$520,975,134	\$11,654,830	\$2,735,924	(\$2,233,655)	\$527,660,385	\$565,097,854	\$1,654,830	\$14,975	\$1,639,855
Aug 2023	527,660,385	45,104,528	7,941,804	342,484	565,165,593	580,826,585	1,935,156	(15)	1,935,171
Sep 2023	565,165,593	30,123,074	9,108,764	(4,706,359)	581,473,544	623,109,583	2,105,327	(40)	2,105,367
Oct 2023	581,473,544	20,126,700	19,290,533	(1,093,402)	581,216,309	636,614,343	2,111,913	0	2,111,913
Nov 2023									
Dec 2023									
Jan 2024									
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									

Comparative Totals:

Year-to-date

FY 2023-24	\$520,975,134	\$107,009,132	\$39,077,025	(\$7,690,932)	\$581,216,309	\$601,412,091	\$7,807,226	\$14,920	\$7,792,306
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
Amt Change					22,602,172	36,826,104	3,507,319	6,896	3,500,423
% Change					4.05%	6.52%	81.57%	85.94%	81.56%

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 2023

Schedule A-2

	Purchases	Sales		Earnings	Change in Fair Value	Total Investment Income	Average Daily Fair Value	Annualized Total Investment Return
		Cost	Receipts					
Miscellaneous				\$98,339		\$98,339		0.00%
Money Market Account				173,074		173,074	\$36,200,000	5.74%
Utah Public Treasurers' Investment Fund				55,870		55,870	12,100,000	5.54%
Commercial Paper and Corporate Notes	\$6,876,991	\$17,000,000	\$17,000,000	1,263,420	\$22,790	1,286,210	278,735,475	5.54%
Obligations of U. S. Government	11,182,465			515,363	(1,081,570)	(566,207)	305,978,868	-2.22%
Municipal Bonds				5,847	(34,622)	(28,775)	3,600,000	-9.59%
Receivable	<u>2,067,244</u>	<u>2,290,533</u>	<u>2,290,533</u>					0.00%
Total	<u><u>\$20,126,700</u></u>	<u><u>\$19,290,533</u></u>	<u><u>\$19,290,533</u></u>	<u><u>\$2,111,913</u></u>	<u><u>(\$1,093,402)</u></u>	<u><u>\$1,018,511</u></u>	<u><u>\$636,614,343</u></u>	1.92%

UTAH STATE UNIVERSITY
SUMMARY OF CASH MANAGEMENT INVESTMENT POOL TRANSACTIONS
For the Month of October 2023

Schedule A-3

	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
<u>Cash Management Investment Pool</u>						
Miscellaneous						\$98,339
Money Market Account						173,074
Utah Public Treasurers' Investment Fund						55,870
Corporate Bonds and Floaters		\$6,876,991		\$17,000,000	\$17,000,000	\$0
Obligations of U. S. Government		11,182,465				515,363
Municipal Bonds						5,847
Accounts Receivable		2,067,244		2,290,533	2,290,533	0
Total Cash Management Investment Pool		<u>\$20,126,700</u>		<u>\$19,290,533</u>	<u>\$19,290,533</u>	<u>\$0</u>
						<u>\$2,111,913</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 2023	\$263,818,324	\$8,092,294	\$7,921,121	\$5,317,251	\$269,306,748	\$266,562,536	\$170,178	\$1,128,235	\$1,298,413	(\$994)	\$1,299,407
Aug 2023	269,306,748	3,627,362	2,725,956	(3,279,068)	266,929,086	268,117,917	110,229	635,758	745,987	\$3,320	742,667
Sep 2023	266,929,086	12,577,836	11,547,074	(4,831,194)	263,128,654	265,028,870	385,316	898,399	1,283,715	41,888	1,241,827
Oct 2023	263,128,654	14,035,033	13,724,961	(4,396,719)	259,042,007	261,085,331	213,723	2,090,621	2,304,344	12,381	2,291,963
Nov 2023											
Dec 2023											
Jan 2024											
Feb 2024											
Mar 2024											
Apr 2024											
May 2024											
Jun 2024											

Comparative Totals:

Year-to-date											
FY 2023-24	\$263,818,324	\$38,332,525	\$35,919,112	(\$7,189,730)	\$259,042,007	\$265,198,663	\$879,446	\$4,753,013	\$5,632,459	\$56,595	\$5,575,864
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
Amt Change					5,227,715	11,103,190	100,475	4,170,162	4,270,637	(61,765)	4,332,402
% Change					2.06%	4.37%	12.90%	715.48%	313.60%	-52.18%	348.41%

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 \$2,114,800 principal beginning balance, a \$2,218,996 ending balance, and a \$2,221,836 average daily balance for the current month. Current month interest and dividends from the CMIP were \$7,317 bringing the total to \$20,965 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 2023

Schedule B-2
Page 2 of 2

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
Money Market Funds							
Goldman Sachs Bank Deposit		\$464				\$464	
US Bank - Endowment Pool First Am Treas Ob Fd Cl Z		6,289,234		\$6,480,704	\$6,480,704	\$0	
US Bank - Longfellow First Am Treas Ob Fund Cl Z		5,100,084		53,481	53,481	0	
Cash							
Endowment Pool							
US Bank Cash		47,410					
Longfellow							
US Bank Cash		(5,000,095)		(1,350)	(1,350)	0	
Accruals / Payable							
Endowment Pool							
Goldman Sachs		(14)				(14)	
US Bank - Accruals		19,161		54,760	54,760	0	
Longfellow							
US Bank Receivable - Interest Accrual		46,467		33,602	33,602	0	
 Total Endowment Pool Transactions		<u>\$14,035,033</u>		<u>\$11,634,340</u>	<u>\$13,724,961</u>	<u>\$2,090,621</u>	<u>\$213,723</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 2023	\$244,285,796	\$1,254,431	\$348,119	(\$115,300)	\$245,076,808	\$244,681,302	\$913,185	\$2	\$913,187
Aug 2023	245,076,808	11,981,833	10,538,360	(1,821,697)	244,698,584	244,887,696	975,226	0	975,226
Sep 2023	244,698,584	6,121,852	10,732,921	(4,417,206)	235,670,309	240,184,447	1,022,084	149,089	1,171,173
Oct 2023	235,670,309	9,006,964	927,537	(4,088,749)	239,660,987	237,665,648	995,463	(189)	995,274
Nov 2023									
Dec 2023									
Jan 2024									
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									

Comparative Totals:

Year-to-date									
FY 2023-24	\$244,285,796	\$28,365,080	\$22,546,937	(\$10,442,952)	\$239,660,987	\$241,854,773	\$3,905,958	\$148,902	\$4,054,860
FY 2022-23	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
Amt Change					20,171,056	11,776,420	1,098,244	151,372	1,249,616
% Change					9.19%	5.12%	39.12%	6128.42%	44.55%

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 \$88,003,225 principal beginning balance, a \$95,406,385 ending balance, and a \$95,250,117 average daily balance for the current month. Current month interest and dividends from the CMIP were \$312,535 bringing the total to \$1,232,564 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 2023

Schedule C1C
Page 1 of 1

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
<u>Defensive Return Pool</u>							
CMIP		\$7,090,624					
CMIP Earnings		312,535				\$312,535	
Utah Public Treasurers' Investment Fund		83,141				83,142	
Fixed Income							
US Bank							
Investment Funds							
Wellington Core Bond Fund	4,052.419	39,957	306.083	\$3,207	\$3,018	(\$189)	39,957
Alternatives							
Dakota Pacific Real Estate Group							
Dakota Pacific Real Estate				\$12,253	\$12,253	0	4,307
Woodbury							
Woodbury IFRI							727
Money Market / Cash							
US Bank - First Am Treasury Ob Fund Class Z		925,912					
Receivable / In Transit / Unsettled Purchases							
US Bank - Receivable		554,795		912,266	912,266	0	554,795
 Total Defensive Return Pool		<u>\$9,006,964</u>		<u>\$927,726</u>	<u>\$927,537</u>	<u>(\$189)</u>	<u>\$995,463</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 2023	\$31,317,444	\$81,847	\$91,020	\$874,307	\$32,182,578	\$31,750,011	\$2,002	\$5,159	\$7,161
Aug 2023	32,182,578	71,245	75,955	(575,269)	31,602,599	31,892,589	2,115	5,150	7,265
Sep 2023	31,602,599	4,739,167	4,016,947	(1,240,956)	31,083,863	31,343,231	5,924	(8,005)	(2,081)
Oct 2023	31,083,863	26,030	620,378	(696,250)	29,793,265	30,438,564	2,113	(25)	2,088
Nov 2023									
Dec 2023									
Jan 2024									
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									

Comparative Totals:

Year-to-date									
FY 2023-24	\$31,317,444	\$4,918,289	\$4,804,300	(\$1,638,168)	\$29,793,265	\$31,356,099	\$12,154	\$2,279	\$14,433
FY 2022-23	28,417,079	340,963	761,363	(86,423)	27,910,256	28,399,439	7,999	97,342	105,341
Amt Change					1,883,009	2,956,659	4,155	(95,063)	(90,908)
% Change					6.75%	10.41%	51.94%	-97.66%	-86.30%

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of October 2023

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							
Cetera Advisor Networks LLC							
Cetera - Money Market		\$263		\$263	\$263	\$0	
Morgan Stanley							
Broadcom Inc	2.000	1,662	2.000	1,662	1,637	(25)	
The Boeing Company	75.000	13,936					
Utah Public Treasurers' Investment Fund		735		4,661	4,661	0	
ETF / Bonds / Mutual Funds							
Charles Schwab 7788-2481							
Bond Funds							
Janus Henderson Multi Sector Income Fund	30.788	250				250	
PIMCO Income Instl	39.980	400				400	
Western Asset Core Plus Bond	31.925	275				275	
Charles Schwab 9025-2459							
Corporate Bonds							
Morgan Stanley Finance LLC 10/17/2023			2,000.000	2,000	2,000	0	
Corporate Bond earnings						145	
Equities earnings						13	
Exchange Traded Fund earnings						286	
Money Market / Cash							
Cetera - Money Market		263					
Charles Schwab - Cash 788-2481				1,077	1,077	0	
Charles Schwab - Money Market 7788-2481		1,079		3,190	3,190	0	
Charles Schwab - Cash 9025-2459		60		55	55	0	
Charles Schwab - Money Market 9025-2459		2,447		1,816	1,816	0	
Receivable / In Transit / Unsettled Purchases							
Morgan Stanley Unsettled Purchases				605,679	605,679		
PTIF Receivable		4,660					
Total Other Investments		<u>\$26,030</u>		<u>\$620,403</u>	<u>\$620,378</u>	<u>(\$25)</u>	<u>\$2,113</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 2023	\$6,219,981	\$598,201	\$933,200	\$209,655	\$6,094,637	\$6,157,309	\$12,271	(\$12,926)	(\$655)	\$651	(\$1,306)
Aug 2023	6,094,637	447,543	423,355	(174,594)	5,944,231	6,019,434	24,188	(29,778)	(5,590)	0	(5,590)
Sep 2023	5,944,231	771,884	745,545	(207,191)	5,763,379	5,853,805	26,482	30,493	56,975	143	56,832
Oct 2023	5,763,379	435,078	424,933	(158,848)	5,614,676	5,689,028	10,849	36,643	47,492	776	46,716
Nov 2023											
Dec 2023											
Jan 2024											
Feb 2024											
Mar 2024											
Apr 2024											
May 2024											
Jun 2024											
<hr/> <hr/>											
Comparative Totals:											
Year-to-date											
FY 2023-24	\$6,219,981	\$2,252,706	\$2,527,033	(\$330,978)	\$5,614,676	\$5,929,894	\$73,790	\$24,432	\$98,222	\$1,570	\$96,652
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)
Amt Change					(477,293)	(222,463)	5,860	147,835	153,695	(4,919)	158,614
% Change					-7.83%	-3.62%	8.63%	119.80%	277.06%	75.81%	255.99%

Note: Endowment Trusts include externally managed endowment trusts.

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT TRUST INVESTMENT TRANSACTIONS
For the Month of October 2023

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	325.000	\$48,668					
Amazon Com Inc	440.000	57,564					
Amgen Inc			180.000	\$40,659	\$48,220	\$7,561	
Bank of America	3,857.000	105,341					
Haleon Plc Spon Ads Adr			4,300.000	28,013	36,071	8,058	
Zions Bancorporation NA			3,000.000	80,390	104,290	23,900	
iShares Preferred & Income			790.000	25,706	22,830	(2,876)	
Funds held at Morgan Stanley - Dividends							\$10,614
Money Market & Cash Funds							
Morgan Stanley Bank N.A. #		220,899		211,598	211,598	0	232
Morgan Stanley Cash		2,532		1,174	1,174	0	
Wells Fargo #451		24		375	375	0	2
Wells Fargo #451		50		375	375	0	1
Total Endowment Trusts		<u>\$435,078</u>		<u>\$388,290</u>	<u>\$424,933</u>	<u>\$36,643</u>	<u>\$10,849</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 2023	\$92,986,097	\$33,139,886	\$26,092,248	\$0	\$100,033,735	\$99,767,440	\$432,189		\$432,189		\$432,189
Aug 2023	100,033,735	435,420	237,995	0	100,231,160	100,231,160	451,297		451,297		451,297
Sep 2023	100,231,160	2,751,431	2,238,781	0	100,743,810	100,261,291	447,531		447,531		447,531
Oct 2023	100,743,810	469,566	3,194,017	0	98,019,359	98,121,681	452,735		452,735		452,735
Nov 2023											
Dec 2023											
Jan 2024											
Feb 2024											
Mar 2024											
Apr 2024											
May 2024											
Jun 2024											
<hr/> <hr/>											
Comparative Totals:											
Year-to-date											
FY 2023-24	\$92,986,097	\$36,796,303	\$31,763,041	\$0	\$98,019,359	\$99,595,393	\$1,783,752	\$0	\$1,783,752	\$0	\$1,783,752
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
Amt Change					65,699,502	64,140,951	1,516,618	0	1,516,618	0	1,516,618
% Change					203.28%	180.91%	567.74%	0.00%	567.74%	0.00%	567.74%

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 2023

Schedule E-2

	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
Plant Trusts						
US Bank						
Utah Public Treasurers' Investment Fund		\$469,566		\$3,194,017	\$3,194,017	\$0
Total Plant Trusts		<u>\$469,566</u>		<u>\$3,194,017</u>	<u>\$3,194,017</u>	<u>\$0</u>

ITEM FOR ACTION

RE: Report of Investments for November 2023

The Report of Investments for November 2023 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 2023 and comparative year-to-date totals for FY 2023-2024 and FY 2022-2023.

CASH MANAGEMENT INVESTMENT POOL

The average daily fair value invested during November 2023 was \$615,809,352, down \$20,804,991 from October 2023. Total investment gain was \$9,834,662, up \$8,816,151 over October 2023, reflecting the decrease in the amount available for investing and an increase in total investment return. The annualized total investment return was 19.16%, up 17.24% over October 2023.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$604,291,543, up \$33,653,583 (5.90%) over FY 2022-2023. Total interest income for FY 2023-2024 amounted to \$9,905,158, up \$4,214,971 (74.07%) over FY 2022-2023, reflecting an increase in the amount available for investing and an increase in interest rates.

The total amount invested at 30 November 2023 was \$557,843,565, up \$12,498,133 (2.29%) over 30 November 2022.

ENDOWMENT POOL

The average daily fair value invested during November 2023 was \$265,797,717, up \$4,712,386 over October 2023. Interest and dividend income of \$217,624 plus net realized gains of \$17,551 totaled \$235,175 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$265,318,474, up \$10,154,864 (3.98%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$5,867,634, up \$4,354,786 (287.85%) over FY 2022-2023. This increase resulted from \$197,237 more in interest and dividends and \$4,157,549 more in net realized gains during FY 2023-2024.

The total amount invested at 30 November 2023 was \$272,553,427, up \$7,495,406 (2.83%) over 30 November 2022.

OTHER INVESTMENTS

The average daily fair value invested during November 2023 was \$277,017,472, up \$8,913,260 over October 2023. Interest and dividend income of \$998,109 minus net realized losses of \$1,127 totaled \$996,982 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$273,972,192, up \$16,725,193 (6.50%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$5,066,275, up \$1,384,716 (37.61%) over FY 2022-2023. This increase resulted from \$1,333,717 more in interest and dividend income and \$50,999 more in net realized gains during FY 2023-2024.

The total amount invested at 30 November 2023 was \$284,580,691, up \$27,333,233 (10.63%) over 30 November 2022.

ENDOWMENT TRUSTS

The average daily fair value invested during November 2023 was \$5,824,917, up \$135,889 over October 2023. Interest and dividend income of \$25,315 minus net realized losses of \$28,735 totaled \$3,420 in realized losses for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$5,908,898, down \$259,620 (4.21%) from FY 2022-2023. Total realized income for FY 2023-2024 was \$94,802, up \$375,296 (133.80%) over FY 2022-2023. This increase resulted from \$12,791 more in interest and dividend income and \$362,205 less in net realized losses during FY 2023-2024.

The total amount invested at 30 November 2023 was \$6,035,157, down \$339,202 (5.32%) from 30 November 2022.

PLANT FUND TRUSTS

The average daily fair value invested during November 2023 was \$101,382,828, up \$3,261,147 over October 2023. Interest income totaled \$457,257 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$99,952,880, up \$64,591,471 (182.66%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$2,241,109, up \$1,879,974 (520.72%) over FY 2022-2023. This increase reflects the increased amount available for investing and an increase in the rate of return.

The total amount invested at 30 November 2023 was \$105,259,070, up \$65,838,599 (167.02%) over 30 November 2022.

SUMMARY OF INVESTMENT TRANSACTIONS

The University's average daily fair value invested for the month of November was \$1,161,406,146. Purchases totaled \$25,038,561 and sales totaled \$41,035,412. From this activity the University realized net losses of \$12,311 and earnings of \$3,445,407.

RECOMMENDATION

The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Report of Investments for November 2023.

**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 2023 to 30 November 2023 and comparative year-to-date totals for the periods 1 July 2023 to 30 November 2023 and 1 July 2022 to 30 November 2022; 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 2023 to 30 November 2023 and comparative year-to-date totals for the periods 1 July 2023 to 30 November 2023 and 1 July 2022 to 30 November 2022;

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 2023.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date



UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
NOVEMBER 2023

The following schedules (A through E-2) 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.

A handwritten signature in black ink, appearing to read 'Danford R. Christensen', written over a horizontal line.

Danford R. Christensen
Controller

2/14/2024

Date

A handwritten signature in blue ink, appearing to read 'David T. Cowley', written over a horizontal line.

David T. Cowley
Vice President
for Finance and Administrative Services

2/14/24

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 2023	\$520,975,134	\$11,654,830	\$2,735,924	(\$2,233,655)	\$527,660,385	\$565,097,854	\$1,654,830	\$14,975	\$1,639,855
Aug 2023	527,660,385	45,104,528	7,941,804	342,484	565,165,593	580,826,585	1,935,156	(15)	1,935,171
Sep 2023	565,165,593	30,123,074	9,108,764	(4,706,359)	581,473,544	623,109,583	2,105,327	(40)	2,105,367
Oct 2023	581,473,544	20,126,700	19,290,533	(1,093,402)	581,216,309	636,614,343	2,111,913	0	2,111,913
Nov 2023	581,216,309	2,097,932	33,207,406	7,736,730	557,843,565	615,809,352	2,097,932	0	2,097,932
Dec 2023									
Jan 2024									
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									

Comparative Totals:

Year-to-date									
FY 2023-24	\$520,975,134	\$109,107,064	\$72,284,431	\$45,798	\$557,843,565	\$604,291,543	\$9,905,158	\$14,920	\$9,890,238
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
Amt Change					12,498,133	33,653,583	4,214,971	6,911	4,208,060
% Change					2.29%	5.90%	74.07%	86.29%	74.06%

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 2023

Schedule A-2

	Purchases	Sales		Earnings	Change in Fair Value	Total Investment Income	Average Daily Fair Value	Annualized Total Investment Return
		Cost	Receipts					
Miscellaneous				\$70,067		\$70,067		0.00%
Money Market Account				165,940		165,940	\$36,200,000	5.50%
Utah Public Treasurers' Investment Fund		\$7,000,000	\$7,000,000	24,096		24,096	5,333,333	5.42%
Commercial Paper and Corporate Notes	\$162,801	18,000,000	18,000,000	1,337,407	\$436,076	1,773,483	261,759,465	8.13%
Obligations of U. S. Government	7,578	7,000,000	7,000,000	494,575	7,210,099	7,704,674	308,916,554	29.93%
Municipal Bonds				5,847	90,555	96,402	3,600,000	32.13%
Receivable	<u>1,927,553</u>	<u>1,207,406</u>	<u>1,207,406</u>					0.00%
Total	<u><u>\$2,097,932</u></u>	<u><u>\$33,207,406</u></u>	<u><u>\$33,207,406</u></u>	<u><u>\$2,097,932</u></u>	<u><u>\$7,736,730</u></u>	<u><u>\$9,834,662</u></u>	<u><u>\$615,809,352</u></u>	19.16%

UTAH STATE UNIVERSITY
SUMMARY OF CASH MANAGEMENT INVESTMENT POOL TRANSACTIONS
For the Month of November 2023

Schedule A-3

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
<u>Cash Management Investment Pool</u>							
Miscellaneous						\$70,067	
Money Market Account						165,940	
Utah Public Treasurers' Investment Fund				\$7,000,000	\$7,000,000	0	24,096
Corporate Bonds and Floaters		\$162,801		18,000,000	18,000,000	0	1,337,407
Obligations of U. S. Government		7,578		7,000,000	7,000,000	0	494,575
Municipal Bonds							5,847
Accounts Receivable		1,927,553		1,207,406	1,207,406	0	
Total Cash Management Investment Pool		<u>\$2,097,932</u>		<u>\$33,207,406</u>	<u>\$33,207,406</u>	<u>\$0</u>	<u>\$2,097,932</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 2023	\$263,818,324	\$8,092,294	\$7,921,121	\$5,317,251	\$269,306,748	\$266,562,536	\$170,178	\$1,128,235	\$1,298,413	(\$994)	\$1,299,407
Aug 2023	269,306,748	3,627,362	2,725,956	(3,279,068)	266,929,086	268,117,917	110,229	635,758	745,987	\$3,320	742,667
Sep 2023	266,929,086	12,577,836	11,547,074	(4,831,194)	263,128,654	265,028,870	385,316	898,399	1,283,715	41,888	1,241,827
Oct 2023	263,128,654	14,035,033	13,724,961	(4,396,719)	259,042,007	261,085,331	213,723	2,090,621	2,304,344	12,381	2,291,963
Nov 2023	259,042,007	4,978,657	2,586,165	11,118,928	272,553,427	265,797,717	217,624	17,551	235,175	2,171	233,004
Dec 2023											
Jan 2024											
Feb 2024											
Mar 2024											
Apr 2024											
May 2024											
Jun 2024											

Comparative Totals:

Year-to-date											
FY 2023-24	\$263,818,324	\$43,311,182	\$38,505,277	\$3,929,198	\$272,553,427	\$265,318,474	\$1,097,070	\$4,770,564	\$5,867,634	\$58,766	\$5,808,868
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
Amt Change					7,495,406	10,154,864	197,237	4,157,549	4,354,786	(75,523)	4,430,309
% Change					2.83%	3.98%	21.92%	678.21%	287.85%	-56.24%	321.37%

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 \$2,218,996 principal beginning balance, a \$4,410,937 ending balance, and a \$4,403,486 average daily balance for the current month. Current month interest and dividends from the CMIP were \$14,902 bringing the total to \$35,867 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 2023

Schedule B-2
Page 1 of 1

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
Endowment Pool Transactions							
Cash Management Investment Pool							
Utah State University		\$2,177,039					
CMIP Interest		14,902				\$14,902	
Equity funds							
RhumbLine QSI Index			80.928	\$1,990	\$3,057	\$1,067	
Fixed Income funds							
Longfellow		1,916,869		1,921,699	1,856,300	(65,399)	
Paydenfunds - Emerging Markets Bond Fund	1,187.738	11,794				11,794	
Vanguard Long Term Treasury Institutional fund VLGIX	649.976	14,527				14,386	
Wellington - CTF Opportunistic Emerging Markets	1,816.000	15,091				15,091	
Alternatives							
Centerbridge							
Centerbridge Partners Real Estate Fund II, LP		43,289					
Commonfund							
CNR VIII						15,952	
CNR IX						22,190	
Constitution Capital							
Ironsides Co-Investment Fund III		24,056		19,247	84,391	65,144	
Global Infrastructure Partners							
Global Infrastructure Partners III-A/B, L.P.		11,102		0	1,198	1,198	
MUFG Fund Services							
EnTrust Permal Special Opportunities Evergreen Fund		93,744					
Silicon Valley Bank							
Strategic Investors Fund X Cayman, LP		21,700					
Solamere Capital							
Solamere Founders Fund I, LP		17,378		34,591	50,132	15,541	
Money Market Funds							
Goldman Sachs Bank Deposit		439				439	
US Bank - Endowment Pool First Am Treas Ob Fd Cl Z		231,577		158,734	158,734	0	
US Bank - Longfellow First Am Treas Ob Fund Cl Z		559,402		5,601,463	5,601,463	0	
Cash							
Endowment Pool							
US Bank Cash				47,410	47,410		
Longfellow							
US Bank Cash		(254,189)		(5,266,308)	(5,266,308)	0	
Accruals / Payable							
Endowment Pool							
US Bank - Accruals		17,442		19,161	19,161	0	
Longfellow							
US Bank Receivable - Interest Accrual		62,495		30,627	30,627	0	
Total Endowment Pool Transactions		<u>\$4,978,657</u>		<u>\$2,568,614</u>	<u>\$2,586,165</u>	<u>\$17,551</u>	<u>\$217,624</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 2023	\$244,285,796	\$1,254,431	\$348,119	(\$115,300)	\$245,076,808	\$244,681,302	\$913,185	\$2	\$913,187
Aug 2023	245,076,808	11,981,833	10,538,360	(1,821,697)	244,698,584	244,887,696	975,226	0	975,226
Sep 2023	244,698,584	6,121,852	10,732,921	(4,417,206)	235,670,309	240,184,447	1,022,084	149,089	1,171,173
Oct 2023	235,670,309	9,006,964	927,537	(4,088,749)	239,660,987	237,665,648	995,463	(189)	995,274
Nov 2023	239,660,987	7,745,806	2,301,436	7,353,618	252,458,975	246,059,981	996,066	0	996,066
Dec 2023									
Jan 2024									
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									

Comparative Totals:

Year-to-date									
FY 2023-24	\$244,285,796	\$36,110,886	\$24,848,373	(\$3,089,334)	\$252,458,975	\$242,695,815	\$4,902,024	\$148,902	\$5,050,926
FY 2022-23	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
Amt Change					24,866,704	13,924,912	1,328,989	151,372	1,480,361
% Change					10.93%	6.09%	37.19%	6128.42%	41.46%

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 \$95,406,385 principal beginning balance, a \$100,190,618 ending balance, and a \$100,022,654 average daily balance for the current month. Current month interest and dividends from the CMIP were \$335,928 bringing the total to \$1,568,492 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 2023	\$31,317,444	\$81,847	\$91,020	\$874,307	\$32,182,578	\$31,750,011	\$2,002	\$5,159	\$7,161
Aug 2023	32,182,578	71,245	75,955	(575,269)	31,602,599	31,892,589	2,115	5,150	7,265
Sep 2023	31,602,599	4,739,167	4,016,947	(1,240,956)	31,083,863	31,343,231	5,924	(8,005)	(2,081)
Oct 2023	31,083,863	26,030	620,378	(696,250)	29,793,265	30,438,564	2,113	(25)	2,088
Nov 2023	29,793,265	186,350	175,615	2,317,716	32,121,716	30,957,491	2,043	(1,127)	916
Dec 2023									
Jan 2024									
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									

Comparative Totals:

Year-to-date									
FY 2023-24	\$31,317,444	\$5,104,639	\$4,979,915	\$679,548	\$32,121,716	\$31,276,377	\$14,197	\$1,152	\$15,349
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
Amt Change					2,466,529	2,800,281	4,728	(100,373)	(95,645)
% Change					8.32%	9.83%	49.93%	-98.87%	-86.17%

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of November 2023

Schedule C2C
Page 1 of 2

	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
<u>Other Investments</u>						
Common and Preferred Stock Gifts						
Cetera Advisor Networks LLC						
Bluerock Total Income Real Estate Fund Class A			823.764	\$26,418	\$25,225	(\$1,193)
Morgan Stanley						
Apple Inc	25.000	4,680	25.000	4,680	4,571	(109)
JP Morgan Chase & Co	130.000	19,947				
Microsoft Corp	125.000	46,206	125.000	46,206	46,127	(79)
The Boeing Company			75.000	13,936	14,567	631
Union Pacific Corp	14.000	3,124				
Utah Public Treasurers'						
Investment Fund		721				\$721
ETF / Bonds / Mutual Funds						
Charles Schwab 7788-2481						
Bond Funds						
Janus Henderson Multi Sector Income Fund	30.545	256				256
PIMCO Income Instl	38.874	402				403
Western Asset Core Plus Bond	31.027	283				283
Charles Schwab 9025-2459						
Corporate Bonds						
Barclays Bank PLC 11/24/2023			6,000.000	6,000	6,000	0
Corporate Bond earnings						128
Equities						
Auto Data Processing	1.000	231				
Illinois Tool Works	1.000	238				
LAM Research Corp	1.000	698				
Pioneer Natural Res	1.000	236				
Tesla Inc	1.000	244				
Equities earnings						22
Exchange Traded Funds						
Aberdeen Bloomberg Commodity Lngr	89.000	2,941				
First Trust TCW	75.000	3,177				
Invesco S&P 500 GARP	13.000	1,208				
Ishares 20 PLS Year	55.000	4,881				
Simplify MBS ETF	1,432.000	8,656				
Vanguard Extended Dur ETF	30.000	2,089				
Vanguard Mtg-Bkd Securities ETF			160.000	7,403	7,026	(377)
Exchange Traded Fund earnings						218

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of November 2023

Schedule C2C
Page 2 of 2

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
Money Market / Cash							
Cetera - Money Market		25,227		25,526	25,526	0	2
Charles Schwab - Money Market 7788-2481		1					1
Charles Schwab - Cash 9025-2459		76		60	60	0	
Charles Schwab - Money Market 9025-2459		8		21,914	21,914	0	8
Charles Schwab - TD Bank USA NA Money Market 9025-2459		35,294		24,599	24,599	0	1
Receivable / In Transit / Unsettled Purchases							
Cetera		25,526					
Total Other Investments		<u>\$186,350</u>		<u>\$176,742</u>	<u>\$175,615</u>	<u>(\$1,127)</u>	<u>\$2,043</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 2023	\$6,219,981	\$598,201	\$933,200	\$209,655	\$6,094,637	\$6,157,309	\$12,271	(\$12,926)	(\$655)	\$651	(\$1,306)
Aug 2023	6,094,637	447,543	423,355	(174,594)	5,944,231	6,019,434	24,188	(29,778)	(5,590)	0	(5,590)
Sep 2023	5,944,231	771,884	745,545	(207,191)	5,763,379	5,853,805	26,482	30,493	56,975	143	56,832
Oct 2023	5,763,379	435,078	424,933	(158,848)	5,614,676	5,689,028	10,849	36,643	47,492	776	46,716
Nov 2023	5,614,676	573,554	548,239	395,166	6,035,157	5,824,917	25,315	(28,735)	(3,420)	0	(3,420)
Dec 2023											
Jan 2024											
Feb 2024											
Mar 2024											
Apr 2024											
May 2024											
Jun 2024											
<hr/> <hr/>											
Comparative Totals:											
Year-to-date											
FY 2023-24	\$6,219,981	\$2,826,260	\$3,075,272	\$64,188	\$6,035,157	\$5,908,898	\$99,105	(\$4,303)	\$94,802	\$1,570	\$93,232
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)
Amt Change					(339,202)	(259,620)	12,791	362,505	375,296	(4,919)	380,215
% Change					-5.32%	-4.21%	14.82%	98.83%	133.80%	-75.81%	132.49%

Note: Endowment Trusts include externally managed endowment trusts.

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT TRUST INVESTMENT TRANSACTIONS
For the Month of November 2023

Schedule D-2
Page 1 of 1

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
<hr/>							
Endowment Trusts							
Common and Preferred Stock							
Colgate Palmolive Co	774.000	\$59,081					
Diamondback Energy Inc	360.000	57,807					
Kellanova	2,276.000	122,705					
Medtronic Plc Shs	789.000	58,180					
iShares Preferred & Income			8,417.000	\$276,670	\$247,935	(\$28,735)	
Funds held at Morgan Stanley - Dividends							\$25,011
Money Market & Cash Funds							
Morgan Stanley Bank N.A. #		275,779		297,773	297,773	0	302
Morgan Stanley Cash				2,531	2,531	0	
Wells Fargo #451		1					1
Wells Fargo #451		1					1
Total Endowment Trusts		<u>\$573,554</u>		<u>\$576,974</u>	<u>\$548,239</u>	<u>(\$28,735)</u>	<u>\$25,315</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 2023	\$92,986,097	\$33,139,886	\$26,092,248	\$0	\$100,033,735	\$99,767,440	\$432,189		\$432,189		\$432,189
Aug 2023	100,033,735	435,420	237,995	0	100,231,160	100,231,160	451,297		451,297		451,297
Sep 2023	100,231,160	2,751,431	2,238,781	0	100,743,810	100,261,291	447,531		447,531		447,531
Oct 2023	100,743,810	469,566	3,194,017	0	98,019,359	98,121,681	452,735		452,735		452,735
Nov 2023	98,019,359	9,456,262	2,216,551	0	105,259,070	101,382,828	457,257		457,257		457,257
Dec 2023											
Jan 2024											
Feb 2024											
Mar 2024											
Apr 2024											
May 2024											
Jun 2024											

Comparative Totals:

Year-to-date											
FY 2023-24	\$92,986,097	\$46,252,565	\$33,979,592	\$0	\$105,259,070	\$99,952,880	\$2,241,009	\$0	\$2,241,009	\$0	\$2,241,009
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
Amt Change					65,838,599	64,591,471	1,879,974	0	1,879,974	0	1,879,974
% Change					167.02%	182.66%	520.72%	0.00%	520.72%	0.00%	520.72%

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 2023

Schedule E-2

	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
Plant Trusts						
US Bank						
Utah Public Treasurers' Investment Fund		\$9,456,262		\$2,216,551	\$2,216,551	\$0
Total Plant Trusts		<u>\$9,456,262</u>		<u>\$2,216,551</u>	<u>\$2,216,551</u>	<u>\$0</u>

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Animal, Dairy and Veterinary Sciences, in the College of Agriculture and Applied Sciences proposes discontinuing the Equine-Human Science Minor.

EXECUTIVE SUMMARY

The Department of Animal, Dairy and Veterinary Sciences, in the College of Agriculture and Applied Sciences proposes discontinuing the Equine-Human Science Minor.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve discontinuing the Equine-Human Science Minor.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences proposes discontinuing the Equine-Human Science Minor, and

WHEREAS, The proposal will meet USU's mission by using available funding resources for instruction in a more targeted, efficient approach to meet students' needs and interests;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve discontinuing the Equine-Human Science Minor in the College of Agriculture and Applied Sciences' Department of Animal, Dairy and Veterinary Sciences 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 - Animal, Dairy and Veterinary Sciences - Equine-Human Science Minor

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Animal, Dairy and Veterinary Sciences

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

Proposed Title* Equine-Human Science Minor

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 51.2313

Minimum Number of Credits (if applicable)* 15

Maximum Number of Credits (if applicable)* 15

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:

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

Existing Academic Program Changes:

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

Administrative Unit Changes:

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* To remove the minor designation for this program.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

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

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

Labor Market Demand (if applicable)

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


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

Finances*

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


SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

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

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Animal, Dairy and Veterinary Sciences, in the College of Agriculture and Applied Sciences proposes offering an Equine Assisted Services Institutional Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Animal, Dairy and Veterinary Sciences, in the College of Agriculture and Applied Sciences proposes offering an Equine Assisted Services Institutional Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Equine Assisted Services Institutional Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences proposes offering an Equine Assisted Services Institutional Certificate of Proficiency, and

WHEREAS, The proposal will strive to educate students, facilitate research, and impact the community through clinical services, Extension outreach, and equine-assisted services;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Equine Assisted Services Institutional Certificate of Proficiency in the College of Agriculture and Applied Sciences' Department of Animal, Dairy and Veterinary Sciences 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 - Animal, Dairy and Veterinary Sciences - Equine Assisted Services - Institutional Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Animal, Dairy and Veterinary Sciences

Current Title (if applicable)* not applicable

Proposed Title* Equine Assisted Services - Institutional Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 51.2313

Minimum Number of
Credits (if
applicable)* 12

Maximum Number of
Credits (if
applicable)* 12

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

Existing Academic Program Changes:

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

Administrative Unit Changes:

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose*

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

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

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

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

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

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

**Labor Market Demand
(if applicable)**

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

Perhaps the closest category would be recreational therapists. According to the U.S. Bureau of Labor Statistics, employment of **recreational therapists** is projected to grow 4 percent from 2022 to 2032, about as fast as the average for all occupations

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

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

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

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

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

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

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

The program:

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

Discussion of changes

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

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

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

Finances*


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

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

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


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

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

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Applied Sciences, Technology and Education, in the College of Agriculture and Applied Sciences proposes offering a College Teaching Post-Baccalaureate Certificate.

EXECUTIVE SUMMARY

The Department of Applied Sciences, Technology and Education, in the College of Agriculture and Applied Sciences proposes offering a College Teaching Post-Baccalaureate Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a College Teaching Post-Baccalaureate Certificate.

8 March 2024

ITEM FOR ACTION

Utah State University's Departments of Applied Economics, Applied Sciences, Technology and Education, Civil and Environmental Engineering and Plants, Soils and Climate, in the College of Agriculture and Applied Sciences and the College of Engineering propose offering a Precision Agriculture Technology Post-Baccalaureate Certificate.

EXECUTIVE SUMMARY

The Departments of Applied Economics, Applied Sciences, Technology and Education, Civil and Environment Engineering and Plants, Soils and Climate, in the College of Agriculture and Applied Sciences and the College of Engineering propose offering a Precision Agriculture Technology Post-Baccalaureate Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Precision Agriculture Technology Post-Baccalaureate Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Applied Economics, Applied Sciences, Technology and Education, Civil and Environmental Engineering and Plants, Soils and Climate in the College of Agriculture and Applied Sciences and the College of Engineering proposes offering a Precision Agriculture Technology Post-Baccalaureate Certificate, and

WHEREAS, The proposal will provide students with broader career opportunities;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Precision Agriculture Technology Post-Baccalaureate Certificate in the College of Agriculture and Applied Sciences and the College of Engineering's Departments of Applied Economics, Applied Sciences, Technology and education, Civil and Environmental Engineering and 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 COE - Applied Economics Applied Sciences, Technology and Education Civil and Environmental Engineering Plants, Soils and Climate - Precision Agriculture Technology Post-Baccalaureate Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

COE

DEPARTMENT (include all cross listed departments)*

Applied Economics

Applied Sciences, Technology and Education

Civil and Environmental Engineering

Plants, Soils and Climate

Current Title (if applicable)* not applicable

Proposed Title* Precision Agriculture Technology Post-Baccalaureate Certificate

CIP Code

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

CIP Code (6-digits) * 011102

Minimum Number of Credits (if applicable)* 12

Maximum Number of Credits (if applicable)* 14

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* To create an Post-Baccalaureate Certificate termed "Precision Agriculture Technology".

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* Precision agriculture is a multi-faceted science that involves several different disciplines – including plant, soil, and climate sciences, several facets of engineering (electrical, agriculture, biological, irrigation, etc.), agricultural technologies and systems, statistics, mathematics, and geographic information systems. This science has developed rapidly over the past few decades and focuses on more precise management of agricultural systems using site-specific science, engineering, and technologies. This usually applies to inputs used for agriculture such as pesticides, fertilizers, seeding, tillage, irrigation, and related operations. Rather than constant rates, precision agriculture often varies the input rate across fields to optimize input allocation and maximize profit, build soil health, and improve environmental stewardship. Interest in precision agriculture from students and the industry continues to increase rapidly. Further, several federal granting agencies are making new and large investments in precision agriculture programs. Because precision agriculture incorporates many disciplines, no one department has been able to offer a precision agriculture degree or certificate. Therefore, we propose a new certificate that incorporates existing classes from four departments (PSC, CEE, APEC, and ASTE) and two colleges (College of Engineering and College of Agriculture and Applied Sciences). This will increase collaboration among faculty and students interested in precision agriculture – creating new and exciting opportunities that are not possible in a single department or college.

**Labor Market Demand
(if applicable)**

Several agriculture industries in Utah and around the nation are requesting and expecting students with more training in precision agriculture. These include large and small companies that advise farmers and ranchers, like Simplot, Nutrien, Intermountain Farmers Association, Valley Agronomics, Bear River Cooperative, etc. Further, technology developers such as John Deere, Case International, Trimble, Rave Industries, etc. are seeking students with skills in precision agriculture, and the projected growth of precision agriculture and equipment technician jobs is much faster than average (8-11%) ([O*NET](#)). This certificate program will train students that can fill these and related jobs. Further, jobs in agriculture that mention “digital agriculture”—a primary component of precision agriculture—pay, on average, \$6,500 more per year compared to non-digital agriculture jobs ([Purdue Agricultural Job Market Report, 2022](#)). The new practicum course and existing courses will incorporate industry partnerships so students can gain firsthand experiential learning with the latest precision technologies. This will also lead to greater incorporation in the workforce.

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

This proposed certificate is consistent with the USU mission of being a student-centered land-grant university. It should not impact other USHE institutions in that USU is the only institution with all the critical components for making this certificate successful (irrigation engineering, plant science, soil science, agriculture technology, agriculture systems, and applied agriculture economics), and no other USHE institution offers a precision agriculture certificate. It will also provide agriculture students with broader career opportunities.


Finances*

There will be no additional costs and no additional savings with this proposed certificate. All the classes except the precision agriculture practicum course (1 credit) are already currently taught at USU by existing faculty. The one new course will be created and co-taught by current faculty members in engineering, agriculture systems, and plant and soil sciences. This course will help facilitate the certificate program and bring students from the program together for overarching introductions and applied experience in precision agriculture. All department heads with courses involved in this certificate have given their approval of this certificate (Drs. Paul Johnson, Marv Halling, Ryan Bosworth, and Becki Lawver).

SECTION III: CURRICULUM (if applicable)


**Program Curriculum
Narrative**

This certificate is for graduate students. A minimum of 12 credits will be required. The precision agriculture practicum course (PSC 5999 / CEE 5999 / ASTE 5999) will be a required course. This will be a newly developed course that is already being planned by ASTE and CEE faculty. One course in remote sensing (CEE 5003 or PSC 6003) or geographic information systems (GIS) (NR 6910, 6930, WATS 6920) will be required. An additional three courses will be required in plant/soil/water/economics/unmanned aircraft systems (PSC 4320, 4400, 4550, 4700, 6900, APEC 4310, 5015, CEE 5001, 5006, 5007, 5008, 6930).

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.

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 offering a College Teaching Post-Baccalaureate Certificate, and

WHEREAS, The proposal will offer students the opportunity to choose elective courses in adult education theory, applied research, classroom management and mentoring;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a College Teaching Post-Baccalaureate Certificate 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 - College Teaching - Post-Baccalaureate Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Applied Sciences, Technology and Education

Current Title (if applicable)* not applicable

Proposed Title* College Teaching - Post-Baccalaureate Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 13.0406

Minimum Number of
Credits (if
applicable)* 12

Maximum Number of
Credits (if
applicable)* 12

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:

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

Existing Academic Program Changes:

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose*

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

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

Action:

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

Rationale:

1. **Educator Excellence:** The landscape of higher education is evolving rapidly, demanding educators with advanced pedagogical skills. By offering a College Teaching Post-Baccalaureate Certificate, we acknowledge educators' vital role in shaping the academic experience and aim to equip them with the necessary tools to excel in their roles.
2. **Enhanced Student Learning:** Effective teaching practices directly impact student engagement and learning outcomes. The program's core components of curriculum design, evaluation, and assessment ensure that educators create meaningful, learner-centered experiences, ultimately enhancing the quality of education offered within the institution.
3. **Addressing Diverse Learning Needs:** The program's electives recognize educators' diverse challenges. By offering courses in adult education, reading and applying research, classroom management, and mentoring, we cater to the unique needs of educators working with various student populations and within different academic contexts.
4. **Practical Application:** The program emphasizes practical application, enabling educators to implement newly acquired strategies and methodologies in their classrooms immediately. This bridges the gap between theory and practice, fostering a dynamic learning environment that benefits educators and students.
5. **Professional Growth and Advancement:** A Post-Baccalaureate Certificate in College Teaching demonstrates an educator's commitment to their profession and professional development. It enhances the career prospects for graduate students and creates potential for advancement within academia while also offering pathways into leadership roles that require strong pedagogical foundations.
6. **Collaborative Learning Community:** The ASTE department fosters a community of formal and non-formal educators who share insights, experiences, and best practices. This collaborative environment encourages peer learning, networking, and exchanging ideas, contributing to a richer educational experience for educators and students.
7. **Integration with ASTE Graduate Programs:** This certificate provides a seamless pathway for students to transfer the earned credits toward the Master of Science in Agricultural Extension and Education, Family and Consumer Sciences Education and Extension or Technology and Engineering Education,

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

**Labor Market Demand
(if applicable)**

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

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

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

Finances*

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

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

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

Required Courses 9 Credits

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

Electives 3 Credits


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

One year completion

Admission – undergraduate degree from an accredited 4-year institution

3.0 GPA on undergraduate coursework

*This certificate does not lead to teacher licensure

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

SUBMIT AND APPROVE THE PROPOSAL

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

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

8 March 2024

ITEM FOR ACTION

Utah State University's Departments of Applied Economics, Applied Sciences, Technology and Education, Civil and Environmental Engineering and Plants, Soils and Climate, in the College of Agriculture and Applied Sciences and the College of Engineering propose offering a Precision Agriculture Technology Institutional Certificate of Proficiency.

EXECUTIVE SUMMARY

The Departments of Applied Economics, Applied Sciences, Technology and Education, Civil and Environment Engineering and Plants, Soils and Climate, in the College of Agriculture and Applied Sciences and the College of Engineering propose offering a Precision Agriculture Technology Institutional Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Precision Agriculture Technology Institutional Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Applied Economics, Applied Sciences, Technology and Education, Civil and Environmental Engineering and Plants, Soils and Climate in the College of Agriculture and Applied Sciences and the College of Engineering proposes offering a Precision Agriculture Technology Institutional Certificate of Proficiency, and

WHEREAS, The proposal will provide students with broader career opportunities;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Precision Agriculture Technology Institutional Certificate of Proficiency in the College of Agriculture and Applied Sciences and the College of Engineering's Departments of Applied Economics, Applied Sciences, Technology and education, Civil and Environmental Engineering and 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 COE - Plants, Soils and Climate Applied Economics Applied Sciences, Technology and Education Civil and Environmental Engineering - Precision Agriculture Technology - 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

COE

DEPARTMENT (include all cross listed departments)*

Plants, Soils and Climate

Applied Economics

Applied Sciences, Technology and Education

Civil and Environmental Engineering

Current Title (if applicable)* no current title

Proposed Title* Precision Agriculture Technology - Institutional Certificate of Proficiency

CIP Code

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

CIP Code (6-digits) * 011102

Minimum Number of Credits (if applicable)* 12

Maximum Number of Credits (if applicable)* 14

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* To create an Institutional Certificate of Proficiency termed "Precision Agriculture Technology" Certificate for undergraduate students.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* Precision agriculture is a multi-faceted science that involves several different disciplines – including plant, soil, and climate sciences, several facets of engineering (electrical, agriculture, biological, irrigation, etc.), agricultural technologies and systems, statistics, mathematics, and geographic information systems. This science has developed rapidly over the past few decades and focuses on more precise management of agricultural systems using site-specific science, engineering, and technologies. This usually applies to inputs used for agriculture such as pesticides, fertilizers, seeding, tillage, irrigation, and related operations. Rather than constant rates, precision agriculture often varies the input rate across fields to optimize input allocation and maximize profit, build soil health, and improve environmental stewardship. Interest in precision agriculture from students and the industry continues to increase rapidly. Further, several federal granting agencies are making new and large investments in precision agriculture programs. Because precision agriculture incorporates many disciplines, no one department has been able to offer a precision agriculture degree or certificate. Therefore, we propose a new certificate that incorporates existing classes from four departments (Plants, Soils, and Climate (PSC), Civil and Environmental Engineering (CEE), Applied Economics (APEC), and Applied Sciences, Technology and Education (ASTE)) and two colleges (College of Engineering and College of Agriculture and Applied Sciences). This will increase collaboration among faculty and students interested in precision agriculture – creating new and exciting opportunities that are not possible in a single department or college.

**Labor Market Demand
(if applicable)**

Several agriculture industries in Utah and around the nation are requesting and expecting students with more training in precision agriculture. These include large and small companies that advise farmers and ranchers, like Simplot, Nutrien, Intermountain Farmers Association, Valley Agronomics, Bear River Cooperative, etc. Further, technology developers such as John Deere, Case International, Trimble, Rave Industries, etc. are seeking students with skills in precision agriculture, and the projected growth of precision agriculture and equipment technician jobs is much faster than average (8-11%) ([O*NET](#)). This certificate program will train students that can fill these and related jobs. Further, jobs in agriculture that mention “digital agriculture”—a primary component of precision agriculture—pay, on average, \$6,500 more per year compared to non-digital agriculture jobs ([Purdue Agricultural Job Market Report, 2022](#)). The new practicum course and existing courses will incorporate industry partnerships so students can gain firsthand experiential learning with the latest precision technologies. This will also lead to greater incorporation in the workforce.

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

This proposed certificate is consistent with the USU mission of being a student-centered land-grant university. It should not impact other USHE institutions in that USU is the only institution with all the critical components for making this certificate successful (irrigation engineering, plant science, soil science, agriculture technology, agriculture systems, and applied agriculture economics), and no other USHE institution offers a precision agriculture certificate. It will also provide agriculture students with broader career opportunities.


Finances*

There will be no additional costs and no additional savings with this proposed certificate. All the classes except the precision agriculture practicum course (1 credit) are already currently taught at USU by existing faculty. The one new course will be created and co-taught by current faculty members in engineering, agriculture systems, and plant and soil sciences. This course will help facilitate the certificate program and bring students from the program together for overarching introductions and applied experience in precision agriculture. All department heads with courses involved in this certificate have given their approval of this certificate (Drs. Paul Johnson, Marv Halling, Ryan Bosworth, and Becki Lawver).

SECTION III: CURRICULUM (if applicable)


**Program Curriculum
Narrative**

A minimum of 12 credits will be required for this ICP. The precision agriculture practicum course (PSC 5999 / CEE 5999 / ASTE 5999) will be a required 3-credit course. This will be a newly developed course that is already being planned by ASTE and CEE faculty. One course in remote sensing (CEE 5003 or PSC 6003) or geographic information systems (GIS) (NR 6910, 6930, WATS 6920 or GEO 2800) will be required. An additional three courses will be required in plant/soil/water/economics/unoccupied aerial systems (PSC 3000, 4320, 4400, 6900, 4550, 4700, APEC 3310, 4310, 5015, CEE 5001, 5006, 5007, 5008, 6930, AV 3520 or 3590).

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.

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Landscape Architecture and Environmental Planning, in the College of Agriculture and Applied Sciences propose offering a Design Entrepreneurship Institutional Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Landscape Architecture and Environmental Planning, in the College of Agriculture and Applied Sciences proposes offering a Design Entrepreneurship Institutional Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Design Entrepreneurship Institutional Certificate of Proficiency.

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 a Design Entrepreneurship Institutional Certificate of Proficiency, and

WHEREAS, The proposal will provide students with strong job placement rates, competitive wages, and substantial benefits;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Design Entrepreneurship Institutional Certificate of Proficiency 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 - Design Entrepreneurship - Institutional Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Landscape Architecture and Environmental Planning

Current Title (if applicable)*

Design Entrepreneurship - Institutional Certificate of Proficiency

Proposed Title*

Design Entrepreneurship - Institutional Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 04.0601

Minimum Number of
Credits (if
applicable)* 13

Maximum Number of
Credits (if
applicable)* 13

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose*

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

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

**Labor Market Demand
(if applicable)**

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

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

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

Finances*


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

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**


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

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

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Nutrition, Dietetics and Food Sciences, in the College of Agriculture and Applied Sciences propose offering a Food Processing Certificate of Completion.

EXECUTIVE SUMMARY

The Department of Nutrition, Dietetics and Food Sciences, in the College of Agriculture and Applied Sciences proposes offering a Food Processing Certificate of Completion.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Food Processing Certificate of Completion.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences proposes offering a Food Processing Certificate of Completion, and

WHEREAS, The proposal will provide students with an entry point to the BS degree as part of a stackable credential series;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Food Processing Certificate of Completion in the College of Agriculture and Applied Sciences' Department of Nutrition, Dietetics and Food Sciences 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 - Nutrition, Dietetics and Food Sciences - Food Processing - Certificate of Completion

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Nutrition, Dietetics and Food Sciences

Current Title (if applicable)* not applicable

Proposed Title* Food Processing - Certificate of Completion

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 01.1002

Minimum Number of Credits (if applicable)* 33

Maximum Number of Credits (if applicable)* 33

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* The Department of Nutrition, Dietetics and Food Sciences requests the approval of a new Certificate of Completion in Food Processing. With the newly proposed Certificate of Proficiency in Food Manufacturing, this certificate will be part of a stackable credential series, which can be rolled into the currently-offered BS in Food Science.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

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

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

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

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

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

**Labor Market Demand
(if applicable)**

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

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

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


Finances*

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

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

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

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Nutrition, Dietetics and Food Sciences, in the College of Agriculture and Applied Sciences propose offering a Food Security Studies Institutional Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Nutrition, Dietetics and Food Sciences, in the College of Agriculture and Applied Sciences proposes offering a Food Security Studies Institutional Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Food Security Studies Institutional Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences proposes offering a Food Security Studies Institutional Certificate of Proficiency, and

WHEREAS, The proposal will provide students with the knowledge and skills so they are well prepared for positions in programs that focus on improving food security locally, nationally and globally;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Food Security Studies Institutional Certificate of Proficiency in the College of Agriculture and Applied Sciences' Department of Nutrition, Dietetics and Food Sciences 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 - Nutrition, Dietetics and Food Sciences - Food Security Studies - Institutional Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Nutrition, Dietetics and Food Sciences

Current Title (if applicable)* NA

Proposed Title* Food Security Studies - Institutional Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 51.2299

Minimum Number of
Credits (if
applicable)* 12

Maximum Number of
Credits (if
applicable)* 12

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

Existing Academic Program Changes:

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

Administrative Unit Changes:

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* The purpose of this R401 is to request approval for a new Institutional Certificate of Proficiency (ICP) titled, Food Security Studies, offered through the Department of Nutrition, Dietetics, and Food Sciences (NDFS) in the College of Agriculture and Applied Sciences (CAAS).

SECTION II: PROGRAM PROPOSAL

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

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

Consistency with Institutional Mission & Institutional Impact*

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

Finances*

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

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

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


NDFS 5010 Hunger Issues and Solutions (3 credits)

NDFS 3080 Community Nutrition (3 credits)

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


ASTE 5620 Food Security and Solutions (3 credits)

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

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences propose offering a Plumbing Apprenticeship Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes offering a Plumbing Apprenticeship Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Plumbing Apprenticeship Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Plumbing Apprenticeship Certificate of Proficiency, and

WHEREAS, The proposal will provide students with a hands-on application, flexible learning schedules and the ability to gain specialized knowledge;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Plumbing Apprenticeship Certificate of Proficiency in the College of Agriculture and Applied Sciences' Department of Technology, Design 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 - Technology, Design and Technical Education - Plumbing Apprenticeship - 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)*

Technology, Design and Technical Education

Current Title (if applicable)* Not Applicable

Proposed Title* Plumbing Apprenticeship - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

[Classification Instruction Programs](#)

CIP Code (6-digits) * 46.0503

Minimum Number of Credits (if applicable)* 24

Maximum Number of Credits (if applicable)* 24

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose*

The Department of Technology, Design, and Technical Education (TDTE) at Utah State University (USU) requests the creation of a Certificate of Proficiency in Plumbing, effective Fall semester 2024. This is a standalone certificate designed to be part of the aligned technical certificates offered through Utah's System of Higher Education (USHE) Technical Colleges, including the technical certificate programs at USU Eastern, USU Blanding, and USU Moab, into meaningful degree options at Utah State University. This certificate will leverage students' applied skills and state licensures into a standalone plumbing certificate. This program will be offered face-to-face and online within southeastern Utah for non-traditional and distance learners to accommodate flexible learning and access.

Utah State University (USU) is a land grant university with a specific mission and goals outlined by the Morrill Act of 1862 to provide access to a practical, quality education for all. Additionally, USU serves as a regional community college and technical college for the southeast region. The desire for a workforce development strategy that is both innovative and emphasizes stackable pathways into higher learning opportunities for students is the central mission of USU—the proposed creation of a Certificate of Proficiency in Plumbing centers on the state's diverse needs and skills gap in rural regions of southeastern Utah.

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

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

The proposed Certificate in Plumbing has been developed from regional workforce partnerships and statewide curriculum collaboration. As a result, curricular development processes were initiated in partnership with industry and internal academic units to help meet the industry's needs while maintaining program fidelity and academic rigor.

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

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

The curriculum of the Plumbing program has been designed based on input from industry partners to ensure its alignment with industry needs and demands. The program will offer a balanced mix of theoretical knowledge and hands-on practical experience, emphasizing applying relevant industry principles and furthering the knowledge of technologies utilized in real-world settings. Additionally, the program incorporates industry-standard tools and equipment to familiarize students with the available resources used in the field.

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

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

**Labor Market Demand
(if applicable)**

Nationally, the Bureau of Labor Statistics (BLS) projects that employment in Plumbing occupations will grow by 4.6% between 2021 and 2031, adding over 2,500 new jobs to Utah's economy, with statewide annual job openings of 930 open positions. The BLS also reports that plumbing occupations offer a local median annual wage of \$58,640 higher than the median annual wage for all occupations of \$41,950.

Furthermore, as technological advances continue to shape various industries, the demand for plumbing professionals with practical, hands-on business experience is expected to increase. The proposed certificate program will expand upon students' practical skills built around specific plumber's functions and knowledge needed to succeed in these rapidly evolving industries and prepare them for the job market upon graduation.

This certificate program is expected to generate significant student demand. Expected enrollments will come from technically minded students looking to learn a profitable trade without significant time investment. Students who wish to enter the plumbing trade are expected to have an apprenticeship ready prior to enrollment, which allows students to complete their academic work with no student debt and leverages the highly attractive model of earning-while-learning apprenticeship. Additional areas of student recruitment will come from individuals seeking to re-enter education to learn a new trade or skill.

The students for whom this certificate has been developed are attracted to these options because it allows them to complete coursework with hands-on application, flexible learning schedules, and the ability to gain specialized knowledge in their chosen field. This will broaden their career prospects, making them eligible for future promotion through their apprenticeship or provide them the skills to create a business designed specifically around their skills and level of certification. The program's emphasis on industry collaboration ensures that the education provided is efficient and aligned with industry demands, making graduates highly employable and an expected curriculum feature. This aspect appeals to technical certificate completers seeking a competitive edge in the job market and the opportunity for upward career mobility.

Additionally, there is a growing trend of individuals with industry experience seeking to re-enter education to enhance their skills, explore new career opportunities, or pursue a career change. The proposed program emphasizes industry input and demand, offering a unique opportunity for these individuals to have hands-on learning that will inform their future careers and acquire formal qualifications. With their practical industry experience, these students bring valuable insights and perspectives to the program from different backgrounds that will help to lead to future innovations. Their presence enriches classroom discussions, enhances collaborative learning, and contributes to a dynamic educational environment.

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

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

The proposed Certificate of Proficiency in Plumbing will be offered through the Division of Technical Education within the Department of Technology, Design, and Technical Education (TDTE) in the Southeast region. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program. No additional resources will be required.

The certificate program will provide independent, State-regulated certification and a stackable credential toward an Associate of Applied Science in General Technology and The Bachelor's in Technology Systems:

- AAS, General Technology
- BS, Technology Systems, Technical Management

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


Finances*

The proposed certificate of proficiency has been funded through legislative action. There will be no budgetary impact on other programs or units at Utah State University, including cost savings.

SECTION III: CURRICULUM (if applicable)


**Program Curriculum
Narrative**

Plumbing Apprenticeship			
<i>Certificate of Program Proficiency (Catalog Year: 2023, 24 Credits/720 Clock-Hours Required, CIP:46.0503)</i>			
Core (24 Credits/720 Clock-Hours)		Credits	Clock-Hours
TEPL 1110	Plumbing IA	3	90
TEPL 1120	Plumbing IB	3	90
TEPL 1210	Plumbing IIA	3	90
TEPL 1220	Plumbing IIB	3	90
TEPL 1310	Plumbing IIIA	3	90
TEPL 1320	Plumbing IIIB	3	90
TEPL 1410	Plumbing IVA	3	90
TEPL 1420	Plumbing IVB	3	90

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.

8 March 2024

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 Gerontology Institutional Certificate of Proficiency to Gerontology Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Human Development and Family Studies, in the Emma Eccles Jones College of Education and Human Services proposes changing the Gerontology Institutional Certificate of Proficiency to Gerontology Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the Gerontology Institutional Certificate of Proficiency to Gerontology Certificate of Proficiency.

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 Gerontology Institutional Certificate of Proficiency to Gerontology Certificate of Proficiency, and

WHEREAS, The proposal gives students a more comprehensive understanding of the aging process and the needs of older adults;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the Gerontology Institutional Certificate of Proficiency to Gerontology Certificate of Proficiency 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 - Gerontology Certificate - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Human Development and Family Studies

Current Title (if applicable)*

Gerontology - Institutional Certificate of Proficiency

Proposed Title*

Gerontology - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 19.0702

Minimum Number of Credits (if applicable)* 16

Maximum Number of Credits (if applicable)* 16

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:

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

Existing Academic Program Changes:

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

Administrative Unit Changes:

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

Other: (explain
change)

ADDITIONAL APPROVALS (if applicable)

**Graduate Council
Approval*** Yes
 No

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

SECTION I: THE REQUEST

R401 Purpose***Gerontology Certificate at Utah State University**

Current Status: Institutional Certificate of Proficiency

Proposed Status: Certificate of Proficiency

Proposed Change:

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

Impact:

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

Approximate Numbers:

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

Required Courses:

- HDFS 1500 - Human Development Across the Lifespan (3 credits)
- HDFS 3540 - Adult Development & Aging (3 credits)
- HDFS 4240 - Family & Social Gerontology or NDFS 3080 - Community Nutrition (3 credits)
- HDFS 4940 - Gerontology Integration (1 credit)
- HDFS 4970 - Gerontology Practicum (3 credits)

Electives:

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

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

- FIN 5080 - Estate Planning 3 credit(s)
- PHIL 1120 - Social Ethics (BHU) 3 credit(s)
- PHIL 3500 - Medical Ethics (DHA) 3 credit(s)
- PUBH 3120 - Family and Community Health 3 credit(s)
- REH 1010 - Disability and Society (BSS) 3 credit(s)
- SOC 3200 - Population and Society (DSS) 3 credit(s)
- SOC 3330 - Medical Sociology (DSS) 3 credit(s)
- SOC 5460 - Sociology of Health 3 credit(s)
- SW 3750 - Community Health and Social Work 3 credit(s)
- SW 4525 - Social Work Practice with Mature and Aging Adults
- SW 4900 - Topical Issue Seminar 3 credit(s)

Program Delivery:

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

Location of Delivery:

The Gerontology Certificate is offered at all USU campuses.

Impact on Other Departments:

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

Additional Information:

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

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

Rationale:

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

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

Institutional Procedures:

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

Benefits to USU and USHE:

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

Brief Description of the Human Development and Family Studies Department:

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

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

**Labor Market Demand
(if applicable)**

Local (Utah)

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

National (United States)

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

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

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

Additional information

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

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

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

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

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

- **Utah State University empowers people to lead successful lives of involvement, innovation, and impact:** The certificate program will provide students with the knowledge and skills they need to succeed in professional careers involving older individuals. This includes courses covering the background of human development through late adulthood, how to work with individuals through the aging process, and hands-on applied experiences.
- **Utah State University is committed to excellence, access, and inclusion:** The certificate program is open to students from all majors, backgrounds, and cultures. This will help to create a more diverse and inclusive learning environment for all students.
- **Utah State University champions exceptional education, research, and discovery, and community contribution:** The certificate program will help to prepare students to serve the growing population of older adults in Utah and beyond. This is important because the population of older adults is expected to increase significantly in the coming years.

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

Finances*

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

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

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

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

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

Required Courses:

- HDFS 1500 - Human Development Across the Lifespan (3 credits)
- HDFS 3540 - Adult Development & Aging (3 credits)
- HDFS 4240 - Family & Social Gerontology or NDFS 3080(3 credits)
- HDFS 4940 - Gerontology Integration (1 credit)
- HDFS 4970 - Gerontology Practicum (3 credits)

Electives:

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

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

Program Delivery:

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


Variable Credits:

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

The only variable credits in the Gerontology Certificate program are the elective credits. Students must choose six elective credits from a list of approved courses.


Conclusion:

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

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

8 March 2024

ITEM FOR ACTION

Utah State University's Departments of Human Development and Family Studies, Kinesiology and Health Science, Psychology and Special Education and Rehabilitation Counseling, in the Emma Eccles Jones College of Education and Human Services proposes offering a Health, Wellness, and Equity Certificate of Proficiency.

EXECUTIVE SUMMARY

The Departments of Human Development and Family Studies, Kinesiology and Health Science, Psychology, and Special Education and Rehabilitation in the Emma Eccles Jones College of Education and Human Services proposes offering a Health, Wellness, and Equity Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Health, Wellness, and Equity Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Departments of Human Development and Family Studies, Kinesiology and Health Science, Psychology and Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services proposes offering a Health, Wellness, and Equity Certificate of Proficiency, and

WHEREAS, The proposal will serve as an on-ramp into majors from each of the departments listed;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Health, Wellness, and Equity Certificate of Proficiency in the Emma Eccles Jones College of Education and Human Services' Departments of Human Development and Family Studies, Kinesiology and Health Science, Psychology and Special Education and Rehabilitation Counseling, 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 Kinesiology and Health Science Psychology Special Education and Rehabilitation Counseling - Health, Wellness, and Equity - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Human Development and Family Studies

Kinesiology and Health Science

Psychology

Special Education and Rehabilitation Counseling

Current Title (if applicable)* Not applicable

Proposed Title* Health, Wellness, and Equity - Certificate of Proficiency

CIP Code

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

CIP Code (6-digits) * 51.0001

Minimum Number of Credits (if applicable)* 16

Maximum Number of Credits (if applicable)* 16

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* The purpose of this abbreviated R401 proposal is to request approval for a Certificate of Proficiency in Health, Wellness, and Equity. The certificate would require a minimum of 16 credits, 14 of which would be required along with at least 2 credits of electives.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* A certificate in Health, Wellness, and Equity would be a cross-disciplinary certificate combining courses from 4 departments: Special Education and Rehabilitation Counseling, Human Development and Family Studies, Kinesiology and Health Science, and Psychology. Through conversations with key faculty and the department heads of these 4 departments, we determined a need for a certificate that could serve as an on-ramp into majors from each of the departments. The certificate could also be used as a substitute for a minor to provide a depth experience for a student in a major that is not in the College of Education and Human Services. Finally, it could also serve the needs of mid-career professionals who are looking to upskill or learn more about health and wellness and issues of equity in those arenas.

**Labor Market Demand
(if applicable)**

According to the Utah Department of Workforce Services, one relevant occupation is Health Education Specialists, who:

- Provide and manage health education programs that help individuals, families, and their communities maximize and maintain healthy lifestyles.
- Use data to identify community needs prior to planning, implementing, monitoring, and evaluating programs designed to encourage healthy lifestyles, policies, and environments.
- May link health systems, health providers, insurers, and patients to address individual and population health needs.
- May serve as resource to assist individuals, other health professionals, or the community, and may administer fiscal resources for health education programs.

According to Utah DWS, this occupation is expected to experience faster than average employment growth with a moderate volume of annual job openings. The need for replacements, rather than business expansion is projected to make up the majority of job openings in the coming decade.

According to the Bureau of Labor Statistics, employment of health education specialists is projected to grow 7 percent from 2022 to 2032, faster than the average for all occupations.

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

A certificate in Health, Wellness, and Equity supports Utah State's strategic plan, specifically objective 1.2: USU adapts and advances programs to ensure they remain relevant and rigorous. Our academics prioritize dynamic critical thinking and link learners to people with experience and talent, providing transformative educational and creative opportunities that extend student potential.

Finances*

There are no savings associated with offering this certificate. Courses already exist for most of the required courses, but the new courses being developed might need to be taught by a semester hire or a graduate student. Graduate students with funding would be no cost. Grad students without funding or semester hires could incur instructional costs, some of which could be funded by the Dean's office.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**


Required courses:

- HEP 1500 Global Health: Disparities, Determinants, Strategies, and Outcomes, 3 credits (is also a BSS course)
- HEP 2500 Health and Wellness, 2 credits
- PSY 3700/HDFS 3700 Mental Health Advocacy and Awareness, 3 credits
- New course, REH 2060, Health Promotion for Individuals with Chronic Illness and Disability, 3 credits (developed by Brian Phillips)
- New course, REH 2010, Neurodiversity and Society, 3 credits (being developed by Michelle McKnight)

Total = 14 credits

Plus at least one of the following for a total of a minimum of 16 credits:

- PSY 3110 Health Psychology, 3 credits
- PSY 2400 Happiness: An Evolutionary, Experimental, Experiential Course, 3 credits (new course with PSY 1010 and PSY 1400 as prerequisites)
- HEP 2000 First Aid and Emergency Care, 2 credits
- HEP 3000 Drugs and Human Behavior, 3 credits
- HEP 3400 Stress Management, 3 credits
- HEP 3600 Introduction to Community Health, 3 credits (also meets CI requirement),
- HEP 4100 Foundations of Community Health, 3 credits (requires HEP 2500 as prereq)
- HEP 5000 Health Equity (meets CI requirement, has prerequisites, which are ENGL 2010, HEP 2500, HEP 4100)
- HDFS 4250 Addictions and the Family, 3 credits
- HDFS 1010 Balancing Work and Family, 3 credits (also a BSS course)

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.

8 March 2024

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 a Coaching Certificate of Proficiency.

EXECUTIVE SUMMARY

The Departments of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes offering a Coaching Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Coaching Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes offering a Coaching Certificate of Proficiency, and

WHEREAS, The proposal will prepare students for effective coaching roles across various sports settings;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Coaching Certificate of Proficiency 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 - Coaching - 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)*

Kinesiology and Health Science

Current Title (if applicable)* NA

Proposed Title* Coaching - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 13.1314

Minimum Number of
Credits (if
applicable)* 17

Maximum Number of
Credits (if
applicable)* 17

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:

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

Existing Academic Program Changes:

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

Administrative Unit Changes:

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* The Certificate of Proficiency in Coaching at Utah State University is tailored to prepare individuals for effective coaching roles across various sports settings. This comprehensive 17-credit program combines theoretical knowledge with practical application in key aspects of sports coaching.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Unit Requesting the Action: The Department of Kinesiology and Health Science at Utah State University.

Brief Description of the Proposed Action: Utah State University proposes the introduction of a Certificate of Proficiency in Coaching. This 17-credit certificate program is designed to provide comprehensive training in sports coaching, combining theoretical knowledge with practical skills.

Rationale for the Action: The rationale behind introducing this certificate program is multi-faceted:

1. **Fulfilling Industry Demand:** There is a growing need for well-trained coaches in schools, sports centers, and private organizations. This program addresses this demand by preparing individuals with the necessary skills and knowledge.
2. **Enhancing Educational Offerings:** The certificate will enrich USU's academic portfolio, offering students a specialized pathway in sports coaching.
3. **Promoting Community Health and Engagement:** Trained coaches play a crucial role in promoting sports participation and healthy lifestyles within the community.

Institutional Procedures Used: The proposal for this certificate involved:

1. **Curriculum Development:** Collaborating with faculty experts in Kinesiology and Health Science to design a relevant and comprehensive curriculum.
2. **Stakeholder Consultation:** Engaging with internal and external stakeholders, including academic advisors and potential employers.

Benefits to USU and USHE:

1. **Enhanced Reputation:** USU will strengthen its position as a leader in sports science education.
2. **Increased Enrollment:** The program is expected to attract a diverse group of students, potentially increasing enrollment figures.
3. **Community Impact:** Graduates will contribute to the health and well-being of communities, aligning with USU's mission of community engagement and service.
4. **Alignment with USHE Goals:** The program aligns with the Utah System of Higher Education's (USHE) goals of providing relevant, high-quality education that meets the state's workforce needs.

**Labor Market Demand
(if applicable)**

The growth in this occupation is primarily driven by increased high school enrollment, leading to a higher demand for coaches at this level. Notably, most high school coaches are also academic teachers, requiring typically a Bachelor's degree. Additional training in CPR, first aid, communications, and coaching fundamentals is considered a marketable asset. Demand is also growing outside the traditional sports world, including in areas like life and wellness coaching, as people increasingly seek help for major personal transitions and health-conscious living. (<https://www.careerexplorer.com/careers/coach/job-market/>)

The U.S. Bureau of Labor Statistics further supports this positive outlook. Employment of coaches and scouts is projected to grow nine percent from 2022 to 2032, much faster than the average for all occupations. This growth translates to about 38,400 openings for coaches and scouts each year over the decade, with many of these openings arising from the need to replace workers who transfer to different occupations or retire. The median pay for coaches and scouts in 2022 was \$44,890 per year. <https://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm>

While specific data for Utah is not readily available, the national trends provide a strong indication of the demand for coaching professionals. The increasing high school enrollments and the growing interest in personal wellness and life coaching suggest that a Certificate of Proficiency in Coaching from Utah State University would be responding to a significant and growing labor market need, both within Utah and nationally.

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

The Certificate of Proficiency in Coaching at Utah State University is strongly aligned with the university's mission as a premier land- and space-grant institution committed to excellence, access, and inclusion. Embodying academic excellence, this program features a rigorous and high-quality curriculum, including courses such as Athletic Injuries, Motor Learning, and Motivation Strategies for Physical Education and Coaching. These courses reflect the university's high standards and focus on practical skills and applied research, characteristic of a land-grant institution. The program also significantly contributes to USU's commitment to access by expanding educational offerings and addressing the growing demand for qualified coaching professionals. This expansion not only meets community and workforce needs but also provides students with diverse educational pathways. Moreover, the coaching certificate fosters an inclusive learning environment by attracting students from various interests and backgrounds, aligning with USU's dedication to diversity. Graduates of the program are prepared to engage with and positively impact diverse communities, embodying roles that promote physical health, sportsmanship, and personal development. This program thus encapsulates USU's values of academic rigor, accessibility to innovative education, and the nurturing of an inclusive community, enhancing the university's stature and societal impact.

Finances*

There will be no financial cost to add this certificate, as all the classes are currently offered as part of the PE Teaching curriculum.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

The Certificate of Proficiency in Coaching at Utah State University is a comprehensive program designed to provide aspiring coaches with a robust foundation in various aspects of coaching and sports management. This 17-credit certificate program is structured to offer both theoretical knowledge and practical skills essential for successful coaching careers.

The curriculum is carefully curated to cover key areas in coaching, including first aid, fitness training, sports regulations, athletic injury management, motor learning, administration and management in physical education, and motivation strategies. The program combines classroom learning with hands-on experiences, ensuring that students are well-prepared to meet the diverse challenges of coaching roles in educational institutions, sports centers, or private sports organizations.

Table of Classes Offered in the Certificate of Proficiency in Coaching:

1. HEP 2000: First Aid (2 credits)

- Focuses on basic health and emergency response skills.

2. KIN 3000: Principles of Fitness (3 credits)

- Emphasizes developing fitness programs for athletes.

3. KIN 2050: Sport Rules and Regulations of the Utah High School Athletic Association (1 credit)

- Covers the specific regulatory environment of Utah's high school sports.

4. KIN 3100: Athletic Injuries (3 credits)

- Provides in-depth knowledge of injury prevention and management.

5. KIN 3200: Motor Learning and Technology in Skill Analysis (3 credits)

- Explores the cognitive aspects of learning and performing athletic skills.


6. KIN 4350: Administration and Classroom Management of Physical Education (2 credits)

- Focuses on organizational aspects of physical education settings.

7. KIN 4500: Motivation Strategies for Physical Education and Coaching (3 credits)

- Equips future coaches with techniques to inspire and motivate athletes effectively.

Each course in this curriculum is designed to build upon the knowledge and skills gained in the preceding courses, providing a cohesive and comprehensive educational 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.

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Journalism and Communication, in the College of Humanities and Social Sciences proposes offering a Social-Media Institutional Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Journalism and Communication in the College of Humanities and Social Sciences proposes offering a Social-Media Institutional Certificate of Proficiency

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Social-Media Institutional Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Journalism and Communication in the College of Humanities and Social Sciences proposes offering a Social-Media Institutional Certificate of Proficiency, and

WHEREAS, The proposal will allow students to improve their skills and marketability through extra training;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Social-Media Institutional Certificate of Proficiency in the College of Humanities and Social Sciences' Department of Journalism and Communication, 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 - Journalism and Communication - Social Media - Institutional Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Journalism and Communication

Current Title (if applicable)* Not applicable

Proposed Title* Social Media - Institutional Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 09.9999

Minimum Number of
Credits (if
applicable)* 12

Maximum Number of
Credits (if
applicable)* 15

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes No

Teacher Licensure Program Approval (STEP)* Yes No

SECTION I: THE REQUEST

R401 Purpose*

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

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

Labor Market Demand (if applicable)

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

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

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

Finances*

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

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

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

Thumbnail sketches of courses offered in the certificate:

Core courses: Take all 3


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

Electives: Take at least one course.

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


General requirements:

- May be completed using a blend of online and F2F courses or entirely online/F2F.
- All are 3-credit courses.
- JCOM 2400 must be taken and successfully passed with a minimum grade of "C" before taking the other courses for the certificate.
- JCOM 4040, 5400, and either 5040/6060 must be taken during the same or subsequent semesters.
- Students must be advised by the JCOM adviser before registering for the certificate program and before registering for courses.
- A formal admission process to the certificate program will be adopted by faculty vote.

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

5 January 2024

ITEM FOR ACTION

Utah State University's Department of World Languages and Cultures, in the College of Humanities and Social Sciences proposes offering a Legal and Business Translation Interpretation Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of World Languages and Cultures in the College of Humanities and Social Sciences proposes offering a Legal and Business Translation Interpretation Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Legal and Business Translation Interpretation Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of World Languages and Cultures in the College of Humanities and Social Sciences proposes offering a Legal and Business Translation Interpretation Certificate of Proficiency, and

WHEREAS, The proposal will attract students who are fluent in English and Spanish and who are interested in pursuing a career as language professionals specializing in legal and business settings;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Legal and Business Translation Interpretation Certificate of Proficiency in the College of Humanities and Social Sciences' Department of World Languages and Cultures, 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 - World Languages and Cultures - Legal and Business Translation and Interpretation - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

World Languages and Cultures

Current Title (if applicable)*

Legal and Business Translation and Interpretation - Certificate of Proficiency

Proposed Title*

Legal and Business Translation and Interpretation - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 160103

Minimum Number of Credits (if applicable)* 16

Maximum Number of Credits (if applicable)* 16

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose*

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

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

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

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

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

Labor Market Demand (if applicable)

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

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

and the speakers of the societal language.

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

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

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

Finances*

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

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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


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

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

System of assessment:

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

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

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

8 March 2024

ITEM FOR ACTION

Utah State University's Department of World Languages and Cultures, in the College of Humanities and Social Sciences proposes offering a Healthcare Interpretation Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of World Languages and Cultures in the College of Humanities and Social Sciences proposes offering a Healthcare Interpretation Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Healthcare Interpretation Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of World Languages and Cultures in the College of Humanities and Social Sciences proposes offering a Healthcare Interpretation Certificate of Proficiency, and

WHEREAS, The proposal will prepare students with a broader understanding of medical technology and procedures;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Healthcare Interpretation Certificate of Proficiency in the College of Humanities and Social Sciences' Department of World Languages and Cultures, 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 - World Languages and Cultures - Healthcare Interpretation - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

World Languages and Cultures

Current Title (if applicable)* NA

Proposed Title* Healthcare Interpretation - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 340199

Minimum Number of Credits (if applicable)* 16

Maximum Number of Credits (if applicable)* 16

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes No

Teacher Licensure Program Approval (STEP)* Yes No

SECTION I: THE REQUEST

R401 Purpose*

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

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

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

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

**Labor Market Demand
(if applicable)**

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

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

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

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

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

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


Finances*

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

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

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

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Physics, in the College of Science proposes offering a Photonics Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Physics in the College of Science proposes offering a Photonics Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Photonics Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Physics in the College of Science proposes offering a Photonics Certificate of Proficiency, and

WHEREAS, The proposal will provide increase students' employable skills in photonics and provide a strong foundation for those who want to pursue a graduate degree in photonics;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Photonics Certificate of Proficiency in the College of Science's Department of Physics, 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: _____

COS - Physics - Photonics - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

COS

DEPARTMENT (include all cross listed departments)*

Physics

Current Title (if applicable)* Not Applicable

Proposed Title* Photonics - Certificate of Proficiency

CIP Code

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

CIP Code (6-digits) * 40.0807

Minimum Number of Credits (if applicable)* 21

Maximum Number of Credits (if applicable)* 21

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:

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

Existing Academic Program Changes:

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

Administrative Unit Changes:

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

Other: (explain
change)

ADDITIONAL APPROVALS (if applicable)

**Graduate Council
Approval*** Yes
 No

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

SECTION I: THE REQUEST

R401 Purpose*

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

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

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

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

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

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

**Labor Market Demand
(if applicable)**

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

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

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

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

Finances*

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

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

The curriculum associated with this certificate is summarized below.

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

Six required courses

PHYS 2710 - Introductory Modern Physics

PHYS 4650 or ECE 4650 - Optics I

PHYS 4600 - Electromagnetism II or ECE 5800 - Electromagnetics II

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


PHYS 5210 or ECE 5210 - Introduction to Photonics and Devices

PHYS 5250 or ECE 5250 - Photonics Laboratory

One of the two elective courses

PHYS 4700 - Quantum Mechanics I

ECE 5850 – Antennas I

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

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Marketing and Strategy, in the Jon M. Huntsman School of Business proposes offering an International Business Institutional Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Marketing and Strategy in the Jon M. Huntsman School of Business proposes offering an International Business Institutional Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an International Business Institutional Certificate of Proficiency.

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 offering an International Business Institutional Certificate of Proficiency, and

WHEREAS, The proposal will help students become inherently grounded in the desire to improve diversity of thought and culture;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an International Business Institutional Certificate of Proficiency in the 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 - International Business - Institutional Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

HSB

DEPARTMENT (include all cross listed departments)*

Marketing and Strategy

Current Title (if applicable)*

International Business - Institutional Certificate of Proficiency

Proposed Title*

International Business - Institutional Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 52.1101

Minimum Number of
Credits (if
applicable)* 8

Maximum Number of
Credits (if
applicable)* 9

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

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

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

Other: (explain
change)

ADDITIONAL APPROVALS (if applicable)

**Graduate Council
Approval*** Yes
 No

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

SECTION I: THE REQUEST

R401 Purpose*

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

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

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

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

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

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

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

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

Finances*

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

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

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

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

International Finance (FIN 4300)

International Marketing (MSLE 4050)

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


Managing Global Value Chains (MGT 4790)

International Law (MGT 3830)

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


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

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

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Mechanical and Aerospace Engineering, in the College of Engineering proposes offering a Composite Materials and Structures Post-Baccalaureate Certificate.

EXECUTIVE SUMMARY

The Department of Mechanical and Aerospace Engineering in the College of Engineering proposes offering a Composite Materials and Structures Post-Baccalaureate Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Composite Materials and Structures Post-Baccalaureate Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Mechanical and Aerospace Engineering in the College of Engineering proposes offering a Composite Materials and Structures Post-Baccalaureate Certificate, and

WHEREAS, The proposal will provide students with an additional path and gain increased understanding and skills in this vital area;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Composite Materials and Structures Post-Baccalaureate Certificate in the College of Engineering's Department of Mechanical and Aerospace Engineering, 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: _____

COE - Mechanical and Aerospace Engineering - Composite Materials and Structures - Post-baccalaureate Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

COE

DEPARTMENT (include all cross listed departments)*

Mechanical and Aerospace Engineering

Current Title (if applicable)*

Composite Materials and Structures - Post-baccalaureate Certificate

Proposed Title*

Composite Materials and Structures - Post-baccalaureate Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 14.1901

Minimum Number of Credits (if applicable)* 12

Maximum Number of Credits (if applicable)* 12

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose*

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

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

Labor Market Demand (if applicable)

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

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

Consistency with Institutional Mission & Institutional Impact*

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

Finances*

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

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

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


MAE 5050 – Advanced Composite Materials

MAE/CEE 5060 – Mechanics of Composite Materials I

MAE 6050 – Manufacturing of Composite Materials and Structures

MAE 6055 – Testing of Composite Materials

MAE/CEE 6070 – Mechanics of Composite Materials II

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Environment and Society, in the S.J. & Jessie E. Quinney College of Natural Resources proposes offering a Remote Sensing and Geospatial Artificial Intelligence Foundations Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Environment and Society in the S.J. & Jessie E. Quinney College of Natural Resources proposes offering a Remote Sensing and Geospatial Artificial Intelligence Foundations Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Remote Sensing and Geospatial Artificial Intelligence Foundations Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Environment and Society in the S.J. & Jessie E. Quinney College of Natural Resources proposes offering a Remote Sensing and Geospatial Artificial Intelligence Foundations Certificate of Proficiency, and

WHEREAS, The proposal will provide students with deep technology training in rural parts of Utah;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Remote Sensing and Geospatial Artificial Intelligence Foundations Certificate of Proficiency in the S.J. & Jessie E. Quinney College of Natural Resources' Department of Environment and Society, 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: _____

QCNR - Environment and Society - Remote Sensing and Geospatial Artificial Intelligence Foundations 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)*

QCNR

DEPARTMENT (include all cross listed departments)*

Environment and Society

Current Title (if applicable)* not applicable

Proposed Title* Remote Sensing and Geospatial Artificial Intelligence Foundations Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 45.0702

Minimum Number of Credits (if applicable)* 16

Maximum Number of Credits (if applicable)* 16

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
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 - Program Discontinuation (permanent program removal)
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 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes No

Teacher Licensure Program Approval (STEP)* Yes No

SECTION I: THE REQUEST

R401 Purpose*

This R401 is for the establishment of a new Certificate of Proficiency in Remote Sensing and Geospatial Artificial Intelligence Foundations (RS/GeoAI) in the Department of Environment and Society. The Certificate will be offered with both fully online and mixed online and in-person course options.

ENVS applied for and is receiving funding from the Utah Office of the Commissioner of Higher Education to develop and deliver two new certificates, one at the undergraduate level and one at the graduate level, through the Utah System of Higher Education's Deep Technology Talent Initiative. This R401 seeks approval for the undergraduate-level certificate, a "foundations" 16-credit Certificate of Proficiency.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Department of Environment and Society (ENVS) in the S. J. and Jessie E. Quinney College of Natural Resources currently offers a Certificate of Proficiency in Applied Geographic Information Science (GIS) (available in person, or online for USU's statewide-system students). The proposed new Remote Sensing and Geospatial Artificial Intelligence Foundations (RS/GeoAI Foundations) Certificate will be available fully online, or with an option to mix online and in-person courses for students at the Logan campus. Delivery online provides access to students across the state and will facilitate stacking with the curriculum of an existing major, e.g. Geography or Forest Ecology and Management, through scheduling flexibility to provide students in that major with added high-value remote sensing and geospatial artificial intelligence skills. Students will be able to pair the Certificate with any major at USU and can pursue both the Applied GIS and the RS/GeoAI Foundations Certificates for simultaneously broad and deep skillsets in emerging geospatial technologies.

ENVS and the Quinney College of Natural Resources have a strong geographic information science (GIS) program, nationally recognized for applying spatial analyses to natural resource issues. This existing strength is being leveraged to create the two new Certificates (undergraduate and graduate) in Remote Sensing and Geospatial Artificial Intelligence that will form the core of a new and forward-looking program in the development and application of artificial intelligence to remote sensing and data-driven geospatial methods. Geospatial artificial intelligence (GeoAI) is a rapidly developing sector of deep technology with high workforce demand nationally and here in Utah. The new program aims to meet the growing workforce demand for professionals skilled in these technologies. This training will leverage the rapidly growing availability of large spatially explicit datasets, including satellite and drone-based remote sensing data. The convergence of geospatial analysis, remote sensing, and artificial intelligence presents unique opportunities for innovation across various industry and government sectors, including environmental monitoring, urban planning, agriculture, disaster planning and response, and natural resource management. By bridging the gap between geospatial expertise and AI proficiency, this program will produce graduates equipped to leverage technological advancements to tackle real-world challenges in a high-growth sector of Utah's workforce. This proposal will expand the capacity of USU to meet these growing workforce needs.

ENVS is an interdisciplinary department with a majority of its nineteen (19) faculty identifying as environmental social scientists or as geographers. Fourteen faculty are based on the Logan Campus and five are based on either the Moab or Blanding Campus. The Department currently offers three BS degrees (Environmental Studies, Recreation Resource Management, and Geography), the aforementioned Certificate of Proficiency in Applied Geographic Information Science, two graduate-level certificates, and MS and PhD degrees in Environment and Society, Geography, Recreation Resource Management, and Ecology. ENVS is pursuing strategic enrollment growth through new program development, among other strategies. A new BS in Environment Science and Sustainability and a new Certificate of Proficiency in Climate Change Solutions are currently pending approval. The proposed new certificates in Remote Sensing and GeoAI will create new coursework and programmatic opportunities for students on the Geography, or Geospatial Sciences, side of the Department, enhancing student preparation to be workforce participants in jobs requiring deep technology skills.

**Labor Market Demand
(if applicable)**

In recent years, the integration of geospatial analysis, remote sensing, and artificial intelligence has gained substantial momentum across industries (<https://www.fortunebusinessinsights.com/geospatial-analytics-market-102219>). This convergence has led to an increased demand for professionals who possess a deep understanding of geospatial data, remote sensing technologies, and the ability to develop and apply AI-driven solutions. Several factors contribute to the significant workforce demand for GeoAI graduates: (1) Data Explosion: The proliferation of Earth observation satellites, aerial imaging platforms, and sensor networks has led to a massive influx of geospatial data. Organizations require experts who can extract meaningful insights from these vast datasets (i.e., Big Data). (2) Complex Problem Solving: GeoAI harnesses Big Data to enable the analysis of intricate spatial patterns and relationships. Businesses, governments, and research institutions seek skilled professionals capable of solving complex problems related to land use, environmental change, disaster response, and more.

Globally, *Verified Market Research* projects that the “Geospatial Analytics Market” will grow at a compound annual growth rate of 12.4% from 2023 to 2030. Even more significantly, they project that the “Geospatial **Imagery** Analytics Market” will grow at a compound annual growth rate of 15.9% from 2023 to 2030 (<https://www.verifiedmarketresearch.com/product/global-geospatial-imagery-analytics-market-size-and-forecast-to-2025/>).

Nationally, the Bureau of Labor Statistics predicts a growth of 36% in data analyst occupations over the next decade, greatly exceeding the average growth rate (<https://www.bls.gov/ooh/math/data-scientists.html>). For the last two years, the American technological research and consulting group Gartner Inc. has included AI Engineering in its top 10 strategic technology trends through 2030 (<https://www.gartner.com/smarterwithgartner/gartner-top-strategic-technology-trends-for-2021>). AI Engineering is the next step in sustainable integration of deep learning and automation in the industry, and training in Remote Sensing and GeoAI can be a steppingstone to AI Engineering.

Utah's Department of Workforce Services reports a 5% growth in the state for computer information and data analyst occupations (~290 annual job openings) expecting “much faster than average employment growth” (<https://jobs.utah.gov/wi/data/library/employment/occprojections.html>).

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

Utah is a rapidly changing state facing significant and ongoing social, economic, and environmental challenges, including the effects of climate unpredictability (e.g., water scarcity, flooding) and a growing population (e.g., expanding infrastructure, urban growth, and housing availability). Geospatial science tools are now standard in many workforce sectors for capturing data about, processing, understanding, and addressing these complex challenges. Geospatial science literacy is a key competency sought by many employers, and it is also a rapidly developing field. Over the past few decades, there have been significant changes in data availability in remote sensing, driven by technological advancements and the democratization of geospatial information. The proliferation of consumer-grade drones has made high-resolution imagery and data collection more accessible than ever before. The surge in drone usage has generated a demand for individuals skilled in gathering, analyzing, and delivering geospatial products. Cloud-based platforms like Google Earth Engine provide extensive collections of geospatial data to the public. Google Earth Engine's infrastructure allows users to process massive datasets and perform complex analyses without requiring users to manage extensive computational resources. Remote sensing from earth observation satellites allows us to monitor and analyze large-scale environmental changes over decades offering invaluable data for making informed decisions and developing sustainable policies. GeoAI, like other types of AI, is swiftly impacting the labor market by necessitating the mastery of deep technological applications across industries. As automation increases efficiency, the role humans play is transforming, moving from lower-level data management tasks to higher-level tasks of problem definition, inquiry, and innovation. Humans must engage with, troubleshoot, and guide AI efforts, drawing upon critical thinking, creative problem-solving, complex reasoning, the application of emotional intelligence, and other distinctively human capabilities. Therefore, there is a crucial need for a workforce that is both (a) equipped with the tools to keep pace with emerging technological developments as well as (b) able to identify, develop, and communicate creative GeoAI solutions to the public and private sectors' interdisciplinary challenges in the state. A workforce trained in RS/GeoAI is uniquely positioned to meet the State of Utah's current and future environmental, economic, and social challenges.

USU is positioned to reach students statewide through the online completion options. With USU's Statewide System, the proposed program can create student-service-supported access to deep technology training for individuals in rural parts of Utah. By making the courses available online, this proposed program will increase workforce opportunities for marginalized communities served by the USU Statewide Campuses.

Finances*

Delivery of the new courses required for this program will carry a cost to the Department. An MOU between OCHE and USU governs the awarding of funds to USU and ENVS for this purpose. These funds will allow the Department to hire two term faculty with teaching roles to deliver a majority of the new courses for the first two years of the program. A minority of the new courses will be delivered by current ENVS faculty, including Dr. Elise Laugier, the Department's new Assistant Professor of Geospatial Analysis who started her position in Fall 2023. Over the coming two years, the Department will be seeking ongoing funds to cover the salaries of the two new term faculty based on successful launch of the program.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative


Program Learning Outcomes: Upon successful completion of this program, students will have a foundational understanding of remote sensing technologies and possess basic skills integrating artificial intelligence for geospatial applications. Students will be prepared to apply image interpretation and analysis techniques to practical scenarios.

Program Requirements: Program requirements consist of 16 credits of required coursework. Included within these 16 credits is the requirement to complete a 1-credit capstone experience that consists of either (1) an internship experience with an industry partner or (2) a project design and implementation experience under supervision of program faculty. Required coursework also allows selection between two coding courses, with one recommended as preferable (Python Programming for GIS) and delivered regularly as an online course.

Students must obtain a minimum grade of C+ in each course taken to meet certificate requirements.

Graduation Requirements: Students must have a 3.0 minimum GPA across all courses used to meet certificate requirements.

Certificate Stacking: Ease of certificate stacking is a program goal. When stacked with the Applied GIS Certificate of Proficiency, the proposed RS/GeoAI Foundations Certificate requires 6-9 additional credits, as the following courses can be applied to both certificates: GEOG/WILD/WATS 2800 (4 cr), GEOG 4860 or GEOG 4870 (3 cr), WILD 5750 (3 cr).

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.

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Aviation Technology, in the College of Agriculture and Applied Sciences proposes changing the name of the Unmanned Aerial System Certificate of Completion to Unmanned Aircraft Systems Certificate of Completion.

EXECUTIVE SUMMARY

The Department of Aviation Technology, in the College of Agriculture and Applied Sciences proposes changing the name of the Unmanned Aerial System Certificate of Completion to Unmanned Aircraft Systems Certificate of Completion.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name of the Unmanned Aerial System Certificate of Completion to Unmanned Aircraft Systems Certificate of Completion.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Aviation Technology in the College of Agriculture and Applied Sciences proposes changing the name of the Unmanned Aerial System Certificate of Completion to Unmanned Aircraft Systems Certificate of Completion, and

WHEREAS, The proposal will align with FAA standards and deliver graduates who are employed locally and across the nation;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name of the Unmanned Aerial System Certificate of Completion to Unmanned Aircraft Systems Certificate of Completion in the College of Agriculture and Applied Sciences' Department of Aviation Technology 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 Technology - Unmanned Aircraft Systems - Certificate of Completion

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all
cross listed
colleges)*

CAAS

DEPARTMENT
(include all cross
listed departments)*

Aviation Technology

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

Proposed Title* Unmanned Aircraft Systems - Certificate of Completion

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 490101

Minimum Number of
Credits (if
applicable)* 30

Maximum Number of
Credits (if
applicable)* 30

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:

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

Existing Academic Program Changes:

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

Administrative Unit Changes:

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes No

Teacher Licensure Program Approval (STEP)* Yes No

SECTION I: THE REQUEST

R401 Purpose* Unmanned Aircraft Systems (UAS) is a rapidly growing industry. The industry provides individuals with the ability to learn the knowledge, skills, and abilities to support many careers, including aerial photography, mapping, imaging, and collecting data.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* To align with FAA standards, the adjustment from Unmanned Aerial Systems to Unmanned Aircraft Systems needs to be made.


Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* This certificate supports the mission of USU by delivering graduates who are employed locally and across the nation to meet industry needs in aviation technology.

Finances* No new funding is requested.


SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

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

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Applied Sciences, Technology and Education, in the College of Agriculture and Applied Sciences proposes changing the name of the Agricultural Systems Technology BS – Agricultural Machinery Emphasis to Agricultural Systems Technology BS – Agricultural Machinery and Technology Emphasis.

EXECUTIVE SUMMARY

The Department of Applied Sciences, Technology and Education, in the College of Agriculture and Applied Sciences proposes changing the name of the Agricultural Systems Technology BS – Agricultural Machinery Emphasis to Agricultural Systems Technology BS – Agricultural Machinery and Technology Emphasis.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name of the Agricultural Systems Technology BS – Agricultural Machinery Emphasis to Agricultural Systems Technology BS – Agricultural Machinery and Technology 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 changing the name of the Agricultural Systems Technology BS – Agricultural Machinery Emphasis to Agricultural Systems Technology BS – Agricultural Machinery and Technology Emphasis, and

WHEREAS, The proposal will allow USU to maintain a strong undergraduate program to encourage the intellectual and personal development of students;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name of the Agricultural Systems Technology BS – Agricultural Machinery Emphasis to Agricultural Systems Technology BS – Agricultural Machinery and Technology 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 - Agricultural Systems Technology BS - Agricultural Machinery and Technology Emphasis

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Applied Sciences, Technology and Education

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

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

CIP Code

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

CIP Code (6-digits) * 010301

Minimum Number of Credits (if applicable)* 120

Maximum Number of Credits (if applicable)* 180

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change) Name change for an existing emphasis

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* The following proposal requests a change to the existing Agricultural Machinery emphasis name for the BS degree in Agricultural Systems Technology.

SECTION II: PROGRAM PROPOSAL

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

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

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

Consistency with Institutional Mission & Institutional Impact*

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


Finances*

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

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

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

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

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Applied Sciences, Technology and Education, in the College of Agriculture and Applied Sciences proposes changing the name of the Agricultural Systems Technology BS – Farm and Ranch Operations Emphasis to Agricultural Systems Technology BS – Agricultural Operations Emphasis.

EXECUTIVE SUMMARY

The Department of Applied Sciences, Technology and Education, in the College of Agriculture and Applied Sciences proposes changing the name of the Agricultural Systems Technology BS – Farm and Ranch Operations Emphasis to Agricultural Systems Technology BS – Agricultural Operations Emphasis.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name of the Agricultural Systems Technology BS – Farm and Ranch Operations Emphasis to Agricultural Systems Technology BS – Agricultural Operations 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 changing the name of the Agricultural Systems Technology BS – Farm and Ranch Operations Emphasis to Agricultural Systems Technology BS – Agricultural Operations Emphasis, and

WHEREAS, The proposal will allow USU to maintain a strong undergraduate program to encourage the intellectual and personal development of students;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name of the Agricultural Systems Technology BS – Farm and Ranch Operations Emphasis to Agricultural Systems Technology BS – Agricultural Operations 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 - Agricultural Systems Technology BS - Agricultural Operations Emphasis

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Applied Sciences, Technology and Education

Current Title (if applicable)*

Agricultural Systems Technology BS - Farm and Ranch Operations Emphasis

Proposed Title*

Agricultural Systems Technology BS - Agricultural Operations Emphasis

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 010301

Minimum Number of Credits (if applicable)* 120

Maximum Number of Credits (if applicable)* 180

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:

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

Existing Academic Program Changes:

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

Administrative Unit Changes:

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

Other: (explain change) Emphasis name change of existing program

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* The purpose of the request is to change the emphasis name "Farm and Ranch Operations" to "Agricultural Operations" for the Agricultural Systems Technology - BS degree.

SECTION II: PROGRAM PROPOSAL

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

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


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

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

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

SECTION III: CURRICULUM (if applicable)

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

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

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Aviation Technology, in the College of Agriculture and Applied Sciences proposes changing the name of the Aviation Management – Unmanned Aerial Systems Emphasis-BS to Aviation Management – Unmanned Aircraft Systems Emphasis-BS.

EXECUTIVE SUMMARY

The Department of Aviation Technology, in the College of Agriculture and Applied Sciences proposes changing the name of the Aviation Management – Unmanned Aerial Systems Emphasis-BS to Aviation Management – Unmanned Aircraft Systems Emphasis-BS.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name of the Aviation Management – Unmanned Aerial Systems Emphasis-BS to Aviation Management – Unmanned Aircraft Systems Emphasis-BS.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Aviation Technology in the College of Agriculture and Applied Sciences proposes changing the name of the Aviation Management – Unmanned Aerial Systems Emphasis-BS to Aviation Management – Unmanned Aircraft Systems Emphasis-BS, and

WHEREAS, The proposal will align with FAA standards and deliver graduates who are employed locally and across the nation;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name of the Aviation Management – Unmanned Aerial Systems Emphasis-BS to Aviation Management – Unmanned Aircraft Systems Emphasis-BS in the College of Agriculture and Applied Sciences' Department of Aviation Technology 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 Technology - Aviation Management - Unmanned Aircraft Systems Emphasis - BS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation Technology

Current Title (if applicable)*

Aviation Management - Unmanned Aerial Systems Emphasis - BS

Proposed Title*

Aviation Management - Unmanned Aircraft Systems Emphasis - BS

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 490101

Minimum Number of Credits (if applicable)* 120

Maximum Number of Credits (if applicable)* 120

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:

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

Existing Academic Program Changes:

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

Administrative Unit Changes:

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes No

Teacher Licensure Program Approval (STEP)* Yes No

SECTION I: THE REQUEST

R401 Purpose* The Bachelor of Science in Aviation Management prepares graduates for many different careers in the aviation profession. Career opportunities in public and private sectors include airlines, airports, military and general aviation, federal agencies and self-employment opportunities. Specific jobs related to an Aviation Management degree include airline operations, airport management, aviation research, marketing, education, safety operations, air traffic control, airline cabin operations, airline dispatch, project management, unmanned aircraft systems and emerging related fields.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* To align with FAA standards, the adjustment from Unmanned Aerial Systems to Unmanned Aircraft Systems needs to be made.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* This degree supports the mission of Utah State University by delivering graduates who are employed locally and across the nation to meet industry needs in aviation technology.

Finances* No new funding is requested.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

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

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.

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Aviation Technology, in the College of Agriculture and Applied Sciences proposes changing the name of the Unmanned Aerial Systems Minor to Unmanned Aircraft Systems Minor.

EXECUTIVE SUMMARY

The Department of Aviation Technology, in the College of Agriculture and Applied Sciences proposes changing the name of the Unmanned Aerial Systems Minor to Unmanned Aircraft Systems Minor.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name of the Unmanned Aerial Systems Minor to Unmanned Aircraft Systems Minor.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Aviation Technology in the College of Agriculture and Applied Sciences proposes changing the name of the Unmanned Aerial Systems Minor to Unmanned Aircraft Systems Minor, and

WHEREAS, The proposal will align with FAA standards and deliver graduates who are employed locally and across the nation;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name of the Unmanned Aerial Systems Minor to Unmanned Aircraft Systems Minor in the College of Agriculture and Applied Sciences' Department of Aviation Technology 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 Technology - Unmanned Aircraft Systems - Minor

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation Technology

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

Proposed Title* Unmanned Aircraft Systems - Minor

CIP Code

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

CIP Code (6-digits) * 49.0102

Minimum Number of Credits (if applicable)* 13

Maximum Number of Credits (if applicable)* 13

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:

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

Existing Academic Program Changes:

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

Administrative Unit Changes:

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* Unmanned Aircraft Systems (UAS) is a rapidly growing industry. The industry provides individuals with the ability to learn the knowledge, skills, and abilities to support many careers, including aerial photography, mapping, imaging, and collecting data. The UAS Minor serves students wanting to use UAS in their professional fields of training, as well as for noncommercial use.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* To align with FAA standards, the adjustment from Unmanned Aerial Systems to Unmanned Aircraft Systems needs to be made.


Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* This minor will be guided by the mission and roles of the land grant institution. This minor is interdisciplinary and crosses over to many majors in the University.

Finances* No new funding is requested.


SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

8 March 2024

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 changing the name of the Specialization in Education of the Deaf and Hard of Hearing Specialization Listening and Spoke Language Track -MEd to Deaf Education – Listening and Spoken Language Specialization MEd.

EXECUTIVE SUMMARY

The Department of Communicative Disorders and Deaf Education, in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Specialization in Education of the Deaf and Hard of Hearing Specialization Listening and Spoke Language Track -MEd to Deaf Education – Listening and Spoken Language Specialization MEd.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name of the Specialization in Education of the Deaf and Hard of Hearing Specialization Listening and Spoke Language Track -MEd to Deaf Education – Listening and Spoken Language Specialization MEd.

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 changing the name of the Specialization in Education of the Deaf and Hard of Hearing Specialization Listening and Spoke Language Track -MEd to Deaf Education – Listening and Spoken Language Specialization MEd, and

WHEREAS, The proposal allows a degree that accurately reflects the program and area of study efficiently and accurately and is more marketable;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name of the Specialization in Education of the Deaf and Hard of Hearing Specialization Listening and Spoke Language Track - MEd to Deaf Education – Listening and Spoken Language Specialization MEd 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 - Deaf Education - Listening and Spoken Language Specialization - MEd

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Communicative Disorders and Deaf Education

Current Title (if applicable)*

Communicative Disorders and Deaf Education - Specialization in Education of the Deaf and Hard of Hearing Specialization Listening and Spoken Language Track-MEd

Proposed Title*

Deaf Education - Listening and Spoken Language Specialization - MEd

CIP Code

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

CIP Code (6-digits) * 131003

Minimum Number of Credits (if applicable)* 46

Maximum Number of Credits (if applicable)* 46

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* To change the name of this degree.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* To simplify and clarify what the degree is about. The department houses multiple different areas of study. The Deaf Education-Listening and Spoken Language specialization in COMDDE is a graduate degree that deals specifically with the education of professionals in this particular field study. The department is seeking to rename all the COMDDE degrees/majors that are currently called COMDDE-Plus to simpler and clearer names.


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

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

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


SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative No change. Not applicable.

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

8 March 2024

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 changing the name of the Communication Disorders and Deaf Education – Specialization in Speech Language Pathology MA/MS to Speech-Language Pathology MA/MS.

EXECUTIVE SUMMARY

The Department of Communicative Disorders and Deaf Education, in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Communication Disorders and Deaf Education – Specialization in Speech Language Pathology MA/MS to Speech-Language Pathology MA/MS.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name of the Communication Disorders and Deaf Education – Specialization in Speech Language Pathology MA/MS to Speech-Language Pathology MA/MS.

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 changing the name of the Communication Disorders and Deaf Education – Specialization in Speech Language Pathology MA/MS to Speech-Language Pathology MA/MS, and

WHEREAS, The proposal allows a degree that accurately reflects the program and area of study efficiently and accurately and is more marketable;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name of the Communication Disorders and Deaf Education – Specialization in Speech Language Pathology MA/MS to Speech-Language Pathology MA/MS 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 – MA, MS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Communicative Disorders and Deaf Education

Current Title (if applicable)*

Communicative Disorders and Deaf Education - Specialization in Speech Language Pathology MA MS

Proposed Title*

Speech-Language Pathology – MA, MS

CIP Code

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

CIP Code (6-digits) * 510203

Minimum Number of Credits (if applicable)* 57

Maximum Number of Credits (if applicable)* 58

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* To change the name of this degree specialization.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* To simplify and clarify what the degree is about. The department houses multiple different areas of study. The Speech Language Pathology (SLP) Specialization in Communicative Disorders and Deaf Education (COMDDE) is a graduate degree that deals specifically with professional preparation of SLPs, not with the general fields of communicative disorders and deaf education. The department is seeking to rename all the COMDDE degrees/majors that are currently called COMDDE+ to simpler and clearer names.


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

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

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


SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative No change. Not applicable.

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

SUBMIT AND APPROVE THE PROPOSAL

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

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

8 March 2024

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 changing the Health Education and Promotion – Community Health – BS to Health Education and Promotion – Community and Public Health BS.

EXECUTIVE SUMMARY

The Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes changing the Health Education and Promotion – Community Health – BS to Health Education and Promotion – Community and Public Health BS.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the Health Education and Promotion – Community Health – BS to Health Education and Promotion – Community and Public Health BS.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes changing the Health Education and Promotion – Community Health – BS to Health Education and Promotion – Community and Public Health BS, and

WHEREAS, The proposal will align with accreditation through the Council on Education for Public Health (CEPH);

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the Health Education and Promotion – Community Health – BS to Health Education and Promotion – Community and Public Health BS 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 - Health Education and Promotion - Community and Public Health - BS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Kinesiology and Health Science

Current Title (if applicable)*

Health Education and Promotion - Community Health - BS

Proposed Title*

Health Education and Promotion - Community and Public Health - BS

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 51.2207

Minimum Number of Credits (if applicable)* 120

Maximum Number of Credits (if applicable)* 126

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes No

Teacher Licensure Program Approval (STEP)* Yes No

SECTION I: THE REQUEST

R401 Purpose*

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

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

Alignment with Institutional Mission:


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

Impact within the USHE System:

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


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.

8 March 2024

ITEM FOR ACTION

Utah State University's School of Teacher Education and Leadership, in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Instructional Leadership MEd to School Leadership MEd.

EXECUTIVE SUMMARY

The School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Instructional Leadership MEd to School Leadership MEd.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name of the Instructional Leadership MEd to School Leadership MEd.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Instructional Leadership MEd to School Leadership MEd, and

WHEREAS, The proposal will provide students with the MEd and they will have fulfilled the requirements for a School Leadership License from the Utah State Board of Education;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name of the Instructional Leadership MEd to School Leadership MEd in the Emma Eccles Jones College of Education and Human Services' School of Teacher Education and Leadership, 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 - School of Teacher Education and Leadership - School Leadership - MEd

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

School of Teacher Education and Leadership

Current Title (if applicable)* Instructional Leadership - MEd

Proposed Title* School Leadership - MEd

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 130401

Minimum Number of
Credits (if
applicable)* 30

Maximum Number of
Credits (if
applicable)* 36

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose*

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

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

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

Labor Market Demand (if applicable)

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

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

Consistency with Institutional Mission & Institutional

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

& Institutional Impact*

areas throughout the state, this aligns with the university's mission to provide education and support to all communities.

Finances*

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

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

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

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


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

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

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


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

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

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences propose offering an Engineering Technology Associate of Applied Science Degree.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes offering an Engineering Technology Associate of Applied Science Degree.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Engineering Technology Associate of Applied Science Degree.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes offering an Engineering Technology Associate of Applied Science Degree, and

WHEREAS, The proposal provides an ideal pathway for students to continue their educational journey in a high-wage, high-demand field;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Engineering Technology Associate of Applied Science Degree in the College of Agriculture and Applied Sciences' Department of Technology, Design 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: _____

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

Institution Submitting Request: Utah State University
Proposed Program Title: Engineering Technology
Are There New Emphases: Yes No
Names of New Emphases (Separated by Commas):
Sponsoring School, College, or Division: College of Agriculture and Applied Sciences
Sponsoring Academic Department(s) or Unit(s): Technology, Design and Technical Education
Classification of Instructional Program Code¹: 6 - Digit CIP: 15.0000
Min/Max Credit Hours Required of Full Program: 63 / 63
Proposed Beginning Term²: Spring 2024
Institutional Board of Trustees' Approval Date:

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

<input checked="" type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify ward 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 ward 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 Technology, Design and Technical Education requests approval to offer the following degree(s): Associate of Applied Science (AAS) in Engineering Technology

To be effective on: Fall semester 2024

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

Section II: Program Proposal

Program Description

The Department of Technology, Design, and Technical Education (TDTE) at Utah State University (USU) is proposing a new Associate of Applied Science (AAS) degree program in Engineering Technology to begin Fall semester of 2024. This degree will prepare students for employment as engineering technicians who typically work within a team of engineering professionals to help solve well-defined technical problems. The degree will focus on preparing students to apply basic engineering principles by using math, science, and practical experiences to solve real-world problems. The degree will have a core of math, science, engineering, laboratory work, and digital design, along with several technical electives, allowing the students to focus on robotics and automation, additive manufacturing, advanced manufacturing, electronics, quality and reliability, and computer-aided design (CAD) systems. The program will be offered face-to-face on the Logan Main Campus as well as via a flexible format (e.g., hybrid, blended, or online) for non-traditional and distance learners. The program will allow students to use a limited number of credits from technical certificates toward the degree's lower-division technical elective requirements. The program will seek accreditation through the Accreditation Board for Engineering and Technology (ABET).

Consistency with Institutional Mission

Utah State University (USU) is a land grant university, which means it has a specific mission and goals outlined by the Morrill Act of 1862. Additionally, USU serves as a regional community college and technical college for the southeast region. The desire for a workforce development strategy that is both innovative and emphasizes stackable pathways into higher learning opportunities for students is the central mission of USU. As a result, it is the intention of USU to offer an engineering technology program that is centered around the diverse needs of the state.

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

Utah State University is committed to continual research and innovation as land grant universities are expected to engage in research and innovation to advance knowledge and promote economic growth. An engineering technology program can actively contribute to research by conducting applied research projects in collaboration with industries and government agencies.

Additionally, a vital aspect of the Land Grant Mission is outreach and extension, which seeks to engage with communities and provide these services. An engineering technology program can fulfill this role by actively collaborating with local industries, organizations, and communities. This collaboration can involve offering technical assistance, training programs, and consulting services to address engineering and technology-related challenges businesses and communities face. By sharing expertise and resources, the program can enhance the competitiveness of local industries, promote economic development, and improve the quality of life for Utah residents.

A vital aspect of this program proposal is the desire to increase access for adult learners as they transition from one stage of their career to the next. Land grant universities strive to create an inclusive and diverse learning environment that reflects the state's demographics and promotes equal opportunities for all. This engineering technology program can contribute to this goal by actively recruiting and supporting students from diverse backgrounds, including underrepresented groups, and by accommodating learning in contextual space through industry collaboration.

Section III: Needs Assessment

Program Rationale

The proposed engineering technology program request was birthed from necessity as regional workforce partners voiced concern for unmet workforce needs. As a result, curricular development processes were initiated in partnership with industry and accrediting bodies to help meet the industry's needs while maintaining program fidelity.

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

Developing a successful engineering technology program requires strong collaboration and partnerships with industry stakeholders. By actively engaging employers, professional organizations, and industry experts, valuable partnerships will be established that facilitate internships, co-op opportunities, and real-world projects for students. These collaborations will enhance students' practical skills and knowledge and provide them with networking opportunities and potential employment prospects. Moreover, industry partners can contribute to curriculum development, ensuring it reflects the latest industry practices and technologies relevant for their future career advancements.

The curriculum of the engineering technology program will be designed based on input from industry partners to ensure its alignment with industry needs and demands. The program will offer a balanced mix of theoretical knowledge and hands-on practical experience, emphasizing the application of engineering principles and advanced technologies in real-world settings. Courses will cover various relevant topics such as technical problem solving, manufacturing processes, quality assurance, project management, and emerging technologies specific to the industry. Additionally, the program will incorporate industry-standard software, tools, and equipment to familiarize students with the available resources used in the field.

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

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

Labor Market Demand

Nationally, the Bureau of Labor Statistics (BLS) projects that employment in engineering occupations will grow by 4% between 2019 and 2029, adding over 139,000 new jobs to the economy. The BLS also reports that engineering occupations offer a median annual wage of \$81,440, significantly higher than the median annual wage for all occupations of \$41,950.

Furthermore, as technological advances continue to shape various industries, the demand for professionals with practical, hands-on experience in engineering technology is expected to increase. The proposed Associate of Applied Science in Engineering Technology degree program will provide students with the practical skills and knowledge needed to succeed in these rapidly evolving industries and prepare them for the job market upon graduation.

There is considerable demand for engineering professionals as the projected growth rate is high for the coming years. Locally and nationally, the expectation for positive growth in engineering technology and engineering-related areas shows economically solid promise for the coming years. According to data from the Utah Department of Workforce Services, occupations related to engineering are expected to see a 27% increase in employment in Utah between 2020 and 2030. This growth is higher than the projected average employment growth of 8.6% across all occupations in the state.

In addition, Utah's median wage for engineering and related occupations is significantly higher than the state's overall median wage. As of May 2020, Utah's median hourly wage for architecture and engineering related occupations was \$41.83, compared to the state's overall median hourly wage of \$20.46. Moreover, salaries for more specific occupations within the Engineering sector, oriented toward Engineering Technology, report median wages on 6-digit CIP codes in a range from \$44.31 per hour to \$30.62. This data suggests that engineering technology occupations are in high demand and offer increased earning potential for graduates.

The proposed Associate of Applied Sciences in Engineering Technology program will provide students with the skills and knowledge needed to succeed in this dynamic field, contribute to the growth of Utah manufacturing industries across the state, and supply a demand for highly skilled engineering-related professionals.

Student Demand

The Engineering Technology Program is expected to generate significant student demand, particularly from two key groups: students from technical colleges and individuals seeking to re-enter education from industry. Technical college graduates who have completed associated certificate work may seek opportunities to further their education and advance their careers. The proposed Engineering Technology program provides an ideal pathway for these students to continue their educational journey in a high-wage, high-demand field. The program addresses the demand for pathways from technical college toward a four-year degree program by offering a curriculum that leverages their technical knowledge and skills.

These students are attracted to the program because it allows them to deepen their understanding of engineering principles, gain specialized knowledge in their chosen field, and broaden their career prospects, making them eligible for future promotion. The program's emphasis on industry collaboration ensures that the education provided is efficient and aligned with industry demands, making graduates highly employable. This aspect appeals to technical college graduates seeking a competitive edge in the job market and the opportunity for upward career mobility.

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

The program's flexibility in scheduling, including part-time, evening, and online classes, caters to the needs of individuals who may be juggling work, family responsibilities, or other commitments. This flexibility, combined with the program's industry relevance and hands-on approach, appeals to individuals re-entering education and seeking a program that directly aligns with their professional goals and aspirations.

Similar Programs

This program does not exist in USU's service region. Currently, the association that offers national accreditation, the Accreditation Board for Engineering and Technology (ABET), accredits Engineering Technology AAS programs at Weber State University, Utah Valley University, Salt Lake Community College, and Southern Utah University in the state. Of the current programs, very few have a "stacking" component to allow technical college students to articulate their certificates for credits toward graduation in Engineering Technology. The program is also to be offered face-to-face and via a flexible format (e.g., hybrid, blended, or online) to meet the needs of industry in the Bear River Region, Wasatch Front, and southeastern Utah.

Collaboration with and Impact on Other USHE Institutions

The proposed Engineering Technology Program recognizes the importance of creating seamless educational pathways for students transitioning from technical colleges. The program is committed to establishing solid collaborations with area technical colleges for stackable credentials to facilitate this transition and ensure students can build upon their prior technical education. The first step in collaborating with technical colleges is to align the curriculum of the Engineering Technology Program with the courses offered at these institutions. By reviewing the course offerings and competencies of technical college programs, areas of overlap can be identified and clear pathways established for credit transfer and advanced standing in the Engineering Technology Program. This alignment will minimize redundancy in coursework and enable students to seamlessly transition into the program without any loss of credit.

To formalize the collaboration and facilitate credit transfer, the Engineering Technology Program will work closely with technical colleges to develop articulation agreements. These agreements will outline the specific courses, competencies, and credits to be recognized for transfer into the program. They will provide clear guidelines for technical college graduates on how their prior coursework can be applied towards meeting the requirements of the Engineering Technology Program. Articulation agreements will create a transparent and efficient process for credit evaluation and transfer, ensuring a smooth transition for students.

Collaboration with technical colleges goes beyond credit transfer. The Engineering Technology Program will establish advising and support services to assist students from technical colleges in transitioning to the program. Academic advisors will be available to guide students through the admission process, provide information on course equivalencies, and help them navigate the curriculum. These advisors will also be knowledgeable about scholarships, financial aid, and other resources available to support students during their educational journey.

One of the critical benefits of collaborating with technical colleges is the opportunity to offer stackable credentials. The Engineering Technology Program will work closely with technical colleges to identify specific technical certificate or associate degree programs that align with the program's focus areas. Students can earn interim credentials along their educational pathway by recognizing and awarding stackable credentials. These credentials provide valuable industry-recognized certifications and enhance the employability of students who may choose to enter the workforce before completing their applied associate degree.

External Review and Accreditation

An advisory board with industry leaders in Northern Utah from Northrop Grumman, Lockheed Martin, Autoliv, TCR Composites, and ATK have reviewed the degree plan proposal and support this program. Additional advisory members will be added as the need arises. Nationally, the Accreditation Board for Engineering and Technology (ABET) offers accreditation for programs similar to this proposal. This program has been designed to meet their standards and once the program is in place, accreditation will be applied for with the first graduating class as defined by ABET, with the initial projected review after three years. According to the ABET website, the average cost of the initial accreditation visit fee is \$20,000.

Section IV: Program Details

Graduation Standards and Number of Credits

The Engineering Technology AAS aligns with the standards and number of credits of other programs granting the Associate of Applied Science degree at USU. Upon graduation, a student will have earned a minimum of 63 credits.

Admission Requirements

Requirements for admission into the Associate of Applied Science in Engineering Technology degree program are consistent with the general University undergraduate admission requirements.

Curriculum and Degree Map

See Appendix A & B

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

This degree program proposal is a result of many requests from industry partners currently working with the Technology Systems program. This program will share many technical skill courses with the technology systems program while also providing specific Engineering Technology coursework and training. It is anticipated an additional 11 courses will be needed to be able to provide the specific set of knowledge and skills graduates would need to enter the industry. With 11 new courses, the program will require two additional faculty members along with an educational specialist to be able to offer the additional courses required. Funding for faculty overload, adjunct instructors, or graduate students to help with courses in both TESI and this Engineering Technology degree program that will come from a combination of a commitment from USU's central administration, reallocation of current department funding, and anticipated tuition revenue. The program is designed to have a path to the degree through the USU Online System, supplemented with opportunities for hands-on application, as well as providing additional options for students at multiple Statewide campuses.

Faculty

The courses draw on the strengths and expertise of the faculty in the Department of Technology, Design, and Technical Education, along with collaboration from the faculty at USU Eastern and Bridgerland Technical College that provides technical content training for students within the AAS degree. Additional courses offered in programs outside the department, (e.g., the Schools of Math and Science)) will be applied to this degree with minimal student impact. Through restructuring and reallocation of teaching assignments, the faculty can accommodate the student demand of the proposed program while requiring only two additional faculty members. The positions for the faculty members are being funded through growth funds in the college and being supported by the university to develop this program for our industry partners. Additional faculty will be considered as the enrollment in the program grows or industry partners sponsors such additions.

Staff

With little restructuring, current staff resources are sufficient for the needs of this new program, but funding will be provided at the university level to fund a program coordinator to help with the projected growth of the program. As the program grows or industry partners sponsor such additions, additional staff will be considered.

Student Advisement

The Department of Technology, Design, and Technical Education (TDTE) has designated advisors throughout the regional campus system and within the College of Agriculture and Applied Sciences. The advisors for this program will be the same individuals who also advise students in the early stages of the Engineering Technology program. Funding is being allocated at the University level to fund a program advisor for the first two years of program implementation with continued funding from projected growth. If needed, student peer mentors will assist the advisors with the increased number of students and additional advising capacity will be added as student numbers warrant within TDTE.

Library and Information Resources

No additional library resources will be needed to support this program. Key journals and readings are already available through USU's library system to support the AAS in Engineering Technology.

Projected Enrollment and Finance

See Appendix D

Section VI: Program Evaluation

Program Assessment

The Department of Technology, Design, and Technical Education will conduct on-going assessment of the degree program and make improvements or adjustments as needed. The objectives selected for this program include skills and knowledge identified by industry leaders and those required by ABET for accreditation. This program has five primary objectives. After completion of this degree program, students will be able to:

1. Apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the discipline.
2. Implement processes and systems necessary to provide solutions for well-defined technical problems.
3. Apply written, oral, and graphical communication in well-defined technical and non-technical environments.
4. Conduct standard tests and measurements; assist in analyzing and interpreting results to improve processes.
5. Function effectively as a member of a technical team, demonstrating a commitment to professional and ethical responsibilities, diversity, inclusion awareness and lifelong professional development.

Instructors will use student course evaluations as a formative step in evaluating the program. The program faculty will have the opportunity to interact and work with other faculty from across campus to seek feedback. The department will also conduct exit interviews/surveys of graduating students and use portfolios and senior projects to evaluate the technical, written, verbal, and communication skills of the students. The program will survey alumni at approximately five-year intervals to provide an opportunity for student reflection on the program outcomes and overall value. Industry partners will offer internships and provide feedback about the program through an advisory committee.

The program will also be assessed by ABET and the feedback will be integrated into the program to maintain accreditation. ABET requires certain standards to be met and will help keep the evaluation and assessment at the forefront of the faculty's decision-making.

Student Standards of Performance

The student performance standards have been identified and developed through partnership with industry through an advisory committee and through ABET. The standards will be evaluated and adapted as industry partners provide feedback and as student outcomes that are reported to ABET will be assessed and shared with faculty.

Core AAS Standards of Performance

The ABET student outcomes for use in accreditation of the AAS program that will be used for assessing are as follows:

For associate degree programs, these student outcomes must include, but are not limited to, the following elements:

- (1) an ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the discipline;
- (2) an ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline;
- (3) an ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature;
- (4) an ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results; and
- (5) an ability to function effectively as a member of a technical team.

Additional ABET Standards

1. Include a technical core preparing students for the increasingly complex technical specialties later in the curriculum;
2. Develop student competency in the discipline;
3. Include design considerations appropriate to the discipline and degree level such as: industry and engineering standards and codes; public safety and health; and local and global impact of engineering solutions on individuals, organizations and society; and
4. Combine technical, professional, and general education components to prepare students for a career, further study, and lifelong professional development.
5. The curriculum must include topics related to professional and ethical responsibilities, diversity and inclusion awareness, quality, and continuous improvement.
6. The physical or natural science content of the curriculum must be appropriate to the discipline and must include laboratory experiences.

Industry partnerships will be used to evaluate and provide feedback of students' learning and performance in an industrial setting. Completion of a senior design project will be evaluated using a common rubric to assess the student standards of performance. Artifacts demonstrating student performance will be included in a portfolio and collected throughout the courses in the program.

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			17
Required Courses			
CHEM 1210		Principles of Chemistry I	4
CHEM 1215		Chemical Principles Laboratory I	1
PHYS 1800		Physics of Technology (BPS)	4
ETEC 1000	Yes	Introduction to Engineering Technology	1
TESY 1200		Computer-Aided Drafting and Design	3
ETEC 2300	Yes	Introduction to Electronics	4
ETEC 1010	Yes	Engineering Technology Principles	3
TESY 1030		Materials Processing and Systems	3
ETEC 2020	Yes	Introduction to Automation	3
TEE 2850		Statics and Strengths of Materials	3
ETEC 2010	Yes	Introduction to Quality Systems	3
ETEC 2200	Yes	Technical Documentation for Engineering Technology	3
TESY 2250		Occupational Experience in General Technology	3
Required Course Credit Hour Sub-Total			38
Technical Elective Courses			
TEE 1010		Graphic Communication Technologies	3
TEE 1040		Construction and Estimating	3
TEE 1640		Introduction to Welding	3
TEE 2030		Wood-Based Manufacturing Systems	3
TESY 2270	Yes	Intermediate CAD	3
TE(XX) Lower Division		Up to 12 lower-division credits from technical certificates	12
Technical Elective Credit Hour Sub-Total			12
Core Curriculum Credit Hour Sub-Total			50

Add An Emphasis:

Can students complete this degree without emphases? Yes No

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			
Emphasis Credit Hour Sub-Total			
Total Number of Credits to Complete Program			63

Program Curriculum Narrative

This Engineering Technology AAS degree program requires students to take 16 to 17 credits in general education which can be seen in the degree map below. Eight of those general education classes are included in the core requirements, leaving 9 credits of additional general education course requirements. The core requirements for the program contain 42 credits leaving 12 credits of technical electives totaling 63 credits required. This program is designed to allow stackability from select technical certificates earned from a technical college. Technical electives can include courses articulated from selected technical certificates at one of the Utah technical colleges or from one of the Utah degree-granting institutions authorized to offer technical certificate programs, including USU at the Eastern, Moab, and Blanding campuses.

Example Degree Map

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 1010 Intro to Writing (CL1)	3	APEC 1600 Nat Resources/Econ OR ECOM 1500 (BAI)	3
MATH 1050 College Algebra (QL)	4	MATH 1060 Trigonometry (QL)	2
ETEC 1000 Introduction to Engineering Technology	1	ETEC 1010 Engineering Technology Principles	3
TESY 1200 Computer-Aided Drafting and Design	3	TESY 1030 Materials and Processing Systems	3
Technical Elective	3	Any BCA, BHU, BLS, or BSS	3
		Technical Elective	3
Total	14	Total	17
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
ETEC 2020 Intro to Automation	3	ETEC 2200 Technical Documentation for Engineering Technology	3
MATH 1210 Calculus I (QL)	4	TESY 2250 Occupational Experience in General Technology	3
TEE 2850 Statics and Strengths of Materials	3	PHYS 1800 Physics of Tech (BPS)	4
ETEC 2010 Intro to Quality Systems	3	CHEM 1210 Principles of CHEM	4
ETEC 2300 Introduction to Electronics	4	CHEM 1215 Chem Lab	1
Total	17	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			2
Faculty: Part Time with Doctorate			1
Faculty: Full Time with Masters			1
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			2
Teaching / Graduate Assistants	////	////	
Staff: Full Time			
Staff: Part Time			3

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							
	Trevor	Robinson	Other	Phd - TEE	Utah State University	100	
	Andrew	Deceuster	Other	Phd - ENGR	Utah State University	100	
	Steve	Williams	Other	MS - TEE	Utah State University	100	
							Add Another Full Time
Part Time Faculty							
	Nathan	Kramar	Other	BS – Eng. Tech	Western Washington University	75	
	Larry	Gardner	Other	Phd - Physics	Utah State University	50	
	Alex	Thompson	Other	BS - TESY	Utah State University	50	
							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	Three or more years of industry experience working with manufacturing, quality assurance, and/or engineer products.	100
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters			1	Five or more years of industry experience working with manufacturing, quality assurance, and/or engineer products.	100
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time			2	Skills as an academic advisor and an education specialist	100
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	600	640	680	720	760	800
# of Majors in Proposed Program(s)		20	40	50	50	50
# of Graduates from Department	120	120	140	150	160	170
# Graduates in New Program(s)		10	15	20	20	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)	\$87,600.00	\$281,000.00	\$411,000.00	\$411,000.00		
Operating Expenses (equipment, travel, resources)	\$0	\$5,000.00	\$10,000.00	\$15,000.00		
Other:						
TOTAL PROGRAM EXPENSES		\$286,000.00	\$421,000.00	\$426,000.00		
TOTAL EXPENSES	\$87,600.00	\$286,000.00	\$421,000.00	\$426,000.00		
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	\$87,600.00	\$91,000.00	\$96,000.00	\$101,000.00		
Appropriation		\$195,000.00	\$195,000.00	\$130,000.00		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition			\$130,000.00	\$195,000.00		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$286,000.00	\$421,000.00	\$426,000.00		
TOTAL DEPARTMENT FUNDING	\$680,652	\$966,652	\$1,101,652	\$1,106,652		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Please note that the budget is the same for the R401 proposal for the BAS in Engineering Technology. The two programs will share budget and faculty. The department is well positioned with six faculty members with background and experience in engineering technology. However, those six faculty members are committed to the General Technology AAS and Technology Systems BS with overlap in the Outdoor Product Design and Development BS and some technical certificate programs. Two additional faculty members will be required to effectively deliver the BAS and AAS degree programs in Engineering Technology. Additionally, a professional academic advisor and an educational specialist who will work with industry to make sure curriculum is aligned with industry needs, develop internship and career placement opportunities for students, and market the program will be required. The laboratories are currently well-equipped to support the new program, although some additional equipment may be required to support the additional enrollment.

Part III: Describe funding sources

Revenue Narrative 1

One-time funding of \$87,600.00 was provided from USU Central Administration for the current fiscal year, prior to program implementation, to develop the program, overall curriculum, and individual new courses. USU Central Administration has also committed funding for a professional academic advisor for the first two years of the program, after which it is expected that growth funding from tuition will be used for the academic advisor position moving forward. USU Central Administration has committed to ongoing funding to support the salary and benefits of one full-time faculty member (\$130,000.00) beginning in FY25. The second faculty position will be funded through tuition revenue and will begin in FY26. The operating budget and the funding for the educational specialist's salary and benefits will be reallocated within the department as managing this new program will be very similar to operating the department's current programs.

Revenue Narrative 2

With the commitment of one-time funding to start the program and two years of advisor salary and benefits, the commitment of ongoing funding for the first faculty member's salary and benefits, and projected tuition revenue to support the second faculty position and the advisor from year three forward, no additional funding is required for this program.

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences propose offering an Engineering Technology Bachelor of Applied Science Degree.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes offering an Engineering Technology Bachelor of Applied Science Degree.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Engineering Technology Bachelor of Applied Science Degree.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes offering an Engineering Technology Bachelor of Applied Science Degree, and

WHEREAS, The proposal provides an ideal pathway for students to continue their educational journey in a high-wage, high-demand field;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Engineering Technology Bachelor of Applied Science Degree in the College of Agriculture and Applied Sciences' Department of Technology, Design 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: _____

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

Institution Submitting Request: Utah State University
Proposed Program Title: Engineering Technology
Are There New Emphases: Yes No
Names of New Emphases (Separated by Commas):
Sponsoring School, College, or Division: College of Agriculture and Applied Sciences
Sponsoring Academic Department(s) or Unit(s): Technology, Design and Technical Education
Classification of Instructional Program Code¹: 6 - Digit CIP: 15.0000
Min/Max Credit Hours Required of Full Program: 120 / 120
Proposed Beginning Term²: Spring 2024
Institutional Board of Trustees' Approval Date:

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

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input checked="" 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 Technology, Design and Technical Education requests approval to offer the following degree(s): Bachelor of Applied Science (BAS) in Engineering Technology

To be effective on: Fall 2024

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

Section II: Program Proposal

Program Description

The Department of Technology, Design, and Technical Education (TDTE) at Utah State University (USU) is proposing a new Bachelor of Applied Science (BAS) degree program in Engineering Technology to begin Fall semester of 2024. The degree will prepare students for employment as engineering technologists who will work alongside professional engineers and skilled technicians to develop processes and systems to solve broadly-defined engineering problems. Students will be prepared to apply knowledge, techniques, skills and the modern tools of mathematics, science, and technology to support engineering activities. The degree will have a core of math, science, engineering technology, laboratory work, and digital design, along with several technical electives, allowing students to specialize in areas such as robotics and automation, additive manufacturing, advanced manufacturing, electronics, quality and reliability, or computer-aided design (CAD) systems. The program will be offered face-to-face on the Logan Main Campus as well as via a flexible format (e.g., hybrid, blended, or online) for non-traditional and distance learners. The program will allow students to use a limited number of credits from technical certificates toward the degree's lower-division technical elective requirements. The program will seek accreditation through the Accreditation Board for Engineering and Technology (ABET).

Consistency with Institutional Mission

Utah State University (USU) is a land grant university, which means it has a specific mission and goals outlined by the Morrill Act of 1862. Additionally, USU serves as a regional community college and technical college for the southeast region. The desire for a workforce development strategy that is both innovative and emphasizes stackable pathways into higher learning opportunities for students is the central mission of USU. As a result, it is the intention of USU to offer an engineering technology program that is centered around the diverse needs of the state.

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

Utah State University is committed to continual research and innovation as land grant universities are expected to engage in research and innovation to advance knowledge and promote economic growth. An engineering technology program can actively contribute to research by conducting applied research projects in collaboration with industries and government agencies.

Additionally, a vital aspect of the Land Grant Mission is outreach and extension, which seeks to engage with communities and provide these services. An engineering technology program can fulfill this role by actively collaborating with local industries, organizations, and communities. This collaboration can involve offering technical assistance, training programs, and consulting services to address engineering and technology-related challenges businesses and communities face. By sharing expertise and resources, the program can enhance the competitiveness of local industries, promote economic development, and improve the quality of life for Utah residents.

A vital aspect of this program proposal is the desire to increase access for adult learners as they transition from one stage of their career to the next. Land grant universities strive to create an inclusive and diverse learning environment that reflects the state's demographics and promotes equal opportunities for all. This engineering technology program can contribute to this goal by actively recruiting and supporting students from diverse backgrounds, including underrepresented groups, and by accommodating learning in contextual space through industry collaboration.

Section III: Needs Assessment

Program Rationale

The proposed engineering technology program request was initiated from necessity as regional workforce partners voiced concern for unmet workforce needs. As a result, curricular development processes were initiated in partnership with industry and accrediting bodies to help meet the industry's needs while maintaining program fidelity.

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

Developing a successful engineering technology program requires strong collaboration and partnerships with industry stakeholders. By actively engaging employers, professional organizations, and industry experts, valuable partnerships can be developed that facilitate internships, co-op opportunities, and real-world projects for students. These collaborations will enhance students' practical skills and knowledge and provide them with networking opportunities and potential employment prospects. Moreover, industry partners can contribute to curriculum development, ensuring it reflects the latest industry practices and technologies relevant for their future career advancements.

The curriculum of the engineering technology program will be designed based on input from industry partners to ensure its alignment with industry needs and demands. The program will offer a balanced mix of theoretical knowledge and hands-on practical experience, emphasizing the application of engineering principles and advanced technologies in real-world settings. Courses will cover various relevant topics such as technical problem solving, manufacturing processes, quality assurance, project management, and emerging technologies specific to the industry. Additionally, the program will incorporate industry-standard software, tools, and equipment to familiarize students with the available resources used in the field.

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

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

Labor Market Demand

Nationally, the Bureau of Labor Statistics (BLS) projects that employment in engineering occupations will grow by 4% between 2019 and 2029, adding over 139,000 new jobs to the economy. The BLS also reports that engineering occupations offer a median annual wage of \$81,440, significantly higher than the median annual wage for all occupations of \$41,950.

Furthermore, as technological advances continue to shape various industries, the demand for professionals with practical, hands-on experience in engineering technology is expected to increase. The proposed Bachelor of Applied Science in Engineering Technology degree program will provide students with the practical skills and knowledge needed to succeed in these rapidly evolving industries and prepare them for the job market upon graduation.

There is considerable demand for engineering professionals as the projected growth rate is high for the coming years. Locally and nationally, the expectation for positive growth in engineering technology and engineering-related areas shows economically solid promise for the coming years. According to data from the Utah Department of Workforce Services, occupations related to engineering are expected to see a 27% increase in employment in Utah between 2020 and 2030. This growth is higher than the projected average employment growth of 8.6% across all occupations in the state.

In addition, Utah's median wage for engineering and related occupations is significantly higher than the state's overall median wage. As of May 2020, Utah's median hourly wage for architecture and engineering related occupations was \$41.83, compared to the state's overall median hourly wage of \$20.46. Moreover, salaries for more specific occupations within the engineering sector, oriented toward

Engineering Technology, report median wages on 6-digit CIP codes in a range from \$44.31 per hour to \$30.62. This data suggests that engineering technology occupations are in high demand and offer increased earning potential for graduates.

The proposed Bachelor of Applied Science in Engineering Technology program will provide students with the skills and knowledge needed to succeed in this dynamic field, contribute to the growth of Utah manufacturing industries across the state, and supply a demand for highly skilled engineering-related professionals.

Student Demand

The Engineering Technology Program is expected to generate significant student demand, particularly from two key groups: students from technical colleges and individuals seeking to re-enter education from industry. Technical college graduates who have completed associated certificate work may seek opportunities to further their education and advance their careers. The proposed Engineering Technology program provides an ideal pathway for these students to continue their educational journey in a high-wage, high-demand field. The program addresses the demand for pathways from technical college toward a four-year degree program by offering a curriculum that leverages their technical knowledge and skills.

These students are attracted to the program because it allows them to deepen their understanding of applied engineering principles, gain specialized knowledge in their chosen field, and broaden their career prospects, making them eligible for future promotion. The program's emphasis on industry collaboration ensures that the education provided is efficient and aligned with industry demands, making graduates highly employable. This aspect appeals to technical college graduates seeking a competitive edge in the job market and the opportunity for upward career mobility.

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

The program's flexibility in scheduling, including part-time, evening, and online classes, caters to the needs of individuals who may be juggling work, family responsibilities, or other commitments. This flexibility, combined with the program's industry relevance and hands-on approach, appeals to individuals re-entering education and seeking a program that directly aligns with their professional goals and aspirations.

Similar Programs

This program does not exist in USU's service region. Currently, the association that offers national accreditation, the Accreditation Board for Engineering and Technology (ABET), accredits Engineering Technology programs at Weber State University, Utah Valley University, and Southern Utah University in the state. Of the current program, none have a "stacking" component to allow technical college students to articulate their certificates for credits toward graduation in Engineering Technology. The program is also to be offered face-to-face and via a flexible format (e.g., hybrid, blended, or online) to meet industry needs in the Bear River Region, Wasatch Front, and southeastern Utah.

Collaboration with and Impact on Other USHE Institutions

The proposed Engineering Technology Program recognizes the importance of creating seamless educational pathways for students transitioning from technical colleges. The program is committed to establishing solid collaborations with area technical colleges for stackable credentials to facilitate this transition and ensure students can build upon their prior technical education. The first step in collaborating with technical colleges is to align the curriculum of the Engineering Technology Program with the courses offered at these institutions. By reviewing the course offerings and competencies of technical college programs, areas of overlap can be identified and clear pathways established for credit transfer and advanced standing in the Engineering Technology Program. This alignment will minimize redundancy in coursework and enable students to seamlessly transition into the program without any loss of credit.

To formalize the collaboration and facilitate credit transfer, the Engineering Technology Program will work closely with technical colleges to develop articulation agreements. These agreements will outline the specific courses, competencies, and credits to be recognized for transfer into the program. They will provide clear guidelines for technical college graduates on how their prior coursework can be applied towards meeting the requirements of the Engineering Technology Program. Articulation agreements will create a transparent and efficient process for credit evaluation and transfer, ensuring a smooth transition for students.

Collaboration with technical colleges goes beyond credit transfer. The Engineering Technology Program will establish advising and support services to assist students from technical colleges in transitioning to the program. Academic advisors will be available to guide students through the admission process, provide information on course equivalencies, and help them navigate the curriculum. These advisors will also be knowledgeable about scholarships, financial aid, and other resources available to support students during their educational journey.

One of the critical benefits of collaborating with technical colleges is the opportunity to offer stackable credentials. The Engineering Technology Program will work closely with technical colleges to identify specific technical certificate or associate degree programs that align with the program's focus areas. Students can earn interim credentials along their educational pathway by recognizing and awarding stackable credentials. These credentials provide valuable industry-recognized certifications and enhance the employability of students who may choose to enter the workforce before completing their bachelor's degree.

External Review and Accreditation

An advisory board with industry leaders in Northern Utah from Northrop Grumman, Lockheed Martin, Autoliv, TCR Composites, and ATK have reviewed the degree plan proposal and support this program. Additional advisory members will be added as the need arises. Nationally, the Accreditation Board for Engineering and Technology (ABET) offers accreditation for programs similar to this proposal. This program has been designed to meet their standards and once the program is in place, accreditation will be applied for with the first graduating class as defined by ABET, with the initial projected review after three years. According to the ABET website, the average cost of the initial accreditation visit fee is \$20,000.

Section IV: Program Details

Graduation Standards and Number of Credits

The proposed program aligns with the standards and number of credits of other programs granting the bachelor of science degree at USU. Upon graduation, a student will have earned a minimum of 120 credits including general education, University Studies, and major courses.

Admission Requirements

The admission requirements will be consistent with the existing USU undergraduate admission requirements.

Curriculum and Degree Map
See Appendix A

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

This degree program proposal is a result of many requests from industry partners currently working with the Technology Systems program. This program will share many technical skill courses with the technology systems program while also providing specific Engineering Technology coursework and training. It is anticipated that an additional 11 courses will need to be developed to be able to provide the specific set of knowledge and skills graduates would need to enter the industry. With 11 new courses, the program will require two additional faculty members to be able to offer the additional courses required. Funding for faculty overload, adjunct instructors, or graduate students to help with courses in both Technology Systems and this Engineering Technology degree program will come from a combination of a commitment from USU's central administration, reallocation of current department funding, and anticipated tuition revenue. The program is designed to have a path to degree completion through the USU Online System, supplemented with opportunities for hands-on application, as well as providing additional options for students at multiple Statewide campuses.

Faculty

The courses draw on the strengths and expertise of the faculty in the Department of Technology, Design, and Technical Education, along with collaboration from the faculty at USU Eastern and Bridgerland Technical College that provides technical content training for students within the AAS degree. Additional courses offered in programs outside the department, will be applied to this degree with minimal student impact. Through restructuring and reallocation of teaching assignments, the faculty can accommodate the student demand of the proposed program while requiring only two additional faculty members. The positions for the faculty members are being funded through growth funds in the college and are supported by the university to develop this program for our industry partners. Additional faculty will be considered as the enrollment in the program grows or industry partners sponsors such additions.

Staff

With little restructuring, current staff resources are sufficient for the needs of this new program, but funding will be provided at the university level to fund an Educational Specialist to help with the projected growth of the program. As the program grows or industry partners sponsor such additions, additional staff will be considered.

Student Advisement

The Department of Technology, Design, and Technical Education (TDTE) has designated advisors throughout the regional campus system and within the College of Agriculture and Applied Sciences. The advisors for this program will be the same individuals who also advise students in the early stages of the Engineering Technology program. Funding is being allocated at the University level to fund a program advisor for the first two years of program implementation with continued funding from projected growth. If needed, student peer mentors will assist the advisors with the increased number of students and additional advising capacity will be added as student numbers warrant within TDTE.

Library and Information Resources

Additional resources will not be needed. USU's current undergraduate resources include all software needed for this degree program.

Projected Enrollment and Finance

See Appendix D

Section VI: Program Evaluation

Program Assessment

The Department of Technology, Design, and Technical Education will conduct on-going assessment of the degree program and make improvements or adjustments as needed. The objectives selected for this program include skills and knowledge identified by industry leaders and those required by ABET for accreditation. This program has five primary objectives. After completion of this degree program, students will be able to:

1. Apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve broadly-defined engineering problems appropriate to the discipline.
2. Develop and implement systems, components, or processes meeting specified needs for broadly-defined engineering problems appropriate to the discipline.
3. Apply written, oral, and graphical communication in broadly-defined technical and non-technical environments; and identify and use appropriate technical literature
4. Conduct standard tests and measurements; analyze and interpret results to improve processes.
5. Function effectively as a member as well as a leader on technical teams, demonstrating a commitment to professional and ethical responsibilities, diversity, inclusion awareness and lifelong professional development.

Instructors will use student course evaluations as a formative step in evaluating the program. The program faculty will have the opportunity to interact and work with other faculty from across campus to seek feedback. The department will also conduct exit interviews/surveys of graduating students and use portfolios and senior projects to evaluate the technical, written, verbal, and communication skills of the students. The program will survey alumni at approximately five-year intervals to provide an opportunity for student reflection on the program outcomes and overall value. Industry partners will offer internships and provide feedback about the program through an advisory committee.

The program will also be assessed by ABET and the feedback will be integrated into the program to maintain accreditation. ABET requires certain standards to be met and will help keep the evaluation and assessment at the forefront of the faculty's decision-making.

Student Standards of Performance

The student performance standards have been identified and developed through partnership with industry through an advisory committee and through ABET. The standards will be evaluated and adapted as industry partners provide feedback and as student outcomes that are reported to ABET will be assessed and shared with faculty.

Core Standards of Performance

The ABET student outcomes for use in accreditation that will be used for assessing the program are as follows:

- (1) an ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve broadly-defined engineering problems appropriate to the discipline;
- (2) an ability to design systems, components, or processes meeting specified needs for broadly-defined engineering problems appropriate to the discipline;
- (3) an ability to apply written, oral, and graphical communication in broadly-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature;
- (4) an ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes; and
- (5) an ability to function effectively as a member as well as a leader on technical teams.

Additional ABET Standards

1. Include a technical core preparing students for the increasingly complex technical specialties later in the curriculum;
2. Develop student competency in the discipline;
3. Include design considerations appropriate to the discipline and degree level such as: industry and engineering standards and codes; public safety and health; and local and global impact of engineering solutions on individuals, organizations and society; and
4. Combine technical, professional, and general education components to prepare students for a career, further study, and lifelong professional development.
5. The curriculum must include topics related to professional and ethical responsibilities, diversity and inclusion awareness, quality, and continuous improvement.
6. The physical or natural science content of the curriculum must be appropriate to the discipline and must include laboratory experiences.
7. Baccalaureate degree curricula must provide a capstone or integrating experience that develops student competencies in applying both technical and non-technical skills in solving problems.

Industry partnerships will be used to evaluate and provide feedback of students' learning and performance in an industrial setting. Completion of a senior design project will be evaluated using a common rubric to assess the student standards of performance. Artifacts demonstrating student performance will be included in a portfolio and collected throughout the courses in the program.

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			29
Required Courses			
MATH 1210		Calculus I (QL)	4
CHEM 1210		Principles of Chemistry I	4
CHEM 1215		Chemical Principles Laboratory I	1
PHYS 1800		Physics of Technology (BPS)	4
ETEC 1000	Yes	Introduction to Engineering Technology	1
TESY 1200		Computer-Aided-Drafting and Design	3
ETEC 2300	Yes	Introduction to Electronics	4
ETEC 1010	Yes	Engineering Technology Principles	3
TESY 1030		Materials Processing and Systems	3
ETEC 2020	Yes	Introduction to Automation	3
TEE 2850		Statics and Strengths of Materials	3
ETEC 2010	Yes	Introduction to Quality Systems	3
ETEC 2200	Yes	Technical Documentation for Engineering Technology	3
TESY 2250		Occupational Experience in General Technology	3
ETEC 3200	Yes	Professional Communication in Engineering Technology	3
ETEC 3010	Yes	Material Science for Engineering Technology	3
ETEC 3020	Yes	Energy and Power Systems	3
ETEC 4900	Yes	Engineering Technology Capstone/Sr. Project I	3
TESY 3000		Hazard Recognition and Control	3
ETEC 4910	Yes	Engineering Technology Capstone/Sr. Project II	3
Required Course Credit Hour Sub-Total			60
Technical Elective Courses (minimum of 28 credits from the list below)			
TEE 1010		Graphic Communication Technologies	3
TEE 1040		Construction and Estimating	3
TEE 1640		Introduction to Welding	3
TEE 2030		Wood-Based Manufacturing Systems	3
TESY 2270	Yes	Intermediate CAD	3
TESY 3040		Design for Additive Manufacturing	3
TESY 3200		Additive Manufacturing I	3
TESY 3210		Additive Manufacturing II	3
TESY 3270		Advanced Computer-Aided Drafting	3
TESY 4300		Intellectual Property for Product Developers	3
TESY 4330		Product Innovation Processes, Tools, and Strategies	3
TESY 3030		Computer-integrated Manufacturing Systems	3
TESY 4230		Advanced Materials and Processing Systems	3
TESY 4500		Quality Management Systems	3
TESY 4510		Quality Root Cause Analysis Methods and Applications	3
TESY 4520		Statistical Quality Control w/SPC	3
TESY 4530		Principles of Lean Manufacturing	3
TESY 4540		Quality Management Systems II	3
TESY 4410		Industrial Automation and Networking	3
TESY 4420		Industrial Robotics	3
TESY 4430		Advanced Programmable Logic Controllers	3
TESY 4440		Machine Vision and Inspection	3
TESY 4450		Human Machine Interface	3
TE(XX) Lower Division		Up to 12 lower-division credits from technical certificates	12
Technical Elective Credit Hour Sub-Total			28
Elective Courses			3
Core Curriculum Credit Hour Sub-Total			90

Add An Emphasis:

Can students complete this degree without emphases? <u>Yes</u> No

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			
Emphasis Credit Hour Sub-Total			
Total Number of Credits to Complete Program			120

Program Curriculum Narrative

This Engineering Technology BAS degree program requires students to take 29 general education credits which can be seen in the four-year plan. With a Bachelor of Applied Science degree, only the basic, state-mandated general education core is required. The specific USU requirements of integrated studies and depth general education courses are not necessary. This program is designed to allow stackability from technical certificates and from the AAS degree program in Engineering Technology. Proposals for new courses for this degree program that will carry CL2, CI, and QI general education designations are being submitted concurrently with this proposal. The core requirements for the program contain 60 credits plus an additional 28 credits of technical electives. Technical electives can include courses articulated from selected technical certificates at one of the Utah technical colleges or from one of the Utah degree-granting institutions authorized to offer technical certificate programs, including USU at the Eastern, Moab, and Blanding campuses. Additionally, related institutional certificates providing more depth can be obtained. Related insitutional certificates currently active in the USU system include Quality and Reliability, Advanced Manufacturing, and Additive Manufacturing with more being planned. Additional technical electives may be added and approved when they make logical sense for a career pathway.

Example Degree Map

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 1010 Intro to Writing (CL1)	3	APEC 1600 Nat Resources/Econ OR ECON 1500 (BAI)	3
MATH 1050 College Algebra (QL)	4	MATH 1060 Trigonometry	2
ETEC 1000 Introduction to Engineering Technology	1	ETEC 1010 Engineering Technology Principles	3
TESY 1200 Computer-Aided Drafting and Design	3	TESY 1030 Materials and Processing Systems	3
Any Breadth Social Science (BSS)	3	Any Breadth Creative Arts (BCA)	3
		Communication Literacy 2 (CL2)	3
Total	14	Total	17
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
ETEC 2020 Introduction to Automation	3	ETEC 2200 Technical Documentation for Engineering Technology	3
MATH 1210 Calculus I	4	TESY 2250 Occupational Experience in General Technology	3
TEE 2850 Statics and Strengths of Materials	3	PHYS 1800 Physics of Tech (BPS)	4
ETEC 2010 Intro to Quality Systems	3	CHEM 1210 Principles of CHEM	4
ETEC 2300 Intro to Electronics	4	CHEM 1215 Chem Lab	1
Total	17	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Upper Div Technical Elective	3	ETEC 3020 Energy and Power Systems	3
Upper Div Technical Elective	3	ETEC 3010 Material Science for Engineering Technology	3
Any Breadth Humanities (BHU)	3	Upper Div Technical Elective	3
Technical Elective	3	Any Breadth Life Science (BLS)	3
ETE 3200 Prof Comm in Eng Tech	3	Technical Elective	3
Total	15	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
ETEC 4900 Capstone/Sr. Project I	3	Upper Div Technical Elective	4
Upper Div Technical Elective	3	Upper Div Technical Elective	3
Upper Div Technical Elective	3	TESY 3000 Hazard recog/control	3
Elective	5	ETEC 4910 Capstone/Sr. Project II	3
Total	14	Total	13

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			2
Faculty: Part Time with Doctorate			1
Faculty: Full Time with Masters			1
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			2
Teaching / Graduate Assistants	////	////	
Staff: Full Time			
Staff: Part Time			3

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							
	Trevor	Robinson	Other	Phd - TEE	Utah State University	100	
	Andrew	Deceuster	Other	Phd - ENGR	Utah State University	100	
	Steve	Williams	Other	MS - TEE	Utah State University	100	
							Add Another Full Time
Part Time Faculty							
	Nathan	Kramar	Other	BS – Eng. Tech.	Western Washington University	75	
	Larry	Gardner	Other	Phd - Physics	Utah State University	50	
	Alex	Thompson	Other	BS - TESY	Utah State University	50	
							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	Three or more years of industry experience working with manufacturing, quality assurance, and/or engineer products.	100
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters			1	Five or more years of industry experience working with manufacturing, quality assurance, and/or engineer products.	100
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time			2	Skills as an academic advisor and an education specialist	100
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	600	640	680	720	760	800
# of Majors in Proposed Program(s)		40	80	120	160	200
# of Graduates from Department	120	120	140	150	160	170
# Graduates in New Program(s)		0	20	30	40	50
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)	\$87,600.00	\$281,000.00	\$411,000.00	\$411,000.00		
Operating Expenses (equipment, travel, resources)	\$0	\$5,000.00	\$10,000.00	\$15,000.00		
TOTAL PROGRAM EXPENSES		\$286,000.00	\$421,000.00	\$426,000.00		
TOTAL EXPENSES	\$87,600.00	\$286,000.00	\$421,000.00	\$426,000.00		
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	\$87,600.00	\$91,000.00	\$96,000.00	\$101,000.00		
Appropriation		\$195,000.00	\$195,000.00	\$130,000.00		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition			\$130,000.00	\$195,000.00		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$286,000.00	\$421,000.00	\$426,000.00		
TOTAL DEPARTMENT FUNDING	\$680,652	\$966,652	\$1,101,652	\$1,106,652		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Please note that the budget is the same for the R401 proposal for the AAS in Engineering Technology. The two programs will share budget and faculty. The department is well positioned with six faculty members with background and experience in engineering technology. However, those six faculty members are committed to the General Technology AAS and Technology Systems BS with an overlap in the Outdoor Product Design and Development BS and some technical certificate programs. Two additional faculty members will be required to effectively deliver the BAS and AAS degree programs in Engineering Technology. Additionally, a professional academic advisor and an educational specialist who will work with industry to make sure the curriculum is aligned with industry needs, develop internship and career placement opportunities for students, and market the program will be required. The laboratories are currently well-equipped to support the new program, although some additional equipment may be required to support the additional enrollment.

Part III: Describe funding sources

Revenue Narrative 1

One-time funding of \$87,600.00 was provided from USU Central Administration for the current fiscal year, prior to program implementation, to develop the program, overall curriculum, and individual new courses. USU Central Administration has also committed funding for a professional academic advisor for the first two years of the program, after which it is expected that growth funding from tuition will be used for the academic advisor position moving forward. USU Central Administration has committed to ongoing funding to support the salary and benefits of one full-time faculty member (\$130,000.00) beginning in FY25. The second faculty position will be funded through tuition revenue and will begin in FY26. The operating budget and the funding for the educational specialist's salary and benefits will be reallocated within the department as managing this new program will be very similar to operating the department's current programs.

Revenue Narrative 2

With the commitment of one-time funding to start the program and two years of advisor salary and benefits, the commitment of ongoing funding for the first faculty member's salary and benefits, and projected tuition revenue to support the second faculty position and the advisor from year three forward, no additional funding is required for this program.

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Environment and Society, in the S.J. & Jessie E. Quinney College of Natural Resources proposes offering an Environmental Science & Sustainability Bachelor of Science Degree.

EXECUTIVE SUMMARY

The Department of Environment and Society in the S.J. & Jessie E. Quinney College of Natural Resources proposes offering an Environmental Science & Sustainability Bachelor of Science Degree.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Environmental Science & Sustainability Bachelor of Science Degree.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Environment and Society in the S.J. & Jessie E. Quinney College of Natural Resources proposes offering an Environmental Science & Sustainability Bachelor of Science Degree, and

WHEREAS, The proposal will provide students with enhanced natural science training;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Environmental Science & Sustainability Bachelor of Science Degree in the S.J. & Jessie E. Quinney College of Natural Resources' Department of Environment and Society, 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: Environmental Science & Sustainability

Are There New Emphases: Yes No

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: S.J. & Jessie E. Quinney College of Natural Resources

Sponsoring Academic Department(s) or Unit(s): Department of Environment and Society

Classification of Instructional Program Code¹ : 03.0104

Min/Max Credit Hours Required of Full Program: 74 / 84

Proposed Beginning Term²: Fall 2024

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<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 Master 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/cipcodes/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 (check all that apply, 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 requests approval to offer the following Baccalaureate degree(s): Environmental Science & Sustainability effective Fall 2024. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Department of Environment and Society (ENVS), in the S.J. and Jessie E. Quinney College of Natural Resources, is an interdisciplinary department with nineteen (19) faculty identifying as environmental social scientists, geographers, or ecologists. Fourteen faculty are based on the Logan Campus and five are based on either the Moab or Blanding Campus. The Department currently offers three BS degrees (Environmental Studies, Recreation Resource Management, and Geography), one Certificate of Proficiency in Applied Geographic Information Science, two graduate-level certificates, and MS and PhD degrees in Environment and Society, Geography, Recreation Resource Management, and Ecology.

This action is to propose establishment of a new BS in Environmental Science and Sustainability to be offered at the Logan campus. The Department will explore the feasibility of future delivery of the program to Statewide students, based on completion feasibility with course delivery modes, as a subsequent step in program development. The requirements for the new major will consist of a minimum of 74 credits and a maximum of 84 credits, with the difference based on course selection. This number of credits is similar to the number required for other science-based majors at USU, including in the College.

The curriculum is structured to provide foundational knowledge of biological, chemical, and physical principles, integrated with environmental social science on human behavior, decision-making, and policy in relation to human-environment interactions. Students will take a core set of courses delivered by the Department, consisting of an introduction to environmental science (a current BLS course delivered by the Department), an introduction to environmental social science (a current BSS course delivered by the Department), upper-division environmental policy and environmental data science courses, and an advanced integrative science course with an ecological orientation. Students will also take a professional orientation course taken by all students in the College and a relevant communications course. This set of core courses is complemented by foundational science courses offered mainly by other departments as well as by analytical skills courses in statistics and geospatial analysis. Directed electives within the major deepen knowledge and skills in two systems areas (in atmospheric, geospheric & hydrospheric systems, and in sustainability and human-environment systems) and in management and techniques for sustainability.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policy312) or, for "out of mission" program requests, the rationale for the request.

The program is consistent with USU mission and roles and meets mission in terms of excellence in programs and benefit to surrounding communities. The program will produce graduates with integrative STEM knowledge and skills to support sustained human, economic, and environmental health and community wellbeing in Utah. Additionally, the Environmental Science and Sustainability BS program qualifies as "high-yield" under USHE guidelines and meets the state's identified workforce needs. Students are prepared for environmental science jobs that cross a wide range of types.

Section III: Needs Assessment

Program Rationale

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

The Environmental Science and Sustainability program was developed in response to student demand. As part of a strategic direction process in the department, the demand for an environmental degree option with strengthened emphasis in the biological, chemical and physical sciences was uncovered. A working group of the ENVS faculty first considered developing an Environmental Science emphasis area with the existing Environmental Studies BS and proposed course requirements based on review of Environmental Science programs across the country. In Departmental discussions, the full faculty determined that the initial proposed approach of an Emphasis would not be as effective as a new BS, as it could lead to student confusion or decreased appeal or ability to locate the program. Review of other institutions in Utah and across the country clarified that most institutions offer both types of programs (environmental studies/science) as separate but complementary in nature.

Once the decision was made to develop a sister BS program and not a new Emphasis within the existing Environmental Studies program, the departmental faculty participated in review, discussion, and revision of the initially proposed curriculum. This revised proposed curriculum was shared with the department heads of all departments delivering any of the proposed included courses, to seek permission and solicit any concerns. Plans for the new program were reviewed with College leadership and were included with a College submission of strategies for AggieAction2028 (the university-wide strategic planning effort).

Having an Environmental Science and Sustainability BS available for USU students benefits USU and the USHE by meeting currently unmet demand at USU (see below) and by providing a previously unavailable degree option to high school graduates in the Logan service area that they otherwise needed to leave the USU service-area to access.

Labor Market Demand

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

The Utah Department of Workforce Services assigns a five star rating to the occupation outlook for "Natural Sciences Managers" which is an umbrella category that includes environmental scientists and specialists. The Bureau of Labor Statistics lists national mean annual pay for environmental scientists and specialists as \$83,820 in 2022, with a mean salary in Utah between \$74,440 and \$83,760. Nationally, job availability is projected to grow for 2022-2032 by 6%, faster than average for all occupations, with 4,900 new jobs across the country.

Student Demand

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

The Department anticipates that student demand for the BS in Environmental Science and Sustainability will be a mixture of (1) students currently enrolled in the Department's sister BS in Environmental Studies program who would prefer the option with more natural science, or other students already choosing to attend USU, and (2) new students interested in environmental science who would prefer to attend USU and will now do so with this new degree availability. The Department conducted focus groups as a part of a 2019-2020 strategic planning process, including with recent graduates from current ENVS undergraduate programs. Student demand for an environmental program option with enhanced natural science training was identified through this process and in consultation with the academic advisor assigned to the Department. This advisor has shared examples of current and potential USU students already expressing interest in enrolling in the proposed program.

Similar Programs

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

The proposed Environmental Science and Sustainability BS program shares characteristics with a number of programs at other USHE institutions, as does the Department's existing Environmental Studies BS. Many institutions already have both types of programs, environmental studies and environmental science. The University of Utah has recently launched a new Earth & Environmental Science BS as a complement to their longstanding BS/BA in Environmental and Sustainability Studies. Weber

State has an Environmental Science BS and has an Environment & Sustainability Track within their Geography BS. UVU has an Environmental Studies BS and an Environmental Science & Management BS. SUU has an Environmental Science BS and an Environmental Studies BA. Utah Tech has a BS in Earth, Energy, and Environmental Science, Environmental Science Emphasis. SLCC has a Certificate of Proficiency in Environmental Science and Sustainability. Searches of the Snow College catalog did not turn up a similar program. The identified SLCC program could prepare interested transfer students for the proposed program at USU.

USU participation in the first "Majors Meeting" convened by USHE in Spring 2023 for environmental science and environmental studies verified understanding that each similar program at the USHE institutions has its own emphasis and focal orientation. These programs can complement each other, as they allow Utah high school graduates to select a program that best meets their needs and interests. Some Environmental Science programs have minimal inclusion of the social and behavioral sciences along with the natural sciences coursework, and only a few have a focal emphasis on sustainability. The USU program also will be the only program delivered out of a College of Natural Resources, with available coursework options for students interested in combining environmental science and sustainability with natural resource management applications.

Collaboration with and Impact on Other USHE Institutions

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

No adverse effects on other USHE institutions is anticipated. Environmental Science is a common BS degree program for higher education institutions to offer and each USHE institution program has its particular strengths. The new USHE-convened Majors Meeting for environmental studies/sciences, which met Spring 2023 for the first time, will facilitate communication and collaboration across the USHE institutions in this area. USU plans to develop and deliver the program proposed here were shared with representatives from the other institutions at the Spring 2023 Majors Meeting.

External Review and Accreditation

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

Not applicable.

Section IV: Program Details

Graduation Standards and Number of Credits

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

Graduation standards will be as follows: All courses required for the major must be taken on an A-B-C-D-F basis. A grade of C- or better is required for all courses used to meet requirements for the major.

Admission Requirements

List admission requirements specific to the proposed program.

In line with all other BS programs in the Quinney College of Natural Resources, this program will require that new freshmen admitted to USU be in Good Standing for admission to the program. Transfer students from other institutions or other programs at USU will need a minimum 2.5 GPA for admission.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

ENVS will deliver the proposed new program as a sister program to the existing BS in Environmental Studies. Many courses delivered by the department will serve both programs. Academic advising for students in the new program can be added to the responsibilities of the current academic advisor assigned to the department. No new administrative structures will be required.

When proposed course requirements were shared with other department heads at the University, some concern was articulated with respect to capacity in Biology and Chemistry labs. Should the proposed BS grow to have significant enrollments these capacities will need to be addressed.

Faculty

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

Recent faculty hiring in the Department will support the delivery of the Environmental Science and Sustainability BS program. For example, the addition to the faculty of Dr. Brooke Osborne, a global climate change ecologist, is allowing the Department to develop a new integrative course on the Ecology of Global Climate Change, which will serve as one of the core courses for the program.

Staff

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

No additional staff will be needed to support administration of the proposed new program. Current staff can incorporate program support into responsibilities for the current department undergraduate programs.

Student Advisement

Describe how students in the proposed program will be advised.

Students will be advised by the academic advisor assigned to the Department. The advisor has been consulted and is looking forward to having this program as an option for USU students. In the Quinney College of Natural Resources, students are also assigned a faculty advisor. For this new program, the assigned advisor will be Dr. Brooke Osborne, a biogeochemist and ecologist who is an ENVS tenure-track assistant professor with a majority teaching role (50%).

Library and Information Resources

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

No new library resources are required. This is a new integrative program across sciences already offered at USU and as such does not require acquisition in a new specialized area.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

The Department Faculty developed the curriculum based on specified learning outcome goals:

At the end of this program, students will be able to...

1. Articulate basic understanding of chemical, biological, and physical science principles.
2. Integrate basic disciplinary science understanding in the context of environmental change.
3. Conceptualize social-environmental systems.
4. Apply systems thinking to understanding and addressing complex environmental problems.
5. Effectively communicate and initiate sustainability behaviors and policies grounded in environmental science.
6. Apply analytical tools to an environmental science context

Program assessment will follow current departmental strategies for undergraduate program assessment, with course-embedded, assignment-based assessment of learning outcomes at the level of the individual student. This assessment plan identifies assignments in a key set of department-delivered courses. Outcome data is collected from instructors at the completion of each term and reviewed by the Department's Undergraduate Program Assessment Coordinator, who is a faculty member with this assigned service role. Assessment data are reviewed periodically with the full faculty at a departmental meeting to consider the need for program changes.

Student Standards of Performance

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

Standards, competencies, and marketable skills to be achieved by students mirror the program learning outcome goals above. Departmental faculty who spearheaded program development reviewed the curriculum of comparable programs across the U.S. The identified standards, competencies, and marketable skills for the proposed program reflect environmental science and sustainability programming in higher education across the country. There exists some variation in programs labeled environmental science, especially in terms of the relative weight of any included social and behavioral sciences. The intentional inclusion of sustainability-oriented competencies and skills, to prepare problem-solvers for state, national, and global sustainability challenges facing contemporary human society, necessitates the strong inclusion of coursework in the social and behavioral sciences.

Appendix A: Program Curriculum

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

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

	Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)				
General Education Credit Hour Sub-Total				
Required Courses				
(+)	(-)		See Attached Table for Required Courses	
Choose of the following courses:				
(+)	(-)			
(+)	(-)			
Add A Group of Courses				
Required Course Credit Hour Sub-Total				53
Elective Courses				
(+)	(-)		See Attached Table for Electives	
Choose of the following courses:				
(+)	(-)			
(+)	(-)			
Choose of the following courses:				
(+)	(-)			
(+)	(-)			
Choose of the following courses:				
(+)	(-)			
(+)	(-)			
Add A Group of Courses				
Elective Credit Hour Sub-Total				21
Core Curriculum Credit Hour Sub-Total				74

Add An Emphasis

Program Curriculum Narrative

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

Due to issues with the Program Curriculum table saving correctly, the Program Curriculum is instead attached in a separate document, with images of the table completed correctly.

General Education credits are not listed in the table. Many are covered in the program course requirements, given the integrative and interdisciplinary nature of the program. Those General Education credits not covered total an additional 15 and include the CL1, CL2, BAI, BHU, and BCA requirements. Specific courses are not recommended for these 15 credits. For the Chemistry block, students take one of two course series options (CHEM 1110, 1120, and 1125 OR CHEM 1210, 1215, 1220,

and 1225) for either 9 or 10 credits total. For the Physical Science Foundation block, students take the Physical Geography course and lab (GEOG 1000 and 1005) or the Physical Geology course and lab (GEO 1110 and 1115). Program electives are divided into three electives blocks: Sustainability & Human-Environment Systems Electives (students select 3 courses), Atmosphere, Geosphere & Hydrosphere Electives (students select 2 courses), and Environmental Management & Sustainability Techniques Electives (students select 2 courses). Variable credits (between a minimum of 74 total and a maximum of 84 total for the program requirements and electives) reflect the choices students have among courses which carry different numbers of credits.

Degree Map

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

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

Toggle Cut-and-Paste

Toggle Table

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
CL1	3	CL2	3
MATH 1050 (or MATH 1100) (QL)	4	ENVS 1350 (BLS)	3
CHEM 1210	4	ENVS 2000	1
CHEM 1215	1	CHEM 1220 (BPS)	4
BCA	3	CHEM 1225	1
		BAI course	3
Add Courses	Total	Total	Total
	15		15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
ENVS 2340 (BSS)	3	STAT 2000 (or STAT 3000) (QI)	4
GEOG 1000 (BPS)	3	PSC 2010	3
GEOG 1005	1	BIOL 1620 (BLS)	3
BIOL 1610	3	BHU course	3
Electives	5	Elective	2
Add Courses	Total	Total	Total
	15		15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
ENVS 3500 (QI)	3	ENVS 3010	3
WATS 2220	3	Atmosphere, Geosphere & Hydrosphere Elective	3
GEOG 2800	4	Sustainability & Human-Environment Systems Ele	3
Sustainability & Human-Environment Systems Ele	3	Environmental Management & Sustainability Tec	3
Elective	2	CI course if not otherwise taking two	3
Add Courses	Total	Total	Total
	15		15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Atmosphere, Geosphere & Hydrosphere Elective	3	ENVS 4xxx	3
Sustainability & Human-Environment Systems Ele	3	ENVS 4700 (CI)	3
Environmental Management & Sustainability Tec	3	DHA course if not otherwise taking	3
DSS course if not otherwise taking	3	Electives	6
Elective	3		
Add Courses	Total	Total	Total
	15		15

	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
							Add Another Part Time

Part III: New Faculty / Staff Projections for Proposed Program

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

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

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	155	160	170	185	200	215
# of Majors in Proposed Program(s)		10	20	35	50	65
# of Graduates from Department	49	51	52	54	54	59
# Graduates in New Program(s)		0	0	5	5	10
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						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
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

Describe expenses associated with the proposed program.

There are no additional expenses anticipated for the delivery of the proposed program, other than insignificant costs associated with additional marketing materials for a 4th departmental BS program. Existing departmental faculty and administrative lines can absorb the instruction and administrative program support required for the new program. The one new course required for program delivery is already planned within the existing teaching loads of current faculty.

Part III: Describe funding sources

Revenue Narrative 1

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

No internal reallocations are required.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

No new funding sources are anticipated.

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences propose restructuring the Business - Associate of Business Degree.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes restructuring the Business - Associate of Business Degree.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve restructuring the Business - Associate of Business Degree.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes restructuring the Business - Associate of Business Degree, and

WHEREAS, The proposal will expand upon student's practical skills built around specific business functions and knowledge;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring the Business - Associate of Business Degree in the College of Agriculture and Applied Sciences' Department of Technology, Design 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 - Technology, Design and Technical Education - Business - AB

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Technology, Design and Technical Education

Current Title (if applicable)* Business - AB

Proposed Title* Business - AB

CIP Code

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

CIP Code (6-digits) * 520101

Minimum Number of Credits (if applicable)* 60

Maximum Number of Credits (if applicable)* 60

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:

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

Existing Academic Program Changes:

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

Administrative Unit Changes:

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose*

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

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

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

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

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

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

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

**Labor Market Demand
(if applicable)**

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

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

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

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

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

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

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

Finances*

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

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

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

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

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

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

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

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

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

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

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

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

- BUSN 2710 - Entrepreneurial Mindset 3 cr
- ECON 2010 - Introduction to Microeconomics (BSS) 3 cr
- FCSE 1021 - Personal Finance 3 cr
- FCSE 1350 - Financial Literacy (BSS) 3 cr
- FIN 1010 - Personal Finance and Economic Decision Making 3 cr
- TEBP 1650 - Management Principles 2 cr
- TEBP 1840 - Business Productivity 3 cr*
- TEBP 2000 - Introduction to Entrepreneurship 3 cr*

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

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

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


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

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

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


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

Also see the attached 2 year Degree Map.

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

8 March 2024

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences propose restructuring the Cosmetology Associate of Applied Sciences Degree.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes restructuring the Cosmetology Associate of Applied Sciences Degree.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve restructuring the Cosmetology Associate of Applied Sciences Degree.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes restructuring the Cosmetology Associate of Applied Sciences Degree, and

WHEREAS, The proposal will allow students to deepen their understanding of associated cosmetology business principles;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring the Cosmetology Associate of Applied Sciences Degree in the College of Agriculture and Applied Sciences' Department of Technology, Design 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 - Technology, Design and Technical Education - Cosmetology - AAS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Technology, Design and Technical Education

Current Title (if applicable)* Cosmetology - AAS

Proposed Title* Cosmetology - AAS

CIP Code

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

CIP Code (6-digits) * 12.0401

Minimum Number of Credits (if applicable)* 63

Maximum Number of Credits (if applicable)* 63

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* The Department of Technology, Design, and Technical Education (TDTE) at Utah State University (USU) requests the restructure of the currently existing Associate of Applied Science in Cosmetology degree, with changes effective fall semester 2024. This is a standalone degree designed to “stack” from aligned technical certificates offered through Utah’s Technical Colleges, including the technical certificate program at USU Eastern, into a meaningful degree program at the University. The restructured degree will leverage students’ applied skills and state licensures into a standalone cosmetology degree. The restructured degree will have a core of an aligned cosmetology curriculum that will incorporate the essential general education requirements, allowing the students to focus on essential cosmetology business skills, including bookkeeping, entrepreneurship, further industry skills certificates, marketing, and instruction. The program will be offered face-to-face and online for non-traditional and distance learners to accommodate flexible learning and access.

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

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

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

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

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

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

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

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

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

Labor Market Demand (if applicable)

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

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

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

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

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

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

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

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

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

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

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

- BS - Technology Systems, BS -Technical Management

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

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


SECTION III: CURRICULUM (if applicable)

Associate of Applied Science (AAS)

Cosmetology

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

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

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

8 March 2024

ITEM FOR ACTION

Utah State University's School of Teacher Education and Leadership, in the Emma Eccles Jones College of Education and Human Services proposes restructuring the Administrative Supervisory Concentration.

EXECUTIVE SUMMARY

The School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services proposes restructuring the Administrative Supervisory Concentration.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve restructuring the Administrative Supervisory Concentration.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services proposes restructuring the Administrative Supervisory Concentration, and

WHEREAS, The proposal will provide students with an administrative license and help to prepare them to apply for an secure positions as building-levels administrators in K-12 settings;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring the Administrative Supervisory Concentration in the Emma Eccles Jones College of Education and Human Services' School of Teacher Education and Leadership, 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 - School of Teacher Education and Leadership - Administrative Supervisory Concentration

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

School of Teacher Education and Leadership

Current Title (if applicable)* Administrative Supervisory Concentration

Proposed Title* Administrative Supervisory Concentration

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 13.401

Minimum Number of Credits (if applicable)* 30

Maximum Number of Credits (if applicable)* 30

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:

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

Existing Academic Program Changes:

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

Administrative Unit Changes:

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose*

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

About the ASC

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

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

Program Features: Delivery, Schedule of Courses, Admissions

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

Student Enrollment

In the most recent academic year August 2021-August 2022, we had 68 students actively enrolled in our ASC program and 29 students completed their ASC program.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The purpose of this R401 abbreviated submission is to reduce the credit hours of the existing ASC program from 30 credit hours to 27 credit hours. The reduction of three credit hours will occur using one mechanism: integrating the content from TEAL 6945: Supervision and Administrative Internship into TEAL 6080: Leadership and the School Principal, effectively removing TEAL 6945 and three credit hours from the program.

Action Steps

1. Create a new program of study for advising that reflects the proposed changes. Completed.
2. Establish and identify the faculty member(s) who will be responsible for integrating content from TEAL 6945 into TEAL 6080 and determining the implementation/roll out steps. Completed - with the approval of Dr. Steven Camicia, Dr. Amanda Taggart will be utilizing the upcoming academic year to complete these steps with support from the new Coordinator of the Instructional Leadership Program, Heather Newell.
3. Complete any additional needed Curriculog submissions to reflect these changes. (Heather Newell)
4. Complete any needed website updates to communicate new changes to existing students (Heather Newell).
5. Request updated marketing to reflect new 27-credit hour ASC program (Heather Newell).
6. Begin admitting students under the new 27-credit hour ASC program, anticipated effective date: Fall 2024. (Heather Newell)

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

As it pertains to the latter, the reduction of the ASC program credit hours will make our administrative licensure-only pathway (which is relatively unique to Utah) move attractive, while aiding in the reduction of the M.Ed. in Instructional Leadership from 36 to 30 credit hours. The latter will position USU's program as highly competitive to similar degree programs in the state, especially: [Southern Utah University's 36-credit hour M.Ed. in Administration and Supervision](#), [University of Utah's 36-credit hour M.Ed. in K-12 Leadership](#), [Utah Valley University's 36-credit hour M.Ed. in K-12 Leadership](#), [Brigham Young University's M.Ed. in Educational Leadership 31-credit hour program](#), and [Weber State University's 36-credit hour M.Ed. in Educational Leadership](#).

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

**Labor Market Demand
(if applicable)**

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

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

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

Finances*

Based on [USU’s 2023-2024 tuition and fees schedule](#), the proposed changes will reduce the cost of the program by \$1796.10 – \$5265.62 in tuition and fees, depending on students’ residency status and campus location.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

Proposed Curriculum

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

Specifically, the proposed 27-credit hour ASC program will consist of 27 credit hours of coursework that aligns with requirements by the state for the administrative license and that is informed by the Utah Educational Leadership Standards (2018).


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

Attach (if applicable) completed [Program Curriculum](#) and [Degree Map](#) to this request by

clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

8 March 2024

ITEM FOR ACTION

Utah State University's Department of World Languages and Cultures, in the College of Humanities and Social Sciences proposes restructuring the Second Language Teaching-MSLT.

EXECUTIVE SUMMARY

The Department of World Languages and Cultures in the College of Humanities and Social Sciences proposes restructuring the Second Language Teaching-MSLT.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve restructuring the Second Language Teaching-MSLT.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of World Languages and Cultures in the College of Humanities and Social Sciences proposes restructuring the Second Language Teaching-MSLT, and

WHEREAS, The proposal will prepare students as future language teachers and professionals for various career options;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring the Second Language Teaching-MSLT in the College of Humanities and Social Sciences' Department of World Languages and Cultures, 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 - World Languages and Cultures - Second Language Teaching - MSLT

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

World Languages and Cultures

Current Title (if applicable)* Second Language Teaching - MSLT

Proposed Title* Second Language Teaching - MSLT

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 13.1306

Minimum Number of Credits (if applicable)* 30

Maximum Number of Credits (if applicable)* 30

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* The Department of World Languages and Cultures wants to add Plan A to its Master's Program in Second Language Teaching. We currently have Plan B, and our faculty decided and voted to add Plan A as a second option.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

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

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

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

The addition of a Plan A thesis option means that, in addition to the current Plan B option focusing mainly on teaching and teaching-related practice, students have the option to focus on research, which is suitable for students who seek to pursue doctoral degrees after they finish the MSLT program. Per USU policies, the Plan A option also allows some international students to get domestic tuition rates, which means that the MSLT program's tuition funds can be distributed to a larger number of graduate students, particularly graduate instructors. With this option, the Department can have a sustainable program in terms of number of graduate students and graduate teaching instructors for lower-division language courses. The addition of the online option makes it feasible for qualified applicants to complete the MSLT degree without the need to be physically present on campus. This is particularly helpful for full-time teachers in

the need to be physically present on campus. This is particularly helpful for full-time teachers in Utah and USHE whose schedule does not allow them to attend classes in person. It is also attractive to international applicants who have full-time jobs but are seeking to advance their careers. The licensure option will allow current and future teachers to get secondary licensure through a program that combines courses in the MSLT program and the College of Education at USU.

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

**Labor Market Demand
(if applicable)**

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

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

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

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

Finances*

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


SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

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


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

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

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

8 March 2024

ITEM FOR ACTION

Utah State University's Office of Extension, in the College of Agriculture and Applied Sciences propose establishing the Davis Agricultural Heritage Center.

EXECUTIVE SUMMARY

The Office of Extension, in the College of Agriculture and Applied Sciences proposes establishing the Davis Agricultural Heritage Center.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve establishing the Davis Agricultural Heritage Center.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Office of Extension in the College of Agriculture and Applied Sciences proposes establishing the Davis Agricultural Heritage Center, and

WHEREAS, The proposal will provide an area for community members and livestock and horse enthusiasts to utilize;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve establishing the Davis Agricultural Heritage Center in the College of Agriculture and Applied Sciences' Office of Extension 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 - Extension - Davis Agricultural Heritage Center

4.1.c R401 NEW ADMINISTRATIVE UNIT

Proposal Information

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE or
UNIVERSITY
DIVISION:*

CAAS

DEPARTMENT or
UNIT: *

Extension

PROPOSED UNIT
TITLE: * Davis Agricultural Heritage Center

REQUEST

TYPE OF UNIT BEING REQUESTED

Click the change that best reflects your proposal.

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

DESCRIPTION | NARRATIVE

Administrative Unit Description and Narrative*

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the save all changes button below.

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

ITEM FOR ACTION

Cambridge Preparatory Academy (CPA) proposes two changes to the Charter Agreement entered between Cambridge Preparatory Academy—Salt Lake County Charter School and Utah State University (USU) on June 13, 2022 (referred to herein as “the CPA—SLC Charter Agreement”).

CPA—SLC proposes that the application supporting the Charter Agreement and the Charter Agreement itself be amended as follows:

- (1) that the enrollment capacity for the Cambridge Preparatory Academy—Salt Lake County Charter School is increased from 1,513 students to 2,548 students; and
- (2) that the opening date for the Cambridge Preparatory Academy—Salt Lake County Charter School is extended from Fall 2024 to Fall 2025.

Additionally, CPA has voluntarily terminated the Charter Agreement for Cambridge Preparatory Academy—Washington County Charter School entered between Cambridge Preparatory Academy—Washington County Charter School and Utah State University (USU) on June 13, 2022 (referred to herein as “the CPA—Washington County Charter Agreement”).

USU’s Center for the School of the Future in the Emma Eccles Jones College of Education and Human Services has reviewed CPA’s proposed changes and presents them below for consideration by the USU Board of Trustees.

EXECUTIVE SUMMARY

Cambridge Preparatory Academy (CPA) proposes two changes to the CPA—SLC Charter Agreement. These proposed changes have been reviewed by the USU Center for the School of the Future, which acts as a delegate of the USU Board of Trustees in reviewing charter school applications and monitoring authorized charter schools. The updates reflect the opportunity for CPA to secure development of a school site within the Daybreak Community in Salt Lake County, an area with notable population growth and limited charter school enrollment saturation. A significant discount on the land will be realized by proceeding in this location and the school facilities will be comprehensive, including full academic and extracurricular learning spaces. Proceeding at this site will require and enable an increase in the maximum capacity enrollment number of students to 2,548 and will require moving the opening date to Fall 2025. The increased capacity will also provide greater assurance that CPA—SLC Charter School can repay its development and construction costs. Extending the opening date will allow for the facility to be fully constructed and for an advance marketing campaign to be implemented that will enable the first-year enrollment goal (1,820 students) to be achieved. To ensure full focus on the launch and success of the Salt Lake County CPA school, the CPA will discontinue pursuing the other CPA school authorized by Utah State University that was planned for Washington County and as a result has voluntarily terminated the CPA—Washington County Charter Agreement. Two appendices are included for additional information:

Appendix A – Cambridge Preparatory Academy (CPA) Charter Agreement Change Request Analysis & Center for the School of the Future (CSF) Recommendations – This document provides a timeline of progress by CPA over the past year and analysis of the recommended changes.

Appendix B – Charter Agreement Change Request – This is the change request form completed by CPA.

The USU Center for the School of the Future recommends that that USU Board of Trustees approve the changes proposed by CPA to the CPA—SLC Charter Agreement and to accept the voluntary termination of the CPA—Washington County Charter Agreement.

RECOMMENDATION

The President and Dean of the Emma Eccles Jones College of Education and Human Services recommend that the Board of Trustees approve the proposed Cambridge Preparatory Academy updates to the CPA—Salt Lake County Charter Agreement, which include increasing the student capacity and extending the opening date. It is also recommended that the Board of Trustees accept the voluntary termination of the CPA—Washington County Charter Agreement.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah Code section 53G-5-205 designates Utah State University as an Authorizer for charter schools and the Utah State Board of Education approved USU's charter school authorization process on July 9, 2020;

WHEREAS, the Utah State University Board of Trustees approved the charter application for the Cambridge Preparatory Academy—Salt Lake County Charter School and the agreement between Utah State University and the Cambridge Preparatory Academy—Salt Lake County Charter School on June 13, 2022 (the "CPA—SLC Charter Agreement");

WHEREAS, on May 3, 2023, the Utah State University Board of Trustees approved an amendment to the CPA—SLC Charter Agreement to provide a one-year extension for the required opening date for the Cambridge Preparatory Academy, extending the opening date to August 2024;

WHEREAS, Cambridge Preparatory Academy—Salt Lake County Charter School proposes two changes to the CPA—SLC Charter Agreement: (1) raising the enrollment capacity to 2,548 students, (2) changing the opening date to August 2025; and

WHEREAS Utah State University's Center for the School of the Future recommends that the Utah State University Board of Trustee approve the requested amendments so that Cambridge Preparatory Academy—Salt Lake County Charter School may proceed with developing a school site in Salt Lake County; and

WHEREAS, the Utah State University Board of Trustees approved the charter application for the Cambridge Preparatory Academy—Washington County Charter School and the agreement between Utah State University and the Cambridge Preparatory Academy—Washington County Charter School on June 13, 2022 (the "CPA—Washington County Charter Agreement");

WHEREAS, on May 2023, the Utah State University Board of Trustees approved an amendment to the CPA—Washington County Charter Agreement to provide a one-year extension for the required opening date for the Cambridge Preparatory Academy, extending the opening date to August 2024;

WHEREAS, Cambridge Preparatory Academy—Washington County Charter School has voluntarily terminated the CPA—Washington County Charter Agreement in order to focus on their Salt Lake County Preparatory School; and

WHEREAS, The President and Dean of the Emma Eccles Jones College of Education and Human Services recommend that the Board of Trustees approve these proposed amendments to the CPA—SLC Charter Agreement and that the Board of Trustees accept the voluntary termination of the CPA—Washington County Charter Agreement.

NOW, THEREFORE, BE IT RESOLVED, that the USU Board of Trustees hereby approves the following amendments to the CPA—SLC Charter Agreement: (1) raising the enrollment capacity to 2,548 students, and (2) changing the opening date to August 2025.

NOW, THEREFORE, BE IT RESOLVED, that the USU Board of Trustees hereby accepts the voluntary termination of the CPA—Washington County Charter Agreement.

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 and evolve over time and primarily by responding to feedback loops existing between curricular, instructional, assessment, finance, governance inputs, and student learning data. USU charter school authorizing staff expect 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.
- > 20% proposed change in the number of students to be served.
- 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, school day, or other substantive changes.

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)	Maximum enrollment capacity increase from 1,513 students to 2,548 students and a corresponding extension in opening date to Fall 2025.	
Circumstance Prompting Change Request	Increased time spent securing property and a development partner, as well as opportunities for increased enrollment with the facilities plans moving forward.	
Change’s Anticipated Value Add to Student Learning	<p>Cambridge Preparatory Academy – Salt Lake County (CPA) is requesting a change in the allowed maximum enrollment of our planned K-12 campus in light of our planned facilities which we are rapidly moving forward with. CPA was founded with the mission statement “<i>to provide the best educational experience to as many students as possible in a moral and wholesome environment.</i>” This requested amendment is in alignment with CPA’s mission and vision for the future.</p> <p>The anticipated value add to CPA’s students is in their opportunity to attend a campus with the full services and facilities that CPA was founded with the intention to provide. The land opportunity we</p>	

	<p>have located becomes financially viable with an increased student count. In the present challenging financial and real estate environment, this represents a rare opportunity to provide world class facilities to our students.</p> <p>Facilities including sports fields and large footprint academic buildings are made possible with an increased student enrollment count. These facilities will enhance CPA’s ability to achieve the goals we have set out in our charter, with CPA’s students having the opportunity to participate in extracurricular activities on our physical campus. Further details are provided in our revised Market Analysis.</p> <p>Development of CPA’s facilities will necessitate an extension in the opening of CPA until Fall 2025. This delay will allow CPA to develop our facilities in a manageable timeframe from a construction and development perspective and will also enable CPA to extend our marketing timeframe and maximize day one enrollment. This extension will lead to higher year one enrollment in facilities completed with ample time for on-site teacher orientation which will prove to be a significant value add to student learning.</p>	
Describe Other School Elements Impacted if Change is Approved	CPA’s school elements will remain identical to those laid out in our charter agreement. The changes in staffing, facilities, and related elements will be made according to	

	scale with our increased enrollment. This amendment enables CPA to execute the vision laid out in our charter, as the land and facility opportunity may not be possible without increased student enrollment capacity.	
School Director Signature & Date		
Board Chair Signature & Date		Dec 13, 2023
Authorizer Decision, Directives & Date		



Cambridge Preparatory Academy (CPA) Charter Agreement Change Request Analysis & Center for the School of the Future (CSF) Recommendations

After receiving an extension with an opening date to Fall 2024 from the USU Board of Trustees, CPA has actively worked to secure land and corresponding facility development plans in pursuit of opening in Fall 2024. CPA has now secured commitments to a parcel in the Daybreak master plan community and a partner for the development of the planned facilities. As plans have evolved, it became clear that an extension to open in Fall of 2025 would be necessary to complete construction of CPA's facilities. Since last May, CPA has pursued the following major events and initiatives, and has held monthly board meetings to discuss and direct current and future efforts.

Progress Timeline – May 2023 through Present.

May 2023 - USU BoT approved CPA's charter agreement amendment request seeking a one-year extension to open. Various challenges to securing school sites including elevated land prices and rising interest rates were evident at that time. An RFP resulted in one bid proposal that was rejected because it didn't align well with CPA's plans detailed in the RFP.

June 2023 - CPA signed a contract with Dave Robertson at Lewis Young Robertson and Burningham to be their financial advisor as they searched for a developer and funding. Robertson has assisted CPA consistently throughout the funding and development process in identifying and evaluating future opportunities.

May - Sept 2023 - Extensive land searches were performed, with the CPA Board and representatives engaged in discussions with property owners to find appropriate land at an affordable price.

May - Sept 2023 - CPA found that rising interest rates made financing schools more expensive and produced greater perceived risk for developers. This extended the search process required to find land in the Salt Lake County area capable of hosting the buildings needed for CPA to achieve its chartered learning mission.

May-Sept 2023 - For a brief period, CPA looked at existing charters that had facilities to acquire. This proved unfruitful due to the difficulty to turnaround these schools and to achieve the educational goals listed in CPA's charter.

Sept 2023 - An opportunity was discovered within the Daybreak master plan community resulting in conversations with the CPA board. CPA was deemed highly desirable to the developer of the master planned community. CPA was invited to purchase property in this highly desirable, and rapidly growing SW Salt Lake County location at a significant discount.

Oct 2023 - Larry H. Miller Land Development was selected to build the school. The CPA board was asked by the developer to secure greater student capacity for the school to 2,518 students (increase of 1,032) to give greater assurance that the construction costs could be repaid over time. This increase in students also allows CPA to serve a greater portion of students in the Daybreak master community and surrounding communities.

Oct 2023 - The CPA Board decided to voluntarily terminate the Charter Agreement for the Washington County location to focus their time and effort on the implementation of the Salt Lake County charter school.

Nov 2023 - A revised market study was performed showing the new location can attract and sustain the requested student capacity. The large population growth in Daybreak and the surrounding communities (i.e., 30,000 homes) indicate a high level of sustained demand for the school.

Dec 2023 - CPA Board submitted a mid-December request to the USU BoT via CSF asking for two changes: (1) Extending the opening date to Fall 2025, and (2) Increasing the student capacity to 2,518. These changes are included within the current resolution for consideration by the BOT, as is accepting the voluntary termination of the CPA--Washington County Charter Agreement.

Upside Analysis

- The amended charter school application has returned with a more detailed and specific market and business plan focusing on one specific geographic area in Salt Lake County – Daybreak Community. CPA has entered a working relationship with the local developer (Larry H. Miller Land Development), who wants the school to be part of this master plan residential community and has characterized it as a highly sought-after location for new housing.
- The developer is discounting by roughly 40% the price of the land where the school is proposed to be built, incentivizing the construction of the school in that area.
- CPA has done a detailed market analysis of the area, identifying the current population and demographics, including the net positive increase in the student-aged population that the school would serve in the coming years.
- To meet the costs of the acquisition and construction of the new building, CPA will need to achieve a student enrollment in its first year of 1,820 students and then increase this enrollment to 2,548 students by its third year. This will generate a projected positive cash flow and drop the ongoing costs of the building to 24% of revenues. This closely approximates the 20% optimal costs for a charter school*.
- The first-year enrollment plan of 1,820 students represents a reasonable and conservative 3% of the potential available market of students in schools and districts within the region that the CPA school would serve. The increase to 2,548 students by year 3 would be approximately 3.5% of the available student market, which is well below the state average of 12% of students currently educated in charter schools.
- Achievement of the student enrollment target will be facilitated by CPA's marketing to local families. They have a defined marketing plan that includes an “aggressive opening marketing campaign” (i.e., paid Social Media spots, Search Engine Optimization efforts), “directed marketing to targeted households with school-aged children,” and an expected reach to approximately 30,000 households near the school. Extending the open date to fall 2025 not only would enable construction to be completed, but also would extend the marketing window to optimize student yield.

Primary Risk Consideration

Having a specific community identified where a potential school can be placed, having a key partner like Larry H. Miller Land Development to provide accessible real estate, and having a well-defined and funded marketing strategy help improve the probability of success in achieving student enrollment. This noted, we cannot quantify this probability given that this is a new school.

Center for School of the Future Recommendations

CSF recommends that the USU BoT approve both of CPA--Salt Lake County Charter School’s requests for charter agreement changes: (1) Opening in 2025, and (2) The increased student capacity of 2,518. CSF also recommends the USU BoT accept the voluntary termination of the CPA--Washington County Charter Agreement, which will allow CPA to increase their focus on successful development of the Salt Lake County charter school.

*Source: <https://charterschoolcenter.ed.gov/sites/default/files/upload/learning-modules/Introduction-to-Charter-School-Finance.pdf>

TRUTH IN TUITION HEARING

MARCH 5, 2024

3 p.m., TSC Ballroom

Join President Elizabeth Cantwell
and USUSA Student Body
President Abraham Rodriguez
for a discussion about potential
tuition changes

Utah State University is proposing that there will be a 3-5% tuition increase on the Logan and Statewide campuses. No increase is proposed for Technical Education.

All concerned students and citizens are invited to a public hearing on the proposed adjustment to be held in the TSC Ballroom on Tuesday, March 5, 2024 at 3 p.m.

This hearing will be broadcast to all USU campuses through aggiecast.usu.edu.

ITEM FOR ACTION

RE: Proposal for Tuition Rate Increases

EXECUTIVE SUMMARY

Each institutional President, in consultation with the institutional Board of Trustees, may recommend a tuition rate increase to the Utah Board of Higher Education. The increase may be used to fund legislative match requirements or to meet other specific institutional needs. Additionally, the President may recommend tuition and program fee adjustments for the Technical Education programs at the Blanding, Moab, and USU Eastern campuses.

The university, after consultation with student leaders, is proposing the following tuition rate increase:

Logan and Statewide Campuses: 3.4% increase

Technical Education: no increase

The President and student leadership held a public meeting to provide an explanation of the reasons for the proposed increase, an explanation of how the revenue generated by the increase will be used, and 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 increases.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Each institutional President, in consultation with the institutional Board of Trustees, may recommend a tuition rate increase to meet specific institutional needs and meet legislative match requirements; and

WHEREAS, Utah State University is proposing a 3.4% tuition rate increase for students at Logan and Statewide campuses; and

WHEREAS, The President consulted with student leaders and held 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 USU Board of Trustees hereby support the proposed tuition rate increases effective Summer Semester 2024 and that this approval be forwarded to the Utah Board of Higher Education for its approval.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE

Tuition and Fee Proposals 2024-2025



UtahStateUniversity

March 8, 2024

Tuition and Fee Hearings and Meetings

- General Student Fee Advisory Board Meeting(s): 1/17/24 and 1/24/24
- Student Tuition Review Committee: 2/8/24
- USUSA Executive Council: 2/13/24
- Truth-in-Tuition Hearing: 3/5/24
- Student Fee Hearing: 3/5/24
- Board of Trustees Meeting: 3/8/24

Overview of Requests

Logan Campus

	Current Tuition and Fees	Proposed Adjustments				Proposed Tuition and Fee Increase % Change	
		Tuition		Student Fees			
		\$	%	\$	%		
Undergraduate Resident	\$8,304.88	\$251.26	3.4%	\$12.78	1.4%	\$264.04	3.2%
Undergraduate Non-Resident	24,222.20	792.32	3.4%	12.78	1.4%	805.10	3.3%
Graduate Resident	9,595.68	294.96	3.4%	12.78	1.4%	307.74	3.2%
Graduate Non-Resident	30,747.22	1,014.16	3.4%	12.78	1.4%	1,026.94	3.3%

Undergraduate: Academic year, 15 credit hours 2 semesters

Graduate: Academic year, 12 credit hours 2 semesters

Overview of Requests

Statewide Campuses

	Current Tuition and Fees	Proposed Adjustments				Proposed Tuition and Fee Increase % Change	
		Tuition		Student Fees			
		\$	%	\$	%		
Undergraduate Resident	\$8,304.88	\$251.26	3.4%	0	0%	\$251.26	3.0%
Undergraduate Non-Resident	24,222.20	792.32	3.4%	0	0%	792.32	3.3%
Graduate Resident	9,595.68	294.96	3.4%	0	0%	294.96	3.1%
Graduate Non-Resident	30,747.22	1,014.16	3.4%	0	0%	1,014.16	3.3%
Eastern, Blanding, Moab ≤ 65 credits, Resident	4,651.52	140.10	3.4%	0	0%	140.10	3.0%
Eastern, Blanding, Moab ≤ 65 credits, Non-Resident	12,425.78	405.04	3.4%	0	0%	405.04	3.3%

Undergraduate: Academic year, 15 credit hours 2 semesters

Graduate: Academic year, 12 credit hours 2 semesters

2024-25 Tuition Recommendation

USU 2024-2025 Recommendations

- After careful consideration and great deliberation, recommendations have been developed relative to 2024-2025 tuition pricing.
- USU student leadership expressed support, weighed in heavily and positively affirmed proposed tuition increase to maximize student, faculty and staff enrichment, sustain and advance scholarship support, and enhance USU student success.
- **A modest tuition increase of 3.4% is recommended for Logan and Statewide campuses, with NO tuition increase in Technical Education tuition.** Each dollar of proposed increase create direct benefit in the following ways:
 - 66 cents toward legislative match to cover ongoing and mandatory University expenses.
 - 8 cents of each dollar to maintain USU student scholarship support.
 - 26 cents to sustain and reward faculty for academic excellence, including Promotion & Tenure for faculty success and earned advancement, which also improves USU faculty recruitment.
- Nationally, the Top 3 reasons for rising college tuition* (all of which apply to the USU statewide system) include: Colleges and statewide campuses provide more student support services; changes in funding levels from state and local government; and overall rising costs for service industries, including higher education.
- According to Inside Higher Education and on par with USU, ... “In recent years, the net prices [for public universities in the US] have been fairly stable or declining after adjusting for inflation.”**

Resources: * <https://www.forbes.com/advisor/student-loans/college-tuition-inflation/> and ** <https://www.insidehighered.com/news/students/financial-aid/2023/11/01/buyers-market-tuition-increases-havent-outpaced-inflation>



Proposed Increase

Logan and Statewide Campuses

- 3.40% increase

Technical Education

- No increase



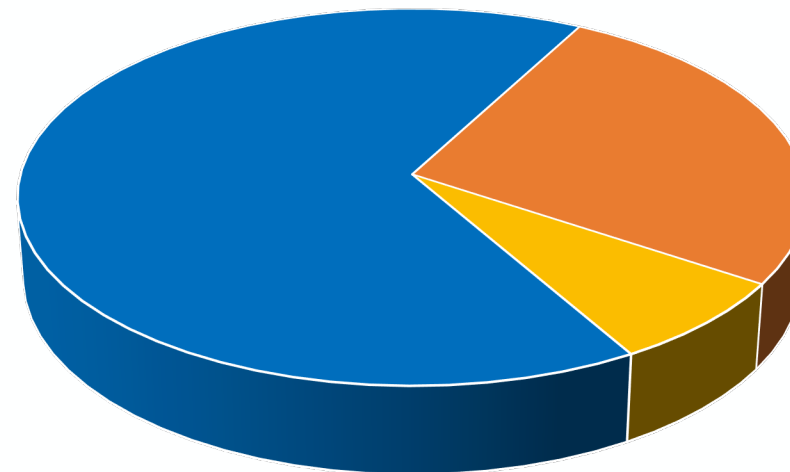
Tuition Allocation

- Legislative Match Requirement 2.25%
 - Compensation
 - Mandated Cost Increases (e.g. property insurance)
 - Faculty Promotion and Tenure 0.90%
 - Scholarship Support 0.25%
- 3.40%



Tuition Allocation

Legislative Match	\$3,023,500
Faculty Promotion	\$1,210,300
Scholarship Suppt.	<u>\$350,000</u>
	\$4,583,800



- Legislative Match
- Faculty Promotion
- Scholarship



Proposed Adjustments to Tuition

	Current Tuition	Proposed Increases						Proposed Increase
		Legislative Match		Student Initiatives		Institution Initiatives		
		\$	%	\$	%	\$	%	
Undergraduate Resident	\$7,387.34	\$166.43	66.2%	\$19.35	7.7%	\$65.48	26.1%	\$251.26
Undergraduate Non-Resident	23,304.66	524.83		61.01		206.48		792.32
Graduate Resident	8,678.14	195.38		22.71		76.87		294.96
Graduate Non-Resident	29,829.68	671.78		78.09		264.29		1,014.16
Technical Education	\$95 per SCH	No change recommended						

Undergraduate: Academic year, 15 credit hours 2 semesters

Graduate: Academic year, 12 credit hours 2 semesters

Undergraduate Tuition (per semester)

Credit Hour	Resident		Non-Resident	
	Current	Proposed	Current	Proposed
1	\$712.01	\$736.22	\$2,133.48	\$2,206.02
2	983.07	1,016.50	2,998.83	3,100.79
3	1,254.13	1,296.78	3,864.18	3,995.56
4	1,525.19	1,577.06	4,729.53	4,890.33
5	1,796.25	1,857.34	5,594.88	5,785.10
6	2,067.31	2,137.62	6,460.23	6,679.87
7	2,338.37	2,417.90	7,325.58	7,574.64
8	2,609.43	2,698.18	8,190.93	8,469.41
9	2,880.49	2,978.46	9,056.28	9,364.18
10	3,151.55	3,258.74	9,921.63	10,258.95
11	3,422.61	3,539.02	10,786.98	11,153.72
12	3,693.67	3,819.30	11,652.33	12,048.49
13	3,693.67	3,819.30	11,652.33	12,048.49

Credit Hour	Resident		Non-Resident	
	Current	Proposed	Current	Proposed
14	\$3,693.67	\$3,819.30	\$11,652.33	\$12,048.49
15	3,693.67	3,819.30	11,652.33	12,048.49
16	3,693.67	3,819.30	11,652.33	12,048.49
17	3,693.67	3,819.30	11,652.33	12,048.49
18	3,693.67	3,819.30	11,652.33	12,048.49
19	3,964.73	4,099.58	12,517.68	12,943.26
20	4,235.79	4,379.86	13,383.03	13,838.03
21	4,506.85	4,660.14	14,248.38	14,732.80
22	4,777.91	4,940.42	15,113.73	15,627.57
23	5,048.97	5,220.70	15,979.08	16,522.34
24	5,320.03	5,500.98	16,844.43	17,417.11
25	5,591.09	5,781.26	17,709.78	18,311.88

Graduate Tuition (per semester)

Credit Hour	Resident		Non-Resident	
	Current	Proposed	Current	Proposed
1	\$827.32	\$855.45	\$2,716.94	\$2,809.32
2	1,146.57	1,185.55	3,825.84	3,955.92
3	1,465.82	1,515.65	4,934.74	5,102.52
4	1,785.07	1,845.75	6,043.64	6,249.12
5	2,104.32	2,175.85	7,152.54	7,395.72
6	2,423.57	2,505.95	8,261.44	8,542.32
7	2,742.82	2,836.05	9,370.34	9,688.92
8	3,062.07	3,166.15	10,479.24	10,835.52
9	3,381.32	3,496.25	11,588.14	11,982.12
10	3,700.57	3,826.35	12,697.04	13,128.72
11	4,019.82	4,156.45	13,805.94	14,275.32
12	4,339.07	4,486.55	14,914.84	15,421.92
13	4,339.07	4,486.55	14,914.84	15,421.92

Credit Hour	Resident		Non-Resident	
	Current	Proposed	Current	Proposed
14	\$4,339.07	\$4,486.55	\$14,914.84	\$15,421.92
15	4,339.07	4,486.55	14,914.84	15,421.92
16	4,339.07	4,486.55	14,914.84	15,421.92
17	4,339.07	4,486.55	14,914.84	15,421.92
18	4,339.07	4,486.55	14,914.84	15,421.92
19	4,658.32	4,816.65	16,023.74	16,568.52
20	4,977.57	5,146.75	17,132.64	17,715.12
21	5,296.82	5,476.85	18,241.54	18,861.72
22	5,616.07	5,806.95	19,350.44	20,008.32
23	5,935.32	6,137.05	20,459.34	21,154.92
24	6,254.57	6,467.15	21,568.24	22,301.52
25	6,573.82	6,797.25	22,677.14	23,448.12

General Student Fees Recommendation

USU 2024-2025 Student Fees Recommendations

- After careful consideration and great deliberation, recommendations have been developed relative to 2024-2025 student fees.
- USU student leadership expressed support, weighed in heavily and positively affirmed proposed student fees increase to maximize student enrichment and enhance USU student success at the USU Logan campus.
- **A minimal increase of 1.4% is recommended for Logan campus with NO student fees increase to Statewide campuses.** Each dollar of proposed increase will directly benefit students in the following areas: Buildings, Athletics, and Transportation. A few examples include:
 - Needed replacement of identified equipment at the Aggie recreation center (exclusive to students);
 - USU mandatory operations and maintenance, and staffing at recreation center, etc.; and
 - New USU transportation/shuttle busses for greater accessibility and ADA compliance.
- All other areas supported by Student Fees are sufficiently supported including: Activities, Technology, Campus Recreation, Library services and Music & Theater.



Overview of General Student Fees Logan Campus

Fee Description	2023-24 Current Fee	2024-25 Fee Request	Move to Tuition	\$ Change	% Change
Activity	\$74.18	\$74.18	No	\$0	0%
Building	305.18	311.92	No	6.74	2.2%
Athletics	226.56	230.56	No	4.00	1.8%
Aggie Shuttle	39.04	41.08	No	2.04	5.2%
Technology	113.44	113.44	No	0	0%
Campus Recreation	73.96	73.96	No	0	0%
Library	64.02	64.02	No	0	0%
Music & Theater	21.16	21.16	No	0	0%

Academic year, 12 credit hours 2 semesters

Overview of General Student Fees

Statewide Campuses

Fee Description	2023-24 Current Fee	2024-25 Fee Request	Move to Tuition	\$ Change	% Change
Activity	\$68.52	\$68.52	No	0	0%
Building	117.34	117.34	No	0	0%
Instructional Support	330.28	330.28	No	0	0%

Academic year, 12 credit hours 2 semesters

Overview of General Student Fees Blanding Campus

Fee Description	2023-24 Current Fee	2024-25 Fee Request	Move to Tuition	\$ Change	% Change
Activity	\$174.68	\$174.68	No	0	0%
Building	56.00	56.00	No	0	0%
Instructional Support	285.46	285.46	No	0	0%

Academic year, 12 credit hours 2 semesters

Overview of General Student Fees

USU Eastern Campus

Fee Description	2023-24 Current Fee	2024-25 Fee Request	Move to Tuition	\$ Change	% Change
Activity	\$276.06	\$256.06	No	\$(20.00)	-7.2%
Building	13.82	13.82	No	0	0%
Instructional Support	116.26	116.26	No	0	0%
Athletics	110.00	130.00	No	20.00	18.2%

Academic year, 12 credit hours 2 semesters

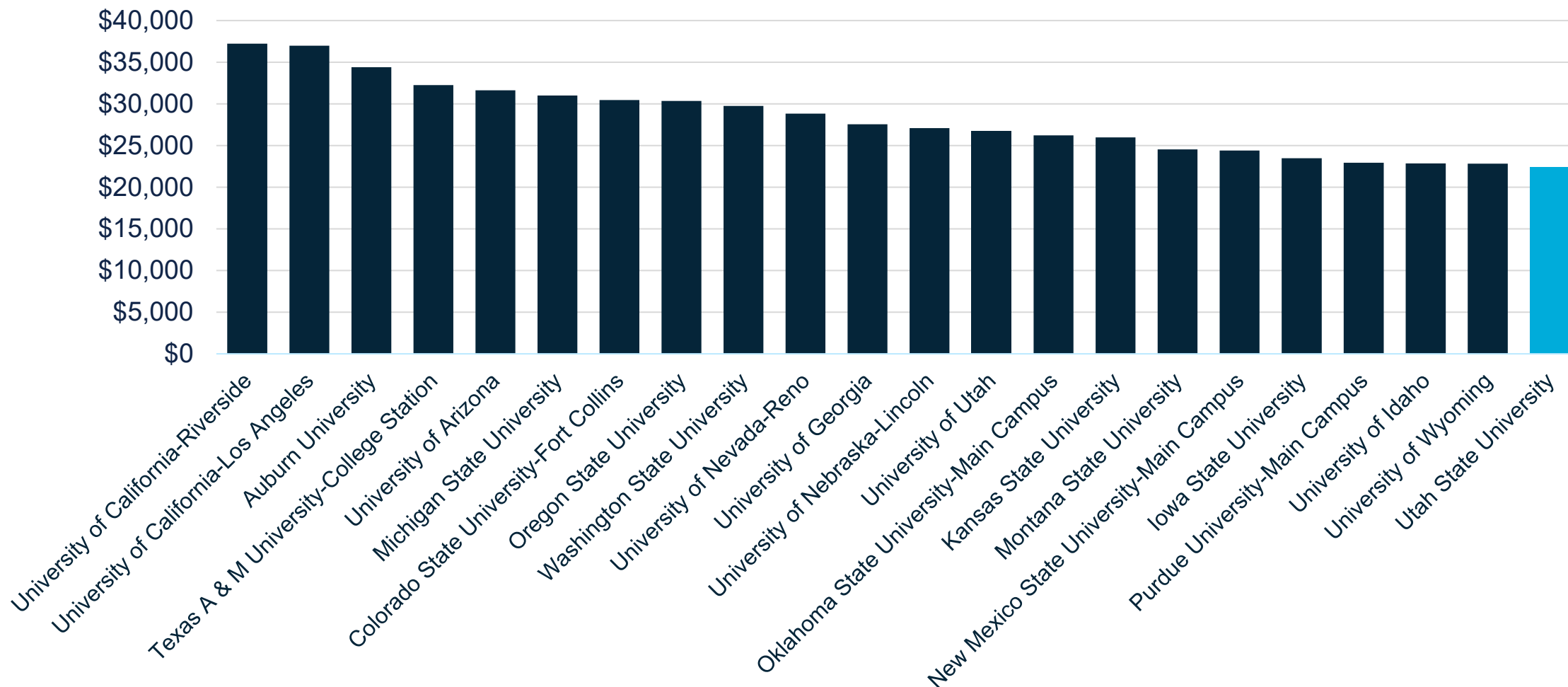
Overview of General Student Fees

Technical Education

Fee Description	2023-24 Current Fee	2024-25 Fee Request	Move to Tuition	\$ Change	% Change
General Fee	\$3.00	\$3.00	No	\$0	0%

Per credit hour

Total Price for Resident Students



Source: IPEDS; AY 2022; Includes total cost of attendance for full-time, first-time degree/certificate seeking in-state undergraduate students living on campus for academic year 2022-23. It includes in-state tuition and fees, books and supplies, on campus room and board, and other on campus expenses.



STUDENT FEE HEARING

MARCH 5, 2024

3:45 p.m., TSC Ballroom

Join President Elizabeth Cantwell
and USUSA Student Body
President Abraham Rodriguez
for a discussion about changes
to student fees

Utah State University is proposing an increase of \$6.39 on the Logan campus. There will be no increases on the Statewide campuses.

All concerned students and citizens are invited to a public hearing on the proposed adjustment to be held in the TSC Ballroom on Tuesday, March 5, 2024 at 3:45 p.m.

This hearing will be broadcast to all USU campuses through aggiecast.usu.edu.



UtahStateUniversity

Janalyn Brown - 2024/03/07 17:43 UTC
USU Board of Trustees

ITEM FOR ACTION

RE: Proposal to Modify Student Fees

EXECUTIVE SUMMARY

All general student fees are subject to Utah Board of Higher Education approval in conjunction with the annual approval of tuition rates. The University has five different areas that assess general student fees. The President's recommendation for each area is described below.

Logan Campus: Proposed increase per semester

\$3.37 Aggie Recreation Center building fee
\$2.00 Athletics fee
\$1.02 Aggie Shuttle fee
\$6.39

This results in a 1.4% overall increase.

Statewide Campuses: No proposed increase

USU Eastern Campus: No proposed increase

Blanding Campus: No proposed increase

Technical Education : No proposed increase

RECOMMENDATION

Based on the above proposals, the President recommends that the Board of Trustees approve the implementation of student fee changes effective Summer Semester 2024.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, All general student fees are subject to Utah Board of Higher Education approval in conjunction with annual approval of tuition rates; and

WHEREAS, The Logan Campus Student Fee Board has approved increases of \$3.37 for the Aggie Recreation Center building fee, \$2.00 for the Athletics fee, and \$1.02 for the Aggie Shuttle fee; and

WHEREAS, No increases are proposed for Statewide Campuses, USU Eastern Campus, Blanding Campus, or Technical Education; and

WHEREAS, The proposal has the approval of the President of Utah State University:

NOW THEREFORE BE IT RESOLVED, That the USU Board of Trustees hereby recommend the implementation of student fee changes effective Summer Semester 2024 and that this approval be forwarded to the Utah Board of Higher Education for its approval.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE

**Attachment - Utah State University Student Fee Schedules
Current and Proposed FY25 (per semester)**

Campus Fee	Current	Change	Proposed	
Logan Campus				
Activity	\$37.09	\$0.00	\$37.09	
Building	\$152.59	\$3.37	\$155.96	
Athletics	\$113.28	\$2.00	\$115.28	
Aggie Shuttle	\$19.52	\$1.02	\$20.54	
Technology	\$56.72	\$0.00	\$56.72	
Campus Recreation	\$36.98	\$0.00	\$36.98	
Library	\$32.01	\$0.00	\$32.01	
Music & Theater	\$10.58	\$0.00	\$10.58	
TOTAL	\$458.77	\$6.39	\$465.16	1.39%
Statewide Campuses (excluding Blanding and USU Eastern Price)				
Athletics	\$0.00	\$0.00	\$0.00	
Activity	\$34.26	\$0.00	\$34.26	
Building	\$58.67	\$0.00	\$58.67	
Instructional & Student Support	\$165.14	\$0.00	\$165.14	
TOTAL	\$258.07	\$0.00	\$258.07	0.00%
USU Eastern Price Campus				
Athletics	\$55.00	\$10.00	\$65.00	
Activity	\$138.03	-\$10.00	\$128.03	
Building	\$6.91	\$0.00	\$6.91	
Instructional & Student Support	\$58.13	\$0.00	\$58.13	
TOTAL	\$258.07	\$0.00	\$258.07	0.00%
Blanding Campus				
Athletics	\$0.00	\$0.00	\$0.00	
Activity	\$87.34	\$0.00	\$87.34	
Building	\$28.00	\$0.00	\$28.00	
Instructional & Student Support	\$142.73	\$0.00	\$142.73	
TOTAL	\$258.07	\$0.00	\$258.07	0.00%
Technical Education	\$3.00	\$0.00	\$3.00	0.00%

ITEM FOR ACTION

RE: Review and Acceptance of the Athletic Department Agreed-Upon Procedures Report for the Year Ended 30 June 2023

The external audit report for the Athletic Department is submitted to the Board of Trustees for consideration. The audit report has received the appropriate administrative review.

EXECUTIVE SUMMARY

The State of Utah Auditor's Office prepared the Athletic Department Agreed-Upon Procedures Report for the Year Ended 30 June 2023.

The audit report has been reviewed by the Board of Trustees Audit, Risk, and Compliance Committee and that the Audit, Risk, and Compliance Committee recommends that the Board of Trustees accept the report.

RECOMMENDATION

The President, Vice President for Finance and Administrative Services, and the Audit, Risk, and Compliance Committee recommend that the Board of Trustees accepts the Athletic Department Agreed-Upon Procedures Report for the Year Ended 30 June 2023.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, The State of Utah Auditor's Office prepared the Athletic Department Agreed-Upon Procedures Report for the Year Ended 30 June 2023; and

WHEREAS, The audit report has been reviewed by the Board of Trustees Audit, Risk, and Compliance Committee and that the Audit, Risk, and Compliance Committee recommends that the Board of Trustees accept the report; and

WHEREAS, The following individuals are members of the Utah State University Board of Trustees Audit, Risk, and Compliance Committee: David A. Petersen, Chair; Kent Alder; Heather Mason; Jacey Skinner; and Clark Whitworth; and

WHEREAS, The President, Vice President for Finance and Administrative Services, and the Audit, Risk, and Compliance Committee recommend the Board of Trustees accept the external audit report:

NOW, THEREFORE, BE IT RESOLVED, That the Utah State University Board of Trustees accepts the Athletic Department Agreed-Upon Procedures Report for the Year Ended 30 June 2023.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES

Date

Members of the Audit Committee:

David A. Petersen, Chair

Kent Alder

Heather Mason

Jacey Skinner

Clark Whitworth

ITEM FOR ACTION

RE: Request to Approve Construction of an Addition/Renovation to the Smash Lab, a Non-State Funded Project

Details of the request to construct an addition/renovation to the Smash Lab, a non-state funded project described below, are submitted for the Utah State University Board of Trustees' review and approval. The President and Vice President for Finance and Administrative Services have reviewed the request and recommend approval.

EXECUTIVE SUMMARY

Utah State University requests approval to renovate a portion of and construct a 5,000 square foot addition to the Smash Lab located west of the Utah Water Research Laboratory to provide space for the new Utah Earthquake Engineering Center (UEEC), a program that recently received funding through the 2023 Legislative Session.

The project will provide a laboratory to house state-of-the-art experimental equipment that will be used to conduct small- and large-scale dynamic testing aimed to improve the seismic design of Utah's infrastructure and buildings. The UEEC will develop training opportunities for practicing engineers.

Construction of the addition and renovations to the Smash Lab are estimated to be \$1,240,000 and will be funded with a small portion of program funds and institutional funds from the College of Engineering. No additional funds will be requested from the State for construction, capital improvements, or operations and maintenance.

RECOMMENDATION

The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the request to construct an addition/renovation to the Smash Lab, a non-state funded project.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Utah State University requests approval to renovate a portion of and construct a 5,000 square foot addition to the Smash Lab located west of the Utah Water Research Laboratory to provide space for the new Utah Earthquake Engineering Center (UEEC), a program that recently received funding through the 2023 Legislative Session, and

WHEREAS, The project will provide a laboratory to house state-of-the-art experimental equipment that will be used to conduct small- and large-scale dynamic testing aimed to improve the seismic design of Utah’s infrastructure and buildings, and

WHEREAS, The UEEC will develop training opportunities for practicing engineers, and

WHEREAS, Construction of the addition and renovations to the Smash Lab are estimated to be \$1,240,000 and will be funded with a small portion of program funds and institutional funds from the College of Engineering, and

WHEREAS, No additional funds will be requested from the State for construction, capital improvements, or operations and maintenance, and

WHEREAS, The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the request to construct an addition/renovation to the Smash Lab, a non-state funded project:

NOW, THEREFORE, BE IT RESOLVED, That the Board of Trustees hereby approves the request to construct an addition/renovation to the Smash Lab, a non-state funded project.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date



USU EXISTING SMASH LAB EXPANSION SITE CONCEPT

8 March 2024

ITEM FOR INFORMATION

RE: NEW USU Policy 544: Institutional Conflicts of Interest.

Consistent with [USU Policy 203: Authority and Amendments: Administrative and Operating Policies \(Section 500\)](#), the attached *New* USU Policy 544: Institutional Conflicts of Interest is submitted to the Board of Trustees for information purposes.

As summarized further in the included executive summary, this was created to ensure Utah State University meets accreditation requirements for human subject research. The policy provides separate controls for ICOIs in which institutional leaders or USU itself may hold outside interests that could introduce bias into USU's decision making processes related to human subjects research.

This new policy received the appropriate administrative review and approval required by USU Policy 203.

EXECUTIVE SUMMARY

USU POLICY 544: Institutional Conflicts of Interest

Category: Operating Policies

Subcategory: General

Covered Individuals: Institutional Leaders and Researchers involved in Human Subjects Research

Responsible Executive: Vice President for Legal Affairs and General Counsel

Policy Custodian: Ethics and Compliance, Chief Compliance Officer

Background

USU Policy 544 is a **new** policy designed to maintain compliance with accreditation standards from the Association for the Accreditation of Human Research Protection Programs (AAHRPP). Former Policy 307, “Conflicts of Interest” was accompanied by procedural instructions for identifying and managing Institutional Conflicts of Interest (ICoIs). This policy now provides separate controls for ICoIs in which Institutional Leaders or USU itself may hold outside interests that could introduce bias into USU’s decision making processes related to Human Subjects Research (HSR).

USU Policy 544 is based on specific accreditations standards that include assessment of Outside Interest Disclosures received from Institutional Leaders that are submitted through Kuali in conjunction with Policy 545, “Individual Conflicts of Interest,” and of USU holdings associated with gifts, endowments, intellectual property and research development contracts.

Key Provisions of USU Policy 544

- **Identifying Institutional Significant Financial Interests (ISFIs):** ISFIs are defined to include interests held by Institutional Leaders that would be disclosed annually in compliance with Policy 545, “Individual Conflicts of Interest,” and interests held by the University including equity interests in non-publicly traded companies in any amount, equity interests in publicly traded companies in excess of \$25,000, gifts from a single entity in excess of \$25,000 annually, royalties or licensing payments in excess of \$25,000 annually, or sponsored research or development agreements in excess of \$25,000 if those agreements create restrictions on disposition of intellectual property or data sharing. University Ethics & Compliance (UEC) and USU’s Institutional Review Board (IRB) access information by working with the Office of Research Integrity & Compliance, University Advancement, the Technology Transfer Office and Sponsored Programs to identify ISFIs that require assessment.
- **Determining ISFIs that constitute an ICoI:** The UEC has responsibility to assess ISFIs and make recommendations to the Conflict of Interest Committee (COI Committee) when ISFIs appear to rise to the level of ICoIs. The COI Committee is joined by two members of the IRB when ICoIs are being considered.
- **Managing and tracking ICoIs:** The expanded COI Committee considers each ICoI and recommends strategies to manage the ICoI. Common approaches include making public disclosures of the outside interest in publications and presentations, providing for independent oversight of data gathering and analysis, and making final data available to the public. These recommendations are forwarded to the IRB, which has responsibility for the safety and welfare of participants in USU’s HSR. The IRB reviews and approves or modifies the ICoI management plan as required to meet its mandate. Once the IRB approves a management plan, it is entered into the Kuali system.

Implementation

The IRB continues to provide training on ICoIs for researchers involved in HSR. The COI Committee has been trained on the ICoI assessment and management process. The UEC tracks ICoI management plans and works with researchers and their supervisors to implement and maintain the plan’s controls until the ICoI no longer exists.

University Policy 544: Institutional Conflicts of Interest

Category: Operating Policies

Subcategory: General

Covered Individuals: Institutional Leaders, Researchers involved in Human Subjects Research

Responsible Executive: Vice President for Legal Affairs

Policy Custodian: Chief Compliance Officer

Last Revised: Pending

544.1 PURPOSE AND SCOPE

Utah State University's (USU's) relationships with industry are important to advancing its mission and contributing to the public good. The university encourages industry relationships, while at the same time safeguarding the integrity and objectivity of the University's research, protecting university students and personnel, and ensuring the welfare of participants in USU research. At this time, Institutional Conflicts of Interest are restricted to conflicts arising from the outside interests of Institutional Leaders, as defined herein, and/or interests held by USU, itself, that involve sponsors of USU Human Subjects Research (HSR).

544.2 POLICY [Arial Narrow 13, bold, blue RGB 0-38-58, all caps]

USU shall maintain such controls as are necessary to protect participants in its HSR when Institutional Significant Financial Interests (ISFIs) held by USU or by its Institutional Leaders could significantly and directly affect, or reasonably be expected to affect, the design, conduct, reporting, review or oversight of human subjects research performed by USU.

2.1 The University shall maintain information related to institutionally-held ISFIs from appropriate sources in accordance with 544-PR1, "Disclosing Institutional Conflicts of Interest." This information shall be made available to the Institutional Review Board (IRB), University Ethics and Compliance (UEC), and Research Integrity and Compliance (RIC) in order to conduct appropriate screening for outside interests that could result in ICOIs or affect existing ICOIs, in accordance with 544-PR2, "Outside Interest Assessment and Institutional Conflict of Interest Determination."

2.2. The University is strictly prohibited from using non-public information to influence or appear to influence the management of its equity interests in any entity. All University personnel and agents shall act in a manner consistent with this prohibition.

2.3. Institutional officers or employees who expend or allocate financial resources on behalf of the University in their official positions, herein known as Institutional Leaders, shall disclose Significant Financial Interests as required under Policy 545, as well as any fiduciary role (director, officer or board member) in an external entity. Disclosures shall be updated annually, and whenever the individual's circumstances change such that an outside interest is created or reaches established thresholds, as required under Policy 545, "Individual Conflicts of Interest." UEC and RIC monitor financial interest disclosures from Institutional Leaders in accordance with Policy 545, and support the IRB as necessary in fulfilling its ICOI management objectives. COI officers may also assist the IRB in assessing the potential

that a disclosed SFI constitutes an ISFI that could affect the design, conduct, reporting, review or oversight of USU HSR.

2.4. The USU COIC shall receive reports of disclosed interests from Institutional Leaders as set forth in 2.3, above, and maintain access to USU-held ISFIs as processed under Section 2.1. Such interests shall be assessed both for individual Conflicts of Interest that are controlled under Policy 545, "Individual Conflicts of Interest," and for potential institutional conflicts related to their responsibilities for expending and allocating resources related to USU's HSR under their official university positions. For purposes of assessing the presence of an ICOI, equity positions held by these individuals shall be considered in accordance with thresholds established under the definition of ISFI in this policy.

2.5 The USU IRB, or such other IRB as may be authorized to review a HSR study, shall notify RIC and UEC whenever a study is identified as:

Being sponsored by an outside entity, or
Involving USU technology.

These circumstances will result in an assessment by UEC to determine if the circumstances would meet thresholds as set forth in Procedure 544-PR2 under "Notifications of Commercial Sponsors by the IRB."

2.6 When reviewing potential ICOIs related to USU's HSR, the COIC shall be expanded so that the review and deliberation of an ICOI includes two individuals who are members of the USU IRB. Identification of these individuals shall be by the Executive Director of Human Research Protections in cooperation with the Chair of the COIC. Other members may also be included as identified by the Chair of the COIC in consultation with Legal Affairs.

2.7 The COIC shall take such action as necessary to manage, reduce or eliminate outside interests held by Institutional Leaders that may be related to USU's HSR

2.8 No member of the COIC reviewing a potential ICOI may participate in deliberation or approval or disapproval of an ICOI Management Plan if the member has a conflict of interest in the ISFI, or has direct oversight of the financial interest or of a study which may be impacted by the ISFI. The Chair of the COIC shall invite members to disclose such conflicts before deliberations begin.

2.9. The expanded COIC shall promptly review the potential ICOI referred by the UEC and determine whether an ICOI exists, and if so, what management steps are necessary to mitigate, eliminate or otherwise manage an identified ICOI. Common management strategies include, but are not limited to, those outlined in procedure 544-PR3, "Development and Maintenance of Institutional Conflict of Interest Management Plans."

2.10. The USU IRB, or such other review board as USU may have been engaged to review USU HSR, shall have authority to review any ICOI management plan and approve it, require modifications to it, or reject it with regard to any research study under its jurisdiction as set forth in 544-PR3. No human subjects research may be conducted under USU's auspices that has not been approved by the appropriate Institutional Review Board.

544.3 RESPONSIBILITIES

3.1 UEC provides oversight of the ICOI process and coordinates the COIC when it is reviewing potential ICOIs. Under the direction of the Chief Compliance Officer, the UEC collaborates with Advancement, the Technology Transfer Office, Sponsored Programs, the Office of General Counsel, the IRB and others as

necessary to gather information about university-held financial positions as set forth in Procedure 544-PR1, "Disclosing Institutional Conflicts of Interest." The office also has responsibility for gathering disclosures of outside interests held by its employees and other agents, including Institutional Leaders as defined in this policy. UEC provides support in analyzing and implementing internal controls that manage ICOIs and maintains access to information about the university's interests in outside donors, sponsors and licensees that could give rise to ICOIs when those interests cannot be adequately managed through other existing internal controls.

3.2. Institutional Leaders are required to provide annual disclosures of their SFIs and other outside interests using the Quali System.

3.3. The COIC provides oversight of ICOIs as set forth in Section 2.4 through 2.7, above.

3.4. The USU IRB, or such other IRB as has been designated as the IRB of record for the HSR study, provides support to the COIC during deliberation and has final authority to accept, modify or reject the ICOI Management Plan with regard to HSR under its jurisdiction.

544.4 REFERENCES

- Title 2, Code of Federal Regulations, Section 200.112, "Conflict of Interest"
- Association for the Accreditation of Human Research Protection Programs, Element I.6.A of the Accreditation Standards

544.5 RELATED USU POLICIES

- Policy 545, "Individual Conflicts of Interest"
- Policy 517, "Investment Policy"
- Policy 529, "Procurement Policy"

544.6 DEFINITIONS

6.1 Institutional Conflict of Interest. The presence of an Institutional Significant Financial interest (ISFI) of the University or an Institutional Leader when it affects, or could reasonably be expected to affect, the design, conduct, reporting, review, oversight or related decision-making processes of the University related to USU's Human Subjects Research.

6.2. Institutional Leader. Any officer or employee of the university that has responsibility for the expenditure or allocation of university resources or has responsibility for the supervision of University programs and personnel. Individuals identified as Institutional Leaders shall include:

President

Vice presidents and associate vice presidents

Provosts and vice provosts

Deans and associate deans

General counsel and associate counsels

University signatories and designees

Department heads

Center directors

Others as identified by the Conflict of Interest Committee

Disclosures of Institutional Leaders shall include the Significant Financial Interests of close relatives or others the Institutional Leader reasonably knows may benefit personally from actions taken by the Institutional Leader on behalf of USU. If disclosure by relatives is required, the system or form collecting disclosures shall so indicate.

6.3. Institutional Significant Financial Interest. Institutional Significant Financial Interest means one or more of the following:

- If received by an Institutional Leader - consulting fees, advisory board fees, remuneration, or honoraria from an external entity that, when combined, exceeds \$5,000 annually from a single entity.
- If held by an Institutional Leader - a fiduciary role such as an officer or director in an external entity.
- If held by an Institutional Leader – an equity interest in a publicly traded business entity in excess of 5% of the outstanding equity of the entity.
- If held by an Institutional Leader or by USU itself - a directly held equity interest in a non-publicly traded business entity of any amount.
- If received by USU - cash or in-kind gifts which are restricted for use by a specific Department, Center or Institution that in total exceed a value of \$25,000 in any calendar year from an external entity, including any of the entity's affiliates.
- If received by USU – royalties or other technology licensing payments, including equity or entitlement to equity in a publicly traded company that sponsors research at USU, which taken together over a calendar year exceed \$25,000.
- If received by USU – Sponsored Research and other development agreements in excess or \$25,000 with outside entities if those agreements create any restrictions on disposition of intellectual property or data sharing.

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

- 544-PR1, Disclosing Institutional Conflicts of Interest
- 544-PR2, Outside Interest Assessment and Institutional Conflict of Interest Determination
- 544-PR3, Development and Maintenance of Institutional Conflict of Interest Management Plans

Guidance

- 546- G1, Common examples of Institutional Conflicts of Interest

Contacts

- Office of University Ethics & Compliance
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Logan, UT 84322-1465
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POLICY HISTORY

Original issue date: YYYY/MM/DD

Last review date: YYYY/MM/DD

Next scheduled review date: YYYY/MM/DD

Previous revision dates: YYYY/MM/DD, YYYY/MM/DD

8 March 2024

ITEM FOR INFORMATION

RE: Revised USU Policy 545: Individual Conflicts of Interest.

Consistent with [USU Policy 203: Authority and Amendments: Administrative and Operating Policies \(Section 500\)](#), the attached *Revised* USU Policy 545: Individual Conflicts of Interest is submitted to the Board of Trustees for information purposes.

As summarized further in the included executive summary, this policy has been revised to address requirements from federal agencies and to ensure USU remains a trusted partner for sponsored research.

The policy revision received the appropriate administrative review and approval required by USU Policy 203.

EXECUTIVE SUMMARY

USU POLICY 545: Individual Conflicts of Interest

Category: Operating

Subcategory: General

Covered Individuals: Participants in Federal Contracts

Responsible Executive: Vice President for Legal Affairs and General Counsel (in cooperation with the VP, Research)

Policy Custodian: Ethics and Compliance, Chief Compliance Officer (in cooperation with Research Integrity & Compliance)

Background

USU Policy 545 is an **existing** policy that is being amended to bring USU into compliance with Department of Defense (DoD) “Policy for Risk-based Reviews of Fundamental Research.” The DoD policy is responsive to the National Security Presidential memorandum-33 (NPRM-33) which identifies Foreign Talent Recruitment Programs (FTRPs) as potentially problematic activities that may allow undue foreign influence in federally funded scientific research, and also the CHIPS-Science Act which defines Malign FTRPs (MFTRPs) associated with problematic activities and/or involvement of excluded countries. The DoD has issued its policy, which requires that organizations that participate in federally funded research must have an organizational policy that prohibits its agents and employees from participating in MFTRPs. The policy must be in place prior to August 8, 2024. While other federal agencies have not yet released agency policies, we anticipate that such policies will be forthcoming.

Key Provisions of the amendment to USU Policy 545

- Adding a definition of “Malign Foreign Talent Recruiting Program: To ensure compliance with federal requirements, the definition for Malign Foreign Talent Recruiting Program is drawn from 42 USC 19237(4). It includes programs sponsored directly or indirectly by foreign governments that provide compensation for a list of nine activities. For example, the first listed activity is: “engaging in the unauthorized transfer of intellectual property... owned by a United States entity or developed with a Federal research and development award to the government of a foreign country.” It also specifies foreign countries of concern and refers to lists maintained by DoD that identify prohibited countries and prohibited entities with which participation would be prohibited.
- Prohibiting of participation in MFTRPs: USU’s employees and other individuals that participate in the design, conduct or reporting of research (defined as Researchers herein) are prohibited from participating in a program that would meet the definition of Malign Foreign Talent Recruiting Programs (MFTRP) as defined in this policy, either during regular employment periods or during sabbatical periods.

Implementation

- Research Integrity and Compliance is monitoring changes being made to regulations and policies related to National Security Presidential Memorandum – 33. Additional changes may be forthcoming as requirements are developed for USU’s research Security Plan. Training on MFTRPs is being included in COI training which must be completed annually. The Quali disclosure system is also being modified to clarify the prohibition on researcher participation in MFTRPs. UEC and RIC will work together as additional policies and regulations regarding research security become available.

University Policy 545: Individual Conflicts of Interest

Category: Operating Policies

Subcategory: General

Covered Individuals: All Employees, Trustees, Researchers, and Volunteers

Responsible Executive: Vice President for Legal Affairs

Policy Custodian: Chief Compliance Officer

Last Revised: 2022/06/24

Previous USU Policy Number: 307

545.1 PURPOSE AND SCOPE

Utah State University (“USU”) is committed to a culture and environment where its community members are encouraged and obligated to carry out their duties and responsibilities in a transparent, objective, lawful, and ethical manner. This culture and environment are intended to protect the integrity and reputation of, and the public trust in, both the institution as a whole and its individual community members. As USU community members seek to accomplish USU’s mission, individual conflicts of interest may arise. If left unidentified or unmanaged, conflicts of interest can influence, or appear to influence, the performance of professional duties or professional judgment and objectivity.

This Individual Conflict of Interest Policy (“Policy”) establishes principles and an operating framework for the disclosure of relevant relationships and outside interests of individuals and the avoidance and/or management of identified individual conflicts of interest. Proper management of individual conflicts of interest facilitates USU’s compliance with the requirements of state and federal law and of third parties with whom USU has a contractual relationship.

This Policy governs conflicts of interest for all [Employees](#), [Benefited Employees](#), [Trustees](#), and [Researchers](#), as defined herein. This Policy contemplates the use and maintenance of appropriate procedures, forms, and practices to seek disclosures, assess potential conflicts, and deploy appropriate management planning or other appropriate steps.

This Policy and its associated procedures are intended to comply with, and implement, the requirements of applicable federal laws and regulations (particularly 42 C.F.R. pt. 50 and 45 C.F.R. pt. 94 for Public Health Service-funded research); PAPPG, Chapter IX.A for National Science Foundation-funded research; [42 USC Chapter 163, Research and Development, Competition and Innovation, Section 19232 for malign foreign talent recruitment program controls](#); and the requirements of all applicable state laws (particularly Utah Public Officers’ and Employee’s Ethics Act, Utah Code 67-16). This Policy will be construed in accordance with such regulations and laws and shall be deemed to include any requirements imposed by such regulations and laws that are not otherwise expressly set forth in this Policy and its associated procedures.

545.2 POLICY

2.1 Conflicts of Interest

An individual conflict of interest refers to a situation in which an individual’s financial, professional, or other personal considerations or interests may directly or indirectly affect an individual’s professional judgment in exercising any professional duty or responsibility, including the design, conduct, and/or

reporting of research. The following categories of individual conflicts of interest are addressed in this Policy: (1) financial conflicts of interest, and (2) conflicts of commitment.

2.1.1 Financial Conflicts of Interest. An individual financial conflict of interest (“FCOI”) arises when the personal financial interests of a person conflict with their professional University-assigned responsibilities. An FCOI would exist when a person stands to benefit from a transaction directly or indirectly where USU is a party, and that person has decision-making authority over or influence of the terms of the transaction. Indirect benefits include, for example, benefits realized by a spouse, dependent child, family member, or close personal relation of the person. Common types of FCOIs include transactions between USU or USU students and an entity in which a covered individual has a financial interest, acceptance of a gift from a client or similar type of person, or the use of USU’s confidential or proprietary information for personal financial benefit.

2.1.2 Conflicts of Commitment. An individual conflict of commitment, also referred to as a conflict of allegiance, arises when a person’s distribution of time and effort between their professional duties conflicts with their responsibilities resulting from other commitments. Employees must dedicate sufficient time and effort to fulfill their assigned duties and responsibilities in a professional and competent manner. Benefited Employees owe their primary professional allegiance and commitment to USU toward the fulfillment of their assigned duties and responsibilities. Outside commitments that might result in a conflict of commitment include, for example, a second job, owning and/or operating a private business, professional and other responsibilities that are outside of the core scope of an Employee’s responsibility, consulting arrangements, or other commitments that interrupt the fulfillment of a person’s professional duties at USU. **Procedure 545-PR3, “Conflicts of Commitment,”** provides additional guidance concerning conflicts of commitment. See also USU Policy 377.

2.1.3 Foreign Talent Programs. Foreign talent programs can give rise to conflicts of interest and conflicts of commitment. Individuals who are interacting with any foreign talent program must disclose this engagement as set forth under this policy. Normally this disclosure will be made in connection with a disclosure of foreign interests as described in Procedure 545-PR1.

USU employees and other individuals that participate in the design, conduct or reporting of research (defined as Researchers herein) are prohibited from participating in a program that would meet the definition of Malign Foreign Talent Recruiting Programs (MFTRP) as defined in this policy, either during regular employment periods or during sabbatical periods.

2.2 Disclosures

2.2.1 Required Disclosures. To ensure proper evaluation, monitoring, and management of individual conflicts of interest Employees, Researchers, and Trustees must disclose certain financial, professional, or other personal considerations or interests. Such individuals must make these disclosures by completing and submitting a USU-approved conflict-of-interest disclosure form. Such disclosure forms include a series of questions designed to identify outside interests (including those of close relatives and household members) and may be delivered and collected through physical or electronic means. Disclosures will be collected, reviewed, and assessed for potential and actual conflicts of interest per the applicable procedures established by USU and in effect at the time of the review. For further information see Procedure 545-PR1, “Disclosing Outside Interests.” For information about USU’s practices for identifying outside interests that give rise to a conflict of interest that must be managed, see Procedure 545-PR2, “Outside Interest Assessment and Conflict of Interest Determinations.” Further information regarding the requirement to disclose foreign interests as required by federal agencies is available **in the Research Integrity and Compliance Office’s Standard Operating Procedures and in Section 2.3, below.**

2.2.2 Disclosure Schedule. Disclosures in keeping with Section 2.2.1 must be submitted by the following persons as follows:

- (1) Benefited Employees- upon hire, annually thereafter, and as prescribed in applicable procedures.
- (2) Researchers- upon hire or inclusion in an externally funded project, annually thereafter, and as prescribed in applicable procedures.

- (3) Employees who are not Benefited Employees and other Agents- as prescribed by applicable procedures.
- (4) Trustees- upon appointment, annually thereafter, and as prescribed in applicable governing documents.

Benefited Employees, Researchers, and Trustees must update and keep current their disclosures to include previously undisclosed outside interests as they arise. Interests that may prompt an updated disclosure include, for example, when (a) a person or a person's family member becomes involved in or purchases a business that has had or could have business dealings with USU; (b) an Employee is promoted to a new position or assumes new decision-making responsibilities at USU that conflict with outside interests; (c) an Employee's expected time at or obligations to work are affected by new outside interests; (d) circumstances relating to a person's responsibilities or influence are changed because of actions taken or decisions made by USU, its administrators, or other third parties; or (e) an Employee undertakes a consulting arrangement pursuant to Policy #377, "Consulting Service."

2.3 Managing Conflicts of Interest

Identified conflicts of interest must be either eliminated or otherwise appropriately evaluated, monitored, and managed. A conflict-of-interest management plan is a written document that outlines the allocation of responsibilities between (i) the person with the conflicting interest(s), their department, and their supervisor or (ii) a Trustee and USU as an institution. Conflict-of-interest management plans must be maintained and complied with until the identified conflict of interest no longer exists. Instructions to persons that will have responsibility for developing a conflict-of-interest management plan will be provided to the affected discloser, the responsible supervisor, the responsible department head or center director (if different from the supervisor) and the responsible dean or vice president, as set forth in 545-PR2, "Outside Interest Assessment and Conflict of Interest Determinations." USU prohibits certain activities and transactions where conflicts of interest are inherently unmanageable or prohibited by applicable state and federal law and other applicable USU policies or related procedures.

2.4 Non-compliance

2.4.1 Non-compliance for Employees. An Employee's failure to fulfill the applicable responsibilities set forth in Section 3.1 may result in a notation of such failure in performance reviews, removal or reassignment of job responsibilities, corrective and/or disciplinary action up to and including termination, and criminal or civil prosecution under applicable state or federal law.

2.4.2 Non-compliance for Researchers. A Researcher's failure to fulfill the responsibilities set forth in Section 3.2 may result in modification of awards, disclosures to awarding entities, exclusion from the performance of research, and/or other appropriate action warranted under an associated research contract, law, regulation, and/or policy.

2.4.3 Non-compliance for Trustees. A Trustee's failure to fulfill the responsibilities set forth in Section 3.6 may result in reporting the Trustee to the Governor's Office, other responsible administrative authorities, and/or criminal or civil prosecution under applicable state or federal law.

2.4.4 Non-compliance for Volunteers. A Volunteer's failure to fulfill the responsibilities set forth in Section 3.7 may result in dismissing the individual from a USU board, committee, or other volunteer service, and/or criminal or civil prosecution under applicable state or federal law.

2.5 Training

Training materials associated with this Policy and all related laws and regulations will be developed, maintained, and delivered to all Benefited Employees, Researchers, and Trustees. Appropriate training to other persons required to submit disclosures of outside interests will be provided periodically and will be based on the principles represented in this policy, and the regulations cited above.

545.3 RESPONSIBILITIES

3.1 Employees

Each Employee has a responsibility to identify and disclose outside interests that concern as required by this Policy (See Section 2.2) and applicable procedures. Designated Benefited Employees are responsible for participating in the annual conflict-of-interest disclosure process each fiscal year. When a conflict of interest is identified, the involved Employee must work with their assigned supervisor and department head or center director (if different from the direct supervisor) to eliminate the conflict of interest or develop and comply with a conflict-of-interest management plan. Employees and Agents are responsible for completing all USU-assigned training associated with this Policy. Trustees shall be trained in accordance with Board of Trustee governing documents.

3.2 Researchers

Researchers, whether Employees, students, Research Interns, or Volunteers, are responsible for complying with any conflict-of-interest associated requirements as designated by the relevant sponsor and for complying with applicable policies and procedures relating to conflicts of interest. For example, Researchers funded by the Public Health Service must follow the specific guidelines found in the FCOI Regulation, as implemented in the 2011 Final Rule for grants and cooperative agreements. For additional instructions see [Research Integrity & Compliance Standard Operating Procedures](#).

The Office of Research will develop, use, and maintain appropriate procedures to regularly seek disclosures, assess potential conflicts, and deploy appropriate management planning governing Researchers. Disclosures relating to Employees participating in research where the potential conflicts lie outside of the responsibilities of the Vice President for Research will be transferred to and processed by the procedures generally applicable to Employees. Additionally, the Vice President for Research may publish and require training of Researchers relating to conflicts of interest and management of conflicts within the conduct of research.

3.3 Supervisors

Supervisors are responsible for ensuring that each person that reports to them: (a) completes assigned training; (b) if the person is a Benefited Employee designated to disclose outside interests, participates in the annual disclosure process; and (c) complies with any applicable conflict-of-interest management plan. Supervisors are also responsible for ensuring that a conflict-of-interest management plan is developed and implemented for all identified conflicts of interest involving employees that report to the supervisor. Supervisors shall coordinate as appropriate with responsible department heads and/or center directors, who must approve conflict-of-interest management plans.

3.4 Institutional Review Board

The Institutional Review Board ("IRB") is charged with the protection of participants in human research at USU. Under 45 CFR 46, the IRB is charged with screening for and approving any management plans associated with identified conflicts of interest related to human research. The IRB has the authority to require changes to or disapprove a conflict-of-interest management plan that they find insufficient to protect participants in research under the IRB's oversight. For more information, see Policy 584, Protection of Human Participants in Research.

3.5 Deans and Vice Presidents

Each USU dean and vice president is responsible for ensuring that their college or department complies with this Policy and with specific procedures, practices, reports, etc. that are required of their unit pursuant to federal or state law or applicable organizational or contractual requirements. For example, the Vice President for Research and the Deans are responsible for ensuring compliance with any requirements relating to conflicts of interest made by federal sponsors of research (e.g., National Institutes of Health, National Science Foundation, Department of Energy, etc.); the Vice President and Director of Athletics is responsible for ensuring compliance with athletic

conference and NCAA regulations relating to conflicts of interest; and the Vice President for Business and Finance is responsible for ensuring compliance with USU's Procurement Policy and related prohibitions and controls in state and federal laws.

3.6 Trustees

USU holds its Trustees responsible for identifying and disclosing their outside interests as required by this Policy (See Section 2.2), applicable procedures, and the Bylaws and organizational documents of the Board of Trustees. Trustees are required to participate in the annual conflict-of-interest disclosure process each fiscal year. When a conflict of interest is identified, the involved Trustee must work with Board leadership and USU's administrators to either eliminate the conflict of interest (e.g., through recusal) or to develop and comply with a conflict-of-interest management plan. Trustees are responsible for completing all USU-provided training associated with this Policy.

3.7 Conflict of Interest Oversight Committee

A Conflict of Interest Oversight Committee (the "Committee"), chaired by the Chief Compliance Officer or another Committee member as designated by the President, will oversee the implementation of this Policy. The Committee will comprise the following (or their designees): (1) the Chief Compliance Officer (2) the Vice President for Research, (3) the Provost, (4) the Vice President for Finance and Administrative Services, (5) the Chief Information Officer, (6) the SEA President, (7) the Faculty Senate President, and (8) the Chair- Elect of the Department Head Executive Committee. A representative from the Office of General Counsel will act in an ex-officio non-voting capacity to advise the Committee. Additional Committee members may be added at the discretion and invitation of the President.

In overseeing the implementation of this Policy, the Committee will (a) ensure that a disclosure and management portal and system and associated training materials are developed and kept current; (b) review training materials prior to release to the USU community; (c) review and approve procedures developed to support and implement this Policy; (d) provide guidance and direction to supervisors, department heads, center directors, deans, and vice presidents seeking assistance in fulfilling their responsibilities or addressing noncompliance pursuant to this Policy; (e) serve as a reviewing and management body regarding any conflicts of interest assigned to the Committee by the President or referred from a supervisor or the Chief Compliance Officer; and (f) establish and support subcommittees as needed to address conflicts requiring expertise in specific areas. A Subcommittee on Research may be established and chaired by the Vice President for Research (or their designee) to address conflicts of interest relating to research.

545.4 REFERENCES

- Utah Code 67-16, Utah Public Officers' and Employee's Ethics Act
- Utah Code 53B-7-106, Personal use expenditures for officers and employees of institutes of higher education
- Utah Code 76-8-402, Misusing public money or public property
- 42 CFR 50 subpart F, "Promoting Objectivity in Research for which PHS Funding is Sought" ("FCOI Regulation"), as implemented in the 2011 Final Rule for grants and cooperative agreements
- Association for the Accreditation of Human Research Protection Programs, Standard I.6.A
- National Science Foundation, PAPPG, Chapter IX.A, Conflict of Interest Policies

545.5 RELATED USU POLICIES

- USU Policy 104: The University President and other Officers
- USU Policy 305: Discrimination Complaints
- USU Policy 377: Consulting Service
- USU Policy 387: Benefited Employment
- USU Policy 403: Academic Freedom and Professional Responsibility
- USU Policy 407: Academic Due Process: Sanctions and Hearing Procedures
- USU Policy 517: Investment Policy
- USU Policy 532: Scholarship Awarding
- USU Policy 539: Procurement Policy
- USU Policy 583: Research

- USU Policy 584: Protection of Human Participants in Research
- USU Policy 587: Intellectual Property

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- **Benefited Employee** means an Employee that is benefit-eligible as defined and set forth in USU Policy 387: Benefited Employment. An employee is considered benefit-eligible (i.e., eligible for all USU benefits) if they are budgeted to work at least 20 hours a week and their position is budgeted for employee benefits. Affordable Care Act (ACA) eligible employees are not considered fully benefited employees as they are only eligible for medical coverage.
- **Employee** means an employee of USU.
- **Researcher** means an Employee, student, visiting scholar, or volunteer participating in a research project. Included in this definition are personnel who are defined in 42 CFR 50 as “Investigators” and whose responsibilities include the planning, conduct, and/or reporting of research. For Investigators who are funded by PHS, see Procedure 545-PR5, “PHS-related Disclosures, Conflicts of Interest and Reporting.”
- **Research Intern** means a USU student or an approved non-USU student who voluntarily conducts research – or performs research-related tasks – for USU for the purpose of supporting the research efforts of USU and to gain experience and knowledge in the research field. See Policy
- **Trustee** means a member of the Utah State University Board of Trustees.
- **Volunteer** means any individual who donates approved and accepted services that are directly related to the business of the University or that support the activities of the University without the promise, expectation, or receipt of any compensation, future employment, or any other tangible benefit. See USU Policy 535.
- **Malign Foreign Talent Recruitment Program (MFTRP)** as defined in 42 USC Sec 19237(4) means— (A) any program, position, or activity that includes compensation in the form of cash, in-kind compensation, including research funding, promised future compensation, complimentary foreign travel, things of non de minimis value, honorific titles, career advancement opportunities, or other types of remuneration or consideration directly provided by a foreign country at any level (national, provincial, or local) or their designee, or an entity based in, funded by, or affiliated with a foreign country, whether or not directly sponsored by the foreign country, to the targeted individual, whether directly or indirectly stated in the arrangement, contract, or other documentation at issue, in exchange for the individual— (i) engaging in the unauthorized transfer of intellectual property, materials, data products, or other nonpublic information owned by a United States entity or developed with a Federal research and development award to the government of a foreign country or an entity based in, funded by, or affiliated with a foreign country regardless of whether that government or entity provided support for the development of the intellectual property, materials, or data products; (ii) being required to recruit trainees or researchers to enroll in such program, position, or activity; (iii) establishing a laboratory or company, accepting a faculty position, or undertaking any other employment or appointment in a foreign country or with an entity based in, funded by, or affiliated with a foreign country if such activities are in violation of the standard terms and conditions of a federal research and development award; (iv) being unable to terminate the foreign talent recruitment program contract or agreement except in extraordinary circumstances; (v) through funding or effort related to the foreign talent recruitment program, being limited in the capacity to carry out a research and development award or required to engage in work that would result in substantial overlap or duplication with a federal research and development award; (vi) being required to apply for and successfully receive funding from the sponsoring foreign government’s funding agencies with the sponsoring foreign organization as the recipient; (vii) being required to omit acknowledgment of the recipient institution with which the individual is affiliated, or the Federal research agency sponsoring the research and development award, contrary to the institutional policies or standard terms and conditions of the Federal research and development award; (viii) being required to not disclose to the Federal research agency or employing institution the participation of such individual in such program, position, or activity; or

- (ix) having a conflict of interest or conflict of commitment contrary to the standard terms and conditions of the Federal research and development award; and
 - (B) a program that is sponsored by—
 - (i) a foreign country of concern or an entity based in a foreign country of concern, whether or not directly sponsored by the foreign country of concern;
 - (ii) an academic institution on the most recent list developed under section 1286(c)(8) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019 (10 U.S.C. 2358 note; Public Law 115–232) or such other list developed by the Federal Government to replace this list; or
 - (iii) a foreign talent recruitment program on the most recent list developed under section 1286(c)(9) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019 (10 U.S.C. 2358 note; 1 Public Law 115–232) or such other list as may be developed by the Federal Government to replace this list.
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RESOURCES

Procedures

- 545-PR1. Disclosing Outside Interests
- 545-PR2. Outside Interest Assessment & Conflict of Interest Determinations
- 545-PR3. Conflicts of Commitment
- Research Integrity & Compliance Standard Operating Procedures

Guidance

Related Forms and Tools

- 545-F1. Notification of a Conflict of Interest

Contacts

- Conflicts of Interest Officer
Office of University Ethics and Compliance
usu.edu/compliance
(435) 797-8305
(For disclosures made for all covered individuals except researchers)
- Compliance Officer
Research Integrity & Compliance
Research.usu.edu/compliance/conflict-of-interest
(For disclosures made through the Kualu system for researchers)

POLICY HISTORY

Original issue date: **2022/05/04**

Last review date:

Next scheduled review date:

Previous revision dates: Modifications to include statutory requirements for Malign Foreign Talent Recruiting Programs,
See retired USU Policy 307, last revised June 29, 2012

University Policy 545: Individual Conflicts of Interest

Category: Operating Policies

Subcategory: General

Covered Individuals: All Employees, Trustees, Researchers, and Volunteers

Responsible Executive: Vice President for Legal Affairs

Policy Custodian: Chief Compliance Officer

Last Revised: 2022/06/24

Previous USU Policy Number: 307

545.1 PURPOSE AND SCOPE

Utah State University (“USU”) is committed to a culture and environment where its community members are encouraged and obligated to carry out their duties and responsibilities in a transparent, objective, lawful, and ethical manner. This culture and environment are intended to protect the integrity and reputation of, and the public trust in, both the institution as a whole and its individual community members. As USU community members seek to accomplish USU’s mission, individual conflicts of interest may arise. If left unidentified or unmanaged, conflicts of interest can influence, or appear to influence, the performance of professional duties or professional judgment and objectivity.

This Individual Conflict of Interest Policy (“Policy”) establishes principles and an operating framework for the disclosure of relevant relationships and outside interests of individuals and the avoidance and/or management of identified individual conflicts of interest. Proper management of individual conflicts of interest facilitates USU’s compliance with the requirements of state and federal law and of third parties with whom USU has a contractual relationship.

This Policy governs conflicts of interest for all Employees, Benefited Employees, Trustees, and Researchers, as defined herein. This Policy contemplates the use and maintenance of appropriate procedures, forms, and practices to seek disclosures, assess potential conflicts, and deploy appropriate management planning or other appropriate steps.

This Policy and its associated procedures are intended to comply with, and implement, the requirements of applicable federal laws and regulations (particularly 42 C.F.R. pt. 50 and 45 C.F.R. pt. 94 for Public Health Service-funded research); PAPPG, Chapter IX.A for National Science Foundation-funded research; 42 USC Chapter 163, Research and Development, Competition and Innovation, Section 19232 for malign foreign talent recruitment program controls; and the requirements of all applicable state laws (particularly Utah Public Officers’ and Employee’s Ethics Act, Utah Code 67-16). This Policy will be construed in accordance with such regulations and laws and shall be deemed to include any requirements imposed by such regulations and laws that are not otherwise expressly set forth in this Policy and its associated procedures.

545.2 POLICY

2.1 Conflicts of Interest

An individual conflict of interest refers to a situation in which an individual’s financial, professional, or other personal considerations or interests may directly or indirectly affect an individual’s professional judgment in exercising any professional duty or responsibility, including the design, conduct, and/or

reporting of research. The following categories of individual conflicts of interest are addressed in this Policy: (1) financial conflicts of interest, and (2) conflicts of commitment.

2.1.1 Financial Conflicts of Interest. An individual financial conflict of interest (“FCOI”) arises when the personal financial interests of a person conflict with their professional University-assigned responsibilities. An FCOI would exist when a person stands to benefit from a transaction directly or indirectly where USU is a party, and that person has decision-making authority over or influence of the terms of the transaction. Indirect benefits include, for example, benefits realized by a spouse, dependent child, family member, or close personal relation of the person. Common types of FCOIs include transactions between USU or USU students and an entity in which a covered individual has a financial interest, acceptance of a gift from a client or similar type of person, or the use of USU’s confidential or proprietary information for personal financial benefit.

2.1.2 Conflicts of Commitment. An individual conflict of commitment, also referred to as a conflict of allegiance, arises when a person’s distribution of time and effort between their professional duties conflicts with their responsibilities resulting from other commitments. Employees must dedicate sufficient time and effort to fulfill their assigned duties and responsibilities in a professional and competent manner. Benefited Employees owe their primary professional allegiance and commitment to USU toward the fulfillment of their assigned duties and responsibilities. Outside commitments that might result in a conflict of commitment include, for example, a second job, owning and/or operating a private business, professional and other responsibilities that are outside of the core scope of an Employee’s responsibility, consulting arrangements, or other commitments that interrupt the fulfillment of a person’s professional duties at USU. Procedure 545-PR3, “Conflicts of Commitment,” provides additional guidance concerning conflicts of commitment. See also USU Policy 377.

2.1.3 Foreign Talent Programs. Foreign talent programs can give rise to conflicts of interest and conflicts of commitment. Individuals who are interacting with any foreign talent program must disclose this engagement as set forth under this policy. Normally this disclosure will be made in connection with a disclosure of foreign interests as described in Procedure 545-PR1.

USU employees and other individuals that participate in the design, conduct or reporting of research (defined as Researchers herein) are prohibited from participating in a program that would meet the definition of Malign Foreign Talent Recruiting Programs (MFTRP) as defined in this policy, either during regular employment periods or during sabbatical periods.

2.2 Disclosures

2.2.1 Required Disclosures. To ensure proper evaluation, monitoring, and management of individual conflicts of interest Employees, Researchers, and Trustees must disclose certain financial, professional, or other personal considerations or interests. Such individuals must make these disclosures by completing and submitting a USU-approved conflict-of-interest disclosure form. Such disclosure forms include a series of questions designed to identify outside interests (including those of close relatives and household members) and may be delivered and collected through physical or electronic means. Disclosures will be collected, reviewed, and assessed for potential and actual conflicts of interest per the applicable procedures established by USU and in effect at the time of the review. For further information see Procedure 545-PR1, “Disclosing Outside Interests.” For information about USU’s practices for identifying outside interests that give rise to a conflict of interest that must be managed, see Procedure 545-PR2, “Outside Interest Assessment and Conflict of Interest Determinations.” Further information regarding the requirement to disclose foreign interests as required by federal agencies is available in the Research Integrity and Compliance Office’s Standard Operating Procedures and in Section 2.3, below.

2.2.2 Disclosure Schedule. Disclosures in keeping with Section 2.2.1 must be submitted by the following persons as follows:

- (1) Benefited Employees- upon hire, annually thereafter, and as prescribed in applicable procedures.
- (2) Researchers- upon hire or inclusion in an externally funded project, annually thereafter, and as prescribed in applicable procedures.

- (3) Employees who are not Benefited Employees and other Agents- as prescribed by applicable procedures.
- (4) Trustees- upon appointment, annually thereafter, and as prescribed in applicable governing documents.

Benefited Employees, Researchers, and Trustees must update and keep current their disclosures to include previously undisclosed outside interests as they arise. Interests that may prompt an updated disclosure include, for example, when (a) a person or a person's family member becomes involved in or purchases a business that has had or could have business dealings with USU; (b) an Employee is promoted to a new position or assumes new decision-making responsibilities at USU that conflict with outside interests; (c) an Employee's expected time at or obligations to work are affected by new outside interests; (d) circumstances relating to a person's responsibilities or influence are changed because of actions taken or decisions made by USU, its administrators, or other third parties; or (e) an Employee undertakes a consulting arrangement pursuant to Policy #377, "Consulting Service."

2.3 Managing Conflicts of Interest

Identified conflicts of interest must be either eliminated or otherwise appropriately evaluated, monitored, and managed. A conflict-of-interest management plan is a written document that outlines the allocation of responsibilities between (i) the person with the conflicting interest(s), their department, and their supervisor or (ii) a Trustee and USU as an institution. Conflict-of-interest management plans must be maintained and complied with until the identified conflict of interest no longer exists. Instructions to persons that will have responsibility for developing a conflict-of-interest management plan will be provided to the affected discloser, the responsible supervisor, the responsible department head or center director (if different from the supervisor) and the responsible dean or vice president, as set forth in 545-PR2, "Outside Interest Assessment and Conflict of Interest Determinations." USU prohibits certain activities and transactions where conflicts of interest are inherently unmanageable or prohibited by applicable state and federal law and other applicable USU policies or related procedures.

2.4 Non-compliance

2.4.1 Non-compliance for Employees. An Employee's failure to fulfill the applicable responsibilities set forth in Section 3.1 may result in a notation of such failure in performance reviews, removal or reassignment of job responsibilities, corrective and/or disciplinary action up to and including termination, and criminal or civil prosecution under applicable state or federal law.

2.4.2 Non-compliance for Researchers. A Researcher's failure to fulfill the responsibilities set forth in Section 3.2 may result in modification of awards, disclosures to awarding entities, exclusion from the performance of research, and/or other appropriate action warranted under an associated research contract, law, regulation, and/or policy.

2.4.3 Non-compliance for Trustees. A Trustee's failure to fulfill the responsibilities set forth in Section 3.6 may result in reporting the Trustee to the Governor's Office, other responsible administrative authorities, and/or criminal or civil prosecution under applicable state or federal law.

2.4.4 Non-compliance for Volunteers. A Volunteer's failure to fulfill the responsibilities set forth in Section 3.7 may result in dismissing the individual from a USU board, committee, or other volunteer service, and/or criminal or civil prosecution under applicable state or federal law.

2.5 Training

Training materials associated with this Policy and all related laws and regulations will be developed, maintained, and delivered to all Benefited Employees, Researchers, and Trustees. Appropriate training to other persons required to submit disclosures of outside interests will be provided periodically and will be based on the principles represented in this policy, and the regulations cited above.

545.3 RESPONSIBILITIES

3.1 Employees

Each Employee has a responsibility to identify and disclose outside interests that concern as required by this Policy (See Section 2.2) and applicable procedures. Designated Benefited Employees are responsible for participating in the annual conflict-of-interest disclosure process each fiscal year. When a conflict of interest is identified, the involved Employee must work with their assigned supervisor and department head or center director (if different from the direct supervisor) to eliminate the conflict of interest or develop and comply with a conflict-of-interest management plan. Employees and Agents are responsible for completing all USU-assigned training associated with this Policy. Trustees shall be trained in accordance with Board of Trustee governing documents.

3.2 Researchers

Researchers, whether Employees, students, Research Interns, or Volunteers, are responsible for complying with any conflict-of-interest associated requirements as designated by the relevant sponsor and for complying with applicable policies and procedures relating to conflicts of interest. For example, Researchers funded by the Public Health Service must follow the specific guidelines found in the FCOI Regulation, as implemented in the 2011 Final Rule for grants and cooperative agreements. For additional instructions see Research Integrity & Compliance Standard Operating Procedures.

The Office of Research will develop, use, and maintain appropriate procedures to regularly seek disclosures, assess potential conflicts, and deploy appropriate management planning governing Researchers. Disclosures relating to Employees participating in research where the potential conflicts lie outside of the responsibilities of the Vice President for Research will be transferred to and processed by the procedures generally applicable to Employees. Additionally, the Vice President for Research may publish and require training of Researchers relating to conflicts of interest and management of conflicts within the conduct of research.

3.3 Supervisors

Supervisors are responsible for ensuring that each person that reports to them: (a) completes assigned training; (b) if the person is a Benefited Employee designated to disclose outside interests, participates in the annual disclosure process; and (c) complies with any applicable conflict-of-interest management plan. Supervisors are also responsible for ensuring that a conflict-of-interest management plan is developed and implemented for all identified conflicts of interest involving employees that report to the supervisor. Supervisors shall coordinate as appropriate with responsible department heads and/or center directors, who must approve conflict-of-interest management plans.

3.4 Institutional Review Board

The Institutional Review Board ("IRB") is charged with the protection of participants in human research at USU. Under 45 CFR 46, the IRB is charged with screening for and approving any management plans associated with identified conflicts of interest related to human research. The IRB has the authority to require changes to or disapprove a conflict-of-interest management plan that they find insufficient to protect participants in research under the IRB's oversight. For more information, see Policy 584, Protection of Human Participants in Research.

3.5 Deans and Vice Presidents

Each USU dean and vice president is responsible for ensuring that their college or department complies with this Policy and with specific procedures, practices, reports, etc. that are required of their unit pursuant to federal or state law or applicable organizational or contractual requirements. For example, the Vice President for Research and the Deans are responsible for ensuring compliance with any requirements relating to conflicts of interest made by federal sponsors of research (e.g., National Institutes of Health, National Science Foundation, Department of Energy, etc.); the Vice President and Director of Athletics is responsible for ensuring compliance with athletic

conference and NCAA regulations relating to conflicts of interest; and the Vice President for Business and Finance is responsible for ensuring compliance with USU's Procurement Policy and related prohibitions and controls in state and federal laws.

3.6 Trustees

USU holds its Trustees responsible for identifying and disclosing their outside interests as required by this Policy (See Section 2.2), applicable procedures, and the Bylaws and organizational documents of the Board of Trustees. Trustees are required to participate in the annual conflict-of-interest disclosure process each fiscal year. When a conflict of interest is identified, the involved Trustee must work with Board leadership and USU's administrators to either eliminate the conflict of interest (e.g., through recusal) or to develop and comply with a conflict-of-interest management plan. Trustees are responsible for completing all USU-provided training associated with this Policy.

3.7 Conflict of Interest Oversight Committee

A Conflict of Interest Oversight Committee (the "Committee"), chaired by the Chief Compliance Officer or another Committee member as designated by the President, will oversee the implementation of this Policy. The Committee will comprise the following (or their designees): (1) the Chief Compliance Officer (2) the Vice President for Research, (3) the Provost, (4) the Vice President for Finance and Administrative Services, (5) the Chief Information Officer, (6) the SEA President, (7) the Faculty Senate President, and (8) the Chair- Elect of the Department Head Executive Committee. A representative from the Office of General Counsel will act in an ex-officio non-voting capacity to advise the Committee. Additional Committee members may be added at the discretion and invitation of the President.

In overseeing the implementation of this Policy, the Committee will (a) ensure that a disclosure and management portal and system and associated training materials are developed and kept current; (b) review training materials prior to release to the USU community; (c) review and approve procedures developed to support and implement this Policy; (d) provide guidance and direction to supervisors, department heads, center directors, deans, and vice presidents seeking assistance in fulfilling their responsibilities or addressing noncompliance pursuant to this Policy; (e) serve as a reviewing and management body regarding any conflicts of interest assigned to the Committee by the President or referred from a supervisor or the Chief Compliance Officer; and (f) establish and support subcommittees as needed to address conflicts requiring expertise in specific areas. A Subcommittee on Research may be established and chaired by the Vice President for Research (or their designee) to address conflicts of interest relating to research.

545.4 REFERENCES

- Utah Code 67-16, Utah Public Officers' and Employee's Ethics Act
- Utah Code 53B-7-106, Personal use expenditures for officers and employees of institutes of higher education
- Utah Code 76-8-402, Misusing public money or public property
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POLICY HISTORY

Original issue date: 2022/05/04

Last review date:

Next scheduled review date:

Previous revision dates: Modifications to include statutory requirements for Malign Foreign Talent Recruiting Programs, [insert date]
See retired USU Policy 307, last revised June 29, 2012

The Value of Higher Education

By: *Melanie Beagley, Public Policy Analyst, and Andrea Thomas Brandley, Senior Education Analyst*

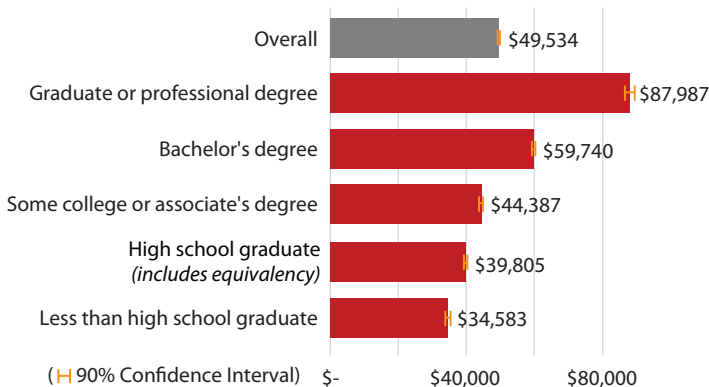
The Utah System of Higher Education includes eight degree-granting public colleges and universities.¹ The economic data make clear that Utahns who secure higher education degrees earn more income, secure greater employment opportunities, achieve greater upward mobility, participate less in public assistance programs, and garner a variety of other positive individual and societal benefits. Utah’s degree-granting institutions also train Utah’s workforce, generate significant economic contributions as major employers in the communities they serve, and create new discoveries that improve life quality.



Individuals with higher educational attainment enjoy greater incomes, economic stability, and life quality.

- **Increased earnings** – Median earnings rise with years of education attained while poverty rates and unemployment rates decline (Figures 1-3).
- **Better health outcomes** – Utahns with more years of education report higher rates of excellent, very good, or good health and higher rates of health care coverage (Figure 6-7).
- **Reduced disparities and higher economic mobility** – Students with a family member with a postgraduate degree are far more likely to complete postsecondary education (Figure 4). The share of individuals with family income higher than their parents is greater among those with a college degree (Figure 5).
- **Improved outlook** – Individuals with a postgraduate degree or certificate are happier, healthier, and more confident in their future (Figure 8).

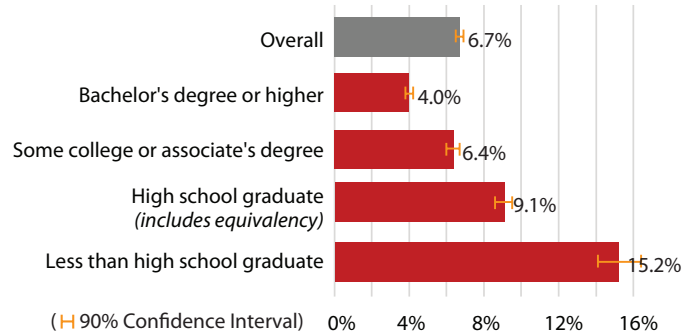
Figure 1: Utah Adult Median Earnings by Educational Attainment, 2022



Note: Data is reported for the population age 25+. Earnings are wages or salary from a job, or income from being self-employed. These are survey-based estimates subject to sample variation. Each estimate is shown with its 90% confidence interval. This interval represents a range of population values that are plausible in light of information in the sample, with a 90% degree of confidence. Reported values for groups with non-overlapping error bars are statistically different to the same degree of confidence.

Source: U.S. Census Bureau, 2022 5-Year American Community Survey estimates

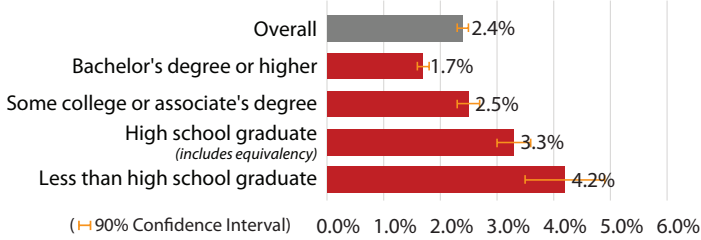
Figure 2: Utah Adult Poverty Rate by Educational Attainment, 2022



Note: Data is reported for the population age 25+. These are survey-based estimates subject to sample variation. Each estimate is shown with its 90% confidence interval. This interval represents a range of population values that are plausible in light of information in the sample, with a 90% degree of confidence. Reported values for groups with non-overlapping error bars are statistically different to the same degree of confidence.

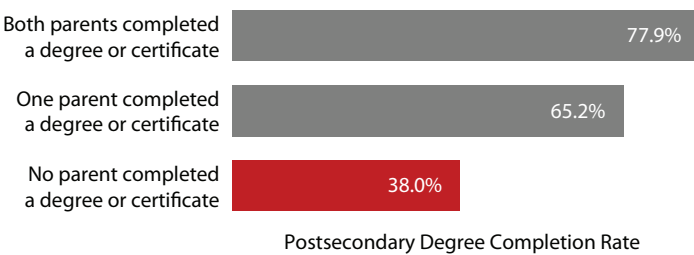
Source: U.S. Census Bureau, 2022 5-Year American Community Survey estimates

Figure 3: Utah Adult Unemployment Rate by Educational Attainment, 2022



Note: Data is reported for the population age 25-64. These are survey-based estimates subject to sample variation. Each estimate is shown with its 90% confidence interval. This interval represents a range of population values that are plausible in light of information in the sample, with a 90% degree of confidence. Reported values for groups with non-overlapping error bars are statistically different to the same degree of confidence. Source: U.S. Census Bureau, 2022 5-Year American Community Survey estimates

Figure 4: Utah Postgraduate Degree Completion by Family Educational Attainment, 2023



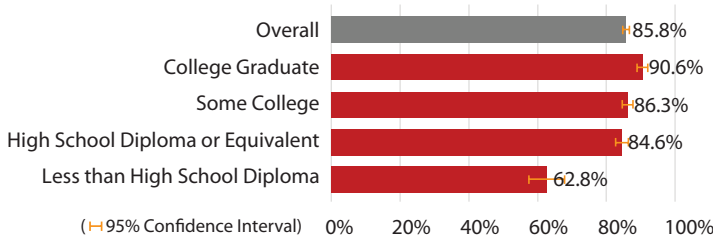
Note: Degree completion includes those who have received a certificate or associate's, bachelor's, or postgraduate degree. Degree noncompletion includes those who discontinued high school, earned a high school diploma/GED, or attended some college. Source: Cicero High Ed. (July 2023). Utah System of Higher Education Qualitative Benchmark Findings

Figure 5: U.S. Economic Mobility by Child's Education Level



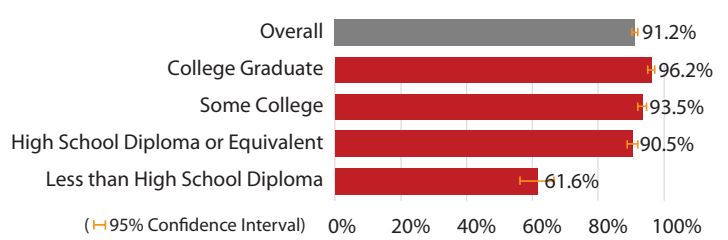
Note: Share of children with family income above their parents' family income. Parental generation of the 1960s and 1970s and their adult children. Source: Haskins, R. (2016). Education and Economic Mobility. Brookings Institute.

Figure 6: Share of Utah Adults Who Report Excellent, Very Good, or Good General Health by Educational Attainment, 2022



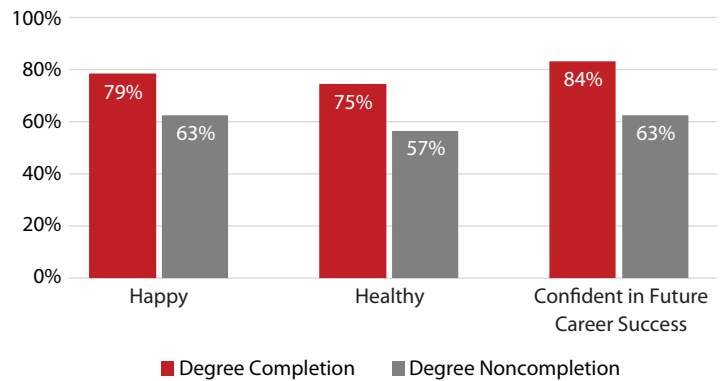
Notes: Age-adjusted. Respondents asked if they would say that their health is excellent, very good, good, fair or poor? These are estimates subject to variation. Each estimate is shown with its 95% confidence interval. This interval represents a range of population values that are plausible in light of information in the sample or population, with a 95% degree of confidence. Reported values for groups with non-overlapping error bars are statistically different to the same degree of confidence. Source: Behavioral Risk Factor Surveillance System, Office of Public Health Assessment, Center for Health Data and Informatics, Utah Department of Health and Human Services. Retrieved 18 January 2024 from the Utah Department of Health and Human Services, Indicator-Based Information System for Public Health web site: <http://ibis.health.utah.gov>

Figure 7: Share of Utah Adults with Health Care Coverage by Educational Attainment, 2022



Notes: Age-adjusted. Respondents asked if they have any kind of health care coverage, including health insurance, prepaid plans such as HMOs, or government plans such as Medicare? These are estimates subject to variation. Each estimate is shown with its 95% confidence interval. This interval represents a range of population values that are plausible in light of information in the sample or population, with a 95% degree of confidence. Reported values for groups with non-overlapping error bars are statistically different to the same degree of confidence. Source: Behavioral Risk Factor Surveillance System, Office of Public Health Assessment, Center for Health Data and Informatics, Utah Department of Health and Human Services. Retrieved 18 January 2024 from the Utah Department of Health and Human Services, Indicator-Based Information System for Public Health web site: <http://ibis.health.utah.gov>

Figure 8: Life Quality Metrics for Utah Adults by Educational Attainment, 2023



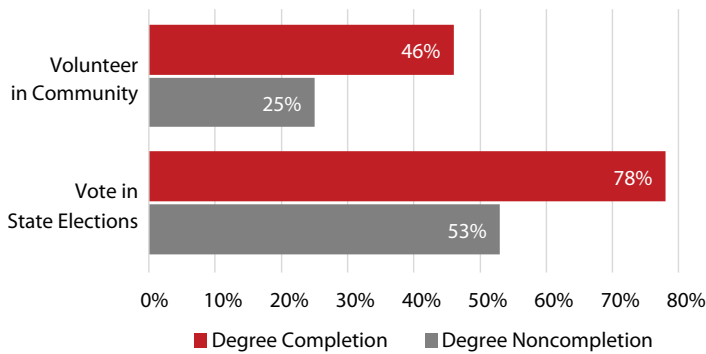
Note: Degree completion includes those who have received a certificate or associate's, bachelor's, or postgraduate degree. Degree noncompletion includes those who discontinued high school, earned a high school diploma/GED, or attended some college. Source: Cicero High Ed. (July 2023). Utah System of Higher Education Qualitative Benchmark Findings

2

Society derives valuable benefits from an educated citizenry.

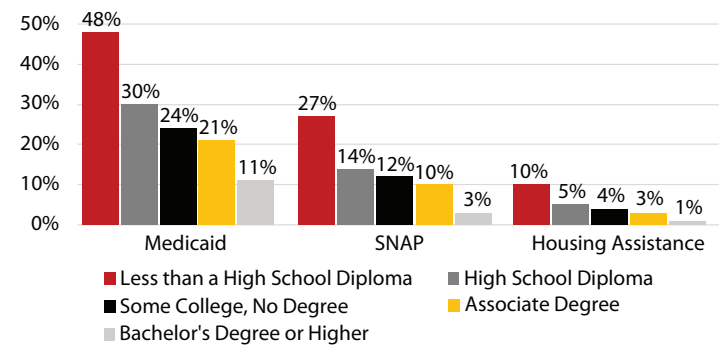
- **More civic engagement** – Individuals with more education are more involved in their community with higher volunteer rates and voter participation (Figures 9).²
- **Decreased reliance on public assistance** – As individuals receive more education, they rely less on public assistance (Figure 10). Several studies show postsecondary degree attainment significantly reduces the use of public assistance among Utahns, including one study that found nearly half of graduates with bachelor’s degrees that previously used SNAP never participated in SNAP again.^{3,4}
- **Return on investment** – It is estimated that every \$1 the state invests in public higher education returns \$3 in tax revenues from increased wages of Utah college and university graduates.⁵
- **Increased tax revenue** – Workers with a bachelor’s degree or higher pay 1.8 to 3.4 times more in taxes than high school graduates (Figure 11).

Figure 9: Utah Rates of Civic Engagement by Educational Attainment, 2023



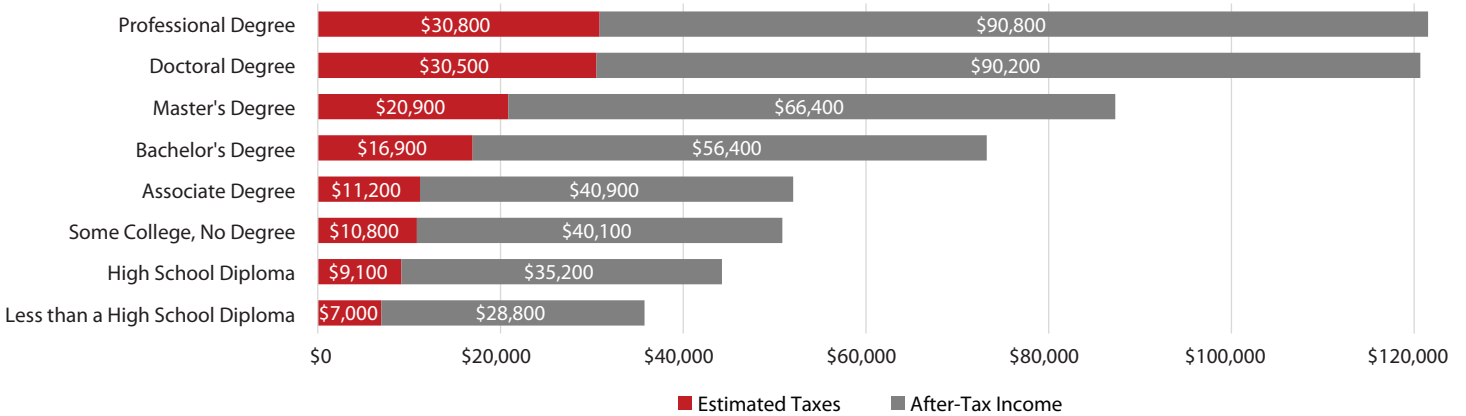
Note: Degree completion includes those who have received a certificate or associate’s, bachelor’s, or postgraduate degree. Degree noncompletion includes those who discontinued high school, earned a high school diploma/GED, or attended some college. Source: Cicero High Ed. (July 2023). Utah System of Higher Education Qualitative Benchmark Findings

Figure 10: U.S. Public Assistance Participation by Educational Attainment, 2021



Note: Share of U.S. adults 25+ living in households participating in various public assistance programs. Supplemental Nutrition Assistance Program (SNAP), also referred to as food stamps, provides food benefits to low-income families. Source: CollegeBoard report analysis of U.S. Census Bureau Current Population Survey data

Figure 11: Median Earnings and Tax Payments of Full-Time Year-Round U.S. Workers by Educational Attainment, 2021



Note: The bars show median earnings at each education level. The red segments represent the estimated average federal income, Social Security, Medicare, state and local income, sales, and property taxes paid at these income levels. The grey segments show after-tax earnings. Data is reported for the population age 25+. Source: U.S. Census Bureau, Income, Poverty, and Health Insurance in the United States, 2021, Table PINC-03; Internal Revenue Service, 2020; Wiehe et al., 2018; calculations by the authors. Retrieved from The CollegeBoard, Education Pays 2023, The Benefits of Higher Education for Individuals and Society.

3

Higher education benefits Utah's economy through job and business creation, workforce development, and innovation.

- **Major employer** – Utah’s public higher education system supported an estimated 130,000 jobs in 2023, making it one of the largest employers in the state (Table 1).
- **Substantial economic contribution** - Public higher education contributes \$11.3 billion in GDP to Utah's economy. Because of their research mission, Utah's R1 research universities (U of U and USU) generate 82.6% of this economic impact (Table 2).
- **Workforce development** – Approximately 203,000 students are enrolled in a USHE degree-granting institution as of Fall 2023, gaining knowledge and skills to prepare them to contribute to Utah’s workforce.⁶ These graduates will generate increased earnings, economic activity, and tax revenue.
- **Skilled workforce** – Utah’s employers consistently report skilled labor as one of their greatest needs. An estimated 71% of USHE graduates received high-yield degrees in 2022, filling critical Utah workforce needs (Figure 12).⁷
- **Research and innovation** – Utah’s research universities bring in outside research funding, fueling innovation and leading to the creation of new companies, high-impact innovation, and field-changing discoveries (Figure 13).
- **Education multiplier** - Education services in Utah have a relatively high economic multiplier of 2.1. That means every direct contribution related to education services multiplies within the economy over two times (Table 3).

Table 1: Public Higher Education's Estimated Economic Contributions to Utah's Economy, 2023

Economic Indicator	Direct Contribution	Total Contribution
Jobs	~70,000	~130,000
GDP	~\$5.3 billion	~\$11.3 billion
Total Output	~\$10.5 billion	~\$22.1 billion

Note: Estimates for USHE degree-granting institutions. Conservative estimates based on operating expenses.
Source: Kem C. Gardner Policy Institute using IMPLAN

Table 2: Public Higher Education Institutions' Estimated Economic Contributions to Utah's Economy, 2023

Institution Type	Direct Value Added (GDP)	Total Value Added (GDP)	% Total Value Added (GDP)
Research	~\$4.3 billion	~\$9.3 billion	82.6%
Regional	~\$0.7 billion	~\$1.4 billion	12.0%
Community College	~\$0.2 billion	~\$0.4 billion	3.5%
Technical College	~\$0.1 billion	~\$0.2 billion	1.9%
USHE total	~\$5.3 billion	~\$11.3 billion	100%

Note: Conservative estimates based on operating expenses. Direct USHE GDP estimates total \$5.3 billion. Direct USHE GDP includes labor income and excludes property, profit, income, and taxes. Labor income is a conservative, lower-bound, estimate of the direct contribution of USHE to state GDP.
Source: Kem C. Gardner Policy Institute using IMPLAN

Figure 12: Share of High-yield Degrees Awarded to USHE Graduates, 2022

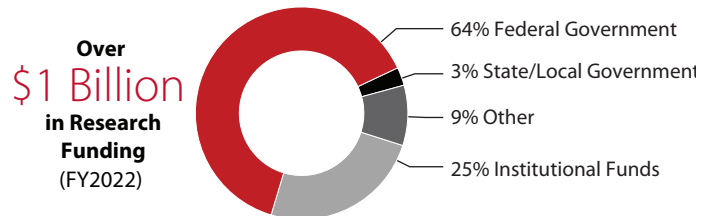


Note: High-yield degrees are degrees or awards that map to high-wage/high-demand jobs as defined by the Utah Department of Workforce Services' biennial four-and-five-star jobs publication. By formula, increases in High-yield graduates will be captured as the count of High-yield graduates relative to all graduates in the 2022 base year plus new High-yield graduates.
Source: Utah System of Higher Education

Endnotes

1. The Utah System of Higher Education also includes eight technical colleges, which enrolled 34,616 students during the 2022-23 school year.
2. Cicero High Ed. (July 2023). Utah System of Higher Education Qualitative Benchmark Findings.
3. Britnee Johnston. (2020). The Relationship between Educational Attainment and Reliance on Government Assistance Among Utahns. Utah Data Research Center.
4. Ari Fenn. (2022). Public Assistance Usage and Higher Education. Utah Data Research Center.

Figure 13: Research Funding for Utah Public Higher Education Institutions by Source of Funding, FY2022



Note: Federal government includes agencies such as the Department of Health and Human Services (under which the National Institutes of Health funding is counted), the Department of Defense, the National Aeronautics and Space Administration, the Department of Energy, the National Science Foundation, and the Department of Agriculture. Other includes business, nonprofit organizations, and all other sources. Utah public higher education institutions reporting research funding include the University of Utah, Utah State University, Utah Valley University, Southern Utah University, and Weber State University.
Source: National Center for Science and Engineering Statistics, Higher Education Research and Development Survey (FY 2022)

Table 3: Education Multiplier Compared to Other Selected Industries in Utah, 2023

Industry	Multiplier
Construction	2.3
Hospitals	2.2
Professional and technical services	2.1
Educational services	2.1
Motor vehicle manufacturing	2.0
Air transportation	2.0
Motion picture and sound recording	1.8
Oil and gas extraction	1.8
Real estate	1.6

Source: RIMS Type II Output Multiplier

5. Curtin, J. & Palica, M., (2018 January). Return on Investment of USHE Graduates: Individual and State benefits of Postsecondary Education. USHE. <https://ushe.edu/wp-content/uploads/2018/01/2018-1-ROI-of-College-Joe-Curtin-Mike-Palica.pdf>
6. USHE.
7. USHE. Finance & Facilities. Performance Funding, 2022.