



USU Board of Trustees Regular Meeting

May 1, 2024, 1:00 PM to 3:00 PM

Logan campus-University Inn, Sonne Board Room and via Zoom:

<https://usu-edu.zoom.us/j/86883870601?pwd=SzFtbCtJS2NtVnQ5YXBEQWluWDJ6UT09>

Agenda

- 1. Welcome** 1:00 PM
Presenter: Chair Jacey Skinner
- 2. Recognition and Commendation of Appreciation for USUSA President** 1:05 PM
Trustee Abraham Rodriguez
Presenter: Chair Jacey Skinner
- 3. Oath of Office for New Trustee Matthew Richey** 1:15 PM
- 4. Committee Reports**
 - 4.1. Executive Committee** 1:20 PM
Presenter: Chair Jacey Skinner
 - 4.2. Research and Academic Approval Committee** 1:30 PM
Presenter: Trustee Kacie Malouf
- 5. President's Report** 1:35 PM
Presenter: President Elizabeth R. Cantwell
- 6. Information: Investiture Re-cap Video** 1:55 PM
Presenter: Chair Jacey Skinner
UST story: <https://www.usu.edu/today/story/tradition-innovation-combine-as-themes-during-investiture-of-usu-pres-cantwell&preview>
- 7. Consent Agenda** 2:00 PM
 - 7.1. Approve: March 8, 2024, Board of Trustees Regular Meeting Minutes**
 - 7.2. Approve: April 5, 2024, Board of Trustees Regular Meeting Minutes**
 - 7.3. Approve: Tenure for Christopher R. Smith, Department Head, Biology**
 - 7.4. Approve: (AMENDED) USU Policy 105: Councils, Committees, and Boards**
 - 7.5. Approve: Proposal to Add Academic Center**
 - 7.5.1. Center for Translation and Interpretation Studies in the College of Humanities and Social Sciences**
 - 7.6. Approve: Proposals to Offer For-Credit Certificates**

- 7.6.1.** Didactic Program in Dietetics Post-Baccalaureate Certificate in the College of Agriculture and Applied Sciences
- 7.6.2.** Dual Language Immersion Institutional Certificate of Proficiency in the Emma Eccles Jones College of Education and Human Services
- 7.6.3.** Brain and Learning Certificate of Proficiency in the Emma Eccles Jones College of Education and Human Services
- 7.6.4.** Mind-Body Wellness Certificate of Proficiency in the Emma Eccles Jones College of Education and Human Services
- 7.6.5.** Infant Toddler Early Intervention Certificate of Proficiency in the Emma Eccles Jones College of Education and Human Services
- 7.6.6.** School Leadership Post-Masters Certificate in the Emma Eccles Jones College of Education and Human Services
- 7.6.7.** Environmental Equity Post-Baccalaureate Certificate in the College of Humanities and Social Sciences
- 7.6.8.** Health Equity Post-Baccalaureate Certificate in the College of Humanities and Social Sciences
- 7.6.9.** Machine Learning and Artificial Intelligence Post-Baccalaureate Certificate in the College of Science
- 7.6.10.** Applied Remote Sensing and Geospatial Artificial Intelligence Post-Baccalaureate Certificate in the S. J. & Jessie E. Quinney College of Natural Resources
- 7.7.** Approve: Proposal to Discontinue Degree Program
 - 7.7.1.** Elementary Education General Studies Bachelor of Art and Bachelor of Science Degrees in the Emma Eccles Jones College of Education and Human Services
- 7.8.** Approve: Proposals to Offer Minors
 - 7.8.1.** Air Traffic Control Minor in the College of Agriculture and Applied Sciences
 - 7.8.2.** Forensic Testimony Minor in the College of Humanities and Social Sciences
 - 7.8.3.** Data Literacy Minor in the College of Science
 - 7.8.4.** Consumer Psychology Minor in the Jon M. Huntsman School of Business
- 7.9.** Approve: Proposal for New Programs
 - 7.9.1.** Ranch Economics and Management Bachelor of Science with Emphases in the College of Agriculture and Applied Sciences
 - 7.9.2.** Associate of Science Degree in Special Education in the Emma Eccles Jones College of Education and Human Services
- 7.10.** Approve: Department Restructure and/or Name Change
 - 7.10.1.** Change the Department Name from Sociology and Anthropology to Department of Sociology, Anthropology and Criminal Justice in the College of Humanities and Social Sciences
 - 7.10.2.** Restructure the Data Science Master of Science and Jointly House It within Two Departments in the College of Science

7.10.3. Restructure the Masters of Natural Resources MNR in the S. J. & Jessie E. Quinney College of Natural Resources

8. Action Agenda

8.1. Ratify:(NEW) USU Policy 541: Free Expression and Assembly 2:05 PM

Presenter: Vice President Mica McKinney

8.2. Approve: Report of Investments 2:15 PM

Presenters: Trustee Clark Whitworth, Vice President Dave Cowley

8.2.1. December 2023

8.2.2. January 2024

9. Closed Session 2:25 PM

10. Information Agenda

10.1. (NEW) USU Policy 521: Providing Meaningful Communication with Persons with Limited English Proficiency

10.2. (NEW) USU Policy 542: Disclosure of University Records

10.3. (NEW) USU Policy 543: Trespass

10.4. Update: Career Academy of Utah

11. Upcoming: USU Board Member Workshop

Friday, June 21, 2024, 8:00am-12:00pm, Huntsman Corporation Headquarters, 500 Huntsman Way, Salt Lake City (breakfast and lunch provided)

12. Adjourn

OATH OF OFFICE

STATE OF UTAH

*I, Matthew Richey, 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.*

Matthew Richey
USU Board of Trustees

*State of Utah,
County of Cache*

Subscribed and sworn to before me this 1st day of May 2024.

Tiffany Allison
Notary Public



President's Report

May 2024

Message from USU President Betsy Cantwell

Dear Members of the Board,

I want to express my personal thanks to each of you for the incredible support you have shown over the last several weeks. Your attendance and participation at the April 12 Investiture, as well as your dedication to attend our statewide campus commencements, not to mention the Logan commencement is truly remarkable – thank you!

As we gear up for May, a month packed with fresh beginnings, I wanted to take a moment to touch base with all of you. It's that time of year when we celebrate the achievements of our graduating students and feel the energy of renewal pulsating through our campus.

These graduation ceremonies aren't just about handing out diplomas; they're a testament to the hard work and dedication of our students, faculty, and staff. They remind us why we're all here – to foster growth, inspire greatness, and make a real impact in the lives of those we serve.

So, as we bid farewell to one academic year and prepare to welcome the next, let's carry that sense of purpose and excitement forward. As a university community, we continue to aspire to push boundaries, innovate, and strive for excellence in everything we do.

Here's to a fantastic May and all the promise it holds for our university community!



ACADEMIC ENTERPRISE

Congratulations are in order! Seventy-eight (78) USU faculty were awarded tenure and promotion in this year's review cycle. The tenure and promotion process is a thorough and intense endeavor, involving many individuals who evaluate candidate materials and make independent judgements on the quality and excellence of their performance record. The Trustees gave their consideration and final approval of candidates on April 5.

All colleges and the library have contributed ~80 proposed micro-credentials to the provost office in response to an RFP. Micro-credentials will provide exciting options for students to acquire marketable skills in wide disciplines in a credentialed fashion. Micro-credentials have become very popular in higher education today as they are useful in addressing workforce needs and making students more competitive for employment. The provost's office is preparing to develop a centralized micro-credential system for easy access to students.

The annual faculty awards ceremony was held on March 27. This event recognizes outstanding faculty achievement in teaching, research, service, and outreach. Some of the awards are given on an annual basis but two of the awards are lifetime in nature; the Cazier Professor Lifetime Achievement Award (winner – Steve Scheiner, Chemistry & Biochemistry) and the D. Wynne Thorne Career Research Award (winner-Rose Qingyang Hu, Electrical & Computer Engineering). A full list of faculty award winners can be found at <https://www.usu.edu/awards/faculty/ceremony>.

A task force led by Vice President and Chief of Staff Kerri Davidson and Dean Linda Nagel was charged with studying and recommending new organizational structures for the provost office in ways that integrate some units and responsibilities formerly in EVP Wagner's portfolio. The group completed its work and has forwarded a report to the president and provost for consideration.

AGGIE ATHLETICS ENTERPRISE

Thriving within the Mountain West Conference, Aggie Athletics shines brightly, showcasing exceptional performance and dominance.



- Utah State clinched the Mountain West regular season title with a 4-0 win at San Diego State to conclude its regular season last weekend.
- 2023-24 Athletics seasons has produced four Mountain West Championships (Women's Soccer, Women's Volleyball, Men's Basketball and Men's Tennis). This is the highest since 2012 in which the Aggie's achieved five.
- Our Men and Women's varsity programs earned a combined 3.38 cum GPA this past fall semester. Falling just short of tying our program high of 3.39 in the SP23 semester.
- The 3.38 cum GPA represents the 43-consecutive semester that our Men and Women programs have reached a 3.0 or higher cum GPA.
- 77% (295 out of 383) of our SA's earned a 3.0 or Higher cum GPA in Fall 23.
- ...while 51 student-athletes earned Dean's List (Honor Roll) An academic honor roll recognizing students who have achieved at least a 3.500 GPA in 15 or more graded credits.
- 245 represents the total number of our USU athletics Whitesides scholar-athlete award winners for the 2023-24 academic year.

BUSINESS & FINANCE

I am pleased to provide a variety of updates from USU's Business & Finance team. Our USU facilities under construction are progressing well:

EVR/ASPIRE - Method with Gramoll Construction is scheduled for Summer 2024

Mehdi Heravi Global Teaching and Learning Center (Figure 1.) - Method Studio and R&O Construction scheduled for Fall 2024 completion

NEHMA Art Research Center - Sparano + Mooney Architecture with Spindler Construction is scheduled for completion by December 2024

Gardner Learning & Leadership Building - MHTN Architecture with Jacobsen Construction is scheduled to be completed by Spring 2025



Figure 1. Mehdi Heravi Global Teaching & Learning Center

South Campus Residence Hall (Figure 2.) - MHTN Architecture with Jacobsen Construction projected to finish Summer 2025

South Campus Parking Terrace (Figure 2.) - MHTN Architecture with Jacobsen Construction is scheduled for Summer 2025 completion date

Monument Valley - AJC Architects and Big-D Construction; Groundbreaking scheduled for August 2, 2024 and completion scheduled for Winter 2025

College of Veterinary Medicine Building - VCBO Architecture and Jacobsen Construction; Groundbreaking scheduled for May 31, 2024 with completion projected in Summer 2026



Figure 2. South Campus Construction

Human Resources

- The 29th Annual Employee Recognition Luncheon was held on Monday, March 18, where 319 employees were honored for their years of service at USU, including 11 employees with 35 years of service, 2 employees with 40 years of service, and 3 employees with 45 years of service!
- USU has completed a Request for Proposal (RFP) and selected The Standard as USU's new carrier for life insurance, short-term disability, and long-term disability, replacing the Hartford, effective July 1, 2024.
- Human Resources participated in Design Sessions led by the Chief of Staff and Dean of the College of Natural Resources focused on redefining and restructuring the Academic Enterprise.

Information Technology

- IT is launching a comprehensive computer security program to ensure all university owned employee computers are actively and electronically managed and secured. Pilots are in progress, with production deployments beginning in May.
- The annual cybersecurity training requirement for all employees will focus on social engineering threats and safe internet practices, including VPN and the new secure computer management program.

Auxiliaries

- Beginning mid-May, students on the Logan campus will be able to use their mobile devices in place of their USU ID card. After downloading an app, students can use mobile devices for access to various services on campus including their on-campus residence, dining locations, campus recreation facilities, library services, athletic events, campus entertainment events and more.

EXTENSION

USU Extension provides research-based programs and resources with the goal of improving the lives of individuals, families and communities throughout the state of Utah.

- 160 Extension faculty and staff attended USU Extension's annual conference in Logan in March.
- 68 4-H faculty, program coordinators and staff attended 4-H In-Service training in Richfield in April.
- 574 registrants from 25 U.S. states and territories viewed presentations over a 3-day period of the 12th annual Urban and Small Farms Conference held virtually February 20-22. Presentations were taught by 18 USU Extension faculty. 2,359 people have viewed the recorded presentations online.

- A Beginning Sheep Producer workshop in Monument Valley was held on April 11. There were 6 presenters, 32 people in attendance, and 38 Dineh (Navajo residents) were involved. Some participants traveled as far as 170 miles to attend the event.
- 120 attendees in Logan, Ephraim, and Cedar City attended workshops, a 2-day Lambing and Kidding Workshop which included classroom and hands on instruction. 99% of all attendee's plan on taking the information we provided during our workshops and implementing it on their operation.
- 440 people attended the 46th UT/AZ Range Livestock Workshop & Tour hosted by USU Extension held the last week of March. More than 40% of attendees were livestock producers and combined own 7,500 head of cattle. There were also 30 vendor sponsors.
- The Utah Woman and Leadership program established A Bolder Way Forward County Coalitions with leaders in 5 counties, released 24 data visualizations (dashboards), released 13 research reports, and released 15 podcast episodes.
- USU Extension had a federal Civil Rights Compliance Review, results are pending.
- 10 new online courses include two in Spanish and seven quick lessons for the Utah Marriage Commission.
- ~25,000 members in Extension's Utah's Gardening Experts Facebook group since it started in 2019.
- The Empowering Financial Wellness team held the 4th Annual Extension-wide personal finance book club on "The Latte Factor" by David Bach.
- Create Better Health had a booth at a CTE event at Provo in April and visited with 365 students about NourishEd.
- 58 people attended two respiratory safety events for pesticide training including three UDAF inspectors. They gained essential knowledge and left the training with a better understanding of respiratory safety.
- 17 press releases or news stories published and provided to the media from mid February-April.
- 24 new Extension publications published to Digital Commons from mid February-April.
- 26 new Extension YouTube videos published from mid February-April.
- 23 of the 29 counties are teaching Master Gardener programs this spring.
- Best of State Awards 2024
 - Community Education: USU Extension: Be Epic, Escape the Vape Program
 - Curriculum Development: USU Extension Hidden Gems Guides
 - Finance Education: USU Extension Personal Finance Program

Extension has several exciting upcoming events in the near future:

- May 7, 14, 21, 28 and June 4 - Preserve the Harvest virtual course
- May 10 - Remote Workforce Summit in Richfield
- Now-May 5 – Swaner EcoCenter Snow exhibit
- June 24-27 - National Agriculture in the Classroom Conference in Salt Lake City hosted by USU Extension's Ag in the Classroom team
- October 22-25 - National Extension Disaster Education Network (EDEN) Conference in Salt Lake City hosted by USU Extension

GOVERNMENT & EXTERNAL AFFAIRS

April 3rd USU Legislative Appreciation Dinner

Following a successful legislative session, Utah State University President Elizabeth Cantwell and Vice President for Government & External Relations, Devin Wiser, welcomed state legislators to show appreciation for their service in the state legislature and their support of Utah State University. The event featured the USU band, the Scotsman, Big Blue and Aggie Ice Cream!



March 21st Pathways to Public Service with former Utah Speaker Brad Wilson & Freddy Ortiz

Brad Wilson, who served in the Utah House of Representatives 2010-2023, and Freddy Ortiz, a USU graduate in Philosophy and International Relations, as well as a former intern in Washington, D.C., joined students for an informal discussion and shared their journey to public service and the benefits of state and federal internships.



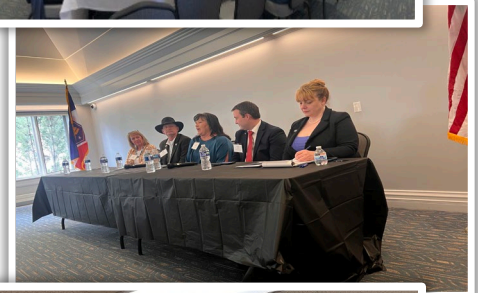
March 27th Pathways to Public Service with Utah Commissioner of Public Safety, Jess L. Anderson

Commissioner Anderson joined students and faculty to share his path to public service and discussed how law enforcement and public policy work together to make Utah a safer place for everyone.



April 8th Pathways to Public Service in Agriculture

Key representatives of agriculture in Utah participated in a panel discussion on how public policy and agriculture are interdependent on each other. The panel featured Utah Representative Scott Chew and wife Tami Chew, Tammy Pearson, Beaver County Commissioner, and Terry Camp, Vice President of Public Policy for Utah Farm Bureau and was moderated by Dr. Jennifer Seelig, Director of the USU Institute of Government and Politics.



April 8th Student Roundtable with U.S. Congressman, Blake Moore

Congressman Moore provided the opportunity for a select number of USU students to join him at a roundtable event. The students were invited to share concerns and discuss issues that matter to them.

April 10th Utah Legislative Networking Event

USU students, including former and prospective interns, attended an afternoon of networking and panel discussions to gain insight into working for the Utah State Legislature and how to leverage academic and internship experiences when looking for potential job opportunities.



MARKETING & STRATEGIC COMMUNICATIONS:

UMAC has been highly engaged in many recent activities. Details and hyperlinked articles follow below:

Presidential Investiture

UST Story: [Tradition, Innovation Combine as Themes During Investiture of USU Pres. Cantwell](#)

Social Media: 84 posts across all platforms with 207,457 impressions and 5,107 engagement

Video: [A University for All](#) – new USU impact video and [President's Choice](#), is the newest addition to Aggie Ice Cream's catalog of flavors

USU Social Media

Women History Month Campaign (8 colleges featured, 23 post, Impressions 235,681 Engagement 17k)

Tik Tok: 2 Viral Tik Tok Posts with 100k views and Began utilizing UST video content as Tik Tok videos – [Bee Silk](#)

Tik Tok Video

Spring Break Campaign (Impressions 57k Engagement 3k)

In the Media

Most viewed stories in Utah State Today:

[USU President Cantwell Investiture to Take Place April 12](#)

[USU Announces 2024 Faculty Awards Honorees](#)

[Agar Art: USU Microbiology Scholars Flex Their Creativity While Honing Essential Laboratory Skills](#)

Top news stories for March-to date:

[Heat Wavers are Moving Slower and Staying Longer, Study Finds](#)

[Study Links Microplastics in Arteries to Huge Increase in Heart Disease and Death](#)

[Native American Pow-wow Returns to Utah State After Long Break](#)

[Utah State Researcher Conducts News Study for Early Dementia Detection](#)

President's opinion piece: [Why a College Education is Not a Waste of Time](#) | *Deseret News* | Elizabeth Cantwell and Taylor Randall | Apr. 3, 2024

Utah State Magazine

Spring 2024 issue theme is Mental Health and includes highlights on the Sorenson Center, Extension outreach for ranchers and farmers, and former student-athlete Charlie Hawkins (likely to make the Olympics this summer).

Podcast Episode 3: [Women's Leadership and Social Change in Utah](#) with Susan Madsen

President Podcast Display Campaign 44k Impressions; 485 clicks

Brand Con 2024 - May 14 & May 15

Combined this year with IT's Web Con

Extended to two days for more information/learning opportunities

<https://www.usu.edu/brand/aggie-brand-con/sessions>

Keynote speaker: Adam Morgan <https://www.usu.edu/brand/aggie-brand-con/speakers#morgan-adam>

Community Engagement

USU will co-host the third annual Northern Utah Conference to End Violence: A Call for Collaborative Leadership.

The conference is free and open to the public, and Trustees are encouraged to attend. President Cantwell will open the conference. Please register at nucev.usu.edu.

Advertising Update

March Madness Aggie Impact online display ad campaign: 38,952 impressions, 381 clicks

Aggie men's basketball Aggie Impact advertising during MWC and NCAA tournament: CBS/KUTV, TBS, TNT, and CBS Sports Network ran 20 :30 ads generating 212,000 impressions
Utah High School boys and girls basketball state playoffs on KUTV, KJZZ and KMYU: ran 31 :30 ads generating 78,000 impressions

Licensing

11 new retailers added – 10 online, 1 online and physical (Albion in SLC)
Total Sales for FY23/24 are currently at \$1.24M (1% increase – year end is June 30)
Our royalty rate increased from 12% to 14% as of April 1, 2024

Commencement – please use this hashtag [#USUGrad24](#) if you post to your personal social media

RESEARCH ENTERPRISE

1) USU was celebrated during its Research Week - April 8-12, 2024 with the D. Wynne Thorne lecture presented by Professor David Tarboton, Department of Civil and Environmental Engineering, Director of the Utah Water Research Laboratory and Student Research Symposium (SRS) – April 9-10, 2024 featuring:

- Total presentations: 390 (up 15% over 2023)
- Total student presenters: 361 (up 11% over 2023)
- Total volunteers: 88 (students, staff, faculty)

2) USU Faculty Recognition & Awards Ceremony – March 27, 2024 to recognize faculty excellence in research, teaching, and service.

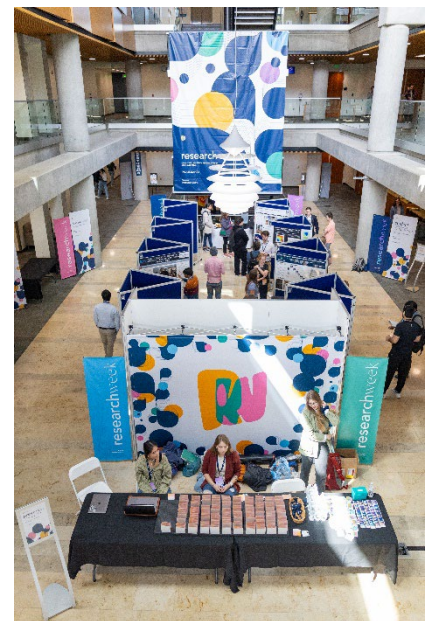
Improving Office of Research Operations:

3) Modernizing USU Office of Research Jobs: We continue to modernize job descriptions and salary scales within the Office of Research to put in place opportunities for employee growth and advancement. This is essential for employee retention in a highly competitive environment.

4) Enhancing the Employee Experience and Improving Workflows: With a workforce within the Office of Research that is getting younger and less experienced, we are prioritizing developing better onboarding processes and incorporating more advanced technology tools to streamline workflows. This includes the increased use of tools such as Quali Build and Airtable to improve USU research processes.

5) Environmentally Responsible Facility Management: The Office of Research oversees the operations and maintenance of two research buildings on the innovation campus. One of these buildings (Bioinnovations; 650) was identified by the City of North Logan in 2021 as using extensive amounts of water. Working collaboratively with USU Facilities, over a three-year period with strategic improvements in infrastructure and management we have reduced water usage by ~70% while maintaining full operations.

6) Compliance: Addressing Foreign Influence Requirements: A major concern at the Federal level is foreign influence on federally funded research. This semester the Office of Research led efforts to update USU Policy 545: Individual Conflicts of Interest to incorporate language indicating that USU faculty cannot participate in foreign talent programs as defined here.



7) Partnering to Enhance USU Competitiveness: In Spring 2024 the Office of Research entered a new partnership (InterFACE) with peer institutions (Montana State, Idaho State, University of Nebraska - Lincoln, University of Nevada-Reno) to support a NIH proposal (RO1) training academy. Through this academy, the enrolled faculty are receiving expert training from professionals with strong knowledge of NIH funding. The USU faculty are also interfacing with peers from the other universities in the training activities, which has the potential to lead to new collaborations.

8) Faculty Engagement – Professional Development: VPR Lisa M. Berreau and EEJCEHS Professors Jodie Clarke-Midura and Jessica Shumway attended the Oak Ridge Associated Universities (ORAU) annual meeting on March 4 and 5, 2024. Theme: Redefining the Next Generation STEM Enterprise. Each year the Office of Research supports at least one faculty member to travel with the VPR to this meeting.

USU ADVANCEMENT

The USU Advancement team continues to outperform in many ways, creating great value for Utah State.

Stewardship & Donor Engagement

Newly created Old Main Society board will hold its first meeting on Friday, April 19.

Board members are: Janet Broadbent, Steve Broadbent, Mary Heers, Sheryl Kimball, Katie Lish, Annette Thomas, Lane Thomas, and Bret Wursten

Advancement Marketing & Communication

Social Media Highlights:

Alumni social media channels in March had **97,661 total engagements** (2,063% increase over last year's March total), **3,356,599 total impressions** (2,976% increase over last year's March total) and added **1,1102 new followers** (892% increase over last year's March total) thanks to one of our videos going viral.

Aggie Impact giving stories:

- <https://www.usu.edu/advancement/stories/university-wide/a-decade-deferred-leads-to-degrees-completed-thanks-to-scholarships>
- <https://www.usu.edu/advancement/stories/chass/a-global-perspective-shapes-journey-of-self-discovery-for-usu-student>
- <https://www.usu.edu/advancement/stories/usu-online/planting-ideas>
- <https://www.usu.edu/advancement/stories/science/from-science-grad-to-air-force-captain>

Proposals:

- Outdoor Product Design and Development Program Endowment Proposal for Patagonia
- Craig Jessop Endowed Chair Proposal for LDS Church
- VetMed Scholarship Endowment Proposal for Marriner Eccles Foundation
- College of Education and Human Services Scholarship, Program and Facility Renovation Proposal for Debra Burton

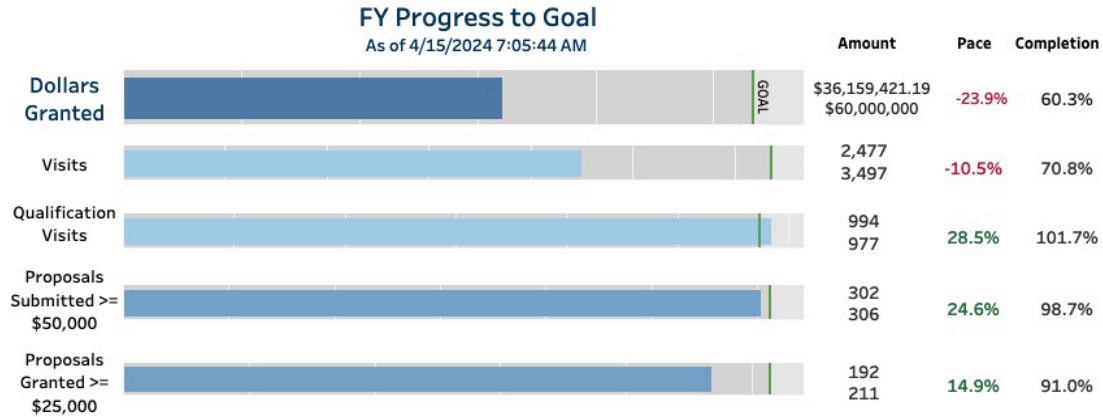
Alumni Engagement

Alumni Engagement will be hosting a Fireside Chat with Dr. Mehdi Heravi '63 & '64 at the Cosmos Club in Washington, DC on Tuesday, April 23. Expected attendance is 50-60 alumni, donors and friends.

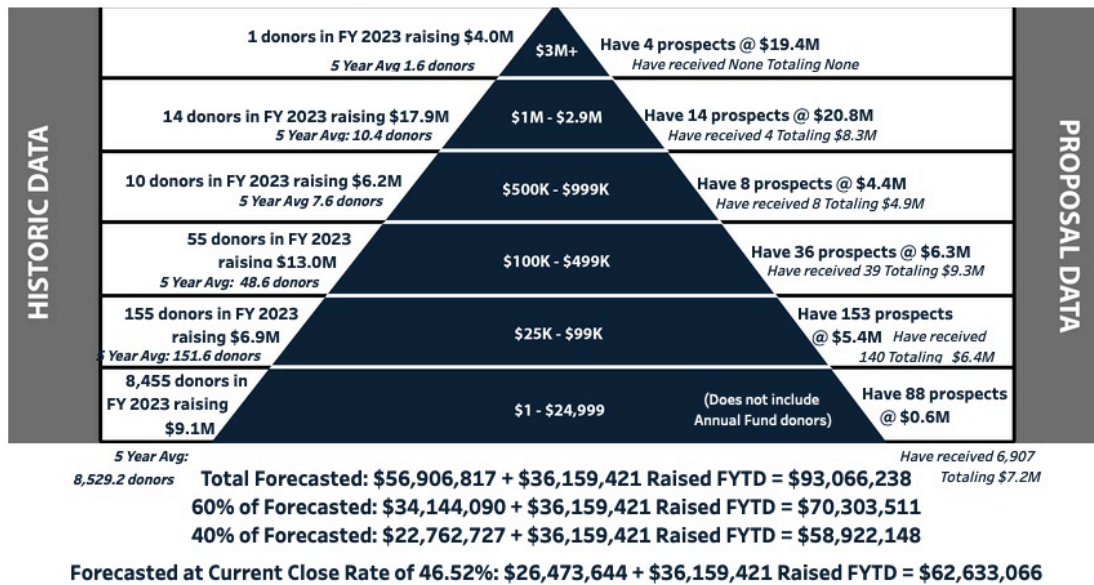
Upcoming summer events include:

- July 7 – Aggie Day with the Bees
- August 9 – Aggie Day at Lagoon

Fundraising Progress as of April 15, 2024



\$60M GOAL JUSTIFICATION FY24



Conclusion

Finally, as this academic year comes to an end, I look forward to several strategic meetings with my Executive Team and the Deans over the next few months as we hone in on our strategic direction and map student success pathways to 2030 and beyond - to innovate and advance our statewide institution – and fulfill our mission as a national service university.

Elizabeth R. Cantwell
President, Utah State University



USU Board of Trustees Regular Meeting Minutes

March 8, 2024 at 1:15 PM MST

USU - Logan campus, University Inn, Sonne Board Room

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

Attendance

Trustees present:

Kent K. Alder
John Y. Ferry
Gina Gagon
David H. Huntsman
Heather Mason (remote)

David A. Petersen
Abraham Rodriguez
Jacey Skinner
Clark Whitworth

University Representatives present:

Jeff Aird
Jodi Bailey
Lisa Berreau
Janalyn Brown
Elizabeth Cantwell
Dave Cowley
Kerri Davidson
Alison Fabricius
David Forbush
Jared Gerreau
Nancy Hanks
Kent Harris
Maureen Hearn

Jane Irungu
Mica McKinney
John O'Neil
Eric Olsen
Bill Plate
Diana Sabau
Al Smith
Larry Smith
Brian Steed
James Taylor (remote)
Ken White
Matt White
Devin Wiser

Other Guests present:

John Cox
Brian Shuppy

1. Welcome -Chair Jacey Skinner

Welcomed all attendees. Excused Trustees White and Malouf. Trustee yearly parking passes were distributed with meeting packets.

2. Introduction of Kerri Davidson and John O'Neil – President Elizabeth Cantwell

President Cantwell introduced two new vice presidents, Kerri Davidson, Vice President for Institutional Affairs and Chief of Staff and John O'Neil, Vice President for Operational Strategy and Special Advisor to the President. Each

come to Utah State with years of experience in enabling significant change and will help to move the President's vision and goals forward.

3. President Cantwell's Investiture – Vice President Kerri Davidson

The upcoming April 12 investiture is in the final stages of planning. The investiture will be held in the Newell and Jean Daines Concert Hall and will be a celebration of Utah State University as well as the entire state of Utah. All are invited and encouraged to attend.

4. USU Commencement – Secretary Janalyn Brown

Schedules are listed here:

[Logan | Commencement | USU](#)
[Statewide | Commencement | USU](#)

All trustees were given an invitation to all upcoming USU commencement events and asked to RSVP to Janalyn directly or via printed QR code. New regalia has been ordered and the hope is it will be received before the April 12 investiture ceremony. Trustees are encouraged to attend as many statewide commencements events as possible.

5. Student Recognition – Trustee Abraham Rodriguez

Trustee Rodriguez introduced USU student TaMariah Jenkins and read a resolution of commendation. Photos were taken with Trustee Rodriguez, Chair Skinner, President Cantwell and Jenkins.

6. Oath of Office

Four trustees were reappointed to the board. Each of their oaths of office were administered by notary Tiffany Allison.

- 6.1. Trustee Jacey Skinner
- 6.2. Trustee Gina Gagon
- 6.3. Trustee David Huntsman
- 6.4. Trustee David Petersen

7. Committee Reports

7.1. Executive – Committee Chair Jacey Skinner

Chair Skinner reported Trustees Huntsman and Whitworth were added to the Utah State University Investment Advisory Committee.

7.2. Audit, Risk & Compliance – Committee Chair David A. Petersen

Committee Chair Petersen shared written committee report.

7.3. Research & Academic Approval – Committee Chair Kacie Malouf

Trustee Rodriguez gave the committee report in Trustee Malouf's absence. He discussed the addition of a new engineering technology degree. USU was approached by Northrop Drummond, to create this curriculum because they felt it is an industry need. This degree will require development of 11 new courses and will be a blend of online and in-person learning. The institution feels this degree will be a popular program and fills a demand needed in the State. There will be options of earning either an associate's or bachelor's degree. This committee also approved creating a bachelor's in environmental science and sustainability. Additional academic changes are listed in the consent agenda.

7.4. Student Health, Safety & Well-being – Committee Chair David H. Huntsman

Shared written committee report.

8. Tech College Reports

8.1. Uintah Basin – Vice Chair Gina Gagon

Vice Chair Gagon shared there is a massive effort underway across all institutions to align programs so there is consistency in curriculum which includes course name changes. Much work is being done to ensure alignment.

Uintah Basin School District Superintendent Young gave a report on a new pilot education model which could positively impact high-school student preparedness as they come to a university setting. It is a competency-based system, which Young called the ABCs - accountability based competency system. They are currently in the initial stages of development.

8.2. Tooele Tech – Trustee David A. Petersen

Tooele County is the fastest growing county in the state of Utah and has been for several years now. Many businesses, including manufacturing plants, are opening in this county. Tooele Technical College President Paul Hacking works closely with USU Tooele and they have a very collaborative relationship and coordinate well. They do not duplicate services but build on what each have to offer. Tooele Tech has a major construction project underway now. It is a \$28 million, state, private and publicly funded building expansion and will double their programming space allowing them to expand welding, IT, cosmetology, automation, pharmacy tech, medical assisting, nursing, CDL, and diesel programs. They are planning to add new programs as well such as machining, automotive, plumbing apprenticeships, building trades and surgical tech.

The construction is scheduled to be completed in January 2025. Many great things happening here.

8.3. Bridgerland Technical College – Trustee John Y. Ferry

No report as they had not met again since the last report given.

9. USU Foundation Report – Vice Chair Gina Gagon

The USU Foundation Board met the days prior to this meeting. Much work is being done. In the Foundation meeting, Vice President Sabau presented and updated the group on work going into the campaign that will launch this summer. There are some travel opportunities upcoming with the foundation board and alumni groups which are great ways for the groups to get involved with students. Vice President Wiser also reported on the legislative session.

Advancement is on budget but a little behind in terms of fundraising. Their team have plans to catch up and expect to end the fiscal year well.

Chair Skinner asked Vice President Diana Sabau for a men's basketball update. The men's basketball team has had a remarkably successful season and are a special group of young men. They began the year ranked 8th in the Mountain West conference with no national ranking. The current week they are ranked 22nd nationally and have been in national polls for almost 10 weeks and are expecting to win their first outright Mountain West regular season conference championship.

10. Accreditation Process & Update – USU Executive Director Jeff Aird

Analysis, Assessment, and Accreditation Executive Director Jeff Aird presented the USU accreditation process which happens every seven years. His team is already preparing for the summer of 2025 accreditation which will include, in part, out of state peers coming to Utah State University. The accreditors will be meeting with members of the Board of Trustees in April 2025.

11. Legislative Update – Vice President Devin Wiser

Much appreciation for Trustee efforts on behalf of Utah State University at the very unique legislative session this year. Email update was sent (attached) which reviews information on higher education legislation. There was not as much money this year but both USU dedicated projects were funded which included the vet school and the human resources building.

There were a number of individual initiatives funded, including the Statewide Energy Education Workforce initiative, also known as the Energy Engineering

initiative: \$450,000, one-time, \$2.1 million ongoing. The Utah Forest Restoration Institute was fully funded at \$55,000, one-time and \$765,000 ongoing. Others receiving funding were USU's School of the Future.

See list of bills passed attached.

12. President's Report – President Elizabeth Cantwell

President Cantwell shared she completed her Statewide tour and information will be gleaned from the almost 30 listening sessions through machine learning, such as what thoughts faculty, staff, students and community members have. USU as an institution must be agile and prepare for change. Utah State must look to the future while honoring the past and will engage the community and the private sector to see more success. (See President's Report attached)

13. BREAK

14. CLOSED SESSION

Attendance

Trustees present:

Kent K. Alder, Janalyn Brown, Elizabeth Cantwell, Kerri Davidson - Vice President of Institutional Affairs & Chief of Staff, USU, John Y. Ferry, Gina Gagon, David H. Huntsman, Mica McKinney, David Petersen - CEO & Vice Chair, Abraham Rodriguez, Jacey Skinner, Larry Smith, Clark Whitworth

USU Representatives present:

Members: Dave Cowley, Nancy Hanks, Kacie Malouf, Heather Mason, John O'Neil, Eric Olsen, Bill Plate, James Taylor, Tessa White, Matt White, Devin Wiser

Guests: David A. Petersen

Motion:

Motion was made to go into closed session.

Motion moved by Gina Gagon and motion seconded by John Y. Ferry. Role call vote was initiated by Secretary Brown. Voting was unanimous in the affirmative and the meeting moved into a closed session.

15. CONSENT AGENDA

Motion:

Motion was made to approve the consent agenda.

Motion moved by John Y. Ferry and motion seconded by Kent K. Alder. Voting was unanimous in the affirmative and the motion passed.

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 – Dean Al Smith)

Dean Smith reminded the board one of their duties is to authorize charter schools and it is the Center for the School of the Future that takes and reviews applications, assesses charter school progress, etc. There are no new applications this year, however, previously authorized Cambridge Prep Academy is requesting an adjustment to their charter specific to the Salt Lake County school. They propose to voluntarily terminate their Washington County charter so they can focus on the Salt Lake County charter. They have had an opportunity to secure land at a significant discount and would like to extend the opening date an additional year from fall 2024 to fall 2025 to enable time for that facility to be built. President Cantwell was extensively briefed on this and is in strong support.

Motion:

Motion was made to approve the amendment to Cambridge Prep Academy as stated in the resolution.

Motion moved by John Y. Ferry and motion seconded by Gina Gagon. Voting was unanimous in the affirmative and the motion passed.

- 16.2. Recommend: Proposal for Tuition Rate Increases – President Elizabeth Cantwell and Trustee Abraham Rodriguez

President Cantwell clarified that in the past, President Cockett briefed tuition and fees together which was not done this year. They should be considered separately due to them being different revenue streams and the President wanted students to understand this idea. There is a suggested 3.4% increase for Logan and Statewide campuses. No tuition increase for tech ed.

Motion:

Motion was made approve a 3.4% tuition increase.

Motion moved by David H. Huntsman and motion seconded by Clark Whitworth. Voting was unanimous in the affirmative and the motion passed.

- 16.3. Recommend: Proposal to Modify Student Fees – President Elizabeth Cantwell and Trustee Abraham Rodriguez

Trustee Huntsman inquired if the students were okay with the proposed fee increase. Trustee Rodriguez confirmed that they had the chance to meet and discuss the options and they were in favor.

Motion:

Motion was made to modify student fees by an increase of 1.4%.

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

- 16.4. Review and Acceptance of the NCAA Agreed Upon Procedures – Trustee David A. Petersen and Vice President Dave Cowley

Trustee Petersen and Vice President Cowley presented the NCAA athletic clean audit review.

Motion:

Motions was made to accept the audit.

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

- 16.5. Approve: Construction of an Addition/Renovation to the Smash Lab, a Non-State Funded Project – Vice President Dave Cowley

Vice President Cowley shared the capital facilities project to add on to the smash lab. This action was initiated when last year the Utah legislature awarded USU funding to establish the Utah Earthquake Engineering Center. It will do testing on large scale projects to improve seismic design. The vast majority of the funds will go towards a shaker table with all of its associated hydraulics.

Motion:

Motion was made to approve renovation/construction of the Smash Lab.

Motion moved by David Petersen and motion seconded by David H. Huntsman. Voting was unanimous in the affirmative and the motion passed.

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

Motion:

Chair Skinner called for a motion to adjourn.

Motion moved by Jacey Skinner and motion seconded by John Y. Ferry. Voting was unanimous in the affirmative and the meeting adjourned at 4:46pm.

Jacey Skinner, Chair

Janalyn Brown, Secretary
(minutes taken by Janalyn Brown)

Date Approved



USU Board of Trustees Virtual Regular Meeting

April 5, 2024 at 9:00 AM

via Zoom: <https://usu->

edu.zoom.us/j/89356516196?pwd=WHV5VWlZeDQyNUJyZ2pnZVdVNncwZz09

Attendance

Trustees present:

Kent K. Alder (remote)

Gina Gagon (remote)

Heather Mason (remote)

David Petersen (remote)

Abraham Rodriguez (remote)

Jacey Skinner (remote)

Tessa White (remote)

Clark Whitworth (remote)

Utah State University Representative present:

Lisa Berreau (remote)

Janalyn Brown (remote)

Steve Campbell (remote)

Elizabeth Cantwell (remote)

Nancy Hanks (remote)

John O'Neil (remote)

Mica McKinney (remote)

Bill Plate (remote)

Whitney Pugh (remote)

Larry Smith (remote)

James Taylor (remote)

Matt White (remote)

Other Attendees present:

Julie Hartley (remote)

1. Welcome and Introductory Items - Chair Jacey Skinner
2. Discussion and Process: Promotion & Tenure - Provost Larry Smith
Provost Smith defined tenure and shared a presentation on the history of tenure and how it works specifically at Utah State University. He noted that the President is the only person that can say "no."
3. Closed Session

Motion:

Motion was made to go into a closed session.

Motion moved by Gina Gagon and motion seconded by Tessa White. Role call vote was initiated. Voting was unanimous in the affirmative and the meeting moved to a closed session.

Attendance

Trustees present:

Jacey Skinner, Chair (remote)
Kent K. Alder (remote)
Gina Gagon, Vice Chair (remote)
Heather Mason (remote)
David Petersen (remote)

Abraham Rodriguez (remote)
Tessa White (remote)
Clark Whitworth (remote)

University Representatives present:

Janalyn Brown (remote)
Elizabeth Cantwell (remote)

Mica McKinney (remote)
Larry Smith (remote)

4. Chair's Report (Presenters: Jacey Skinner)

Chair Skinner reminded the board of the upcoming investiture event on April 12 and commencement events beginning April 18.

4.1. April 12, 2024 President Cantwell Investiture

4.2. 2024 Commencement

5. Tuition and Fees Hearing Update (Presenters: Elizabeth Cantwell)

President Cantwell discussed how the tuition and fees meeting went with the Utah Board of Higher Education. There was an adjustment by the board to the final percentage USU had initially proposed. She read the actual motion so as to clarify any confusion. She quoted: "I move, to approve a 3.24% increase in tuition for Utah State University, and further authorize Utah State University to work with the Commissioner to make any subsequent technical adjustments, including rounding and tuition schedule exclusions, necessary to finalize the increase prior to implementation by the institution." President Cantwell stated that USU will be in discussions with both Commissioner Landward and Chief Financial Officer Talley.

6. Action Agenda

6.1. 2024 Promotion and Tenure (Presenters: Larry Smith)

Motion:

Motion was made to approve promotion and tenure as outlined in the resolution.

Motion moved by Kent K. Alder and motion seconded by David Petersen.

Voting was unanimous in the affirmative and the motion passed.

7. Adjourn

Motion:

Motion was made to adjourn.

Motion moved by Heather Mason and motion seconded by Abraham Rodriguez.
Voting was unanimous in the affirmative and the meeting was adjourned at
9:56am.

Jacey Skinner, Chair

Janalyn Brown, Secretary
(minutes taken by Janalyn Brown)

Date Approved

1 May 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 one (1) new appointment with tenure.

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, The President and the Provost recommend that the Board of Trustees approve one (1) new appointment 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

Faculty and Staff Adjustments

New Appointments

College of Science

Christopher Smith to be Department Head and Professor with tenure, Department of Biology, College of Science, effective 01 July 2024. B.S. Zoology, University of Texas, Austin TX, 2000; M.S. Florida State University, 2004; Ph.D. University of Illinois, Urbana-Champaign, 2008.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, USU Policy 105 organizes and authorizes the USU Athletics Council as an advisory committee to USU administration;

WHEREAS, USU Athletics desires to amend and update the membership and operations of the USU Athletics Council to modernize the Council and ensure it is in the best position to create a positive impact on USU Athletics;

WHEREAS, the revisions requested by USU Athletics are focused on maintaining appropriate representation from the community, administration, athletics, student-athletes, student government, and faculty;

WHEREAS, the President and Vice President for Athletics recommend that the Board of Trustees approve the amendment to section 2.1(2) of Policy 105: Councils, Committees, Boards; and

WHEREAS, the amendments to section 2.1(2) of Policy 105: Councils, Committees, and Boards received the appropriate administrative review and approval required by USU Policy 200.

NOW THEREFORE BE IT RESOLVED THAT the USU Board of Trustees approve the amendment to section 2.1(2) of Policy 105: Councils, Committees, and Boards.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

1 May 2024

ITEM FOR ACTION

Utah State University's Department of World Languages and Cultures, in the College of Humanities and Social Sciences proposes establishing the Center for Translation and Interpretation Studies.

EXECUTIVE SUMMARY

The Department of World Languages and Cultures in the College of Humanities and Social Sciences proposes establishing the Center for Translation and Interpretation Studies.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve establishing the Center for Translation and Interpretation Studies.

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 establishing the Center for Translation and Interpretation Studies, and

WHEREAS, The proposal will promote high-quality language services to bridge linguistics gaps;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve establishing the Center for Translation and Interpretation Studies 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 - Center for Translation and Interpretation Studies

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: *

CHASS

DEPARTMENT or
UNIT: *

World Languages and Cultures

PROPOSED UNIT
TITLE: *

Center for Translation and Interpretation Studies

REQUEST

TYPE OF UNIT BEING REQUESTED

Click the change that best reflects your proposal.

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

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

Unit Being
Requested*

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

DESCRIPTION NARRATIVE

**Administrative Unit
Description and
Narrative***

Unit description. The Center for Translation and Interpretation (CTI) main purpose is to facilitate effective cross-cultural communication and promote high-quality language services to bridge linguistics gaps. The CTI mission is to serve our community, university and individuals by fostering inclusivity and enhancing access to knowledge and opportunities. The CTI will serve as a resource for university services by translating content, regulatory documents, websites, advertising and marketing through out colleges, offices and divisions. Then the CTI will expand offering translation and interpretation services to better help the under served members of our community. This effort by working alongside with public and private entities will promote collaboration and open the opportunity for student's mentoring and internships.

The CTI will unite collaborative efforts in different languages, starting with Spanish as the most spoken language besides English in the State, and since it is spoken by about 42 million people in the U.S. as a native language and additionally 15 million as a second language. Later the plan for the CTI will be to expand this services with other languages such as Mandarin, Portuguese, French, and Farsi, along with others. Faculty associated with the Center will be those with interests in: studying translation, interpretation, editing, machine learning, CAT Tools, alignment, NLP, technical communication, localization, computational linguistics and language variation. The center will help students in these areas to provide learning opportunities and experience that will help them advance in their professional career under the framework of service, quality, and efficiency.

Institutional procedures. The concept of an interdisciplinary program that would combine the expertise of different professionals in Utah State University. Interpreter and translator training courses that will be offered as the Healthcare Translation and Interpretation Certificate, and the Legal and Business Translation and Interpretation Certificate (16 credits) and the BA in Translation and Interpretation Studies (R401s also in process). The teaching approach it will be skilled-oriented instruction focused on improving the quality of interpreters and translators work, along with soft skills that are necessary in daily life and work. The combined training and practice will be supported by an interpreting lab and software oriented in specialized topics and contexts in the healthcare and legal areas. There will be a number of research products that can result of this CTI, areas in translation practices, machine translation, post-editing quality assurance, interpreting error reduction, intercultural communication, interpreters as cultural brokers, among others.

Similar units, institutional benefit. No other USHE institution has a unit that provides this kind of experience for students, faculty and the community. University of Utah offers translation services but they do not belong to a particular center and it is not designed to provide student mentoring and internships. The University of Arizona has an Interpretation Center for several years now, as well as the University of Texas Rio Grande Valley, both states with a large population of Spanish speaking needs. Utah Hispanic population is increasing rapidly and even the Legislature in Utah has acknowledge the need to have services and information available for this undeserved populations. This proposal is bringing a very needed and innovative academic unit to Utah higher education and supporting Utah State University's continued growth as a national higher education leader.

Institutional mission. The Center for Translation and Interpretation supports the USU's institutional mission to "cultivate diversity of thought and culture" though out the curriculum and practice. The mission of the CIT is committed to academic research and teaching that enhances the quality of life and contributes th economic development at the local, state and national levels. Students who are instructed and mentored by faculty affiliated to the CIT will

national levels. Students who are instructed and mentored by faculty affiliated to the CTI will graduate with the necessary soft and technical skills to bridging the gap of linguistic and cultural barriers and facilitating communication both public and private sector institutions. These bilingual professionals will be ready to immerse in the labor market of this globalized world understanding the implications of diversity and cultural aspects, that are key components of success.

Administration, staff, faculty. The Center for Translation and Interpretation will be housed within the Department of World Languages and Cultures, which is located in the College of Humanities and Social Sciences. CTI will have one CTI Director, an Assistant Director, and faculty and students involved.

The Utah Legislature has provided ongoing funds to support the new hire of two faculty members with expertise in translation and interpretation. The Department of World Languages and Cultures hired these faculty members in Summer 2023 and Fall 2023. They will serve as the founding director and assistant director, establishing the CTI and facilitating its work. It is expected that the Center will become self-reliant by the services that will be providing and continuing contributions from external partnerships and donors.

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.

1 May 2024

ITEM FOR ACTION

Utah State University's Department of Nutrition, Dietetics and Food Sciences, in the College of Agriculture and Applied Sciences proposes offering a Didactic Program in Dietetics Post-Baccalaureate Certificate.

EXECUTIVE SUMMARY

The Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences proposes offering a Didactic Program in Dietetics Post-Baccalaureate Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Didactic Program in Dietetics Post-Baccalaureate Certificate.

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 Didactic Program in Dietetics Post-Baccalaureate Certificate, and

WHEREAS, The proposal will help students by providing a pathway for registration for those who did not complete an accredited undergraduate program;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Didactic Program in Dietetics Post-Baccalaureate Certificate 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 - Didactic Program in Dietetics - 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)*

Nutrition, Dietetics and Food Sciences

Current Title (if applicable)* Not applicable

Proposed Title* Didactic Program in Dietetics - Post-Baccalaureate Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 51.3101

Minimum Number of
Credits (if
applicable)* 29

Maximum Number of
Credits (if
applicable)* 29

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* The USU Department of Nutrition, Dietetics and Food Sciences requests the approval of a new post-baccalaureate certificate, Certificate of Didactic Program in Dietetics.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The proposed certificate targets people who are interested in becoming a Registered Dietitian Nutritionist (RDN) after completing a bachelor's degree in something other than an accredited dietetics program. A verification statement from an accredited ACEND program is necessary to apply for the supervised practice portion of training that is required for people to establish eligibility to write the national registration exam and to ultimately become a RDN. A face-to-face Bachelor of Science Didactic Program in Dietetics (DPD) is currently offered on the Logan campus and graduates receive a verification statement. The USU dietetics programs have received multiple requests from students who are interested in becoming a RDN, but who do not yet have a verification statement and so are not eligible for programs that provide supervised practice. The recent transition of dietetics education to a model that will soon (as of Jan 1, 2024) require all dietitians to have a graduate degree has shifted the supervised practice portion of dietetics education to graduate-level education. This program would fill a gap in dietetics education in Utah schools, providing a pathway to registration for those who did not complete an accredited undergraduate program or who cannot find a spot in a graduate-level coordinated program. This online program would also support training future RDNs in all areas of the state including underserved populations. In addition to the accredited DPD BS, USU offers two different options for obtaining the supervised practice portion of the required training in a graduate program. Students who complete the Certificate of DPD would be eligible to apply to either the Certificate of Applied Practice in Dietetics or the Pre-RD Masters of Dietetic Administration programs. Successful completion of either program qualifies people to take the national Registration Exam.

**Labor Market Demand
(if applicable)**

Workforce services ranks Registered Dietitian and Nutritionists with a four-star ranking indicating good employment outlook and relatively high wage. The Bureau of Labor Statistics projects an employment growth rate of 7% (faster than average) for Registered Dietitian and Nutritionists from 2022-2032 (<https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm>). The Academy of Nutrition and Dietetics believes that even more RDNs will be needed in the next decade because of the on-going U.S. health crisis and the aging population. Diet related and avoidable disease and conditions such as hypertension, cardiovascular disease and diabetes continue to rise, but may be avoided with preventative care such as that provided by RDNs.

Registered Dietitians and nutritionists work in many settings including hospitals, nursing homes, clinics, cafeterias, and for state and local governments. About 5600 openings for RDNs are projected each year over the next decade. Many of these openings are expected to result from the need to replace workers who transfer to different occupations or exit the workforce. The median hourly and annual wage for RDNs in Utah in 2022 is \$28.45/hour and \$59,170 per year. This is slightly lower than the median hourly and annual wage for RDNs in the United States in 2022 which is \$31.95/hour and \$66,450 . Salaries for RDNs increase with years of experience and level of education. This online certificate will create opportunities for those with health-related BS degrees in and outside of Utah to obtain the credentials necessary to become a RDN as they pursue advanced degrees.

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

As a land-grant university, USU aims to improve the lives of the residents of Utah by providing access to research-based programs and educational resources to individuals, families, and communities. There are no other online post-baccalaureate Didactic Program in Dietetics (DPD) certificate programs in Utah and this online program will increase access to Dietetic Education to rural communities across the State. The physically closest online post-baccalaureate DPD programs were University of Arizona, University of Northern Colorado, and Colorado State University.

Introducing an online dietetics certificate program would serve a dual purpose: catering to students residing outside major cities in Utah and accommodating individuals with existing bachelor's degrees who aim to transition their careers into dietetics. This strategic move would not only make the program more accessible but would also likely lead to increased enrollment in our existing dietetic education master's program. A BS and DPD verification statement are required for admission into both the pre-RD MDA and CAPD programs.

Expanding research and diversity within the field of dietetics is vital for addressing the unique dietary needs of a culturally and ethnically diverse population. An online program can attract a broader range of students, fostering an inclusive learning environment that encourages diverse perspectives and cultural competence. This diversity of thought can lead to groundbreaking research in dietetics, catering to the varied nutritional requirements of a multicultural society.

Additionally, given that the need for replacements is projected to constitute the majority of job openings in the coming decade, an online program allows for the efficient training and certification of new dietitians, ensuring a steady supply of qualified professionals to meet the evolving demands of the field. This program's nationwide accessibility further addresses regional disparities in the availability of dietetic education and contributes to a more geographically balanced distribution of dietitians across the country.

The proposed on-line certificate program would fit within the existing accredited Didactic Program in Dietetics. The existing Didactic Program in Dietetics would need to submit a request to increase the number of enrolled participants to the accrediting agency, but would otherwise be unaffected as far as accreditation is concerned.

Finances*

No additional departmental funding is being requested to support this certificate program. The revenue returned for enrollment in required courses in an online program as described below will fund the needed teaching and administrative costs.

Being an online program, enrollment in the required courses for the Certificate of Didactic Program in Dietetics will return \$225 per student credit hour for in-state students and \$239 per student credit hour for out-of-state students. In addition, CAAS will receive \$5.00 per student credit hour. The terms of the revenue return will be defined in an Online Program Agreement through the office of the Executive Vice President.

The curriculum for this program includes on-line sections of nine existing in-person courses (29 credits) that are largely part of our Didactic Program in Dietetics (DPD) BS degree. All nine courses in the curriculum would need to be adapted to an online delivery method and all nine are eligible for course development funds (\$5,000 per course) currently offered by Kevin Shanley, Director of USU Online (<https://www.usu.edu/online/faculty-resources/online-course-development>). Either existing faculty or adjunct faculty will teach the online sections of all courses in the curriculum. Most of the current faculty who teach the in-person sections of these courses have room in their role to teach an online section of their course.

The program will also require a program coordinator. These duties can be fulfilled in a 0.25 FTE which will be included within the role of an existing faculty member who has the capacity and expertise to take on this responsibility.

The estimated costs of teaching this program is \$64,333 - \$95,693 per year, depending on staffing. The higher costs would be incurred if existing faculty were to teach sections of these courses for extra compensation, and would thus include a cost for benefits.

The targeted enrollment for this program is 15 students per year. This number of students will generate \$97,975 in revenue if all students were in-state students and slightly higher if some students were out-of-state students. One hundred percent of the revenue generated by the program will go towards funding the resources necessary to offer the program. The NDFS department will fund the initial investment for the teaching of the program if enrollment in the first years of the program does not meet the target.

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

The curriculum in the proposed Certificate of Didactic Program in Dietetics would consist of nine courses that contain topics that are important in the education for future registered dietitians and are required by the accrediting agency. Full-time students could complete the certificate in two semesters. The students will need to have taken a set of pre-requisite courses within the last 7 years to before they will be admitted to the certificate program. This is to ensure they have the requisite foundation of knowledge to succeed in the certificate program coursework. The pre-requisites consist of general chemistry, organic chemistry, biochemistry, introduction to human nutrition, human physiology or human anatomy, nutrition during the lifecycle, principles of statistics, general psychology, food literacy, and medical terminology.

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

ITEM FOR ACTION

Utah State University's Departments of World Languages and Cultures and the School of Teacher Education and Leadership, in the College of Humanities and Social Sciences and the Emma Eccles Jones College of Education and Human Services proposes offering a Dual Language Immersion Institutional Certificate of Proficiency.

EXECUTIVE SUMMARY

The Departments of World Languages and Cultures and the School of Teacher Education and Leadership in the College of Humanities and Social Sciences and the Emma Eccles Jones College of Education and Human Services proposes offering a Dual Language Immersion Institutional Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Dual Language Immersion Institutional Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Departments of World Languages and Cultures and the School of Teacher Education and Leadership in the College of Humanities and Social Sciences and the Emma Eccles Jones College of Education and Human Services proposes offering a Dual Language Immersion Institutional Certificate of Proficiency, and

WHEREAS, The proposal will provide students with a pathway for future teachers to teach in a world language;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Dual Language Immersion Institutional Certificate of Proficiency in the College of Humanities and Sciences and the Emma Eccles Jones College of Education and Human Services' Departments of World Languages and Cultures and the 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 CHASS - School of Teacher Education and Leadership World Languages and Cultures - Dual Language Immersion - 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)*

CEHS

CHASS

DEPARTMENT (include all cross listed departments)*

School of Teacher Education and Leadership

World Languages and Cultures

Current Title (if applicable)* None

Proposed Title* Dual Language Immersion - Institutional Certificate of Proficiency

CIP Code

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

CIP Code (6-digits) * 13.0201

Minimum Number of
Credits (if
applicable)* 17

Maximum Number of
Credits (if
applicable)* 17

Type of Degree: (BA, 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*

Utah State University offers coursework that qualifies teacher candidates to have a Dual Language Immersion (DLI) Endorsement attached to their Professional Educator License upon successful completion of their teaching degree. Eligible languages include: Spanish, French, Chinese, German, Portuguese, and Russian. The endorsement is available to:

- University students seeking undergraduate degrees in elementary or secondary education (with licensure)

Currently, there is no efficient way to track which students are pursuing the DLI endorsement nor is there a way to ensure that they have taken the language assessments (Oral Proficiency Interview and Writing Proficiency Test) required by the Utah State Board of Education.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

By creating an Institutional Certificate of Proficiency, the School of Teacher Education and Leadership and the Department of Languages and Cultures will be able to have students enroll in the certificate program, which will allow both to track progress of students and completion rates.

**Labor Market Demand
(if applicable)**

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

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

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

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

Finances*

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

SECTION III: CURRICULUM (if applicable)
--

**Program Curriculum
Narrative**

The DLI endorsement is 17 credits. It includes 15 credits of classroom-based coursework (5 classes), and 2 credits of field experience working in a DLI classroom.

Foundations: 6 credits

- LING 4700: Foundations of Dual Language Immersion Education – 3 credits (spring semester only) LING 5400 (and the co-requisite field experience) are desired prerequisites for LING 4700.
- Choice of one elective after consultation with advisor.
 - TEAL 5735: Language Systems & Acquisition for Teachers of Multilingual Learners - 3 credits
 - SPAN 5060: Spanish for Professional and Academic Purposes - 3 credits
 - SPAN 4200: Introduction to Hispanic Linguistics - 3 credits

Second Language Acquisition, Teaching Methods & Assessment: 9 Credits

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

- LING 5400: Teaching Modern Languages – 3 credits (fall semester only) + 1 credit field experience (see below)
- TEAL 4770: Content-Based Instruction for Dual Language Immersion and English as a Second Language – 3 credits (spring semester only) + 0.5 credit field experience (see below)
- TEAL 4780: Assessment for Dual Language Immersion and English as a Second Language - 3 credits (spring semester only) + 0.5 credit field experience (see below)

Field Experience: 2 Credits

Pre-Service teachers must complete 2 credits of field experience in a DLI classroom. An **OPI/OPIC score of Advanced-Mid or higher** and **passing a USBE background check are required** to complete the field experiences.

- 1 Credit field experience to take with LING 5400
 - LING 3300/4300: Clinical Experience Dual Immersion Classroom - 1 credit (fall semester only) **OR** TEAL 4790: Field Experience for Teaching Dual Language Immersion and English as a Second Language – 1 credit
- 1 Credit of TEAL 4790: Field Experience for Teaching Dual Language Immersion and English as a Second Language
 - 0.5 credit with TEAL 4770 and 0.5 credit with TEAL 4780

Student Teaching for Pre-Service Teachers

Pre-service teachers who have achieved an Advanced-Mid score on the OPI or OPIC are

Pre-service teachers who have achieved an Advanced-Mid score on the OPI or OPIc are strongly encouraged to complete a portion of the student teaching experience in a dual

language immersion classroom. The Advanced-Mid OPI/OPIc score must be submitted with the student teaching application made to the Office of Field Experience in TEAL. A student whose language development is not yet at the Advanced-Mid level will student teach in an English-speaking classroom and may apply for the DLI endorsement upon demonstrating the necessary language proficiency.

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.

1 May 2024

ITEM FOR ACTION

Utah State University's Departments of Instructional Technology and Learning Sciences, Kinesiology and Health Science and Psychology, in the Emma Eccles Jones College of Education and Human Services proposes offering a Brain and Learning Certificate of Proficiency.

EXECUTIVE SUMMARY

The Departments of Instructional Technology and Learning Sciences, Kinesiology and Health Science and Psychology in the Emma Eccles Jones College of Education and Human Services propose offering a Brain and Learning Certificate of Proficiency.

RECOMMENDATION

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

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Departments of Instructional Technology and Learning Sciences, Kinesiology and Health Science and Psychology in the Emma Eccles Jones College of Education and Human Services proposes offering a Brain and Learning Certificate of Proficiency, and

WHEREAS, The proposal will allow students to complement a degree program from any college and will serve to introduce students to specific disciplines;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Brain and Learning Certificate of Proficiency in the Emma Eccles Jones College of Education and Human Services' Departments of Instructional Technology and Learning Sciences, Kinesiology and Health Science and Psychology, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CEHS - Instructional Technology and Learning Sciences Kinesiology and Health Science Psychology - Brain and Learning - 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)*

Instructional Technology and Learning Sciences

Kinesiology and Health Science

Psychology

Current Title (if applicable)* not applicable

Proposed Title* Brain and Learning - Certificate of Proficiency

CIP Code

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

CIP Code (6-digits) * 13.0607

Minimum Number of
Credits (if
applicable)* 16

Maximum Number of
Credits (if
applicable)* 16

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*

Three departments in the College of Education and Human Services, Psychology, Instructional Technology and Learning Sciences, and Kinesiology and Health Sciences, have a common interest and academic focus on how the brain functions in relation to learning of all kinds, including learning of physical skills, academic learning, and social and emotional learning. They seek to provide students with a certificate to complement their academic program, whatever it may be.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

We propose to create a certificate of completion consisting of 16 credits across three departments within the College of Education and Human Services. Not only will this certificate allow students to complement a degree program from any college, it may also serve to introduce students to the disciplines within these three departments and create interest in the undergraduate majors offered by Psychology, Instructional Technology and Learning Science, and Kinesiology and Health Sciences.

**Labor Market Demand
(if applicable)**

All industries benefit from employees who understand brain-based learning principles. Teachers, entrepreneurs, STEM workers, and human service providers can all be more effective providers when they understand how humans learn, the optimal contexts for learning, and how learning can be measured. This certificate is not meant to prepare a student for a particular job market, but rather will better prepare students for any job market. To quote Dr. Cain Elliott, Head Legal Futurist at Filevine, "We need to focus on teaching people how to learn. If you focus on preparing students for certain career paths, you're doing them a serious disservice." https://www.utahbusiness.com/what-utahs-ai-industry-leaders-want-you-to-know/?utm_source=The+Daily&utm_campaign=7afab359b7-EMAIL_CAMPAIGN_2022_10_14_05_37_COPY_01&utm_medium=email&utm_term=0_f5fa6c69c0-7afab359b7-138483953&mc_cid=7afab359b7&mc_eid=0d054d3c4e

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

This proposal fits within objective 1.2 of USU's strategic plan

Develop Innovative Curricula and Educational Programs Aligned with Learner Needs

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.

By offering this certificate, our college is able to support the needs of students who would like to customize their learning through an interdisciplinary focus on the brain and learning.

Finances*

This certificate comprises courses that already exist and are taught on a regular basis. There should be no financial impact on the departments, either positive or negative.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

ITLS 3130 - How People Learn, 3 credits

Students learn how to design information in a way that leverages the ways in which people are motivated and the approaches by which they learn in our new information society.

KIN 3200 - Motor Learning and Technology in Skill Analysis (CI), 3 credits

CI Communications Intensive

This course explores materials, methods, and mechanisms of learning, practicing, and performing motor skills. Various sport skills are taught where students give and receive feedback. Students teach and analyze sport skills with a presentation using computer technology with video and slides.

Registration Restriction: Admission to the Kinesiology or Elementary Education or Pre-Elementary Education program

PSY 1010 - General Psychology (BSS), 3 credits

BSS Breadth Social Sciences

General Psychology is a one-semester course designed to familiarize students with the basic concepts of psychology. Psychology explores scientific study of thoughts and behaviors. Students develop an understanding about behavior and apply strategies for self-improvement.

PSY 1400 - Analysis of Behavior: Basic Principles, 3 credits

This is a laboratory course about the scientific methods used in the study of animal and human behavior.

Prerequisite(s): PSY 1010

Corequisite: PSY 1410

AND

PSY 1410 - Analysis of Behavior: Basic Principles Lab, 1 credit

Laboratory experience accompanying PSY 1400.

OR

PSY 4420 - Cognitive Psychology (DSS), 4 credits

DSS Depth Social Sciences

This is an in-depth study of basic concepts, methods, and theories involved in perception, memory, and thinking. The lab is required.

Prerequisite(s): PSY 1010

Electives, choose 1

ITLS 3350 - Introduction to Computational Thinking, 3 credits

This course introduces the fundamental concepts of structured programming and computational thinking. It provides a comprehensive introduction to programming for digital designers. This course assumes computer literacy.

ITLS 4160 - Measuring Learning and Performance, 3 credits

Students learn basic principles of effective measurement techniques, their development, and underlying theories. Topics include surveys, rubrics and tests for both formative and summative assessment. Classical test theory and item response theory are introduced, with an emphasis on practical application.

PSY 3460 - Neuroscience I, 3 credits

This is an introductory course that examines the relationship between central nervous system anatomy and physiology in controlling behavior and emotional functioning. The course also covers neural and biochemical substrates of behavior.

Prerequisite(s): PSY 1010

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.

1 May 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 Mind-Body Wellness Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services propose offering a Mind-Body Wellness Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Mind-Body Wellness Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes offering a Mind-Body Wellness Certificate of Proficiency, and

WHEREAS, The proposal will allow students to contribute meaningfully to their communities and the broader field of public health;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Mind-Body Wellness 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 - Mind-Body Wellness - 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)* Not Applicable

Proposed Title* Mind-Body Wellness - 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)* 17

Maximum Number of
Credits (if
applicable)* 17

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 Mind-Body Wellness Certificate Program at Utah State University offers a comprehensive exploration of wellness, nutrition, and stress management to cultivate a holistic understanding of human health. Through a diverse curriculum spanning the science of nutrition, the progression of dietary needs through the human life cycle, and the practice of mindfulness and stress management, students are empowered with knowledge and practical skills. The program aims to:

1. Equip students with a deep understanding of human nutrition, its chemical foundations, and its impact on well-being across all life stages.
2. Foster practical competencies in applying mindfulness and meditation practices as effective tools for personal and community health enhancement.
3. Develop critical thinking and application skills in health and wellness, addressing the physical, spiritual, social, and emotional dimensions.
4. Prepare students to implement effective stress management techniques, understanding the interplay between the mind and body, and promoting long-term well-being.

Upon completion, graduates will possess a robust set of skills and knowledge that prepare them for diverse roles in health promotion, wellness coaching, and community health leadership, contributing to the improvement of public health outcomes. This certificate serves as both a foundation for further academic pursuit in health sciences and a standalone credential for immediate application in various professional contexts.

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

The Department of Kinesiology and Health Science at Utah State University proposes the establishment of a Certificate of Proficiency in Mind-Body Wellness. This certificate program is designed to offer students from various academic backgrounds the opportunity to gain specialized knowledge and practical skills in nutrition, health, and wellness. The certificate aims to enrich students' academic experience and enhance their professional marketability in the health and wellness sectors.

Rationale:

1. **Interdisciplinary Relevance:** The curriculum bridges multiple disciplines, including nutrition, exercise science, and psychological well-being, making it relevant to a broad student demographic.
2. **Career Enhancement:** There is a growing demand for professionals equipped with evidence-based knowledge in wellness practices. This certificate positions graduates to be competitive in the job market for roles such as wellness coordinators, health educators, and nutrition consultants.
3. **Practical Skill Development:** The program emphasizes experiential learning through projects and assignments that encourage students to apply theoretical knowledge to real-world scenarios.
4. **Holistic Health Approach:** By encompassing physical, emotional, social, and spiritual health dimensions, the certificate aligns with contemporary health promotion paradigms that advocate for a multifaceted approach to wellness.
5. **Community and Public Health Contribution:** Graduates will be well-prepared to contribute to community health initiatives, fostering better health outcomes at a population level.
6. **Response to Student Interest:** Surveys and focus groups indicate strong student interest in wellness-related education that complements traditional academic programs.
7. **Alignment with Institutional Goals:** The certificate aligns with the university's strategic goals of providing exceptional education and serving the community through health-related initiatives.

The certificate provides a structured pathway for students to acquire and apply wellness knowledge, supporting USU's mission to nurture engaged learners who make a meaningful impact in their careers and communities.

**Labor Market Demand
(if applicable)**

The labor market demand for professionals with expertise in health and wellness is robust and appears to be expanding. Here are several key points derived from the data and analysis provided by the U.S. Bureau of Labor Statistics and industry research:

1. **Job Growth for Health Education Specialists:** Employment of health education specialists is projected to grow 7 percent from 2022 to 2032, which is faster than the average for all occupations. This indicates an increasing need for professionals who can develop programs that teach people about conditions affecting well-being. <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>
2. **Consumer Spending on Wellness:** Consumer spending on wellness products and services is more than \$450 billion in the United States and is growing at a rate of more than 5 percent annually. This growth rate underscores the importance that consumers place on wellness, which is becoming an integral part of their daily lives. <https://www.mckinsey.com/industries/consumer-packaged-goods/our-insights/still-feeling-good-the-us-wellness-market-continues-to-boom>
3. **Consumer Interest in Wellness:** There is a growing consumer interest in wellness across six dimensions: health, fitness, nutrition, appearance, sleep, and mindfulness. Despite the crowded market and strong innovation, there is still a perceived gap in the market's ability to meet consumer needs, particularly among millennials and Black consumers, suggesting opportunities for more tailored and effective wellness services.
4. **Integrated Wellness Services:** Consumers are seeking products and services that address needs across several wellness dimensions, such as mindfulness combined with fitness or nutrition with appearance. This trend indicates a market shift toward more holistic and integrated wellness solutions.
5. **Investment in Wellness Startups:** There has been significant investment in the health and wellness space, with digital health startups receiving record high investments, totaling about \$29 billion in 2021. This financial backing reflects the sector's potential for innovation and growth.
6. **Rising Consumer Priority:** Approximately 50 percent of US consumers now report wellness as a top priority, a substantial increase from 42 percent in 2020. The persistent focus on wellness, even as COVID-19 becomes an endemic, suggests a long-term trend rather than a temporary shift.

In conclusion, the labor market demand for a Certificate of Proficiency in Mind-Body Wellness aligns with these trends, indicating a strong and growing need for skilled professionals in this field. Given the increasing prioritization of wellness in consumers' lives, the desire for integrated wellness approaches, and the substantial investments in health and wellness initiatives, graduates with this certification are likely to find ample opportunities in various sectors, including health education, wellness program development, and corporate wellness initiatives.

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

The Certificate of Proficiency in Mind-Body Wellness aligns with Utah State University's mission as a land- and space-grant institution committed to excellence, access, and inclusion in the following ways:

1. **Excellence:** The certificate's comprehensive curriculum embodies academic excellence, equipping students with advanced knowledge and practical skills in health and wellness.
2. **Access:** By offering this certificate, USU broadens access to specialized education in wellness, catering to the diverse interests and professional goals of its student body.
3. **Inclusion:** The program's focus on holistic well-being addresses the needs of a diverse population and promotes inclusive practices that are responsive to the wellness priorities of various communities.

Overall, the program supports USU's goals by fostering an educational environment that values comprehensive wellness education and by preparing students to contribute meaningfully to their communities and the broader field of public health.

Finances*

This action will not have any modifications to existing facilities or equipment for this program.

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

The proposed curriculum for the Mind-Body Wellness Certificate at Utah State University is designed to offer students a holistic and interdisciplinary understanding of wellness and health. It comprises a total of 17 credits distributed across five courses, each focusing on a distinct aspect of health and wellness.

1. **NDFS 1020 - Science and Application of Human Nutrition (3 credits):** This foundational course provides insights into the six classes of nutrients and their roles in the body, alongside a focus on weight management and intuitive eating.
2. **NDFS 2020 - Nutrition Throughout the Life Cycle (3 credits):** Expanding upon basic nutrition, this course explores nutritional needs at different life stages, addressing changes and interventions for various health conditions.
3. **KIN 3700 - Meditation & Mindfulness: History and Practice (3 credits):** Here, students delve into the history and application of meditation and mindfulness, learning techniques to enhance mental and emotional well-being.
4. **HEP 2500 – Health and Wellness (2 credits):** This course takes a broader look at health, teaching students to improve their wellness habits across physical, spiritual, social, and emotional domains.
5. **HEP 3400 – Stress Management (3 credits):** Students learn to manage stress through a variety of strategies and techniques, aiming to achieve and maintain optimal physical, mental, emotional, and spiritual well-being.
6. **RAM 1500 – Leisure and Human Behavior (3 credits):** This course introduces leisure from historical and contemporary perspectives. Students explore the forces shaping leisure behavior, and relationships among leisure, the environment, and social institutions. Special attention is given to the role of leisure in individual health and wellness.

Variable credits are not applicable to this curriculum, ensuring a structured and comprehensive educational journey for certificate participants. The curriculum represents a balanced blend of theoretical knowledge and practical application, preparing students for diverse roles in health and wellness fields.

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.

1 May 2024

ITEM FOR ACTION

Utah State University's Department of Special Education and Rehabilitation Counseling, in the Emma Eccles Jones College of Education and Human Services proposes offering an Infant Toddler Early Intervention Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services proposes offering an Infant Toddler Early Intervention Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Infant Toddler Early Intervention Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services proposes offering a Infant Toddler Early Intervention Certificate of Proficiency, and

WHEREAS, The proposal will allow students to meet the requirements for a Utah Department of Health and Human Services Early Intervention Specialist credential;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Infant Toddler Early Intervention Certificate of Proficiency in the Emma Eccles Jones College of Education and Human Services' Department of 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 - Special Education and Rehabilitation Counseling - Infant Toddler Early Intervention - 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)*

Special Education and Rehabilitation Counseling

Current Title (if applicable)* no current title

Proposed Title* Infant Toddler Early Intervention - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 13.1015

Minimum Number of
Credits (if
applicable)* 20

Maximum Number of
Credits (if
applicable)* 21

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 Special Education and Rehabilitation Counseling (SPERC) Department proposes to offer the Infant Toddler Early Intervention Certificate of Proficiency to help address the shortage of Early Intervenors in Utah. By completing this certificate, students meet the requirements for a Utah Department of Health and Human Services Early Intervention Specialist credential to serve children with disabilities ages 0-3 and their families.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Special Education and Rehabilitation Counseling Department was approached by the Baby Watch-Early Intervention Program who manages the Utah Department of Health and Human Services Early Intervention Specialist credential. Baby Watch requested that the department produce more Early Intervenors to address the shortage in Utah. SPERC currently teaches all the courses, but would like to make the credential more accessible to all students at USU who are interested.

Labor Market Demand (if applicable)

According to <https://www.zippia.com/early-intervention-specialist-jobs/trends/>, the job market for Early Intervenors has a projected 9% growth rate from 2018-2028. Baby Watch has also approached the department stating an extreme shortage of Early Intervenors in Utah. When students with disabilities receive intervention services when they are young (0-3 years), there is a decreased need for special education services when they are school age.

Consistency with Institutional Mission & Institutional Impact*

The Infant Toddler Early Intervention Certificate of Proficiency will meet the Land Grant mission of USU by providing a professional development opportunity for individuals to enter the workforce in roles often funded by the state of Utah. The coursework will prepare them to engage in family coaching in a variety of settings serving infants and toddlers with special needs and circumstances. Utah Department of Health and Human Services Office of Early Childhood has many federal and state grant programs that seek individuals with an expertise in working with young children and families.

Finances*

No added financial burden. The courses are already being offered and have room for more students.

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

The courses in the certificate focus on human development, infancy and early childhood development, applied behavior analysis, characteristics and services for young children, family coaching and providing services in applied settings. Students can take the coursework on the Logan Main Campus (21 credits) or through the statewide campuses (20 credits). The Program Curriculum and Degree Map documents show both options. Course prerequisites would be waived for students indicating an interest in the certificate.

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.

1 May 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 offering a School Leadership Post-Masters Certificate.

EXECUTIVE SUMMARY

The School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services proposes offering a School Leadership Post-Masters Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a School Leadership Post-Masters Certificate.

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 offering a School Leadership Post-Masters Certificate, and

WHEREAS, The proposal will provide students with a formally acknowledged credential and diploma showing that they have met the requirements for obtaining a School Leadership License;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a School Leadership Post-Masters Certificate 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 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)*

CEHS

DEPARTMENT (include all cross listed departments)*

School of Teacher Education and Leadership

Current Title (if applicable)* Administrative Supervisory Concentration -currently not a certificate program

Proposed Title* School Leadership Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 13.0401

Minimum Number of
Credits (if
applicable)* 27

Maximum Number of
Credits (if
applicable)* 29

Type of Degree: (BA, BS, etc.)* Post-master's 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*

Currently the School of Teacher Education and Leadership offers a group of courses referred to as the "Administrative Supervisory Concentration" (ASC). This is a pathway designed to meet the requirements for obtaining a school leadership license issued by the Utah State Board of Education (USBE). Approving this proposal means taking a collection of existing courses designed for post-master's students seeking a license in school leadership, now known as ASC, and creating a formal post-master's certificate under the name of School Leadership Certificate.

In a separate R401 proposal, the School of Teacher Education and Leadership (TEAL) is proposing to rename the Master of Education (M.Ed.) program to "School Leadership M.Ed." rather than Instructional Leadership M.Ed. In addition, the Ph.D. concentration will also be renamed to "School Leadership." These proposed certificate and program name changes aim to streamline the various programs offered by TEAL and to align them with the terminology used by the Utah State Board of Education who grants the school leadership license.

The 27-credit version of the ASC program is currently under review in Curriculog. It is currently 30 credit hours.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The School of Teacher Education and Leadership (TEAL) is seeking to formalizing a post-master's certificate program tailored to educators who already possess a master's degree in an educational field and are seeking an efficient pathway to a license in School Leadership. This change will benefit us in accreditation and our standing within the Utah System of Higher Education (USHE).

Utah State University is one of the few institutions in the state providing a licensure pathway for those with existing master's degrees in an educational field, which is a requirement (according to Administrative Rule R277-305 Education, Administration, School Leadership License Areas of Concentration and Programs). By formalizing the School Leadership Certificate, TEAL will prepare students for leadership roles within Utah, solidifying the university's position as an important contributor to the state's educational leadership community.

**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 they have completed the School Leadership Certificate program, students' efforts will be formally acknowledged with a credential and diploma that they have met the requirements for obtaining a School Leadership License from the Utah State Board of Education (USBE). The only other state institutions that offer similar programs are Southern Utah University (27 credit Administrative License Program) and Grand Canyon University (30 credit Education Specialist in K-12 Leadership). Neither university offers a formal certificate of completion.

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

As the land-grant university in Utah, USU is committed to fulfilling its responsibility to serve rural areas throughout the state, aligning with our mission to provide education and support to all communities.

The School Leadership Certificate Program will benefit students, both in terms of financial savings and time efficiency. With fewer required credit hours compared to a traditional master's degree, this program is expected to provide an efficient avenue for pursuing school leadership licensure. This accessibility has the potential to diversify the student body, particularly by making the program more attainable for economically disadvantaged students. These proposed changes elevate our program, while simultaneously fostering greater inclusivity and accessibility—key components of USU's mission.

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 Licensure 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 proposed 27-credit hour School Leadership Certificate 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 certificate program, students will have everything they need to apply for their School Leadership license at USBE.

The new School Leadership Certificate will include the following required courses:

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

1 May 2024

ITEM FOR ACTION

Utah State University's Department of Sociology and Anthropology, in the College of Humanities and Social Sciences proposes offering an Environmental Equity Post-Baccalaureate Certificate.

EXECUTIVE SUMMARY

The Department of Sociology and Anthropology in the College of Humanities and Social Sciences proposes offering an Environmental Equity Post-Baccalaureate Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Environmental Equity Post-Baccalaureate Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology and Anthropology in the College of Humanities and Social Sciences proposes offering an Environmental Equity Post-Baccalaureate Certificate, and

WHEREAS, The proposal will provide rigorous social science training and education in environmental and natural resources equity and inequality;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering and Environmental Equity Post-Baccalaureate Certificate in the College of Humanities and Social Sciences' Department of Sociology and Anthropology, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:

CHASS - Sociology and Anthropology - Environmental Equity Post-Baccalaureate Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology and Anthropology

Current Title (if applicable)* Not applicable

Proposed Title* Environmental Equity Post-Baccalaureate Certificate

CIP Code

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

CIP Code (6-digits) * 45.1101

Minimum Number of
Credits (if applicable)* 9

Maximum Number of
Credits (if applicable)* 15

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

**New Academic
Program:**

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

**Existing Academic
Program Changes:**

- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ 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 Sociology & Anthropology at Utah State University (USU) is requesting approval for a 9-credit Post-Baccalaureate Certificate in Environmental Equity. The certificate will be available to graduate students across USU (approximately 3,100 students) and professionals engaged in social or human dimensions of environment or natural resources work. The required 9-credits will consist of two required courses and one elective that students will be able to select from a list of options. This certificate consists entirely of existing courses in the Sociology program. Courses will be offered in hybrid and online formats to accommodate the needs of Logan main campus students, students at Statewide Campuses, and employed professionals.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Sociology Graduate Faculty are requesting approval for a Post-Baccalaureate Certificate in Environmental Equity housed in the Sociology Program at Utah State University (USU). The certificate will provide rigorous social science training and education in environmental and natural resources equity and inequality. The target of this program is twofold: 1) current graduate students at USU and 2) professionals engaged in human or social dimensions of environment or natural resources work. The faculty provide details on the rationale for this request below. The certificate will be offered in a hybrid format, which will facilitate access for Logan-based graduate students and professionals statewide.

Rationale

USU's Sociology Program currently offers BA/BS, MS and PhD degrees. Undergraduate program areas of emphasis include People, Place, & Change, Social Health & Well-Being, and Social Inequality, while the graduate program offers specializations in areas including Environment & Community, Social Inequality, and Demography. The program houses nationally recognized scholars across each specialty area. The Environment & Community specialization is historically strong and internationally well-regarded, and we have at least six faculty members with expertise in environmental and/or natural resources sociology. The BA/BS, MS and PhD degrees are rigorous and prepare students for academic and non-academic careers across a range of sectors. Recent graduates in Environment & Community currently hold academic positions in leading regional and national universities as well as in non-academic settings including the U.S. Forest Service, Pacific Northwest National Laboratories, environmental not-for-profit organizations, and corporate consulting.

There is an increasing need to address environmental issues in the state of Utah and beyond. At the same time, there is an increasing awareness of the need to take a social sciences approach that considers multiple stakeholders and issues of equity and justice in environmental and natural resources decision-making. The Environmental Defense Fund considers environmental equity to be "achieving fairness and balance in access to environmental resources (e.g., green space, safe neighborhoods, healthy homes, healthy fisheries), in bearing environmental burdens (e.g., pollution in air, water and on land), and in participating in environmental decision-making." Environmental justice is both a social movement and an interdisciplinary academic framework that seeks to understand and remedy social injustices underlying environmental inequity.

In Utah, there is a need for students and professionals with an understanding of the social dimensions of environmental issues. According to The Utah Department of Public Safety's Utah Hazard Mitigation website, "It is likely that temperatures will increase through much of the twenty-first century, which will impact Utah's natural hazards including drought, flooding, extreme weather, wildfire, landslide, avalanche, and dam failure. Climate change will also impact Utah's agricultural economy as increasingly hot temperatures impact the cattle's open grazing feed supply and stress livestock. Agriculture is 15% of Utah's economy and hotter summers and less reliable water will also affect what can be grown in arid Utah with an economic impact of \$21 billion annually"

(<https://hazards.utah.gov/climate-change/>). In addition, the Utah Departments of Public Health, Disease Control and Prevention, and Bureau of Epidemiology put out a report titled, "Climate Change and Public Health in Utah," which describes the influence of climate change and other environmental factors on health in Utah

(<https://health.utah.gov/enviroepi/publications/Climate%20Change%20Booklet%20WEB%20compressed.pdf>)

Students will learn about and have the opportunity to become involved in community-based solutions for mitigating and adapting to complex environmental issues including climate change. One route of pursuing these community partnerships will be through the Community and Natural Resources Institute (CANRI) (<https://chass.usu.edu/sociology/canri/index>) which is housed in the College of Humanities and Social Sciences and which is comprised of faculty from a variety of disciplines.

There is also a need for students with training in environmental equity and justice approaches. Federal

and state agencies are increasingly incorporating environmental justice as a framework that guides their work. For example, according to their website, the Utah Department of Environmental Quality “is

committed to environmental justice in Utah, both through the continuation of current efforts and improving on and identifying areas of our work where we can address the environmental conditions that disproportionately impact disadvantaged and underserved communities. We will accomplish this by partnering with impacted communities and engaging with policymakers to find collaborative, community-based solutions” (<https://deg.utah.gov/general/environmental-justice-in-utah>). In addition, the U.S. Environmental Protection Agency (EPA) recently launched an Environmental Justice study of Salt Lake City’s west side, reported on by the Salt Lake Tribune (<https://www.sltrib.com/news/environment/2022/10/20/epa-is-launching-an/>). This certificate will benefit USU and USHE by enabling students and professionals to receive the training they need to contribute to addressing complex social-environmental issues in the state and beyond.

Utahns are very concerned about a variety of environmental issues, particularly lack of water/drought, air quality, and the drying of Great Salt Lake (https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1002&context=canri_projects). They also think that policymakers could be doing a lot more to address these environmental issues. Many graduate and undergraduate students attending and graduating from USU and working professionals are interested in contributing to addressing these areas. This certificate will allow students to gain training that will prepare them to make such contributions while providing them with more formal recognition of their training and accomplishments which can be highlighted on their transcripts and resumes. Students who complete this stackable certificate will be knowledgeable about and prepared to support environmental equity and justice efforts in their communities and work in environment-related fields, including government, nonprofit, and corporate positions. Given that students outside of the Sociology Program already frequently take classes in our Environment & Community and Social Inequality specialization areas, we envision that students in the following graduate programs at USU will have an interest in taking another class or two to complete this certificate:

- **College of Humanities & Social Sciences:** Sociology, Anthropology, Communication Studies, Technical Communication & Rhetoric, Political Science
- **Quinney College of Natural Resources:** Environment & Society MS and PhD, Ecology MS and PhD, Master of Natural Resources
- **College of Agriculture & Applied Sciences:** Climate Science MS and PhD, Landscape Architecture MLA, Environmental Planning MS, Landscape Architecture & Environmental Planning PhD

This certificate will also be useful for students not necessarily pursuing graduate degrees directly related to the environment, as it will allow them to apply this environment-related training and knowledge when applicable in a variety of settings. The certificate would also be aimed at current professionals working in environment, natural resources, and/or public policy professions across the state, including non-profits, government agencies, tribal governments and organizations, natural resource management, conservation, planning, land use, and public health, for example.

Upon successful completion of this certificate, students will be able to:

1. Demonstrate a deep understanding of the social, human, and other drivers and consequences of environmental issues.
2. Apply diverse perspectives, solutions, and methods to understand and address social-environmental issues.
3. Explain the importance of approaches to addressing environmental issues that incorporate equity and justice.

USHE aims to support workforce readiness and innovation. Its “Talent Ready Utah” initiative aims to build a highly skilled workforce by providing career and educational opportunities. Through programs like Utah Works, TRAC and Pathways, USHE aims to facilitate greater collaboration and cooperation

between classroom learning and professional development. The goal of these programs is to prepare students for careers by offering them skills, training and opportunities that enhance their professional profile. The Post-Baccalaureate Certificate in Environmental Equity is strongly aligned with this mission.

**Labor Market Demand
(if applicable)**

Students who complete this certificate will be knowledgeable about and prepared to support efforts to address environmental issues and take environmental equity and justice approaches in their communities and across governance scales. They will possess the skills necessary to work in environment and equity related fields, including government, nonprofit, and corporate positions. According to the Utah DWS Occupation Information Data Viewer, (<https://jobs.utah.gov/jsp/utalmis/#/>) training in environmental equity is useful for careers such as Environmental Engineers, Environmental Scientists and Specialists Including Health, Environmental Compliance Inspectors, Environmental Engineering Technologists and Technicians, Environmental Science Teachers - Postsecondary, Environmental Restoration Planners, and Environmental Economists. Training in social dimensions of climate change is useful for careers such as Climate Change Policy Analysts in addition to providing the foundation for many related careers. Additionally, training in environmental justice is useful for the following careers: Lawyer, Environmental Engineer and Environmental Engineering Technologist or Technician, Environmental Compliance Inspector, Environmental Scientist and Specialist including Health-related, Environmental Science and Protection Technician including Health-related, Environmental Science Teacher, Criminal Justice and Law Enforcement Teacher, Environmental Restoration Planner, and Environmental Economist. There are substantial numbers of job openings in Utah in these fields, according to the website (<https://jobs.utah.gov/jsp/utalmis/#/>). Whether they are pursuing degrees and careers directly related to the environment or not, having this credential in addition to a degree will make USU graduates more competitive for graduate/professional school, as well as on the job market and it will better prepare professionals to tackle pressing social-environmental issues in their work with an equity lens.

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

Consistency with USU's Mission

As Utah's premier student-centered land grant institution with campuses situated across the state, Utah State University is the ideal institution to provide leading training and education in environment and natural resources equity. USU's mission centers on excellence, access and inclusion and aims to empower all Utahns to lead successful lives. The state-wide reach of USU facilitates programs that serve Utah's population and that impacts the well-being of all Utah citizens. The proposed Post-Baccalaureate Certificate in Environmental Equity serves this mission in the following ways:

1. The certificate will be available to all Utahns with a BA/BS degree, including recent graduates, current graduate students in and outside of the Sociology program, and professionals across the state.
2. The certificate is intentionally designed to be offered in a hybrid format, including face-to-face instruction for current USU graduate students and local residents and via online and broadcast formats for professionals statewide.
3. The certificate will offer needed training and education for graduates to equitably address pressing environmental and natural resources issues.
4. The success and reach of the certificate will serve Utah citizens by helping to address environmental disparities, tackle pressing local, regional, and global environmental issues, and maintain and improve the well being of all Utahns.

Anticipated Impact

This program is unlikely to impact other units and programs in the USHE system. Several units and programs in the USHE system and across USHE institutions including USU have offerings related to the social or human dimensions of the environment or natural resources. Most existing or proposed certificate programs, however, are targeted to undergraduates. Here is a summary of existing social-environmental certificate programs:

- **University of Utah** offers a certificate in climate change through the Geography Program at the undergraduate level.
- **University of Utah** offers a Collaboration Certificate Course through the Environmental Dispute Resolution Program in the S.J. Quinney College of Law for "mid-to-upper career level professionals in environmental, natural resource, and/or public policy sectors."
- **USU's Environment and Society** department is proposing a new Climate Change Solutions certificate at the undergraduate level and a graduate certificate in Natural Resources Environmental Communication and Engagement.
- **USU's Sociology** program is proposing microcertificates in Environmental Justice and Social Dimensions of Climate Change and a minor in Climate Change and Environmental Justice for undergraduates.

Finances*

The proposed certificate will not require any additional funding. Rather, the program will expand our existing face-to-face course offerings to include online and broadcast access. While select students enrolled in the current graduate degree programs receive tuition waivers, those enrolled in the certificate program would pay tuition per course. Thus, as the program expands over time, tuition dollars will result in revenue for the existing graduate program. Thus, while the Department of Sociology & Anthropology does not expect any budgetary loss for any programs, it does anticipate budgetary increases for the existing graduate programs.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Post-Baccalaureate Certificate in Environmental Equity will be housed and administered by USU's Graduate Program in Sociology in the College of Humanities and Social Sciences. The curriculum will include currently offered graduate courses in environment, natural resources, and social inequality.

Certificate completion will require a minimum of nine credit hours. This includes a minimum of two environment/natural resources related courses (six credit hours) and one social inequality based course (three credit hours), and a maximum of 15 credit hours. While only three courses are required for certificate completion, students will be welcome and invited to take an additional two courses (six credit hours) of electives if they wish to expand the breadth and/or depth of their experience.

The two environment-related courses will provide students with training and education in the sociology of natural resources/environmental sociology, environmental justice, social change, community sociology, and community-based or -engaged research methods. Students can select two courses that most closely align with their research, training and/or professional goals. For example, a graduate researcher conducting research on environmental justice in relation to Great Salt Lake may select the most relevant courses (e.g., Environmental & Climate Justice, Multispecies Justice & Indigenous Approaches to the Environment), while practitioners seeking to understand the social wellbeing implications of natural amenity development may select courses focused more on rural natural resource use and social change (e.g., Social & Community Dimensions of Natural Resources, Environment, Technology, & Social Change).

A social inequality course will provide students with more depth regarding the history of inequality and factors that shape unequal social outcomes. As with the environment-related requirements, students can select a course that best aligns with their goals. For instance, students seeking a broad overview of the mechanisms that shape inequality can select a general inequality course (e.g., Theory & Research on Inequality) while students seeking a deeper focus on particular populations can select more targeted courses (e.g., Sociology of Race & Ethnicity or Sociology of Sexuality & Gender).

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.

1 May 2024

ITEM FOR ACTION

Utah State University's Department of Sociology and Anthropology, in the College of Humanities and Social Sciences proposes offering a Health Equity Post-Baccalaureate Certificate.

EXECUTIVE SUMMARY

The Department of Sociology and Anthropology in the College of Humanities and Social Sciences proposes offering a Health Equity Post-Baccalaureate Certificate.

RECOMMENDATION

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

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology and Anthropology in the College of Humanities and Social Sciences proposes offering a Health Equity Post-Baccalaureate Certificate, and

WHEREAS, The proposal will help increase the number of programs in this area and speaks to the growing demand among students;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Health Equity Post-Baccalaureate Certificate in the College of Humanities and Social Sciences' Department of Sociology and Anthropology, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CHASS - Sociology and Anthropology - Health Equity - Post-baccalaureate Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology and Anthropology

Current Title (if applicable)* Not applicable

Proposed Title* Health Equity - Post-baccalaureate Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 30.2301

Minimum Number of
Credits (if
applicable)* 9

Maximum Number of
Credits (if
applicable)* 15

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 establish a post-baccalaureate certificate in health equity.

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

Proposed Action

The Department of Sociology & Anthropology is requesting approval for a Graduate Certificate in Health Equity housed in the Sociology Program at Utah State University. The certificate will provide rigorous social science training and education in social determinants of health, health disparities and health equity. The target of this program is twofold: current graduate students and healthcare professionals and practitioners. The Sociology graduate faculty provide detail on the rationale for this request below. The certificate will be offered in a hybrid format, which will facilitate access for Logan-based graduate students and practitioners and professionals statewide.

Rationale

USU's Sociology Program currently offers BA/BS, MS and PhD degrees. Undergraduate program areas of emphasis include Social Health and Well-Being and Social Inequality, while the graduate programs offer specializations in areas including Demography and Social Inequality. The program houses nationally recognized scholars across each specialty area in the fields of health disparities, population health, and social inequality. The BA/BS, MS and PhD degrees are rigorous and prepare students for academic and non-academic careers across a range of sectors. Recent graduates currently hold academic positions in leading regional and national universities as well as in non-academic settings including the Centers for Disease Control, the U.S. Census Bureau, the National Institutes of Health, and the New York City Department of Health.

Particularly since the recent global pandemic, there is renewed interest among scholars, policy advocates, public health personnel and health and medical professionals to better understand how social inequalities influence patient outcomes. There is growing recognition that despite recent advances in medical research and practice, significant health disparities remain which drive significant life expectancy gaps across demographic groups in the U.S. This reality led the American Medical Association (AMA) to declare health disparities a serious public health issue and to encourage all healthcare professionals to seek guidance on ensuring equality in access to health care and treatment. [According to the AMA](#), "the primary role of medical education is to produce a competent health care workforce capable of meeting health care needs of our population. Therefore, the central goal of our health care workforce must be the elimination of health inequity." To accomplish these goals, the AMA recommends increasing awareness of health disparities among all practitioners, improving patient-provider relationships, including those across ethnic, racial and socioeconomic divides, and supporting diversity among healthcare providers.

Critically, inequalities within the U.S. healthcare system drives much of the exorbitant costs of health provision. Deloitte, a nationally recognized consulting firm, estimates that [unnecessary spending](#) stemming from structural inequalities and bias related to race, gender and socioeconomic status, costs the U.S. \$320 billion annually. They also project this spending to grow to over \$1 trillion by 2040. Health disparities also contribute to declines in life expectancy in the U.S. To explain why the U.S. trails all other advanced industrial countries in life expectancy, [scholars](#) point to widening race and socioeconomic disparities in mortality.

Sociology is uniquely prepared to provide training and education with the aim of improving population health because of the discipline's focus on the social determinants of health and broader inequalities in society. A [recent study](#) featured in the National Library of Medicine

concluded that sociology is prepared to lead on solutions to health inequity because it recognizes “the social environment in which humans reside is complex and highly stratified”

and that “health and well-being are highly correlated with one’s position in the social hierarchy.” Because of its regional and national reputation in the areas of health and social inequality, USU’s sociology program is ideally positioned to provide rigorous education and training in health equity in the state. The Sociology Graduate Program seeks to fill a critical need for healthcare professionals and others across the state in order to improve the health of Utah’s population today and into the future.

The rationale for creating a Post-baccalaureate Certificate in Health Equity is to provide graduate students and health professionals advanced professional training in health, medicine, and social inequality. The certificate would be aimed at supporting the professional goals of two key stakeholders: current USU graduate students and health professionals across Utah.

The certificate would be aimed at current USU graduate students in health-related disciplines (e.g., sociology, nursing, clinical psychology, social work), those seeking professional employment in health-related fields and/or those pursuing graduate research in health-related topics would benefit from the certificate by receiving greater depth of training in this area. The certificate would also be aimed at current health professionals across the state, including medical practitioners, health policy and administration professionals, public health workers and other clinicians/technicians, who would gain expertise in the social determinants of health and key sources of health disparities in the U.S. healthcare system.

USHE aims to support workforce readiness and innovation. Its “Talent Ready Utah” initiative aims to build a highly skilled workforce by providing career and educational opportunities. Through programs like Utah Works, TRAC and Pathways, USHE aims to facilitate greater collaboration and cooperation between classroom learning and professional development. The goal of these programs is to prepare students for careers by offering them skills, training and opportunities than enhance their professional profile. The Post-baccalaureate Certificate in Health Equity is strongly aligned with this mission.

**Labor Market Demand
(if applicable)**

Health care and health-related services represent one of the fastest growing sectors in the U.S. In 2021, health care spending reached \$4.3 trillion and accounted for over 18% of the U.S. GDP. According to the Bureau of Labor Statistics, health care occupations are projected to add over 2 million jobs over the next 8-10 years, much faster than average for all occupations. In fact, the BLS projects over 1.9 million job openings annually based on projected growth and replacement rates for the sector.

Health services is also a rapidly growing sector of Utah's economy. In 2022, employment in health care statewide included over 173,000 in the private sector and over 20,000 in the public sector, representing approximately 10% of Utah's labor force. Wages in the health sector are robust and are projected to grow. Current median annual earnings for healthcare workers were \$75,040 in 2021, which is higher than the median for all occupations.

While the industry is growing, there is also evidence that Americans are increasingly dissatisfied with health care provision. National surveys reveal the need for significant improvement in healthcare overall and in various aspects of health delivery, including community supports, mental health care and quality of care for specific demographic groups. In each of those areas, a majority of Americans report dissatisfaction with the current health system.

Several leading national institutions have recently developed similar programs in the areas of health, inequality and policy, including Harvard Extension School, Vanderbilt University, the University of Arizona online and the University of Texas at Austin. The increasing number of programs in this area speaks to the growing demand among students and practitioners as well as growing recognition of the need for such training, preparation and professional development.

Thus, while students and professionals are expected to have growing opportunities to pursue careers across the healthcare industry, it is also expected that employers will increasingly expect or demand professionals with training in issues of health disparities, social inequality and equity-oriented policies and practices. This prediction is based on data from the [National Institutes of Health](#), which shows an overall increase in their health disparities research portfolio. If this reflects a growing interest in the subject at the national level, training in health equity will only continue to grow in relevance.

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

Consistency with USU's Mission

As Utah's premier student-centered land grant institution, Utah State University is the ideal institution to provide state-of-the-art training and education in health equity. USU's mission centers on excellence, access and inclusion and aims to empower all Utahns to lead successful lives. The state-wide reach of USU facilitates programs that serve Utah's population and that impacts the health and well-being of all Utah citizens. The proposed Graduate Certificate in Health Equity serves this mission in the following ways:

1. The program will be available to all Utahns with a BA/BS degree, including recent graduates, current graduate students and professional and practitioners across the state.
2. The program is intentionally designed to be offered in a hybrid format, including face-to-face instruction for current USU graduate students and local residents and via online and broadcast formats for professionals statewide.
3. The program aims to offer needed training and education in a rapidly growing field and will fill a critical demand for the healthcare industry.
4. The success and reach of the program will serve Utah citizens by providing knowledge on health disparities and its effects, including increased costs. We hope practitioners learn about health disparities and are able to implement practices that might reduce disparate outcomes.

Anticipated Impact

This program is unlikely to impact other units and programs in the USHE system. Existing certificate programs are targeted to undergraduates, primarily serve campus-based students and/or are not social science based. Here is a summary of existing health-related certificate programs:

- **Utah Tech University** offers a *Health Communication Certificate* to enrolled undergraduate students that consists of four courses in communication studies, including provider and patient relations, community health communication, health communication and gender communication.
- **Utah Valley University** offers *Certificates of Proficiency in Health and Public and Community Health* to high school, undergraduate and entry-level adults. The certificate program is introductory level and requires courses in basic writing and composition, biology, quantitative reasoning, algebra and statistics.
- **The University of Utah** offers a *Health, Society & Policy* program for undergraduate currently enrolled campus-based students.
- **The University of Utah School of Medicine** offers certificate programs in genome science, global health/medicine, health services, informatics, occupational safety, patient research, personalized health, public health, and tribal education to currently enrolled campus-based students. None of these certificates offer rigorous training in social scientific approaches to health and equity.

- Other non-USHE graduate or post-graduate certificate programs center on technical or specialized medical training including in biomedical science, gerontology, health administration, nutrition and occupational therapy.

Finances*

The proposed certificate will not require any additional funding. Rather, the program will expand its existing face-to-face course offerings to include online and broadcast access. While select students enrolled in the current graduate degree programs receive tuition waivers, those enrolled in the certificate program would pay tuition per course. Thus, as the program expands over time, tuition dollars will result in revenue for the existing graduate program. Thus, while no budgetary loss for any programs is expected, budgetary increases are expected for the existing graduate programs.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Post-baccalaureate Certificate in Health Equity will be housed and administered by USU's Graduate Program in Sociology in the College of Humanities and Social Sciences. The curriculum will include currently offered graduate and undergraduate courses in health, medicine and inequality.

Certificate completion will require a minimum of nine credit hours, this includes a minimum of two health related courses (6 credit hours) and one inequality based course (3 credit hours), and a maximum of 15 credit hours. While only three courses are required for certificate completion, students will be welcome, and invited, to take an additional two courses (6 credit hours) of electives.

The two health-related courses will provide students with training and education in social scientific approaches to health, healthcare, well-being, disability, aging, and mental health. Students can select two courses that most closely align with their research, training and/or professional goals. For example, a graduate researcher conducting research on health disparities may select courses focused on particular populations (e.g., Sociology of Aging, Sociology of Disability), while health practitioners seeking to better understand the social foundations of health and well-being may select courses focused on macro health issues (e.g., Medical Sociology or Population Health).

An inequality course will provide students with more depth regarding the history of inequality and factors that shape unequal outcomes. As with the health-related requirements, students can select a course that best aligns with their goals. For instance, students seeking a broad overview of the mechanisms that shape inequality can select a general inequality course (e.g., Social Inequality) while students seeking a deeper focus on particular populations can select more targeted courses (e.g., Sociology of Race and Ethnicity or Sociology of Sexuality and Gender).

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.

1 May 2024

ITEM FOR ACTION

Utah State University's Departments of Computer Science and Mathematics and Statistics, in the College of Science proposes offering a Machine Learning and Artificial Intelligence Post-Baccalaureate Certificate.

EXECUTIVE SUMMARY

The Departments of Computer Science and Mathematics and Statistics in the College of Science proposes offering a Machine Learning and Artificial Intelligence Post-Baccalaureate Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Machine Learning and Artificial Intelligence Post-Baccalaureate Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Departments of Computer Science and Mathematics and Statistics in the College of Science proposes offering a Machine Learning and Artificial Intelligence Post-Baccalaureate Certificate, and

WHEREAS, The proposal will provide the students with more innovation and be more impactful in their STEM roles;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Machine Learning and Artificial Intelligence Post-Baccalaureate Certificate in the College of Sciences' Departments of Computer Science and Mathematics and Statistics, 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 - Computer Science Mathematics and Statistics - Machine Learning and Artificial Intelligence 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)*

COS

DEPARTMENT (include all cross listed departments)*

Computer Science

Mathematics and Statistics

Current Title (if applicable)*

Machine Learning and Artificial Intelligence Post-baccalaureate Certificate

Proposed Title*

Machine Learning and Artificial Intelligence Post-baccalaureate Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 30.3001

Minimum Number of
Credits (if
applicable)* 11

Maximum Number of
Credits (if
applicable)* 13

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

**New Academic
Program:**

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

**Existing Academic
Program Changes:**

- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ 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 post-baccalaureate certificate in Machine Learning and Artificial Intelligence.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* Scientists and engineers in today's workforce have vast amounts of data available to them, but too often they do not have sufficient expertise to make full use of the data. With so much of today's STEM innovation being data-driven, expertise in analyzing data is critical to industry success. Recent advances in machine learning methods, including large language models such as ChatGPT, have led to an explosion of applications in machine learning and artificial intelligence (AI) in analyzing data. Because of these and other successes, machine learning and AI are at the forefront of technological innovation in fields such as healthcare, finance, autonomous vehicles, and more. Thus, a strong foundation in machine learning and AI will equip students with the skills and knowledge to better harness the power of data, enabling them to tackle complex problems, make data-driven decisions, and develop cutting-edge solutions. The proposed graduate certificate will provide students with such a foundation.

The requirements for the proposed certificate were decided upon based on discussions between faculty within the Department of Computer Science and the Department of Mathematics and Statistics. These discussions were part of the broader efforts of these departments in collaboration with industry partners to improve USU's offerings in machine learning and artificial intelligence and data science. These efforts include the creation of a BS, minor, and graduate certificate in data science starting Fall 2023 and the restructuring of the MS in data science and the creation of a data literacy minor and a PhD in Statistics and Data Science in Fall 2024.

To be successful, prospective students for the certificate must have sufficient programming skills and previous exposure to linear algebra. Thus, the primary audiences for this certificate will be 1) existing graduate students in STEM fields across campus and 2) working professionals that are interested in developing their skills and knowledge of machine learning and AI. For the former group, this certificate will strengthen their ability to analyze and extract meaningful insights from data, significantly enhancing their career prospects. For the latter group, this certificate provides a streamlined way for students to study machine learning and AI

without committing to a full master's program.

**Labor Market Demand
(if applicable)**

Most students who graduate with the proposed Machine Learning and Artificial Intelligence Post-baccalaureate Certificate will either already have a primary degree in a STEM field or be working in a STEM field. Thus, these students would already qualify for occupations in those fields, including in the industries listed in the USHE Deep Technology Initiative, such as artificial intelligence, autonomous vehicles, biotechnology, and robotics. Many of these students are already taking a subset of the classes in the proposed certificate and are therefore receiving a subset of these skills. The proposed certificate formalizes a combination of skills in machine learning and AI that will be instantly marketable in any of the industries outlined in the USHE deep technology initiative. The Machine Learning and Artificial Intelligence certificate would make these graduates more innovative and impactful in their STEM roles. In addition, these credentials would open the door for graduates to work as data scientists, data engineers, business analysts, and machine learning engineers.

Regarding job prospects, the [Utah Department of Workforce Services](#) does not specifically report occupational projections for machine learning, but the 2020-2030 ten year projected employment percent changes for related or overlapping fields are impressive – 63% for Data Scientists (from 1870 to 3050), 63% for Statisticians (from 350 to 570), and 32% for Computer and Information Research (740 to 980). Nationally, [U.S. Bureau of Labor Statistics projections](#) put Data Scientist in the top 3 fastest growing occupations, with a projected 35% growth rate from 2022-2032. Statistician is also on the list with a 32% projected growth rate nationally. Data Scientists have median salaries (for 2022 as reported by the Bureau of Labor Statistics) above \$100,000. These projections indicate the depth of the state's (and nation's) need for developing a workforce more broadly skilled in machine learning and artificial intelligence. The projected growth rate in machine learning related fields in Utah is nearly double the projected growth rate nationally, which underscores the need to develop machine learning skills in the workforce for the state of Utah.

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

The Machine Learning and Artificial Intelligence Post-baccalaureate Certificate will support USU's academic mission by training students in machine learning skills critically needed by deep technology employers in Utah. Rather than only being trained to use existing machine learning tools, these students will gain foundational knowledge in advanced methods so that the students can build on their primary STEM training to be more impactful employees in their respective industries.

The most similar program at USU is the Data Science Graduate Certificate housed jointly between the same two departments. The proposed certificate is more focused and specialized in machine learning and artificial intelligence. In contrast, the Data Science certificate requires students to take a broader path including other aspects of data analysis such as data visualization. Thus, the proposed certificate provides a more rigorous mathematical and computational study in a narrower field than the Data Science certificate. This will better prepare students for jobs such as machine learning engineers, which may require more training in machine learning than a general data scientist typically receives.

Finances*

Current department resources will be sufficient to run the proposed program. No additional resources will be required to offer this option for students.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The total amount of required credits is 11-13.

Machine Learning and Artificial Intelligence Core

Students must complete at least one of the following options:

- STAT 5650 – Statistical Learning and Data Mining I (2)
- STAT 6655 – Machine Learning (3)
- CS 5665 – Introduction to Data Science (3)
- CS 6600 – Intelligent Systems (4)
- CS 6890 – Machine Learning with Graphs (3)

Electives

Students must take at least 9 credits from the following courses:

- Any of the five core courses (if not used for the core requirement)
- STAT 5685/6685 – Deep Learning Theory and Applications (3) OR CS 6890 - Applied Deep Learning (3)
- MATH/STAT 5645/6645 - Mathematical Methods for Data Science (3)
- CS 5060 – Decision Making: Algorithms Under Uncertainty (3)
- CS 6080 – Time Series Data Mining (3)
- CS 6510 – Robot Intelligence (3)
- CS 6665 – Data Mining (3)
- CS 6675 – Advanced Data Mining (3)
- CS 6680 – Computer Vision: Foundations and Applications (3)
- CS 6840 – Social Network Analysis (3)
- DATA 6420 – Introduction to Text Mining (3)
- DATA 6610 – Advanced Machine Learning for Analytics (3)
- DATA 6630 – Deep Forecasting (3)
- BIOL/CAS 6320 – Summarizing Complex Datasets and Machine Learning for Life Scientists (2)
- ECN 6090 – Machine Learning in Economics and Finance (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.

1 May 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 Applied Remote Sensing and Geospatial Artificial Intelligence Post-Baccalaureate Certificate.

EXECUTIVE SUMMARY

The Department of Environment and Society in the S.J. & Jessie E. Quinney College of Natural Resources proposes offering an Applied Remote Sensing and Geospatial Artificial Intelligence Post-Baccalaureate Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Applied Remote Sensing and Geospatial Artificial Intelligence Post-Baccalaureate Certificate.

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 Applied Remote Sensing and Geospatial Artificial Intelligence Post-Baccalaureate Certificate, and

WHEREAS, The proposal will create new coursework and programmatic opportunities for students in the Geography or Geospatial side;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Applied Remote Sensing and Geospatial Artificial Intelligence Post-Baccalaureate Certificate in the S.J. & Jesse 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 - Applied Remote Sensing and Geospatial Artificial Intelligence 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)*

QCNR

DEPARTMENT (include all cross listed departments)*

Environment and Society

Current Title (if applicable)* not applicable

Proposed Title* Applied Remote Sensing and Geospatial Artificial Intelligence Post-Baccalaureate Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 30.7001

Minimum Number of
Credits (if
applicable)* 12

Maximum Number of
Credits (if
applicable)* 13

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 R401 is for the establishment of a new online Post-Baccalaureate Certificate in Applied Remote Sensing and Geospatial Artificial Intelligence (RS/GeoAI) in the Department of Environment and Society (ENVS) and as part of the Masters of Natural Resources Program (MNR).

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 graduate-level certificate, a 12- to 13-credit Post-Baccalaureate Certificate.

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 supports the Post-Baccalaureate Certificate in Geographic Information Science (GIS), delivered online as a part of the College's online Master's in Natural Resources (MNR) Program. The proposed new Applied Remote Sensing and Geospatial Artificial Intelligence (Applied RS/GeoAI) Certificate will be available fully online, or with an option to mix online and in-person courses for students at the Logan campus. Students can pair the Certificate with the MNR degree or can add it to any other graduate major at USU. Students can pursue both the GIS and the Applied RS/GeoAI Post-Baccalaureate Certificates for simultaneously broad and deep skillsets in emerging geospatial technologies. Students can also pursue the proposed Certificate after completing the companion undergraduate RS/GeoAI Foundations Certificate or the undergraduate Applied GIS Certificate.

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. For the Post-Baccalaureate Certificate, inclusion of the courses under the MNR program, with the approved charging of differential tuition, will lead to revenues that can help support the continued delivery of the graduate-level courses. The differential tuition amount in 2023-24 was \$42.60/credit.

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

Program Learning Outcomes: Upon successful completion of the Post-Baccalaureate Certificate, graduates will possess in-depth knowledge of advanced GeoAI algorithms and applications. Key learning outcomes include advanced skills in geospatial machine and deep learning techniques, data ethics, and advanced geovisualization. Certificate earners will be prepared to contribute to advancements in the field.

Program Requirements: Program requirements consist of 12-13 credits of required coursework. Included within these credits is the requirement to complete a 1-credit capstone project design and implementation experience under supervision of program faculty. Required coursework also includes choice of 2-3 elective credits that must be approved by the program faculty director and can include a course from the sister Geographic Information Science Post-Baccalaureate Certificate. Approved courses taken through the Natural Resources Distance Learning Consortium (NRDLC) can also fulfill this elective requirement.

Students must obtain a minimum grade of B- in courses taken to meet certificate requirements.

Graduation Requirements: Students must achieve a 3.0 minimum GPA for courses used to meet certificate requirements.

Certificate Stacking: Ease of certificate stacking is a program goal. When stacked with the GIS Certificate, the proposed Applied RS/GeoAI Certificate requires 10 additional credits, as a required GIS Certificate course can be used as the elective course for this Certificates.

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.

1 May 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 discontinuing the Elementary Education General Studies Bachelor of Art and Bachelor of Science Degrees.

EXECUTIVE SUMMARY

The School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services proposes discontinuing the Elementary Education General Studies Bachelor of Art and Bachelor of Science Degrees.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve discontinuing the Elementary Education General Studies Bachelor of Art and Bachelor of Science Degrees.

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 discontinuing the Elementary Education General Studies Bachelor of Art and Bachelor of Science Degrees, and

WHEREAS, The proposal will keep USU in accordance with current state licensing requirements and simplify degree planning and scheduling;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve discontinuing the Elementary Education General Studies Bachelor of Art and Bachelor of Science Degrees 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 - Elementary Education General Studies - BA, BS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

School of Teacher Education and Leadership

Current Title (if applicable)* Elementary Education General Studies BA BS

Proposed Title* Elementary Education General Studies - BA, BS

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 24.0102

Minimum Number of
Credits (if
applicable)* 120

Maximum Number of
Credits (if
applicable)* 150

Type of Degree: (BA, BA, BS
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) This program is not offered anymore

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☐ Yes ☒ No

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

SECTION I: THE REQUEST

R401 Purpose* Because the state board of education changed the testing requirements for teacher licensing for elementary educators, we no longer need this degree option.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* In accordance with current state licensing requirements and to simplify degree planning and scheduling, we are discontinuing this degree.

Labor Market Demand (if applicable) The market does not need students with elementary education degrees that do not lead to licensure. This degree does not lead to a recommendation for licensure. Because state testing requirements have changed, students no longer need this degree as an exit ramp.

Consistency with Institutional Mission & Institutional Impact* Only a few students have used this option for a degree. There is no impact from this change, as students have other options for a general studies degree.

Finances* N/A

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative N/A

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

1 May 2024

ITEM FOR ACTION

Utah State University's Department of Aviation Technology, in the College of Agriculture and Applied Sciences proposes offering an Air Traffic Control Minor.

EXECUTIVE SUMMARY

The Department of Aviation Technology in the College of Agriculture and Applied Sciences proposes offering an Air Traffic Control Minor.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Air Traffic Control 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 offering an Air Traffic Control Minor, and

WHEREAS, The proposal will provide students with more career broadening opportunities and continued learning;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Air Traffic Control 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 - Air Traffic Control 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)* Not applicable

Proposed Title* Air Traffic Control Minor

CIP Code

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

CIP Code (6-digits) * 49.0101

Minimum Number of
Credits (if
applicable)* 12

Maximum Number of
Credits (if
applicable)* 12

Type of Degree: (BA, Minor
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 a new Air Traffic Control (ATC) Minor. ATC is vital to safe flight operations. With Aviation Technology's (AVTE) continued growth, now more than 600 students, the need to educate aviators regarding ATC is significant. Every semester, numerous students ask about ATC course availability, both to supplement their current degree and whether we offer a full ATC program. With regret, other schools are recommended to the students. Currently, there are no ATC minors offered in Utah.

Total credit hours: 12

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Approval of this new minor will offer career broadening opportunities and continued learning that will complement all programs offered by USU's Aviation Technology department. This new minor will also be available to all USU students regardless of their major. The following courses will be required for the minor:

- AV 1710 Air Traffic Control Fundamentals (3) (Fall 2024)
- AV 2040 Aviation Meteorology (3) (Spring 2024) **OR** PSC 2040 Aviation Weather (3)
- AV 2710 Basic Control Tower Operations (3) (Spring 2025)
- AV 3010 National Airspace, Air Traffic Control, and Airport Administration (3)

Labor Market Demand (if applicable)

Per the Bureau of Labor Statistics, "the median annual wage for air traffic controllers was \$132,250 in May 2022. Job Outlook Employment of air traffic controllers is projected to show little or no change from 2022 to 2032. Despite limited employment growth, about 2,000 openings for air traffic controllers are projected each year, on average, over the decade."

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

This new minor supports the mission of USU by educating students and developing leaders to exceed industry needs in aviation. As students complete this minor, they will be better prepared to engage with local, regional, national, and world leaders in promoting aviation. USU will be the pinnacle of providing quality aviators to not only survive but thrive in today's global aviation demands. In support of USU's mission, and for each student to graduate as citizen scholars, each student will:

- 1) understand where to obtain aeronautical knowledge and information related to air traffic control (ATC);
- 2) develop skills such as situational awareness, problem-solving, decision-making, communication, and teamwork;
- 3) recognize different ways of thinking, with the ability to retain, recall, and demonstrate/apply ATC rules and procedures;
- 4) understand that each situation is unique and will require prioritization and application of specific ATC techniques; and
- 5) develop a capacity to adapt to change, learn from mistakes, and a never-stop-learning attitude.

Finances*

\$500.00 - \$1,000.00 for plastic aircraft figurines and visual aids to be used in simulated environments.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

Students will be introduced to the basics of air traffic control through classroom instruction, online training, and simulation scenarios. Specific instruction will include a basic overview of air traffic control, a look into control tower operations, how the national airspace system functions, and the weather which impacts aviation.

- AV 1710 Air Traffic Control Fundamentals (3) (Fall 2024)
- AV 2040 Aviation Meteorology (3) (Spring 2024) **OR** PSC 2040 Aviation Weather (3)
- AV 2710 Basic Control Tower Operations (3) (Spring 2025)
- AV 3010 National Airspace, Air Traffic Control, and Airport Administration (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.

1 May 2024

ITEM FOR ACTION

Utah State University's Department of Sociology and Anthropology, in the College of Humanities and Social Sciences proposes offering a Forensic Testimony Minor.

EXECUTIVE SUMMARY

The Department of Sociology and Anthropology in the College of Humanities and Social Sciences proposes offering a Forensic Testimony Minor.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Forensic Testimony Minor.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology and Anthropology in the College of Humanities and Social Sciences proposes offering a Forensic Testimony Minor, and

WHEREAS, The proposal will provide students with the skill set to be an effective witness;

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

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:

CHASS - Sociology and Anthropology - Forensic Testimony Minor

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology and Anthropology

Current Title (if applicable)* Forensic Testimony Minor

Proposed Title* Forensic Testimony Minor

CIP Code

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

CIP Code (6-digits) * 43.0114

Minimum Number of
Credits (if
applicable)* 12

Maximum Number of
Credits (if
applicable)* 12

Type of Degree: (BA, Minor
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 Sociology & Anthropology requests approval to offer the following Minor:
Forensic Testimony.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Department of Sociology and Anthropology, with the assistance of the Communications Studies and Philosophy Department, proposes to create a minor in Forensic Testimony to be offered at Utah State University. The minor is aimed at students who wish to work as evidence analysts within the criminal justice system. Students wanting to pursue such a career will need to obtain a Bachelor's degree in the area in which they wish to specialize—those working in a crime lab will need a degree in chemistry or biology, those working in computer forensics will need a degree in computer science, those working in forensic accounting will need a degree in accounting, those working as a forensic psychologist will need a degree in psychology, and so on. Those working as evidence analysts will also be required to testify in court as part of their job. This minor is designed to provide students with the skills to do this. As part of the minor, students will learn about the procedural and evidentiary rules that apply to criminal trials and will have the experience of testifying as a witness in a criminal trial in a mock trial setting. Additionally, students will learn communication skills necessary to be an effective witness.

Labor Market Demand (if applicable)

There is a need for criminal justice professionals both in Utah and nationally. This includes evidence analysts.

The Utah Department of Workforce Services projects the job market growth for forensic science technicians to be 3% annually in Utah and 2.7% annually nationwide. The Utah Department of Workforce Services projects the job market growth for information security analysts (the category under which jobs in digital forensics are categorized) to be 6.1% annually for Utah and the U.S. Bureau of Labor Statistics projects there to be a 31.5% increase in those jobs nationwide over the next decade.

The job data for other forensic fields is consolidated with job data within their respective fields general, but the projections for those jobs is likewise bright, in Utah in particular. The projected job growth for Accountants and Auditors (under which forensic accountants would be included) is 3.5% in Utah and 1.1% nationally according to the Utah Department of Workforce Services. For Psychologists (under which forensic psychologists would be included), the projected job growth is 2.9% in Utah and 1% nationally according to the Utah Department of Workforce

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

Offering a minor in Forensic Testimony to students across the state is consistent with USU's land-grant mission. Specifically, it is consistent with USU's goals of promoting diversity of thought and strengthening student job placement following graduation. This minor is designed to provide perspectives from the Criminal Justice and Communication Studies programs to students majoring in another field to gain the skills needed to perform specific types of evidence analysis. These perspectives will be needed to effectively work as an evidence analyst within the criminal justice system. Additionally, as noted above, there is a great need to evidence analysts in the criminal justice system, and providing students with the skill set to be an effective witness—an important part of being an evidence analysts—will prepare students for employment in that field.

A minor in Forensic Testimony is not offered at any other USHE institution. Indeed, as far as can be told, a minor in Forensic Testimony is not offered at any other institution of higher education in the United States. As such, the Department of Sociology & Anthropology does not see the minor having any direct impact on an existing USHE institution. It is possible that students wishing to be an evidence analyst may choose to go to USU over another USHE institution due to the availability of this minor and the added credential it would provide.

Finances*

There is no anticipated financial impact of this new minor. No new resources are needed to implement this minor. Instructional support for the Forensic Testimony Minor will be provided largely through existing instructional offerings. The one new course being designed as part of this minor—Courtroom Communication—will be designed and taught as part of the teaching responsibilities of existing faculty. The technology, infrastructure, and structure to deliver the program are in place. There will be no change in administrative structure and no additional faculty.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

The proposed requirements for a minor in Forensic Testimony include four courses totaling 12 credit hours. This includes two required courses—Courtroom Communication (CJ 4350) and either Laws of Evidence (CJ 2350) or Criminal Procedure (CJ 3320). The Laws of Evidence and Criminal Procedure courses teach students about the procedural and evidentiary rules that apply to criminal trials and teaches them how to apply those rules. Courtroom Communications teaches students how to effectively communicate in a courtroom setting and provides them with the skills to do so.

In addition to these two required courses, students will take one additional Criminal Justice course from a list of electives pertaining to criminal courts and/or forensic investigations. Students will also take one Communications Studies course from a list of electives pertaining to communication skills beneficial to those working as a witness in criminal court cases.

1. The minimum entrance GPA is 2.0.
2. The minimum grade for minor courses is a C-.
3. The minimum minor GPA is 2.0

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.

1 May 2024

ITEM FOR ACTION

Utah State University's Department of Mathematics and Statistics, in the College of Science proposes offering a Data Literacy Minor.

EXECUTIVE SUMMARY

The Department of Mathematics and Statistics in the College of Science proposes offering a Data Literacy Minor.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Data Literacy Minor.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Mathematics and Statistics in the College of Science proposes offering a Data Literacy Minor, and

WHEREAS, The proposal will incentivize students to take a few additional data-centric courses and will serve to close the data skills gap;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Data Literacy Minor in the College of Sciences' Department of Mathematics and Statistics, 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 - Mathematics and Statistics - Data Literacy Minor

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

COS

DEPARTMENT (include all cross listed departments)*

Mathematics and Statistics

Current Title (if applicable)* Data Literacy Minor

Proposed Title* Data Literacy Minor

CIP Code

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

CIP Code (6-digits) * 27.0501

Minimum Number of
Credits (if
applicable)* 12

Maximum Number of
Credits (if
applicable)* 14

Type of Degree: (BA, Minor
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

ADDITIONAL APPROVALS (if applicable)

Graduate Council
Approval* ☐ Yes
☒ No

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

SECTION I: THE REQUEST

R401 Purpose*

The purpose of this R401 is to create a new minor in “Data Literacy” as housed within the Department of Mathematics and Statistics. For the purposes of this proposal, we use Tableau’s definition of data literacy (see <https://www.tableau.com/data-insights/data-literacy/what-is>), which is defined as “the ability to explore, understand, and communicate with data in a meaningful way.” Expounding on this definition, this minor seeks to develop students who:

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

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

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

**Labor Market Demand
(if applicable)**

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

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

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

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

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

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

Finances*

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

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

Courses:

Foundations Core

Take the following course:

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

Introductory Statistics Core

Take one of the following courses:

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

Data Modeling Core

Take one of the following courses:

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

Data Communication Core

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

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

Overview:

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

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

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

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

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

1 May 2024

ITEM FOR ACTION

Utah State University's Department of Marketing and Strategy, in the Jon M. Huntsman School of Business proposes offering a Consumer Psychology Minor.

EXECUTIVE SUMMARY

The Department of Marketing and Strategy in the Jon M. Huntsman School of Business proposes offering a Consumer Psychology Minor.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Consumer Psychology Minor.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Marketing and Strategy in the Jon M. Huntsman School of Business proposes offering a Consumer Psychology Minor, and

WHEREAS, The proposal will help students who desire to further their studies in premier graduate programs by better preparing them for admission and success in their studies;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Consumer Psychology Minor 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 - Consumer Psychology - Minor

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

HSB

DEPARTMENT (include all cross listed departments)*

Marketing and Strategy

Current Title (if applicable)* Consumer Psychology

Proposed Title* Consumer Psychology - Minor

CIP Code

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

CIP Code (6-digits) * 52.1499

Type of Degree: (BA, Minor
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) This is a new undergraduate minor

ADDITIONAL APPROVALS (if applicable)

Graduate Council
Approval* ☐ Yes ☐ No

Teacher Licensure
Program Approval ☐ Yes ☐ No

SECTION I: THE REQUEST

R401 Purpose*

The consumer psychology minor provides students with the necessary knowledge, skills, and tools to better connect business marketing strategies and decisions with different consumer groups' motivations, feelings, perceptions, decision-making processes, and purchasing/loyalty behaviors.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

This minor gives students a much deeper understanding of consumer behavior than our current MSLE 4510 consumer behavior course. The students completing the minor will have a better understanding of the psychology behind consumer behavior, decisions, and cognition. We have discussed the minor with the faculty and department head of the Utah State University Psychology Department to determine courses and content that will best help students pursue marketing careers by more fully understanding the consumer.

Labor Market Demand (if applicable)

There are a significant number of marketing jobs throughout Utah and the United States. This minor will help students be much more competitive in the job market by differentiating them from other candidates who will not have the same, rich understanding of customers. Organizations will prefer to have employees with the training that this minor will offer.

The minor will also help students who desire to further their studies in premier graduate programs by better preparing them for admission and success in their studies. This minor will be ideal for students who desire graduate study in specialized fields in marketing.

Consistency with Institutional Mission & Institutional Impact*

The mission of the Huntsman School of Business is to not only be the premier business school in the intermountain area, but also be an economic driver. This minor will do both. As described above, the minor will be highly desired in the job market. Students will have a good impact on firm performance with a good understanding of consumer psychology.

Finances*

The courses required for the minor already exist and are offered regularly by the Marketing and Strategy and Psychology departments. Both departments have sufficient capacity in all of the required courses to support the demand for the minor. Courses may be taken face-to-face or on-line throughout the year. No additional investment is needed for this minor.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

Starting Fall 2024 an overall GPA of 2.0 is required for enrollment in this business minor. Students who desire to pursue any business minor must recognize that there may be prerequisites to required minor courses and that a GPA of 2.5 must be obtained in minor courses in order for the minor to be awarded at graduation. At least 9 of the required credits for the minor must be completed through USU. This Minor is *not* intended for Marketing majors. Courses required include the following:

Required

Course #	Course Name	Credits
MSLE 4510	Consumer Behavior	2
MSLE 4533	Big Market Insights from Big Data	2
MSLE 3500	Fundamentals of Marketing	3

Plus **ONE** from the following list. (Note: the other ones can be used as electives).

PSY 3400	Analysis of Behavior: Advanced (DSS)	4
PSY 4420	Cognitive Psychology (DSS)	4
PSY 3510	Social Psychology (DSS)	3

Then choose additional elective courses from the following options to specialize your focus:

Course #	Course Name	Credits
MSLE 4050	International Marketing	2
MSLE 4540	Social Influence in Marketing	2
MSLE 4555	B2B Marketing, Pricing and Merchandising	2
PSY 1400	Analysis of Behavior: Basic Principles	3
PSY 1410	Analysis of Behavior: Basic Principles Lab	1
PSY 3400	Analysis of Behavior: Advanced (DSS)	4
PSY 3500	Research Methods in Psychology	3
PSY 3510	Social Psychology (DSS)	3
PSY 4420	Cognitive Psychology (DSS)	4
PSY 4950	Undergraduate Apprenticeship (in Psychology)	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.

1 May 2024

ITEM FOR ACTION

Utah State University's Department of Applied Economics, in the College of Agriculture and Applied Sciences proposes offering a Ranch Economics and Management Bachelor of Science with Emphases.

EXECUTIVE SUMMARY

The Department of Applied Economics in the College of Agriculture and Applied Sciences proposes offering a Ranch Economics and Management Bachelor of Science with Emphases.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Ranch Economics and Management Bachelor of Science with Emphases.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Applied Economics in the College of Agriculture and Applied Sciences proposes offering a Ranch Economics and Management Bachelor of Science with Emphases, and

WHEREAS, The proposal will provide students with more specialized training in ranch management;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Ranch Economics and Management Bachelor of Science with Emphases in the College of Agriculture and Applied Sciences' Department of Applied Economics, 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: Ranch Economics and Management

Are There New Emphases: Yes ☒ Student Emphasis ☐ Required

Names of New Emphases (Separated by Commas): Small Ranch Emphasis, Large Ranch Emphasis

Sponsoring School, College, or Division: College of Agriculture and Applied Sciences

Sponsoring Academic Department(s) or Unit(s): Department of Applied Economics

Classification of Instructional Program Code¹ : 45.0602

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

Proposed Beginning Term²: Fall 2024

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

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

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

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

☐	NEW Professional School
--------------------------	-------------------------

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

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

Chief Academic Officer (or Designee) Signature:

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

Ryan Bosworth _____ Date: September 26, 2023

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

Utah System of Higher Education Program Description - Full Template

Section I: The Request

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

Section II: Program Proposal

Program Description

Present a complete, formal program description.

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

Consistency with Institutional Mission

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

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

Section III: Needs Assessment

Program Rationale

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

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

Labor Market Demand

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

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

livestock industry.

Student Demand

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

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

Similar Programs

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

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

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in highereducationutah.org/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

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

External Review and Accreditation

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

There are no planned external reviews or accreditation.

Section IV: Program Details

Graduation Standards and Number of Credits

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

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

Admission Requirements

List admission requirements specific to the proposed program.

There are no specific admission requirements for this program.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

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

Faculty

Describe faculty development activities that will support this program. Will existing faculty/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.

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

Staff

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

Existing staff will be sufficient to support the program.

Student Advisement

Describe how students in the proposed program will be advised.

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

Library and Information Resources

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

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

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

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

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

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

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

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

Student Standards of Performance

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

Standards, Competencies, and Marketable Skills upon Graduation:

Academic Excellence in Ranch Management Economics

Competency 1: Mastery of core concepts in agricultural economics, agribusiness, and ranch management.

Marketable Skill: Ability to analyze and interpret economic data related to ranching. A foundational understanding of ranch management economics is crucial for making informed decisions in the field.

Practical Application of Theoretical Knowledge

Competency 2: Ability to apply classroom learning to real-world ranch management scenarios.

Marketable Skill: Hands-on experience in managing ranch operations. Practical experience complements theoretical knowledge, ensuring students are prepared for real-world challenges.

Competency 3: Ability to communicate complex concepts clearly.

Marketable Skill: Strong written and oral communication skills. Effective communication is essential for presenting ideas, collaborating with teams, and interacting with stakeholders.

Competency 4: Analytical skills to address complex ranch management challenges.

Marketable Skill: Strategic problem-solving. Critical thinking enables students to navigate challenges and develop innovative solutions.

Competency 5: Adeptness at using modern technology and software in ranch management.

Marketable Skill: Proficiency in agricultural technology tools. Technological advancements are shaping the future of ranching, making this skill indispensable.

Assessment Measures:

Formative Assessment Measures:

Quizzes and Mid-Term Exams: Regular assessments to gauge students' understanding of course material.

Group Projects: Collaborative assignments to assess teamwork and interdisciplinary collaboration.

Class Discussions: To evaluate students' understanding and ability to communicate concepts.

Practical Labs: Hands-on sessions to assess practical application skills.

Summative Assessment Measures:

Final Exams: Comprehensive exams to evaluate mastery of course content.

Internship Evaluations: Feedback from employers to assess practical skills and workplace readiness.

How and Why These Standards and Competencies Were Chosen:

The standards and competencies were chosen based on:

Industry Needs: Feedback from alumni and employers highlighted the skills and knowledge required in the ranch management field.

Academic Rigor: Ensuring that the program aligns with academic standards and provides a comprehensive education.

Stakeholder Feedback: Input from students, faculty, and the Dean of the College of Agriculture and Applied Sciences emphasized the need for a multi-disciplinary approach.

Future Trends: Consideration of technological advancements and trends in ranching.

By aligning the program with these standards and competencies, graduates will be well-equipped to excel in the ranch management economics field and contribute effectively to the industry.

Appendix A: Program Curriculum

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

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

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

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

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

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

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

Add An Emphasis

Program Curriculum Narrative

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

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

OTHER APPROVED ELECTIVE CAN BE 2-3 CREDIT COURSE

Degree Map

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

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

Toggle Cut-and-Paste

Toggle Table

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

Year 1 Fall Semester

ENGL 1010 Intro to Writing 3
BIOL 1610/1615 Biology I and Lab 4
MATH 1050 College Algebra 4
APEC 1600 Nat. Res. & American Econ Institutions 3
DATA 1100 Excel for Business Analysis 1
15 15

Year 1 Spring Semester

ENGL 2010 Intermediate Writing 3
BIOL 1620/1625 Biology II and Lab 4
STAT 2000 Statistical Methods 4
ADVS 1110 Introduction to Animal Science 4
15 30

Year 2 Fall Semester

CHEM 1110 Gen Chemistry I 4
ACCT 2010 Financial Accounting Principles 3
ADVS 2500 Feeds and Feeding 3
APEC 2120 Small Firm Accounting Basics 3
BHU Elective Breadth Humanities Elective 3
16 46

Year 2 Spring Semester

ADVS 2080 Beef & Dairy Herd Health & Production 3
APEC 2010 Intro to Microeconomics 3
APEC 2310 Small Firm Management 3
ENVS 4020 Foundations of Environmental Studies 3
BCA Elective Breadth Creative Arts Elective 3
15 61

Year 3 Fall Semester

APEC 2500 Commodity Futures and Options 3
APEC 3012 Intro to Nat Res and Regional Econ 3
APEC 3310 Analytical Methods in Applied Econ 3
PSC 4320 Forage Production & Pasture Mgt 3
CHEM 1120 Gen Chem II 4
16 77

Year 3 Spring Semester

ADVS 2200 Anatomy & Physiology of Animals 4
APEC 5940 U.S. Agricultural Policy Analysis 3
APEC 4250 Applied Economics Internship 1
ASTE 2100 Personal and Team Leadership 3
WILD 4000 Principle of Rangeland Management 3

14 91

Year 4 Fall Semester

ADVS 4560 Prin of Animal Genetics & Breeding 3

ADVS 4200 Physiology of Repro & Lactation 4

APEC 4250 Applied Economics Internship 4

APEC 5010 Firm Marketing and Price Analysis 3

14 105

Year 4 Spring Semester

ADVS 5080 Beef Cattle Management 3

APEC 4300 Agricultural and Natural Resource Law 3

APEC 5150 Advanced Agricultural Credit Analysis 3

APEC 5250 Adv Ranch Economics & Management 3

WILD 4340 Range Ruminant Nutrition and Mgt 3

15 120

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

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

Part II. Proposed Program Faculty Profiles

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

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

Part III: New Faculty / Staff Projections for Proposed Program

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

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

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

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	165	170	175	175	180	180
# of Majors in Proposed Program(s)		5	10	10	10	15
# of Graduates from Department	30	30	30	32	35	35
# Graduates in New Program(s)		0	0	2	5	8
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)						
Operating Expenses (equipment, travel, resources)						
Other:						
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0		
TOTAL EXPENSES	\$0	\$0	\$0	\$0		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$0	\$0		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

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

Part III: Describe funding sources

Revenue Narrative 1

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

None or minimal

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

None or minimal

1 May 2024

ITEM FOR ACTION

Utah State University's Department of Special Education and Rehabilitation Counseling, in the Emma Eccles Jones College of Education and Human Services proposes offering an Associate of Science Degree in Special Education.

EXECUTIVE SUMMARY

The Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services proposes offering an Associate of Science Degree in Special Education.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Associate of Science Degree in Special Education.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services proposes offering an Associate of Science Degree in Special Education, and

WHEREAS, The proposal will allow students an avenue to be exposed to special education majors early in their USU experience;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Associate of Science Degree in Special Education in the Emma Eccles Jones College of Education and Human Services' Department of 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: _____

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full R401**

Institution Submitting Request: Utah State University

Proposed Program Title: Associate of Science in Special Education

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

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

Sponsoring Academic Department(s) or Unit(s): Special Education and Rehabilitation Counseling

Classification of Instructional Program Code¹ : 13.1015, 13.1017, 13.1018, 13.1019

Min/Max Credit Hours Required of Full Program: 60/ Max Cr Hr

Proposed Beginning Term²: Summer 2024

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

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

Chief Academic Officer (or Designee) Signature:

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

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 Associate's degree(s): Associate of Science in Special Education effective Summer 2024. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

This degree accomplishes two purposes. First, as a stand-alone degree, it will prepare individuals to work as teacher's aides, special education paraprofessionals, and direct support professionals providing support to special education and general education teachers through the delivery of specialized curriculum, behavior interventions, and a variety of support activities related to the education and care of students with disabilities. Second, this degree provides a foundation for continued study toward a bachelor's degree in Special Education, Elementary Education or Secondary Education. Individuals pursuing general education degrees would benefit from instructional and behavioral strategies to meet the needs of students with disabilities in the general education classroom.

Consistency with Institutional Mission

According to USHE's policy, associate degrees from Utah State University's statewide campuses fill a regional university role in its service regions. A regional university's role according to 5.3.1.1 is to offer degrees to meet regional demand. Currently there is a severe shortage of paraprofessionals in special education school settings. This degree addresses that demand.

Additionally, USU's Vision Statement states, "We empower all people to lead successful lives of involvement, innovation, and impact." This degree addresses the shortage of qualified paraprofessionals in the state; paraprofessionals are necessary to provide equity for students with disabilities by helping them meet their full potential.

Section III: Needs Assessment

Program Rationale

To increase access to post-secondary education, the College of Education and Human Services is engaged in efforts to create onramps into bachelor's degrees. The number of students applying to the special education major has declined steadily in the last 20 years. The Special Education and Rehabilitation Counseling Department hopes to use the Associate of Science in Special Education as a recruitment tool. In advising appointments, students often ask if there are classes available to take before they are admitted to the special education major. Many of these students change to other majors because they tire of waiting until they are accepted to their special education upper division coursework. The Associate of Science in Special Education would serve to fill this need. Even if a student decides not to pursue the BS in Special Education after finishing the associate degree, they will still be employable as paraprofessionals or direct support professionals. A poll of current special education majors indicates that most of them would have taken this option had it been available to them.

Labor Market Demand

An Associate of Science in Special Education degree would allow graduates to pursue entry-level positions in the fields of education and childcare, e.g., preschool teachers, teacher's aides, paraeducators, or substitute teachers. Additionally, they may find employment opportunities in diverse childcare settings, which will provide experience to support further degree attainment in education. One of the pathways to a highly-qualified paraprofessional in Utah is

to have an associate degree. These occupations are expected to experience much faster than average employment growth with a high volume of annual job openings. The need for replacements, rather than business expansion is projected to make up most job openings in the coming decade.

Preschool Teacher: The median pay for preschool teachers was \$29,810 per year in 2022.

Childcare Worker: The median pay in 2022 was \$21,150 per year for childcare workers.

Teacher Assistant: 2022 median pay for teacher assistants is \$30,020.

Student Demand

The Department of Special Education and Rehabilitation Counseling has responded to the shortage of special education teachers through innovative programming such as the OPTT (Online Practical Teacher Training) program in collaboration with most school districts throughout Utah. To prepare teachers where they live is especially important to rural school districts. The OPTT program includes students pursuing a first Bachelor's degree currently employed as paraprofessionals, and students pursuing a second Bachelor's degree while working under an emergency license as Special Education teacher. About one third of students are pursuing a first Bachelor's degree. An associate degree would build upon the momentum created by the OPTT program by providing a pathway for paraeducators to become highly qualified wherever they may reside in Utah. The associate degree program would feed be a pathway into the OPTT Special Education bachelor's degree, allowing students to study where they live across the state of Utah.

The number of Special Education majors in the traditional Logan Main Campus has been shrinking in the last 20 years. This is a national trend. The department hopes to recruit more students into the major by providing an avenue to be exposed to special education majors early in a student's USU college experience.

In addition, more and more students with disabilities spend most of their school day in the general education classroom. General educators need more background on teaching students with disabilities and obtaining an Associate of Science in Special Education would better prepare these teacher candidates for future diverse classroom needs. Currently the special education advisor is tracking students who would be eligible to complete this associate degree. Other general education teacher education candidates who also might be interested, especially in secondary education.

Similar Programs

The Associate of Science in Special Education from USU would be a unique offering in Utah. Other institutions offer associate degrees with different emphasis areas. Salt Lake Community College and Weber State University offer associate degrees in Education. Utah Tech University and Utah Valley College offer associate degrees in Early Childhood Education. Snow College offers a Paraprofessional in Education Certificate. Paraprofessionals in Special Education need specific skill sets that are distinct from paraprofessionals in general education settings.

Collaboration with and Impact on Other USHE Institutions

The Special Education and Rehabilitation Counseling department has been working with USHE two-year institutions to create agreements on seamless transfer. A 2+2 agreement between Snow College and USU for special education majors is posted on Snow College's website (https://snow.edu/academics/social_science/education-family/education.html). A similar agreement is in the works with Salt Lake Community College. Students are encouraged to receive an associate degree at these partner institutions. The Associate of Science in Special Education is a unique program for students wishing to complete their entire school program at USU and won't compete with the two-year institutions' offerings.

External Review and Accreditation

USU's educator preparation programs are accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). Accreditation was granted by this body in May 2019. Courses within the Associate of Science in Special Education degree will be subject to accreditation review, with the next full accreditation visit occurring during the spring semester of 2026.

Section IV: Program Details

Graduation Standards and Number of Credits

Students would complete 60 credit hours which is within the permitted range of 60-63 credits. USU requires students completing an associate degree to have a 2.0 GPA and to have at least 20 USU credits.

Admission Requirements

Students would need to hold a high school diploma. This is the USU admission standard.

Curriculum and Degree Map

See appendix A and B.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

The Associate of Science in Special Education degree falls within the administrative and advising structure of Special Education and Rehabilitation Counseling (SPERC) with additional support from Statewide Campuses. Specific advisement for students in this program will be provided through the SPERC and Statewide Campus advisors assigned to Special Education. This program will impact the delivery of lower-division courses by making more courses available at the lower- division level and possibly increasing enrollment.

Faculty

Instructional assignments for the courses within the Associate of Science in Special Education degree will be made through the regular course scheduling process used by SPERC that involves existing faculty, graduate teaching assistants, and semester hires. The space available in the teacher preparation program now is sufficient to handle the load.

Staff

Staff within existing support structures is sufficient to meet program needs.

Student Advisement

In Logan and on the statewide campuses, the advisor assigned to Special Education will be the advisor to students in this program.

Library and Information Resources

No additional library resources will be needed to support this program.

Projected Enrollment and Finance

See appendix C and D.

Section VI: Program Evaluation

Program Assessment

The goal of the program is to provide highly qualified paraeducators to school districts throughout Utah, to provide more general education teachers with training in special education, and to increase the number of students applying to the special education majors. One of the systems of assessment will be to track the increase of special education majors.

Student Standards of Performance

Utah State University's General Education (GE) program provides the subject-area knowledge and learning skills foundation for its 2- and 4-year degrees. Core courses make up the general education foundation. Breadth courses give an opportunity to explore various subjects. General education courses are highly advisable for concurrent enrollment students; they are required for college graduation and transferable from one Utah System of Higher Education (USHE) institution to another.

Courses taught by the Special Education and Rehabilitation department (REH/SPED 1010: Disability and Society (BSS), SPED 2910: Early Field Experience in Special Education, REH 2020: Neurodiversity and Society, and REH 2060: Health Promotion for Individuals with Chronic Illness and Disability) provide opportunities to explore issues related to disability from a variety of contexts. Students are not only exposed to disability for school age children but also through the lifespan. These skills make students marketable for paraprofessional positions in special education.

The elective courses were chosen to provide analysis of behavior skills and adolescence psychology (PSY 1010, 1400, 1410), provide prerequisite skills to the special education major (MATH 2010/2020, TEAL 2660), incorporate concurrent enrollment courses related to the field (TEAL 1010, SPED 1000), and provide exposure to other contexts where students with disabilities are served (HDFS 2580, 2660, ELED 2480, and DFED 2700).

The program will be evaluated by the Association for Advancing Quality in Educator Preparation (AAQEP) accreditation as well as course completion outcome evaluation and a survey of the graduate.

Appendix A: Program Curriculum

Course Number	New Course	Course Title	Credit Hours
Required Classes			
ENGL 1010 (CL1)		Introduction to Writing	3
ENGL 2010 or 2020 (CL2)		Intermediate Writing or Professional Communication	3
MATH 1050 or 1051		College Algebra or Classical Algebra for Teachers	4
BAI		Any breadth American Institutions	3
BLS		Any breadth Life Science	3
BPS		Any breadth Physical Science	3
BCA		Any breadth Creative Arts	3
BHU		Any breadth Humanities	3
HDFS 1500 (BSS)		Human Development Across the Lifespan (Breadth Social Science)	3
REH 1010 or SPED 1010 (BSS)		Disability and Society	3
SPED 2910	X	Early Field Experience in Special Education (3 credits, repeatable for up to 6 credits)	6
REH 2020	X	Neurodiversity and Society	3
REH 2060	X	Health Promotion for Individuals with Chronic Illness and Disability	3
Required Course Credit Hours			43
Elective Courses (Choose 15 credits from the following)			
ELED 1010 or TEAL 1010		Orientation to Elementary Education	3
TEAL 2660		Educational Psychology for Teachers	2
SPED 1000		Principles of Effective Peer Teaching	2
PSY 1010		General Psychology	3
PSY 1400		Analysis of Behavior: Basic Principles	3
PSY 1410		Analysis of Behavior: Basic Principles Lab	1
PSY 2100		Developmental Psychology: Adolescence	3
HDFS 2660		Parenting and Child Guidance	3
DFED 2700	X	The Socio-Cultural Context of Deaf Community and Education	3
HDFS 2520		Home Visiting and Early Childhood	3
ELED 2480		Early Childhood Education Kindergarten through Grade 3	3
MATH 2010		Algebraic Thinking & Number Sense for Elementary Education School Teachers	3
MATH 2020		Euclidean Geometry and Statistics for Elementary Education School Teachers	3
Total Credits			60

Appendix B: Program Curriculum Narrative

The coursework listed below in the degree map provides a course from the Special Education and Rehabilitation Counseling department every semester during the Associate of Science in Special Education program.

Degree Map for Associate of Science in Special Education

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 1010: Introduction to Writing (CL1)	3	ENGL 2010: Individualized Writing Instructions or ENGL 2020: Professional Communication (CL2)	3
REH/SPED 1010: Society and Disability (BSS)	3	SPED 2910: Early Field Experience in Special Education	3
HDFS 1500 Human Development Across the Lifespan (BSS)	3	MATH 1050 Classical Algebra OR 1051 Classical Algebra for Teachers (QL)	4
Breadth Creative Arts (BCA)	3	Breadth American Institutions (BAI)	3
Elective (suggested PSY 1010)	3	Elective (suggested ELED 1010: Orientation to Elementary Education)	2-3
Total	15	Total	15-16
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
Breadth Life Science (BLS)	3	Breadth Physical Science (BPS)	3
REH 2020: Neurodiversity and Society	3	REH 2060: Health Promotion for Individuals with Chronic Illness and Disability	3
Breadth Humanities (BHU)	3	SPED 2910: Early Field Experience in Special Education	3
Elective (suggested: PSY 1400: Analysis of Behavior: Basic Principles)	3	Elective	3
Elective (suggested: PSY 1410: Analysis of Behavior: Basic Principles Lab)	1	Elective	3
Elective (TEAL 2660 suggested)	2		
Total	15	Total	15

Appendix C: Current and New Faculty / Staff Information.

Part I. Department Faculty / Staff

	# Tenured	# Tenure - Track	# Non - Tenure Track	
Faculty: Full Time with Doctorate	6	8		
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters	6			
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants				
Staff: Full Time	5			
Staff: Part Time	1			

Part II. Proposed Program Faculty Profiles

	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							
	Michelle	McKnight	TT	Ph.D.	Michigan State University	15%	
	Brian	Phillips	T	Ph.D.	Michigan State University	15%	
	Steven	Kwiatek	TT	Ph.D.	University of North Carolina at Charlotte	15%	
	Trent	Landon	T.	Ph.D.	Michigan State University	15%	
							Add Another Full Time
Part Time Faculty							
							Add Another Part Time

Part III: New Faculty / Staff Projections for Proposed Program

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

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

Baccalaureate					
Teaching / Graduate Assistants	0	0	0	NA	
Staff: Full Time	0	0	0	NA	
Staff: Part Time	0	0	0	NA	

Appendix D: Projected Program Participation and Finance.

Part I.

Three Year Projection: Program Participation and Department Budget						
What do these numbers mean? Number of majors or # of students in the majors. Do I separate out lines 1 and 2, 3 and 4.	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	267	270	270	270	270	270
# of Majors in Proposed Program(s)		5	10	15	20	25
# of Graduates from Department	68	70	75	75	75	75
# Graduates in New Program(s)		0	5	10	15	20
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	0	0	0	0		
Operating Expenses (equipment, travel, resources)	0	0	0	0		
Other:	0	0	0	0		
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0		
TOTAL EXPENSES	\$0	\$0	\$0	\$0		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	0	0	0	0		
Appropriation	0	0	0	0		
Special Legislative Appropriation	0	0	0	0		
Grants and Contracts	0	0	0	0		
Special Fees	0	0	0	0		
Tuition	0	0	0	0		
Differential Tuition (requires Regents approval)	0	0	0	0		
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$0	\$0		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Existing faculty in Special Education and Rehabilitation Counseling will teach the courses in the proposed new undergraduate program, with the exception of courses that are already currently offered in partner departments.

No other expenses are anticipated associated with the proposed program.

Part III: Describe funding sources

Revenue Narrative 1

No new funding sources are anticipated or needed.

1 May 2024

ITEM FOR ACTION

Utah State University's Department of Sociology and Anthropology, in the College of Humanities and Social Sciences proposes changing the department name from Sociology and Anthropology to Department of Sociology, Anthropology and Criminal Justice.

EXECUTIVE SUMMARY

The Department of Sociology and Anthropology in the College of Humanities and Social Sciences proposes changing the department name from Sociology and Anthropology to Department of Sociology, Anthropology and Criminal Justice.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the department name from Sociology and Anthropology to Department of Sociology, Anthropology and Criminal Justice.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology and Anthropology in the College of Humanities and Social Sciences proposes changing the department name from Sociology and Anthropology to Department of Sociology, Anthropology and Criminal Justice and

WHEREAS, The proposal will allow students who earn a criminal justice degree to pursue a law degree following the completion of their bachelor's degree;

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

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CHASS - Sociology and Anthropology - Department of Sociology, Anthropology, and Criminal Justice

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology and Anthropology

Current Title (if applicable)* Department of Sociology and Anthropology

Proposed Title* Department of Sociology, Anthropology, and Criminal Justice

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 45.1301

Minimum Number of
Credits (if
applicable)* 0

Maximum Number of
Credits (if
applicable)* 0

Type of Degree: (BA, BS, etc.)* Not applicable-name change of department

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 request is to add Criminal Justice to the name of the Department of Sociology and Anthropology, of which the Criminal Justice program has been a part since 2010.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The faculty of the Department of Sociology and Anthropology proposes this action to increase the visibility of the Criminal Justice program at USU. This will enable both current and prospective students to more easily discover the existence of Criminal Justice degree offerings at USU.

Labor Market Demand (if applicable) The state of Utah anticipates a significant amount of growth in criminal justice-related jobs. The Utah Department of Workforce Services anticipates that the number of patrol officers will increase by 22% between 2016 and 2026 with 240 openings annually. The need for correctional officers is expected to increase by 12% between 2016 and 2026 with 80 openings annually. The need for probation officers is also expected to increase 7% between 2016 and 2026 with 10 openings annually. In addition to jobs with government agencies that oversee the criminal justice system, there are several criminal justice-adjacent jobs that students with a criminal justice degree can seek in the private sector. Specifically, students can pursue a career as a security guard or a loss prevention specialist. The need for these jobs in Utah is projected to increase 24% between 2016 and 2026 with 250 openings annually. Students who earn a criminal justice degree may pursue a law degree following the completion of their bachelor's degree. With a law degree, students can work in the criminal court system as a prosecutor, defense attorney, or judge. They can also pursue a career as a lawyer outside the criminal justice system. The need for lawyers in Utah is projected to increase 20% between 2016 and 2026 with 180 openings annually. In short, there is a need for criminal justice professionals in Utah, and that need is projected to increase significantly over the next several years.

Consistency with Institutional Mission & Institutional Impact* By including Criminal Justice in the department name, its visibility will increase; which in turn will facilitate growth of the program, increase alumni and stakeholder engagement, and positively impact communities across Utah—all of which are consistent with the mission of USU.

USU.

Finances*

The only change being proposed is a change to the department name. As such, there will be no impact on departmental finances.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

Not applicable.

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

1 May 2024

ITEM FOR ACTION

Utah State University's Departments of Computer Science and Mathematics and Statistics, in the College of Science proposes restructuring the Data Science Master of Science and jointly house it within the two departments.

EXECUTIVE SUMMARY

The Departments of Computer Science and Mathematics and Statistics in the College of Science proposes restructuring the Data Science Master of Science and jointly house it within the two departments.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve restructuring the Data Science Master of Science and jointly house it within the two departments.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Departments of Computer Science and Mathematics and Statistics in the College of Science proposes restructuring the Data Science Master of Science and jointly house it within the two departments, and

WHEREAS, The proposal will provide the students with research experience in creating new data analysis, data management, and data visualization technology tools;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring the Data Science Master of Science and jointly house it within the two departments in the College of Sciences' Departments of Computer Science and Mathematics and Statistics, 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 - Computer Science Mathematics and Statistics - Data Science - 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)*

COS

DEPARTMENT (include all cross listed departments)*

Computer Science

Mathematics and Statistics

Current Title (if applicable)* Data Science - MS

Proposed Title* Data Science - MS

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 30.3001

Minimum Number of
Credits (if
applicable)* 30

Maximum Number of
Credits (if
applicable)* 30

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

**New Academic
Program:**

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

**Existing Academic
Program Changes:**

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

**Administrative Unit
Changes:**

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

Other: (explain
change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council
Approval* ☒ Yes
☐ No

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

SECTION I: THE REQUEST

R401 Purpose* The purpose of this proposal is to restructure the existing Data Science MS degree at USU to better reflect the shared interest and contributions made by the fields of statistics and computer science.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

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

A team of faculty from the Department of Mathematics and Statistics and the Department of Computer Science at Utah State University received funding from the USHE Deep Technology Initiative for their proposal "Stackable Credentials in Data Science at Utah State University". This team formalized a Data Science Advisory Panel of industry professionals to collaborate in the creation in 2023 of a graduate certificate, a minor, and a BS in Data Science, all of which serve different data science needs within the state. The proposed restructuring of the MS in Data Science will bring it in line with these programs, allowing both departments to benefit from the MS program and fostering stronger ties between the two departments in data science. Students that graduate from the proposed MS program will help meet USHE objectives to respond to the need for deep technology talent across Utah. In particular, as the proposed program is research-based, graduating students will be able to create new data science tools for novel applications within industry.

The MS in Data Science is currently housed in the Department of Computer Science. This proposal will restructure the degree so that it is housed jointly between the Department of Mathematics and Statistics and the Department of Computer Science, similar to the BS, minor, and graduate certificate in Data Science. Both departments have agreed to the transfer of the program so that it is housed in both departments. In addition this proposal will create two separate specializations for the degree: 1) Statistics and 2) Computer Science. The specializations will be managed mostly separately by the two departments, although there will be some collaboration on courses and potentially with students. The restructured degree will remain research-focused and thus only a Plan A option will be allowed.

Labor Market Demand (if applicable)

The [Utah Department of Workforce Services](#) 2020-2030 ten year projected employment percent changes for fields in data science and related fields are impressive – 63% for Data Scientists (from 1870 to 3050), 63% for Statisticians (from 350 to 570), and 32% for Computer and Information Research (740 to 980). Nationally, [U.S. Bureau of Labor Statistics projections](#) put Data Scientist in the top 3 fastest growing occupations, with a projected 35% growth rate from 2022-2032. Statistician is also on the list with a 32% projected growth rate nationally. Data Scientists have median salaries (for 2022 as reported by the Bureau of Labor Statistics) above \$100,000. These projections indicate the depth of the state's (and nation's) need for developing a workforce more broadly skilled in data science. The projected growth rate in machine learning related fields in Utah is nearly double the projected growth rate nationally, which underscores the need to develop data science in the workforce for the state of Utah.

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

The Data Science MS will support USU's academic mission by training students in Data Science skills critically needed by deep technology employers in Utah. The needs of such employers are represented by the Data Science Advisory Panel that provided input into the creation of the various data science programs at USU. Rather than only being trained to use existing Data Science tools, these students will gain research experience in creating new data analysis, data management, and data visualization technology tools, so that the students can be more impactful employees in their respective industries.

Other than the current MS degree in Data Science, the most similar program at USU is the Master of Data Analytics (MDATA) program. However, the MDATA program is purely course-based, whereas the proposed MS degree requires a Plan A thesis.

Finances*

Current department resources will be sufficient to run the proposed program. No additional resources will be required to offer this option for students. The required courses for the proposed MS degree have already been approved.

SECTION III: CURRICULUM (if applicable)
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Program Curriculum Narrative

General requirements: Students must complete 30 credit hours. At least 12 credit hours must be at the 6000 level or above (excluding CS 6900, CS 6250, CS 6970, STAT 6250, STAT 6970, and MATH 6910). An overall GPA of 3.0 or higher is required. Individual course grades of B- or better (in all degree-program coursework) are required. Note that if a course is cross-listed at the 5000 and 6000 level, then only one version can be counted towards the degree.

Students with an overall GPA below 3.0 at the completion of fall and spring semesters will be issued an academic warning. If a student's institution or Program of Study GPA remains below 3.0 for two consecutive semesters, they will be dismissed from the program.

All students will complete a Plan A MS which includes the completion of a thesis based on original work that will be reviewed by their committee. Successful defense and submission of the thesis to the library is required.

A bachelor's degree from an accredited U.S. college or university or a similarly recognized international university is required for admission to and completion of a graduate program.

A master's degree must be completed within six years of entering the degree program. Additional time may be requested by the student's committee and submitted to the Vice Provost of Graduate Studies for review. Coursework over eight years old at the time of degree completion may not be used for a graduate degree unless it is revalidated.

At least 24-semester credits for a master's degree must be from a committee-approved and a School of Graduate Studies-approved Program of Study from Utah State University.

Students must submit and obtain approval of academic forms required for master's students by the School of Graduate Studies.

Computer Science Specialization

Required Courses

Students are required to complete the 1-credit seminar course CS 6900 and 6 credits of CS 6970. Furthermore, students must take 9 credits from the following courses:

- CS 5665 – Introduction to Data Science
- CS 5800 – Introduction to Database Systems
- CS 5830/6830 – Data Science in Practice
- CS 5850/6850 – Introduction to Data Analysis
- CS 6665 – Data Mining
- CS 6675 – Advanced Data Mining
- STAT 5685/6685 – Deep Learning Theory and Applications
- STAT 6655 – Machine Learning

Elective Courses

Students may complete course credits for the degree by choosing courses from the required or elective list of courses. Only 3 credits of CS 6950 are allowed. Special topics courses are allowed only if the topic is in the field of Data Science. Only 3 credits of CS 6250 are allowed.

- CS 6080 - Time Series Data Mining
- CS 6250 - Cooperative Work Experience, Graduate 1-3 credit(s)
- CS 6510 – Robot Intelligence
- CS 6600 - Intelligent Systems
- CS 6680 - Computer Vision: Foundations and Applications
- CS 6800 - Advanced Database
- CS 6820 - Data Science - Data Visualization
- CS 6840 - Social Network Analysis
- CS 6890 - Topics in Computer Science (Topic) 1-4 credit(s)
- CS 6950 - Directed Readings in Computer Science 1-3 credit(s)
- MATH 5710 – Introduction to Probability
- MATH 5720 - Introduction to Mathematical Statistics
- STAT/MATH 5645/6645 – Mathematical Methods for Data Science
- STAT 5050 – Intro to R
- STAT 5100 – Modern Regression Methods
- STAT 5650 – Statistical Learning and Data Mining I
- STAT 5550 - Statistical Visualization I
- STAT 5080/6080 - Data Technologies
- STAT 6100 - Advanced Regression Analysis
- STAT 6410 - Applied Spatial Statistics
- STAT 6555 – Advanced R programming for Data Science
- STAT 6710 - Mathematical Statistics I

Statistics Specialization

Required courses

Students are required to complete the 1-credit seminar course MATH 6910 and 6 credits of STAT 6970.

Mathematics and Statistics Core

Students must complete at least one of the following courses:

- MATH 5710 – Introduction to Probability
- STAT 6710 – Mathematical Statistics I

Students must complete at least one of the following courses:

- STAT/MATH 5645/6645 – Mathematical Methods for Data Science
- MATH 5720 – Introduction to Mathematical Statistics
- STAT 6720 – Mathematical Statistics II

Machine Learning Requirement

Students must complete at least one of the following courses:

- CS 5665 – Introduction to Data Science
- STAT 5650 – Statistical Learning and Data Mining I
- STAT 6655 – Machine Learning
- STAT 5685/6685 – Deep Learning Theory and Applications

Data Visualization Requirement

Students must complete at least one of the following courses:

- STAT 5550 – Statistical Visualization I
- STAT 5560/6560 – Statistical Visualization II
- CS 5820/6820 – Data Science – Data Visualization

Advanced Data Science Electives

Students must complete at least one of the following courses (note that some courses here may double count for the machine learning requirement if listed above):

- STAT 6685 – Deep Learning Theory and Applications (3)
- STAT 6655 – Machine Learning (3)
- STAT 6555 – Advanced R Programming for Data Science (3)
- CS 6665 – Data Mining (3)
- CS 6675 – Advanced Data Mining (3)
- CS 6510 – Robot Intelligence (4)
- CS 6680 – Computer Vision: Foundations and Applications
- CS 6080 – Time Series Data Mining (3)
- CS 6840 – Social Network Analysis (3)
- CS 6830 – Data Science in Practice (3)

Fill the remaining credits from any course with a MATH, STAT, or CS designation at the 5000 level or higher. Other courses outside of these designations can also be considered if they have a strong data science component.

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.

1 May 2024

ITEM FOR ACTION

Utah State University's S. J. & Jessie E. Quinney College of Natural Resources proposes restructuring the Masters of Natural Resources MNR.

EXECUTIVE SUMMARY

The S.J. & Jessie E. Quinney College of Natural Resources proposes restructuring the Masters of Natural Resources MNR.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve proposes restructuring the Masters of Natural Resources MNR.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's S.J. & Jessie E. Quinney proposes restructuring the Masters of Natural Resources MNR, and

WHEREAS, The proposal will help meet graduate student needs;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring the Masters of Natural Resources MNR in the S.J. & Jesse E. Quinney College of Natural Resources, 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 - S.J. and Jessie E. Quinney College of Natural Resources Courses - Masters of Natural Resources - MNR

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)*

S.J. and Jessie E. Quinney College of Natural Resources Courses

Current Title (if applicable)* Masters of Natural Resources - MNR

Proposed Title* Masters of Natural Resources - MNR

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 03.0601

Minimum Number of
Credits (if
applicable)* 30

Maximum Number of
Credits (if
applicable)* 33

Type of Degree: (BA, Masters – Plan C
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 (1) to update the requirements to meet current graduate student needs. The target audience for the degree is graduate students enrolled in the Masters of Natural Resources at USU, particularly in the College of Natural Resources. The revised curriculum will provide an opportunity for students to seamlessly add certificates onto their degree without additional credit hours and will increase efficiencies of course offerings by reducing electives.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Masters of Natural Resources (MNR) with the S.J. and Jessie E. Quinney College of Natural Resources, is an interdisciplinary degree focused on helping professionals' function better in management positions. It will give them an interdisciplinary curriculum to broaden their knowledge and help them see the "big picture" view of managing both land and people. The MNR degree focuses on five core course areas: Human Dimensions, Ecological Foundations, Quantitative Methods, Spatial Analysis and Policy & Administration.

Graduates of this graduate program pursue careers in a wide range of natural resource fields, including careers. That requires excellence in natural resources communication and in building partnerships with diverse communities and stakeholders.

The current Masters of Natural Resources has not been revised in over fifteen years. It currently requires 33 credits for completion. Students can complete the MNR degree using all online courses, however, previous elective options included courses which were not offered online or had infrequent offerings. The program was designed to help graduate students in Natural Resource MS build skills and knowledge that would help them incorporate environmental education principles into a limited set of fields such as public land visitor information services, or natural resources extension.

Students throughout the Quinney College of Natural Resources commonly seek careers outside academia or research. Changes will align with comparable institutions and increase efficiency in course offerings by removing courses with limited offerings to students.

The revised masters will require 30 credits and will draw on a suite of courses within both within and beyond the college and align with backward designed summative degree learning objectives.

Labor Market Demand (if applicable)

Degree recipients will have enhanced competitive advantage in the labor market, with skills that college of Natural Resources faculty members have confirmed are valued by natural resource and environmental employers. These skills are in increased demand in the current market. This coincides with the CIP codes.

Consistency with Institutional Mission & Institutional Impact*

The proposed changes to this Masters support the USU mission in learning, discovery, and engagement, especially in terms of training graduate students for effective engagement in a particular domain. No faculty or staff structures will be impacted. No similar or related degree programs at the graduate or post-baccalaureate level were identified at other USHE schools.

Finances*

No new costs or savings are anticipated with this proposed action. Courses newly included in the Masters are expected to be able to accommodate the expected modest increase in course registrations. Dr. Sunshine Brosi, a member of the WILD faculty and MNR director, will serve as the faculty advisor for the program and will oversee completion of the capstone requirement and teach uncovered courses required for the degree.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

The revised masters will require 30 credits of graduate coursework. These credits include 12 credits met through completion of four courses from 4 of the 5 blocks from an approved list of course options. The remaining 12 credits can be obtained from a post-baccalaureate certificate in QCNR, additional elective courses from the above list, or additional graduate level credits offered with the Natural Resources Distance Learning Consortium. Although not listed, other courses from across campus may be considered and possibly approved by the Faculty Advisor for the program. In addition, the list of approved course options will be updated periodically to reflect current and planned offerings. Finally, a three to six variable-credit capstone requirement is met through an independent project outlining summative learning objectives with direct faculty oversight. Registration for the capstone will use NR 6600, Directed Study.

Course Number	Course Title	Credits
Human Dimensions		
ENVS 6010 or NR 6010	Applying Human Dimensions Concepts to Natural Resource Management	3
Quantitative Methods		
NR 6580	Data Analysis and Programming for Natural Resource Managers	3
Spatial Information Management		
NR 6910	Geographic Information Systems for Natural Resource Applications	3
NR 6950	Geospatial Analysis for Natural Resource Management	3
Ecological Foundations		
NR 6570	Ecological Foundations of Natural Resource Management	3
Natural Resources Policy		
ENVS 6310 or NR 6310	Introduction to Environmental Laws and Policy	3
	complete FOUR courses (3 credits each) from 4 of the 5 blocks	12
Capstone		
NR 6600	Natural Resources Integrative Experience	3-6
Additional Credits		
	An additional 12 credits at the graduate level including with the Natural Resources Distance Learning Consortium or a post-baccalaureate certificate in QCNR	12
	Total Credit Hours	30-33

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

ITEM FOR RATIFICATION

RE: NEW USU Policy 541: Free Expression and Assembly

Consistent with [USU Policy 203: Authority and Amendments: Administrative and Operating Policies \(Section 500\)](#), President Elizabeth R. Cantwell submits the attached New USU Policy 541: Free Expression and Assembly to the USU Board of Trustees for ratification.

EXECUTIVE SUMMARY

As summarized further in the attached executive summary, USU Policy 541: Free Expression and Assembly is a **new** policy that codifies federal and state law protections for free expression and assembly. USU Policy 541 includes provisions required by the Utah Board of Higher Education's [May 1, 2023 Resolution on Freedom of Expression](#) and [December 1, 2023 Resolution Establish Expectations for Implementing Principles of Free Expression on Campus](#), including provisions that maintain institutional neutrality, prohibiting disruption of invited speakers, protecting academic freedom, and providing opportunities for student education on free speech. USU Policy also includes provisions required by the Utah Legislature in [H.B. 261: Equal Opportunity Initiatives](#), including imposing a training requirement for all employees on free expression and the separation of personal political advocacy from business and employment activities and a commitment to provide opportunities for education and research in free speech and civic education.

This new policy was reviewed by campus stakeholders and approved by the President and the Executive Committee¹ as required by USU Policy 203.

RECOMMENDATION

Policy 541 is an important policy that will assist university administrators in ensuring that USU maintains an open environment for free expression and preserves the safety and effective operation of USU's campuses. For this reason, President Cantwell has forwarded this 500-series policy to the Board of Trustees for ratification.

The President and Vice President for Legal Affairs recommend that the USU Board of Trustees ratify the adoption of Policy 541: Free Expression and Assembly.

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

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University is committed to safeguarding the free exchange of ideas, free speech, freedom of assembly, and academic freedom within University programs and activities and on the University Campus;

WHEREAS, USU Policy 541: Free Expression and Assembly codifies for USU the rights and obligations associated with free expression and assembly and guaranteed by the United States Constitution, the Utah Constitution, and Utah law;

WHEREAS, this new policy received the appropriate administrative review and approval required by USU Policy 203; and

WHEREAS, the President and Vice President for Legal Affairs recommend that the approval of USU Policy 541 be ratified by the USU Board of Trustees.

NOW THEREFORE BE IT RESOLVED THAT the USU Board of Trustees ratify the adoption of USU Policy 541: Free Expression and Assembly.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

EXECUTIVE SUMMARY

USU POLICY 541: Free Expression and Assembly

Category: Operating

Subcategory: General

Covered Individuals: University Employees, Students, Visitors

Responsible Executive: Vice President for Legal Affairs and General Counsel

Policy Custodian: Vice President for Legal Affairs and General Counsel

Background

Free speech is the foundation of higher education and paramount to fulfilling the university's mission of excellence, access, and inclusion and thereby empowering all people to lead successful lives of involvement, innovation, and impact.

USU Policy 541 is a **new** policy that codifies federal and state law protections for free expression and assembly, including recent resolutions on free speech and education requirements set forth in H.B. 261: Equal Opportunity Initiatives. A similar summary of USU's approach to free speech has been and remains available online at <https://www.usu.edu/freespeech/laws-and-policies>.

Key Provisions of the new Free Expression Policy:

- Expressly reserves the university's authority to designate University Campus spaces as public, limited use, and restricted spaces.
- Identifies and explains forms of expressive activity that are not protected and can be prohibited on campus.
- Outlines the limits of protected expression and assembly.
- Protects expressive activity by student organizations and student publications.
- Protects academic freedom.
- Provides a process to report/grieve infringement of free speech rights and connects campus community members with where to report discrimination or safety concerns.
- Defines who may speak on behalf of the university and incorporates as guidance, the university's position on Presidential Statements and Neutrality.
- Expresses the university's commitment to provide opportunities for education and research related to free speech and civic education and imposing an annual training requirement for all employees, including faculty and staff.

University Policy 541: Free Expression and Assembly

Category: Operating

Subcategory: General

Covered Individuals: University Employees, Students, and Visitors

Responsible Executive: Vice President for Legal Affairs

Policy Custodian: Vice President for Legal Affairs

Last Revised: 2024/MM/DD

Previous USU Policy Number: N/A

541.1 PURPOSE AND SCOPE

Utah State University (the “University” or “USU”) is committed to free expression and assembly as guaranteed by the United States Constitution, the Utah Constitution, and by state law.

The purposes of this Policy are to (i) protect the free exchange of ideas, free speech, freedom of assembly, and academic freedom within University programs and activities and on the University Campus, (ii) define the limits of protected expression and assembly, (iii) identify unprotected expression and assembly, (iv) set reasonable rules governing the time, place, and manner of expression and assembly, and (v) provide a process for individuals to report concerns that their free speech rights have been violated.

541.2 POLICY

2.1 Scope

All persons on the University Campus, including the University Community and Visitors, are protected by and subject to laws governing freedom of expression and assembly and are required to abide by this policy and all other applicable University policies and procedures while on the University Campus.

The University reserves all rights afforded to it under applicable law. Nothing in this Policy or related USU policies and procedures shall be read to provide any contractual or quasi-contractual right, remedy, or cause of action against the University of any kind, and the University further states that it has no intent to extend a contractual or quasi-contractual right of any kind.

2.2 Designation of University Campus Spaces

The University designates the University Campus exclusively for the direct and indirect advancement of the University’s functions to ensure that it is used in keeping with the mission and objective of the University. Academic and administrative uses of University Campus spaces will be reasonably prioritized over public access or use.

2.4.4 Outdoor Areas.

Consistent with state law, outdoor areas of the University Campus are designated open to the public and, generally, may be accessed for lawful Expressive Activity as “traditional public forums.” Access shall conform to all applicable time, place, and manner restrictions, which may be imposed or maintained on a case-by-case basis.

2.4.3 Indoor Areas.

The University may designate administrative offices, laboratory spaces, and certain indoor spaces and facilities as Restricted Areas and closed to public access and use. See section 2.4.5 of this Policy.

Select buildings and facilities have spaces, including, but not limited to, classrooms, auditoriums, and conference spaces that may be reserved for activities or events by the University Community and Visitors. The procedures for reserving such spaces are maintained by USU Events Services and/or the responsible University units and/or building administrators. Rental fees may be charged for the use of University spaces and facilities.

Building administrators may also designate certain indoor areas of the University Campus as Limited Public Forums where Expressive Activity may be permitted for designated groups and/or categories of speech. Examples include but are not limited to open areas of the Taggart Student Center, kiosks, bulletin boards, and display cases and areas.

2.4.5 Restricted Areas.

No person may enter or access University Campus spaces that have been designated as closed, private, or otherwise inaccessible to the public (referred to as "Restricted Areas"). Members of the University Community and/or Visitors found in violation of such designations may be subject to USU disciplinary procedures, trespass, and potential criminal prosecution.

2.3 Unprotected Expression and Assembly

Not all Expressive Activity is protected by the law. The following categories of expression and assembly are NOT PROTECTED by law, and are not permitted on the University Campus or in University programs or activities:

- (a) Obscenity;
- (b) Defamation;
- (c) Incitement to violence and/or True Threats;
- (d) Violations of state or federal law, including without limitation, criminal trespass, and willful interference with lawful University activities, see Utah Code section 76-8-701, *et seq.*;
- (e) Expressive Activity that creates a hostile environment within the meaning of Title IX of the *Educational Amendments of 1972*, Title VI of the *Civil Rights Act*, Title VII of the *Civil Rights Act of 1964*, or other applicable law;
- (f) Expressive Activity that substantially disrupts, obstructs, or interferes with classes, teaching, the use of offices, ceremonies, sporting events, or other university activities;
- (g) Expressive Activity that damages property; and
- (h) Expressive Activity that discloses private or confidential information or trade secrets without appropriate authorization.

2.4 Expressive Activities

2.4.1 Free Expression Rights.

Subject to the limitations in this Policy and applicable law, and as more fully described in the following subsections, members of the University Community shall have the right to engage in Expressive Activity and assembly on the University Campus.

2.4.2 Time, Place, and Manner Restrictions.

The First Amendment allows the University to enact reasonable time, place, and manner restrictions on Expressive Activity. These restrictions must be (1) neutral in viewpoint and content, (2) no more extensive than necessary, and (3) serve a significant University interest. Examples of such interests include, but are not limited to crime prevention, public safety, avoiding disruption of University functions, and maintenance of an educational atmosphere. Any such restrictions must also leave open other channels for Expressive Activity.

2.4.6 Demonstrations.

Individuals or groups desiring to demonstrate, picket, or distribute literature within public forums on the University Campus are encouraged to file a written request with the Executive Director of Public Safety indicating the preferred time, place, and manner of such activity. Such requests would be welcome at least 24 hours in advance.

2.4.7 Speakers.

When individuals are invited to speak or present on campus, the University respects the speaker's right to engage in protected speech and encourages a respectful presentation environment free from undue disruption or interference. Substantial disruption is not permitted and may result in an individual being removed from the event and/or trespassed from the University Campus and subject to USU disciplinary procedures.

2.4.8 Commercial Speech and Activity.

No person shall operate any commercial enterprise or solicit, sell, or rent goods or services (including any lessons, classes, or instruction) on the University Campus, whether for profit or otherwise, except those expressly authorized by USU in writing. For purposes of this Policy, soliciting and selling shall include commercial leafleting or distribution of advertisements or other promotional items or materials. Any sponsor of such commercial activity may be subject to established University fees and must comply with applicable University policies and procedures.

Commercial support of University programs or a Registered Student Organization is not considered a commercial activity under this Policy, and may therefore be permitted, provided that the primary purpose of such support is to underwrite the University program or organization, as opposed to the promotion or endorsement of a commercial product.

2.4.9 Student Organizations.

As described in and governed by the USU Student Code, student organizations may be established for any lawful purpose that does not interfere with or interrupt the policies and activities of the University. All Registered Student Organizations must comply with the USU Student Code, this Policy, and all applicable standards established by Student Affairs, the sponsoring department, USUSA, and/or the Greek Interfraternal and Panhellenic Councils, as applicable.

2.4.10 Student Publications.

Student-driven publications supported by University funds and/or student fees shall be governed by reasonable and nondiscriminatory procedures and practices, which shall be Viewpoint-Neutral and consistent with this policy. No member of the administration or staff, including but not limited to student publication advisors, shall prohibit speech in advance or exercise editorial control over the content of these publications. Notwithstanding, the University and its administrative units retain full editorial control over all non-student, University publications.

2.4.11 Institutional Statements.

The University, as an institution, has the right to engage in free speech. The University will exercise its right to speak in a manner consistent with its core principles, values, and mission. Any statements issued by or on behalf of the University must be approved by the President or their designee. No other individual is authorized to speak or issue statements on behalf of USU.

2.4.12 Sub-Unit or Departmental Statements.

Departments and other sub-units of USU should not issue statements that do not directly relate to the Department or sub-unit's work at the University without the approval of the President or their designee. Sub-Units and Departments should refrain from taking positions on political, social, or unsettled issues that do not directly relate to the University's mission, role, or pedagogical objectives.

2.4.13 Personal Statements.

Generally, USU employees have the right to express themselves in their personal capacity regarding issues of public concern, so long their speech does not disrupt the University's interest in an efficient and harmonious workplace. Employees should not use University letterhead or University email addresses when engaging in Expressive Activity in their personal capacity. In addition, Utah law prohibits state

employees, including University employees, from engaging in certain political activities, such as campaigning or advocating for a ballot initiative, during work or with state-owned property.

2.4.14 Signage.

Signs, notices, posters, or banners may only be posted on University spaces specifically designated for public postings. Postings in or adjacent to student housing must comply with USU's Student Housing regulations. No sign, poster, paint, or other written messages may be placed, affixed, or applied to any University surface (except for those designated for public posting), including, but not limited to, walls, windows, floors, doors, light posts, or any other surface.

Small lawn signs may be used to promote University programs or activities, and/or to advertise an upcoming event held on the University Campus. However, these signs must comply with USU's Facilities' published sign procedures.

USU may remove and discard any signs, notices, posters, or banners that do not comply with USU policies. USU Facilities and those individuals charged with cleaning spaces will remove non-compliant signage each day in the ordinary course of their scheduled duties.

2.4.15 Academic Freedom.

Academic freedom in the pursuit and dissemination of knowledge shall be maintained at the University in a manner consistent with this Policy and other relevant USU policies, including without limitation USU Policy 403, Academic Freedom and Professional Responsibility.

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of knowledge. The faculty member is entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. See USU Policy 403.

2.4.16 Classroom Conduct.

The University supports freedom of expression for both faculty and students within the classroom. The University respects the rights of faculty to teach and students to engage in the learning process. To preserve these rights, classroom conditions must not impede the learning process. Disruptive classroom behavior is not appropriate. An individual engaging in such behavior may be subject to disciplinary action as described in the Code of Policies and Procedures for Students at Utah State University, University Faculty Policies, and other administrative disciplinary actions.

2.5 Grievance Rights

Complaints regarding violations of free expression and/or assembly rights, as protected by this Policy and by state and federal law, can be reported to the [University's Ethics & Compliance Hotline](#).

Complaints regarding violations of USU's nondiscrimination policies, including discriminatory harassment, can be reported to the Office of Equity using its [online reporting form](#).

Safety concerns should be reported to USU Police by calling 911 or by calling the 24-hour dispatch center at 435-797-1939.

2.5 Training and Education

Consistent with its commitment to training the next generation of ethical leaders, nurturing intellectual growth and the expansion of knowledge, respecting the fundamental value of freedom of speech, and encouraging a diversity of perspectives, the University will endeavor to provide opportunities for education and research in free speech and civic education.

All employees are required to complete annual training on free speech and academic freedom. Failure to complete this training may result in disciplinary action under USU Policy 311: Setting Expectations and Managing Performance or USU Policy 407: Academic Due Process: Sanctions and Hearing Procedures, as applicable.

541.3 RESPONSIBILITIES

3.1 Departments

Each department with administrative control of University facilities and spaces must (i) develop, document, and maintain procedures addressing the permissible speech-related uses of indoor spaces and facilities, and (ii) train relevant administrative staff regarding this policy and all applicable procedures. Departments should seek advice from the Office of General Counsel on matters relating to the application of this Policy.

3.2 Individuals

The University Community and all Visitors must comply with this Policy.

3.3 Supervisors

Supervisors must maintain work environments consistent with this Policy and the standards of the University. Supervisors are responsible for ensuring all reporting employees complete required training. Supervisors should seek advice from the Office of General Counsel on matters relating to the application of this Policy.

3.4 Office of General Counsel

The Office of General Counsel is responsible for providing advice to departments and supervisors relating to the application of this Policy. Additionally, the Office of General Counsel will review complaints received from the Ethics & Compliance Hotline regarding this Policy and First Amendment Rights and refer complaints to the appropriate administrative system for investigation and resolution.

3.4 Human Resources

In partnership with the Office of General Counsel, Human Resources is responsible for developing and tracking employee completion of training required by this Policy.

541.4 REFERENCES

- United States Constitution, First Amendment
- Utah Constitution, Article I, §15
- Title VI of the *Civil Rights Act of 1964*
- Title VII of the *Civil Rights Act of 1964*
- Title IX of the *Educational Amendments of 1972*
- Utah Code Ann. § 53B-1-116 to -118
- Utah Code Ann. § 53B-27-101, *et seq.*, *Campus Individual Rights Act*
- Utah Code Ann. § 76-8-701, *et seq.*, *Offenses Against the Administration of Government, Colleges and Universities*
- Utah Administrative Code r.765-800-1, *et seq.*, *Free Expression on Campus*
- UBHE Rule 251, *Campus Speakers*
- UBHE Resolution on Freedom of Expression, May 18, 2023.
- UBHE Resolution Establishing Expectations for Implementing Principles of Free Expression on Campus, December 1, 2023.

541.5 RELATED USU POLICIES

- USU Policy 303: Affirmative Action/Equal Opportunity
- USU Policy 305: Discrimination Based on Protected Characteristics
- USU Policy 333: Political Activity
- USU Policy 339: Title IX Sexual Misconduct in an Employment or Education Program or Activity
- USU Policy 339A: Non-Title IX Sexual Misconduct

- USU Policy 540: University Social Media Accounts
- USU Policy 403: Academic Freedom and Professional Responsibility
- USU Student Code: Article IV, Student Organizations and Their Functions
- USU Student Code: Article V-3, University Standards of Student Conduct

541.6 DEFINITIONS

- **Commercial Speech** means all spoken, written, and symbolic expression intended, in whole or in significant part, to generate financial gain.
- **Defamation** is an intentionally false statement that harms an individual's reputation.
- **Disruptive Behavior** is expression or assembly that presents a substantial disruption to a University function.
- **Expressive Activity** is any behavior designed to convey a message, including, without limitation, assembling, protesting, or speaking; distributing literature; carrying a sign; or circulating a petition.
- **Incitement** is an expression that is meant to incite or produce imminent lawless action and is likely to incite such action.
- **Limited Public Forums** are areas that the University has opened for Expressive Activity, but has established initial restrictions on access to the area based on subject matter and/or the speaker. These areas include, but are not limited to, conference rooms, auditoriums, recital halls, concert halls, and sports arenas. The University may impose restrictions on Expressive Activity so long as the restrictions are content-neutral, narrowly tailored to serve a significant University interest, and reasonable in light of the purpose served by the forum.
- **Obscenity**, in the context of free expression, does not refer to the curse words in and of themselves. Rather, it refers to sexually explicit content, that is patently offensive and lacks serious merit.
- **Traditional Public Forums** are areas, such as public parks, sidewalks, and other spaces, that have traditionally been open to the public for free expression and assembly. Maximum First Amendment protections are afforded to expressive activities and assembly in these areas. The University may regulate time, place, and manner of expressive activities in Traditional Public Forums, so long as those regulations are content-neutral, narrowly tailored to serve a significant University interest, and leave open ample alternative channels of communication.
- **True Threat** is a statement that communicates a serious intent to commit an act of violence to a particular person or group. Additionally, the speaker must have some subjective understanding that their statement is threatening, but recklessly make it anyway.
- **Registered Student Organization** refers to a student group (a) registered with or formed by the University according to departmental organization standards established by the relevant departments or (b) registered and functioning according to Utah State University Student Association ("USUSA") organization standards as published and maintained by the USUSA.
- **University Campus** refers to any University facility or property, physical or virtual, owned, operated, or controlled by the University, including without limitation University learning management systems, residential campuses, regional campuses, and University centers across the state of Utah.
- **University Community** refers to all enrolled students, all persons employed by or volunteering for the University, including without limitation members of the Board of Trustees, administrators, faculty, staff, and all organizations comprised of individual members of the University Community.

- **Viewpoint Neutral** means that a regulation, restriction, or requirement does not permit or restrict Expressive Activity based on the message advocated. A regulation would not be viewpoint neutral if it is based on an opinion or ideology. Viewpoint-neutral restrictions are distinguishable from content-based restrictions, which may be permissible under certain circumstances.
- **Visitors** refers to anyone on the University Campus who is not a member of the University Community.

RESOURCES

(List resources to aid in compliance or indicate "None.")

Procedures

- Hyperlinks to procedures.

Guidance

- [Presidential Statements and Neutrality](#)
- [Free Speech at USU](#)

Related Forms and Tools

- Hyperlinks to forms and tools.

Contacts

- [Mica McKinney, Vice President for Legal Affairs and General Counsel](#)

POLICY HISTORY

Original issue date: 2024/MM/DD

Last review date: N/A

Next scheduled review date: YYYY/MM/DD

Previous revision dates: N/A

R541, Management and Reporting of Institutional Investments¹

R541-1 Purpose: This policy implements the State Money Management Act, the rules of the State Money Management Council, and the Uniform Prudent Management of Institutional Funds Act. This policy provides guidelines to institutions for establishing policy, process, and reporting of investments.

R541-2 References

- 2.1** [Utah Code § 53B-2-106](#), Duties and Responsibilities of the President of a Degree-Granting Institution
- 2.2** [Utah Code Title 51, Chapter 7](#), State Money Management Act
- 2.3** [Utah Administrative Code Title R628](#), Administration of the State Money Management Council
- 2.4** [Utah Code Title 51, Chapter 08](#), Uniform Prudent Management of Institutional Funds Act
- 2.5** [Board Policy, R567](#), Internal Audit Program

R541-3 Definitions

3.1 Alternative Investments: Funds that derive returns primarily from high yield or distressed debt (hedged or non-hedged), private capital (including venture capital and private equity), natural resources, private real estate, or absolute return and long/short hedge funds.

3.2 “Board”: The Utah Board of Higher Education.

¹ Approved April 24, 1973, revised September 24, 1974, May 26, 1989, October 19, 1989, June 18, 1993, May 29, 1998, June 10, 2005, December 14, 2007, October 16, 2009, September 18, 2015, March 31, 2017, July 14, 2022, and March 24, 2023.

3.3 Investments: All institutional funds addressed under provisions of the State Money Management Act or the Uniform Prudent Management of Institutional Funds Act.

R541-4 Delegation of Responsibility: The Board delegates to each institutional Board of Trustees full responsibility to manage and report institutional investments in compliance with this general policy.

R541-5 Institutional Board of Trustees Responsibilities: Each institutional Board of Trustees shall adopt institutional policy and procedure regarding investments (including any changes in such policy and procedures), designate a public treasurer and approve the format of reports submitted for its review.

5.1 Periodic Review and Approval: Each institutional Board of Trustees shall receive and approve monthly investment reports.

5.2 Policy and Procedures Furnished to the Board: Each institution shall furnish the Board with a copy of its investment policies and procedures as approved by its institutional Board of Trustees. Such policy and procedures shall:

5.2.1 Require institutional compliance with the State Money Management Act, Rules of the State Money Management Council, and Uniform Prudent Management of Institutional Funds Act; and

5.2.2 Specify criteria for appointment of a public treasurer, define the public treasurer's authority in making institutional investments within the overall operating responsibility of the chief executive officer, and establish criteria for supervisory approval of the public treasurer's investment decisions; and

5.2.3 Delineate specific procedures and required approvals for investment of institutional funds which provide for adequate internal controls, including an appropriate segregation of duties with respect to the

authorization, custody, accounting and reporting of investment transactions; and

5.2.4 Specify the format and schedule for reporting to its institutional Board of Trustees.

5.3 Subsequent Changes: Each institution shall submit to the Board all subsequent changes in investment policy.

R541-6 Endowment Funds: If any gift, devise, or bequest, whether outright or in trust, is made by a written instrument which contains directions as to investment thereof, the funds embodied within the gift shall be invested in accordance with those directions. Such gifts received by donation may be retained by an institution and shall be considered to be invested according to the terms of this policy. In the absence of a written instrument, non-qualifying investments shall be sold as soon as practical, not to exceed 30 days. The Commissioner may approve exceptions to the 30-day rule in the case of non-readily marketable investments.

6.1 Institutional Endowment Investment Policy: In accordance with the Uniform Prudent Management of Institutional Funds Act, an institution's board of trustees may adopt its own endowment investment policy. All such policies (including any associated investment guidelines or other policy direction) must meet the requirements of the Uniform Prudent Management of Institutional Funds Act and must be formally approved by the Board of Higher Education. Institutions are not authorized to apply their own policies until both of the foregoing conditions have been met. Institutions following a separate trustee adopted, and Board-approved endowment investment policy will be considered to be investing in accordance with the terms of this policy. Revisions to institutional endowment investment policies (including revisions to any associated investment guidelines or other policy direction) must also receive both trustee and Board approval.

6.2 Permissible Investments and Asset Allocations: This section applies to those institutions that do not have an investment policy in place that has been

adopted by their Board of Trustees and approved by the Board of Higher Education.

6.2.1 Institutions are permitted to invest endowment funds in the following:

Mutual funds registered with the SEC	0 – 100%
Investments sponsored by the Common Fund	0 – 100%
Investments authorized by Utah Code §51-7-11	0 – 100%
Corporate stock listed on a major exchange (direct ownership)	0 – 3%

6.2.2 An institution's overall endowment portfolio shall be invested in accordance with the following allocation ranges:

Fixed income and cash equivalents	25 – 100%
Equity Investments	0 – 75%
Alternative Investments	0 – 30%

6.2.3 Each institution utilizing alternative investments must comply with the following criteria:

6.2.3.1 Each institution with endowed funds in excess of \$100 million may invest up to 30 percent of its endowed funds in alternative investments.

6.2.3.2 Each institution with endowed funds in excess of \$75 million but less than \$100 million may invest up to 25 percent of its endowed funds in alternative investments.

6.2.3.3 Each institution with endowed funds in excess of \$50 million but less than \$75 million may invest up to 20 percent of its endowed funds in alternative investments.

6.2.3.4 Each institution with endowed funds in excess of \$25 million but less than \$50 million may invest up to 15 percent of its endowed funds in alternative investments.

6.2.3.5 Each institution with endowed funds in excess of \$5 million but less than \$25 million may invest up to 10 percent of its endowed funds in alternative investments.

6.2.3.6 Institutions with endowed funds of less than \$5 million are not permitted to invest any of their endowed funds in alternative investments.

6.2.4 Once an institution reaches an alternative investment threshold, it may retain the investment range authorized for that threshold as long as the market value of its endowed funds remains within 90 percent of the threshold.

6.2.5 Pooled or commingled investment funds (e.g., mutual funds or Common Fund investments) are to be categorized and calculated into the asset mix according to the primary purpose of those investment funds.

6.2.6 Pooled or commingled investment funds without a clear primary purpose (e.g., balanced funds) are to be categorized and calculated into the asset mix as equity investments.

6.2.7 Real estate investment trusts are to be categorized and calculated into the asset mix as equity investments.

6.2.8 The endowment portfolio shall be reviewed at the end of every quarter and if need be, a tactical plan of action to rebalance the portfolio shall be determined to bring the portfolio into compliance (rebalancing is only necessary if the permissible investment and/or asset allocation ranges are out of compliance). This action will constitute full compliance with the permissible investment and asset allocation provisions of this policy.

6.2.9 All calculations required to demonstrate compliance with subsection 6.2 are to be based on market values.

6.3 Investment Guidelines. The foregoing asset allocation standards are meant to serve as a general guide. The institutions must use them in conjunction with appropriate due-diligence and prudence. The following standard of care shall apply to investments of endowed funds by institutions:

6.3.1 An institution shall invest and manage endowment funds as a prudent investor would, by considering the purposes, terms, distribution requirements, and other circumstances of the endowment. In satisfying this standard, an institution shall exercise reasonable care, skill, and caution.

6.3.2 An institution's investment and management decisions respecting individual assets must be evaluated not in isolation but in the context of the endowment portfolio as a whole and as a part of an overall investment strategy having risk and return objectives reasonably suited to the endowment.

6.3.3 Among circumstances that an institution shall consider in investing and managing endowment assets are the following which may be relevant to the endowment or its beneficiaries:

6.3.3.1 General economic conditions;

6.3.3.2 The possible effect of inflation or deflation;

6.3.3.3 The role that each investment or course of action plays within the overall endowment portfolio;

6.3.3.4 The expected total return from income and the appreciation of capital;

6.3.3.5 Needs for liquidity, regularity of income, and preservation or appreciation of capital; and

6.3.3.6 An asset's special relationship or special value, if any, to the purposes of the endowment or to one or more of the beneficiaries.

6.3.4 An institution shall make a reasonable effort to verify facts relevant to the investment and management of endowed assets.

6.3.5 Any institution that elects to invest their endowment funds with another institution may do so with prior approval from their Board of Trustees and the Board of Higher Education and shall adopt the investment guidelines of the institution receiving the funds in place of the guidelines outlined in 6.2-6.3.

6.4 Delegation to an Agent: An institution may delegate investment and management functions that a prudent investor could properly delegate under the circumstances.

6.4.1 The institution shall exercise reasonable care, skill, and caution in:

6.4.1.1 Selecting an agent;

6.4.1.2 Establishing the scope and terms of the delegation, consistent with the purposes and terms of the endowment; and

6.4.1.3 Periodically reviewing the agent's actions in order to monitor the agent's performance and compliance with the terms of the delegation.

6.4.2 In performing a delegated function, an agent owes a fiduciary duty to the endowment to exercise reasonable care to comply with the terms of the delegation. An institution that complies with the requirements of subsection

4.6.2.2 is not liable to the beneficiaries or to the endowment for the decisions or actions of the agent to whom the function was delegated.

6.4.3 In investing and managing endowed funds, an institution may only incur costs that are appropriate and reasonable in relation to the assets, the purposes of the endowment, and the skills of the institution or agent to whom investment management functions were delegated.

6.5 Exceptions: The Board of Higher Education may approve exceptions to R541. Such exceptions must be immaterial to the endowment portfolio as a whole and must meet a compelling instructional, public service, or other institutional need.

R541-7 Operating and All Other Non-Endowment Funds: Operating and all other non-endowment funds shall be invested in accordance with the State Money Management Act and Rules of the State Money Management Council.

R541-8 Conflicts of Interest: A conflict of interest occurs when an individual's private interests interfere in any way—or even appear to interfere—with the institution's interests as a whole.

8.1 Access Persons

8.1.1 Each institution's officers, directors, employees or members of an investment committee that are involved with the investment of endowment funds ("Access Persons") have a duty to be free of conflicting interests that might influence their decisions when representing the institution.

8.1.2 Consequently, as a general matter, an institution's Access Persons are not permitted to maintain any conflict of interest with the institution and should make every effort to avoid even the appearance of any such conflict. A conflict of interest can arise when an Access Person takes actions or has interests that may make it difficult to perform their company work objectively and effectively, or when an Access Person or a member of their

family receives any improper personal benefits as a result of their position with the institution.

8.1.3 Any Access Person who believes that they may have a potential conflict of interest must immediately report concerns to the appropriate institutional representative, mechanism, or process (ethics committee, etc.).

8.2 This general prohibition on conflicts of interest includes (but is not limited to) the following:

8.2.1 An institution's dealings with consultants, investment advisers, investment funds, and others shall be based solely on what is in the institution's best interest, without favor or preference to any third party, including close relatives; and

8.2.2 Access Persons who deal with or influence decisions of individuals or organizations seeking to do business with an institution shall not own interests in or have other personal stakes in such organizations that might affect the decision-making process and/or the objectivity of such employee, unless expressly authorized in writing by the investment committee and board of trustees of the institution, and only after the interest or personal stake has been disclosed.

R541-9 Reports to Institutional Boards of Trustees: In establishing reports to its Board of Trustees, each institution shall implement the following:

9.1 Reports: Each institution shall submit monthly investment reports to the secretary of the Board of Trustees within 60 days of the month's end. The secretary will place the reports on the agenda of the next regular trustee meeting.

9.2 Copies of Reports Submitted to the Board: Within 30 days of trustee approval, each institution shall submit to the Board of Higher Education a copy of the reports submitted to its board of trustees.

R541-10 Annual Report: Annually, each institution shall submit, on forms provided by the Commissioner of Higher Education, a report summarizing all investments under its jurisdiction.

R541-11 Audits: Each institution shall annually audit its institutional investments. Institutions shall send the completed audit report to Board of Higher Education Audit Director by January 15. Technical colleges may request assistance from the Audit Director.

R541-12 Annual Summary: The Board shall submit an annual report to the Governor and the Legislature summarizing all investments by institutions under its jurisdiction.

POLICY MANUAL

OPERATING POLICIES AND PROCEDURES

Number 517

Subject: Investment Policy

Effective Date: November 18, 2016

Date of Last Revision: October 26, 2006, February 19, 2014, November 18, 2016, June 24, 2022

517.1 PURPOSE

To provide for the implementation of and compliance with the State Money Management Act (MMA), the Rules of the State Money Management Council, the Uniform Prudent Management of Institutional Funds Act (UPMIFA), and the Utah State Board of Regents Policy R541, Management and Reporting of Institutional Investments wherein:

- A. Institutional Funds are governed by UPMIFA.
- B. Operating Funds are governed by the State Money Management Act.

517.2 REFERENCES

- [Utah State Board of Regents Policy R-541 Management and Reporting of Institutional Investments.](#)
- [State Money Management Act, Title 51, Chapter 7.](#)
- [Rules of the State Money Management Council.](#)
- [Uniform Prudent Management of Institutional Funds Act \(UPMIFA\), Title 51, Chapter 8.](#)
- [Utah State University Policy 307 Conflicts of Interest.](#)

517.3 DEFINITIONS

- A. Institutional Fund

- a. Means a fund that is primarily for appreciation or the production of income, and intended to be held in perpetuity.
- b. Institutional Funds do not include: program-related assets which are assets held to accomplish the purpose of the institution and not primarily for appreciation or the production of income.

B. Operating Funds

- a. Funds not primarily for appreciation or the production of income.
- b. Money used for the operation of a higher education institution that is received from state appropriations, government contracts and grants, or tuition and fees collected from students.

C. Public Treasurer

- a. Utah State University official or designee who has the responsibility for the safekeeping and investment of public funds.

517.4 POLICY

4.1 Authority to Manage and Invest Funds

The President of the University shall recommend for authorization by the Board of Trustees, employees of the University to serve as Public Treasurers or designee (as defined by the State Money Management Act).

Authority to manage, engage in, and approve investments are authorized as follows:

Responsibility	Cash Management Investment Pool (CMIP)	Defensive Return Pool (DRP)	Endowment Pool (EP)
Manage and Engage in Investments	Manager Treasury Services	Associate Vice President for Finance and Administrative Services	External Investment Managers
Oversight	Vice President for Finance and Administrative Services	DRP Investment Advisory Committee	EP Investment Advisory Committee with assistance from Investment Advisor
Primary Approval	Vice President or designee	Vice President	Vice President
2nd Level Approval	President or designee	President or designee	President or designee

A Notification of Investment Form will be completed to signify ratifying approval of investment purchases.

No person may engage in an investment transaction on behalf of Utah State University except as provided under the terms of this policy.

4.2 Investment Pools or Portfolios

- A. Similar funds may be commingled for investment and/or reporting purposes unless specifically prohibited by statute, donor stipulation, or bond covenant.
- B. Investment pools or portfolios may be established to:
 - a. Ensure compliance with the appropriate specific provisions of the State Money Management Act and Rules of the State Money Management Council, Uniform Prudent Management of Institutional Funds Act, or Board of Regents Policy R541, Management and Reporting of Institutional Investments, under which the investment pool or portfolio will be governed.
 - b. Ensure compliance with written donor directives relating to gifts, devise, or bequests (see 4.3 Donated Securities).
 - c. Ensure compliance with any legal restrictions, such as bond covenants or trust agreements.
 - d. Meet investment objectives as outlined in the Cash Management Investment Pool Guidelines, Defensive Return Pool Investment Guidelines, or the Endowment Pool Investment Guidelines to help provide funding for the various operating or educational needs within the University.
- C. Certain funds or securities may be separately invested, rather than commingled in an investment pool, if one or more of the following conditions exist:
 - a. A donor has provided written directions as to the investment of, or that restricts the sale of, their donation in that it makes it impractical to commingle with other securities or funds in other investment pools.
 - b. The Vice President for Finance and Administrative Services approves such an investment, as long as such an investment is in accordance with the appropriate governing regulations.

4.3 Donated Securities

- A. Securities received by gift, devise or bequest, whether outright or in trust, shall be sold as soon as practical in accordance with the Rules of the Money Management Council, and Utah State Board of Regents Policy R541, Management and Reporting of Institutional Investments unless:
 - a. Restrictions specified by the donor through a written instrument contain directions as to the investment thereof. The funds embodied within the gift shall be invested in accordance with those directions, therein. The University will periodically review donor's written directions to determine if any donated securities being held can be sold or if they should be written off if the value is deemed immaterial.
 - b. Such securities are restricted from sale because they are not registered with the Securities and Exchange Commission and/or lack a written instrument as per the

intentions of the donor. In such cases, they may be retained as a qualified investment. When the terms of the restrictions are no longer applicable, the securities shall be sold or written off in accordance with this section.

- B. Holding such securities as noted above are deemed to be in compliance with the Rules of the State Money Management Council, and Utah State Board of Regents Policy R541, Management and Reporting of Institutional Investments.

517.5 INVESTMENT ADVISORY COMMITTEES

The Investment Advisory Committees of the Endowment Pool and Defensive Return Pool shall include not more than two members of the Board of Trustees and no less than two independent investment management professionals.

Non-University committee members shall be invited to serve a five-year term and may be invited to serve a second five-year term.

517.6 REPORTING, AUDIT, & CONFLICT OF INTEREST REQUIREMENTS

Investment reports, audit, and conflict of interest requirements are in accordance with Utah State Board of Regents Policy R541, Management and Reporting of Institutional Investments.

ITEM FOR ACTION

RE: Report of Investments for December 2023

The Report of Investments for December 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 December 2023 and comparative year-to-date totals for FY 2023-2024 and FY 2022-2023; investment portfolios at 31 December 2023; and Summary of Total Investment Returns for the quarter ended 31 December 2023 and year-to date 01 July 2023 to 31 December 2023.

CASH MANAGEMENT INVESTMENT POOL

The average daily fair value invested during December 2023 was \$605,488,109, down \$10,321,243 from November 2023. Total investment gain was \$9,306,125, down \$528,537 from November 2023, reflecting the decrease in the amount available for investing and a decrease in total investment return. The annualized total investment return was 18.44%, down 0.72% from November 2023.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$604,490,971, up \$32,119,711 (5.61%) over FY 2022-2023. Total interest income for FY 2023-2024 amounted to \$12,052,257, up \$4,751,945 (65.09%) 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 December 2023 was \$581,601,197, up \$40,492,686 (7.48%) over 31 December 2022. Unrealized losses at 31 December 2023 were \$37,056,446.

ENDOWMENT POOL

The average daily fair value invested during December 2023 was \$278,653,959, up \$12,856,242 over November 2023. Interest and dividend income of \$1,237,174 plus net realized gains of \$523,269 totaled \$1,760,443 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$267,541,055, up \$11,135,969 (4.34%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$7,628,077, up \$4,328,012 (131.15%) over FY 2022-2023. This increase resulted from \$321,087 more in interest and dividends and \$4,006,925 more in net realized gains during FY 2023-2024.

The total amount invested at 31 December 2023 was \$284,754,491, up \$24,587,579 (9.45%) over 31 December 2022. Unrealized gains at 31 December 2023 were \$54,136,524.

OTHER INVESTMENTS

The average daily fair value invested during December 2023 was \$289,367,345, up \$12,349,873 over November 2023. Interest and dividend income of \$1,116,468 plus net realized gains of \$4,482 totaled \$1,120,950 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$276,538,050, up \$19,533,844 (7.60%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$6,187,225, up \$1,625,241 (35.63%) over FY 2022-2023. This increase resulted from \$1,569,897 more in interest and dividend income and \$55,344 more in net realized gains during FY 2023-2024.

The total amount invested at 31 December 2023 was \$294,153,998, up \$39,820,975 (15.66%) over 31 December 2022. Unrealized gains at 31 December 2023 were \$17,044,849.

ENDOWMENT TRUSTS

The average daily fair value invested during December 2023 was \$6,166,994, up \$342,077 over November 2023. Interest and dividend income of \$30,270 minus net realized losses of \$16,582 totaled \$13,688 in realized gains for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$5,951,914, down \$224,950 (3.64%) from FY 2022-2023. Total realized income for FY 2023-2024 was \$108,490, up \$316,874 (152.06%) over FY 2022-2023. This increase resulted from \$11,796 more in interest and dividend income and \$305,078 less in net realized losses during FY 2023-2024.

The total amount invested at 31 December 2023 was \$6,298,830, up \$236,009 (3.89%) over 31 December 2022. Unrealized gains at 31 December 2023 were \$304,590.

PLANT FUND TRUSTS

The average daily fair value invested during December 2023 was \$96,082,031, down \$5,300,797 from November 2023. Interest income totaled \$446,871 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$99,307,739, up \$64,979,479 (189.29%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$2,687,880, up \$2,234,020 (492.23%) 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 December 2023 was \$95,929,160, up \$67,054,091 (232.22%) over 31 December 2022. There were no unrealized gains or losses at 31 December 2023.

SUMMARY OF INVESTMENT TRANSACTIONS

The University's average daily fair value invested for the month of December was \$172,220,853. Purchases totaled \$58,776,733 and sales totaled \$46,046,764. From this activity the University realized net gains of \$511,169 and earnings of \$4,617,341.

SUMMARY OF INVESTMENT RETURNS

The Endowment Pool composite benchmark is established based on the asset allocation of the Endowment Pool. At 31 December 2023 the Endowment Pool asset allocation was 2.63% cash, 19.30% fixed income, 78.07% 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 31 December 2023 was 11.87%.

The Endowment Pool trailing 12-month rate of return was 11.37% at 31 December 2023. The Endowment Pool underperformed its benchmark by 50 bp year-to-date at 31 December 2023.

The Cash Management Investment Pool trailing 12-month rate of return was 5.41% at 31 December 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 6.70% at 31 December 2023. The Cash Management Investment Pool underperformed its benchmark by 129 bp year-to-date at 31 December 2023.

ENDOWMENT FUNDS

The fair value of invested endowment funds at 31 December 2023 was \$593.5 million, up \$50.4 million (9.28%) over 30 September 2023. This increase includes the change in fair value and new gifts received through 31 December 2023.

Year-to-date, the endowment funds have increased \$33.0 million (5.89%) over 30 June 2023.

Endowment funds are currently invested 46.86% in the Endowment Pool, 18.10% in the Cash Management Investment Pool, 1.06% in the various Endowment Trusts and 33.98% 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 December 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 December 2023 to 31 December 2023 and comparative year-to-date totals for the periods 1 July 2023 to 31 December 2023 and 1 July 2022 to 31 December 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 December 2023 to 31 December 2023 and comparative year-to-date totals for the periods 1 July 2023 to 31 December 2023 and 1 July 2022 to 31 December 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 December 2023.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date

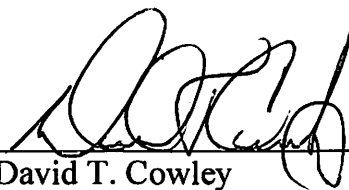


UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
DECEMBER 2023

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

4/4/2024
Date


David T. Cowley
Vice President
for Finance and Administrative Services

4/8/24
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	557,843,565	36,710,649	20,112,043	7,159,026	581,601,197	605,488,109	2,147,099	(25)	2,147,124
Jan 2024									
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									
Comparative Totals:									
Year-to-date									
FY 2023-24	\$520,975,134	\$145,817,713	\$92,396,474	\$7,204,824	\$581,601,197	\$604,490,971	\$12,052,257	\$14,895	\$12,037,362
FY 2022-23	492,148,729	145,965,728	82,737,412	(14,268,534)	541,108,511	572,371,260	7,300,312	8,852	7,291,460
Amt Change					40,492,686	32,119,711	4,751,945	6,043	4,745,902
% Change					7.48%	5.61%	65.09%	68.27%	65.09%

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

UTAH STATE UNIVERSITY
CASH MANAGEMENT INVESTMENT POOL PORTFOLIO
31 December 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	5.8400%			\$19,100,000	\$19,100,000	\$0
Cache Valley Bank	5.5374%			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	5.4011%			5,100,000	5,100,000	0
				<u>5,100,000</u>	<u>5,100,000</u>	<u>0</u>
Commercial Paper and Corporate Notes						
Fixed Rate						
Bank of Nova Scotia	4.400%	09/30/22	12/30/23	7,000,000	7,000,000	0
Wells Fargo & Co	3.750%	11/07/22	01/24/24	4,909,700	4,994,300	84,600
Toronto Dominion Bank	5.200%	10/31/22	01/31/24	7,000,000	6,979,239	(20,761)
Barclays Bank	5.350%	01/20/23	02/12/24	5,000,000	4,994,292	(5,708)
Canadian Imperial Bank	5.150%	01/17/23	02/20/24	7,000,000	6,973,808	(26,192)
Toronto Dominion Bank	5.350%	01/18/23	04/18/24	5,000,000	4,987,874	(12,126)
Wells Fargo & Co	3.300%	10/05/23	09/09/24	6,835,920	6,907,296	71,376
Morgan Stanley	3.700%	09/07/23	10/23/24	7,025,996	7,091,706	65,710
Wells Fargo & Co	3.0000%	12/13/23	02/19/25	6,801,760	6,845,509	43,749
Mitsubishi UFJ	4.7880%	12/15/23	07/18/25	6,965,980	6,967,173	1,193
BNP Paribas	2.8190%	12/22/23	11/19/25	6,835,710	6,821,544	(14,166)
Floater Rate						
Athene Global	6.3980%	07/29/21	01/08/24	2,952,000	2,951,985	(15)
Athene Global	6.3980%	02/17/22	01/08/24	12,265,000	12,264,938	(62)
Invesco	4.0000%	05/09/23	01/30/24	6,927,340	6,990,629	63,289
Comcast	6.2850%	02/07/22	04/15/24	7,000,000	7,011,482	11,482
Banco Santander	5.7420%	01/12/23	06/30/24	11,737,800	11,998,149	260,349
Commonwealth Bank of Australia	2.8170%	08/21/23	07/30/24	4,859,600	4,895,000	35,400
Citigroup	6.0000%	07/20/23	08/20/24	10,000,000	9,985,459	(14,541)
GA Global Funding Trust	5.8280%	07/14/22	09/13/24	5,833,974	5,960,131	126,157

UTAH STATE UNIVERSITY
CASH MANAGEMENT INVESTMENT POOL PORTFOLIO
31 December 2023

Schedule A-1-A
Page 2 of 4

Description	Coupon Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Floater Rate (continued)						
Athene Global	6.0680%	08/19/22	01/07/25	\$3,890,560	\$3,965,929	\$75,369
JP Morgan	6.5180%	02/10/22	01/10/25	5,000,000	5,002,834	2,834
BPCE	5.9200%	01/14/22	01/14/25	5,000,000	4,988,446	(11,554)
Bank of America	6.0130%	02/08/22	02/04/25	7,000,000	6,994,178	(5,822)
Bank of America	3.4580%	09/18/23	03/15/25	6,916,560	6,966,808	50,248
Royal Bank of Canada	5.0460%	05/08/23	03/17/25	4,465,000	4,437,097	(27,903)
GA Global Funding Trust	6.7120%	07/14/22	04/11/25	6,216,606	6,304,250	87,644
Huntington National Bank	6.5330%	07/18/22	05/16/25	6,920,977	6,888,295	(32,682)
JP Morgan	5.8760%	05/09/23	06/01/25	1,846,441	1,853,687	7,246
Truist Financial	5.7290%	01/12/23	06/09/25	6,871,480	6,895,472	23,992
Barclays Bank	6.6380%	09/02/22	09/02/25	7,000,000	6,981,811	(18,189)
Barclays Bank	6.6200%	09/15/22	09/15/25	7,000,000	6,981,550	(18,450)
Societe Generale	4.5000%	09/30/22	09/30/25	10,000,000	10,000,000	0
Macquarie	6.0610%	12/23/22	10/14/25	4,893,600	4,966,915	73,315
Bank of America	4.6000%	10/20/22	10/20/25	7,000,000	6,987,940	(12,060)
Fifth Third Bank	5.8520%	12/06/23	10/27/25	6,960,100	6,981,568	21,468
Standard Chartered	6.2710%	09/07/23	11/23/25	7,097,941	7,063,493	(34,448)
Goldman Sachs	5.7500%	03/17/23	03/17/26	7,000,000	7,018,938	18,938
Charles Schwab	5.8640%	08/22/23	05/13/26	6,892,970	6,886,349	(6,621)
Goldman Sachs	6.8110%	08/18/23	05/15/26	8,000,000	8,050,847	50,847
HSBC Holdings PLC	7.0080%	12/21/23	09/12/26	7,000,000	7,065,815	65,815
Corporate Bond Premiums / Discounts				1,048,458	0	(1,048,458)
				<u>265,971,473</u>	<u>265,902,736</u>	<u>(68,737)</u>
Obligations of U. S. Government						
Federal Home Loan Bank FHLB	2.2500%	02/25/22	02/28/25	5,000,000	4,863,321	(136,679)
Federal Home Loan Bank FHLB	1.3750%	01/26/22	12/26/25	4,975,000	4,700,769	(274,231)
Federal Farm Credit Bank FFCB	1.6000%	01/27/22	01/27/26	5,000,000	4,731,416	(268,584)
Federal Farm Credit Bank FFCB	1.3900%	12/22/21	06/22/26	7,000,000	6,520,374	(479,626)

UTAH STATE UNIVERSITY
CASH MANAGEMENT INVESTMENT POOL PORTFOLIO
31 December 2023

Schedule A-1-A
Page 3 of 4

Description	Coupon Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Obligations of U. S. Government (continued)						
Federal Home Loan Bank FHLB	1.8750%	02/18/22	02/18/27	\$10,000,000	\$9,536,111	(\$463,889)
Federal Home Loan Bank FHLB	2.0500%	02/25/22	02/25/27	7,000,000	6,555,292	(444,708)
Federal Farm Credit Bank FFCB	1.2500%	07/06/21	07/06/27	7,000,000	6,340,034	(659,966)
Federal Farm Credit Bank FFCB	1.8700%	01/26/22	07/26/27	5,000,000	4,623,304	(376,696)
Federal Farm Credit Bank FFCB	1.3300%	09/01/21	09/01/28	10,000,000	8,832,052	(1,167,948)
Federal Farm Credit Bank FFCB	2.0000%	01/24/22	01/24/29	7,000,000	6,291,794	(708,206)
Federal Farm Credit Bank FFCB	1.0400%	01/25/21	01/25/29	10,000,000	8,554,647	(1,445,353)
Federal Farm Credit Bank FFCB	1.2900%	09/09/21	02/26/29	9,980,000	8,672,567	(1,307,433)
Federal Farm Credit Bank FFCB	1.3700%	09/20/21	03/20/29	10,000,000	8,667,703	(1,332,297)
Federal Farm Credit Bank FFCB	1.4000%	07/27/21	04/26/29	5,000,000	4,344,709	(655,291)
Federal Home Loan Bank FHLB	2.0000%	01/27/22	07/27/29	4,991,250	4,454,371	(536,879)
Federal Farm Credit Bank FFCB	1.2300%	09/10/20	09/10/29	10,000,000	8,413,999	(1,586,001)
Federal Farm Credit Bank FFCB	1.4700%	09/17/21	12/17/29	10,000,000	8,545,172	(1,454,828)
Federal Farm Credit Bank FFCB	1.8300%	10/26/21	04/25/30	6,986,000	6,043,891	(942,109)
Federal Farm Credit Bank FFCB	1.2500%	09/03/20	06/03/30	10,000,000	8,278,992	(1,721,008)
Federal Home Loan Mortgage FHLMC	1.2500%	09/10/20	06/10/30	4,500,000	3,723,515	(776,485)
Federal Farm Credit Bank FFCB	1.5500%	08/10/21	07/26/30	9,995,000	8,415,509	(1,579,491)
Federal Farm Credit Bank FFCB	1.2300%	01/22/21	07/29/30	10,562,000	8,694,956	(1,867,044)
Farmer Mac FAMCA	1.2700%	08/19/20	08/19/30	6,500,000	5,300,948	(1,199,052)
Federal Home Loan Bank FHLB	1.2200%	08/26/20	08/26/30	8,000,000	6,569,472	(1,430,528)
Federal Farm Credit Bank FFCB	1.2400%	09/03/20	09/03/30	7,000,000	5,751,693	(1,248,307)
Farmer Mac FAMCA	1.3500%	09/09/20	09/09/30	10,000,000	8,186,387	(1,813,613)
Federal Home Loan Bank FHLB	2.1800%	01/25/22	09/25/30	5,000,000	4,374,382	(625,618)
Farmer Mac FAMCA	1.2900%	01/15/21	01/15/31	10,265,767	8,389,809	(1,875,958)
Federal Home Loan Bank FHLB	0.7500%	01/27/21	01/27/31	9,980,000	8,316,019	(1,663,981)
Federal Home Loan Bank FHLB	1.4000%	02/04/21	02/04/31	6,900,000	5,666,130	(1,233,870)
Federal Home Loan Bank FHLB	0.7500%	02/18/21	02/18/31	9,995,000	8,605,293	(1,389,707)
Federal Farm Credit Bank FFCB	1.7000%	08/25/21	04/28/31	4,290,853	3,583,505	(707,348)
Federal Farm Credit Bank FFCB	1.8500%	08/18/21	08/18/31	10,000,000	8,348,482	(1,651,518)

UTAH STATE UNIVERSITY
CASH MANAGEMENT INVESTMENT POOL PORTFOLIO
31 December 2023

Schedule A-1-A
Page 4 of 4

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	\$8,588,401	(\$1,534,363)
Federal Farm Credit Bank FFCB	5.9000%	08/28/23	10/12/32	7,120,620	7,113,345	(7,275)
Federal Farm Credit Bank FFCB	5.9000%	10/31/23	01/10/33	3,228,947	3,259,250	30,303
Federal Farm Credit Bank FFCB	5.9400%	08/28/23	02/28/33	6,142,235	6,155,251	13,016
Federal Farm Credit Bank FFCB	5.9300%	08/31/23	03/28/33	3,153,947	3,149,657	(4,290)
Federal Farm Credit Bank FFCB	6.0800%	09/13/23	04/28/33	6,977,250	6,986,835	9,585
Federal Farm Credit Bank FFCB	6.2200%	10/03/23	09/19/33	7,949,920	8,053,488	103,568
Government Bond Premiums / Discounts				95,942	0	(95,942)
				<u>302,712,495</u>	<u>266,202,845</u>	<u>(36,509,650)</u>
Municipal Bonds						
Salt Lake County	2.7800%	03/01/17	02/01/23	600,000	598,985	(1,015)
Utah State Transit Authority	1.7830%	03/15/21	02/01/24	3,000,000	2,522,956	(477,044)
				<u>3,600,000</u>	<u>3,121,941</u>	<u>(478,059)</u>
Accounts Receivable						
Accounts Receivable				5,073,675	5,073,675	0
				<u>5,073,675</u>	<u>5,073,675</u>	<u>0</u>
Total Cash Management Investment Pool				<u>\$618,657,643</u>	<u>\$581,601,197</u>	<u>(\$37,056,446)</u>

UTAH STATE UNIVERSITY
CASH MANAGEMENT INVESTMENT POOL
SUMMARY OF INVESTMENT TRANSACTIONS AND PERFORMANCE
For the Month of December 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				\$91,075		\$91,075		0.00%
Money Market Account				166,556		166,556	\$36,200,000	5.52%
Utah Public Treasurers' Investment Fund				23,738		23,738	5,100,000	5.59%
Commercial Paper and Corporate Notes	\$34,672,346	\$18,918,170	\$18,918,170	1,357,214	\$354,061	1,711,275	257,971,555	7.96%
Obligations of U. S. Government	5,301			502,668	6,720,968	7,223,636	302,616,554	28.64%
Municipal Bonds				5,848	83,997	89,845	3,600,000	29.95%
Receivable	<u>2,033,002</u>	<u>1,193,873</u>	<u>1,193,873</u>					0.00%
Total	<u>\$36,710,649</u>	<u>\$20,112,043</u>	<u>\$20,112,043</u>	<u>\$2,147,099</u>	<u>\$7,159,026</u>	<u>\$9,306,125</u>	<u>\$605,488,109</u>	18.44%

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

Schedule A-3

	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)
Cash Management Investment Pool						
Miscellaneous						\$91,075
Money Market Account						166,556
Utah Public Treasurers' Investment Fund						23,738
Corporate Bonds and Floaters		\$34,672,346		\$18,918,170	\$18,918,170	\$0
Obligations of U. S. Government		5,301				502,668
Municipal Bonds						5,848
Accounts Receivable		2,033,002		1,193,873	1,193,873	0
Total Cash Management Investment Pool		<u>\$36,710,649</u>		<u>\$20,112,043</u>	<u>\$20,112,043</u>	<u>\$0</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	272,553,427	6,869,477	3,452,036	8,783,623	284,754,491	278,653,959	1,237,174	523,269	1,760,443	38,446	1,721,997
Jan 2024											
Feb 2024											
Mar 2024											
Apr 2024											
May 2024											
Jun 2024											
Comparative Totals:											
Year-to-date											
FY 2023-24	\$263,818,324	\$50,180,659	\$41,957,313	\$12,712,821	\$284,754,491	\$267,541,055	\$2,334,244	\$5,293,833	\$7,628,077	\$97,212	\$7,530,865
FY 2022-23	253,569,010	40,897,464	34,250,787	(48,775)	260,166,912	256,405,086	2,013,157	1,286,908	3,300,065	184,091	3,115,974
Amt Change					24,587,579	11,135,969	321,087	4,006,925	4,328,012	(86,879)	4,414,891
% Change					9.45%	4.34%	15.95%	311.36%	131.15%	-47.19%	141.69%

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 \$4,410,937 principal beginning balance, a \$6,653,013 ending balance, and a \$6,641,331 average daily balance for the current month. Current month interest and dividends from the CMIP were \$23,364 bringing the total to \$59,231 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	586,607.97	448.7450	441.5931	-1.59%	213,723	0.3643
November 2023	591,537.93	441.5931	460.7539	4.34%	217,624	0.3679
December 2023	596,353.33	460.7539	477.4929	3.63%	1,237,174	2.0746
January 2024						
February 2024						
March 2024						
April 2024						
May 2024						
June 2024						

UTAH STATE UNIVERSITY
ENDOWMENT POOL PORTFOLIO
December 31, 2023

Schedule B-1-B
Page 1 of 4

Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Cash Management Investment Pool						\$6,653,013	\$6,653,013	\$0
Total Cash Management Investment Pool						6,653,013	6,653,013	0
Equity funds								
Dimensional - DFA Emerging Markets Core Equity		152,341.561				3,283,462	3,413,974	130,512
Dimensional - DFA Micro Cap		82,353.737				1,784,003	2,164,256	380,253
Dimensional - DFA Small Cap		51,453.333				1,808,090	2,282,470	474,380
GQG Partners Emerging Markets Equity Fund						3,784,542	5,615,213	1,830,671
GQG Partners Global Equity Fund						17,238,585	27,290,871	10,052,286
LSV Global Value Fund Intl		1,762,890.578				21,471,381	23,887,167	2,415,786
RhumbLine QSI Index		447,717.218				10,683,569	18,137,917	7,454,348
Ryder Court Global Opportunistic Fund		1,419,807.509				15,716,122	22,077,167	6,361,045
Vanguard FTSE All-World ex-US Index Fund		144,702.744				13,659,732	16,014,253	2,354,521
Vanguard Russell 3000		19,596.067				4,081,253	8,062,998	3,981,745
Wasatch Global Opportunities Instl		1,551,804.012				6,000,000	6,858,974	858,974
Total Equities						99,510,739	135,805,260	36,294,521
Fixed Income funds								
Longfellow						20,445,109	19,650,611	(794,498)
Columbia Inst High Yield Fixed Income		39,432.789				4,553,986	5,074,349	520,363
GoldenTree Multi Sector Cayman, LTD		2,823.848				3,000,000	4,395,431	1,395,431
Pacific Asset Management						3,758,142	5,065,209	1,307,067
Paydenfunds - Emerging Markets Bond Fund		217,508.839				2,737,776	2,251,216	(486,560)
Silver Rock Offshore Tactical Allocation Fund - 2019						3,884,181	4,446,551	562,370
Silver Rock Offshore Tactical Allocation Fund - 2022						2,865,509	3,033,242	167,733
Vanguard Inflation Protected Secs Ad		78,630.588				2,028,820	1,810,862	(217,958)
Vanguard Long Term Treasury Institutional fund VLGIX		191,477.434				5,151,180	5,039,686	(111,494)
Vanguard Short Term Inflation Protected Securities Index Fur		80,487.648				1,990,421	1,916,411	(74,010)
Wellington - CTF Opportunistic Emerging Markets		263,728.664				2,675,645	2,286,528	(389,117)
Total Fixed Income Funds						53,090,769	54,970,096	1,879,327

UTAH STATE UNIVERSITY
ENDOWMENT POOL PORTFOLIO
December 31, 2023

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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	\$2,179,044	(\$320,956)
Aether Investment Partners, LLC								
Aether Real Assets IV, LP						1,905,524	2,187,172	281,648
Aether Real Assets V, LP						2,948,846	4,173,888	1,225,042
Aether Real Assets Seed Partners						4,045,287	4,797,952	752,665
BlackRock								
BlackRock Global Infrastructure Fund IV						1,034,034	984,548	(49,486)
The Carlyle Group								
Carlyle Realty Partners VIII						2,329,770	2,566,350	236,580
Centerbridge								
Centerbridge Partners Real Estate Fund II, LP						2,713,744	2,701,748	(11,996)
Commonfund								
CEP VII						1,500	206,654	205,154
CEP VIII						249,016	823,471	574,455
CNR VIII						633,059	383,290	(249,769)
CNR IX						817,830	1,034,985	217,155
CVP X						599,474	1,903,417	1,303,943
Constitution Capital								
Ironsides Co-Investment Fund III						87,073	410,814	323,741
Ironsides Partnership Fund III						30,180	1,090,227	1,060,047
DG partners								
BH-DG Systematic Trading Fund		15,716.969				2,500,000	2,432,695	(67,305)
Fort Washington Capital Partners Group								
Fort Washington Private Equity Investors X, LP						5,496,741	7,963,325	2,466,584
Global Infrastructure Partners								
Global Infrastructure Partners III-A/B, L.P.						2,526,888	3,031,420	504,532
Global Infrastructure Partners IV-A/B, L.P.						4,104,388	4,476,505	372,117

UTAH STATE UNIVERSITY
ENDOWMENT POOL PORTFOLIO
December 31, 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)								
Goldman Sachs								
Vintage Fund VI						\$29,976	\$394,252	\$364,276
Grosvenor								
GCM Grosvenor Special Opportunity Fund		3,000.000				3,000,000	2,264,252	(735,748)
HarbourVest								
HarbourVest 2017 Global Fund L.P.						3,501,534	5,217,019	1,715,485
i Squared Capital								
ISQ Global Infrastructure Fund III						1,944,192	2,043,347	99,155
Morgan Stanley								
JP Morgan Prime Property Fund		415.651				6,448,544	8,413,786	1,965,242
MUFG Fund Services								
EnTrust Permal Special Opportunities Evergreen Fund		1,493.167				1,709,729	1,352,664	(357,065)
Pinehurst Institutional Ltd.								
Corbin		5,085.637				9,000,000	11,420,050	2,420,050
Silicon Valley Bank								
Strategic Investors Fund X Cayman, LP						778,211	800,075	21,864
Solamere Capital								
Solamere Founders Fund I, LP						254,859	391,910	137,051
Solamere Founders Fund II, LP						1,749,528	3,149,242	1,399,714
Solamere Founders Fund IV, LP						2,665,145	2,811,506	146,361
Woodbury								
Woodbury Strategic Partners Fund, L.P.						151,600	200,642	49,042
Woodbury IFRI						32,223	61,497	29,274
Woodbury Capital II, LP						476,495	1,050,854	574,359
Woodbury Capital II, LP - WC2 IF Spring, LLC						144,869	144,415	(454)
Woodbury Capital II, LP - WB West						78,840	52,441	(26,399)
Woodbury Capital III, LP						1,763,596	2,788,834	1,025,238
WSP Wilmington, Phase I & II						235,919	502,006	266,087

UTAH STATE UNIVERSITY
ENDOWMENT POOL PORTFOLIO
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Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Woodbury (continued)								
WSP Wilmington Hotel LLC						\$63,700	\$108,693	\$44,993
Total Alternatives						<u>68,552,314</u>	<u>86,514,990</u>	<u>17,962,676</u>
Money Market Funds								
Goldman Sachs Bank Deposit						101,552	101,552	0
US Bank - Endowment Pool First Am Treas Ob Fd Cl Z						463,357	463,357	0
US Bank - Longfellow First Am Treas Ob Fund Cl Z						<u>118,696</u>	<u>118,696</u>	<u>0</u>
Total Money Market						<u>683,605</u>	<u>683,605</u>	<u>0</u>
Accruals / Payables								
Endowment Pool								
Goldman Sachs						44	44	0
US Bank - Accruals						2,754	2,754	0
Longfellow								
US Bank Receivable - Interest Accrual						<u>124,729</u>	<u>124,729</u>	<u>0</u>
Total Accruals / payables						<u>127,527</u>	<u>127,527</u>	<u>0</u>
Total Endowment Pool						<u>\$228,617,967</u>	<u>\$284,754,491</u>	<u>\$56,136,524</u>

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT POOL TRANSACTIONS
For the Month of December 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		\$2,218,715					
CMIP Interest		23,364					\$23,364
Equity funds							
Dimensional - DFA Emerging Markets Core Equity	2,260.246	48,482					48,482
Dimensional - DFA Micro Cap	1,468.732	37,027	0.000	\$0	\$30,643	\$30,643	6,383
Dimensional - DFA Small Cap	875.400	36,443	0.000	0	29,113	29,113	7,330
GQG Partners Emerging Markets Equity Fund							
GQG Partners Global Equity Fund							
LSV Global Value Fund Intl	51,058.479	694,003	0.000	0	65,563	65,563	628,440
RhumbLine QSI Index							
Ryder Court Global Opportunistic Fund			1,954.923	20,029	30,398	10,369	
Vanguard FTSE All-World ex-US Index Fund	2,192.706	236,395					236,396
Vanguard Russell 3000	85.464	34,883					34,883
Fixed Income funds							
Longfellow		1,345,647		1,332,868	1,357,787	24,919	
Paydenfunds - Emerging Markets Bond Fund	1,097.737	11,361					11,362
Silver Rock Offshore Tactical Allocation Fund - 2019				101,610	101,610	0	9,050
Silver Rock Offshore Tactical Allocation Fund - 2022		251,647					
Vanguard Inflation Protected Secs Ad	1,505.036	34,691					34,691
Vanguard Long Term Treasury Institutional fund VLGIX	1,180.521	29,829					15,443
Vanguard Short Term Inflation Protected Securities Index Fun	1,063.878	25,320					25,320
Wellington - CTF Opportunistic Emerging Markets	1,643.008	14,245					14,245
Alternatives							
The Carlyle Group							
Carlyle Realty Partners VIII		50,934		89,741	171,939	82,198	(15,535)
Centerbridge							
Centerbridge Partners Real Estate Fund II, LP		63,514					
Commonfund							
CEP VII				0	7,224	7,224	628
CEP VIII				9,352	25,856	16,504	1,650
CNR IX							14,793
CVP X				2,938	15,017	12,079	1,306
Fort Washington Capital Partners Group							
Fort Washington Private Equity Investors X, LP		247,500					
HarbourVest							
HarbourVest 2017 Global Fund L.P.				73,948	254,534	180,586	
Morgan Stanley							
JP Morgan Prime Property Fund	4.187	84,762					84,762

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

Schedule B-2
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	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
MUFG Fund Services							
EnTrust Permal Special Opportunities Evergreen Fund		\$129,461					
Solamere Capital							
Solamere Founders Fund IV, LP		170,539		\$9,916	\$73,987	\$64,071	
Woodbury							
WSP Wilmington, Phase I & II							\$6,171
WSP Wilmington Hotel LLC							1,432
Money Market Funds							
Goldman Sachs Bank Deposit		424					424
US Bank - Endowment Pool First Am Treas Ob Fd Cl Z		443,196		692,122	692,122	0	
US Bank - Longfellow First Am Treas Ob Fund Cl Z		590,941		518,625	518,625	0	
Cash							
Longfellow							
US Bank Cash				12,024	12,024	0	
Accruals / Payable							
Endowment Pool							
Goldman Sachs		29					29
US Bank - Accruals		2,754		17,442	17,442	0	2,754
Longfellow							
US Bank Receivable - Interest Accrual		43,371		48,152	48,152	0	43,371
Total Endowment Pool Transactions		<u>\$6,869,477</u>		<u>\$2,928,767</u>	<u>\$3,452,036</u>	<u>\$523,269</u>	<u>\$1,237,174</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	252,458,975	11,304,058	9,438,061	6,119,778	260,444,750	256,451,863	1,103,144	0	1,103,144
Jan 2024									
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									

Comparative Totals:

Year-to-date									
FY 2023-24	\$244,285,796	\$47,414,944	\$34,286,434	\$3,030,444	\$260,444,750	\$244,988,489	\$6,005,168	\$148,902	\$6,154,070
FY 2022-23	232,326,049	54,270,611	54,230,294	(6,524,986)	225,841,380	228,428,557	4,435,240	(2,470)	4,432,770
Amt Change					34,603,370	16,559,933	1,569,928	151,372	1,721,300
% Change					15.32%	7.25%	35.40%	6128.42%	38.83%

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 \$100,190,618 principal beginning balance, a \$94,290,649 ending balance, and a \$96,896,254 average daily balance for the current month. Current month interest and dividends from the CMIP were \$337,177 bringing the total to \$1,905,669 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 December 2023

Schedule C1B
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Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Cash Management Investment Pool				\$94,290,648	\$94,290,648	\$0
Total Cash Management Investment Pool				94,290,648	94,290,648	0
Utah Public Treasurers' Investment Fund			5.401%	23,280,362	23,280,362	0
Total Utah Public Treasurers' Investment Fund				23,280,362	23,280,362	0
Fixed Income						
US Bank						
Corporate Issues						
Bank of NY Mellon	10,350.000	03/20/69	3.700%	991,540	969,495	(22,045)
Berkshire Hathaway	20,000.000	10/15/50	4.250%	2,076,940	1,694,740	(382,200)
BlackStone Holdings	18,700.000	04/22/33	6.200%	1,964,585	1,996,861	32,276
Bristol Myers Squibb Co	10,000.000	08/01/97	6.875%	1,354,660	1,161,180	(193,480)
Burlington North Santa Fe	10,000.000	08/01/97	7.250%	1,410,975	1,200,960	(210,015)
Case Western Reserve Univ	9,400.000	06/01/22	5.405%	995,855	937,265	(58,590)
Catholic Health Initiative	10,000.000	11/01/42	4.350%	905,670	862,500	(43,170)
Chevron	10,000.000	11/15/44	5.050%	952,600	972,310	19,710
Citigroup Inc	9,000.000	05/18/46	4.750%	989,091	804,888	(184,203)
Comcast Corp	10,000.000	10/15/58	4.950%	991,310	979,260	(12,050)
ConocoPhillips	10,000.000	02/01/39	6.500%	1,061,960	1,156,040	94,080
Cummins Inc	10,000.000	03/01/98	5.650%	1,065,050	966,460	(98,590)
Dignity Health	20,000.000	11/01/64	5.267%	2,059,480	1,847,880	(211,600)
Entergy Louisiana	10,000.000	01/15/45	4.950%	937,800	914,420	(23,380)
ExxonMobil	12,000.000	03/19/40	4.227%	1,073,460	1,113,624	40,164
Farmers Exchange Capital	9,500.000	07/15/48	7.200%	1,138,394	953,202	(185,192)
Assured Guarany Muni	10,000.000	12/15/66	6.400%	936,000	911,930	(24,070)
Ga Global Funding	22,590.000	01/06/32	2.900%	1,864,082	1,848,269	(15,813)
Goldman Sachs Group Inc Med Term Note	7,470.000	09/15/41	6.000%	858,482	799,522	(58,960)
Guardian Life	10,000.000	01/24/77	4.850%	971,620	851,540	(120,080)
Harley Davidson Inc	11,000.000	07/28/45	4.625%	1,027,202	882,453	(144,749)
Home Depot Inc	13,000.000	02/15/44	4.875%	1,254,370	1,286,298	31,928

UTAH STATE UNIVERSITY
DEFENSIVE RETURN POOL PORTFOLIO
30 December 2023

Schedule C1B
Page 2 of 6

Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Corporate Issues (continued)						
Home Depot Inc	10,000.000	09/15/52	4.950%	\$976,250	\$1,010,450	\$34,200
IBM	10,000.000	12/01/96	7.125%	1,253,200	1,253,640	440
KKR Group Fin Co II	10,000.000	02/01/43	5.500%	1,069,400	956,280	(113,120)
Kentucky Utilities	10,000.000	10/01/45	4.375%	1,033,140	861,870	(171,270)
Liberty Mutual Insurance	3,300.000	10/15/97	7.697%	487,658	361,314	(126,344)
Mass Institute of Tech	7,800.000	07/01/11	5.600%	971,560	892,905	(78,655)
Mass Mutual Life Insurance	10,000.000	04/01/77	4.900%	981,080	848,280	(132,800)
Massachusetts Mut	13,460.000	02/15/69	5.077%	1,270,624	1,225,681	(44,943)
MetLife Inc	5,000.000	12/15/36	6.400%	540,625	515,635	(24,990)
MetLife Inc	4,730.000	04/08/38	9.250%	685,614	531,203	(154,411)
Morgan Stanley	9,600.000	01/19/38	5.948%	995,491	970,838	(24,653)
Mutual of Omaha Insurance Co	10,000.000	10/15/40	6.950%	1,253,880	1,005,950	(247,930)
National Rural Utility Cooperative	10,500.000	04/20/46	5.250%	1,052,625	1,004,535	(48,090)
Nationwide Financial Ser	10,000.000	05/15/37	6.750%	1,040,000	980,850	(59,150)
NY Presbyterian	10,000.000	08/01/19	3.954%	965,030	739,070	(225,960)
New York Life	19,600.000	05/15/69	4.450%	1,999,200	1,677,074	(322,126)
Northwestern Mutual	11,000.000	09/30/59	3.625%	1,000,373	814,407	(185,966)
Ohio National Life Insurance	10,000.000	06/15/42	6.875%	1,269,440	897,230	(372,210)
Oklahoma G&E	14,300.000	05/15/41	5.250%	1,472,900	1,362,990	(109,910)
PNC Financial Services	10,000.000	05/29/49	4.850%	992,730	997,420	4,690
Penn Mutual Life Insurance Co	13,650.000	06/15/40	7.625%	1,823,790	1,546,873	(276,917)
Principal Financial	10,100.000	03/15/53	5.500%	983,932	1,018,403	34,471
Protective Life	10,000.000	10/15/39	8.450%	1,399,140	1,254,890	(144,250)
Prudential Financial 5.1%	9,650.000	03/01/52	5.125%	991,895	906,917	(84,978)
Regions Financial Corp	10,000.000	12/10/37	7.375%	1,256,490	1,123,590	(132,900)
Republic New York Corp	5,000.000	07/15/97	7.200%	706,325	611,535	(94,790)
San Diego G E	11,000.000	05/15/40	5.350%	1,081,927	1,075,811	(6,116)
Charles Schwab Corp	5,600.000	06/01/69	4.000%	490,924	493,629	2,705
Security Benefit Life	20,350.000	10/01/33	7.450%	2,249,591	1,915,851	(333,740)

UTAH STATE UNIVERSITY
DEFENSIVE RETURN POOL PORTFOLIO
30 December 2023

Schedule C1B
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Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Corporate Issues (continued)						
Teachers Insurance (TIAA)	10,000.000	09/15/44	4.900%	\$973,170	\$943,860	(\$29,310)
Toronto Dominion	9,850.000	10/31/82	8.125%	998,790	1,025,178	26,388
Truist Financial	9,600.000	10/15/50	5.100%	997,488	869,962	(127,526)
USF&G Capital I	10,000.000	12/15/45	8.500%	1,328,720	1,152,870	(175,850)
Washington University	20,000.000	04/15/22	4.349%	2,008,618	1,692,720	(315,898)
Western Southern Life	10,000.000	01/15/49	5.150%	1,023,010	929,930	(93,080)
Zions Bancorp	10,000.000	12/29/99	5.800%	1,000,000	903,210	(96,790)
Zions Bancorp	10,000.000	09/29/49	7.200%	1,000,000	960,000	(40,000)
Foreign Issues						
QBE Insurace Mtn	5,000.000	06/17/46	5.875%	525,870	490,820	(35,050)
Argentum (Zurich Insurance)	10,000.000	06/01/48	5.125%	1,002,000	962,000	(40,000)
M & G Plc Mtn	8,900.000	10/20/48	6.500%	994,584	888,113	(106,471)
Abn Amro Bank	12,410.000	03/13/37	1.375%	995,791	990,901	(4,890)
Anz Bank New Zealand	14,750.000	08/11/32	5.548%	1,496,034	1,479,750	(16,284)
Aegon NV	10,000.000	04/11/48	5.500%	985,060	949,530	(35,530)
Allianz SE Lw	10,000.000	09/06/53	6.350%	1,007,000	1,036,840	29,840
BP Cap Markets PLC	10,940.000	12/22/68	4.875%	989,534	1,039,081	49,547
Bank of Nova Scotia	9,800.000	10/27/82	8.625%	998,277	1,018,132	19,855
Barclays Bank Mtn	10,000.000	12/22/53	6.000%	1,000,000	1,013,360	13,360
Electricite De France	10,000.000	01/22/14	6.000%	1,088,330	979,770	(108,560)
HSBC Holdings PLC	8,720.000	11/03/33	8.113%	973,475	1,007,674	34,199
Ing Groep N V	10,000.000	09/11/34	6.114%	986,200	1,048,770	62,570
Invesco	10,000.000	11/30/43	5.375%	1,052,800	980,220	(72,580)
Lloyds Banking Group	10,000.000	01/09/48	4.344%	899,370	803,430	(95,940)
MacQuarie Group	11,000.000	06/21/33	4.442%	982,443	1,003,673	21,230
MacQuarie Mtn	9,870.000	11/09/33	5.491%	994,945	1,001,331	6,386
Natwest Group Plc	10,000.000	03/02/34	6.016%	984,220	1,049,970	65,750
Nippon Life	14,650.000	10/16/44	4.600%	1,480,273	1,449,779	(30,494)
Rio Tinto Fin USA LTD	11,000.000	11/02/40	5.200%	978,978	1,131,911	152,933

UTAH STATE UNIVERSITY
DEFENSIVE RETURN POOL PORTFOLIO
30 December 2023

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Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Foreign Issues (continued)						
Societe Generale	10,000.000	11/24/45	5.625%	\$1,053,440	\$879,640	(\$173,800)
Standard Chartered	5,000.000	05/30/31	8.000%	625,465	550,755	(74,710)
Standard Chartered PLC	5,000.000	03/26/44	5.700%	510,415	492,930	(17,485)
Swiss Re Finance	29,200.000	04/02/49	5.000%	2,901,660	2,788,600	(113,060)
Trans-Canada Pipelines	10,000.000	06/01/40	6.100%	1,006,200	1,052,830	46,630
Westpac Banking	14,750.000	08/10/33	5.405%	1,498,290	1,466,755	(31,535)
Xlit LTD	10,000.000	03/31/45	5.500%	1,024,750	939,810	(84,940)
Municipal Issues						
Beaver County Utah School District	50,000.000	02/01/27	5.500%	5,000,000	5,168,950	168,950
Fresno California Water Sys Rev BAB	10,000.000	06/01/40	6.750%	1,027,500	1,140,310	112,810
Michigan St Univ	10,500.000	08/15/22	4.165%	992,785	849,838	(142,947)
Peralta CA Community College Dist. LTD	5,000.000	08/05/49	6.250%	599,435	478,650	(120,785)
University of Michigan	41,200.000	04/01/99	4.454%	3,964,676	3,692,632	(272,044)
Domestic Common Stocks						
Oaktree Capital	40,000.000			1,000,000	866,000	(134,000)
Domestic Preferred Stocks						
Affiliated Managers	40,000.000			1,000,000	901,200	(98,800)
Bank of America Corp	60,000.000			1,500,000	1,111,200	(388,800)
Bank of America Corp	20,000.000			500,000	416,000	(84,000)
Dte Energy Co 5.25%	40,000.000			980,000	978,800	(1,200)
Gabelli DVD & Inc TR	14,500.000			366,705	276,080	(90,625)
JP Morgan Chase Co 4.2%	10,000.000			250,000	190,100	(59,900)
JP Morgan Chase Co 4.625%	5,000.000			125,000	104,400	(20,600)
JP Morgan Chase & Co 4.55%	4,000.000			100,000	82,000	(18,000)
Kimco Realty Corp	40,000.000			1,000,000	936,000	(64,000)
Prudential Financial 5.6%	40,000.000			1,000,000	998,400	(1,600)
Public Storage	20,000.000			500,000	357,400	(142,600)
Public Storage	20,000.000			500,000	474,800	(25,200)
Charles Schwab	20,000.000			500,000	393,200	(106,800)

UTAH STATE UNIVERSITY
DEFENSIVE RETURN POOL PORTFOLIO
30 December 2023

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Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Domestic Preferred Stocks (continued)						
US Bancorp	20,000.000			\$500,000	\$390,600	(\$109,400)
US Bancorp	40,000.000			1,000,000	700,800	(299,200)
US Bancorp	40,000.000			994,000	928,400	(65,600)
Virtus Allianzgi Conv Ser A	40,000.000			1,000,000	830,400	(169,600)
Wells Fargo & Co	20,000.000			500,000	368,400	(131,600)
Foreign Stocks						
Arch Capital Group	40,000.000			1,000,000	952,800	(47,200)
Investment Funds						
Wellington Core Bond Fund	989,589.618			10,368,779	10,578,713	209,934
				<u>133,810,040</u>	<u>125,106,396</u>	<u>(8,703,644)</u>
Alternatives						
Dakota Pacific Real Estate Group						
Dakota Pacific Real Estate				710,351	982,371	272,020
Stonebrook Multifamily, LLC				1,000,000	1,000,000	0
IFM Investors						
IFM Global Infrastructures LP				5,110,457	5,827,529	717,072
Roots Management						
MHC Impact Fund I				930,056	612,432	(317,624)
Roots Fund IV, LP				1,000,000	1,060,757	60,757
Woodbury						
Woodbury Strategic Partners Fund				116,899	66,809	(50,090)
Woodbury IFRI				10,742	20,501	9,759
Woodbury Capital II, LP				429,878	1,050,854	620,976
Woodbury Capital II, LP - WC2 IF Spring, LLC				144,869	144,415	(454)
Woodbury Capital II, LP - WB West				78,840	52,441	(26,399)
Woodbury Capital III, LP				871,165	1,394,419	523,254
WSP Wilmington, Phase I & II				278,999	577,796	298,797
WSP Wilmington Hotel LLC				73,317	125,102	51,785

UTAH STATE UNIVERSITY
DEFENSIVE RETURN POOL PORTFOLIO
30 December 2023

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Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Alternatives (continued)						
Young Automotive Group						
Stokes Stevenson Young Automotive Net Lease Fund				\$1,000,000	\$1,000,000	\$0
Total Alternatives				11,755,573	13,915,426	2,159,853
Money Market / Cash						
US Bank - First Am Treasury Ob Fund Class Z				2,336,449	2,336,449	0
US Bank - Cash				6,347	6,347	0
Total Money Market / Cash				2,342,796	2,342,796	0
Receivable / In Transit / Unsettled Purchases						
US Bank - Receivable				1,509,122	1,509,122	0
Total Receivable / In Transit / Unsettled Purchases				1,509,122	1,509,122	0
Total Other Investments				\$266,988,541	\$260,444,750	(\$6,543,791)

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

Schedule C1C
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	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
Defensive Return Pool							
CMIP		\$762,854		\$7,000,000	\$7,000,000	\$0	
CMIP Earnings		337,177					\$337,177
Utah Public Treasurers' Investment Fund		5,098,814					98,814
Fixed Income							
US Bank							
Corporate Issues							
Entergy Louisiana	10,000.000	937,800					
Foreign Issues							
Barclays Bank Mtn	10,000.000	1,000,000					
Investment Funds							
Wellington Core Bond Fund	3,655.794	39,080					39,080
Alternatives							
Roots Management							
Roots Fund IV, LP							6,347
Woodbury							
WSP Wilmington, Phase I & II							7,103
WSP Wilmington Hotel LLC							1,648
Money Market / Cash							
US Bank - First Am Treasury Ob Fund Class Z		2,509,012		1,931,650	1,931,650	0	
US Bank - Cash		6,347					
Receivable / In Transit / Unsettled Purchases							
US Bank - Receivable		612,974		506,411	506,411	0	612,975
Total Defensive Return Pool		<u>\$11,304,058</u>		<u>\$9,438,061</u>	<u>\$9,438,061</u>	<u>\$0</u>	<u>\$1,103,144</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	29,793,265	186,350	175,615	2,317,716	32,121,716	30,957,491	2,043	(1,127)	916
Dec 2023	32,121,716	2,982,503	2,834,900	1,439,929	33,709,248	32,915,482	13,324	4,482	17,806
Jan 2024									
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									
Comparative Totals:									
Year-to-date									
FY 2023-24	\$31,317,444	\$8,087,142	\$7,814,815	\$2,119,477	\$33,709,248	\$31,549,561	\$27,521	\$5,634	\$33,155
FY 2022-23	28,417,079	839,662	1,234,463	469,365	28,491,643	28,575,649	27,552	101,662	129,214
Amt Change					5,217,605	2,973,912	(31)	(96,028)	(96,059)
% Change					18.31%	10.41%	-0.11%	-94.46%	-74.34%

UTAH STATE UNIVERSITY
OTHER INVESTMENTS PORTFOLIO
31 December 2023

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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		2,363.818				\$75,808	\$69,567	(\$6,241)
Morgan Stanley								
Adobe Inc		6.000				3,581	3,580	(1)
Alphabet Inc Cl A		40.000				5,583	5,588	5
Alphabet Inc Cl C		23.000				3,235	3,241	6
Amazon Com Inc		96.000				14,636	14,586	(50)
Analog Devices Inc		9.000				1,795	1,787	(8)
Apple Inc		26.000				5,020	5,006	(14)
Atlanta Braves Holding Inc Ser C		20.000				788	792	4
Automatic Data Processing Inc		1.000				233	233	0
Bentley Sys Inc Com Cl B		150.000				7,876	7,827	(49)
Blackstone Inc		22.000				2,899	2,880	(19)
Casey's General Stores Inc		23.000				6,311	6,319	8
Castle Biosciences Inc		232.000				5,131	5,007	(124)
Coastal Finl Corp Wa		9.000				403	400	(3)
Costco Wholesale Corp New		3.000				1,980	1,980	0
Fiserv Inc		24.000				3,192	3,188	(4)
Guidewire Software Inc		96.000				10,541	10,468	(73)
GXO Logistics Incorporated		8.000				492	489	(3)
HNI Corporation		48.000				2,015	2,008	(7)
Home Depot Inc		8.000				2,762	2,772	10
Iqvia Holdings Inc		4.000				924	926	2
Jones Lang Lasalle Inc		3.000				566	567	1
JP Morgan Chase & Co		8.000				1,361	1,361	0
Microsoft Corp		12.000				4,504	4,512	8
Otis Worldwide Corp		20.000				1,793	1,789	(4)
Owens Corning Inc		28.000				4,155	4,150	(5)
Pioneer Natural Resources Co		7.000				1,575	1,574	(1)
PJT Partners Inc Com Cl A		18.000				1,847	1,834	(13)
Pool Corp		8.000				3,208	3,190	(18)
Qualcomm Inc		5.000				723	723	0

UTAH STATE UNIVERSITY
OTHER INVESTMENTS PORTFOLIO
31 December 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)
Morgan Stanley (continued)								
RBC Bearings Inc		24.000				\$6,849	\$6,837	(\$12)
Salesforce Inc		12.000				3,170	3,158	(12)
Stevanato Group Spa		463.000				12,969	12,635	(334)
Stryker Corp		4.000				1,197	1,198	1
Thermo Fisher Scientific		1.000				532	531	(1)
TJX Cos Inc New		10.000				938	938	0
T-Mobile US Inc Com		3.000				479	481	2
Unitedhealth Group Inc		3.000				1,578	1,579	1
Visa Inc Cl A		4.000				1,042	1,041	(1)
Watsco Inc		21.000				9,035	8,998	(37)
Zoetis Inc Class A		9.000				1,774	1,776	2
						<u>214,500</u>	<u>207,516</u>	<u>(6,984)</u>
Utah Public Treasurers' Investment Fund			5.402%			<u>161,403</u>	<u>161,403</u>	<u>0</u>
						<u>161,403</u>	<u>161,403</u>	<u>0</u>
ETF / Bonds / Mutual Funds								
Charles Schwab 7788-2481								
ETF - Equity								
First Trust Value		5,891.000				176,288	238,939	62,651
Bond Funds								
Janus Henderson Multi Sector Income Fund		5,334.918				50,571	45,827	(4,744)
PIMCO Income Instl		7,393.917				84,134	78,523	(5,611)
Western Asset Core Plus Bond		8,147.882				95,651	78,057	(17,594)
Equity Funds								
American Funds American Balanced F3		7,152.604				180,878	228,669	47,791
JPMorgan Large Cap Growth		2,444.984				110,181	147,041	36,860
MFS Intl Diversification I		1,564.414				27,244	34,746	7,502
Thrivent Mid Cap Stock S		2,141.371				53,715	73,213	19,498
Charles Schwab 9025-2459								
Corporate Bonds								
Morgan Stanley Finance LLC 02/01/2024		4,000.000				4,000	3,994	(6)
Morgan Stanley Finance LLC 03/25/2024		9,000.000				9,000	24,363	15,363

UTAH STATE UNIVERSITY
OTHER INVESTMENTS PORTFOLIO
31 December 2023

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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)								
BNP Paribas Note Index Lnkd 04/29/2024		5,000.000				\$5,000	\$4,797	(\$203)
BNP Paribas Note Index Linked 07/22/2024		15,000.000				15,000	16,092	1,092
BNP Paribas Note Index Linked 07/22/2024		15,000.000				15,000	16,169	1,169
Morgan Stanley Finance LLC 08/23/2024		2,000.000				2,000	1,956	(44)
Barclays Bank PLC 01/17/2025		3,000.000				3,000	1,132	(1,868)
Barclays Bank PLC 01/17/2025		3,000.000				3,000	750	(2,250)
GS Finance Corp Note 03/1/2025		14,000.000				14,000	23,390	9,390
BNP Paribas Note Conv Index Lnkd 06/26/2025		4,000.000				4,000	6,706	2,706
Citigroup Global Markets Holdings 02/09/2026		20,000.000				20,000	23,340	3,340
Morgan Stanley Finance LLC 05/19/2026		10,000.000				10,000	11,636	1,636
Citigroup Global Markets Holdings 06/29/2026		10,000.000				10,000	8,863	(1,137)
Societe Generale 08/25/2026		2,000.000				2,000	805	(1,195)
Accenture Plc		3.000				949	1,053	104
Apple Inc		5.000				882	963	81
Applied Materials		6.000				869	972	103
Auto Data Processing		4.000				974	932	(42)
ConocoPhillips		7.000				860	812	(48)
EOG Resources Inc		8.000				1,037	968	(69)
Illinois Tool Works		4.000				955	1,048	93
KLA Corp		2.000				981	1,163	182
LAM Research Corp		1.000				698	783	85
Lockheed Martin Corp		2.000				836	906	70
Marathon Pete Corp		6.000				926	890	(36)
Mastercard Inc		2.000				833	853	20
Microsoft Corp		2.000				666	752	86
Nucor Corp		5.000				822	870	48
Occidental Petrol Co		16.000				1,022	955	(67)
Pfizer Inc		35.000				1,107	1,008	(99)
Phillips 66		7.000				867	932	65
Pioneer Natural Res		4.000				946	899	(47)
Qualcomm Inc		7.000				779	1,012	233
Tesla Inc		4.000				1,057	994	(63)

UTAH STATE UNIVERSITY
OTHER INVESTMENTS PORTFOLIO
31 December 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 (continued)								
Texas Instruments		5.000				\$823	\$852	\$29
United Parcel Service		5.000				784	786	2
Valero Energy Corp		6.000				875	780	(95)
Visa Inc		3.000				740	781	41
Exchange Traded Funds								
Barclays Ipath Srs B S&P		279.000				4,323	4,040	(283)
Energy Select Sector		28.000				2,531	2,347	(184)
First Trust TCW		408.000				17,514	18,199	685
First Trust CBOE Vest FD of Deep Buffer		1,041.000				22,252	23,631	1,379
Innovator US Equity		436.000				13,922	14,554	632
Invesco S&P 500 GARP		74.000				6,933	7,255	322
Invesco Actively Mng Optm Yd		1,032.000				14,414	13,726	(688)
Invesco S&P 500 Equal		26.000				3,840	4,103	263
Ishares Agency Bond ETF		67.000				7,123	7,265	142
Ishares Gold ETF		91.000				3,298	3,552	254
Ishares Morningstar		61.000				3,822	4,137	315
Ishares Russell 1000		12.000				3,345	3,638	293
Ishares 20 PLS Year		0.000				0	0	0
Ishares 7-10 PLS Year		53.000				4,949	5,109	160
Proshares Short S&P 500		235.000				3,292	3,053	(239)
Simplify MBS ETF		1,432.000				8,656	8,891	235
Spdr Long Term Treasury ETF		875.000				25,434	25,392	(42)
Vaneck JP Morgan Em LCL		304.000				7,430	7,706	276
Vanguard Extended Dur ETF		124.000				10,442	10,048	(394)
Other Assets								
Public Storage		3.000				815	915	100
Commonfund								
CEU Title III								
Multi-Strategy Bond		347,710.288				4,358,436	5,147,694	789,258
Multi-Strategy Equity		42,303.901				4,040,685	26,693,428	22,652,743
Harold Dance Investments								
American Balanced Fund - Class A		887.659				17,021	28,396	11,375

UTAH STATE UNIVERSITY
OTHER INVESTMENTS PORTFOLIO
31 December 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		152.339				\$21,228	\$67,028	\$45,800
Total Bond Market Index Fund Admiral Shares		1,936.195				20,992	18,800	(2,192)
						<u>9,538,647</u>	<u>33,213,879</u>	<u>23,675,232</u>
Alternatives								
vSpring								
Kickstart Seed Fund 1, L.P.						130,336	50,728	(79,608)
						<u>130,336</u>	<u>50,728</u>	<u>(79,608)</u>
Money Market / Cash								
Cetera - Money Market						938	938	0
Charles Schwab - Cash 788-2481						1,725	1,725	0
Charles Schwab - Money Market 7788-2481						1,630	1,630	0
Charles Schwab - Cash 9025-2459						165	165	0
Charles Schwab - TD Bank USA NA Money Market 9025-2459						11,222	11,222	0
Edward Jones						20	20	0
						<u>15,700</u>	<u>15,700</u>	<u>0</u>
Receivable / In Transit / Unsettled Purchases								
Morgan Stanley Unsettled Purchases						55,361	55,361	0
PTIF Receivable						4,661	4,661	0
						<u>60,022</u>	<u>60,022</u>	<u>0</u>
Total Other Investments						<u>\$10,120,608</u>	<u>\$33,709,248</u>	<u>\$23,588,640</u>

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

Schedule C2C
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	Purchases		Sales			Gain/(Loss)	Earnings
	Shares	Cost	Shares	Cost	Receipts		
Other Investments							
Common and Preferred Stock Gifts							
Cetera Advisor Networks LLC							
Bluerock Total Income Real Estate Fund Class A							\$937
Morgan Stanley							
JP Morgan Chase & Co			130.000	\$19,947	\$20,125	\$178	
Union Pacific Corp			14.000	3,124	3,098	(26)	
Adobe Inc	9.000	\$5,449	9.000	5,449	5,299	(150)	
Applied Materials Inc	2.000	296	2.000	296	282	(14)	
Deere & Co	17.000	6,242	17.000	6,242	6,123	(119)	
First Eagle Global I	164.000	10,286	164.000	10,286	10,334	48	
Hess Corporation	40.000	5,390	40.000	5,390	5,155	(235)	
HP Inc.com	3,308.000	99,438	3,308.000	99,438	102,191	2,753	
Microsoft Corp	4.000	1,475	4.000	1,475	1,438	(37)	
NVIDIA Corp	31.000	15,205	31.000	15,205	15,317	112	
Vanguard 500 Index Admiral	12.000	5,114	12.000	5,114	5,128	14	
Vanguard Growth ETF	86.000	26,325	86.000	26,325	26,152	(173)	
Analog Devices Inc	477.000	86,370	477.000	86,370	86,479	109	
Ingersoll Rand Inc	220.000	15,838	220.000	15,838	15,719	(119)	
Tesla Inc	66.000	15,869	66.000	15,869	15,725	(144)	
Capital Group Frowth	83,000.000	2,273,785	83,000.000	2,273,785	2,282,567	8,782	
Walt Disney Co Holding Co	107.000	10,060	107.000	10,060	9,905	(155)	
Bank of America Corp	275.000	9,166	275.000	9,166	9,013	(153)	
Synopsis Inc	10.000	5,574	10.000	5,574	5,409	(165)	
Broadcom Inc	6.000	6,751	6.000	6,751	6,616	(135)	
Dicks Sporting Goods Inc	25.000	3,658	25.000	3,658	3,482	(176)	
Masercard Inc Cl A	4.000	1,688	4.000	1,688	1,656	(32)	
Netflix Inc	11.000	5,396	11.000	5,396	5,281	(115)	
Owens Corning Inc	23.000	3,405	23.000	3,405	3,319	(86)	
PJT Partners Inc Com Cl A	42.000	4,129	42.000	4,129	4,062	(67)	
Intl Business Machines Corp	64.000	10,487	64.000	10,487	10,263	(224)	
Adobe Inc	1.000	597	1.000	597	577	(20)	
Amazon Com Inc	25.000	3,812	25.000	3,812	3,699	(113)	
Amphenol Corp New Cl A	28.000	2,780	28.000	2,780	2,702	(78)	
Broadcom Inc	3.000	3,359	3.000	3,359	3,266	(93)	
Cintas Corp	4.000	2,408	4.000	2,408	2,344	(64)	
Copart Inc	28.000	1,368	28.000	1,368	1,332	(36)	
Dicks Sporting Goods Inc	16.000	2,362	16.000	2,362	2,288	(74)	

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

Schedule C2C
Page 2 of 4

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
Morgan Stanley (continued)							
Fastenal Co	42.000	\$2,721	42.000	\$2,721	\$2,642	(\$79)	
KLA Corporation	18.000	10,473	18.000	10,474	10,337	(137)	
LuLuLemon Athletica Inc	4.000	2,050	4.000	2,050	1,984	(66)	
Marriott Intl Inc New Cl A	6.000	1,353	6.000	1,353	1,313	(40)	
Mastercard Inc Cl A	12.000	5,116	12.000	5,116	4,987	(129)	
Meta Platforms Inc Cl A	7.000	2,491	7.000	2,491	2,415	(76)	
Monster Beverage Corp New Com	42.000	2,417	42.000	2,417	2,354	(63)	
Nordson CP	4.000	1,059	4.000	1,059	1,026	(33)	
Old Dominion Freight Line	12.000	4,900	12.000	4,900	4,730	(170)	
Sherwin Williams Company Ohio	3.000	938	3.000	939	907	(32)	
Trade Desk Inc Class A	5.000	363	5.000	363	346	(17)	
United Rentals Inc	4.000	2,307	4.000	2,307	2,231	(76)	
Waters Corp	3.000	991	3.000	991	954	(37)	
Williams Sonoma	13.000	2,634	13.000	2,634	2,549	(85)	
Zoetis Inc Class A	2.000	394	2.000	394	379	(15)	
Adobe Inc	6.000	3,581					
Alphabet Inc Cl A	40.000	5,583					
Alphabet Inc Cl C	23.000	3,235					
Amazon Com Inc	96.000	14,636					
Analog Devices Inc	9.000	1,795					
Apple Inc	26.000	5,020					
Atlanta Braves Holding Inc Ser C	20.000	788					
Automatic Data Processing Inc	1.000	233					
Bentley Sys Inc Com Cl B	150.000	7,876					
Blackstone Inc	22.000	2,899					
Casey's General Stores Inc	23.000	6,311					
Castle Biosciences Inc	232.000	5,131					
Coastal Finl Corp Wa	9.000	403					
Costco Wholesale Corp New	3.000	1,981					
Fiserv Inc	24.000	3,192					
Guidewire Software Inc	96.000	10,541					
GXO Logistics Incorporated	8.000	492					
HNI Corporation	48.000	2,015					
Home Depot Inc	8.000	2,762					
Iqvia Holdings Inc	4.000	924					
Jones Lang Lasalle Inc	3.000	566					
JP Morgan Chase & Co	8.000	1,361					

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

Schedule C2C
Page 3 of 4

	Purchases		Sales			Gain/(Loss)	Earnings
	Shares	Cost	Shares	Cost	Receipts		
Morgan Stanley (continued)							
Microsoft Corp	12.000	\$4,504					
Otis Worldwide Corp	20.000	1,793					
Owens Corning Inc	28.000	4,155					
Pioneer Natural Resources Co	7.000	1,575					
PJT Partners Inc Com Cl A	18.000	1,847					
Pool Corp	8.000	3,208					
Qualcomm Inc	5.000	724					
RBC Bearings Inc	24.000	6,849					
Salesforce Inc	12.000	3,170					
Stevanato Group Spa	463.000	12,969					
Stryker Corp	4.000	1,197					
Thermo Fisher Scientific	1.000	532					
TJX Cos Inc New	10.000	938					
T-Mobile US Inc Com	3.000	479					
Unitedhealth Group Inc	3.000	1,578					
Visa Inc Cl A	4.000	1,042					
Watsco Inc	21.000	9,035					
Zoetis Inc Class A	9.000	1,774					
Utah Public Treasurers'							
Investment Fund		747					\$747
ETF / Bonds / Mutual Funds							
Charles Schwab 7788-2481							
ETF - Equity							
First Trust Value							1,725
Bond Funds							
Janus Henderson Multi Sector Income Fund	31.339	269					269
PIMCO Income Instl	38.091	405					404
Western Asset Core Plus Bond	31.170	299					298
Equity Funds							
American Funds American Balanced F3	108.893	3,377					3,377
JPMorgan Large Cap Growth	3.043	181					181
MFS Intl Diversification I	62.196	1,381					1,381
Thrivent Mid Cap Stock S	31.243	1,069					1,069
Charles Schwab 9025-2459							
Corporate Bonds							
Morgan Stanley Finance LLC 12/19/2023			5,000.000	\$5,000	\$5,000	\$0	
Corporate Bonds investment income							76

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

Schedule C2C
Page 4 of 4

	Purchases		Sales			Gain/(Loss)	Earnings
	Shares	Cost	Shares	Cost	Receipts		
Charles Schwab 9025-2459 (continued)							
Equities							
EOG Resources Inc	2.000	\$238					
Marathon Pete Corp	1.000	148					
Occidental Petrol Co	4.000	233					
Pfizer Inc	11.000	293					
Equities investment income							\$73
Exchange Traded Funds							
Aberdeen Bloomberg Commodity Lngr			470.000	\$15,516	\$14,393	(\$1,123)	
Barclays Ipath Srs B S&P	72.000	1,021					
Energy Select Sector	7.000	589					
First Trust CBOE Vest FD of Deep Buffer	162.000	3,653					
Innovator US Equity	9.000	298					
Invesco Actively Mng Optm Yd	1,032.000	14,414					
Ishares 20 PLS Year			257.000	23,832	25,445	1,613	
Spdr Long Term Treasury ETF	875.000	25,435					
Exchange Traded Funds investment income							1,940
Other Assets							
Public Storage							9
Harold Dance Investments							
American Balanced Fund - Class A							404
Vanguard							
500 Index Fund Admiral Shares	0.623	274					274
Total Bond Market Index Fund Admiral Shares	16.636	156					156
Alternatives							
InvenTrust Properties							
Highlands REIT, Inc			18,843.839	6,784	2,638	(4,146)	
Money Market / Cash							
Cetera - Money Market		937					
Charles Schwab - Cash 788-2481		1,725					
Charles Schwab - Money Market 7788-2481		1					1
Charles Schwab - Cash 9025-2459		165		75	75	0	
Charles Schwab - TD Bank USA NA Money Market 9025-2459		46,851		46,323	46,323	0	3
Receivable / In Transit / Unsettled Purchases							
Cetera				25,526	25,526	0	
Morgan Stanley Unsettled Purchases		55,361					
Total Other Investments		<u>\$2,982,503</u>		<u>\$2,830,418</u>	<u>\$2,834,900</u>	<u>\$4,482</u>	<u>\$13,324</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	6,035,157	452,789	422,557	233,441	6,298,830	6,166,994	30,270	(16,582)	13,688	33	13,655
Jan 2024											
Feb 2024											
Mar 2024											
Apr 2024											
May 2024											
Jun 2024											
Comparative Totals:											
Year-to-date											
FY 2023-24	\$6,219,981	\$3,279,049	\$3,497,829	\$297,629	\$6,298,830	\$5,951,914	\$129,375	(\$20,885)	\$108,490	\$1,603	\$106,887
FY 2022-23	6,174,670	3,943,549	3,846,484	(208,914)	6,062,821	6,176,864	117,579	(325,963)	(208,384)	11,017	(219,401)
Amt Change					236,009	(224,950)	11,796	305,078	316,874	(9,414)	326,288
% Change					3.89%	-3.64%	10.03%	93.59%	152.06%	-85.45%	148.72%

Note: Endowment Trusts include externally managed endowment trusts.

UTAH STATE UNIVERSITY
ENDOWMENT TRUSTS PORTFOLIO
31 December 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	2,003.000	\$294,828	\$310,405	\$15,577
Amazon Com Inc	1,845.000	218,262	280,329	62,067
American Elec Tower Co Inc	1,375.000	123,608	111,677	(11,931)
Apple Inc	3,075.000	134,952	592,030	457,078
AT & T Inc	9,950.000	178,879	166,961	(11,918)
Atlantica Sustainable Infr. Plc	3,550.000	118,564	76,325	(42,239)
Bank of America	3,857.000	105,341	129,865	24,524
BP Plc Ads	6,650.000	259,707	235,410	(24,297)
Coca Cola Co	2,149.000	130,644	126,641	(4,003)
Colgate Palmolive Co	2,337.000	174,465	186,282	11,817
Crown Castle Intl Corp	1,282.000	196,207	147,673	(48,534)
Diamondback Energy Inc	1,212.000	181,464	187,957	6,493
Enbridge Inc	4,600.000	193,980	165,692	(28,288)
Enterprise Prod Partnership LP	7,100.000	186,120	187,085	965
Ford Motor Co New	8,540.000	121,789	104,103	(17,686)
Glaxosmithkline Plc ADR	3,440.000	126,258	127,486	1,228
JP Morgan Chase & Co	2,411.000	364,017	410,111	46,094
Kellanova	2,276.000	122,705	127,251	4,546
Medtronic Plc Shs	2,549.000	215,160	209,987	(5,173)
MetLife Incorporated	4,802.000	262,496	317,556	55,060
Microsoft Corp	1,050.000	181,917	394,842	212,925
Morgan Stanley	1,950.000	162,927	181,837	18,910
Nextera Energy Inc	835.000	61,392	50,718	(10,674)
Organon & Co	5,914.000	128,259	85,280	(42,979)
Pfizer Inc	7,167.000	233,579	206,338	(27,241)
Procter & Gamble	789.000	109,314	115,620	6,306
Qualcomm Inc	905.000	150,874	130,890	(19,984)
Teva Pharmaceuticals ADR	5,200.000	212,490	54,288	(158,202)

UTAH STATE UNIVERSITY
ENDOWMENT TRUSTS PORTFOLIO
31 December 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	\$251,271	(\$80,078)
Viatis Inc	8,896.000	131,375	96,344	(35,031)
iShares Preferred & Income	16,035.000	550,874	500,132	(50,742)
		<u>5,963,796</u>	<u>6,268,386</u>	<u>304,590</u>
Money Market & Cash Funds				
Morgan Stanley MSILF Govt Sec Part		27,512	27,512	0
Morgan Stanley Cash		2,932	2,932	0
		<u>30,444</u>	<u>30,444</u>	<u>0</u>
Total Endowment Trusts		<u>\$5,994,240</u>	<u>\$6,298,830</u>	<u>\$304,590</u>

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

Schedule D-2
Page 1 of 1

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
Endowment Trusts							
Common and Preferred Stock							
Crown Castle Intl Corp	532.000	\$61,405					
Diamondback Energy Inc	411.000	61,838					
Pfizer Inc	4,267.000	114,090					
Qualcomm Inc			745.000	\$108,144	\$100,635	(\$7,509)	
iShares Preferred & Income			2,800.000	93,624	84,551	(9,073)	
Funds held at Morgan Stanley - Dividends							\$30,032
Money Market & Cash Funds							
Morgan Stanley Bank N.A. #		212,524		237,366	237,366	0	238
Morgan Stanley Cash		2,932					
Wells Fargo #451				3	3	0	
Wells Fargo #451				2	2	0	
Total Endowment Trusts		<u>\$452,789</u>		<u>\$439,139</u>	<u>\$422,557</u>	<u>(\$16,582)</u>	<u>\$30,270</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	105,259,070	457,257	9,787,167	0	95,929,160	96,082,031	446,871		446,871		446,871
Jan 2024											
Feb 2024											
Mar 2024											
Apr 2024											
May 2024											
Jun 2024											
Comparative Totals:											
Year-to-date											
FY 2023-24	\$92,986,097	\$46,709,822	\$43,766,759	\$0	\$95,929,160	\$99,307,739	\$2,687,880	\$0	\$2,687,880	\$0	\$2,687,880
FY 2022-23	34,488,447	24,798,858	30,412,236	0	28,875,069	34,328,260	453,860	0	453,860	0	453,860
Amt Change					67,054,091	64,979,479	2,234,020	0	2,234,020	0	2,234,020
% Change					232.22%	189.29%	492.23%	0.00%	492.23%	0.00%	492.23%

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
31 December 2023

Schedule E-1-A

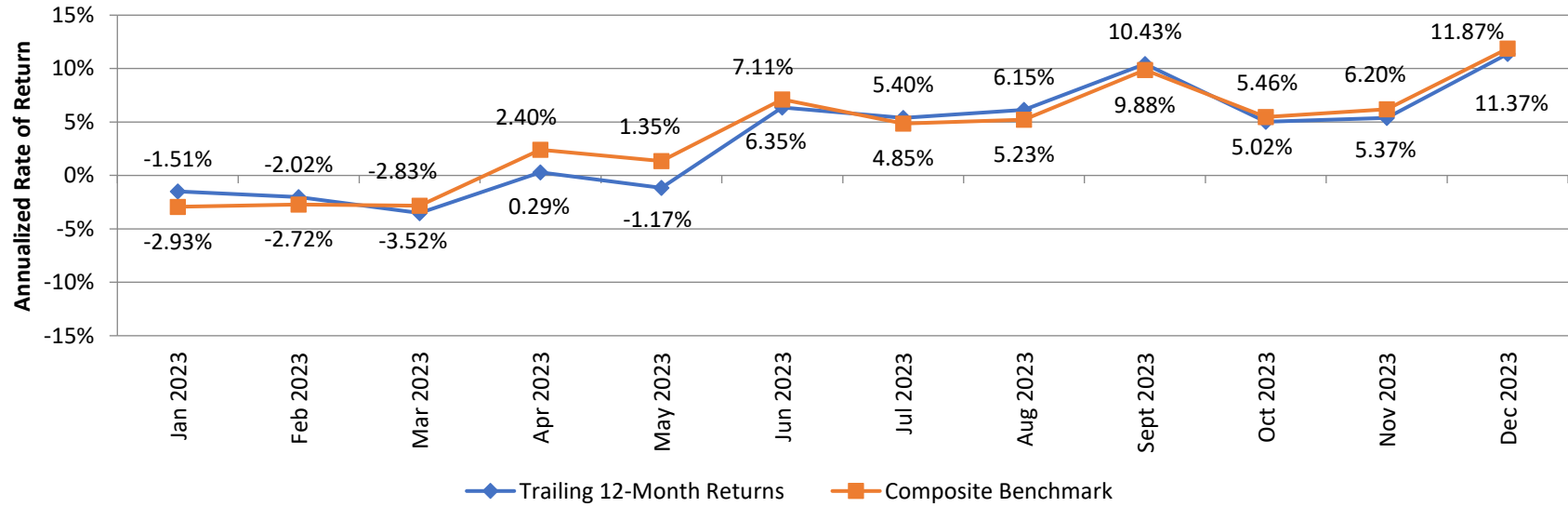
Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
US Bank								
Utah Public Treasurers' Investment Fund			5.401%			\$95,929,160	\$95,929,160	\$0
Total Plant Trusts						<u>\$95,929,160</u>	<u>\$95,929,160</u>	<u>\$0</u>

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

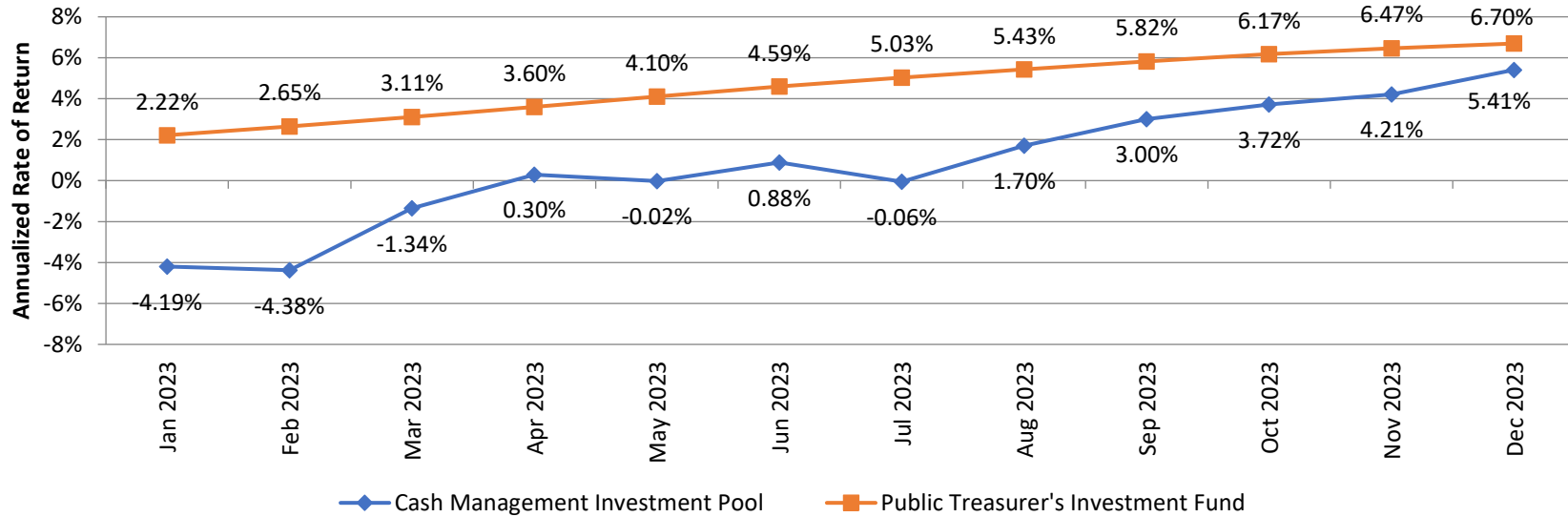
Schedule E-2

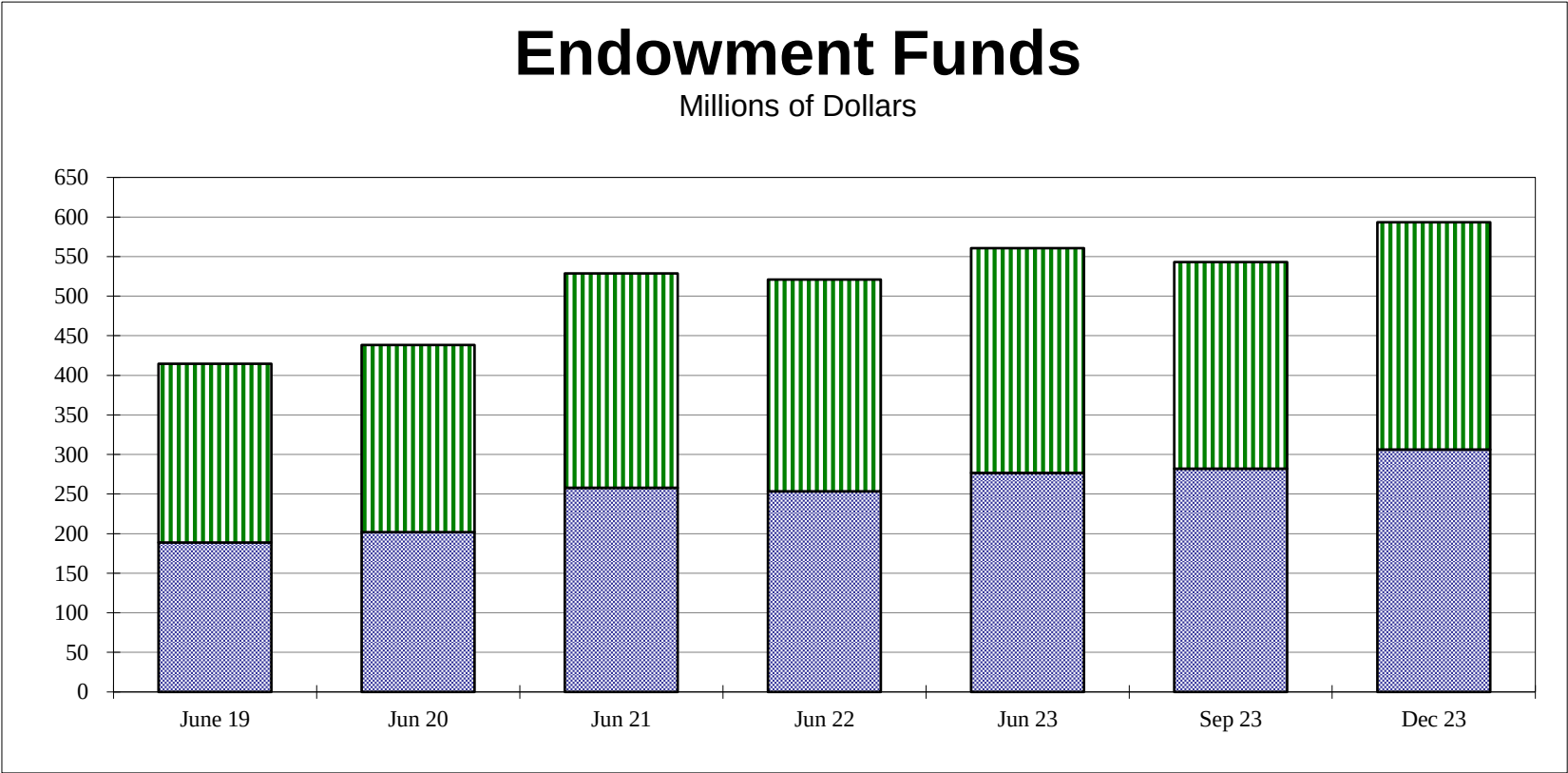
	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
Plant Trusts							
US Bank							
Utah Public Treasurers' Investment Fund		\$457,257		\$9,787,167	\$9,787,167	\$0	\$446,871
Total Plant Trusts		\$457,257		\$9,787,167	\$9,787,167	\$0	\$446,871

Endowment Pool



Cash Management Investment Pool





Quasi Endowment
True Endowment
Total

Fair Value	Fair Value	Fair Value	Fair Value	Fair Value	Fair Value	Fair Value
\$226.0	\$236.5	\$271.0	\$267.7	\$283.8	\$261.1	\$287.4
188.7	201.7	257.8	253.4	276.7	282.0	306.1
\$414.7	\$438.2	\$528.8	\$521.1	\$560.5	\$543.1	\$593.5

ITEM FOR ACTION

RE: Report of Investments for January 2024

The Report of Investments for January 2024 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 January 2024 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 January 2024 was \$630,722,693, up \$25,234,584 over December 2023. Total investment gain was \$2,917,795, down \$6,388,330 from December 2023, reflecting the increase in the amount available for investing and a decrease in total investment return. The annualized total investment return was 5.55%, down 12.89% from December 2023.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$608,238,360, up \$31,840,981 (5.52%) over FY 2022-2023. Total interest income for FY 2023-2024 amounted to \$14,270,191, up \$5,214,895 (57.59%) 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 January 2024 was \$611,148,505, up \$27,522,594 (4.72%) over 31 January 2023.

ENDOWMENT POOL

The average daily fair value invested during January 2024 was \$286,937,368, up \$8,283,409 over December 2023. Interest and dividend income of \$299,723 plus net realized gains of \$1,169,322 totaled \$1,469,045 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$270,311,957, up \$12,630,903 (4.90%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$9,097,122, up \$5,553,445 (156.71%) over FY 2022-2023. This increase resulted from \$486,678 more in interest and dividends and \$5,066,767 more in net realized gains during FY 2023-2024.

The total amount invested at 31 January 2024 was \$289,120,244, up \$18,613,424 (6.88%) over 31 January 2023.

OTHER INVESTMENTS

The average daily fair value invested during January 2024 was \$296,942,449, up \$7,575,104 over December 2023. Interest and dividend income of \$1,022,983 plus net realized gains of \$15,016 totaled \$1,037,999 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$279,452,964, up \$22,121,963 (8.60%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$7,225,224, up \$1,866,095 (34.82%) over FY 2022-2023. This increase resulted from \$1,757,403 more in interest and dividend income and \$108,692 more in net realized gains during FY 2023-2024.

The total amount invested at 31 January 2024 was \$299,730,899, up \$35,480,381 (13.43%) over 31 January 2023.

ENDOWMENT TRUSTS

The average daily fair value invested during January 2024 was \$6,355,089, up \$188,095 over December 2023. Interest and dividend income of \$6,356 plus net realized gains of \$8,607 totaled \$14,963 in realized gains for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$6,009,511, down \$182,561 (2.95%) from FY 2022-2023. Total realized income for FY 2023-2024 was \$123,453, up \$391,210 (146.11%) over FY 2022-2023. This increase resulted from \$10,772 more in interest and dividend income and \$380,438 less in net realized losses during FY 2023-2024.

The total amount invested at 31 January 2024 was \$6,411,347, down \$92,482 (1.42%) from 31 January 2023.

PLANT FUND TRUSTS

The average daily fair value invested during January 2024 was \$95,752,997, down \$329,034 from December 2023. Interest income totaled \$445,795 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$98,799,918, up \$65,320,745 (195.11%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$3,113,675, up \$2,579,609 (465.58%) 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 January 2024 was \$95,529,194, up \$67,766,059 (244.09%) over 31 January 2023.

SUMMARY OF INVESTMENT TRANSACTIONS

The University's average daily fair value invested for the month of January was \$1,207,516,292. Purchases totaled \$115,898,230 and sales totaled \$78,322,897. From this activity the University realized net gains of \$1,192,945 and earnings of \$3,616,292.

RECOMMENDATION

The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Report of Investments for January 2024.

**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 January 2024 to 31 January 2024 and comparative year-to-date totals for the periods 1 July 2023 to 31 January 2024 and 1 July 2022 to 31 January 2023; 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 January 2024 to 31 January 2024 and comparative year-to-date totals for the periods 1 July 2023 to 31 January 2024 and 1 July 2022 to 31 January 2023;

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 January 2024.

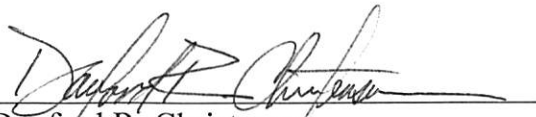
RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date



UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
JANUARY 2024

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.


Danford R. Christensen
Controller

4/4/2024
Date


David T. Cowley
Vice President
for Finance and Administrative Services

4/8/24
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	557,843,565	36,710,649	20,112,043	7,159,026	581,601,197	605,488,109	2,147,099	(25)	2,147,124
Jan 2024	581,601,197	92,695,707	63,848,260	699,861	611,148,505	630,722,693	2,217,934	(140)	2,218,074
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									
Comparative Totals:									
Year-to-date									
FY 2023-24	\$520,975,134	\$238,513,420	\$156,244,734	\$7,904,685	\$611,148,505	\$608,238,360	\$14,270,191	\$14,755	\$14,255,436
FY 2022-23	492,148,729	188,329,993	85,764,310	(11,088,501)	583,625,911	576,397,379	9,055,296	8,802	9,046,494
Amt Change					27,522,594	31,840,981	5,214,895	5,953	5,208,942
% Change					4.72%	5.52%	57.59%	67.63%	57.58%

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 January 2024

Schedule A-2

	Purchases	Sales		Earnings	Change in Fair Value	Total Investment Income	Average Daily Fair Value	Annualized Total Investment Return
		Cost	Receipts					
Miscellaneous				\$144,094		\$144,094		0.00%
Money Market Account				178,838		178,838	\$36,200,000	5.93%
Utah Public Treasurers' Investment Fund	\$7,000,000			38,476		38,476	8,261,290	5.59%
Commercial Paper and Corporate Notes	70,827,850	\$60,820,572	\$60,820,572	1,330,367	\$351,356	1,681,723	275,932,153	7.31%
Obligations of U. S. Government	12,756,899			520,311	338,877	859,188	306,729,250	3.36%
Municipal Bonds				5,848	9,628	15,476	3,600,000	5.16%
Receivable	<u>2,110,958</u>	<u>3,027,688</u>	<u>3,027,688</u>					0.00%
Total	<u>\$92,695,707</u>	<u>\$63,848,260</u>	<u>\$63,848,260</u>	<u>\$2,217,934</u>	<u>\$699,861</u>	<u>\$2,917,795</u>	<u>\$630,722,693</u>	5.55%

UTAH STATE UNIVERSITY
SUMMARY OF CASH MANAGEMENT INVESTMENT POOL TRANSACTIONS
For the Month of January 2024

Schedule A-3

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
Cash Management Investment Pool							
Miscellaneous							\$144,094
Money Market Account							178,838
Utah Public Treasurers'							
Investment Fund		\$7,000,000					38,476
Corporate Bonds and Floaters		70,827,850		\$60,820,572	\$60,820,572	\$0	1,330,367
Obligations of U. S. Government		12,756,899					520,311
Municipal Bonds							5,848
Accounts Receivable		2,110,958		3,027,688	3,027,688	0	
Total Cash Management Investment Pool		<u>\$92,695,707</u>		<u>\$63,848,260</u>	<u>\$63,848,260</u>	<u>\$0</u>	<u>\$2,217,934</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	272,553,427	6,869,477	3,452,036	8,783,623	284,754,491	278,653,959	1,237,174	523,269	1,760,443	38,446	1,721,997
Jan 2024	284,754,491	14,048,633	10,076,566	393,686	289,120,244	286,937,368	299,723	1,169,322	1,469,045	19,044	1,450,001
Feb 2024											
Mar 2024											
Apr 2024											
May 2024											
Jun 2024											
Comparative Totals:											
Year-to-date											
FY 2023-24	\$263,818,324	\$64,229,292	\$52,033,879	\$13,106,507	\$289,120,244	\$270,311,957	\$2,633,967	\$6,463,155	\$9,097,122	\$116,256	\$8,980,866
FY 2022-23	253,569,010	45,597,577	37,125,246	8,465,479	270,506,820	257,681,054	2,147,289	1,396,388	3,543,677	199,099	3,344,578
Amt Change					18,613,424	12,630,903	486,678	5,066,767	5,553,445	(82,843)	5,636,288
% Change					6.88%	4.90%	22.66%	362.85%	156.71%	-41.61%	168.52%

Note: The Endowment Pool includes endowment funds designated for long-term investment. Included in this pool are endowment funds invested in the University's Cash Management Investment Pool (CMIP) consisting of \$6,653,013 principal beginning balance, a \$10,364,492 ending balance, and a \$10,354,706 average daily balance for the current month. Current month interest and dividends from the CMIP were \$36,149 bringing the total to \$95,380 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 January 2024

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		\$3,691,388		\$16,058	\$16,058	\$0	
CMIP Interest		36,149					\$36,149
Equity funds							
RhumbLine QSI Index			61,908.947	1,522,177	2,500,000	977,823	
Fixed Income funds							
Longfellow		1,074,234		912,906	903,233	(9,673)	
Paydenfunds - Emerging Markets Bond Fund	1,121.730	11,419					11,419
Silver Rock Offshore Tactical Allocation Fund - 2019				84,479	89,420	4,941	38,314
Vanguard Long Term Treasury Institutional fund VLGIX							15,318
Wellington - CTF Opportunistic Emerging Markets	1,563.864	13,371	349.265	3,540	2,986	(554)	13,371
Alternatives							
Aether Investment Partners, LLC							
Aether Real Assets IV, LP		9,050		82,020	104,916	22,896	32,679
Aether Real Assets V, LP		84,539					
Aether Real Assets Seed Partners		165,664		2,844,383	2,844,383	0	68,703
BlackRock							
BlackRock Global Infrastructure Fund IV		380,110					
Centerbridge							
Centerbridge Partners Real Estate Fund II, LP		68,157					
Commonfund							
CNR VIII				4,307	22,492	18,185	1,436
Constitution Capital							
Ironsides Partnership Fund III		7,408		7,399	114,743	107,344	(5,367)
Silicon Valley Bank							
Strategic Investors Fund X Cayman, LP		25,000					
Solamere Capital							
Solamere Founders Fund I, LP		594		6,293	33,214	26,921	1,748
Solamere Founders Fund II, LP		13,345		10,209	31,648	21,439	2,382
Woodbury							
Woodbury IFRI							790
Money Market Funds							
Goldman Sachs Bank Deposit		482					482
US Bank - Endowment Pool First Am Treas Ob Fd Cl Z		3,185,439		2,755,052	2,755,052	0	
US Bank - Longfellow First Am Treas Ob Fund Cl Z		2,615,230		362,240	362,240	0	
Cash							
Endowment Pool							
US Bank Cash		2,500,000					

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT POOL TRANSACTIONS
For the Month of January 2024

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
Accruals / Payable							
Endowment Pool							
Goldman Sachs		(\$29)					(\$29)
US Bank - Accruals		17,993		\$2,754	\$2,754	\$0	2,674
Longfellow							
US Bank - Pending Trades		69,436		218,615	218,615	0	
US Bank Receivable - Interest Accrual		79,654		74,812	74,812	0	79,654
Total Endowment Pool Transactions		<u>\$14,048,633</u>		<u>\$8,907,244</u>	<u>\$10,076,566</u>	<u>\$1,169,322</u>	<u>\$299,723</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	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	252,458,975	11,304,058	9,438,061	6,119,778	260,444,750	256,451,863	1,103,144	0	1,103,144
Jan 2024	260,444,750	7,811,516	2,419,302	25,179	265,862,143	263,153,447	1,020,187	52	1,020,239
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									

Comparative Totals:

Year-to-date									
FY 2023-24	\$244,285,796	\$55,226,460	\$36,705,736	\$3,055,623	\$265,862,143	\$247,583,483	\$7,025,355	\$148,954	\$7,174,309
FY 2022-23	232,326,049	56,085,982	54,531,865	238,322	234,118,488	228,650,182	5,269,092	(2,470)	5,266,622
Amt Change					31,743,655	18,933,301	1,756,263	151,424	1,907,687
% Change					13.56%	8.28%	33.33%	6130.53%	36.22%

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 \$94,290,649 principal beginning balance, a \$99,009,773 ending balance, and a \$98,839,598 average daily balance for the current month. Current month interest and dividends from the CMIP were \$340,350 bringing the total to \$2,246,019 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 January 2024

Schedule C1C
Page 1 of 1

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
Defensive Return Pool							
CMIP		\$4,378,774					
CMIP Earnings		340,350					\$340,350
Utah Public Treasurers' Investment Fund		108,386					108,386
Fixed Income							
US Bank							
Corporate Issues							
Wells Fargo & Co	10,000.000	1,000,000					
Foreign Issues							
BPCE SA	8,950.000	987,131					
Investment Funds							
Wellington Core Bond Fund	3,690.630	39,342	285.519	\$2,992	\$3,044	\$52	39,342
Alternatives							
Dakota Pacific Real Estate Group							
Dakota Pacific Real Estate				2,848	2,848	0	6,317
Woodbury							
Woodbury IFRI							263
Money Market / Cash							
US Bank - First Am Treasury Ob Fund Class Z		392,662		2,000,189	2,000,189	0	
US Bank - Cash				6,347	6,347	0	
Receivable / In Transit / Unsettled Purchases							
US Bank - Receivable		564,871		406,874	406,874	0	525,529
Total Defensive Return Pool		<u>\$7,811,516</u>		<u>\$2,419,250</u>	<u>\$2,419,302</u>	<u>\$52</u>	<u>\$1,020,187</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	29,793,265	186,350	175,615	2,317,716	32,121,716	30,957,491	2,043	(1,127)	916
Dec 2023	32,121,716	2,982,503	2,834,900	1,439,929	33,709,248	32,915,482	13,324	4,482	17,806
Jan 2024	33,709,248	127,871	370,590	402,227	33,868,756	33,789,002	2,796	14,964	17,760
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									
Comparative Totals:									
Year-to-date									
FY 2023-24	\$31,317,444	\$8,215,013	\$8,185,405	\$2,521,704	\$33,868,756	\$31,869,481	\$30,317	\$20,598	\$50,915
FY 2022-23	28,417,079	1,148,537	1,603,859	2,170,273	30,132,030	28,680,819	29,177	63,330	92,507
Amt Change					3,736,726	3,188,662	1,140	(42,732)	(41,592)
% Change					12.40%	11.12%	3.91%	-67.48%	-44.96%

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of January 2024

Schedule C2C
Page 1 of 3

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
Other Investments							
Common and Preferred Stock Gifts							
Morgan Stanley							
HP Inc.com							\$912
Adobe Inc			6.000	\$3,581	\$3,391	(\$190)	
Alphabet Inc Cl A			40.000	5,583	5,384	(199)	
Alphabet Inc Cl C			23.000	3,235	3,116	(119)	
Amazon Com Inc			96.000	14,636	14,301	(335)	
Analong Devices Inc			9.000	1,795	1,710	(85)	
Apple Inc			26.000	5,020	4,733	(287)	
Atlanta Braves Holding Inc Ser C			20.000	788	764	(24)	
Automatic Data Processing Inc			1.000	233	220	(13)	
Bentley Sys Inc Com Cl B			150.000	7,876	7,329	(547)	
Blackstone Inc			22.000	2,899	2,746	(153)	
Casey's General Stores Inc			23.000	6,311	6,178	(133)	
Castle Biosciences Inc			232.000	5,131	5,086	(45)	
Coastal Finl Corp Wa			9.000	403	384	(19)	
Costco Wholesale Corp New			3.000	1,980	1,903	(77)	
Fiserv Inc			24.000	3,192	3,121	(71)	
Guidewire Software Inc			96.000	10,541	10,099	(442)	
GXO Logistics Incorporated			8.000	492	467	(25)	
HNI Corporation			48.000	2,015	1,934	(81)	
Home Depot Inc			8.000	2,762	2,696	(66)	
Iqvia Holdings Inc			4.000	924	896	(28)	
Jones Lang Lasalle Inc			3.000	566	544	(22)	
JP Morgan Chase & Co			8.000	1,361	1,328	(33)	
Microsoft Corp			12.000	4,504	4,331	(173)	
Otis Worldwide Corp			20.000	1,793	1,724	(69)	
Owens Corning Inc			28.000	4,155	4,035	(120)	
Pioneer Natural Resources Co			7.000	1,575	1,565	(10)	
PJT Partners Inc Com Cl A			18.000	1,847	1,755	(92)	
Pool Corp			8.000	3,208	3,040	(168)	
Qualcomm Inc			5.000	723	685	(38)	
RBC Bearings Inc			24.000	6,849	6,602	(247)	
Salesforce Inc			12.000	3,170	2,997	(173)	
Stevanato Group Spa			463.000	12,969	12,343	(626)	
Stryker Corp			4.000	1,197	1,155	(42)	

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of January 2024

Schedule C2C
Page 2 of 3

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
Morgan Stanley							
Thermo Fisher Scientific			1.000	532	523	(9)	
TJX Cos Inc New			10.000	\$938	\$906	(\$32)	
T-Mobile US Inc Com			3.000	479	468	(11)	
Unitedhealth Group Inc			3.000	1,578	1,559	(19)	
Visa Inc Cl A			4.000	1,042	1,005	(37)	
Watsco Inc			21.000	9,035	8,683	(352)	
Zoetis Inc Class A			9.000	1,774	1,714	(60)	
Marvell Technology Inc	125.000	\$8,843	125.000	8,842	8,633	(209)	
Utah Public Treasurers'							
Investment Fund		751					\$751
ETF / Bonds / Mutual Funds							
Charles Schwab 7788-2481							
ETF - Equity							
First Trust Value			0.000	(1)	0	1	
Bond Funds							
Janus Henderson Multi Sector Income Fund	30.613	264					264
PIMCO Income Instl	38.264	407	0.000	1,205	0	(1,205)	407
Western Asset Core Plus Bond	30.111	285					285
Equity Funds							
American Funds American Balanced F3			0.000	(3,679)	0	3,679	
MFS Intl Diversification I			227.894	2,668	4,985	2,317	
Thrivent Mid Cap Stock S			1,474.926	33,909	50,000	16,091	
Charles Schwab 9025-2459							
Corporate Bonds investment income							31
Equities							
Accenture Plc			3.000	949	1,032	83	
Adobe Inc	1.000	590					
Aon Plc A	3.000	888					
Exxon Mobil Corp	10.000	983					
Microsoft Corp	1.000	382					
Nucor Corp			5.000	822	842	20	
Pfizer Inc			6.000	174	174	0	
Qualcomm Inc			7.000	779	975	196	
Texas Instruments			5.000	823	836	13	
Vertex Pharmaceutical	2.000	844					
Equities investment income							23

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of January 2024

Schedule C2C
Page 3 of 3

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
Exchange Traded Funds							
First Trust CBOE Vest FD of Deep Buffer			134.000	\$2,686	\$3,039	\$353	
Innovator US Equity	64.000	\$2,144					
Invesco Actively Mng Optm Yd	229.000	3,016	291.000	3,924	3,886	(38)	
Ishares Iboxx Invst Grade Bond	56.000	6,112					
Janus Henderson AAA	202.000	10,205					
Proshares Short S&P 500	92.000	1,197					
Spdr Long Term Treasury ETF			384.000	11,162	10,786	(376)	
Vaneck JP Morgan Em LCL			304.000	7,430	7,567	137	
Vanguard Extended Dur ETF			63.000	5,599	4,773	(826)	
Exchange Traded Funds investment income							\$110
Money Market / Cash							
Charles Schwab - Cash 788-2481				1,725	1,725	0	
Charles Schwab - Money Market 7788-2481		56,716		40,616	40,616	0	6
Charles Schwab - Cash 9025-2459		117		165	165	0	
Charles Schwab - TD Bank USA NA Money Market 9025-2459		34,127		41,775	41,775	0	4
Receivable / In Transit / Unsettled Purchases							
Morgan Stanley Unsettled Purchases				55,361	55,361	0	
Total Other Investments		<u>\$127,871</u>		<u>\$355,626</u>	<u>\$370,590</u>	<u>\$14,964</u>	<u>\$2,796</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	6,035,157	452,789	422,557	233,441	6,298,830	6,166,994	30,270	(16,582)	13,688	33	13,655
Jan 2024	6,298,830	767,632	761,342	106,227	6,411,347	6,355,089	6,356	8,607	14,963	66	14,897
Feb 2024											
Mar 2024											
Apr 2024											
May 2024											
Jun 2024											
Comparative Totals:											
Year-to-date											
FY 2023-24	\$6,219,981	\$4,046,681	\$4,259,171	\$403,856	\$6,411,347	\$6,009,511	\$135,731	(\$12,278)	\$123,453	\$1,669	\$121,784
FY 2022-23	6,174,670	4,463,172	4,360,035	226,022	6,503,829	6,192,072	124,959	(392,716)	(267,757)	12,325	(280,082)
Amt Change					(92,482)	(182,561)	10,772	380,438	391,210	(10,656)	401,866
% Change					-1.42%	-2.95%	8.62%	96.87%	146.11%	-86.46%	143.48%

Note: Endowment Trusts include externally managed endowment trusts.

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT TRUST INVESTMENT TRANSACTIONS
For the Month of January 2024

Schedule D-2
Page 1 of 1

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
Endowment Trusts							
Common and Preferred Stock							
Bank of America			3,857.000	\$105,341	\$127,460	\$22,119	
Crown Castle Intl Corp			0.000	1,882	0	(1,882)	
JP Morgan Chase & Co			750.000	120,711	125,871	5,160	
Qualcomm Inc			905.000	150,874	125,011	(25,863)	
Energy Sel Sect Spdr Fd	1,550.000	\$128,682					
iShares Preferred & Income	7,900.000	251,320	0.000	(9,073)	0	9,073	
Funds held at Morgan Stanley - Dividends							\$6,189
Money Market & Cash Funds							
Morgan Stanley Bank N.A. #		385,098		380,068	380,068	0	167
Morgan Stanley Cash		2,532		2,932	2,932	0	
Total Endowment Trusts		<u>\$767,632</u>		<u>\$752,735</u>	<u>\$761,342</u>	<u>\$8,607</u>	<u>\$6,356</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	105,259,070	457,257	9,787,167	0	95,929,160	96,082,031	446,871		446,871		446,871
Jan 2024	95,929,160	446,871	846,837	0	95,529,194	95,752,997	445,795		445,795		445,795
Feb 2024											
Mar 2024											
Apr 2024											
May 2024											
Jun 2024											
Comparative Totals:											
Year-to-date											
FY 2023-24	\$92,986,097	\$47,156,693	\$44,613,596	\$0	\$95,529,194	\$98,799,918	\$3,133,675	\$0	\$3,133,675	\$0	\$3,133,675
FY 2022-23	34,488,447	24,891,683	31,616,995	0	27,763,135	33,479,173	554,066	0	554,066	0	554,066
Amt Change					67,766,059	65,320,745	2,579,609	0	2,579,609	0	2,579,609
% Change					244.09%	195.11%	465.58%	0.00%	465.58%	0.00%	465.58%

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 January 2024

Schedule E-2

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
Plant Trusts							
US Bank							
Utah Public Treasurers' Investment Fund		\$446,871		\$846,837	\$846,837	\$0	\$445,795
Total Plant Trusts		\$446,871		\$846,837	\$846,837	\$0	\$445,795

1 May 2024

ITEM FOR INFORMATION

RE: Adoption of USU Policy 521: Providing Meaning Communication with Persons with Limited English Proficiency

Consistent with [USU Policy 203: Authority and Amendments: Administrative and Operating Policies \(Section 500\)](#), President Elizabeth R. Cantwell submits the attached New USU Policy 521: Providing Meaning Communication with Persons with Limited English Proficiency to the USU Board of Trustees for information.

EXECUTIVE SUMMARY

The University has adopted Policy 521: Policy for Providing Meaning Communication with Persons with Limited English Proficiency, which is attached hereto. Consistent with USU Policy 203, University Policy 521 was presented to and approved by the Executive Committee¹ and the President.

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

Executive Summary

Policy 521: Providing Meaningful Communication with Persons with Limited English Proficiency is required as a condition of USU's receipt of federal grant and sponsored research funding. The purpose of this policy is to ensure that persons with Limited English Proficiency have meaningful access and an equal opportunity to participate in our services, activities, programs, and other benefits.

The Office of Equity will maintain the roster of interpreters, translators, and other aids needed to comply with this policy. These items are provided to those in need of service at no cost.

University Policy 521: Policy for Providing Meaningful Communication with Persons with Limited English Proficiency

Category: Personnel Policies

Subcategory: General

Covered Individuals: Staff, Faculty, and Students

Responsible Executive: Vice President for Operational Strategy and Special Advisor

Policy Custodian: Office of Equity, Executive Director

Last Revised: Date of Latest Revision 2024/04/10

Previous USU Policy Number: N/A

521.1 PURPOSE AND SCOPE

To ensure that persons with Limited English Proficiency have meaningful access and an equal opportunity to participate in our services, activities, programs and other benefits.

521.2 POLICY

The policy of Utah State University (hereinafter USU) is to ensure meaningful communication with Limited English Proficiency (hereinafter LEP) students, staff, faculty, and their authorized representatives involving their academic and employment pursuits. This policy also provides for communication of information contained in vital documents, including but not limited to, employment records, financial and insurance benefit forms, and academic records. All interpreters, translators and other aids needed to comply with this policy shall be provided without cost to the person being served. Additionally, employees, staff, and faculty will be informed of the availability of such assistance free of charge.

Language assistance will be provided through use of competent bilingual staff, staff interpreters, contracts or formal arrangements with local organizations providing interpretation or translation services, or technology and telephonic interpretation services. All students, staff and faculty of USU will be provided notice of this policy and procedure, and staff that may have direct contact with LEP individuals will be trained in effective communication techniques, including the effective use of an interpreter.

USU will conduct a regular review of the language access needs of our population, as well as update and monitor the implementation of this policy and these procedures, as necessary.

521.3 RESPONSIBILITIES

3.1 Identifying LEP Persons and their Language

The Office of Equity will promptly identify the language and communication needs of the LEP person. If necessary, staff will use a language identification card (or "I speak cards," available online at www.lep.gov) or posters to determine the language. In addition, when records are kept of past interactions with students, staff, or faculty members, the language used to communicate with the LEP person will be included as part of the record.

3.2 Obtaining a Qualified Interpreter

The Office of Equity is responsible for:

- (a) Maintaining an accurate and current list showing the name, language, phone number and hours of availability of bilingual staff;
- (b) Contacting the appropriate bilingual staff member to interpret, in the event that an interpreter is needed, if an employee who speaks the needed language is available and is qualified to interpret;
- (c) Obtaining an outside interpreter if a bilingual staff or staff interpreter is not available or does not speak the needed language.

Some LEP persons may prefer or request to use a family member or friend as an interpreter. However, family members or friends of the LEP person will not be used as interpreters unless specifically requested by that individual and after the LEP person has understood that an offer of an interpreter at no charge to the person has been made by USU. Such an offer and the response will be documented in the person's file. If the LEP person chooses to use a family member or friend as an interpreter, issues of competency of interpretation, confidentiality, privacy, and conflict of interest will be considered. If the family member or friend is not competent or appropriate for any of these reasons, competent interpreter services will be provided to the LEP person.

3.3 Providing Written Translations

- (a) When translation of vital documents is needed, each unit will submit documents for translation into frequently encountered languages to the Office of Equity. Original documents being submitted for translation will be in final, approved form with updated and accurate information.
- (b) The Office of Equity will provide translation of other written materials, if needed, as well as written notice of the availability of translation, free of charge, for LEP individuals.
- (c) The Office of Equity will set benchmarks for translation of vital documents into additional languages over time.

3.4 Providing Notice to LEP Persons

The Office of Equity will inform LEP persons of the availability of language assistance, free of charge, by providing written notice in languages LEP persons will understand. Notification will also be provided through outreach documents.

3.5 Monitoring Language Needs and Implementation

On an ongoing basis, the Office of Equity will assess changes in demographics, types of services or other needs that may require reevaluation of this policy and its procedures. In addition, the Office of Equity will regularly assess the efficacy of these procedures, including but not limited to mechanisms for securing interpreter services, equipment used for the delivery of language assistance, complaints filed by LEP persons, feedback from students, staff, and faculty.

521.4 REFERENCES

- [Executive Order 13166](#)
- Title VI, 40 C.F.R. Part 7, Lau v. Nichols 414 U.S. (1974)

RESOURCES

Notice of Non-Discrimination

In its programs and activities, including in admissions and employment, Utah State University does not discriminate or tolerate discrimination, including harassment, based on race, color, religion, sex, national

origin, age, genetic information, sexual orientation, gender identity or expression, disability, status as a protected veteran, or any other status protected by University policy, Title IX, or any other federal, state, or local law. The following individuals have been designated to handle inquiries regarding the application of Title IX and its implementing regulations and/or USU's non-discrimination policies:

Executive Director of the Office of Equity

Matthew Pinner

Matthew.pinner@usu.edu

Distance Education Room 401

Logan, UT 84322

435-797-1266

Title IX Coordinator

Cody Carmichael

Cody.carmichael@usu.edu

Distance Education Room 404

Logan, UT 84322

435-797-1266

For further information regarding non-discrimination, please visit <https://equity.usu.edu/>, or contact:

U.S. Department of Education

Office of Assistant Secretary for Civil Rights

800-421-3481

OCR@ed.gov

U.S. Department of Education

Denver Regional Office

303-844-5695

OCR.Denver@ed.gov

POLICY HISTORY

Original issue date: 2024/4/10

Last review date: N/A

Next scheduled review date: 2027/04/10

Previous revision dates: N/A

1 May 2024

ITEM FOR INFORMATION

RE: Adoption of USU Policy 542: Disclosure of University Records

Consistent with [USU Policy 203: Authority and Amendments: Administrative and Operating Policies \(Section 500\)](#), President Elizabeth R. Cantwell submits the attached *New USU Policy 541: Disclosure of University Records* to the USU Board of Trustees for information.

EXECUTIVE SUMMARY

The University has adopted Policy 542: Disclosure of University Records, which is attached hereto. Consistent with USU Policy 203, University Policy 542 was presented to and approved by the Executive Committee¹ and the President.

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

EXECUTIVE SUMMARY

USU POLICY 542: Disclosure of University Records

Category: Operating

Subcategory: General

Covered Individuals: University Employees, Students, Visitors

Responsible Executive: vice President for Legal Affairs & General Counsel

Policy Custodian: University Records Manager

Background

USU Policy 542 is a **new** policy that implements Utah's Government Records Access and Management Act (GRAMA), Utah Code Section 63g-2-101, *et seq.*, including record classification and disclosure requirements.

Consistent with GRAMA and USU's commitment to conducting the business of the University in an open and transparent manner, this policy outlines authorities and responsibilities for retention, management, and disclosure requirements within the University. Additionally, this policy outlines the process for other common record requests for university records.

Key Provisions of the new GRAMA Records Policy:

- Record Request Process. This Policy outlines that USU will follow the requirements contained within GRAMA. Specifically, it outlines what information must be included within a request, where and to whom a record request can be made, provides notice for potential fees, and clearly outlines who will be responsible for the classification and dissemination of University Records.
- Additional record requests. This Policy also outlines where common records requests that fall outside of GRAMA (e.g., subpoenas, court orders, or FERPA records aside from transcripts) can be made as well.
- Appeal Right. Per GRAMA, this policy codifies USU's existing appeal process and ensures compliance GRAMA by providing an individual who was denied access to university records the right to challenge such a decision, which will be heard by the Vice President for Finance and Administrative Services.
- Department Record Liaisons. The policy's accompanying procedures outlines that each University department or unit must designate a Department Record Liaison. This individual will need to be registered with Legal Affairs, receive the requisite record training, and be responsible for the responding to any outreach from the USU Records Manager. To facilitate meeting the timing requirements within GRAMA, it is critical that the USU Records Manager be able to know which record liaison to contact and rely on the Department Record Liaison to convey what information in the records is private, protected, or controlled.

University Policy 542: Disclosure of University Records

Category: Operating Policies

Subcategory: General

Covered Individuals: University Employees and Members of the Public

Responsible Executive: Vice President for Legal Affairs & General Counsel

Policy Custodian: University Records Manager

Last Revised: 2024/MM/DD

Previous USU Policy Number: N/A

542.1 PURPOSE AND SCOPE

Utah State University ("USU") is committed to conducting the business of the University in an open and transparent manner.

The Government Records Access and Management Act ("GRAMA"), found at Utah Code section 63G-2-101 *et seq.*, is Utah's primary law regarding the public's access to government records, and the state equivalent to the federal Freedom of Information Act ("FOIA"). Through GRAMA, the public may request access to certain physical or electronic records maintained by USU.

The purpose of this Policy is to implement GRAMA, and outline the retention, designation, and disclosure requirements for Utah State University records. This Policy applies to all records received, created, or maintained by USU.

Records that are governed by the Family Educational Rights and Privacy Act ("FERPA") are not governed by GRAMA, and are accessed and disclosed pursuant to [USU Policy 504: Student Records \(FERPA\)](#) and applicable federal laws and regulations.

542.2 POLICY

2.1 Record Designations

2.1.1 Delegation of Authority

The University President, as the chief administrative officer, delegates to the USU Records Manager the authority to report record designations to the Utah State Archives. This delegation of authority will remain in effect until such authority is rescinded by the University President

2.1.2 Designation of Record

The University Records Manager, working with Department Record Liaisons, designates each particular record, record series, or information within a record as public, private, controlled, protected, or exempt from disclosure under GRAMA. Pursuant to the delegation of authority from the President, the USU Records Manager reports record designations to the Utah State Archives. See Utah Code Ann. § 63G-2-307

2.2. GRAMA Record Requests

2.2.1 Requesting a Record

In compliance with GRAMA, USU will provide access to all public records that are not otherwise protected from disclosure and are requested pursuant to a properly submitted GRAMA request. A records request must be made in writing. To request access to USU's records an individual should complete USU's GRAMA form, which is available online at www.usu.edu/legal/grama. The completed form will be sent to the USU Records Manager. A person that does not have an email address or is unwilling to accept electronic communications related to the person's request shall submit, by U.S. Mail or hand delivery, the above information to the USU Records Manager at 1465 Old Main Hill, Suite 101, Logan, UT 84322-146

Requests submitted to other departments, faculty, or staff within USU may cause USU's response to be delayed.

2.2.2 Timing of Response

USU will comply with the time for responding outlined within GRAMA.

2.2.3 Fees

Consistent with GRAMA, USU will charge reasonable fees to cover actual costs of responding to an individual's request. Generally, fees will be assessed for the direct and indirect costs of duplicating and/or compiling a record to respond to the request. USU will require payment of past fees and future estimated fees before beginning to process a request if the requester has not paid fees from previous requests. Charges are not made for reviewing or retrieval of records.

Fees will be assessed according to the USU Records [Fee Schedule](#).

USU may waive fees under certain circumstances as provided for under GRAMA. Requests for the waiver of fees must be made in writing to the USU Records Manager, utilizing the GRAMA request form at www.usu.edu/legal/grama. Waiving of fees is at the sole discretion of the USU Records Manager.

2.3 Disclosures Not Made Pursuant to a GRAMA Request

2.3.1 Subpoenas or Court Orders

GRAMA, FERPA, and other federal and state laws and regulations allow for USU to release otherwise protected records without notice to the individual who is the subject of the record if it is in the receipt of a court order or subpoena signed by a judge from a court of competent jurisdiction.

2.3.2 FERPA Educational Record Requests

FERPA educational records will be released pursuant to USU Policy 504: Student Records (FERPA) and applicable federal laws and regulations. Educational records that are not accessible and released through USU's Registrar's Office pursuant to Policy 504, will be released through the USU Records Manager following FERPA guidelines and regulations.

2.4 GRAMA Record Response Appeals

2.4.1 Delegation of Authority

Pursuant to GRAMA, an individual may appeal an access denial to Utah State University records to the President, as the chief administrative officer. The President delegates to the Vice President of Finance and Administrative Services authority to issue and effectuate decisions regarding GRAMA record appeals, and the authority to effectuate the appeal process outlined within this Policy. This designation and authority will remain in effect until such authority is rescinded by the University President.

2.4.2. Appeal Process

If the USU Records Manager denies access to a record, the requestor may appeal that determination to the Vice President of Finance and Administrative Services within thirty (30) days of the determination, by providing a written notice of appeal according to Utah Code Section 63G-2-401, and as outlined in the denial USU issued pursuant to Utah Code Section 63G-2-205.

Additionally, a requestor may contest the accuracy or completeness of records concerning the requestor. Appeals from such decisions are governed by the Utah Administrative Procedures Act ("UAPA"), Utah

Code Title 63G, Chapter 4. Appeals from such decisions shall be conducted informally rather than formally, per Utah Code Section 63G-4-203.

2.5 Department Record Liaisons

2.5.1 Designation of Department Record Liaisons

On or before the first day of each government fiscal year, each USU college, department, agency, and unit must designate a Department Record Liaison and provide the contact information to Legal Affairs.

Department Record Liaisons are critical to the successful management of records and information across the University's campus. Records are the evidence of the college's, department's, and unit's activities and transactions, and managing records properly can improve efficiency and reduce risk for the University. Department Record Liaisons are the official custodian for each unit's records, and are responsible for managing the records in accordance with University policies and procedures.

Department Record Liaisons must attend a annual training regarding University record policies, procedures, and responsibilities provided by Legal Affairs.

2.5.2 Record Retention Schedules

Department Record Liaisons are responsible for identifying the records in the college, department, or unit, identifying how long to keep those records, drafting a retention schedule, and submitting the retention schedule to Legal Affairs for review and approval. Upon Legal Affairs' approval, the Utah State University Record Manager is responsible for filing the record retention schedules with the Utah State Archives.

542.3 RESPONSIBILITIES

3.1 Utah State University Records Manager

The USU Records Manager is the individual who has been certified, trained, and registered with the State of Utah, and is responsible for the classification, designation, access, provision, and preservation of USU records in accordance with federal and state law. The USU Records Manager, working with department-level record officers, designates each particular record, record series, or information within a record when access to the that record, record series, or information is requested. The USU Records manager is also responsible for reporting record designations to the Utah State Archives.

542.4 REFERENCES

- Utah Code Title 63 G, Chapter 2 – The Government Records Access and Management Act;
- Utah Code Title 63 G, Chapter 4 – The Utah Administrative Procedures Act (UAPA);
- Utah Code Title 53B, Chapter 14 – The Utah Higher Education: Restricted Records;
- Utah System of Higher Education Rule 132 – Government Records Access and Management Act Guidelines;
- 20 U.S.C. §1232g; 34 C.F.R. Part 99 – Family Educational Rights and Privacy Act (FERPA); and
- Public Law 104-191, 45 C.F.R. Parts 160 and 164 – The Health Insurance Portability and Accountability Act of 1996 (HIPAA).

542.5 RELATED USU POLICIES

- USU Policy 319: Employee Privacy and Confidentiality;
- USU Policy 331: Personnel Files;
- USU Policy 404: Faculty Appointments;
- USU Policy 504: Student Records (FERPA); and
- USU Policy 556: Information Privacy.

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

(List resources to aid in compliance or indicate "None.")

Procedures

- Hyperlinks to procedures.

Guidance

- Utah State University's [GRAMA Website](#).

Related Forms and Tools

- USU GRAMA Forms:
 - GRAMA Request:
<https://highq.usu.edu/usulegal/renderSmartForm.action?formId=353b9ecd-cf24-4aab-a741-127fe947bf20>
 - Shared Government Record Request:
<https://highq.usu.edu/usulegal/renderSmartForm.action?formId=b7ae60b2-073b-4c06-81f5-82e4b993cbe2>

Contacts

- [Mica McKinney, Vice President for Legal Affairs and General Counsel](#)
- [Lilly Stonecipher, USU Records Manager](#)

POLICY HISTORY

Original issue date: 2024/MM/DD

Last review date: YYYY/MM/DD

Next scheduled review date: YYYY/MM/DD

Previous revision dates: N/A

University Procedure 542

Classification and Disclosures of Records under Utah's Government Records Access and Management Act

ASSOCIATED POLICY: University Policy 542 – Classification and Disclosure of Records under Utah's Government Records Access and Management Act

EFFECTIVE DATE: 2024/MM/DD

LATEST REVISION: N/A

CATEGORY: General (500 level-series)

I. PURPOSE AND SCOPE

This Procedure is implemented to communicate and standardize Utah State University's ("University" or "USU") practices regarding classification, retention, and disclosure of records. This statement of procedures outlines the process for appealing the University's decision regarding a records request.

II. AUTHORIZATION

This Procedure is authorized by Utah Code Section 63G-3-201, Section 63A-12-104(2), Section 63G-2-204(3), and USU Policy 542– Classification and Disclosure of Records under Utah's Government Records Access and Management Act ("GRAMA").

III. DEFINITIONS

- **Classification.** "Classification," "classify," and their derivative forms mean determining whether a record series, record, or information within a record is public, private, controlled, protected, or exempt from disclosure under GRAMA.
- **Controlled records.** Controlled records are records containing medical, psychiatric, or psychological information under the federal Health Insurance Portability and Accountability Act ("HIPAA"), and are only released with an individual's permission, court order, or legislative subpoena. See Utah Code Ann. §63G-2-304.
- **Department Record Liaison.** Each college, department, and University unit is required to designate a record liaison ("Department Record Liaison"), and contact information for the designated Department Record Liaison to Legal Affairs. Department Record Liaisons are required to take yearly training with Legal Affairs.
- **Designation.** "Designation," "designate," and their derivative forms mean indicating, based on the University Records Manager's familiarity with the record series, the primary classification that a majority of records in a records series would be given if classified.
- **Private Records.** Records that are generally available only to the subject of a record or legal guardian. These may include but are not limited to: medical data, unemployment or welfare benefits, alleged violation of the rules of legislative ethics social security numbers, individual library records, employee file, etc. See Utah Code Ann. §§63G-2-302 and 303.
- **Protected Records.** Government or business records that safeguard against threats to public safety, government security, commercial interests, or the general function of government (i.e. trade secrets, commercial information that could cause unfair competition, test questions or answers for exams, litigation records, donor or potential donors who request anonymity; etc.) are Protected Records. A Protected Record is available to the person who submitted the record, has the power of attorney for the person who submitted the record, or a notarized release from the person who submitted the record to receive the

record. A Protected Record may also be disclosed subject to a court order or legislative subpoena. See Utah Code Ann. §63G-2-305.

- **Public Records.** A record that is not Private, Protected, or Controlled, and is not restricted or exempt from disclosure (*i.e.*, by court rule, another state statute, federal statute, or federal regulation). See Utah Code Ann. §63G-2-103(21).
- **Record.** GRAMA defines a “record” as a book, letter, document, paper, map, plan, photograph, file, card, tape, recording, electronic data, or other documentary material regardless of physical form or characteristic. See §63G-2-103(22)(a). However, GRAMA’s definition of record excludes certain materials, including but not limited to, temporary drafts, daily calendars, personal notes, privately owned or copyrighted material, notes of internal memoranda for judicial and quasi-judicial deliberations, proprietary software or computer programs, junk mail, commercial publications, and books or other materials available in public libraries.

IV. RESPONSIBILITIES

All operating units of Utah State University, including, but not limited to, departments, colleges, institutes, offices, divisions, centers, and schools are subject to these Procedures. Additionally, members of the public requesting records from Utah State University are also subject to these procedures.

V. PROCEDURES

5.1 GRAMA Record Requests

USU is a governmental entity of the State of Utah and is not an agency of the federal government. As such, USU is not subject to the federal Freedom of Information Act (“FOIA”). Access to student educational records is governed by the Family Educational Rights and Privacy Act (“FERPA”), not GRAMA. See Utah Code Ann. §63G-2-107(2).

A person requesting records subject to GRAMA shall submit a written request that contains:

- a description of the record requested that identifies the record with reasonable specificity; and
- the person’s name, mailing address, email address, and daytime telephone number.

A person making a request for a record shall submit the request electronically to the records portal for USU found at <https://www.usu.edu/legal/grama>.

The USU Records Manager will, following the appropriate timelines within GRAMA, gather the responsive records from the appropriate Department Record Liaisons. The USU Records manager will review the records, make any appropriate redactions or designations allowed under GRAMA, and provide the records subject to disclosure to the requestor.

5.1.1 Designation of Records

The University Records Manager, working with the Department Record Liaisons, designates each particular record, record series, or information within a record, when access to that record, record series, or information is requested. See Utah Code Ann. § 63G-2-301 through 305 for designations. The USU Records Manager reports record designations to the Utah State Archives. See Utah Code Ann. § 63G-2-307.

5.1.2 Purposes for which a Record is Designated Private, Protected, or Controlled

The University Records Manager files with the Utah State Archives a statement explaining the purposes for which a record series that is designated as Private, Protected, or Controlled is collected and used by the University. See Utah Code Ann. § 63G-2-601(1). The University may use Private, Protected, or Controlled records only for those purposes (a) given in the statement filed with the Utah State Archives, or (b) for which another governmental entity may use the record under Utah Code Section 63G-2-206.

5.1.3 Weighing Privacy and Access Interests

The University Records Manager may weigh privacy interest against access interest, and allow access to specific Private or Protected records if the interest favoring access outweighs the interest favoring restriction of access. See Utah Code Ann. § 63G-2-201(5)(b).

5.1.4 Record Access for Research Purposes

The University Records Manager determines whether Private or Controlled records may be disclosed for research. See Utah Code Ann. § 63G-2-202(8).

5.1.5 University-Owned Intellectual Property rights, Sponsored Research, and Technology Transfer

The University's Vice President for Research, in consultation with Legal Affairs, determines, according to the public's interest, how material describing or containing a University-owned intellectual property right may be duplicated or distributed. See Utah Code Ann. § 63G-2-201(11).

Additionally, the Vice President for Research may restrict access to portions of technology transfer and sponsored research records pursuant to Utah Code Section 53B-16-301 through 305.

5.1.6 Written Claims of Business Confidentiality

The University Records Manager accepts and reviews for reasonableness written claims of business confidentiality. See Utah Code Ann. § 63G-2-309. Records designated as Protected through a claim of business confidentiality are managed by the University department with whom the restricted record was shared.

5.1.7 Anonymity of Donors and Prospective Donors

A donor or prospective donor may request in writing anonymity for a donation or gift, pursuant to Utah Code Section 63G-2-305(37). The written request shall be submitted to, and kept on file with, the University's Vice President of Advancement. See [USU Gift Acceptance & Crediting Procedures](#) (section 8.i.).

5.1.8 Appeals from GRAMA Record Access Denial

A person appealing the USU Record Manager's access denial under GRAMA, shall direct a written appeal to the Vice President for Finance and Administrative Services, as designated by the University President. An appeal may be submitted by U.S. Mail or hand delivery to 1445 Old Main Hill, Logan, UT 84322-1445, or by electronic mail to dave.cowley@usu.edu.

Pursuant to GRAMA, appeals must be submitted within thirty (30) calendar days of the date of the access denial. The written appeal must include:

- the person's name, mailing address, daytime telephone number;
- explanation of the relief sought; and
- any supporting information or documentation.

Once the appeal notice has been received, the Vice President for Finance and Administrative Services will issue a written decision, or request a meeting/conference with the person, within ten (10) business days. In the event a meeting or conference is held with the person, the Vice President for Finance and Administrative Services will issue a written decision within ten (10) business days of the date of the meeting or conference.

5.2 FERPA Record Requests

Aside from the FERPA educational records (such as transcripts) that are distributed from USU's Registrar's Office, all other FERPA educational record requests need to be submitted in the FERPA Record Request Portal located at <https://www.usu.edu/legal/grama>.

A person submitting a request must include, at minimum, a written request that contains:

- a description of the educational records requested that identifies the record with reasonable specificity; and
- the person's name, mailing address, email address, and daytime telephone number.

Education records maintained by Utah State University that contain identifying information directly related to a student are restricted from disclosure under the federal Family Educational Rights and Privacy Act (FERPA). See 20 U.S.C. § 1232g and 34 C.F.R. Part 99. As such, educational records are not subject to disclosure under GRAMA without the proper written authorization from the student.

Pursuant to FERPA, Utah State University is required to provide the student who is the subject of the records request with notice of the subpoena or GRAMA request if Utah State University intends to respond or release educational records. FERPA requires that Utah State University provide the student a reasonable time (30 days) to seek protective action. See 34 C.F.R. § 99.31(a)(9)(ii). Thus, Utah State University would not be able to expedite any requests involving educational records.

5.3 Subpoenas and Other Court Orders

An individual in possession of a court order or court issued subpoena issued by a court of appropriate jurisdiction, must submit the subpoena or court order for University documents at <https://www.usu.edu/legal/grama>, through the Subpoena Submission portal. USU will appropriately object or release records within the requisite time period prescribed in the applicable law.

5.4 Appeals from Individual Contests of the Accuracy of Completeness of Personal Records

An individual may contest the accuracy or completeness of records concerning the individual. Appeals from such decisions are governed by the Utah Administrative Procedures Act ("UAPA"). See Utah Code Ann. § 63G-4-101 *et seq.* Appeals from such decisions shall be conducted informally rather than formally in accordance with Utah Code Section 63G-4-203.

1 May 2024

ITEM FOR INFORMATION

RE: Adoption of USU Policy 543: Trespass

Consistent with [USU Policy 203: Authority and Amendments: Administrative and Operating Policies \(Section 500\)](#), President Elizabeth R. Cantwell submits the attached *New USU Policy 543: Trespass* to the USU Board of Trustees for information.

EXECUTIVE SUMMARY

The University has adopted Policy 543: Trespass, which is attached hereto. Consistent with USU Policy 203, University Policy 543 was presented to and approved by the Executive Committee¹ and the President.

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

EXECUTIVE SUMMARY

USU POLICY 543: Trespass

Category: Operating

Subcategory: General

Covered Individuals: University Employees, Students, Visitors

Responsible Executive: Vice President for Operational Excellence

Policy Custodian: Executive Director of Public Safety

Background

USU Policy XXX is a **new** policy that implements Utah Code section 76-8-703: Criminal Trespass Upon an Institution of Higher Education, and Utah Code 53B-20-107: Powers of Chief Administrative Officer to Order Individuals Off an Institution of Higher Education's Property, as amended. This policy incorporates recent amendments to both titles of the Utah Code, which will become effective on May 1, 2024.

As permitted by state law, Utah State University utilizes trespass orders to exclude individuals from campus property who have or are likely to cause injury to others, damage property, disrupt university activities, etc.

Key Provisions of the new Trespass Policy:

- Exclusions from University Property. This Policy outlines the ways in which the University may exclude individuals from University Property, including issuing trespass orders, notice of exclusion in a suspension or expulsion order, and generally applicable signage and fencing for particular areas.
- Trespass Orders. This policy delegates authority to the Chief of Police to issue and effectuate trespass orders and provides the basis upon which such an order may be issued.
- Appeal Right. This policy provides an individual who is trespassed from University Property the right to challenge such an order, which will be heard by the Executive Director of Public Safety.

University Policy 543: Trespass

Category: Operating Policy

Subcategory: General

Covered Individuals: University Employees, Students, and Visitors

Responsible Executive: Vice President for Operational Excellence

Policy Custodian: Executive Director of Public Safety

Last Revised: 2024/XX/XX

Previous USU Policy Number: N/A

543.1 PURPOSE AND SCOPE

This Policy implements Utah Code section 76-8-703: Criminal Trespass Upon an Institution of Higher Education and Utah Code 53B-20-107: Powers of Chief Administrative Officer to Order Individuals Off an Institution of Higher Education's Property. This policy governs the physical exclusion of individuals from Utah State University campuses, property, buildings, events, and activities.

543.2 POLICY

2.1 Scope of Policy

This Policy applies to all individuals present on University Property, including employees, students, and any visitors are subject to this Policy.

2.2 Exclusion from University Property

The University may exclude individuals from University Property by:

- (1) issuing a Trespass Order, as set forth below in section 2.3;
- (2) posting signs reasonably likely to come to the attention of a trespasser;
- (3) fencing or otherwise enclosing University Property in manner that is obviously designed to exclude a trespasser;
- (4) notifying an individual that they cannot come onto University Property via notice of a temporary or final suspension or expulsion.

2.3. Trespass Orders

2.3.1 Authority

Pursuant to Utah law, the President, as the chief administrative officer, is authorized to order individuals to leave University Property. To ensure the safety and security of campus, the President delegates authority to the Chief of Police to issue and effectuate Trespass Orders. Further, the President delegates the Chief of Police with authority to designate members of the Utah State University Police Department with authority to act for the Chief of Police and order individuals to leave University Property and to otherwise support the Chief of Police in effectuating this Policy. This designation and authority will remain in effect until such authority is rescinded by the University President.

2.2.2 Issuing a Trespass Order

Verbal Trespass Order: The President and the Chief of Police or their Designee(s) may verbally order an individual to leave University Property if there is reasonable cause to believe an individual intends to act to:

- (1) cause injury to a person;
- (2) cause damage to property;
- (3) commit a crime;
- (4) interfere with the peaceful conduct of the activities of the University;
- (5) violate any lawful university rule, policy, or regulation;
- (6) disrupt the University, its pupils, or the University's activities; or
- (7) is reckless as to whether the person's actions will cause fear for the safety of another.

When ordering an individual to leave University Property, the Chief of Police or their Designee(s) will:

- (1) identify themselves to the offending individual;
- (2) request that the offending individual identify themselves;
- (3) ascertain whether the offending individual is a member of the University community or the public;
- (4) explain that the individual is being trespassed from University Property, meaning that the individual may not return until the date stated on the forthcoming written Trespass Order; and
- (5) explain the consequences for failing to adhere to the Trespass Order, including that the individual will be in violation of Utah law and may be charged with a Class B misdemeanor for the first offense and a Class A misdemeanor for a second offense.

After issuing the Verbal Trespass Order, the Chief of Police or Designee(s) will draft a written Trespass Order. USU Police Department ("USU PD") will serve the Written Trespass Order to the offending individual within two (2) business days of the Verbal Trespass Order.

Written Trespass Order: Regardless of whether a Verbal Trespass Order has been issued to an offending individual, the Chief of Police or Designee(s) will issue a Written Trespass Order. At minimum, the Written Trespass Order will include:

- (1) the date on which the Verbal Trespass Order (if applicable) was issued;
- (2) the date on which the Written Trespass Order is effective;
- (3) the areas from which the individual is trespassed;
- (4) the actions committed by the individual that are the basis for the Trespass Order;
- (5) the date on which the Trespass Order will expire; and
- (6) an explanation of the individual's right of appeal and the process for doing so.

All Written Trespass Orders delivered by USU PD will be recorded through the USU PD reporting systems, and will be copied to the Vice President for Student Affairs if the offending individual is a student, the Provost and responsible Dean if the offending individual is faculty, and the responsible Vice President or Dean if the offending individual is an employee.

2.3 Right to Challenge

Any individual who is the subject of a Trespass Order may petition the University to lift the Trespass Order by demonstrating:

- (1) the Trespass Order was issued in conflict with university policy; or
- (2) the offending conduct giving rise to the Trespass Order is not likely to be repeated, or does not otherwise present a disruption of safety concern to the University.

A written petition challenging a Trespass Order must be made in accordance with University Procedures 543, and submitted to USU's Executive Director of Public Safety.

2.4 Criminal Prosecution

Individuals in violation of a Trespass Order under this Policy may be subject to criminal prosecution in accordance with Utah Code section 76-8-703. Nothing in this Policy limits the ability of the University to participate in the criminal prosecution of any individual in violation of applicable trespass laws.

543.3 RESPONSIBILITIES

3.1 Chief of Police and University President

The University President and Chief of Police are responsible for issuing or overseeing the issuance of all Trespass Orders. The Chief of Police is further responsible for ensuring the issuance of such Trespass Orders are recorded and tracked, and ensuring that any appropriate University administrators received notice of the Trespass Orders.

3.2 Chief of Police Designee(s)

The Chief of Police's designee(s) are responsible for issuing a Verbal Trespass Order (if applicable, drafting a Written Trespass Order, and notifying USU PD for it to be issued, reported, and tracked. Additionally, if designated, the Designee can also ensure that any appropriate University administrator receive notice of the Trespass Orders that are issued.

3.3 Individuals

All University employees, students, and all visitors to the University or any University Property are responsible for complying with this Policy.

543.4 REFERENCES

- Utah Code Section 53B-20-107
- Utah Code Section 76-8-703

543.5 RELATED USU POLICIES OR PROCEDURES

- Utah State University Procedures 543

543.6 DEFINITIONS

- **Designee:** refers to the individual who the Chief designates his authority and responsibilities to, which can be revoked at any time by the Chief.
- **Trespass Order:** refers to an official directive, verbally or in written form, from the Chief or a Designee to an offending individual to leave and remain off of University Property.
- **Verbal Trespass Order:** a Trespass Order that is issued verbally, and followed up with a Written Trespass Order, pursuant to Section 2.2.2. in this Policy.
- **Written Trespass Order:** a Trespass Order that is written and issued pursuant to Section 2.2.2 in this Policy.
- **University Property:** refers to any University facility or property, physical or virtual, owned, operated or controlled by the University, including without limitation University learning management systems, residential campuses, regional campuses, University centers, farms,

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 Procedures XXX (HYPERLINK)

Guidance

- Hyperlinks to guidance.

Related Forms and Tools

- Hyperlinks to forms and tools.

Contacts

- [Chief of Police, Jason Brei](#)
- [Executive Director of Public Safety, Ellis Bruch](#)

POLICY HISTORY

Original issue date: YYYY/MM/DD

Last review date: YYYY/MM/DD

Next scheduled review date: YYYY/MM/DD

Previous revision dates: N/A

University Procedure 543

Trespassing an Individual from University Property

ASSOCIATED POLICY: University Policy 543 - Trespass
EFFECTIVE DATE: 2024/MM/DD
LATEST REVISION: N/A
CATEGORY: General (500 level-series)

PURPOSE AND SCOPE

This Procedure is implemented to communicate and standardize Utah State University's ("University") practices regarding trespassing an individual from University Property.

DEFINITIONS

The definitions provided in University Policy 543 – Trespass are applicable to this Procedure.

PROCEDURES

Designation

Utah Code Section 76-8-703 provides that the University President, or an individual designated by the President, may trespass an individual from University Property for specified reasons.

Via USU Policy 543 the President has delegated the Chief of Utah State University's Police Department ("Chief") and Chief's designee(s) ("Designee(s)") with the authority to trespass offending individuals from University Property, where doing so is authorized pursuant to USU Policy 543.

University administrators with significant responsibilities for student life or campus safety must coordinate with the Chief or Designee(s) to issue a Trespass Order, whether verbal or written, in conjunction with any administrative process.

Issuing a Verbal Trespass Order

All Verbal Trespass Orders must be given by the Chief or Designee(s) consistent with USU Policy 543.

Issuing a Written Trespass Order

After issuing the Verbal Trespass Order, the Chief or Designee(s) will draft a Written Trespass Order.

Regardless of whether a Verbal Trespass Order has been issued to an individual, a Written Trespass Order must be issued in order to fully and lawfully trespass an individual from University Property. Written Trespass Orders must comply with the requirements set forth in USU Policy 543.

All Written Trespass Orders must be reviewed by the Chief or Designee(s), and must utilize the Trespass Order Form. To ensure enforceability of the Trespass Order, all Written Trespass Orders must be delivered by USU PD, recorded and reported through the University Police reporting systems, and a copy sent to the Vice President for Student Affairs if the offending individual is a student, the Provost if the offending individual is faculty, the responsible Vice President if the offending individual is staff or administration, and the Assistant Vice President of Human Resources if the offending individual is an employee (student, faculty, or staff). See USU Policy 543.

Individual's Opportunity to Challenge Trespass Order

As provided within USU Policy 543 an individual has a right to challenge a Trespass Order. The individual must demonstrate, in writing, to the Executive Director of Public Safety ("Executive Director") that:

- (1) the Trespass Order was issued in conflict with University Policy; and/or
- (2) the offending conduct giving rise to the Trespass Order is not likely to be repeated, or does not otherwise present a disruption or safety concern to the University.

An individual should include all relevant evidence to support the individual's position. Once an individual's appeal is submitted to the Executive Director, the University has ten (10) business days to provide the Executive Director with any evidence, reports, or information regarding the Trespass Order. The Executive Director will then schedule a thirty-minute hearing with the trespassed individual and a University representative, Designee(s), or Chief to allow evidence to be presented and arguments to be heard. Thereafter, the Executive Director will issue a written decision within ten (10) business days of the hearing.

Information Not Considered

The appeal will only address whether (1) the Trespass Order was issued in conflict with University Policy, and/or whether (2) the offending conduct giving rise to the Trespass Order is not likely to be repeated or does not otherwise present a disrupt or safety concern to the University. The appeal will not address the legality of the underlying facts regarding the administrative process, criminal process, or actions that may have given rise to the Trespass Order being issued.

Career Academy of Utah

Resolution to Discontinue Operations

Whereas, Career Academy of Utah (CAU) has operated a virtual school for the past two years, and

Whereas, the Board of Directors of CAU have determined CAU will be unable to meet the ongoing high-level requirements of its Authorizer, Utah State University, and

Whereas, the ability of CAU to develop, in a timely manner, the type of career curriculum that would distinguish it from other virtual schools does not appear to be achievable under current rules of the Utah State Board of Education, and

Whereas, without the ability to distinguish the school as a magnet for technical career preparation the Board believes it will continue to be difficult to meet Authorizer requirements,

Be it therefore resolved that:

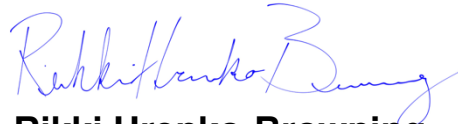
- **CAU will cease operations on June 30, 2024, and not offer educational services thereafter.**
- **CAU personnel are hereby directed and authorized to comply with statutory requirements for closing a charter school including all notices and financial compliance.**
- **The contract with the Authorizer and with the educational services provider are to be terminated upon completion of the closure process.**
- **Teachers are to be released from any post-employment restrictions related to their employment with CAU.**
- **Teachers are to be paid a stipend of \$500 to assist with the closure operations.**
- **The appropriate officers of CAU are hereby authorized and directed on behalf of CAU to execute and file such other**

documents and instruments and to do or cause to be done all such further acts as they may deem necessary or advisable in order to carry into effect the tenor and purpose of the resolutions set forth herein; and any and all actions so taken by the appropriate officers of CAU be and they hereby are ratified, confirmed and approved.

This resolution was approved by unanimous vote of the Board of Directors of CAU at a public Board Meeting on this 22nd day of April, 2024.



Brian Somers
Chair, Board of Directors
Career Academy of Utah



Rikki Hrenko-Browning
Secretary, Board of Directors
Career Academy of Utah