



USU Board of Trustees Training and Regular Meeting

Friday, August 23, 2024, at 8:00 AM to 4:00 PM

University Inn, Sonne Board Room, Logan, Utah

Zoom: <https://usu-edu.zoom.us/j/85842550498?pwd=NZzkUaTwt6xqlIaO4YN4QuU6RbYwI3.1>)

Agenda

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|---------------------------------------|----------------|
| 1. Trustee Training | 9:00 AM |
| Presenter: Mica McKinney | |
| 1.1. Conflict of Interest | |
| 1.2. Political Activity Policy | |
| 1.3. Open Public Meetings | |
| 1.4. GRAMA | |

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| 2. Trustee Title IX Training | 10:00 AM |
| Presenter: Susan Young | |

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| 3. Walk/Golf Cart to NEHMA | 11:30 AM |
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| 4. Trustee Museum Tour and Lunch | 11:45 AM |
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| 5. Walk/Golf Cart to University Inn | 1:15 PM |
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REGULAR MEETING

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| 6. Roles and Functions of Trustees | 1:30 PM |
| Presenter: Mica McKinney | |

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| 7. Closed Session | 1:50 PM |
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| 8. President's Report | 2:30 PM |
| Presenter: Elizabeth Cantwell | |

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| 9. Trustee Recognition | 2:50 PM |
| Presenter: Jacey Skinner | |

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| 10. Consent Agenda | 3:00 PM |
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- 10.1. Approve: USU Board of Trustees Meeting Minutes**
 - 10.1.1. May 1, 2024**
 - 10.1.2. June 28, 2024**

10.2. Approve: Tenure

10.2.1. Prateek Sharma, Associate Professor, Dept. of Nutrition, Dietetics, and Food Sciences

10.2.2. Matthew H. Hebdon, Associate Professor, Dept. of Civil and Environmental Engineering

10.2.3. David D. Jones, Dean and Professor, Department of Biological Engineering

10.2.4. Christopher R. Keyes, Dept. Head and Professor, Dept. of Wildland Resources

10.3. Approve: Report of Investments

10.3.1. April 2024

10.4. Approve: Administrative Units

10.4.1. Transfer the Utah Veterinary Diagnostic Laboratory from the College of Agriculture and Applied Sciences to the College of Veterinary Medicine

10.5. Approve: Centers

10.5.1. Center for Translation and Interpretation Studies in the College of Humanities and Social Sciences

10.5.2. Data Science and Artificial Intelligence Center in the Colleges of Science and Engineering and the Jon M. Huntsman School of Business

10.6. Approve: Certificates

10.6.1. Post-Baccalaureate Certificates

10.6.1.1. School Library Media Administration Certificate in the Emma Eccles Jones College of Education and Human Services

10.6.1.2. Instructional Coaching Certificate in the Emma Eccles Jones College of Education and Human Services

10.6.1.3. Photonics Certificate in the College of Science

10.6.2. Proficiency Certificates

10.6.2.1. Food Manufacturing in the College of Agriculture and Applied Sciences

10.6.2.2. Basic Corrections Officer in the College of Agriculture and Applied Sciences

10.6.2.3. Heating, Ventilation, Air Conditioning, and Refrigeration in the College of Agriculture and Applied Sciences

10.6.2.4. Law Enforcement Officer in the College of Agriculture and Applied Sciences in the College of Agriculture and Applied Sciences

10.6.2.5. Special Function Officer in the College of Agriculture and Applied Sciences

10.6.2.6. Early Childhood in the Emma Eccles Jones College of Education and Human Services

10.6.2.7. School Library Media Administration in the Emma Eccles Jones College of Education and Human Services

10.7. Approve: Emphases

10.7.1. Professional Pilot: Accelerated Fixed Wing Emphasis in the College of Agriculture and Applied Sciences

10.7.2. Change the English-General English Emphasis-BA & BS to English-BA & BS in the College of Humanities and Social Sciences

10.8. Approve: K-12 Endorsements

10.8.1. School Library Media Administration K-12 Endorsement in the Emma Eccles Jones College of Education

University Policy 506: Political Activity

Category: Human Resources

Subcategory: General

Covered Individuals: University Employees

Responsible Executive: Vice President for Government Relations and External Affairs

Policy Custodian: Vice President for Government Relations and External Affairs

Last Revised: 2024/06/12

506.1 PURPOSE AND SCOPE

Utah State University (University or USU) values and encourages community and civic engagement and supports individuals' active participation in public affairs during their personal time and with their personal resources.

The purpose of this Policy is to set clear expectations and requirements, in compliance with federal and state laws governing higher education institutions and tax-exempt organizations, for (1) University employees' political and civic activities in the employee's professional and personal capacities; (2) the University's political advocacy and campaign-related activities; and (3) the use of University facilities for political activities.

This Policy is not intended to limit the rights of students, faculty, or staff to express personal opinions on matters of public concern or to engage in political activity in their individual capacities and as private citizens, provided that they clearly indicate that they are not representing the University, or speaking for, or on behalf of, the University.

506.2 POLICY

2.1 Legislative and Other Communications on Behalf of the University

Only the President and their designees are authorized to speak or issue statements on behalf of the University. See USU Policy 541: Free Expression and Assembly. Unless provided in this Policy or USU Policy 541, an employee does not speak for the University.

Consistent with Executive Order 2018-1 and Utah Board of Higher Education (UBHE) Policy R250, only the President, Provost, and up to two legislative liaisons appointed by the President are authorized to engage in Legislative Communications at any time for any reason. The President has appointed the Vice President for Government and External Affairs to serve as the legislative liaison for the University. The Office of Government and External Affairs coordinates all University contacts with public officials and candidates for political office, including University lobbying and advocacy activities.

Additionally, the President may authorize other University employees to engage in Legislative Communications to explain technical concepts or provide subject-matter expertise. All engagement with state legislators shall comply with UBHE Policy R250.

Unless authorized under this Policy, University employees in the employee's official capacity may not engage in Legislative Communications on behalf of USU.

2.2 Political Activity by the Employees

A University employee who engages in political activities must do so outside of work hours or while on approved leave. University employees and students are prohibited from using institutional resources, such as, but not limited to, paid work-time, funds, vehicles, telephone, duplicating equipment, office supplies, intercampus mail, mailing lists, or other supplies for political activities or purposes. Further, a University employee may not use University email accounts, social media accounts, University letterhead, or other University communication channels to engage in political activities, including legislative communications.

Specifically, a University employee is prohibited from using the employee's University email account:

- (1) to engage in Legislative Communications, unless authorized under section 2.1 of this Policy;
- (2) to advocate for or against an initiative or proposed initiative, a referendum or proposed initiative, a bond or proposed bond, or any ballot proposition, except for the President and individuals designated by the President;
- (3) to solicit a campaign contribution;
- (4) to advocate for or solicit support for public policy initiatives or similar causes, except for the President and individuals designated by the President; or
- (5) for other political purposes unrelated to the employee's role and responsibility at the University.

When engaging in political activities using a personal email account, personal social media account, or other communication account, a University employee must make it clear that the employee is speaking on the employee's own behalf and not on behalf of the University.

Consistent with the Government Records Access and Management Act (GRAMA), an email sent in violation of this Policy is a record and may be subject to disclosure under GRAMA. See Utah Code Sections 63G-2-103 and 20A-11-1205.

2.3. Political Activity by the University

The University will not, through its officials or units, participate or intervene in any political campaign on behalf of, or in opposition to, any candidate for public office. See 26 U.S.C. § 501 (c)(3). Additionally, lobbying activity undertaken by the University shall not represent a substantial part of its activities. See 26 U.S.C. § 501 (h).

2.4. Candidate, Campaign, or Private Use of University Facilities for Political Activities

The University, through University Event Services, regularly permits the rental of University facilities for private events at fair market value. In the case of campaign-related activities, the University will make its facilities available for rent to candidates, campaigns, and other interested parties on an equal basis in accordance with established University Policy and subject to availability. The University will make its facilities available to registered political parties to use for political party activities, without discrimination, in accordance with Utah Code Section 20A-8-404.

2.4. Training

All employees are required to complete annual training on political activity. 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.

506.3 RESPONSIBILITIES

3.1 Employees

University employees must comply with this Policy and complete all required training on political activity.

3.2 Supervisors

Supervisors must ensure reporting employees complete required training and enforce the requirements of this policy.

506.4 REFERENCES

- Utah Code Title 63G, Chapter 2, Government Records Access and Management Act
- Utah Code Section 20A-11-205
- Utah Code Section 53B-1-118
- Utah Code Section 63A-17-904
- USHE Policy R250
- Internal Revenue Service Code Title 26, Section 501 (c)(3), Exemption from tax on corporations, certain trusts, etc.
- Internal Revenue Service Code Title 26, Section 501 (h), Exemption from tax on corporations, certain trusts, etc.

506.5 RELATED USU POLICIES

- USU Policy 403: Academic Freedom and Professional Responsibilities
- University Policy 540: University Social Media Accounts
- USU Policy 541: Free Expression and Assembly
- Policy 557: Institutional Email Service
- USU Brand Standards

506.6 DEFINITIONS

- **Legislative Communications** means an individual in the individual's official capacity, either directly or indirectly, communicating with a legislator to influence legislative action. Legislative Communications does not include: (i) requests to a legislator to sponsor legislation; (ii) communications between or within the University or other agencies of the Executive Branch; (iii) testifying before a legislative body, including a legislative committee or task force; (iv) answering a legislator's question; (v) communications with legislative staff; or (vi) communications required by law.

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 [Arial Narrow 13, bold, blue RGB 0-38-58, all caps]

(List resources to aid in compliance or indicate "None.") [Arial Narrow 10]

Procedures [Arial Narrow 12, color RGB 196-78-40]

- Forthcoming

Guidance [Arial Narrow 12, color RGB 196-78-40]

Related Forms and Tools [Arial Narrow 12, color RGB 196-78-40]

- Hyperlinks to forms and tools. [Arial 10]
- Hyperlinks to forms and tools.

Contacts [Arial Narrow 12, color RGB 196-78-40]

- Government Relations and External Affairs,
- Office of General Counsel, legal@usu.edu

POLICY HISTORY

Original issue date: N/A

Last review date:

Next scheduled review date:

Previous revision dates:

10.8.2. Instructional Coaching K-12 Endorsement in the Emma Eccles Jones College of Education

10.9. Approve: Minors

10.9.1. Aviation Dispatch Minor in the College of Agriculture and Applied Sciences

10.10. New Programs

10.10.1. Master of Education in Psychology in the Emma Eccles Jones College of Education

10.10.2. Translation and Interpretation Studies Bachelor of Art degree in the College of Humanities and Social Sciences

10.10.3. Statistics and Data Science PhD in the College of Science

10.10.4. Secondary Science Composite Teaching Major Bachelor of Arts and Bachelor of Science degree in the College of Science

10.11. Approve: Program Reviews

10.11.1. (1) College of Agriculture and Applied Sciences' Department of Landscape Architecture and Environmental Planning Program Review (2) College of Agriculture and Applied Sciences' Department of Plants, Soils and Climate Program Review (3) College of Science

11. BREAK 3:05 PM

12. Action Agenda

12.1. Approve: Capital Development Priorities for Fiscal Year 2025-26 3:20 PM
Presenter: Dave Cowley

12.2. Approve: Utah State University and Utah State University Eastern 3:35 PM
2024-25 Athletics Budgets
Presenter: Dave Cowley

12.3. Approve: Authorization to Act in Capacity of Vice President for Finance and Administrative Services and Public Treasurer 3:50 PM
Presenter: Dave Cowley

12.4. ADJOURN 4:00 PM

President's Report

AUGUST 2024



Message from Utah State University President Elizabeth Cantwell

Dear Board of Trustees,

The past few months have tested our institution in unprecedented ways. Our university, however, has at its core an indomitable will. Our faculty, staff, and students have shown extraordinary resilience, adaptability, and a steadfast commitment to our mission:

Utah State University is a public service university dedicated to the communities it serves through excellence, access and belonging for all – with distinguished faculty, dedicated staff, and outstanding students, its vision is to support individuals in meaningful lifelong learning fostering involvement, innovation and impact.



I am therefore filled with optimism for the future. Our shared experiences have strengthened our resolve to create an even more vibrant, informed and dynamic campus community, and new challenges will be met with an attitude of “can do”.

As we welcome our students back to campus, I am confident that we are set up to serve them well and give them the tools they need for their futures. This includes our amazing student-athletes, who are entering a year of real upheaval in college athletics.

I look forward to sharing more details about our plans for the upcoming year, including our strategic priorities, enrollment initiatives, and financial outlook, at our upcoming meeting.

Thank you for your continued commitment to your Aggie family and our Utah State University.

Betsy

Academic Enterprise

Growing and Thriving



Over the summer, the Provost and Executive Vice President's office made substantial strides in several key initiatives.

- **Microcredentials:** We have developed a centralized system to streamline the creation and management of microcredentials. Departments responded enthusiastically, submitting over 80 proposals. We are finalizing an approval process and building a user-friendly website for students and faculty.
- **Course Fees:** Recognizing the need for efficiency, we have implemented a new electronic system to simplify the complex process of course fee proposals, approvals, and reviews.
- **Graduate Mentor Training:** To enhance the graduate student experience, we have developed improved training for faculty mentors. This training emphasizes compassionate and professional support within the evolving landscape of higher education.
- **General Education:** In response to state-level policy changes and legislative attention, we have initiated a comprehensive review of USU's general education requirements.
- **Summer School:** We have made significant progress in reimagining summer school to better serve students. Our goal is to create a more engaging and beneficial experience that supports student success.

The academic enterprise has undergone a significant transformation this summer. A major focus has been the integration of Academic & Instructional Services and Student Affairs into a new organizational structure. This restructuring aims to streamline operations, enhance decision-making, and better align with the university's strategic goals of improving student and faculty success, increasing enrollment, and fostering research growth.

To support this new structure, we are filling several critical leadership positions, including a Senior Vice President for Student Undergraduate Affairs, a Vice President for Student Success, a Vice President for Student Affairs, a Dean for the College of Agriculture and Applied Sciences, and a temporary Director of the Energy Engineering Initiative.

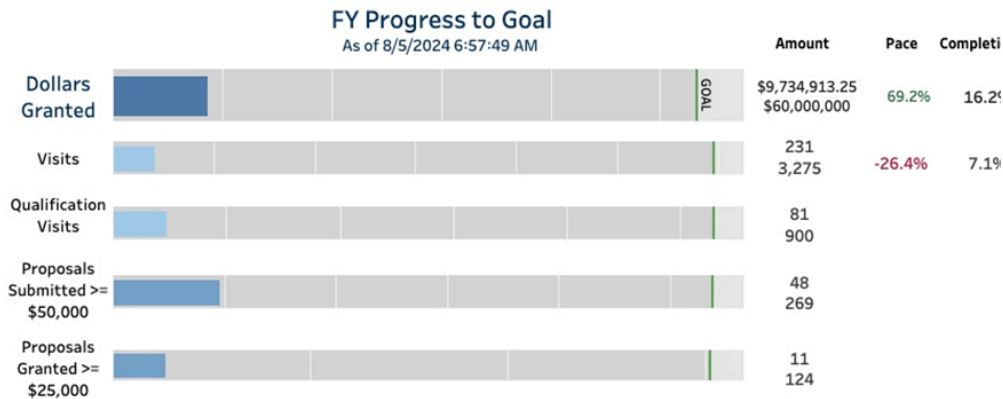
Additionally, we are implementing a number of strategic initiatives. Admissions is undergoing a comprehensive overhaul to expand recruitment efforts and target diverse student populations, including rural adults, first-generation students, and out-of-state students. We are also developing a new online education enterprise to increase access, meet student demand, and support workforce needs.

Concurrent with these initiatives, we are addressing the logistical complexities of the reorganization, including budget, staffing, and space allocation.

Advancement & USU Foundation

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

USU Elevated Through Philanthropy and Engagement



Stewardship & Donor Engagement

- On August 2, 2024, USU celebrated the groundbreaking of the Monument Valley Education Building in Monument Valley, Utah. Representatives from the Lt. Governor's Office, leaders from the Navajo Nation, legislators, donors, leadership from the Board of Trustees, USU Leadership, and many others joined in the celebration. This new facility will serve students in the Monument Valley region.

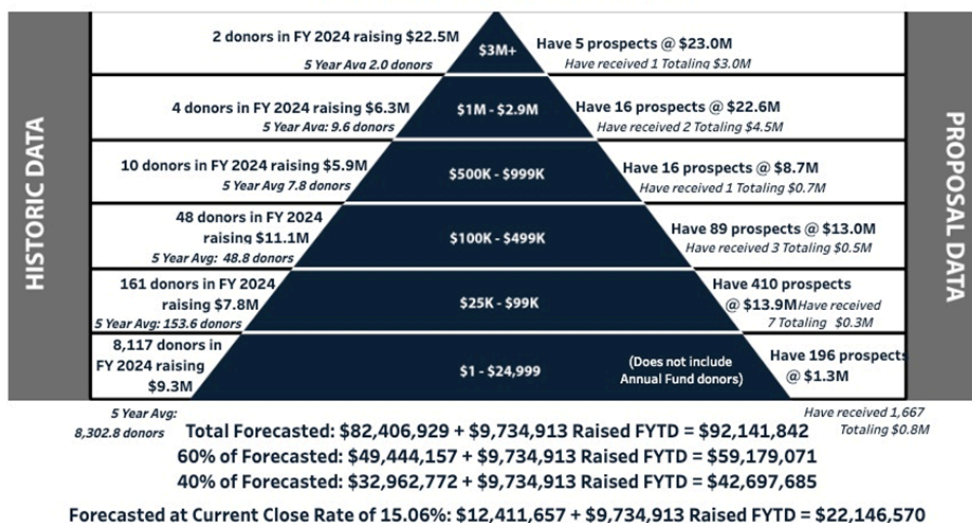
Advancement Marketing & Communications

- Aggie Impact giving stories:
 - [USU Ag Graduate Student: Growing Futures and Feeding Communities](#)
 - [A Soldier's Resolve: Jacob Hunsaker's Dedication to Nursing and Mental Health](#)
- SLC Campaign event media release:
 - [USU Announces \\$30 Million in Recent Gifts at 'Create Your Aggie Impact' Event on Wasatch Front](#)
- Founders Suite football invitations have been mailed.

Alumni Engagement

- Past events include:
 - Freshmen Welcomes
 - Davis County, hosted by Ryan and Cami Warburton
 - Salt Lake County, hosted by Erik Mikkelsen and Erica Norton
 - Utah County, hosted by Steve and Amy Palmer

\$60M GOAL JUSTIFICATION FY25





Aggies Reach and Rise

Advancement

- Utah State University launched a \$125 million REACH and RISE Fundraising Campaign, achieving a record fundraising year with \$28.5 million in cash and pledges from over 1,600 donors across 42 states.
- The university's annual Big Blue Classic Golf Tournament in June raised over \$83,000.

2024 Paris Olympics

- Utah State's Chari Hawkins (Class of 2015) competed in the Paris Olympics in the heptathlon after finishing second at the Olympic Trials. She is the first Aggie to compete in the Olympics since track & field athlete James Parker in 2004.

Season Tickets

- Football has sold 8,504 (as of 7/31/24) season tickets for 2024, its most since 2018.

Aggie Athletes Shine in the Classroom

- Utah State University dominated the Mountain West Conference in academic achievement during the 2023-24 academic year, capturing 440 total academic honors. This impressive tally includes 249 all-conference academic honors and 191 scholar-athletes.
- The university's commitment to academic excellence extended across multiple sports. The golf team earned the Golf Coaches Association of America Academic Team Award with a stellar 3.34 GPA. Individual highlights include Esteban Jaramillo's Cobalt All-America Scholar recognition, Lexi Aragon and Kelsey Kaufusi's NCAA Woman of the Year nominations, and record-breaking academic achievements by the gymnastics and tennis teams.
- Track and field programs excelled both collectively and individually, with both teams earning All-Academic Team honors from the USTFCCCA and ranking at the top of the Mountain West. Softball and volleyball also contributed to the university's academic success with team and individual awards.

Community Service

- Football player Jacob Garcia (LS) was named a Wuerffel Trophy/AFCA Good Works Team Nominee.

Athletic Honors - Football, Men's Tennis, and Men's Basketball

- FOOTBALL - Jalen Royals (WR) was named to Maxwell Award Watchlist, honoring the best all-around player in college football. Royals was also named a Phil Steele Preseason Fourth-Team All-American. Royals (WR) and Spencer Petras (QB) were named to the East-West Shrine Bowl Watch List. Ike Larsen (S) was named to the Bronko Nagurski Watch List and to the Jim Thorpe Watch List. Jacob Garcia (LS) was named to the Patrick Mannelly Award Watch List. Jalen Royals (WR) and Ike Larsen (S) were named preseason all-Mountain West, while USU was picked seventh in the preseason MW poll. Eleven football players named to Athlon Sports Preseason All-Mountain West teams, while nine players were named to the Phil Steele Preseason All-Mountain West teams. Football currently has nine of its 12 games slated for national television this fall, including four home games with three on CBS Sports Network and one on TruTV.
- TENNIS - Men's Tennis ranked No. 3 in the Mountain Region in the End of Year Intercollegiate Tennis Association Rankings and No. 65 nationally.
- BASKETBALL - Utah State had three former players participate in the NBA Summer League in Darius Brown II (Cleveland), Taylor Funk (Washington) and Neemias Queta (Boston).

These numerous accomplishments underscore Utah State's dedication to fostering well-rounded student-athletes who excel both on and off the field.



Extension Enterprise

USU Extension Making a Significant Impact

- **USU Extension** has achieved remarkable success in a variety of areas. The **Healthy Relationships Utah** team garnered national recognition for their work with incarcerated fathers, winning the Captain's Award. The **Remote Online Initiative** was honored for its innovative use of technology in community development.
- **Extension programs** across the state have made substantial contributions. San Juan County secured funding for afterschool programs, while Washington County is collaborating on water conservation initiatives. Utah County's Farm Field Days engaged thousands of students, and Uintah County hosted a successful Basin Ag Expo.
- **Research and outreach** have also been priorities. The **Small Farms Water Quality Improvement Project** secured additional funding to support its efforts. Extension experts participated in field days and conferences, sharing knowledge with producers and the public.
- **Leadership and recognition** were highlighted by awards for Andree Walker Bravo and Jacob Hadfield, and the launch of the Utah Women & Leadership Project's second annual summit.
- Utah County Extension hosted **2,388 second graders at Farm Field Days** to help them learn about agriculture. Attendees' agricultural knowledge increased by 20%. Volunteers donated 1,039 hours of service for the event.

These accomplishments demonstrate USU Extension's commitment to addressing critical community needs and making a positive difference in the lives of Utah residents.



Finance & Administrative Services

Investing in our Success

Facilities (under construction)

- EVR/ASPIRE - under construction, completion scheduled for Summer 2024
- Mehdi Heravi Global Teaching and Learning Center ribbon cutting October 11, 2024 (Figure 1.)
- NEHMA Art Research Center - under construction, completion scheduled for February 2025
- Gardner Learning & Leadership Building - under construction, completion scheduled for Spring 2025
- South Campus Residence Hall under construction, completion scheduled for Summer 2025 (Figure 2.)
- South Campus Parking Terrace - under construction, completion scheduled for Summer 2025
- Monument Valley - groundbreaking held August 2, 2024; completion scheduled for Winter 2025



Figure 1. Mehdi Heravi Global Teaching & Learning Center



Figure 2. South Campus Residence Hall

Human Resources

- **Implemented a new Learning Management System** to deliver mandatory annual compliance training to all employees.
- **Successfully transitioned graduate assistant payroll from monthly to semi-monthly**, aligning with Utah System of Higher Education (USHE) standards.
- **Initiated development of required training content in collaboration with Legal Affairs, in compliance with HB261 and USHE guidelines.**

Parking & Transportation Services

- USU recently **implemented a new license plate recognition (LPR) parking system**. This streamlined approach replaces traditional hangtags with vehicle license plates as parking permits. Multiple vehicles can be registered under one permit, provided only one is on campus at a time. The LPR system, utilizing vehicle-mounted cameras, improves enforcement accuracy, safeguards permit value, and increases patrol efficiency.

Government & External Relations

Institute of Government and Politics (IOGP)

The Institute of Government & Politics (IOGP) is actively expanding internship opportunities for students. Through targeted social media campaigns, reaching an average of 490 views and 50-290 clicks per post, IOGP has effectively promoted fall internships. Facebook has proven to be the most engaging platform. Regular email updates to interested students and highlighted opportunities in the USU Advising Community Newsletter further amplify our reach.

IOGP has secured prestigious internships in Washington, D.C., with placements at organizations such as the U.S. International Development Finance Corporation, Atlas Network, and major news outlets. We are continuously exploring new internship opportunities across various sectors.



Intern Seminars in Washington, D.C.

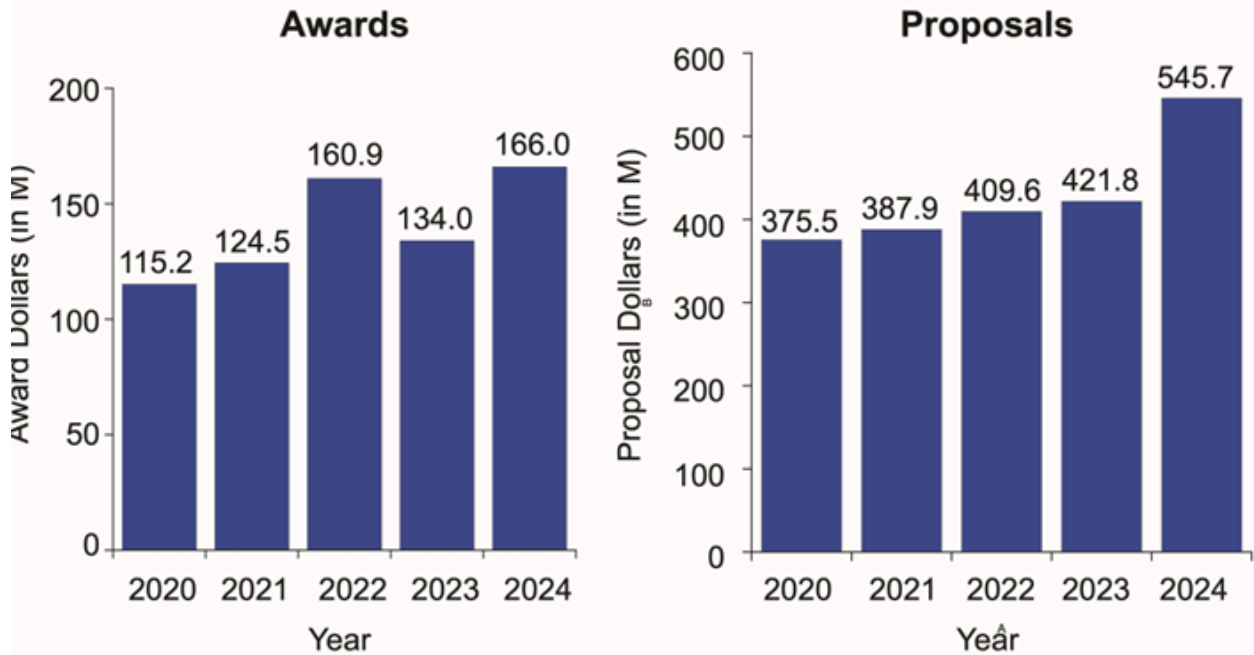
As part of living in USU Washington, DC subsidized housing, students are required to attend a series of networking seminars to learn from professionals in the field. Recent experiences include:

- July 18 – Anna Stutz, Legislative Scheduler for Rep. Julia Letlow and USU alum. Anna completed internships for Congressman Chris Stewart from Utah's 2nd District and Senator Mike Lee then served briefly as a communications fellow for Rep. Mike Carey from Ohio.
- July 30 – Gary Marlowe, USU Alumni Chapter President for the D.C. area. Gary currently provides strategic, executive-level content to senior national security professionals at National Defense University's Dwight D. Eisenhower School of National Security and Resource Strategies with a focus on the Aviation industry.
- July 31 – Flavors of Utah Event. This event featured Utah food manufacturers bringing their offerings to Washington D.C. for an alumni event.

Research Enterprise

FY24 - USU Sets Records for Sponsored Award Funding and Proposal Submissions

- Utah State University achieved a **record \$166 million** in sponsored award funding in FY24.
- USU submitted proposals totaling \$545.7 million, a substantial increase over any prior year.
- The hiring of new proposal development specialists through partnerships between the Office of Research and colleges has provided more support for faculty in proposal preparation.
- This strategic increase in capacity focuses on enabling the submission of larger proposals with USU as the lead institution.



University Marketing & Communications Enterprise

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

Utah State Today

- [Bodies at Church: Latter-day Saint Doctrine, Teaching, Culture Related to Body Image](#) (3,229 views)
- [Passion for Research Propels USU Biochemist to Nutrition & Integrative Physiology Grad Program](#) (3,190 views)
- [UWRL Grad Student Research Informs First-in-Texas Freshwater Mussel Conservation](#) (2,874 views)
- [Utah State University Researchers Help UDOT Study Vertiports](#) (2,619 views)

Utah State Magazine

- Fall 2024 issue of Utah State Magazine is themed “Making an Impact” and will feature Aggies making impacts in their communities. This issue will feature alternative covers and a new masthead. Going to print week of Aug. 12.

Podcast Episode 5: “The Future of Energy in Utah” with Teresa Foxley and Jeff Hartley

- Next episode highlights pluralism with Eboo Patel and will be recorded at the end of August.

Football Leadership Changes

- University statement and updates on [Utah State Today](#)
- USU Board of Trustees statement: [USU Board of Trustees Stands in Support of University Leadership](#)
- Media coverage: <https://usu.box.com/s/cjb9g1a2mubuw7iixbmthk3hl0h59wr>

Social Media

- May – July: USU ranked #1 for Facebook engagement and Tik Tok engagement and #1 for Facebook and Tik Tok engagement rate by follower compared to all other Utah Universities.

Institutional Advertising/Marketing

- Olympics Heptathlon/Chari Hawkins advertising
- Signed agreement for KUTV High School Sports sponsorship for televised Thursday Night Lights weekly football game and High School Sports Report show.



UWRL Grad Student Research Informs First-in-Texas Freshwater Mussel Conservation

Conclusion

Serving as a University President has never been more challenging – as my colleagues around our beautiful state of Utah (and the country) will attest. As I reflect on these challenges, I note that USU is charging forward in so many ways – there are so many accomplishments we have and will continue to achieve.

Together with my cabinet of core university leadership, we are accelerating our work in five strategic areas to achieve our land grant mission to:

- Elevate Research Expenditures & Impact
- Expanded & Relevant Academic Offerings
- Operational Modernization
- Statewide Enterprise
- Student Success & Enrollment/Recruitment

Faith and fortitude have brought us through trials together. It is now time for fearlessness. Our shared commitment to the values that define our institution has been a beacon of strength, guiding us even in the face of adversity. Those values remain: **Excellence, Entrepreneurship, Collaboration, Courage, and Respect** to further fortify the character development within our University community.

I believe we stand on the brink of a new chapter where renewal of our resolve is paramount. Personally, I look forward with unwavering faith and optimism, and I invite all to join me. The path ahead is filled with boundless opportunities for growth and renewal and above all service to our amazing students. Together, we will persevere, anchored in our core principles to build a future that honors our legacy and embraces the promise of what lies ahead at Utah State University. Thank you for your steadfast support.



Elizabeth R. Cantwell
President, Utah State University





USU Board of Trustees Regular Meeting Minutes

May 1, 2024 at 1:00 PM MST

USU - Logan campus, University Inn, Sonne Board Room

and via Zoom: <https://usu-edu.zoom.us/j/86883870601?pwd=SzFtbCtJS2NtVnQ5YXBEOUWlWUWJ6UT09>

Attendance

Trustees present:

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

Heather Mason
David Petersen
Matthew Richey
Tessa White
Clark Whitworth

University representatives present:

Tiffany Allison
Jodi Bailey (remote)
Lisa Berreau
Janalyn Brown
Steve Campbell
Elizabeth Cantwell, President
Dave Cowley
Kerri Davidson
Alison Fabricius
Jared Gereau

Nancy Hanks
Jane Irungu
Eric Olsen
Mica McKinney
Bill Plate (remote)
Abraham Rodriguez
Larry Smith (remote)
James Taylor (remote)
Matt White
Devin Wiser

Other guests present:

Julie Hartley (remote)
Jackson Spencer (remote)
Cooper Trip (remote)

1. Welcome (Presenters: Chair Jacey Skinner)
Welcomed all in attendance and introduced incoming trustee and new USUSA President Matthew Richey.
2. Recognition and Commendation of Appreciation for USUSA President Trustee Abraham Rodriguez (Presenters: Chair Jacey Skinner)
Chair Skinner read a resolution of commendation to outgoing trustee and USUSA President Abraham Rodriguez. He was presented a gift from the board and photos were taken.
3. Oath of Office for New Trustee Matthew Richey

Oath of office was administered by Tiffany Allison.

4. Committee Reports

4.1. Executive Committee (Presenters: Chair Jacey Skinner)

Chair Skinner shared that in the Executive Committee meeting they discussed USU Policy 541: Free Expression and Assembly which they agreed should be ratified in the action agenda. Dean Al Smith also presented a letter from charter school Career Academy of Utah who wrote a letter of information stating they could not meet the standards set by Utah State University and therefore are ceasing operations. Current students have been notified and arrangements have been made for them to attend other institutions of learning.

4.2. Research and Academic Approval Committee (Presenters: Trustee Kacie Malouf)

Committee Chair Malouf shared the committee has recommended many items which the full board will vote on later in the consent agenda. She shared that the university is always looking for ways to improve applicable classes, degrees and certificates to benefit today's students.

5. President's Report (Presenters: President Elizabeth R. Cantwell)

President Cantwell reviewed the attached President's Report and mentioned several other key topics including the following. When the legislature issues the upcoming budget cuts, USU will not apply a "peanut butter" approach. Deans and Vice Presidents have been tasked with what they would do with less, or perhaps more funding. Student enrollment overall is down 5-10% from last year. This could be in part due to the nationwide issues with FAFSA.

6. Information: Investiture Re-cap Video (Presenters: Chair Jacey Skinner)

UST story: <https://www.usu.edu/today/story/tradition-innovation-combine-as-themes-during-investiture-of-usu-pres-cantwell&preview>

Recap video shown.

7. Consent Agenda

Motion:

Moved by John Y. Ferry and seconded by David H. Huntsman. Voting was unanimous in the affirmative. Motion passes.

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 (Presenters: Vice President Mica McKinney)

Policy 541 is a newly established policy that integrates Federal and State law protections for free speech and assembly, aligning with recent Utah Board of Higher Education resolutions. This policy consolidates key concepts related to free speech at Utah State University (USU) into one comprehensive document, ensuring activities do not disrupt university operations.

The policy clearly delineates areas on campus into public forums, limited public forums, and restricted areas, establishing clear boundaries and expectations for expression activities. It unifies scattered free speech elements found in various other policies, providing a centralized reference for understanding USU's stance on free speech, its limits, and the process for filing complaints about violations or safety concerns.

Additionally, Policy 541 protects academic freedom, maintaining its significance within the faculty code and closely mirrors its language. This underscores the relationship between academic freedom and free speech, highlighting their importance in the same policy.

Motion:

Moved by Clark Whitworth and seconded by David Petersen. Voting was unanimous in the affirmative. Motion passes.

- 8.2. Approve: Report of Investments (Presenters: Trustee Clark Whitworth, Vice President Dave Cowley)

Trustee Whitworth and Trustee Huntsman, who both serve on the investment committee, provided an overview of the current investment report. They emphasized the importance of understanding the content of the report and highlighted the existing policies that guide the university's investments.

The report included detailed information about the university's investments for December 2023 and January 2024, with a focus on the endowment and investment pools. Trustees noted that while their role is to ensure

adherence to investment policies, qualified professionals manage the specifics of the investments, ensuring that policies are followed and maximizing returns within the established guidelines.

Trustee Whitworth discussed the various funds managed by the university, including endowment funds and cash management operations. The investment committee primarily oversees the endowment pool, ensuring that donor-specified endowments, such as the prestigious Seely Hinckley Scholarship Fund, are properly managed.

The report also mentioned the management of bond proceeds, which are conservatively invested to ensure funds are available for designated projects. Overall, the Trustees expressed confidence in the investment committee's ability to maximize investment opportunities while adhering to policies and ensuring the university's financial stability.

Motion:

Moved by Kent K. Alder and seconded by John Y. Ferry. Voting was unanimous in the affirmative. Motion passes.

8.2.1. December 2023

8.2.2. January 2024

9. Closed Session

Attendance

Trustees present:

Kent K. Alder

John Y. Ferry

Gina Gagon, Vice Chair

David H. Huntsman

Kacie Malouf

Heather Mason

Mica McKinney

David Petersen

Matthew Richey

Jacey Skinner, Chair

Tessa White

Clark Whitworth

University representatives present:

Elizabeth Cantwell

Kerri Davidson

Motion:

In accordance with section 52-4-204 of the Utah Code, the trustees go into a closed executive session for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals, pending or reasonably imminent litigation, and discussing the potential deployment of security, personnel devices, or systems.

Motion moved by Gina Gagon and motion seconded by Kacie Malouf. Roll call vote was initiated. Voting was unanimous in the affirmative and the board went into a closed executive session.

Closed session adjourned and trustees returned to the regular meeting.

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: All Board Member Workshop for USU Board of Trustees and USU Foundation Board

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

12. Adjourn

Chair Skinner thanked all in attendance.

Motion:

Moved by Tessa White and seconded by David H. Huntsman. Voting was unanimous in the affirmative. Meeting was adjourned.



USU Board of Trustees Regular Meeting Minutes

June 28, 2024 at 8:30 AM MST

USU - Logan campus, University Inn, Sonne Board Room

or via Zoom: <https://usu-edu.zoom.us/j/81689854692?pwd=BdFDJNA4Ror86K8etPWlHWqFqx9PMU.1>

Attendance

Trustees present:

Jacey Skinner, Chair

Gina Gagon, Vice Chair (remote)

Kent K. Alder

John Y. Ferry

Kacie Malouf

Heather Mason (remote)

David Petersen (remote)

Matthew Richey

Tessa White (remote)

Clark Whitworth

University representatives present:

Jeff Aird

Tiffany Allison (remote)

Lisa Berreau

Janalyn Brown

Joao Bueno

Steve Campbell

Elizabeth Cantwell, President

Dave Cowley (remote)

Jim Dandy

Kerri Davidson (remote)

Alison Fabricius

Jared Gerreau

Nancy Hanks

Haley Klaassen (remote)

Mica McKinney (remote)

John O'Neil

Kristian Olson

Bill Plate

Diana Sabau

Larry Smith

James Taylor (remote)

Matt White (remote)

Other guests present:

Alison Adams (remote)

1. Welcome (Presenters: Jacey Skinner)
Chair Skinner welcomed all attendees.

2. Closed Session

In accordance with section 52-4-205 of the Utah Code I hereby move that the Trustees go into a closed Executive Session for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals, and discussion regarding deployment of security personnel, devices, or systems.

Motion:

Moved by Gina Gagon and motion seconded by Kacie Malouf. Roll call vote was initiated. Voting was unanimous in the affirmative and the meeting moved into a closed session.

Trustees present:

Jacey Skinner, Chair
Gina Gagon, Vice Chair
Kent Alder
John Ferry
Kacie Malouf

Heather Mason (Zoom)
David Petersen (Zoom)
Matthew Richey
Tessa White (Zoom)
Clark Whitworth

University representatives present:

Elizabeth Cantwell, President
Mica McKinney (Zoom)
Diana Sabau

Larry Smith
Kerri Davidson

Closed session adjourned and trustees returned to the regular meeting.

3. Committee Reports

3.1. Executive (Presenters: Jacey Skinner)

Chair Skinner reported the Executive Committee reviewed agenda items and recommend approval on the policies listed in the agenda.

3.2. Honorary Degrees, Awards and Recognition (Presenters: Heather Mason)

Committee Chair Mason shared attached report.

3.3. Recruitment, Retention and Completion (Presenters: Tessa White)

Trustee White shared attached committee report.

3.4. Audit, Risk and Compliance (Presenters: Kent K. Alder)

Trustee Alder shared attached report.

3.5. Student Health, Safety and Well-being (Presenters: Heather Mason)

Trustee Mason shared attached report.

4. President's Report (Presenters: Elizabeth Cantwell)

President Cantwell shared attached report. She also stated USU is a state of change due to factors in part as Executive Vice President Robert Wagner leaving to become president of Idaho State University and Utah HB261. Cantwell congratulated those working to elevate the institution in academics, marketing and advancement.

5. Consent Agenda

Motion:

Motion made to approve the consent agenda.

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

5.1. Approve: Policy 376: Extra Service Compensation

5.2. Approve: Report of Investments for February 2024

5.3. Approve: Report of Investments for March 2024

6. Action Agenda

6.1. Review and Accept: State of Utah Single Audit Report for the year Ended 30 June 2023 (Presenters: Kent K. Alder)

Trustee Alder reported in the Audit, Risk and Compliance Committee they reviewed the Single Audit Report and had no findings. The committee recommended the report be approved.

Motion:

Moved by Kent K. Alder and motion seconded by Clark Whitworth. Voting was unanimous in the affirmative. Motion passed.

6.2. Review and Accept: Authorization to Organize a Nonprofit Foundation and Enter into a Nontraditional Arrangement for the Development of the Monument Valley Facility (Presenters: Dave Cowley)

Vice President Dave Cowley stated the Moab project was successful in securing additional funding through the New Market Tax Credits (NMTC) program, which supports economic growth in low-income areas. The upcoming Monument Valley project, similar in scope to Moab, is expected to receive around \$2.8 million from the NMTC program, with an unlikely potential maximum of \$3.2 million. The process of securing NMTC funding involves significant legal and financial work, but it offers substantial financial support for qualifying projects. Cowley shared attached chart for further clarification.

Motion:

Motion to authorize organization of a nonprofit foundation and enter into a nontraditional arrangement for the development of the Monument Valley Facility.

Moved by Kacie Malouf and motion seconded by Tessa White. Voting was unanimous in the affirmative. Motion passed.

6.3. Approve: Non-State Funded Capital Development Project, Talmage Arena (Presenters: Dave Cowley)

Vice President Cowley presented the proposal for construction of a second covered arena at the Bastian Center, to be named the Talmage Arena, in recognition of a donation from the Paul Walton Foundation. The arena will cover approximately 50,000 square feet and is funded by donor contributions, grant funds, and ongoing support from the Bastian family. The project, which does not require legislative approval but does need approval from the Board of Trustees and the Utah Board of Higher Education due to its \$7 million budget, will be managed by DFCM unless delegated to the university. The funds are secured, and approval is sought to proceed.

Motion:

Motion to approve non-state funded capital development project, Talmage Arena

Moved by John Y. Ferry and motion seconded by Kacie Malouf. Voting was unanimous in the affirmative. Motion passed.

- 6.4. Review and Approve: Native American Serving Non-Tribal Institutions (NASNTI) Grant Program (Presenters: Kristian Olsen, Jim Dandy, Director NASNTI 1, Joao Bueno, Director NASNTI 2)

<https://statewide.usu.edu/blanding/nasnti/>

Kristian Olsen shared the attached presentation which explained the institution currently holds two NASNTI Grants, known as NASNTI 1 and NASNTI 2, both aimed at supporting Native American and low-income students. NASNTI 1, first awarded in 2000 and renewed every five years, is set to expire in 2025 with reapplication efforts beginning soon. This grant, nearly \$2 million, primarily focuses on retention through mentorship programs, cultural outreach, and the Native American Summer Mentorship Program, which has successfully helped students transition to the main campus. The institution boasts the highest percentage of Native American students among NASNTI schools nationwide.

NASNTI 2, a \$2.5 million grant obtained in 2022 through COVID-related funding, is scheduled to end in 2027. While it also serves Native American students, it places a stronger emphasis on aiding low-income students. The grant's primary goal is to accelerate students' progress through college, reducing their financial burden. To this end, it funds initiatives to support students' emotional, social, and academic well-being, including the hiring of a new advisor and mental health therapist, as well as efforts to boost concurrent enrollment, particularly among Native American students in San Juan County.

Motion:

Motion was made to approve the Native American Serving Non-Tribal Institutions (NASNTI) Grant Program.

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

- 6.5. Approve: 2024-2025 Utah State University Budgets (Presenters: Dave Cowley)
Vice President Cowley presented the attached budgets for full Board of Trustees approval.

Motion:

Motion was made to approve the 2024-2025 Utah State University Budgets

Moved by Clark Whitworth and motion seconded by John Y. Ferry. Voting was unanimous in the affirmative. Motion passed.

7. Information Agenda

- 7.1. NWCCU Site Visit Invitation Letter
- 7.2. Policy 506: Political Activity
- 7.3. Policy 581: Cost Transfers for Sponsored Projects
- 7.4. Policy 582: Time and Effort

8. Adjourn

Chair Skinner thanked all in attendance.

Motion:

Motion made to adjourn.

Moved by Kacie Malouf and motion seconded by Kent K. Alder. Voting was unanimous in the affirmative. Meeting was adjourned.

23 August 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) change in title or assignment with tenure, and three (3) new appointments 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) change in title or assignment with tenure, and three (3) new appointments with tenure.

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

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date

Faculty and Staff Adjustments

Change in Title or Assignment

College of Agriculture and Applied Sciences

Prateek Sharma, Assistant Professor, to be Associate Professor with tenure, Department of Nutrition, Dietetics, and Food Sciences, College of Agriculture and Applied Sciences; effective 01 September 2024. B.Tech. Maharana Pratap University, 2002; M.Tech. National Dairy Research Institute, 2004; M.S. Dublin Institute of Technology, 2008; Ph.D. Massey University (New Zealand), 2016.

New Appointments

College of Engineering

Matthew H. Hebdon to be Associate Professor with tenure, Department of Civil and Environmental Engineering, College of Engineering; effective 01 August 2024. B.S. Utah State University, 2005; M.S. Utah State University, 2005; Ph.D. Purdue University, 2015.

David D. Jones to be Dean and Professor with tenure, Department of Biological Engineering, College of Engineering; effective 01 October 2024; replacing Jagath Kaluarchchi. B.S. Texas A&M University, 1984; M.S. Texas A&M University, 1986; Ph.D. Oklahoma State University, 1988.

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

Christopher R. Keyes to be Department Head and Professor with tenure, Department of Wildland Resources, S.J. and Jessie E. Quinney College of Natural Resources; effective 01 August 2024; replacing Karen Mock. B.A. College of the Holy Cross, 1990; M.S. University of Montana, 1996; Ph.D. Oregon State University, 2002.

ITEM FOR ACTION

RE: Report of Investments for April 2024

The Report of Investments for April 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 April 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 April 2024 was \$632,788,741, down \$9,023,608 from March 2024. Total investment loss was \$2,394,101, down \$5,721,471 from March 2024, reflecting the decrease in the amount available for investing and a decrease in total investment return. The annualized total investment return was -4.54%, down 10.76% from March 2024.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$618,695,743, up \$35,865,971 (6.15%) over FY 2022-2023. Total interest income for FY 2023-2024 amounted to \$21,308,943, up \$6,896,115 (47.85%) over FY 2022-2023, reflecting an increase in the amount available for investing and an increase in interest rates.

The total amount invested at 30 April 2024 was \$589,107,406, up \$51,269,871 (9.53%) over 30 April 2023.

ENDOWMENT POOL

The average daily fair value invested during April 2024 was \$301,144,170, up \$345,941 over March 2024. Interest and dividend income of \$284,381 plus net realized gains of \$697,774 totaled \$982,155 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$278,744,942, up \$17,530,110 (6.71%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$10,888,980, up \$5,383,531 (97.79%) over FY 2022-2023. This increase resulted from \$619,166 more in interest and dividends and \$4,764,365 more in net realized gains during FY 2023-2024.

The total amount invested at 30 April 2024 was \$298,218,279, up \$25,340,576 (9.29%) over 30 April 2023.

OTHER INVESTMENTS

The average daily fair value invested during April 2024 was \$297,601,061, down \$92,982 from March 2024. Interest and dividend income of \$1,076,242 plus net realized gains of \$1,071 totaled \$1,077,313 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$284,894,163, up \$25,883,240 (9.99%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$10,442,852, up \$2,429,616 (30.32%) over FY 2022-2023. This increase resulted from \$2,325,628 more in interest and dividend income and \$103,988 more in net realized gains during FY 2023-2024.

The total amount invested at 30 April 2024 was \$295,034,683, up \$29,457,179 (11.09%) over 30 April 2023.

ENDOWMENT TRUSTS

The average daily fair value invested during April 2024 was \$6,676,713, up \$8,120 over March 2024. Interest and dividend income of \$12,302 minus net realized losses of \$2,037 totaled \$10,265 in realized gains for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$6,189,464, down \$57,766 (-0.92%) from FY 2022-2023. Total realized income for FY 2023-2024 was \$536,149, up \$749,098 (351.77%) over FY 2022-2023. This increase resulted from \$13,680 more in interest and dividend income and \$735,418 more in net realized gains during FY 2023-2024.

The total amount invested at 30 April 2024 was \$6,570,418, up \$185,247 (2.90%) over 30 April 2023.

PLANT FUND TRUSTS

The average daily fair value invested during April 2024 was \$90,591,942, down \$6,048,181 from March 2024. Interest income totaled \$405,567 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2023-2024 was \$97,249,306, up \$65,236,207 (203.78%) over FY 2022-2023. Total realized income for FY 2023-2024 was \$4,393,914, up \$3,513,324 (398.97%) over FY 2022-2023. This increase reflects the increased amount available for investing and an increase in the rate of return.

The total amount invested at 30 April 2024 was \$90,548,037, up \$63,308,254 (232.41%) over 30 April 2023.

SUMMARY OF INVESTMENT TRANSACTIONS

The University's average daily fair value invested for the month of April was \$1,218,998,689. Purchases totaled \$13,375,307 and sales totaled \$33,038,314. From this activity the University realized net gains of \$696,808 and earnings of \$3,687,339.

RECOMMENDATION

The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Report of Investments for April 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 April 2024 to 30 April 2024 and comparative year-to-date totals for the periods 1 July 2023 to 30 April 2024 and 1 July 2022 to 30 April 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 April 2024 to 30 April 2024 and comparative year-to-date totals for the periods 1 July 2023 to 30 April 2024 and 1 July 2022 to 30 April 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 April 2024.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date

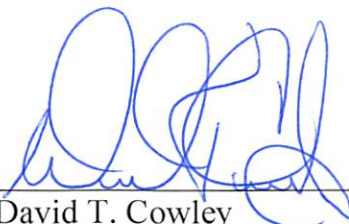


UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
APRIL 2024

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.


Bryan C. Arnell
Controller

5 Aug 2024
Date


David T. Cowley
Vice President
for Finance and Administrative Services

8/5/24
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	611,148,505	27,745,762	16,387,229	(3,114,530)	619,392,508	654,687,818	2,403,762	(25)	2,403,787
Mar 2024	619,392,508	2,340,565	16,796,208	986,805	605,923,670	641,812,349	2,340,565	0	2,340,565
Apr 2024	605,923,670	2,294,425	14,422,163	(4,688,526)	589,107,406	632,788,741	2,294,425	1,050	2,293,375
May 2024									
Jun 2024									
Comparative Totals:									
Year-to-date									
FY 2023-24	\$520,975,134	\$270,894,172	\$203,850,334	\$1,088,434	\$589,107,406	\$618,695,743	\$21,308,943	\$15,780	\$21,293,163
FY 2022-23	492,148,729	208,240,299	152,366,282	(10,185,211)	537,837,535	582,829,772	14,412,828	8,777	14,404,051
Amt Change					51,269,871	35,865,971	6,896,115	7,003	6,889,112
% Change					9.53%	6.15%	47.85%	79.79%	47.83%

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 April 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				\$80,849		\$80,849		0.00%
Money Market Account				167,536		167,536	\$36,200,000	5.55%
Utah Public Treasurers' Investment Fund				22,843		22,843	5,100,000	5.37%
Commercial Paper and Corporate Notes	\$100,057	\$12,000,000	\$12,000,000	1,455,191	\$68,979	1,524,170	273,122,827	6.70%
Obligations of U. S. Government	7,539			563,548	(4,696,789)	(4,133,241)	315,365,914	-15.73%
Municipal Bonds				4,458	(60,716)	(56,258)	3,000,000	-22.50%
Receivable	2,186,829	2,422,163	2,422,163					0.00%
Total	\$2,294,425	\$14,422,163	\$14,422,163	\$2,294,425	(\$4,688,526)	(\$2,394,101)	\$632,788,741	-4.54%

UTAH STATE UNIVERSITY
SUMMARY OF CASH MANAGEMENT INVESTMENT POOL TRANSACTIONS
For the Month of April 2024

Schedule A-3

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
Cash Management Investment Pool							
Miscellaneous							\$80,849
Money Market Account							167,536
Utah Public Treasurers' Investment Fund							22,843
Corporate Bonds and Floaters		\$100,057		\$12,000,000	\$12,000,000	\$0	1,455,191
Obligations of U. S. Government		7,539					563,548
Municipal Bonds							4,458
Accounts Receivable		2,186,829		2,422,163	2,422,163	0	
Total Cash Management Investment Pool		<u>\$2,294,425</u>		<u>\$14,422,163</u>	<u>\$14,422,163</u>	<u>\$0</u>	<u>\$2,294,425</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	289,120,244	12,966,386	11,096,729	6,536,496	297,526,397	293,323,321	215,933	(40,213)	175,720	(13,103)	188,823
Mar 2024	297,526,397	3,130,684	2,623,611	6,036,590	304,070,060	300,798,229	416,332	217,651	633,983	21,811	612,172
Apr 2024	304,070,060	7,905,184	6,873,995	(6,882,970)	298,218,279	301,144,170	284,381	697,774	982,155	33,769	948,386
May 2024											
Jun 2024											
Comparative Totals:											
Year-to-date											
FY 2023-24	\$263,818,324	\$88,231,546	\$72,628,214	\$18,796,623	\$298,218,279	\$278,744,942	\$3,550,613	\$7,338,367	\$10,888,980	\$158,733	\$10,730,247
FY 2022-23	253,569,010	63,477,628	52,708,443	8,539,508	272,877,703	261,214,832	2,931,447	2,574,002	5,505,449	252,714	5,252,735
Amt Change					25,340,576	17,530,110	619,166	4,764,365	5,383,531	(93,981)	5,477,512
% Change					9.29%	6.71%	21.12%	185.10%	97.79%	-37.19%	104.28%

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 \$12,205,315 principal beginning balance, a \$13,013,558 ending balance, and a \$13,000,968 average daily balance for the current month. Current month interest and dividends from the CMIP were \$46,321 bringing the total to \$229,349 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 April 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		\$780,577		\$18,655	\$18,655	\$0	
CMIP Interest		46,321					\$46,321
Equity funds							
Dimensional - DFA Emerging Markets Core Equity	228.679	5,225					
Dimensional - DFA Micro Cap	188.772	5,110					(5,662)
Dimensional - DFA Small Cap	125.676	5,805					
RhumbLine QSI Index			57.236	1,407	2,364	957	
Fixed Income funds							
Longfellow		1,349,484		2,358,761	2,277,927	(80,834)	
Paydenfunds - Emerging Markets Bond Fund	1,264.600	12,937					12,937
Silver Rock Offshore Tactical Allocation Fund - 2019				81,817	93,085	11,268	35,903
Vanguard Inflation Protected Secs Ad	114.042	2,618					
Vanguard Long Term Treasury Institutional fund VLGIX	651.087	16,394					15,909
Vanguard Short Term Inflation Protected Securities Index Fu	40.932	982					
Wellington - CTF Opportunistic Emerging Markets	1,763.470	14,919	372.278	3,763	3,149	(614)	14,919
Alternatives							
Aether Investment Partners, LLC							
Aether Real Assets IV, LP		2,380		18,534	18,534	0	14,969
Aether Real Assets V, LP		52,074					32,673
BlackRock							
BlackRock Global Infrastructure Fund IV				176,412	176,412	0	15,800
Centerbridge							
Centerbridge Partners Real Estate Fund II, LP		181,543					
Constitution Capital							
Ironsides Partnership Fund III		105,623		105,623	869,568	763,945	(38,197)
Global Infrastructure Partners							
Global Infrastructure Partners III-A/B, L.P.		789		3,578	4,497	919	55,003
Global Infrastructure Partners IV-A/B, L.P.		99,825		87,253	87,253	0	6,766
i Squared Capital							
ISQ Global Infrastructure Fund III		409,260					
MUFG Fund Services							
EnTrust Permal Special Opportunities Evergreen Fund		187,488					
Silicon Valley Bank							
Strategic Investors Fund X Cayman, LP		23,000					
Silver Point Capital							
Silver Point Specialty Credit Fund III		1,156,514					
Solamere Capital							
Solamere Founders Fund IV, LP		289,527		26,810	28,943	2,133	914

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT POOL TRANSACTIONS
For the Month of April 2024

Schedule B-2
Page 2 of 2

	Purchases		Sales				
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	Earnings
Money Market Funds							
Goldman Sachs Bank Deposit		\$471					\$471
US Bank - Endowment Pool First Am Treas Ob Fd Cl Z		1,180,098		\$2,236,267	\$2,236,267	\$0	
US Bank - Longfellow First Am Treas Ob Fund Cl Z		1,699,333		293,538	293,538	0	
Cash							
Endowment Pool							
US Bank Cash				54,593	54,593	0	
Longfellow							
US Bank Cash		95,752		601,646	601,646	0	
Accruals / Payable							
Endowment Pool							
Goldman Sachs		(29)					(29)
US Bank - Accruals		13,858		40,873	40,873	0	3,611
Longfellow							
US Bank - Pending Trades		95,233					
US Bank Receivable - Interest Accrual		72,073		66,691	66,691	0	72,073
Total Endowment Pool Transactions		\$7,905,184		\$6,176,221	\$6,873,995	\$697,774	\$284,381

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	265,862,143	2,565,692	6,825,965	(1,671,225)	259,930,645	262,896,394	1,030,243	0	1,030,243
Mar 2024	259,930,645	3,684,641	476,927	721,292	263,859,651	261,895,148	1,086,192	0	1,086,192
Apr 2024	263,859,651	2,159,222	977,125	(4,999,909)	260,041,839	261,950,745	1,074,090	(64)	1,074,026
May 2024									
Jun 2024									

Comparative Totals:

Year-to-date

FY 2023-24	\$244,285,796	\$63,636,015	\$44,985,753	(\$2,894,219)	\$260,041,839	\$251,982,667	\$10,215,880	\$148,890	\$10,364,770
FY 2022-23	232,326,049	93,312,317	88,785,864	(1,905,138)	234,947,364	229,944,630	7,892,445	(2,446)	7,889,999
Amt Change					25,094,475	22,038,037	2,323,435	151,336	2,474,771
% Change					10.68%	9.58%	29.44%	6187.08%	31.37%

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 \$96,518,551 principal beginning balance, a \$96,972,598 ending balance, and a \$96,802,970 average daily balance for the current month. Current month interest and dividends from the CMIP were \$339,257 bringing the total to \$3,263,047 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 April 2024

Schedule C1C
Page 1 of 1

	Purchases		Sales			Gain/(Loss)	Earnings
	Shares	Cost	Shares	Cost	Receipts		
Defensive Return Pool							
CMIP		\$114,791					
CMIP Earnings		339,257					\$339,257
Utah Public Treasurers'							
Investment Fund		105,651					105,651
Fixed Income							
Investment Funds							
Wellington Core Bond Fund	4,007.315	41,155	307.880	\$3,226	\$3,162	(\$64)	41,155
Alternatives							
Dakota Pacific Real Estate Group							
Dakota Pacific Real Estate				12,446	12,446	0	(916)
Young Automotive Group							
Stokes Stevenson Young Automotive Net Lease Fund							12,989
Money Market / Cash							
US Bank - First Am Treasury Ob Fund Class Z		982,415					
US Bank - Cash				24,288	24,288	0	
Receivable / In Transit / Unsettled Purchases							
US Bank - Receivable		575,953		937,229	937,229	0	575,954
Total Other Investments		<u>\$2,159,222</u>		<u>\$977,189</u>	<u>\$977,125</u>	<u>(\$64)</u>	<u>\$1,074,090</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	33,868,756	62,683	53,014	1,411,576	35,290,001	34,579,379	1,969	(1,881)	88
Mar 2024	35,290,001	117,883	143,361	1,043,265	36,307,788	35,798,895	5,528	18,264	23,792
Apr 2024	36,307,788	49,403	52,363	(1,311,984)	34,992,844	35,650,316	2,152	1,135	3,287
May 2024									
Jun 2024									
Comparative Totals:									
Year-to-date									
FY 2023-24	\$31,317,444	\$8,444,982	\$8,434,143	\$3,664,561	\$34,992,844	\$32,911,496	\$39,966	\$38,116	\$78,082
FY 2022-23	28,417,079	1,521,988	2,012,545	2,703,618	30,630,140	29,066,293	37,773	85,464	123,237
Amt Change					4,362,704	3,845,203	2,193	(47,348)	(45,155)
% Change					14.24%	13.23%	5.81%	-55.40%	-36.64%

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of April 2024

Schedule C2C
Page 1 of 2

	Purchases		Sales			Gain/(Loss)	Earnings
	Shares	Cost	Shares	Cost	Receipts		
Other Investments							
Utah Public Treasurers' Investment Fund		\$732					\$732
ETF / Bonds / Mutual Funds							
Charles Schwab 7788-2481							
Fixed Income							
Bofa Fin LLC							85
Bond Funds							
Janus Henderson Multi Sector Income Fund	32.886	276					276
PIMCO Income Instl	39.871	413					413
Western Asset Core Plus Bond	32.484	293					293
Charles Schwab 9025-2459							
Corporate Bonds							
BNP Paribas Note Index Lnkd 04/29/2024			5,000.000	\$5,000	\$5,000	\$0	
Equities							
Airbnb Inc Class A	1.000	160					
Alphabet Inc Class	1.000	155					
Auto Data Processing							6
Cisco Systems Inc	4.000	192					
EOG Resources Inc							7
Exxon Mobil Corp			10.000	983	1,202	219	
Illinois Tool Works							6
LAM Research Corp							2
Lockheed Martin Corp			2.000	836	920	84	6
Marathon Pete Corp			6.000	926	1,192	266	
Merck & Co Inc	1.000	129					
Nucor Corp	1.000	171					
Occidental Petrol Co							4
Pfizer Inc	3.000	77					
Phillips 66			7.000	867	1,100	233	
Qualcomm Inc	1.000	163					
Tesla Inc			4.000	1,057	663	(394)	
United Parcel Service			5.000	784	727	(57)	
Valero Energy Corp			6.000	875	1,005	130	
Exchange Traded Funds							
Energy Select Sector	1.000	96					
First Trust TCW	25.000	1,050					63
First Trust CBOE Vest FD of Deep Buffer	753.000	17,682	234.000	4,798	5,452	654	

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of April 2024

Schedule C2C
Page 2 of 2

	Purchases		Sales				
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	Earnings
Exchange Traded Funds (continued)							
Innovator US Equity	26.000	\$898					
Invesco S&P 500 GARP	3.000	302					
Invesco Actively Mng Optm Yd	84.000	1,190					
Invesco S&P 500 Equal	2.000	322					
Ishares Agency Bond ETF	6.000	639					\$21
Ishares Gold ETF	5.000	220					
Ishares Iboxx Invt Grade Bond	6.000	627					23
Ishares Morningstar	4.000	286					
Ishares 7-10 PLS Year	5.000	456					15
Janus Henderson AAA	20.000	1,015					54
Proshares Short S&P 500	18.000	225					
Simplify MBS ETF	11.000	546					43
Spdr Long Term Treasury ETF	50.000	1,302					43
Vanguard Extended Dur ETF	6.000	410					47
Money Market / Cash							
Charles Schwab - Cash 788-2481				\$1,112	\$1,112	\$0	
Charles Schwab - Money Market 7788-2481		1,200		3,528	3,528	0	3
Charles Schwab - Cash 9025-2459				115	115	0	
Charles Schwab - TD Bank USA NA Money Market 9025-2459		17,725		30,347	30,347	0	10
Schwab US Treasury Money Investor		451					
Total Other Investments		<u>\$49,403</u>		<u>\$51,228</u>	<u>\$52,363</u>	<u>\$1,135</u>	<u>\$2,152</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	6,411,347	1,224,010	1,201,440	120,261	6,554,178	6,482,763	22,570	266,434	289,004	0	289,004
Mar 2024	6,554,178	845,805	809,620	192,644	6,783,007	6,668,593	36,218	77,209	113,427	33	113,394
Apr 2024	6,783,007	719,964	707,687	(224,866)	6,570,418	6,676,713	12,302	(2,037)	10,265	26	10,239
May 2024											
Jun 2024											
Comparative Totals:											
Year-to-date											
FY 2023-24	\$6,219,981	\$6,836,460	\$6,977,918	\$491,895	\$6,570,418	\$6,189,464	\$206,821	\$329,328	\$536,149	\$1,728	\$534,421
FY 2022-23	6,174,670	6,173,680	6,006,260	43,081	6,385,171	6,247,230	193,141	(406,090)	(212,949)	16,223	(229,172)
Amt Change					185,247	(57,766)	13,680	735,418	749,098	(14,495)	763,593
% Change					2.90%	-0.92%	7.08%	181.10%	351.77%	-89.35%	333.20%

Note: Endowment Trusts include externally managed endowment trusts.

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT TRUST INVESTMENT TRANSACTIONS
For the Month of April 2024

Schedule D-2
Page 1 of 1

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
<u>Endowment Trusts</u>							
Common and Preferred Stock							
Colgate Palmolive Co			805.000	\$59,427	\$69,336	\$9,909	
MetLife Incorporated			2,041.000	108,722	145,082	36,360	
Verizon Communications			3,365.000	183,031	134,725	(48,306)	
iShares Preferred & Income	11,019.000	\$353,645					
Funds held at Morgan Stanley - Dividends							\$11,986
Money Market & Cash Funds							
Morgan Stanley Bank N.A. #		365,203		353,670	353,670	0	316
Morgan Stanley Cash		1,116		4,874	4,874	0	
Total Endowment Trusts		<u>\$719,964</u>		<u>\$709,724</u>	<u>\$707,687</u>	<u>(\$2,037)</u>	<u>\$12,302</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	95,529,194	445,795	3,886,944	0	92,088,045	93,661,567	407,857		407,857		407,857
Mar 2024	92,088,045	8,231,172	213,308	0	100,105,909	96,640,123	446,815		446,815		446,815
Apr 2024	100,105,909	447,109	10,004,981	0	90,548,037	90,591,942	405,567		405,567		405,567
May 2024											
Jun 2024											
Comparative Totals:											
Year-to-date											
FY 2023-24	\$92,986,097	\$56,280,769	\$58,718,829	\$0	\$90,548,037	\$97,249,306	\$4,393,914	\$0	\$4,393,914	\$0	\$4,393,914
FY 2022-23	34,488,447	32,401,608	39,650,272	0	27,239,783	32,013,099	880,590	0	880,590	0	880,590
Amt Change					63,308,254	65,236,207	3,513,324	0	3,513,324	0	3,513,324
% Change					232.41%	203.78%	398.97%	0.00%	398.97%	0.00%	398.97%

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 April 2024

Schedule E-2

	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)
Plant Trusts						
Utah Public Treasurers' Investment Fund		\$447,109		\$10,004,981	\$10,004,981	\$0
Total Plant Trusts		<u>\$447,109</u>		<u>\$10,004,981</u>	<u>\$10,004,981</u>	<u>\$0</u>

22 August 2024

ITEM FOR ACTION

Utah State University's Departments of Veterinary Clinical and Life Sciences and Animal, Dairy and Veterinary Sciences in the College of Veterinary Medicine and the College of Agriculture and Applied Sciences proposes transferring the Utah Veterinary Diagnostic Laboratory from the College of Agriculture and Applied Sciences to the College of Veterinary Medicine.

EXECUTIVE SUMMARY

The Departments of Veterinary Clinical and Life Sciences and Animal, Dairy and Veterinary Sciences in the College of Veterinary Medicine and the College of Agriculture and Applied Sciences proposes transferring the Utah Veterinary Diagnostic Laboratory from the College of Agriculture and Applied Sciences to the College of Veterinary Medicine.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve transferring the Utah Veterinary Diagnostic Laboratory from the College of Agriculture and Applied Sciences to the College of Veterinary Medicine.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Departments of Veterinary Clinical and Life Sciences and Animal, Dairy and Veterinary Sciences in the College of Veterinary Medicine and the College of Agriculture and Applied Sciences proposes transferring the Utah Veterinary Diagnostic Laboratory from the College of Agriculture and Applied Sciences to the College of Veterinary Medicine, and

WHEREAS, The proposal will align the lab more completely with the pertinent college;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve transferring the Utah Veterinary Diagnostic Laboratory from the College of Agriculture and Applied Sciences to the College of Veterinary Medicine in the College of Veterinary Medicine and the College of Agriculture and Applied Sciences' Departments of Veterinary Clinical and Life Sciences and Animal, Dairy and Veterinary Sciences, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CVM CAAS - Veterinary Clinical and Life Sciences Animal, Dairy and Veterinary Sciences - Utah Veterinary Diagnostic Laboratory

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)*

CVM

CAAS

DEPARTMENT (include all cross listed departments)*

Veterinary Clinical and Life Sciences

Animal, Dairy and Veterinary Sciences

Current Title (if applicable)* Utah Veterinary Diagnostic Laboratory

Proposed Title* Utah Veterinary Diagnostic Laboratory

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 0

Minimum Number of
Credits (if
applicable)* 0

Maximum Number of
Credits (if
applicable)* 0

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

**New Academic
Program:**

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

**Existing Academic
Program Changes:**

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

**Administrative Unit
Changes:**

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

Other: (explain
change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council
Approval* ☐ Yes
☒ No

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

SECTION I: THE REQUEST

R401 Purpose*

This request is to change the affiliation of the Utah Veterinary Diagnostic Laboratory, currently with the USU College of Agriculture and Applied Sciences (CAAS), Department of Animal, Dairy, and Veterinary Sciences (ADVS) to a new affiliation with the College of Veterinary Medicine (CVM) Department of Veterinary, Clinical, and Life Sciences (VCLS).

The Utah Veterinary Diagnostic Laboratory (UVDL) has been a cooperative effort by Utah State University (USU) and Utah Department of Agriculture and Food (UDAF) for many years. The purpose of the laboratory is to provide timely, in-depth, cost efficient, veterinary diagnostic services to safeguard animal health, protect the agricultural economy, and shield the public against zoonoses (diseases transmissible from animals to humans). In these roles, the UVDL serves practicing veterinarians, personnel in regulatory state and federal governmental positions, public health officials and animal owners. Diagnostic services include pathology, bacteriology, virology, serology, and molecular-based assays. The main laboratory is on the campus of USU in Logan, Utah, and a branch laboratory is in Spanish Fork, Utah; together these laboratories constitute the Utah component of the national veterinary diagnostic laboratory system.

Currently, the UVDL is affiliated with the College of Agriculture and Applied Sciences (CAAS), Department of Animal, Dairy, and Veterinary Science (ADVS). This proposal is a request to change the affiliation of the UVDL to become affiliated with the Veterinary Clinical and Life Sciences Department (VCLS) in the College of Veterinary Medicine (CVM) instead. This request has been agreed upon by both departments involved.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*	Rationale
---	------------------

Historically, the ADVS department has housed the Washington-Idaho-Montana-Utah Regional Program in Veterinary Medicine (WIMU), which is a 2+2 program with Washington State University (WSU), from 2012 until 2022 when the new College of Veterinary Medicine was approved and took over implementation of the WIMU program curriculum at USU.

The UVDL personnel consists of seven veterinary specialists, of which six hold faculty appointments in the VCLS department, and approximately 16 technicians/support staff divided between two laboratories, namely a main laboratory in Logan and a branch laboratory in Spanish Fork.

The six UVDL faculty, which includes the director and five clinical veterinary pathologists, were previously faculty members in the ADVS department, where all but one of them taught veterinary pathology-related courses in the WIMU program, prior to the establishment of the new CVM. Because all of these faculty are veterinarians, and have been teaching in the veterinary medical program only, their appointments were transferred from ADVS to new appointments in the VCLS department in 2023, where they have been continuing their faculty and teaching roles, which are essential to the veterinary medical curriculum.

The close relationship between the UVDL and the veterinary school has been mutually beneficial and conducive to both, USU's and the UVDL's mission, and to the advantage of the people of the State of Utah. From an educational perspective, the VCLS faculty members housed in the UVDL have been providing essential practical and theoretical expertise, as well as instruction, in clinical diagnostics, as well as anatomic, clinical and systemic pathology to all students in the veterinary curriculum. The veterinary students enrolled in the CVM therefore directly profit substantially from the instruction provided by these faculty. The UVDL also provides opportunities for practical experiences and clinical rotations to veterinary students.

The UVDL also benefits from the partnership with the veterinary program. The UVDL and its faculty have a need for scholarship and teaching, which is satisfied by their roles in the VCLS department as their academic home. The veterinary medical environment provided by the CVM and the VCLS department assures appropriate academic support for UVDL faculty members, which is important for tenure and promotion. The USU CVM also provides faculty salary support to the UVDL, as well as scientific support assisting with diagnostic assay development. The partnership with the CVM and the VCLS department therefore helps the UVDL in fulfilling its mission of health monitoring and disease detection to safekeep the agricultural industry of the state of Utah to the benefit of all of its people, whether they are producers, pet owners, or backyard poultry keepers. The missions of the UVDL and the CVM are therefore in many ways inextricably intertwined, which creates a compelling argument for the affiliation of the UVDL with the VCLS department of the CVM. Furthermore, the UVDL and the CVM are expected to both grow in their close partnership, as the CVM's distributed veterinary clinical teaching program throughout the state of Utah is being developed. As a result, diagnostic services to veterinary businesses and other stakeholders in Utah is expected to become further developed as well.

Labor Market Demand (if applicable)	
--	--

	N/A - this is not a proposal to create a new unit.
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Consistency with Institutional Mission & Institutional Impact*

The missions of the UVDL and the CVM with its single department (VCLS) have been aligned with the mission of Utah State University as a premier land- and space-grant institution committed to excellence, access, and inclusion.

Finances*

The UVDL has been funded with monies from 7 different sources, which each contribute different percentages of the total revenue to the UVDL. In FY 2023, the funding for the UVDL was as listed below.

The CVM, with VCLS as its only department, provided 14.5% of the total funding of the UVDL in FY 2023. The corresponding amount of \$550,203 mostly supported salaries, as all veterinarians but one in UVDL are faculty members already affiliated with the VCLS department. The position of one veterinarian is funded entirely by UDAF and other sources than USU. The College of Agriculture and Applied Sciences (CAAS) and the Animal Dairy and Veterinary Sciences (ADVS) Department combined provided 1.2% to the UVDL revenue in FY2023. Of this, \$13,096 are paid by an ADVS researcher from a grant for pathology services provided by the UVDL as research support. The remaining \$34,010 are business services support funding.

Source	Amount	%
UVDL fee-for-services	\$1,541,174.67	40.5%
Utah Department of Agriculture & Food	\$1,202,716.00	31.6%
College of Veterinary Medicine	\$550,203.00	14.5%
National Animal Health Laboratory Network	\$246,743.78	6.5%
Utah Agricultural Experiment Station	\$216,647.07	5.7%
CAAS Business Services	\$34,010.00	0.9%
Animal, Dairy, & Veterinary Sciences	\$13,096.00	0.3%
	Total	\$3,804,590.52 100.0%

At this time, the transfer itself of the UVDL as an administrative unit into the VCLS department is not expected to have any further financial impact, and no additional financial commitments have been approved at this point.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

Not applicable, the UVDL provides veterinary diagnostic service - it does not have an academic curriculum.

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

22 August 2024

ITEM FOR ACTION

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

EXECUTIVE SUMMARY

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

RECOMMENDATION

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

WHEREAS, The proposal will help to facilitate effective cross-cultural communication and promote high-quality language services to bridge the linguistics gaps;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve establishing a 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.

22 August 2024

ITEM FOR ACTION

Utah State University's Departments of Computer Science, Data Analytics and Information Systems, Electrical and Computer Engineering and Mathematics and Statistics in the College of Science, College of Engineering and the Jon M. Huntsman School of Business proposes establishing a Data Science and Artificial Intelligence Center.

EXECUTIVE SUMMARY

The Departments of Computer Science, Data Analytics and Information Systems, Electrical and Computer Engineering and Mathematics and Statistics in the College of Science, College of Engineering and the Jon M. Huntsman School of Business proposes establishing a Data Science and Artificial Intelligence Center.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve establishing a Data Science and Artificial Intelligence Center.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Departments of Computer Science, Data Analytics and Information Systems, Electrical and Computer Engineering and Mathematics and Statistics in the College of Science, College of Engineering and the Jon M. Huntsman School of Business proposes establishing a Data Science and Artificial Intelligence Center, and

WHEREAS, The proposal will provides students with the immense potential for advancing data science and AI research;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve establishing a data Science and Artificial Intelligence Center in the College of Science, College of Engineering and the Jon M. Huntsman School of Business' Departments of Computer Science, Data Analytics and Information Systems, Electrical and Computer Engineering 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: _____

COE COS HSB - Computer Science Data Analytics and Information Systems Electrical and Computer Engineering Mathematics and Statistics - Data Science and Artificial Intelligence Center

4.1.c R401 NEW ADMINISTRATIVE UNIT

Proposal Information

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE or
UNIVERSITY
DIVISION: *

COE

COS

HSB

DEPARTMENT or
UNIT: *

Computer Science

Data Analytics and Information Systems

Electrical and Computer Engineering

Mathematics and Statistics

PROPOSED UNIT
TITLE: * Data Science and Artificial Intelligence Center

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 organizational infrastructure 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*

See the attached proposal.

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.

USU Data Science and Artificial Intelligence Center

Introduction

This report outlines the rationale, goals, activities, and funding strategies for the establishment of a Data Science and Artificial Intelligence (DSAI) Center at Utah State University (USU). Data science is a growing, interdisciplinary field that includes the management, analysis, and visualization of data to make evidence-based decisions. With so much of today's STEM innovation being data-driven, the ability to collect, analyze, and operationalize data is critical to industry and academic success. Additionally, recent advances in Artificial Intelligence (AI) are playing an increasingly crucial role in this process. Thus, high wage jobs in data science and AI are increasing rapidly in the state of Utah and across the country.

Currently, USU's data science and AI activities span the entire university. Core faculty performing research in data science and AI are typically housed in Computer Science, Mathematics and Statistics, Electrical and Computer Engineering, and Data Analytics and Information Systems, with faculty in many other departments using data science and AI methods in their disciplines. The USU Data Science and Artificial Intelligence Center aims to promote and support data science and AI research and education, foster interdisciplinary collaborations, and enhance ties with industry partners. The center will serve as a nexus for faculty, students, and external stakeholders interested in data science, machine learning, and AI.

Benefits of a Data Science and Artificial Intelligence Center

The creation of a Data Science and Artificial Intelligence Center at USU offers numerous advantages. First, it provides a platform to showcase faculty expertise, student achievements, and research endeavors to both internal and external audiences. This visibility facilitates internal resource allocation and fosters connections with individuals and organizations beyond USU. This will also aid in recruiting faculty and graduate students in data science and AI to USU. A comprehensive website can help disseminate this information effectively.

The establishment of a Data Science and Artificial Intelligence Center at Utah State University also holds immense potential for advancing data science and AI research and education, enhancing faculty collaboration, engaging students, and forging stronger ties with industry and government partners. Through strategic activities and diverse funding strategies, the center can create a vibrant hub that fosters interdisciplinary synergies and contributes to the growth and recognition of data science and AI both within and beyond the university, allowing USU to become a leader in data science and AI in the state of Utah. The center will also help USU fulfill its land grant mission as a resource in data science and AI research for the state of Utah.

Goals of the Center

The Data Science and Artificial Intelligence Center will have multiple objectives:

1. **Promote Faculty Collaboration:** The center will encourage collaborative grant writing and research projects among faculty members engaged in data science and AI-related fields across multiple departments, including USU statewide campuses. The center will also be able to collaborate with other centers at USU to pursue external funding for solving interdisciplinary problems involving data science and AI.

2. **Student Cohesion:** The center will connect students across campus that are interested in data science and AI.
3. **Curriculum Coordination:** The center will play a key role in coordinating data science and AI curricula, ensuring that degree programs and classes are promoted consistently across the campus.
4. **Industry Engagement:** The center will establish strong connections with industry partners through talks, seminars, and collaborations that will facilitate student recruitment and potentially lead to collaborative research endeavors.
5. **Promotion of Degrees and Programs:** The center will oversee all data science and AI degrees and programs, streamlining their administration and improving visibility. These degrees currently include the BS and MS in Data Science as well as the minor and graduate certificate.
6. **Outreach:** The center will promote data science and AI in the community and local schools.

Planned Activities

The center will execute a range of activities to fulfill its objectives depending on the amount of available funding. At a **minimum**, we expect that the center will engage in the following activities, which would be primarily funded using commitments from participating departments and colleges (see “Funding Strategies” below):

1. **Website Development:** A comprehensive website will be created to showcase faculty members of the center, their expertise, and the various facets of data science and AI.
2. **Research Seminar:** Regular research seminars will provide a platform for faculty, both internal and external to USU, to present their work and exchange ideas.
3. **Industry Research Collaborations:** Several faculty at USU have sponsored research projects with private companies. However, these projects are often formed on an ad-hoc basis based on individual relationships between the faculty and the company. Right now, there is no formal way for companies interested in collaborating with USU faculty on data science and AI research to identify the appropriate faculty collaborator. By organizing faculty members across campus in Data Science and AI, the DSAI center will be well-suited for fostering these collaborations. The DSAI center will work to facilitate connections between interested companies and the appropriate faculty member(s) for the proposed problem. In addition, we will work closely with Sponsored Programs and Technology Transfer Services to streamline the process. We anticipate that these efforts will require little initial resource investments and can be handled mostly on a case-by-case basis. As the demand increases, some funding may be required for a portion of a staff member’s time to help facilitate these collaborations.
4. **Industry Seminars:** Industry leaders will be invited to give talks, fostering a strong connection between academia and the business world. Ideally this would be mostly be funded by industry partner donors, but could also overlap to a degree with department-funded seminars.
5. **Student Involvement:** The center will actively involve students by providing information on how to engage in data science and AI research with USU faculty. A straightforward way to do this would be to leverage existing programs such as the Undergraduate Research and Creative Opportunities (URCO) and HackUSU. While some data science and AI faculty are already involved in such activities, the center could help facilitate this more directly to involve more students and faculty. The center would also adopt and sustain the ongoing activities of USU’s Data Science Club.

6. **Outreach:** The center will engage in some basic outreach activities such as participating in the Science Unwrapped learning activities to help inform students and the community about problems that can be solved with data science and AI.
7. **Data Science and AI Events:** The center will organize events that will engage students, faculty, the community, and/or industry. An example of a possible event is a “Day of Data Science and Artificial Intelligence”, similar to a yearly event at the University of Utah.
8. **Scholarships:** Depending on funding, the center will administer student scholarships. Ideally, these scholarships would be funded by industry partner donors but departments across campus could also be potentially involved. In particular, industry sponsored scholarships would help foster connections between students and industry.

With additional funding (see “Funding Strategies” below), the DSAI Center could engage in the following **expanded activities**:

1. **Statistics and Data Science Research Consulting:** Many departments at USU have a strong need for assistance in analyzing their research data and designing research studies. Most major research universities have a statistical consulting resource for faculty and graduate students, such as the Biostatistics Consultation Core at Arizona State University, the Stat Lab at the University of Arizona, the Statistical Consulting Service at Purdue University, and the Laboratory for Interdisciplinary Statistical Analysis at the University of Colorado Boulder. While some units at USU (including the Ecology Center, the Emma Eccles Jones College of Education and Human Services, and the Utah Agricultural Experiment Station) have internal statistical consultants, there is no campus-wide resource. A statistics and data science consulting service within the DSAI Center would accelerate research activity at USU by providing this necessary assistance and by fostering new collaborations. To provide these services, funding would be required for two full-time faculty and several graduate students. These faculty would be directly involved in the consulting, teach statistics and data science consulting classes, and mentor graduate students in the consulting projects, thus improving the data science and statistics education at USU by preparing interested students for careers in consulting. Funding for a staff member may also be required to assist in organizing these services.
2. **New Faculty:** To directly enhance USU’s profile in data science and AI, we will request funding for multiple tenure track and professional practice positions in these areas. These positions will be within specific departments but will be affiliated with the center. Tenure and promotion for the tenure track faculty will be handled within their respective departments.
3. **Seed Grants:** To encourage data science and AI collaborations, seed grants can be used to encourage the formation of new teams of researchers at USU. To minimize redundancy, these seed grants could be administered in collaboration with the Office of Research’s seed grant program.
4. **Outreach:** With the rapid adaptation of data science and AI in business and industry, public education in these areas is needed more than ever. Due to this rapid adaptation, the job prospects for college graduates in this field are high. With extra funding, a faculty member of the center could be paid to organize outreach activities beyond those listed previously with a goal of educating the public and prospective students about these fields and the career prospects.

5. **Computing Resources:** Extra computing resources could be provided for faculty in the center. Possibilities include allocations on the Center for High Performance Computing (CHPC) at the University of Utah, Amazon Web Service (AWS) credits, one-time grants for GPUs, etc.
6. **Data Science and AI REU Program:** The center may consider hosting a Research Experiences for Undergraduates (REU) and Research Experiences for Teachers (RET) program to provide immersive research experiences for public school students and their teachers. This would help facilitate faculty and student collaboration.
7. **Regional Conferences:** The center may consider organizing regional conferences to facilitate knowledge sharing and collaboration across the university, industry, and government.

Funding Strategies

The Data Science and Artificial Intelligence Center will require financial support for its activities. The following departments and colleges at USU have pledged support for the center:

Organization	Pledged Amount
Department of Mathematics and Statistics	\$5-10K per year
Department of Computer Science	\$5-10K per year
Department of Data Analytics and Information Systems	\$5K per year
Department of Electrical and Computer Engineering and College of Engineering	\$10K per year
College of Science	\$3K per year up to 3 years

These department and college commitments of \$28-38K annually will be sufficient to launch the center with the minimum activities outlined above.

Funding for the expanded activities may need to come from external sources. Note that the expanded activities can be modular in the sense that funding can come from independent sources, and we expect our efforts at securing these funds will be most successful once the center is already created (and operating the minimum activities outlined above). We will explore the following possible avenues to fund the expanded activities of the center:

1. **Existing State Funding Mechanisms:** Many of the expanded activities could potentially be funded through existing state and USHE initiatives such as Talent Ready Utah. We will thoroughly explore these options to fund tenure track positions, the Statistics and Data Science Research Consulting service, professional practice positions, seed grants, outreach activities, and computing resources.
2. **Utah State Legislature:** Depending on the funds available from existing state initiatives, we also plan to work with USU Government and External Affairs to request funding from the Utah Legislature in the 2025 legislative session.
3. **University Central Funding:** Making a request from the legislature requires us to go through first the colleges all the way up to the president of USU. As we engage in this process, we will also discuss the possibility of obtaining funding directly from the university administration for these activities. In particular, if external funding is difficult to obtain, we may be able to take

advantage of existing services. For example, center-affiliated faculty could apply for an Integrated Team Research seed grant involving Data Science and AI.

4. **Future F&A Revenue:** As the center grows, we might consider generating funds through Facilities and Administrative (F&A) cost recovery mechanisms.
5. **Industry Sponsorship:** Industry partnerships can provide funding for scholarships, seminars, and other initiatives. The departments participating in this center have a network of graduates working in the data science and AI industry (in Utah and across the globe) that could be tapped to build up such industry sponsorships.
6. **Workforce Development Grants:** The center can seek funding from workforce development initiatives and grants.
7. **Grant Applications:** Pursuing grant opportunities from sources like the NSF and other agencies can provide additional financial support, especially for REU programs and the organization of a regional conference.

Even without these additional funds, the DSAI Center will still fill an important need in the data science and AI landscape in Utah, with even its minimum activities bringing together interested faculty, students, and industry partners to address important and timely research questions in the field.

Center Structure

The structure of the Data Science and Artificial Intelligence Center will be organized around core and affiliate faculty, similar to the Utah Center for Data Science at the University of Utah. This structure encourages broad faculty engagement, allowing diverse departments to collaborate effectively. As center activities grow, a similar leadership structure could also be formed, with a Director and various associate directors in charge of different activities (e.g. research, outreach, and student engagement). Depending on the scope of expanded activities of the center, some center funding may be required to partially support the faculty in these leadership positions.

The proposed DSAI center will only share minimal overlap with current activities of USU's Analytics Solutions Center (ASC). As stated on the ASC website, the goal of the ASC "is to provide students with much needed opportunities to get hands-on, real-world experience working with interdisciplinary teams to solve analytical problems." In contrast, the DSAI activities described above under "Industry Research Collaborations" will focus on fostering industry relationships that enhance faculty research programs, which will also benefit graduate students. Collectively, the two centers will enable students and faculty to solve a wide-range of data-related problems, positioning USU as a leader in data science and artificial intelligence.

Conclusion

The proposed DSAI Center will provide a much-needed organization to the data science and AI activities currently happening across campus at USU. The resulting synergy will accelerate research and education at USU in these fields. Current funding sources are sufficient to start the center and begin fostering better connections between the various communities at USU in these fields, while forming a foundation upon which we can expand with more funding. The demand for data-driven insight and solutions continues to surge across all academic disciplines, and we are confident that the proposed Data Science and Artificial Intelligence Center will help Utah State meet the challenge of tackling the data problems of the future.

Addendum to the USU DSAI Center Proposal

This addendum addresses three concerns that were brought up during the Huntsman School of Business college curriculum meeting. These concerns can be summarized as follows:

1. Some more details on how the resources of the Center will be allocated were desired.
2. Some concern was expressed about existing language in the proposal regarding oversight of degrees and programs.
3. Concern was expressed that by including AI in the Center title, this may limit other entities' ability to use and participate in AI activities.

Resource Allocation

The initial resources for the center are being provided by four departments (Math & Statistics, CS, ECE, and DAIS) as well as the College of Science and the College of Engineering. Ultimately, how these resources are allocated will be determined by the leadership team of the Center. The exact details of the leadership team structure will be determined collectively by the four departments after the Center has been approved. In the meantime, we propose the following tentative plan for the leadership structure which consists of a Director and a Steering Committee:

- The Center Director shall be collectively appointed by all Department Heads with a financial stake in the center (currently the four mentioned above). In situations where the department heads cannot come to an agreement, the director shall be appointed by a weighted majority vote of the department heads, with weight corresponding to the amount of money each department is slated to regularly contribute to the center.
- The head of each department with a financial stake in the center shall appoint one member of their department to the center's steering committee. The director and steering committee may also appoint a member external to the main departments to provide additional perspective. In addition to determining resource allocation with the director, members of the steering committee will be assigned tasks by the center director.
- No major changes will be made to the structure and operations of the center without first getting a majority vote from the steering committee and second getting unanimous approval from all department heads with a financial stake in the center.

We highlight that this tentative plan leaves room for other departments with data science and AI interest to join the center and have a seat at the table.

We also reiterate that any new faculty lines obtained by external funding requests by the DSAI Center will be assigned to specific departments. As such, any proposals submitted by the center for new faculty lines would specify the departments the new positions would be housed in. Since the center is intended to include faculty from all across campus, any department is welcome to join in such proposals as long as 1) they can adequately justify the need for the position and its connection to the DSAI center and 2) they are willing to make major contributions to writing the proposal. We also note that the existence of the DSAI Center does not prevent individual departments across campus from requesting positions and pursuing external funding related to Data Science and AI. However, we hope that the center would present a recruiting advantage for such positions and a strategic advantage for external funding opportunities.

Degree Oversight

Item 5 under “Goals of the Center” in the original proposal mentions that the center would oversee data science degrees and programs. To alleviate the degree oversight concern, we would strike all of the language in this item and replace it with the following:

“The center will serve as a resource for information about Data Science and AI degrees, programs, and classes across campus. For example, any departments or faculty that are considering teaching new courses in these areas or wish to know about the current degrees, programs, and classes for their students will be encouraged to reach out to the center to learn about existing options, and could ask the center for feedback on proposed new programs or courses. However, any recommendations made by the center would be non-binding, and the departments will be free to create the curriculum they feel their students need, subject to the standard approval processes at USU.”

This language better reflects the intended goal of the DSAI Center to be a resource to USU.

AI in the Center Name

The justification for including AI as part of the center has been addressed previously in email discussions attached to the Curriculog proposal. We clarify that including AI in the center name and activities does not prevent other entities from being involved in AI. As specified above, the center will not prevent departments from hiring faculty or teaching new classes in Data Science and AI. In addition, other entities may be better suited for handling certain aspects of AI as it affects USU. For example, the Center for Instructional Design & Innovation (CIDI) is currently gathering information about the uses of AI in teaching and learning. Similarly, the Office of Research at USU is gathering information about compliance in using AI in research and proposals as well as AI funding opportunities. Both of these organizations are likely better-suited for these tasks than the DSAI Center would be. However, in all of these cases, the center can serve as an information resource as new advancements are made in Data Science and AI.

We clarify that a primary goal of the center is to bring people together who are already working in Data Science and AI research areas, to work together towards bigger projects (including larger grant proposals) and to expand access to Data Science and AI research and resources. To serve that goal, we aim for the center to include faculty from all across campus. Thus, we hope that the center will become an asset to anyone and any entity that is interested in Data Science and/or AI research at USU and supplement, not supplant, existing Data Science and AI initiatives on campus.

22 August 2024

ITEM FOR ACTION

Utah State University's Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services proposes offering a School Library Media Administration Post-Baccalaureate Certificate.

EXECUTIVE SUMMARY

The Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services proposes offering a School Library Media Administration Post-Baccalaureate Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a School Library Media Administration Post-Baccalaureate Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services proposes offering a School Library Media Administration Post-Baccalaureate Certificate, and

WHEREAS, The proposal will provide students with the training needed to become knowledgeable and highly skilled library professionals;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a School Library Media Administration Post-Baccalaureate Certificate in the Emma Eccles Jones College of Education and Human Services' Department of Instructional Technology and Learning 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: _____

CEHS - Instructional Technology and Learning Sciences - School Library Media Administration - 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)*

CEHS

DEPARTMENT (include all cross listed departments)*

Instructional Technology and Learning Sciences

Current Title (if applicable)* not applicable

Proposed Title* School Library Media Administration - Post-Baccalaureate Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 13.1334

Minimum Number of
Credits (if
applicable)* 18

Maximum Number of
Credits (if
applicable)* 18

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 Instructional Technology and Learning Sciences (ITLS) proposes a *Certificate of Proficiency, a K-12 Endorsement Program, and a Post-Baccalaureate Certificate* in School Library and Media Administration (SLMA) to prepare students to work in K-12 Library Media Centers. The certificate and endorsement program will require 18 credits (6 courses) to develop knowledge and skills in foundations of school libraries, school library media-oriented instruction and assessments, library programming, information and media literacy, school library organization and access, the leadership role of a school librarian, and educational technology integration.

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

The certificate and endorsement programs aim to provide students with the training needed to become knowledgeable and highly skilled library professionals who positively impact K-12 schools and students through the Library Media Center. ITLS offers six (6) courses approved by the Utah State Board of Education (USB) to meet the School Library Media endorsement application requirements. These six courses will make up the 18 credits required in the certificate programs to ensure that these students are meeting the School Library Media competencies outlined by USB. The certificate and endorsement programs will serve those students who:

1. have a teaching license and want to apply for the USB School Library Media endorsement (using the *post-baccalaureate certificate*);
2. are completing a teaching degree program and would like take the courses that allow them to apply for the USB School Library Media endorsement to attach to their professional educator license (using the *certificate of proficiency*);
3. are pursuing an M.Ed. in Instructional Technology and Learning Sciences and want professional credentials in School Library Media that can be evidenced by a *post-baccalaureate certificate*;

The School Library Media Administration program courses will require graduate students to complete additional coursework to meet graduate-level credit expectations (e.g., added rigor within assignments).

The rationale for this request is to formally establish a School Library Media Administration program so ITLS can track and account for student matriculation and completion of this endorsement program. In addition, offering a post-baccalaureate certificate and a certificate of proficiency, provides an additional pathway for graduate students and undergraduates, to receive and document their expertise in School Library Media.

Finally, having a certificate program will allow the ITLS department to pursue funding sources for student tuition. As Utah school leaders prioritize an ongoing commitment to enhancing early literacy outcomes (underscored by the legislative enactment of S.B. 127), navigate the complex procedures and protocols that address book challenges and sensitive materials (emphasized by the legislative enactment of H.B. 374), and strive to educate students on information and media literacy competencies (i.e., Utah Core State Standards for Library Media), the role of school libraries and librarians has become increasingly important. This presents an opportunity for the ITLS department to foster collaborations with state Local Education Agencies (LEAs) to deliver school library media training to paraprofessionals. Offering these certificate programs helps USU and ITLS establish these pivotal educational partnerships and serves as a catalyst for pursuing grants and scholarly research endeavors within school library media centers.

**Labor Market Demand
(if applicable)**

Presently, Utah has 975 regular public K-12 schools and 172 special purpose schools (e.g., Pre-K, vocational, alternate, and virtual). Of the regular public schools, 332 are secondary, 621 are elementary, and 22 are K-12. Based on the most recent data available from the USBE's data and statistics website, in 2022, Utah spent approximately \$2.6 million on teacher instructional compensation and more than \$2 million in instructional-related, student support, and extracurricular areas. The state hires around 38,476 full-time licensed educators and 28,622 full-time classified staff. Notably, 236 certified teacher librarians were in active employment roles alongside 662 library paraprofessionals. According to the Department of Workforce Labor's projections, the Education Services sector in Utah is poised for a 2.5% growth trajectory from 2020 to 2030. Additionally, the sector of Educational Instruction and Library Occupations within the state is anticipated to experience a growth rate of 2.76% in employment projections during the same period.

Beyond the anticipated job growth, potential expansion prospects exist due to the evolving landscape of school libraries. It is worth noting that while the Utah State Board of Education (USBE) does not mandate the employment of certified teacher-librarians for the operation of school library media centers, the majority of school districts within the state do require certified teacher-librarians, particularly at the secondary school level. In elementary school libraries, the practice predominantly involves the employment of paraprofessionals (i.e., non-certified), except for three school districts that employ certified teacher librarians: Salt Lake City, South Summit, and Park City. Nevertheless, with the mounting pressures surrounding the management of sensitive materials and addressing book challenges, the imperative mission to bridge the learning gap of student information and media literacy, as well as the need for expertise to steer school libraries towards becoming hubs for technology and innovation, state and district educational leaders, alongside library media specialists, are expressing heightened interest in enhancing the training and establishing comprehensive requirements for paraprofessionals serving in school library media centers.

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

Student-Centered Learning

This certificate/endorsement program fosters collaboration and active engagement between students, instructors, and school libraries in the academic coursework. This positions the students to drive and prioritize their learning, experiences, and goals as future professionals in school libraries. This intentional framework aligns with USU's mission to provide a premier student-centered university through programs that exemplify the academics come first philosophy.

Diversity of Thought and Culture

This certificate/endorsement program is designed to educate a community of future school library media professionals that promotes and ensures equitable access to diverse ideas and information for all students from all backgrounds and cultures, which aligns with and supports USU's mission to provide a premier university that cultivates diversity of thought and culture.

Public Service through Learning, Discovery, and Engagement

This certificate/endorsement program is intended to train professionals who will work in public service through K-12 school libraries. Providing an academic program that contributes to the public service workforce supports the mission of USU to serve the public through learning, discovery, and engagement.

Finances*

All six courses that will be used to fulfill the requirements for the endorsement and certificate programs are already offered in the Instructional Technology and Learning Sciences department, and no expenses are being requested.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

Program Curriculum Narrative

The Department of Instructional Technology and Learning Sciences (ITLS) proposes a *Post-Baccalaureate Certificate*, a *Certificate of Proficiency*, *Certificate of Completion*, and a *K-12 Endorsement Program* in School Library and Media Administration (SLMA) to prepare students to work in K-12 Library Media Centers. The certificate and endorsement program will require 18 credits (6 courses):

ITLS 5000 – School Library Foundation and Learning

ITLS 5015 – School Library Organization and Access

ITLS 5025 – School Library Instruction and Assessment

ITLS 5030 – School Library Literacy and Programs

ITLS 5040 – School Library Leadership and Administration

ITLS 5500 – Innovative Integration of Technology in Teaching

These six courses are approved by the Utah State Board of Education (USBE) to fulfill the School Library Media competencies and meet the endorsement application requirements.

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

22 August 2024

ITEM FOR ACTION

Utah State University's Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services proposes offering an Instructional Coaching Post-Baccalaureate Certificate.

EXECUTIVE SUMMARY

The Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services proposes offering an Instructional Coaching Post-Baccalaureate Certificate.

RECOMMENDATION

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

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services proposes offering an Instructional Coaching Post-Baccalaureate Certificate, and

WHEREAS, The proposal will provide students with the training and expertise needed to excel as effective Instructional Coaches;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Instructional Coaching Post-Baccalaureate Certificate in the Emma Eccles Jones College of Education and Human Services' Department of Instructional Technology and Learning 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: _____

CEHS - Instructional Technology and Learning Sciences School of Teacher Education and Leadership - Instructional Coaching - 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)*

CEHS

DEPARTMENT (include all cross listed departments)*

Instructional Technology and Learning Sciences

School of Teacher Education and Leadership

Current Title (if applicable)* not applicable

Proposed Title* Instructional Coaching - Post-Baccalaureate Certificate

CIP Code

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

CIP Code (6-digits) * 130404

Minimum Number of
Credits (if
applicable)* 9

Maximum Number of
Credits (if
applicable)* 9

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 Instructional Technology and Learning Sciences (ITLS) and the School of Teacher Education and Leadership (TEAL) propose a *Post-Baccalaureate Certificate* in **Instructional Coaching** to prepare students to work in K-12 school settings and industry-based instructional leadership roles (e.g. learning and development). The certificate will require 9 credits (3 courses) to deepen theoretical knowledge and implement evidenced-based strategies that develop skilled and effective instructional coaches.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The post-baccalaureate certificate aims to provide students with the training and expertise needed to excel as effective Instructional Coaches. The courses will make up the 9 credits required in the certificate programs to ensure that these students are acquiring the skills and knowledge needed by instructional coaching professionals in the industry.

The post-baccalaureate certificate will cater to a diverse range of students, including:

1. Licensed educators seeking the USBE Instructional Coaching endorsement;
2. Licensed educators pursuing a graduate degree and would like to take elective or additional courses that fulfill the USBE Instructional Coaching endorsement requirements;
3. Students who are pursuing a graduate degree and seeking professional credentials in Instructional Coaching through a *post-baccalaureate certificate*;
4. Individuals with a bachelor's degree seeking professional training in the field of Instructional Coaching substantiated by a *post-baccalaureate certificate*.

The Instructional Coaching post-baccalaureate certificate will require students to have a Bachelors degree.

Labor Market Demand (if applicable)

For the Instructional Coaching post-baccalaureate certificate, the demand within the labor market intersects with both 'education' and 'training and development' occupations.

According to the U.S. Bureau of Labor Statistics' projections for learning and development specialists, the occupation is expected to have a 6% growth trajectory from 2022 to 2032. Specifically in Utah, based on data from the Department of Workforce Services, training and development specialists are projected to grow 3.22% by 2030, which is described as a faster employment growth than average.

Based on the most recent data available from the USBE's data and statistics website, in 2022, Utah spent approximately \$2.6 million on teacher instructional compensation and more than \$2 million in instructional-related, student support, and extracurricular areas. The state hires around 38,476 full-time licensed educators and 28,622 full-time classified staff. According to the Department of Workforce Services' projections, the Education Services sector in Utah is poised for a 2.5% growth trajectory from 2020 to 2030. Specifically, Instructional Coordinators are projected to experience a 2.8% growth in this same time period.

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

Student-Centered Learning

This post-baccalaureate instructional coaching certificate is designed to foster professional collaborations and prioritize student-centered learning. Through active engagement with dedicated instructors and purposefully designed courses that focus on real-world projects, students take the lead in driving their educational experience. This intentional framework is aligned with USU's mission to offer a premier student-centered university, emphasizing programs that embody the "academics come first" philosophy.

Diversity of Thought and Culture

The post-baccalaureate certificate is designed to prepare a community of future instructional coaches whose knowledge and skills align with USU's mission to be a premier university that cultivates diversity of thought and culture. This alignment becomes evident as students develop valuable skills in their instructional roles that ensure equitable access, foster different perspectives, and build trusting relationships within their organization; which includes being responsive to the needs of learners from all backgrounds and cultures through inclusive and differentiated strategies and approaches.

Finances*

Three of the four courses that will be used to fulfill the requirements for the endorsement and certificate program are already offered at USU, with the ITLS/TEAL 6400 Foundations of Instructional Coaching course currently in the approval process. No expenses are being requested.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

The Department of Instructional Technology and Learning Sciences (ITLS) and the School of Teacher Education and Leadership (TEAL) proposes a *Post-Baccalaureate Certificate* in **Instructional Coaching** to prepare students to work in K-12 school settings and industry-based instructional leadership roles (e.g. learning and development).

The certificate and endorsement program will require 9 credits (3 courses):

ITLS/TEAL 6400 – Foundations of Instructional Coaching; and

ITLS 6720 – Adult Learning Thoery or ASTE 6160 – Adult Learning Theory; and

ITLS 6520 – Instructional Design I

ITLS 6720, ITLS 6520, and ASTE 6160 are currently offered and ITLS/TEAL 6400 Foundations of Instructional Coaching course is in the approval process to be offered in the 2024-25 academic year. Utah State Board of Education (USBE) has approved three courses: ITLS 6720, ITLS 6520, and ASTE 6160, and is currently reviewing ITLS/TEAL 6400 to fulfill all the Instructional Coaching competencies to meet their endorsement competency/application requirements.

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

22 August 2024

ITEM FOR ACTION

Utah State University's Department of Physics in the College of Science proposes offering a Photonics Post-Baccalaureate Certificate.

EXECUTIVE SUMMARY

The Department of Physics in the College of Science proposes offering a Photonics Post-Baccalaureate Certificate.

RECOMMENDATION

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

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Physics in the College of Science proposes offering a Photonics Post-Baccalaureate Certificate, and

WHEREAS, The proposal will provide students with a hands-on experience to develop deeper intuition to solve real problems;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Photonics Post-Baccalaureate Certificate in the College of Science's Department of Physics, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

COS - Physics - Photonics - 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)*

Physics

Current Title (if applicable)* Not Applicable

Proposed Title* Photonics - Post-baccalaureate Certificate

CIP Code

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

CIP Code (6-digits) * 40.0807

Minimum Number of
Credits (if
applicable)* 12

Maximum Number of
Credits (if
applicable)* 12

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:

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

Existing Academic Program Changes:

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

Administrative Unit Changes:

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

Other: (explain
change)

ADDITIONAL APPROVALS (if applicable)

**Graduate Council
Approval*** ☒ Yes
☐ No

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

SECTION I: THE REQUEST

R401 Purpose*

The purpose of this proposal is to create a new post-baccalaureate photonics certificate at Utah State University. This certificate will provide a minimal timespan for those who want to acquire essential skills to advance their careers in the photonics industry and/or obtain stackable credentials to pursue advanced degrees in photonics.

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

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

However, the current physics and Electrical Engineering (EE) graduate programs at USU do not provide laboratory training for students who are interested in this emerging technology. The graduate coursework such as electromagnetism, microwave circuits, and antennas are all lecture-based. They help build mathematical background, but students need hands-on experience to develop deeper intuitions to solve real problems. To address this deficit, we are building a photonics laboratory and developing a Photonics Laboratory course which is one of the required courses in the graduate certificate program that we are proposing. Funding to build the lab is provided by an award from 2023 USHE Deep Technology Initiative.

The 3 courses required in this program, Optics, Photonics and Devices, and Photonics Lab provide critical skills for either graduate students or working adults to pursue a career in photonics. The 4th course can be selected based on personal interests and research directions, be it in designing individual devices, photonic integrated circuits, or experimenting fabrication processes. The time and cost to complete these 12 credits will be much less than the required 30 credits for a master's degree in either Physics or ECE programs, but the stackable credentials can be built into either MS or PhD programs.

Students in this program will be encouraged to take summer internships provided by our industrial partners including Space Dynamics Laboratory, Texas Instruments, Moxtek, Northrop-Grumman, Raytheon, and Wasatch Photonics. Post-graduate workforce is most desirable for the photonics industry. The proposed certificate program should contribute to the workforce needs in Utah and nationwide.

**Labor Market Demand
(if applicable)**

A 2021 workforce study^[1] supported by American Institute for Manufacturing Integrated Photonics (AIM Photonics) estimated annual U.S. job openings of 3500 for new middle-skilled personnel, including 2200 engineering technicians. Department of Defense notes that the development of a skilled workforce needed to make integrated photonics commercially viable "is seriously lagging." As is evident from our interactions with our industry partners such as Texas Instruments, Northrup Grumman, Moxtek, etc., investment in photonics will continue to grow in Utah. This proposed post-baccalaureate certificate will not only help generating a mid-level workforce critically needed in the photonic industry but also to lay the foundations of advanced photonics programs to train PhD level professionals in the state of Utah.

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

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

The Photonics Post-baccalaureate Certificate will support USU's academic mission by providing essential skills for graduate students and working adults in optics and photonics. The eight elective courses cover a broad range of career directions. Quantum mechanics and solid-state physics could help careers in the design of photonic devices. Microwave circuits, antennas, and electromagnetism could help careers in wireless communication. Microfabrication will be needed to create photonic devices for all applications. In addition to the courses we provide, students are encouraged to take summer internships with our industrial partners. Real-world work experience could enhance students' career in industry or motivate them to pursue MS and PhD degrees.

Finances*

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

SECTION III: CURRICULUM (if applicable)
--

**Program Curriculum
Narrative**

The following summarizes the curriculum associated with this certificate.

Requirements: 12 credits total from the following 3-credit courses

Fall

PHYS 6650 or ECE 6650 - Optics I

Spring

PHYS 5210 or ECE 5210 - Introduction to Photonics and Devices

PHYS 5250 or ECE 5250 - Photonics Laboratory

One from the eight elective 3-credit courses

Fall

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

ECE 5800 - Electromagnetics II

ECE 5810 - Microwave Circuits I

Spring

PHYS 6210 - Quantum mechanics I

PHYS 6530 - Solid State Physics I

ECE 6830 - Microwave Circuits II

ECE 5850 - Antennas I

ECE 7860 - Computational Electromagnetics 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.

22 August 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 Food Manufacturing Certificate of Proficiency.

EXECUTIVE SUMMARY

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

RECOMMENDATION

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

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

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

WHEREAS, The proposal will provide students an entry point to the Bachelor of Science degree and provide additional educational opportunities;

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

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CAAS - Nutrition, Dietetics and Food Sciences - Food Manufacturing - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all
cross listed
colleges)*

CAAS

DEPARTMENT
(include all cross
listed departments)*

Nutrition, Dietetics and Food Sciences

Current Title (if
applicable)* not applicable

Proposed Title* Food Manufacturing - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 01.1002

Minimum Number of
Credits (if
applicable)* 18

Maximum Number of
Credits (if
applicable)* 18

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

**New Academic
Program:**

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

**Existing Academic
Program Changes:**

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

**Administrative Unit
Changes:**

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

Other: (explain
change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council
Approval* ☐ Yes
☒ No

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

SECTION I: THE REQUEST

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

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The USU Nutrition, Dietetics and Food Sciences department currently offers a BS degree in Food Science. This degree is approved by the Institute of Food Technologists (ift.org), and curriculum undergoes annual evaluation. The proposed Certificate of Proficiency in Food Manufacturing can be completed in 1 semester, and will provide an entry point to the BS degree (as part of a stackable credential series), or provide additional educational opportunities to those interested in food manufacturing and processing who are unable to commit to a full Bachelor's program.

The Certificate of Proficiency in Food Manufacturing provides students with an introduction to Food Science, experience with food production (via the Chocolate Science course), training in food safety. Students will receive training Hazard Analysis and Critical Control Points, and will obtain Food Protection Manager Certification through ServSafe as part of their required coursework. The certificate credits can be applied towards the requirements for the Certificate of Completion in Food Processing or the BS in Food Science. A high-school diploma is required for admission into the certificate program.

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

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

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

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

**Labor Market Demand
(if applicable)**

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

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

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

Finances*

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

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

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

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

22 August 2024

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Basic Corrections Officer Certificate of Proficiency.

EXECUTIVE SUMMARY

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

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Basic Corrections Officer Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

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

WHEREAS, The proposal will help students prepare for a career in Law Enforcement and certification;

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

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:

CAAS - Technology, Design and Technical Education - Basic Corrections Officer - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Technology, Design and Technical Education

Current Title (if applicable)*

Basic Corrections Officer - Certificate of Proficiency

Proposed Title*

Basic Corrections Officer - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 43.0107

Minimum Number of
Credits (if
applicable)* 5

Maximum Number of
Credits (if
applicable)* 5

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*

Utah State University requests approval to offer the Basic Corrections Officer (BCO) certificate of proficiency effective Fall 2024. This technical education certificate of proficiency program is a 5-credit hour stackable credential that will also fill some of the requirements for an associate science degree in Criminal Justice and the first steps toward the Bachelor's degree in Criminal Justice. This certificate, along with the other corresponding Peace Officer Standards Training (POST) courses, will replace the existing Certificate of Completion. In addition, this certificate program also qualifies students for jobs in the criminal justice field. A certificate of proficiency will build momentum to facilitate student transitions and support student completion of certificate and degree programs in related fields. Utah State University has a long history of offering the Peace Officer Standards Training (POST) program, and this is a required restructuring of technical education programs across all institutions under the Utah System of Higher Education (USHE).

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Basic Corrections Officer certificate of proficiency is designed to help students prepare for a career in Law Enforcement and certification under Utah law. All law enforcement departments must have all officers complete this program before performing the duties of a corrections officer. This program functions to allow students a high-quality and structured entry into the field of criminal justice with a marketable skill set and required state-recognized credentials. Students who complete the certificate will be prepared to work in corrections and prepare for a career that can be stacked upward into a future degree.

**Labor Market Demand
(if applicable)**

The United States Bureau of Labor Statistics predicts that the employment of corrections officers will decrease nationwide, according to the BLS National Wage Data. However, across the state there is a trend in the opposite direction with new detention facilities and turnover of officers working in corrections centers. Further growth will be necessary due to these regional developments, with the addition of new prisons and statewide population growth. As a result, the anticipated growth for this industry is expected to exceed the projected expectation in Utah. Public service and law enforcement are significant occupations with clearly defined entry points into the workforce. The earning potential for these occupations is favorable in comparison to individuals and career fields with similar educational requirements.

In addition to the need for more law enforcement officers to meet regional developments, there is also a growing need to assist rural communities with Peace Officer Standards Training (POST) training. Many rural areas lack the necessary resources to adequately train their law enforcement officers, which can lead to challenges in maintaining public safety. As a result, there is a growing need to provide additional training resources and support for these officers, particularly in terms of POST certification. With the proper training and support, law enforcement officers in rural communities can better serve and protect their communities, contributing to overall public safety.

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

The proposed Basic Corrections Officer (BCO) certificate of proficiency will be offered as a technical education program through the Department of Technology, Design, and Technical Education in the College of Agriculture and Applied Sciences at the Southeast regional campus locations in Price, Moab, and Blanding. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program. No additional resources will be required to restructure and offer the Peace Officer Standards Training (POST) program within the region. This certificate, along with the other corresponding POST certificates, will replace the existing Certificate of Completion which will afterward be discontinued.

The certificate of proficiency will provide an independent, State-regulated certification. Utah State University currently offers a stackable, one-year Certificate of Completion in Peace Officer Standards Training (POST). The proposed certificate, as well as two additional certificates that will be proposed separately (Law Enforcement Officer and Special Functions Officer), will replace the one-year POST certificate as part of the USHE alignment of technical education programs. Students will be able to apply credits earned in the certificate program(s) toward necessary requirements for existing associate and baccalaureate programs offered in both the College of Agriculture and Applied Science and the College of Humanities and Social Services, including the Criminal Justice AS and the Criminal Justice BA/BS degrees.

The Department of Technology, Design, and Technical Education (TDTE) at Utah State University will offer the comprehensive POST program (BCO, LEO, and SFO) that may directly apply to the associate degree in criminal justice located in the College of Humanities and Social Science. The proposed certificate provides an opportunity to develop industry-specific training at USU residential and statewide campuses and across the region as the only POST training program certified for broadcast education. This positions Utah State University as a needed innovator and educational leader in the state in forming new partnerships with the Utah Technical colleges and offering local law enforcement agencies an opportunity to upskill their existing workforce. The certificate carefully articulates with the other USHE technical colleges to provide additional opportunities for students while avoiding unnecessary duplication and allowing students a pathway into university credentials through prior licensure and required supplemental coursework toward their degree.

Finances*

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

SECTION III: CURRICULUM (if applicable)
--

**Program Curriculum
Narrative**

Basic Corrections Officer			
Institutions: USU-E			
<i>Certificate of Program Completion (Catalog Year: 2025, 5 Credits/150 Clock-Hours Required, CIP: 43.0107)</i>			
Core (5 Credits/150 Clock-Hours)		Credits	Clock-Hours
TELE 1020	Basic Corrections Officer	5	150

PROGRAM DESCRIPTION

The Basic Corrections Officer program builds upon skills and knowledge gained in the Special Function Officer program and provides basic training required for employment in the field of corrections. Areas of study include constitutional and correctional law, offender supervision strategies, critical incident responses, and other correctional-related topics.

Objectives:

- Identify and demonstrate key ethical standards in corrections culture.
- Apply concepts of constitutional and correctional law to practical situations.
- Interact professionally with incarcerated offenders.
- Apply basic skills to avoid offender manipulation.
- Demonstrate competency in less-lethal options such as pepper spray.
- Demonstrate competency in critical incident and forced cell response actions.

COURSE DESCRIPTION

Basic Corrections Officer

5 Credits/150

Clock-Hours The Basic Corrections Officer course provides education and training for employment in the corrections field. Topics include constitutional and correctional law, offender supervision strategies, and critical incident response. Students gain experience through classroom and practical applications in all corrections-related subjects.

Objectives:

- Identify and demonstrate key ethical standards in corrections culture.
- Apply concepts of constitutional and correctional law to practical situations.
- Interact professionally with incarcerated offenders.
- Apply basic skills to avoid offender manipulation.
- Demonstrate competency in less-lethal options such as pepper spray.
- Demonstrate competency in critical incident and forced cell response actions.

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.

22 August 2024

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Heating, Ventilation, Air Conditioning, and Refrigeration Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Heating, Ventilation, Air Conditioning, and Refrigeration Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Heating, Ventilation, Air Conditioning, and Refrigeration Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Heating, Ventilation, Air Conditioning, and Refrigeration Certificate of Proficiency, and

WHEREAS, The proposal will provide students with career-ready skills and job training with the required EPA certification;

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

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CAAS - Technology, Design and Technical Education - Heating, Ventilation, Air Conditioning, and Refrigeration Technician - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Technology, Design and Technical Education

Current Title (if applicable)* None

Proposed Title* Heating, Ventilation, Air Conditioning, and Refrigeration Technician - Certificate of Proficiency

CIP Code

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

CIP Code (6-digits) * 47.0201

Minimum Number of
Credits (if
applicable)* 21

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*

Utah State University requests approval to offer the Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR) Certificate of Proficiency effective in the fall semester of 2024. This technical education Certificate of Proficiency program is a 21-credit hour stackable credential that will also fulfill some of the requirements for an Associate of Applied Science (AAS) degree in General Technology. In addition, this certificate program also qualifies students for jobs in the HVAC field, which are highly sought after and transferable skills. A certificate of proficiency will build momentum to facilitate student transitions and support student completion of certificate and degree programs in related fields. This is a required restructuring of technical education programs across all institutions under the Utah System of Higher Education (USHE) and is part of the new aligned Technical Education curriculum for the state of Utah.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR) Certificate of Proficiency is designed to help prepare students with career-ready skills and job training with the required EPA certification. This program functions to allow students a high-quality and structured entry into the field of HVAC with a marketable skill set and required nationally recognized credentials. Students who complete the certificate will be prepared to work in the field and prepared for a career that can be stacked upward into a future degree if they choose to. With highly marketable and transferable skills, students will have the option to pursue a variety of maintenance jobs.

**Labor Market Demand
(if applicable)**

The United States Bureau of Labor Statistics predicts that the employment of HVAC maintenance and installers to rise steadily over the next ten years (6%). This is an improvement across other similar fields which show a projected growth of 4% and 3% nationally. While nationally, these career fields forecast modest growth, Utah is poised to scale these professions quickly over the next decade. The addition of new sizable construction projects and the increased population growth trajectory for Utah, the state will require more construction and specialty fields like HVAC and plumbing professionals trained and certified to keep pace with the growing demands. The earning potential for these occupations is favorable compared to individuals and career fields with similar educational requirements. Boasting an average wage between \$51,380 and is rated as a Four-Star occupation sector by the Department of Workforce Services in Utah, meaning that at the technician level, it is both High Demand and High Wage. Across the state, these careers help to create an economic foundation for all Utah communities to thrive.

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

The proposed Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR) Certificate of Proficiency will be offered as a technical education program through the Department of Technology, Design, and Technical Education in the College of Agriculture and Applied Sciences at the Southeast regional campus locations in Price, Moab, and Blanding. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program. Additionally, there have been state-appropriated funds to help support the development and long-term success of this program. No additional University resources will be required.

The Certificate of Proficiency will provide an independent, State-regulated certification. Utah State University currently offers stackable options from the HVACR program toward Small Business Entrepreneurship and General Technology options to support student development. Students will be able to apply credits earned in the certificate program toward necessary requirements for existing associate and baccalaureate programs offered in the College of Agriculture and Applied Science.

The Department of Technology, Design, and Technical Education (TDTE) at Utah State University proposes to offer a comprehensive certificate in HVACR that not only has the ability to stack upward to higher degrees, but is also offered on residential campuses throughout the state. This creates wrap-around services for students returning to work, starting a career, or transitioning to a new career and helps to conserve personal resources to alleviate the transition. The proposed certificate provides an opportunity to develop industry-specific training at USU residential and statewide campuses and across the region. This positions Utah State University as a needed innovator and educational leader in the state in forming new partnerships with the Utah Technical colleges and offering needed student support that will help to ensure student retention and completion. The certificate carefully articulates with the other USHE technical colleges to provide additional opportunities for students while avoiding unnecessary duplication and allowing students a pathway into university credentials through prior licensure and required supplemental coursework toward their degree.

Finances*

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

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

HVACR Technician			
<i>Certificate of Program Completion (Catalog Year: 2025, 21 Credits, CIP: 47.0201)</i>			
Core (21 Credits)			Credits
TEAC 1010	Introduction to Air Conditioning, Heating and Refrigeration		3
TEAC 1100	HVACR Electrical Essentials		3
TEAC 1120	Heating Systems		3
TEAC 1140	Basic Refrigeration Systems		3
TEAC 1160	Basic Installation Skills		3
TEAC 1500	Carbon Steel Piping Practices and Refrigerant Certification		3
TEAC 1510	Air Distribution Systems		3

PROGRAM DESCRIPTION

This program prepares students for an interesting and profitable career as an HVACR Technician. Technicians will install, service and repair equipment in a wide range of applications including residential, commercial, institutional, and industrial settings. This program provides participants with the opportunity to prepare for a successful career, anywhere in the world, and acquire the knowledge and skills that will qualify them for employment opportunities with incomes higher than the typical U.S. household. Additionally, this industry has proven to be resistant to economic downturns. With increasing energy costs and indoor air quality expectations, employment opportunities and earnings are on the rise.

Objectives:

- Demonstrate safe work practices during all aspects of training.
- Demonstrate an understanding of electricity as it applies to air conditioning, heating, and refrigeration systems.
- Demonstrate the application of refrigeration theory as it applies to servicing air conditioning, heat pump and refrigeration systems.
- Prepare for the Environmental Protection Agency Section 608 Refrigerant Handling Certification.
- Prepare for the Rocky Mountain Gas Association Natural Gas Technician Certification.
- Demonstrate a variety of methods to assemble pipe and tubing.
- Demonstrate the ability to successfully diagnose electrical and mechanical problems with air conditioning, refrigeration, furnace, and boiler systems.
- Demonstrate the ability to communicate professionally both verbally and in writing.

Introduction to Air Conditioning, Heating and

Refrigeration

3 Credits

An introductory course explaining the principles of Heating, Air Conditioning, and Refrigeration (HVACR). The basic refrigeration cycle and components will be covered. Elementary electrical concepts, electrical heating systems, and hydronic heating systems will be introduced. Guiding principles for service and

installing technicians, i.e., hand-tools, safety, energy conservation, certifications, codes, and permits will be introduced. Careers in HVACR will be explored and trade math skills reviewed.

Objectives:

- Explain the basic principles of air conditioning, heating, refrigeration, and ventilation.
- Explain the basic refrigeration cycle and its four major components.
- Describe the fundamental principles of electricity and basic circuits.
- Identify common hand tools, their use, and care.
- Identify career paths in the air conditioning, heating, and refrigeration trade.

HVACR Electrical Essentials**3 Credits**

The skills reviewed in Introduction to Air Conditioning, Heating, and Refrigeration will be applied to electrical circuits as basic electrical theory is broadened with activities using various electrical meters to reinforce learning from classroom instruction. Electrical components in HVACR systems will be presented as students learn to interpret and produce various electrical diagrams illustrating how these systems are controlled.

Objectives:

- Describe the fundamentals of electricity and electrical theory.
- Identify electrical measuring instruments and demonstrate their proper use.
- Identify electrical components utilized in ACHR systems and describe their functions.
- Identify, interpret, and create various types of electrical diagrams associated with ACHR systems.

Heating Systems**3 Credits**

An introduction to heating fundamentals, including heat transfer and combustion theory. Furnace types, their specific control components, and sequences of operation will be covered. Students will also prepare for the Rocky Mountain Gas Association (RMGA) Gas Technician Certification exam.

Objectives:

- Explain the fundamentals of heating, heat transfer, and combustion.
- Explain the sequence of operation for residential forced-air furnaces.
- Troubleshoot a variety of electrical and mechanical furnace problems.
- Demonstrate mastery of RMGA Certification knowledge by passing the RMGA

exam or its equivalent.

Basic Refrigeration Systems

3 Credits

An introductory course covering the physical and chemical laws governing the principles of refrigeration. A more in-depth study of the refrigeration cycle, system components, refrigerants, and refrigerant controls will be covered.

Objectives:

- Describe the fundamental refrigeration cycle including heat, states of substances, heat transfer, and pressure/temperature relationships.
- Identify common refrigerants and understand their differences and develop an understanding of proper refrigerant handling techniques and the application of EPA Section 608 rules.
- Identify and describe the function of the major refrigerant system components including compressor types and operational characteristics.
- Identify and describe the function of common refrigeration accessories and controls.
- Demonstrate the proper use of refrigerant manifold gauges to evaluate, service, and diagnose refrigerant systems including refrigerant recovery, system evacuation, and refrigerant charging procedures.

Basic Installation Skills

3 Credits

Copper tubing and pipe joinery will be covered, including tools and equipment, and their proper use will be demonstrated while emphasizing safety. Oxy-acetylene, air-acetylene and MAPP equipment will be covered. Installation related devices, wiring, tubing installation and sheet metal methods will also be covered. Various hanging and support methods will also be addressed.

Objectives:

- Identify and demonstrate several types of piping, fittings, and joining methods.
- Demonstrate how to safely start-up, operate and shut-down an oxy-acetylene torch set.
- Demonstrate electrical installation skills for both line voltage wiring and low voltage control systems.
- Describe line set sizing and installation means and methods.
- Design and fabricate a basic sheet metal fitting/transition.

Carbon Steel Piping Practices and Refrigerant

Certification

3 Credits

This course will introduce the tools and equipment used to fabricate carbon steel piping systems and their proper use. Additionally, a deeper study of handling refrigerants as students prepare to take the Environmental Protection Agency Section 608 Refrigerant Handling Certification.

Objectives:

Objectives:

- Identify the different types of steel pipe, steel fittings, and their uses.
- Demonstrate the various methods used to join steel piping.
- Demonstrate the proper and safe use of steel pipe fabricating tools and equipment.
- Prepare for and obtain the Environmental Protection Agency Section 608 Refrigerant Handling Certification.

Air Distribution Systems

3 Credits

Students will be introduced to air movement theory and laws, air measurement, air distribution systems, air distribution equipment, and air system design. The different types of fans and blowers will be studied, along with their various applications and energy characteristics.

Objectives:

- Explain how pressure, velocity, and volume are related to airflow.
- Describe the equipment and materials used in air distribution systems.
- Identify various air distribution systems and their energy characteristics.
- Demonstrate the planning and installation of modern duct systems.

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.

22 August 2024

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Law Enforcement Officer Certificate of Proficiency.

EXECUTIVE SUMMARY

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

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Law Enforcement Officer Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

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

WHEREAS, The proposal will help students prepare to a career in Law Enforcement and certification under Utah law;

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

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CAAS - Technology, Design and Technical Education - Law Enforcement Officer - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Technology, Design and Technical Education

Current Title (if applicable)*

Law Enforcement Officer - Certificate of Proficiency

Proposed Title*

Law Enforcement Officer - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 43.0107

Minimum Number of
Credits (if
applicable)* 12

Maximum Number of
Credits (if
applicable)* 12

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*

Utah State University requests approval to offer the Law Enforcement Officer (LEO) certificate of proficiency effective fall 2024. This technical education certificate of proficiency program is a 12-credit hour stackable credential that will also fill some of the requirements for the certificate of completion and/or an associate science in Criminal Justice and will fulfill the first steps toward the Bachelor's degree in Criminal Justice. This certificate, along with the other corresponding Peace Officer Standards Training (POST) courses, will replace the existing Certificate of Completion. In addition, this certificate program also qualifies students for jobs in the criminal justice field. A certificate of proficiency will build momentum to facilitate student transitions and support student completion of certificate and degree programs in related fields. Utah State University has a long history of offering the Peace Officer Standards Training (POST) program, and this is a required restructuring of technical education programs across all institutions under the Utah System of Higher Education (USHE).

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Law Enforcement Officer certificate of proficiency is designed to help students prepare for a career in Law Enforcement and certification under Utah law. All law enforcement departments must have all police officers complete this program before performing the duties of a patrol officer, investigator, or deputy. This program functions to allow students a high-quality and structured entry into the field of criminal justice with a marketable skill set and state-recognized credentials. Students who complete the certificate will be prepared to work in law enforcement and prepare for a career that can be stacked upward into a future degree.

**Labor Market Demand
(if applicable)**

The United States Bureau of Labor Statistics predicts that the employment of law enforcement and patrol officers will increase by 3% annually from 2019 to 2029, according to the BLS National Wage Data. While the industry has met expectations, further growth will be necessary due to regional developments, such as the addition of new prisons and statewide population growth. As a result, the anticipated growth for this industry is expected to exceed the projected 3% increase. Public service and law enforcement are significant occupations with clearly defined entry points into the workforce. The earning potential for these occupations is favorable in comparison to individuals and career fields with similar educational requirements.

In addition to the need for more law enforcement officers to meet regional developments, there is also a growing need to assist rural communities with Peace officer Standards training (POST) training. Many rural areas lack the necessary resources to adequately train their law enforcement officers, which can lead to challenges in maintaining public safety. As a result, there is a growing need to provide additional training resources and support for these officers, particularly in terms of POST certification. With the right training and support, law enforcement officers in rural communities can better serve and protect their communities, contributing to overall public safety.

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

The proposed Law Enforcement Officer (LEO) certificate of proficiency will be offered as a technical education program through the Department of Technology, Design, and Technical Education in the College of Agriculture and Applied Sciences at the Southeast regional campus locations in Price, Moab, and Blanding. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program. No additional resources will be required to restructure and offer the Peace Officer Standards Training (POST) program within the region. This certificate and the other corresponding POST certificates will replace the existing Certificate of Completion, which will afterward be discontinued.

The certificate of proficiency will provide an independent, State-regulated certification. Utah State University currently offers a stackable, one-year Certificate of Completion in Peace Officer Standards Training (POST). The proposed certificate, as well as two additional certificates that will be proposed separately (Basic Corrections Officer and Special Functions Officer) will replace the one-year POST certificate as part of the USHE alignment of technical education programs. Students will be able to apply credits earned in the certificate program(s) toward necessary requirements for existing associate and baccalaureate programs offered in both the College of Agriculture and Applied Science and the College of Humanities and Social Services including the Criminal Justice AS and the Criminal Justice BA/BS degrees.

The Department of Technology, Design, and Technical Education (TDTE) at Utah State University will offer the comprehensive POST program (BCO, LEO, and SFO) that may directly apply to the associate degree in criminal justice located in the College of Humanities and Social Science. The proposed certificate provides an opportunity to develop industry-specific training at USU residential and statewide campuses and across the region as the only POST training program certified for broadcast education. This positions Utah State University as a needed innovator and educational leader in the state in forming new partnerships with the Utah Technical colleges and offering local law enforcement agencies an opportunity to upskill their existing workforce. The certificate carefully articulates with the other USHE technical colleges to provide additional opportunities for students while avoiding unnecessary duplication and allowing students a pathway into university credentials through prior licensure and required supplemental coursework toward their degree.

Finances*

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

SECTION III: CURRICULUM (if applicable)
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Program Curriculum Narrative

Law Enforcement Officer			
Institutions: USU-E			
<i>Certificate of Program Completion (Catalog Year: 2025, 12 Credits/360 Clock-Hours Required, CIP: 43.0107)</i>			
Core (12 Credits/360 Clock-Hours)		Credits	Clock-Hours
TELE 1030	Law Enforcement Officer	12	360

PROGRAM DESCRIPTION

The Law Enforcement Officer program builds upon skills and knowledge gained in the Special Function Officer program and prepares students for certification as peace officers under Utah law. By Utah Law, all law enforcement departments are required to have all police officers complete this program before performing the duties of a patrol officer, investigator, or deputy. The program consists of classroom instruction and practical applications in all law enforcement subjects.

Objectives:

- Apply skills learned in the investigation of a variety of situations such as domestic violence, traffic accidents, DUI incidents, and more.
- Demonstrate proficiency through the successful completion of qualifications in firearms, defensive tactics, and physical fitness.
- Implement proper tactics to successfully deal with high-stress situations.
- Demonstrate proficiency with law enforcement tools such as Radar/Lidar and intoxilyzer.

COURSE DESCRIPTIONS

Law Enforcement Officer

12 Credits/360

Clock-Hours Law Enforcement Officer prepares students for certification as peace officers. All law enforcement departments require completing this program before employment as a patrol officer, investigator, or deputy. Students gain experience through classroom and

practical applications in all law enforcement

subjects.

Objectives:

- Apply skills learned in the investigation of a variety of situations such as domestic violence, traffic accidents, DUI incidents, and more.
- Demonstrate proficiency through the successful completion of qualifications in firearms, defensive tactics, and physical fitness.
- Implement proper tactics to successfully deal with high-stress situations.
- Demonstrate proficiency with law enforcement tools such as Radar/Lidar and intoxilyzer.

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.

22 August 2024

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Special Function Officer Certificate of Proficiency.

EXECUTIVE SUMMARY

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

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Special Function Officer Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

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

WHEREAS, The proposal will help students prepare for a career in Law Enforcement and certification under Utah law;

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

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CAAS - Technology, Design and Technical Education - Special Function Officer - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Technology, Design and Technical Education

Current Title (if applicable)* Special Function Officer - Certificate of Proficiency

Proposed Title* Special Function Officer - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 43.0107

Minimum Number of
Credits (if
applicable)* 9

Maximum Number of
Credits (if
applicable)* 9

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*

Utah State University requests approval to offer the Special Functions Officer (SFO) certificate of proficiency effective fall 2024. This technical education certificate of proficiency program is a 9-credit hour stackable credential that will also fill some of the requirements for an associate of science degree in Criminal Justice and will fulfill the first steps toward the Bachelor's degree in Criminal Justice. In addition, this certificate program also qualifies students for jobs in the criminal justice field. A certificate of proficiency will build momentum to facilitate student transitions and support student completion of certificate and degree programs in related fields. Utah State University has a long history of offering the Peace Officer Standards Training (POST) program, and this is a required restructuring of technical education programs across all institutions under the Utah System of Higher Education (USHE).

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Special Functions Officer certificate of proficiency is designed to help students prepare for a career in Law Enforcement and certification under Utah law. All law enforcement departments must have all police officers complete this program before performing the duties of a detective and criminal investigator, police and sheriff's patrol officers, private detective, and private investigator. This program functions to allow students a high-quality and structured entry into the field of criminal justice with a marketable skill set and required state-recognized credentials. Students who complete the certificate will be prepared to work in law enforcement and prepare for a career that can be stacked upward into a future degree.

**Labor Market Demand
(if applicable)**

The United States Bureau of Labor Statistics predicts that the employment of private detectives and investigators (23%), police and sheriff's and patrol officers (20%), and detectives and criminal investigators (9%) will see significant increases, according to the BLS National Wage Data. While nationally, these career fields forecast modest growth, Utah is poised to scale these professions quickly over the next decade. The addition of new detention facilities and the increased population growth trajectory of the state, Utah will require more public safety professionals trained and certified to keep pace. Further growth will be necessary due to these regional developments, with the addition of new prisons and statewide population growth. Public service and law enforcement are significant occupations with clearly defined entry points into the workforce. The earning potential for these occupations is favorable compared to individuals and career fields with similar educational requirements. Boasting an average wage between \$70,680 and \$61,380 across the state, these careers help to create an economic foundation for all safe Utah communities.

In addition to the need for more law enforcement officers to meet regional developments, there is also a growing need to assist rural communities with Peace Officer Standards Training (POST). Many rural areas lack the necessary resources to adequately train their law enforcement officers, which can lead to challenges in maintaining public safety. As a result, there is a growing need to provide additional training resources and support for these officers, particularly in terms of POST certification. With the proper training and support, law enforcement officers in rural communities can better serve and protect their communities, contributing to overall public safety.

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

The proposed Special Functions Officer (SFO) certificate of proficiency will be offered as a technical education program through the Department of Technology, Design, and Technical Education in the College of Agriculture and Applied Sciences at the Southeast regional campus locations in Price, Moab, and Blanding. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program. No additional resources will be required to restructure and offer the region's Peace Officer Standards Training (POST) program.

The certificate of proficiency will provide an independent, State-regulated certification. Utah State University currently offers stackable options from the Peace Officer Standards Training (POST) program. The proposed certificate, as well as two additional certificates that will be proposed separately (Law Enforcement Officer and Special Functions Officer), will replace the one-year POST certificate as part of the USHE alignment of technical education programs. Students will be able to apply credits earned in the certificate program(s) toward necessary requirements for existing associate and baccalaureate programs offered in both the College of Agriculture and Applied Science and the College of Humanities and Social Services, including the Criminal Justice AS and the Criminal Justice BA/BS degrees.

The Department of Technology, Design, and Technical Education (TDTE) at Utah State University will offer the comprehensive POST program (BCO, LEO, and SFO) that may directly apply to the associate degree in criminal justice located in the College of Humanities and Social Science. The proposed certificate provides an opportunity to develop industry-specific training at USU residential and statewide campuses and across the region as the only POST training program certified for broadcast education. This positions Utah State University as a needed innovator and educational leader in the state in forming new partnerships with the Utah Technical colleges and offering local law enforcement agencies an opportunity to upskill their existing workforce. The certificate carefully articulates with the other USHE technical colleges to provide additional opportunities for students while avoiding unnecessary duplication and allowing students a pathway into university credentials through prior licensure and required supplemental coursework toward their degree.

Finances*

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

SECTION III: CURRICULUM (if applicable)
--

**Program Curriculum
Narrative**

Special Function Officer			
Institutions: USU-E			
<i>Certificate of Program Completion (Catalog Year: 2025, 9 Credits/270 Clock-Hours Required, CIP: 43.0107)</i>			
Core (9 Credits/270 Clock-Hours)		Credits	Clock-Hours
TELE 1010	Special Function Officer	9	270

PROGRAM DESCRIPTION

The Special Function Officer program provides the required basic training necessary before students can advance into training as a corrections or law enforcement officer in the State of Utah. The program provides an excellent initial approach to a law enforcement or corrections career. In this course, students will study the core legal, behavioral health, defensive tactics, patrol, criminal investigation procedures, arrest control techniques, and cardiopulmonary resuscitation (CPR)/First Aid.

Objectives:

- Identify and demonstrate key ethical standards in law enforcement.
- Demonstrate appropriate physical fitness.
- Apply concepts of Utah Law to practical situations.
- Create professional reports from citizen contacts.
- Perform basic defensive tactics and arrest skills.
- Identify persons in crisis and apply de-escalation techniques.

COURSE DESCRIPTIONS

Special Function Officer

9 Credits/270

Clock-Hours Special Function Officer provides the training necessary for certification and function with any authority in the State of Utah. This is an initial approach to law enforcement. Topics include legal subjects, patrol and criminal investigation, arrest control, and CPR/First Aid.

Objectives:

- Identify and demonstrate key ethical standards in law enforcement.
- Demonstrate appropriate physical fitness.
- Apply concepts of Utah Law to practical situations.
- Create professional reports from citizen contacts.
- Perform basic defensive tactics and arrest skills.
- Identify persons in crisis and apply de-escalation techniques.

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.

22 August 2024

ITEM FOR ACTION

Utah State University's Department of Human Development and Family Studies in Emma Eccles Jones College of Education and Human Services proposes offering an Early Childhood Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Human Development and Family Studies in the Emma Eccles Jones College of Education and Human Services proposes offering an Early Childhood Certificate of Proficiency.

RECOMMENDATION

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

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Human Development and Family Studies in the Emma Eccles Jones College of Education and Human Services proposes offering an Early Childhood Certificate of Proficiency, and

WHEREAS, The proposal will broaden the students understanding in their current profession or role in the community;

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

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CEHS - Human Development and Family Studies - Early Childhood Certificate - Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Human Development and Family Studies

Current Title (if applicable)* Not applicable

Proposed Title* Early Childhood Certificate - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 19.0706

Minimum Number of
Credits (if
applicable)* 16

Maximum Number of
Credits (if
applicable)* 16

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

**New Academic
Program:**

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

**Existing Academic
Program Changes:**

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

**Administrative Unit
Changes:**

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

Other: (explain
change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council
Approval* ☐ Yes
☒ No

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

SECTION I: THE REQUEST

R401 Purpose*

Early Childhood Certificate at Utah State University

Proposed Status: Certificate of Proficiency

- The proposed certificate would allow persons who are not matriculated into a degree-seeking program to pursue the Early Childhood Certificate.
- The certificate would be available online and in-person
- The certificate is 16 credits.

Impact:

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

Approximate Numbers:

- The Early Childhood Certificate program currently has 10-15 interested students. High interest has been noted in Statewide Campuses, specifically Southeastern Utah campus.

Early Childhood Certificate of Proficiency (16 credit hours)

Required Courses:

- HDFS 1500 (3 credit hours) - Human Development Across the Lifespan
- HDFS 2200 - Special Topics. Options include literacy, math, play therapy, prenatal development, trauma, assessment, EarlyEdU Alliance courses
- HDFS 2600 (2 credit hours) - Seminar in Early Childhood Education
- HDFS 2630 (2 credit hours) - Practicum in Early Childhood Education
- HDFS 3500 (3 credit hours) - Infancy & Child Development

Select one elective (3 credit hours)

- HDFS 2660 - Parenting and Child Guidance
- HDFS 3100 - Abuse and Neglect
- HDFS 4550 (3 credit hours) - Preschool Methods
- SW 3350 - Child Welfare (*SW approved including course*)

Program Delivery:

- The Early Childhood Certificate program would be delivered both to Statewide Campuses and Logan Main Campus.

Location of Delivery:

- The Early Childhood Certificate is offered at all USU campuses.

Impact on Other Departments:

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

Additional Information:

- The HDFS faculty believes that creating the Early Childhood Certificate - Certificate of Proficiency will make Early Childhood coursework more accessible to a wider range of students, including those who are not currently enrolled in a degree-seeking program.
- This will allow more people to benefit from the program, learn about the field of early childhood education, and working with young children.

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

The Human Development and Family Studies Department at Utah State University proposes to create an Early Childhood Certificate of Proficiency.

Rationale:

The Early Childhood Certificate of Proficiency will provide students with the knowledge and skills they need to work with young children in a variety of settings. The certificate will be interdisciplinary, with core coursework completed in the HDFFS department. Students will learn about the cognitive, social, emotional, and physical development of young children, as well as best practices for early childhood education.

The Early Childhood Certificate is needed to meet the growing demand for workers in the field of early childhood education. The population of young children is increasing rapidly, and with it the need for high-quality early childhood education programs. The Early Childhood Certificate will prepare students for careers in a variety of settings, including preschools, childcare centers, elementary schools, and Head Start programs.

Institutional Procedures:

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

Benefits to USU and USHE:

The Early Childhood Certificate of Proficiency will benefit USU and USHE in several ways. First, it will attract new students to the university. The certificate is designed to be interdisciplinary, so it could appeal to students from a variety of majors. Second, the certificate will prepare students for careers in a high-demand field. Third, the certificate will enhance the reputation of USU and USHE as leaders in early childhood education.

Brief Description of the Human Development and Family Studies Department:

The Human Development and Family Studies Department at Utah State University is a nationally ranked department that offers undergraduate and graduate programs in human development, family studies, and early childhood. The department has a strong faculty with expertise in a variety of areas related to early childhood development and education, including cognitive development, social development, emotional development, physical development, and best practices for early childhood education.

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

**Labor Market Demand
(if applicable)**

Local (Utah)

Occupational demand: The Utah Department of Workforce Services (DWS) projects that employment of early childhood educators in Utah will grow by 33% from 2020 to 2030, much faster than the average for all occupations.

Wage: The median annual wage for early childhood educators in Utah was \$38,140 in 2021.

Number of annual openings: DWS projects that there will be an average of 100 annual openings for early childhood educators in Utah from 2020 to 2030.

National (United States)

Occupational demand: The Bureau of Labor Statistics (BLS) projects that employment of early childhood educators nationwide will grow by 20% from 2020 to 2030, much faster than the average for all occupations.

Wage: The median annual wage for early childhood educators nationwide was \$39,820 in 2021.

Number of annual openings: BLS projects that there will be an average of 12,800 annual openings for early childhood educators nationwide from 2020 to 2030.

The need for early childhood educators is expected to grow rapidly in the coming years, due to the increasing awareness of the importance of early childhood education and the growing number of young children. Early childhood educators play a vital role in helping young children develop the skills they need to succeed in school and in life.

The labor market data for Utah and the nation as a whole indicate a strong demand for early childhood educators in the coming years. The median wage for early childhood educators is also above the average for all occupations. Due to the demand and earning potential associated with careers in this field, an Early Childhood Certificate of Proficiency can open career paths for students while meeting a community need for quality in assisting young children.

Additional Information:

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

- The importance of early childhood education: Research has shown that early childhood education can have a significant impact on a child's long-term success. Early childhood education programs can help children develop the cognitive, social, and emotional skills they need to succeed in school and in life.
- The growing number of working parents: More and more parents are working outside the home, and they need access to high-quality childcare for their young children. Early childhood education programs provide working parents with a safe and nurturing place for their children to be during the day.
- The increasing diversity of the population: The United States is becoming increasingly diverse, and early childhood education programs can help children learn about and appreciate different cultures.

Due to the strong demand for early childhood educators and the importance of early childhood education, an Early Childhood Certificate of Proficiency is a valuable credential for students who are interested in working with young children.

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

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

- Utah State University empowers people to lead successful lives of involvement, innovation, and impact: The certificate program will provide students with the knowledge and skills they need to succeed in professional careers involving young children. This includes courses covering the cognitive, social, emotional, and physical development of young children, as well as best practices for early childhood education.
- Utah State University is committed to excellence, access, and inclusion: The certificate program is open to students from all majors, backgrounds, and cultures. This will help to create a more diverse and inclusive learning environment for all students.
- Utah State University champions exceptional education, research, and discovery, and community contribution: The certificate program will help to prepare students to serve the growing population of young children in Utah and beyond. This is important because the population of young children is expected to increase significantly in the coming years.

In addition to the above, the Early Childhood Certificate program at USU also supports the university's land-grant mission by providing students with the knowledge and skills they need to work with young children in under served communities. The program's interdisciplinary approach and practicum requirement will help to prepare students to be effective early childhood educators in a variety of settings, including public schools, Head Start programs, and childcare centers.

Finances*

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

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

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

Additionally, the early childhood certificate could help the institution to achieve its mission and goals. For example, the certificate could help the institution to:

- Attract and retain students
- Increase diversity and inclusion
- Serve the needs of the community
- Generate revenue

Overall, the addition of an early childhood certificate is a low-cost, high-impact initiative that could benefit both the institution and the community.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

The Early Childhood Certificate program is a 16-credit program that covers the cognitive, social, emotional, and physical development of young children. The program is designed to prepare students for a variety of careers in the field of early childhood education, including preschools, childcare centers, elementary schools (as teacher aides or paraprofessionals), and Head Start programs.

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

Required Courses:

- HDFS 1500 (3 credit hours) - Human Development Across the Lifespan
- HDFS 2600 (2 credit hours) - Seminar in Early Childhood Education
- HDFS 2630 (2 credit hours) - Practicum in Early Childhood Education
- HDFS 3500 (3 credit hours) - Infancy & Child Development
- HDFS 4550 (3 credit hours) - Preschool Methods

Select one elective (3 credit hours)

- HDFS 2200 - Special Topics. Options include literacy, math, play therapy, prenatal development, trauma, assessment, EarlyEdU Alliance courses
- HDFS 2660 - Parenting and Child Guidance
- HDFS 3100 - Abuse and Neglect
- SW 3350 - Child Welfare (*SW approved including course*)

Variable Credits:

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

Conclusion:

The Early Childhood Certificate program is a comprehensive program that covers a variety of topics related to early childhood education. The program is designed to prepare students for a variety of careers in the field of early childhood education.

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.

22 August 2024

ITEM FOR ACTION

Utah State University's Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services proposes offering a School Library Media Administration Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services proposes offering a School Library Media Administration Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering School Library Media Administration Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services proposes offering a School Library Media Administration Certificate of Proficiency, and

WHEREAS, The proposal will provide students with the training needed to become knowledgeable and highly skilled professionals;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a School Library Media Administration Certificate of Proficiency in the Emma Eccles Jones College of Education and Human Services' Department of Instructional Technology and Learning 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: _____

CEHS - Instructional Technology and Learning Sciences - School Library Media Administration - 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

Current Title (if applicable)* not applicable

Proposed Title* School Library Media Administration - Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 13.1334

Minimum Number of
Credits (if
applicable)* 18

Maximum Number of
Credits (if
applicable)* 18

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

**New Academic
Program:**

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

**Existing Academic
Program Changes:**

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

**Administrative Unit
Changes:**

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

Other: (explain
change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council
Approval* ☒ Yes
☐ No

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

SECTION I: THE REQUEST

R401 Purpose* The Department of Instructional Technology and Learning Sciences (ITLS) proposes a *Certificate of Proficiency*, a *K-12 Endorsement Program*, and a *Post-Baccalaureate Certificate* in School Library and Media Administration (SLMA) to prepare students to work in K-12 Library Media Centers. The certificate and endorsement program will require 18 credits (6 courses) to develop knowledge and skills in foundations of school libraries, school library media-oriented instruction and assessments, library programming, information and media literacy, school library organization and access, the leadership role of a school librarian, and educational technology integration.

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

The certificate and endorsement programs aim to provide students with the training needed to become knowledgeable and highly skilled library professionals who positively impact K-12 schools and students through the Library Media Center. ITLS offers six (6) courses approved by the Utah State Board of Education (USB) to meet the School Library Media endorsement application requirements. These six courses will make up the 18 credits required in the certificate programs to ensure that these students are meeting the School Library Media competencies outlined by USB. The certificate and endorsement programs will serve those students who:

1. have a teaching license and want to apply for the USB School Library Media endorsement (using the *post-baccalaureate certificate*);
2. are completing a teaching degree program and would like take the courses that allow them to apply for the USB School Library Media endorsement to attach to their professional educator license (using the *certificate of proficiency*);
3. are pursuing an M.Ed. in Instructional Technology and Learning Sciences and want professional credentials in School Library Media that can be evidenced by a *post-baccalaureate certificate*;

The School Library Media Administration program courses will require graduate students to complete additional coursework to meet graduate-level credit expectations (e.g., added rigor within assignments).

The rationale for this request is to formally establish a School Library Media Administration program so ITLS can track and account for student matriculation and completion of this endorsement program. In addition, offering a post-baccalaureate certificate and a certificate of proficiency provides an additional pathway for graduate students and undergraduates to receive and document their expertise in School Library Media.

Finally, having a certificate program will allow the ITLS department to pursue funding sources for student tuition. As Utah school leaders prioritize an ongoing commitment to enhancing early literacy outcomes (underscored by the legislative enactment of S.B. 127), navigate the complex procedures and protocols that address book challenges and sensitive materials (emphasized by the legislative enactment of H.B. 374), and strive to educate students on information and media literacy competencies (i.e., Utah Core State Standards for Library Media), the role of school libraries and librarians has become increasingly important. This presents an opportunity for the ITLS department to foster collaborations with state Local Education Agencies (LEAs) to deliver school library media training to paraprofessionals. Offering these certificate programs helps USU and ITLS establish these pivotal educational partnerships and serves as a catalyst for pursuing grants and scholarly research endeavors within school library media centers.

**Labor Market Demand
(if applicable)**

Presently, Utah has 975 regular public K-12 schools and 172 special purpose schools (e.g., Pre-K, vocational, alternate, and virtual). Of the regular public schools, 332 are secondary, 621 are elementary, and 22 are K-12. Based on the most recent data available from the USBE's data and statistics website, in 2022, Utah spent approximately \$2.6 million on teacher instructional compensation and more than \$2 million in instructional-related, student support, and extracurricular areas. The state hires around 38,476 full-time licensed educators and 28,622 full-time classified staff. Notably, 236 certified teacher librarians were in active employment roles alongside 662 library paraprofessionals. According to the Department of Workforce Labor's projections, the Education Services sector in Utah is poised for a 2.5% growth trajectory from 2020 to 2030. Additionally, the sector of Educational Instruction and Library Occupations within the state is anticipated to experience a growth rate of 2.76% in employment projections during the same period.

Beyond the anticipated job growth, potential expansion prospects exist due to the evolving landscape of school libraries. It is worth noting that while the Utah State Board of Education (USBE) does not mandate the employment of certified teacher-librarians for the operation of school library media centers, the majority of school districts within the state do require certified teacher-librarians, particularly at the secondary school level. In elementary school libraries, the practice predominantly involves the employment of paraprofessionals (i.e., non-certified), except for three school districts that employ certified teacher librarians: Salt Lake City, South Summit, and Park City. Nevertheless, with the mounting pressures surrounding the management of sensitive materials and addressing book challenges, the imperative mission to bridge the learning gap of student information and media literacy, as well as the need for expertise to steer school libraries towards becoming hubs for technology and innovation, state and district educational leaders, alongside library media specialists, are expressing heightened interest in enhancing the training and establishing comprehensive requirements for paraprofessionals serving in school library media centers.

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

Student-Centered Learning

This certificate/endorsement program fosters collaboration and active engagement between students, instructors, and school libraries in the academic coursework. This positions the students to drive and prioritize their learning, experiences, and goals as future professionals in school libraries. This intentional framework aligns with USU's mission to provide a premier student-centered university through programs that exemplify the academics come first philosophy.

Diversity of Thought and Culture

This certificate/endorsement program is designed to educate a community of future school library media professionals that promotes and ensures equitable access to diverse ideas and information for all students from all backgrounds and cultures, which aligns with and supports USU's mission to provide a premier university that cultivates diversity of thought and culture.

Public Service through Learning, Discovery, and Engagement

This certificate/endorsement program is intended to train professionals who will work in public service through K-12 school libraries. Providing an academic program that contributes to the public service workforce supports the mission of USU to serve the public through learning, discovery, and engagement.

Finances*

All six courses that will be used to fulfill the requirements for the endorsement and certificate programs are already offered in the Instructional Technology and Learning Sciences department, and no expenses are being requested.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

Program Curriculum Narrative

The Department of Instructional Technology and Learning Sciences (ITLS) proposes a *Post-Baccalaureate Certificate*, a *Certificate of Proficiency*, *Certificate of Completion*, and a *K-12 Endorsement Program* in School Library and Media Administration (SLMA) to prepare students to work in K-12 Library Media Centers. The certificate and endorsement program will require 18 credits (6 courses):

ITLS 5000 – School Library Foundation and Learning

ITLS 5015 – School Library Organization and Access

ITLS 5025 – School Library Instruction and Assessment

ITLS 5030 – School Library Literacy and Programs

ITLS 5040 – School Library Leadership and Administration

ITLS 5500 – Innovative Integration of Technology in Teaching

These six courses are approved by the Utah State Board of Education (USBE) to fulfill the School Library Media competencies and meet the endorsement application requirements.

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

22 August 2024

ITEM FOR ACTION

Utah State University's Department of Aviation Technology in the College of Agriculture and Applied Sciences proposes offering a Professional Pilot: Accelerated Fixed Wing Emphasis.

EXECUTIVE SUMMARY

The Department of Aviation Technology in the College of Agriculture and Applied Sciences proposes offering a Professional Pilot: Accelerated Fixed Wing Emphasis.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Professional Pilot: Accelerated Fixed Wing Emphasis.

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 a Professional Pilot: Accelerated Fixed Wing Emphasis, and

WHEREAS, The proposal will prepare students to effectively serve the state, nation, and world and to be leaders in the aviation industry;

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

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CAAS - Aviation Technology - Aviation Technology - Professional Pilot: Accelerated Fixed Wing Emphasis - BS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation Technology

Current Title (if applicable)* NA

Proposed Title* Aviation Technology - Professional Pilot: Accelerated Fixed Wing Emphasis - BS

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)* 120

Maximum Number of Credits (if applicable)* 120

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:

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

Existing Academic Program Changes:

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

Administrative Unit Changes:

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council
Approval* ☐ Yes
☒ No

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

SECTION I: THE REQUEST

R401 Purpose* Add an emphasis in Accelerated Fixed Wing to the existing Aviation Technology – Professional Pilot degree to provide a more succinct path for Federal Aviation Administration (FAA) licensure and ratings.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The Aviation Technology department has grown in the past six years from 250 to over 600 students in the major and minor degrees, including expansion to the Price campus at USU Eastern. The Bachelor of Science degree in Aviation Technology – Professional Pilot prepares graduates for careers in the aviation industry. Graduates primarily work as pilots for airlines, corporate and business aviation, military, cargo, charter, federal agencies, agriculture, media, tourism, and other entities. Other career opportunities include other related roles with airlines, airports, military, general aviation, government, etc. In an effort to meet the demand of students, this new emphasis will allow students to complete flight training in fewer semesters with fewer limitations to what specific training can be completed in each semester. By decreasing the amount of time each student needs in the aircraft, we create the opportunity to serve more students in the same amount of time. Admission to this emphasis will require an application process.

Labor Market Demand (if applicable) Commercial Pilots continue to be a high demand, high wage career opportunity for students. The Utah DWS provides this career as a 4-star career opportunity [Utah Economic Data Viewer](#). The US Bureau of Labor Statistics' Occupational Outlook Handbook ([U.S. Bureau of Labor Statistics \(bls.gov\)](#)) shows an expected growth in airline and commercial pilots at about 4% annually for the next decade – approaching 17,000 openings each year over the next decade.

Consistency with Institutional Mission & Institutional Impact* The proposed program of study is consistent with the College of Agriculture and Applied Sciences' and USU's commitment to preparing students to effectively serve the state, nation, and world, and to be leaders in the aviation industry.

Finances*

The creation of this emphasis requires no additional faculty or other resources. No financial impact.

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

The emphasis will use five new flight laboratory offerings. Each will be delivered fall, spring, and summer. Courses that are part of the required Aviation Technology – Professional Pilot degree curriculum are already offered. No new facilities, equipment etc. are needed.

Aviation Technology – Professional Pilot Core courses: AV 1100, AV 3010, AV 3120, AV 4490, AV 4660, MATH 1050, MATH 1060, MSLE 3110, PHYS 1800, PSC 2040

Accelerated Flight Emphasis courses: AV 2000, AV 2160, AV 2330, AV 2350, AV 2520, AV 2620, AV 3140, AV 3720, AV 2800, AV 2900, AV 3000, AV 3880

Accelerated Flight Emphasis electives (choose 12 credits): AV 3200, AV 3300, AV 3900, AV 4250, AV 4280, AV 4710 (CI), AV 4720 (CI), AV 4750, AV 5300, AV 5400, AV 5420, AV 5500 (QI).

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.

22 August 2024

ITEM FOR ACTION

Utah State University's Department of English in the College of Humanities and Social Sciences proposes changing the English-General English Emphasis-BA & BS to English-BA & BS.

EXECUTIVE SUMMARY

The Department of English in the College of Humanities and Social Sciences proposes changing the English-General English Emphasis-BA & BS to English-BA & BS.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the English-General English Emphasis-BA & BS to English-BA & BS.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of English in College of Humanities and Social Sciences proposes changing the English-General English Emphasis-BA & BS to English-BA & BS, and

WHEREAS, The proposal will improve the clarity of the program for students;

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

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:

CHASS - English - English - BA, BS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

English

Current Title (if applicable)* English - General English Emphasis - BA BS

Proposed Title* English - BA, BS

CIP Code

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

CIP Code (6-digits) * 23.0101

Minimum Number of
Credits (if
applicable)* 42

Maximum Number of
Credits (if
applicable)* 42

Type of Degree: (BA, 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) Name change

ADDITIONAL APPROVALS (if applicable)

Graduate Council
Approval* ☐ Yes
☒ No

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

SECTION I: THE REQUEST

R401 Purpose* The name is being changed to clarify the focus of the program.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The existing name, English (General), has been confusing for students. Changing the name to English is consistent with the program titles for our peer institutions.

**Labor Market Demand
(if applicable)** None

**Consistency with
Institutional Mission
& Institutional
Impact*** This name change will improve the clarity of the program for students which supports the English Department's commitment to providing excellent education, access, and inclusion.

Finances* none

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative** NA

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.

22 August 2024

ITEM FOR ACTION

Utah State University's Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services proposes offering a School Library Media Administration K-12 Endorsement.

EXECUTIVE SUMMARY

The Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services proposes offering a School Library Media Administration K-12 Endorsement.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a School Library Media Administration K-12 Endorsement.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services proposes offering a School Library Media Administration K-12 Endorsement, and

WHEREAS, The proposal will provide students with the training needed to become knowledgeable and highly skilled library professionals;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a School Library Media Administration K-12 Endorsement in the Emma Eccles Jones College of Education and Human Services' Department of Instructional Technology and Learning 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: _____

CEHS - Instructional Technology and Learning Sciences - School Library Media Administration K-12 Endorsement

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

Current Title (if applicable)* not applicable

Proposed Title* School Library Media Administration K-12 Endorsement

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 13.1334

Minimum Number of
Credits (if
applicable)* 18

Maximum Number of
Credits (if
applicable)* 18

Type of Degree: (BA, K-12 Endorsement
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 Instructional Technology and Learning Sciences (ITLS) proposes a *Certificate of Proficiency, a K-12 Endorsement Program, and a Post-Baccalaureate Certificate* in School Library and Media Administration (SLMA) to prepare students to work in K-12 Library Media Centers. The certificate and endorsement program will require 18 credits (6 courses) to develop knowledge and skills in foundations of school libraries, school library media-oriented instruction and assessments, library programming, information and media literacy, school library organization and access, the leadership role of a school librarian, and educational technology integration.

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

The certificate and endorsement programs aim to provide students with the training needed to become knowledgeable and highly skilled library professionals who positively impact K-12 schools and students through the Library Media Center. ITLS offers six (6) courses approved by the Utah State Board of Education (USB) to meet the School Library Media endorsement application requirements. These six courses will make up the 18 credits required in the certificate programs to ensure that these students are meeting the School Library Media competencies outlined by USB. The certificate and endorsement programs will serve those students who:

1. have a teaching license and want to apply for the USB School Library Media endorsement (using the *post-baccalaureate certificate*);
2. are completing a teaching degree program and would like take the courses that allow them to apply for the USB School Library Media endorsement to attach to their professional educator license (using the *certificate of proficiency*);
3. are pursuing an M.Ed. in Instructional Technology and Learning Sciences and want professional credentials in School Library Media that can be evidenced by a *post-baccalaureate certificate*;

The School Library Media Administration program courses will require graduate students to complete additional coursework to meet graduate-level credit expectations (e.g., added rigor within assignments).

The rationale for this request is to formally establish a School Library Media Administration program so ITLS can track and account for student matriculation and completion of this endorsement program. In addition, offering a post-baccalaureate certificate and a certificate of proficiency, provides an additional pathway for graduate students and undergraduates, to receive and document their expertise in School Library Media.

Finally, having a certificate program will allow the ITLS department to pursue funding sources for student tuition. As Utah school leaders prioritize an ongoing commitment to enhancing early literacy outcomes (underscored by the legislative enactment of S.B. 127), navigate the complex procedures and protocols that address book challenges and sensitive materials (emphasized by the legislative enactment of H.B. 374), and strive to educate students on information and media literacy competencies (i.e., Utah Core State Standards for Library Media), the role of school libraries and librarians has become increasingly important. This presents an opportunity for the ITLS department to foster collaborations with state Local Education Agencies (LEAs) to deliver school library media training to paraprofessionals. Offering these certificate programs helps USU and ITLS establish these pivotal educational partnerships and serves as a catalyst for pursuing grants and scholarly research endeavors within school library media centers.

**Labor Market Demand
(if applicable)**

Presently, Utah has 975 regular public K-12 schools and 172 special purpose schools (e.g., Pre-K, vocational, alternate, and virtual). Of the regular public schools, 332 are secondary, 621 are elementary, and 22 are K-12. Based on the most recent data available from the USBE's data and statistics website, in 2022, Utah spent approximately \$2.6 million on teacher instructional compensation and more than \$2 million in instructional-related, student support, and extracurricular areas. The state hires around 38,476 full-time licensed educators and 28,622 full-time classified staff. Notably, 236 certified teacher librarians were in active employment roles alongside 662 library paraprofessionals. According to the Department of Workforce Labor's projections, the Education Services sector in Utah is poised for a 2.5% growth trajectory from 2020 to 2030. Additionally, the sector of Educational Instruction and Library Occupations within the state is anticipated to experience a growth rate of 2.76% in employment projections during the same period.

Beyond the anticipated job growth, potential expansion prospects exist due to the evolving landscape of school libraries. It is worth noting that while the Utah State Board of Education (USBE) does not mandate the employment of certified teacher-librarians for the operation of school library media centers, the majority of school districts within the state do require certified teacher-librarians, particularly at the secondary school level. In elementary school libraries, the practice predominantly involves the employment of paraprofessionals (i.e., non-certified), except for three school districts that employ certified teacher librarians: Salt Lake City, South Summit, and Park City. Nevertheless, with the mounting pressures surrounding the management of sensitive materials and addressing book challenges, the imperative mission to bridge the learning gap of student information and media literacy, as well as the need for expertise to steer school libraries towards becoming hubs for technology and innovation, state and district educational leaders, alongside library media specialists, are expressing heightened interest in enhancing the training and establishing comprehensive requirements for paraprofessionals serving in school library media centers.

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

Student-Centered Learning

This certificate/endorsement program fosters collaboration and active engagement between students, instructors, and school libraries in the academic coursework. This positions the students to drive and prioritize their learning, experiences, and goals as future professionals in school libraries. This intentional framework aligns with USU's mission to provide a premier student-centered university through programs that exemplify the academics come first philosophy.

Diversity of Thought and Culture

This certificate/endorsement program is designed to educate a community of future school library media professionals that promotes and ensures equitable access to diverse ideas and information for all students from all backgrounds and cultures, which aligns with and supports USU's mission to provide a premier university that cultivates diversity of thought and culture.

Public Service through Learning, Discovery, and Engagement

This certificate/endorsement program is intended to train professionals who will work in public service through K-12 school libraries. Providing an academic program that contributes to the public service workforce supports the mission of USU to serve the public through learning, discovery, and engagement.

Finances*

All six courses that will be used to fulfill the requirements for the endorsement and certificate programs are already offered in the Instructional Technology and Learning Sciences department, and no expenses are being requested.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

Program Curriculum Narrative

The Department of Instructional Technology and Learning Sciences (ITLS) proposes a *Post-Baccalaureate Certificate*, a *Certificate of Proficiency*, *Certificate of Completion*, and a *K-12 Endorsement Program* in School Library and Media Administration (SLMA) to prepare students to work in K-12 Library Media Centers. The certificate and endorsement program will require 18 credits (6 courses):

ITLS 5000 – School Library Foundation and Learning

ITLS 5015 – School Library Organization and Access

ITLS 5025 – School Library Instruction and Assessment

ITLS 5030 – School Library Literacy and Programs

ITLS 5040 – School Library Leadership and Administration

ITLS 5500 – Innovative Integration of Technology in Teaching

These six courses are approved by the Utah State Board of Education (USBE) to fulfill the School Library Media competencies and meet the endorsement application requirements.

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

22 August 2024

ITEM FOR ACTION

Utah State University's Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services proposes offering an Instructional Coaching K-12 Endorsement.

EXECUTIVE SUMMARY

The Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services proposes offering an Instructional Coaching K-12 Endorsement.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Instructional Coaching K-12 Endorsement.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services proposes offering an Instructional Coaching K-12 Endorsement, and

WHEREAS, The proposal will provide students with the training and expertise needed to excel as effective Instructional Coaches;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Instructional Coaching K-12 Endorsement in the Emma Eccles Jones College of Education and Human Services' Department of Instructional Technology and Learning 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: _____

CEHS - Instructional Technology and Learning Sciences School of Teacher Education and Leadership - Instructional Coaching K-12 Endorsement

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

School of Teacher Education and Leadership

Current Title (if applicable)* not applicable

Proposed Title* Instructional Coaching K-12 Endorsement

CIP Code

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

CIP Code (6-digits) * 130404

Minimum Number of
Credits (if
applicable)* 9

Maximum Number of
Credits (if
applicable)* 9

Type of Degree: (BA, K-12 Endorsement
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 Instructional Technology and Learning Sciences (ITLS) and the School of Teacher Education and Leadership (TEAL) propose a *K12 endorsement* in **Instructional Coaching** to prepare students to work in K-12 school settings and industry-based instructional leadership roles (e.g. learning and development). The certificate will require 9 credits (3 courses) to deepen theoretical knowledge and implement evidenced-based strategies that develop skilled and effective instructional coaches.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The K12 endorsement aims to provide students with the training and expertise needed to excel as effective Instructional Coaches. The courses will make up the 9 credits required for the K12 endorsement to ensure that these students are acquiring the skills and knowledge needed by instructional coaching professionals and to fulfill the USBE Instructional Coaching competencies/application endorsement requirements.

The K12 endorsement will cater to students who are:

1. Licensed educators seeking the USBE Instructional Coaching endorsement;
2. Licensed educators pursuing a graduate degree and would like to take elective or additional courses that fulfill the USBE Instructional Coaching endorsement requirements

**Labor Market Demand
(if applicable)**

For the Instructional Coaching post-baccalaureate certificate, the demand within the labor market intersects with both 'education' and 'training and development' occupations.

According to the U.S. Bureau of Labor Statistics' projections for learning and development specialists, the occupation is expected to have a 6% growth trajectory from 2022 to 2032. Specifically in Utah, based on data from the Department of Workforce Services, training and development specialists are projected to grow 3.22% by 2030, which is described as a faster employment growth than average.

Based on the most recent data available from the USBE's data and statistics website, in 2022, Utah spent approximately \$2.6 million on teacher instructional compensation and more than \$2 million in instructional-related, student support, and extracurricular areas. The state hires around 38,476 full-time licensed educators and 28,622 full-time classified staff. According to the Department of Workforce Services' projections, the Education Services sector in Utah is poised for a 2.5% growth trajectory from 2020 to 2030. Specifically, Instructional Coordinators are projected to experience a 2.8% growth in this same time period.

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

Student-Centered Learning

This K12 endorsement is designed to foster professional collaborations and prioritize student-centered learning. Through active engagement with dedicated instructors and purposefully designed courses that focus on real-world projects, students take the lead in driving their educational experience. This intentional framework is aligned with USU's mission to offer a premier student-centered university, emphasizing programs that embody the "academics come first" philosophy.

Diversity of Thought and Culture

The K12 endorsement is designed to prepare a community of future instructional coaches whose knowledge and skills align with USU's mission to be a premier university that cultivates diversity of thought and culture. This alignment becomes evident as students develop valuable skills in their instructional roles that ensure equitable access, foster different perspectives, and build trusting relationships within their organization; which includes being responsive to the needs of learners from all backgrounds and cultures through inclusive and differentiated strategies and approaches.

Public Service through Learning, Discovery, and Engagement

This K12 endorsement program is intended to train professionals who will work in public service through K-12 schools. Providing an academic program that contributes to the public service workforce supports the mission of USU to serve the public through learning, discovery, and engagement.

Finances*

Three of the four courses that will be used to fulfill the requirements for the endorsement and certificate program are already offered at USU, with the ITLS/TEAL 6400 Foundations of Instructional Coaching course currently in the approval process. No expenses are being requested.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

The Department of Instructional Technology and Learning Sciences (ITLS) and the School of Teacher Education and Leadership (TEAL) proposes a *K12 endorsement* in **Instructional Coaching** to prepare students to work in K12 school settings.

The K12 endorsement program will require 9 credits (3 courses):

ITLS/TEAL 6400 – Foundations of Instructional Coaching; and

ITLS 6720 – Adult Learning Theory or ASTE 6160 – Adult Learning Theory; and

ITLS 6520 – Instructional Design I

ITLS 6720, ITLS 6520, and ASTE 6160 are currently offered and ITLS/TEAL 6400 Foundations of Instructional Coaching course is in the approval process to be offered in the 2024-25 academic year. Utah State Board of Education (USBE) has approved three courses: ITLS 6720, ITLS 6520, and ASTE 6160, and is currently reviewing ITLS/TEAL 6400 to fulfill all the Instructional Coaching competencies to meet their endorsement competency/application requirements.

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

22 August 2024

ITEM FOR ACTION

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

EXECUTIVE SUMMARY

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

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Aviation Dispatch 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 Aviation Dispatch Minor, and

WHEREAS, The proposal will offer students with career broadening opportunities and supplemental learning;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Aviation Dispatch 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 - Aviation Dispatch 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* Aviation Dispatch 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)* 18

Maximum Number of
Credits (if
applicable)* 18

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 Aviation Dispatch minor. Aviation Dispatch is vital to safe flight operations. With Aviation Technology's (AVTE) continued growth, now more than 600 students, the need to educate aviators regarding Dispatch operations is important. A Dispatch Minor would supplement an aviation students current degree and give them another high paying option in the aviation program. There are currently no Dispatch programs offered through a University program in the state of Utah.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Approval of this new minor will offer career broadening opportunities and supplemental learning that complements 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 are required for the minor:

- AV 2320 Intro to Private Pilot Requirements (AV2330) (3)
- AV 2510 IFR and Commerical Regulations and Procedures (3)
- AV 2960 ATP/ADX Dispatcher Written Exam (3)
- AV 3960 Dispatcher Practical Exam (3) (CI/QI)

Electives (6 credits)

- AV2000 - Aerodynamics for Aviation
- AV2040 - Aviation Meteorology
- AV3010 - National Airspace
- AV3120 - Aviation Law
- AV3500 - Intro to UAS
- AV4280 - Airline Management
- AV4490 - Human Factors in Aviation Safety
- AV4710 -Crew Resource Management
- AV4720 -Aviation Safety & Security

**Labor Market Demand
(if applicable)**

Dispatchers are needed in all airline operations. All airline operations are hiring aviation dispatchers for their operation.

Dispatchers coordinate all activities on the ground of an airport from weight and balance to flight planning, rerouting cancelling and delaying flights due to safety hazards brought on by weather. They do this to ensure safe and efficient turn arounds of flights.

According to the Airline Dispatcher Federation the average pay of a dispatcher is between \$40,000 - \$60,000 and tops out at around \$150,000.

The need for airline dispatchers is growing. As airlines hire more pilots and expand their operations there will be a big need for dispatcher to be able to keep up with the expanding airlines.

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

The new minor supports the mission of USU by educating students and developing leaders to exceed industry needs in aviation. Students completing this minor will be prepared to become certified by the Federal Aviation Administration in all dispatch operations. 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 aircraft dispatch
- 2) develop skills such as problem-solving, decision-making, communication and teamwork
- 3) Demonstrate/apply aircraft dispatch rules and procedures
- 4) develop a capacity to adapt to change, learn from mistakes, and safety culture attitude

Finances*

None are forecasted at this time. Existing equipment will be utilized for our program needs.

SECTION III: CURRICULUM (if applicable)
--

**Program Curriculum
Narrative**

An Aviation Dispatch Minor from Utah State University provides students the opportunity to become experts in the essentials of becoming an FAA certified aircraft dispatcher.

During the Fall semester students begin their certification journey with AV 2960 ATP/ADX Dispatcher Written Exam. This course prepares students to take the FAA written exam. Topics include dispatch resource management, aircraft systems, flight planning, aircraft performance, weight and balance, and culminates with the students taking the FAA Dispatch written exam. The FAA computerized aircraft dispatcher (ADX) exam, a crucial milestone in their pursuit. The next step is preparation for the FAA practical exam. *Students must be 21 years of age to take the written and practical exams.

During the spring semester, students prepare for the hands on/practical exam. In AV 3960 Dispatcher Practical Exam (3) (CI/QI) receive practical and hands on training in the art of aviation dispatch. Students will make simulated decisions based on weather analysis, charts, and emergency/abnormal procedures. The course ends with students completing the practical exam with the FAA. *Students must be 23 years of age to receive aircraft dispatch certification.

Required courses for the minor:

AV 2320 Intro to Private Pilot Requirements (AV2330) (3)

AV 2510 IFR and Commercial Regulations and Procedures (3)

AV 2960 ATP/ADX Dispatcher Written Exam (3)

AV 3960 Dispatcher Practical Exam (3) (CI/QI)

Elective courses (6 credits):

AV2000 - Aerodynamics for Aviation

AV2040 - Aviation Meteorology

AV3010 - National Airspace

AV3120 - Aviation Law

AV3500 - Intro to UAS

AV4280 - Airline Management

AV4490 - Human Factors in Aviation Safety

AV4710 -Crew Resource Management

AV4720 -Aviation Safety & Security

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.

22 August 2024

ITEM FOR ACTION

Utah State University's Department of Psychology in the Emma Eccles Jones College of Education and Human Services proposes offering a Master of Education in Psychology.

EXECUTIVE SUMMARY

The Department of Psychology in the Emma Eccles Jones College of Education and Human Services proposes offering a Master of Education in Psychology.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Master of Education in Psychology.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Psychology in the Emma Eccles Jones College of Education and Human Services proposes offering a Master of Education in Psychology, and

WHEREAS, The proposal will help graduate students advance in the stages of training and become specialists in the profession;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Master of Education in Psychology in the Emma Eccles Jones College of Education and Human Services' Department of Psychology, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:

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

Institution Submitting Request: Utah State University

Proposed Program Title: Mast of Education (MEd) in Psychology

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas): N/A

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

Sponsoring Academic Department(s) or Unit(s): Department of Psychology

Classification of Instructional Program Code¹ : 6 - Digit CIP: 42.2805

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

Proposed Beginning Term²: Fall 2024

Institutional Board of Trustees' Approval Date:

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

☐ (AAS)	Associate of Applied Science Degree
☐ (AA)	Associate of Arts Degree
☐ (AS)	Associate of Science Degree
☐	Specialized Associate Degree (specify award type ³ :)
☐	Other (specify award type ³ :)
☐ (BA)	Bachelor of Arts Degree
☐ (BS)	Bachelor of Science Degree
☐ (BAS)	Bachelor of Applied Science Degree
☐	Specialized Bachelor Degree (specify ward type ³ :)
☐	Other (specify award type ³ :)
☐ (MA)	Master of Arts Degree
☐ (MS)	Master of Science Degree
☐	Specialized Bachelor Degree (specify ward type ³ :)
☒	Other (specify award type ³ : Master of Education (MEd))
☐	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 (mark all that apply with an x, if any):

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

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____

Date: _____

☐

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University's Psychology Department requests approval to offer the following degree(s): Master of Education (MEd) in Psychology

To be effective on: Fall 2024

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

Section II: Program Proposal

Program Description

The MEd in Psychology is an interim degree to support advanced training of graduate students who are preparing to become School Psychologists. School psychologists are behavioral health professionals who provide a variety of services within K-12 school settings. They apply expertise in mental health, learning, and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists also partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.

Entry level training for School Psychologists occurs at the Educational Specialist (EdS) level, which requires two years of full-time coursework and practicum training followed by one year of full-time school-based internship (supervised by a current licensed school psychologist). En route to receiving the EdS in School Psychology, trainees are expected to earn a master's degree that indicates they have achieved advanced competence in psychology and are therefore ready to become "specialists" in the profession of School Psychology. The EdS in School Psychology requires at 30 credit hours beyond a master's degree, and the MEd in Psychology is the interim milestone degree that indicates students are ready to proceed to the advanced phase of EdS training.

The Psychology Department at Utah State University (USU) sponsors a high-quality EdS school psychology training program that has been continuously approved by the National Association of School Psychologists since 1995. Although the MEd in Psychology was previously approved and in the USU catalog—and received by students en route to the EdS in School Psychology—it was recently and inadvertently discontinued when making another degree change in the Department. The purpose of this proposal is to seek to add the MEd in Psychology back to the Department's degree offerings, so that the EdS in School Psychology program may continue to maintain its standards in preparing students for advanced training in the profession of school psychology.

Consistency with Institutional Mission

As a land-grant institution, USU is committed to excellence, access, and inclusion for improving the wellbeing of Utah's citizens. Specifically, USU aims to "empower all people to lead successful lives of involvement, innovation, and impact" by "championing exceptional education, research and discovery, and community contribution." The School Psychology program at USU contributes to this mission by training behavioral healthcare providers who go on (post-

graduation) to work primarily in Utah public schools, supporting the mental health and educational success of the rising generations of Utahns. School psychologists work to directly support youth/students through evidence-based assessment and intervention practices based on educational and psychological research; they also provide consultation and support for parents/families and educators to help them create nurturing environments that allow youth/students to thrive and reach their full potential in school and beyond.

Section III: Needs Assessment

Program Rationale

The MEd in Psychology serves as an interim degree that indicates graduate students are ready to progress to advanced stages of training and become “specialists” in the profession of school psychology. The MEd is therefore not intended as a terminal degree, as receiving it does not make graduates eligible for licensure or ready for practice. Rather, the MEd provides graduate students with the appropriate foundational knowledge and skills in psychology that allow them to benefit from advanced training in the EdS School Psychology degree program, which, upon graduation, makes them eligible for licensure as a school psychologist within the state of Utah.

Labor Market Demand

Given the MEd in Psychology is an interim degree that readies graduate students for specialist training, it does not have a labor market demand per se. However, there is substantial demand in the state of Utah for qualified school psychologists trained at the EdS level, and the MEd in Psychology is considered a prerequisite for this specialist-level training.

Specific workforce labor data from Utah’s workforce website for school psychologists could not be located, as it does not appear that the profession is specifically represented. That said, the faculty in the USU School Psychology program have been provided data obtained by the Utah State School Psychologists Association’s “Shortages Committee”, which was formed to investigate school psychologist workforce shortages within the state. This committee recently reported (2021–2022 data) that 41% of Utah school districts report not being able to hire enough school psychologists to fill their open positions and district needs—and that many districts report two or more unfilled openings. The committee also reported that the school psychologist to student ratio in Utah is 1:2114, whereas the national average is 1:1381 and the recommended ratio is 1:700. Utah’s ratio of school psychologists to students is therefore about half the national average and one-quarter the recommended ratio for best practice service delivery. Our school district partners also report to us that they are consistently unable to hire the number of needed school psychologists each year to fill positions and, therefore, the behavioral health of their students is often underserved. More school psychologists are clearly needed to meet the Utah’s needs for behavioral health services in K-12 schools.

For reference, national level data regarding the school psychology workforce is available via the U.S. Bureau of Labor Statistics: <https://www.bls.gov/oes/current/oes193034.htm>

Student Demand

Students apply to and matriculate into the EdS in School Psychology Program, completing the MEd in Psychology during the first half (3 semesters) of their training. The demand for the MEd

in Psychology is therefore entailed in the demand for the EdS in School Psychology. During the last decade, around 20 students apply to the EdS Program each year. Historically, a range of 3–5 students have been admitted and matriculated into the EdS program each year. Six students were admitted and matriculated during the present academic year (starting Fall 2023). The majority of students (> 90%) applying to and completing the EdS program are Utah residents, and those few non-residents are from the Western region of the U.S. (e.g., Idaho, California). The majority of graduates (> 90%) of the EdS program go on to obtain licensure as school psychologists in Utah and, thus, work as behavioral health providers in Utah's public schools. Thus, the consistent student demand for the EdS program entails a consistent student demand for the MEd in Psychology program.

Similar Programs

Besides USU, there are two other higher education institutions in Utah that offer EdS programs in School Psychology: the University of Utah (UofU) and Brigham Young University (BYU). As the only other USHE institution, the UofU's EdS program is similar in structure to USU's, offering an interim MEd en route to completing of the EdS degree. Historically, USU's EdS program has matriculated/trained up to 6 (maximum) new students per year, whereas the UofU and BYU have both matriculated/trained up to 12 (maximum) new students per year. Thus, up to 30 new school psychologists enter the workforce each year via Utah's higher education institutions, 18 of which are trained by USHE institutions, and 20% (6/30) of which are trained in the USU EdS program.

Collaboration with and Impact on Other USHE Institutions

USU's MEd in Psychology program would not involve collaboration with other USHE institutions. It is also unlikely to have an adverse impact on other USHE institutions (UofU) with a similar program, and it surely benefits undergrads from USHE institutions who are looking for graduate training opportunities in psychology within the state of Utah. As mentioned above, USHE institutions currently matriculate/train about 18/30 (60%) of the new school psychologists who are entering Utah's workforce each year. BYU trains the remainder (12/20 or 40%). The bulk of these students (12/18) have been trained by the University of Utah's EdS program, which has historically been larger and had more faculty compared with USU's EdS program. That said, USU recently received a Targeted Workforce Development Grant from USHE (2023) to hire another 1.0 FTE faculty devoted to the EdS program, which would allow for increasing the training capacity to be on par with the UofU. This means the capacity of the USU EdS program is expected to increase to 12 students per year starting in Fall 2024, pending the successful hire of a new faculty. Faculty in the School Psychology Program at the UofU have reported to faculty at the USU program that they consistently receive many more qualified applications than they are able to accept/matriculate into the program each year. Therefore, expanding the capacity of USU's School Psychology program is likely to increase the availability of advanced training opportunity for undergraduate students from USHE institutions who are looking for advanced training to prepare them for employment in the behavioral healthcare workforce in Utah. The MEd in Psychology degree is a key stepping stone in this training process for USU.

External Review and Accreditation

The MEd in Psychology does not require formal external review or accreditation, given its function as an interim degree to signify readiness for advanced training for the EdS in School Psychology degree. However, the EdS in School Psychology is reviewed and approved/accredited by the National Association of School Psychologists. USU's EdS program has been continuously approved/accredited by NASP since 1995. The curriculum and program of study for the MEd in Psychology is simply a subset (36 credits) of the larger degree requirements for the EdS in School Psychology (30 additional credits post-MEd, or 66 credits total). The coursework designated for the MEd was selected by the School Psychology Program faculty because it was deemed to demonstrate appropriate foundational training in psychology to prepare students for specialist level training the profession of school psychology.

Section IV: Program Details

Graduation Standards and Number of Credits

To receive the MEd in Psychology, students are required to complete 36 credits hours of graduate coursework offered by faculty in the USU Psychology Department.

Admission Requirements

Admission requirements are not specific to the MEd in Psychology because students are actually admitted into the EdS in School Psychology program. After admission into the EdS program, students complete the MEd in Psychology to demonstrate foundational competence in psychology prior to proceeding to specialist training in the profession of school psychology. Admission requirements for the EdS in School Psychology include (1) GPA for the 60 credits taken of 3.0 or higher, (2) career interests and goals aligned with the profession of school psychology, and (3) a substantial background in psychology, which is operationalized as at least 5 undergraduate courses (or equivalent) in core areas of psychology (e.g., introductory, developmental, child development, psychopathology, research design and methods). To indicate they have met these criteria, applicants are required to submit (a) the general grad school application, (b) a statement of purpose (500–1000 words) outlining their goodness of fit with the program, (c) a current CV, (d) official transcripts for all previous institutions of higher education, and (3) three letters for recommendation.

Curriculum and Degree Map

See Appendix A for a list of the required courses for the MEd in Psychology. Note that there are elective courses and no emphases offered for this degree. There is also no associated degree map, given it is a graduate-level degree.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

The MEd in Psychology program fits seamlessly into current institutional structures within the Department of Psychology, which have been designed to provide longstanding support for the EdS in School Psychology Program. Given that the MEd in Psychology was previously sponsored by the Psychology Department at USU, and was inadvertently discontinued when making another degree change, we are requesting simply that the degree be restored so that the EdS in School Psychology program may continue running successfully. No additional changes to faculty, administration, staff, or structure are needed to effectively implement the MEd in Psychology.

Faculty

As an interim degree toward specialist-level training, the MEd in Psychology program is supported by the core and affiliated faculty devoted to the EdS in School Psychology Program. That program currently has 3 core faculty: Drs. Tyler Renshaw, Greg Callan, and Maggie Chan. Students in the program are also supported by affiliated faculty in the Psychology Department who teach general graduate-level courses taken by students in the department's doctoral program. Adjunct faculty are also hired to teach coursework on an as-needed basis, typically 1–2 times/sections per year. The core faculty devoted to the School Psychology program are currently sufficient to teach the majority of school-specific coursework included within the MEd in Psychology and to maintain admissions/training cohorts of up to 6 students per year. As mentioned above, USU recently received a Targeted Workforce Development Grant from USHE (2023) to hire another 1.0 FTE faculty devoted to the EdS School Psychology program, which would allow for increasing the training capacity of this program up to 12 students per year. If hired, this additional faculty line would allow the core school psychology faculty to teach all required school-specific coursework for the MEd in Psychology, sans need for adjunct faculty.

Staff

No new staff will be required to support the program. Staffing includes a graduate program coordinator, budget personnel, and communications staff. Staff are supported through weekly meetings with the department head, consistent and comprehensive performance development check-ins, and a standard suite of training and development programs to help employees progress in their roles and their career goals.

Student Advisement

Students in the MEd in Psychology program are advised by the Director of Training for the EdS School Psychology Program. The Director of Training is one of the core School Psychology faculty (currently: Dr. Tyler Renshaw), who assumes primarily responsibility for advising students regarding their progress in the program. The Director of Training meets with students quarterly during their tenure in the program to advise on degree requirements, scheduling, professional issues, career trajectories, etc.

Library and Information Resources

N/A

Projected Enrollment and Finance

See Appendix D.

Section VI: Program Evaluation

Program Assessment

The success of the MEd in Psychology is assessed by evaluating the proportion of students who matriculate into the EdS in School Psychology program who successfully complete the MEd in Psychology requirements. Successful completion of these requirements is a milestone accomplishment, demonstrating foundational competence in psychological methods and psychological practice in schools, which is a prerequisite for students to move on to specialist level training in the profession of school psychology. We anticipate that 100% of students matriculating into the EdS in School Psychology program will successfully complete standards of performance for the MEd in Psychology. When the USU Psychology Department previously offered the MEd in Psychology (prior to its inadvertent discontinuation), 100% of the students matriculating into the EdS program did, in fact, successfully complete the MEd in Psychology prior to progressing to specialist level training.

Student Standards of Performance

The purpose of the MEd in Psychology is to provide graduate students with foundational competence in (a) psychological methods and (b) psychological practice in school settings, which serves as a prerequisite for specialist training within the profession of school psychology. Given that the MEd in Psychology functions as an interim degree that readies students for more advanced training, significant

Foundational competence in psychological methods is evaluated by students receiving “B” or better grades in three courses:

- PSY 6570: Introduction to Educational & Psychological Research (3 credits)
- PSY 6010: Introduction to Program Evaluation (3 credits)
- PSY 6050: Applied Statistical Analyses (3 credits)
- PSY 6780: Evidence-Based Practice: Child & Adults (3 credits)

Foundational competence in psychological practice in school settings is evaluated by students receiving “B” or better grades in the following courses:

- PSY 6310: Intellectual Assessment (3 credits)
- PSY 6450: Introduction to School Psychology (3 credits)
- PSY 6410: Psychoeducational Assessment (3 credits)
- PSY 6440: Law and Ethics in School Psychology (3 credits)
- PSY 6380: Practicum in School Psychology (6 credits) [Year 1: Fall & Spring]
- PSY 6810: SEM: School Mental Health I: Assessment (3 credits)
- PSY 6810: SEM: School Mental Health II: Intervention (3 credits)

Upon successfully completing all 12 seminars/courses (36 total credits) with “B” or better grades, students are deemed to have demonstrated foundational competence that readies them for specialist training in school psychology, which involves transitioning to the EdS in School Psychology coursework and, eventually, the year-long school-based internship experience.

Appendix A: Program Curriculum

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

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			N/A
Required Courses			
PSY 6570		Introduction to Educational & Psychological Research	3
PSY 6310		Intellectual Assessment	3
PSY 6450		Introduction to School Psychology	3
PSY 6410		Psychoeducational Assessment	3
PSY 6440		Law and Ethics in School Psychology	3
PSY 6050		Applied Statistical Analysis	3
PSY 6380		Practicum in School Psychology (Year 1: Fall & Spring)	6
PSY 6010		Introduction to Program Evaluation	3
PSY 6810		SEM: School Mental Health I: Assessment	3
PSY 6810		SEM: School Mental Health II: Intervention	3
PSY 6780		Evidence-Based Practice: Child & Adult	3
Required Course Credit Hour Sub-Total			36
Elective Courses			
N/A			
Elective Credit Hour Sub-Total			N/A
Core Curriculum Credit Hour Sub-Total			36

Add An Emphasis: (N/A)

Can students complete this degree without emphases? Yes ☒ No ☐
--

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

Program Curriculum Narrative

The MEd in Psychology serves as an interim degree that indicates graduate students are ready to progress to advanced stages of training and become “specialists” in the profession of school psychology. The MEd is therefore not intended as a terminal degree, as receiving it does not make graduates eligible for licensure or ready for practice. Rather, the MEd provides graduate students with the appropriate foundational knowledge and skills in psychology that allow them to benefit from advanced training in the EdS School Psychology degree program, which, upon graduation, makes them eligible for licensure as a school psychologist within the state of Utah. The MEd coursework consists of 36 credits and is completed within the first 3 semesters of graduate training. Coursework focuses on foundational competence in both psychological methods and psychological practice in school settings.

Degree Map (N/A)

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).

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
N/A			
Total		Total	
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
Total		Total	
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Total		Total	
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Total		Total	

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 -TenureTrack
Faculty: Full Time with Doctorate	2	1	0
Faculty: Part Time with Doctorate	0	0	0
Faculty: Full Time with Masters	0	0	0
Faculty: Part Time with Masters	0	0	0
Faculty: Full Time with Baccalaureate	0	0	0
Faculty: Part Time with Baccalaureate	0	0	0
Teaching / Graduate Assistants			2
Staff: Full Time			4
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

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

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							
	Tyler	Renshaw	T	PhD	University of California, Santa Barbara	100%	
	Gregory	Callan	T	PhD	University of Wisconsin, Milwaukee	100%	
	Maggie	Chan	TT	PhD	University of California, Santa Barbara	100%	
						Add Another Full Time	
Part Time Faculty							
						Add Another Part Time	

Part III: New Faculty / Staff Projections for Proposed Program

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

	# Tenured	# Tenure-Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		1		PhD in School Psychology	100%
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	6	12	12	12	12	12
# of Majors in Proposed Program(s)	////					
# of Graduates from Department						
# Graduates in New Program(s)	////					
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	\$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	\$0	
Difference						
Funding - Expense	\$0	\$0	\$0	\$0	\$0	

Part II: Expense explanation

Expense Narrative

The program will require no new resources: faculty time, in terms of teaching power, will be held constant as courses offered in the program are a part of the current PhD specialization in school psychology.

Part III: Describe funding sources

Revenue Narrative 1

The Utah Legislature appropriated \$4.5M of ongoing funds for Targeted Workforce Development-- Healthcare to be used to expand program capacity as soon as the fall of 2023 in the following occupations: Respiratory Therapists, Registered Nurses, Licensed Practical Nurses, Radiology Technologists, Surgical Technologists, Diagnostic Medical Sonographers, Behavioral Health, Psychiatric Technicians, and/or Behavioral Management Specialists. The psychology department proposed \$140,000 in new funding to fund a new faculty member, and the proposal was funded.

Revenue Narrative 2

N/A

22 August 2024

ITEM FOR ACTION

Utah State University's Department of World Languages and Cultures in the College of Humanities and Social Sciences proposes offering a Translation and Interpretation Studies Bachelor of Art degree.

EXECUTIVE SUMMARY

The Department of World Languages and Culture in the College of Humanities and Social Sciences proposes offering a Translation and Interpretation Studies Bachelor of Art degree.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Translation and Interpretation Studies Bachelor of Art degree.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of World Languages and Cultures in the College of Humanities and Social Sciences proposes offering a Translation and Interpretation Studies Bachelor of Art degree, and

WHEREAS, The proposal will help to provide services to those underserved populations by offering comprehensive training in translation and interpretation;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Translation and Interpretation Studies Bachelor of Art degree 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: _____

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

Institution Submitting Request: Utah State University

Proposed Program Title: BA in Translation and Interpretation Studies

Are There New Emphases: Yes ☒ No

Names of New Emphases (Separated by Commas): BA in Translation and Interpretation Studies

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

Sponsoring Academic Department(s) or Unit(s): World Languages and Cultures

Classification of Instructional Program Code¹ : 16.0103

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
☐	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 Baccalaureate degree(s): BA in Translation and Interpretation Studies effective Fall 2024. This program was approved by the institutional Board of Trustees on. There are two emphases for the BA in Translation and Interpretation Studies

- a) Legal and Business Translation and Interpretation**
- b) Healthcare Translation and Interpretation**

Section II: Program Proposal

Program Description

The objective of the Bachelor of Arts in Translation and Interpretation Studies is to fulfill a demand for competent healthcare and legal interpreters and translators in the State of Utah. Utah has a large and growing immigrant population. According to the 2020 US Census, over 10% of Utah's population is foreign-born. Many people in these communities do not speak English as their primary language. This creates a barrier between patients and health care providers and between community members and public and private institutions in areas of immigration, real estate, and other government institutions leaving this underserved population without any kind of communication resources.

This 30-credit curriculum is designed to provide students with the necessary skills and knowledge for terminology, culture awareness, use of technology, and linguistic competence to be able to bridge the gap between institutions and members of our community. Community interpreting is a social justice profession, it provides equal access to basic human services. Graduates of this program are poised to make a significant economic impact. They will fill critical roles in healthcare settings, legal proceedings, and other institutions.

The new courses designed for this program are the following:

SPAN 3100 Spanish Healthcare (Intro to Medical Terminology)
SPAN 3061: Fundamentals of Translation and Interpretation (Translation Theories)
SPAN 3081 Healthcare Translation (Translation skills for medical formats)
SPAN 3082 Business & Legal Translation (Translation skills for business and legal formats)
SPAN 4071 Simultaneous & Consecutive Healthcare Interpretation
SPAN 4072 Simultaneous & Consecutive Business/Legal Interpretation
SPAN 4081 Bridging the Gap Healthcare
SPAN 4082 Advanced Legal Translation & Interpretation
SPAN 4091 Computer-Assisted Translation Tools
SPAN 4093 Translation/Interpretation Internship
SPAN 3083 Literary Translation
SPAN 4092 Technical Communication Applied to Translation

Consistency with Institutional Mission

In alignment with the USU mission, this Bachelor of Arts in Translation and Interpretation Studies helps to provide services in areas of need within our community. This program was created with the objective of solving the lack of professionals in the healthcare and legal systems in our State. Utah State University as a Land-Grant university is committed to providing education in areas of need and outreach the underserved communities. This program will allow students to get into job opportunities immediately once they finish their major. The national statistics for the job market is predicting that Translator and Interpreter careers are growing 6-10 % every year. In addition, Utah has many students who are already bilinguals, and others with

language heritage that can use those linguistic skills to get an education and lifetime career.

Section III: Needs Assessment

Program Rationale

Utah's economic landscape is evolving, with a growing number of businesses establishing international partnerships and expanding their reach to global markets. Employers across various sectors, from healthcare to technology, highly value bilingual employees who can facilitate cross-cultural communication. By offering a Translation and Interpretation Studies (TIS) program, USU can supply the workforce with qualified professionals to meet this demand.

This TIS major is created along with two other certificates (16 credits each) to make the program more attractive to current pre-med students who are looking for a minor or a double major in Spanish. The main goal of the program is to offer a different area of Spanish that is in high demand and where job opportunities are available more promptly. In addition, this new academic offer is designed to increase enrolments in the Department of World Languages. The certificates and the bachelors are aligned with the national certification organization such as the National Board of Certified Medical Interpreters (NBCMI) and the Commission for Certified Healthcare Interpreters (CCHI).

Labor Market Demand

According to the U.S. Bureau of Labor Statistics, the occupation of interpreters and translators is expected to increase faster than the average employment growth with a high volume of annual job openings. In the State of Utah, employment projections will increase by 6% higher than other jobs in similar conditions. Moreover, there is not a full curriculum in any university in the state that focuses on healthcare services and legal areas with full programs. This program intends to address the need for specialized interpreters and translators in these fields. Therefore, we would like to provide services to those underserved populations by offering comprehensive training in translation and interpretation as described herein.

Student Demand

This new academic program has gotten a lot of interest from students since the demand for translation and interpretation services is a career that is growing, and it is well paid. With the increasing demand for these services, they can apply for jobs and join the labor market more quickly. Along with the TIS major, the Certificates of Healthcare and Legal Interpretation will serve students in other majors such as business and pre-med fields who would like to enhance their degrees.

Similar Programs

There are similar programs in the state offered by BYU and Weber State University. The BYU program is designed in a more general area of translation, and they have only one elective course in interpretation. Weber State University is very similar, they also have only one class for interpretation. The University of Utah and UVU have one or two classes in the field, but these are not focused on a direct area of translation. The difference between this program at USU is that it targets specific areas in need such as legal and healthcare interpretation, building more practical skills to get into the workforce more quickly. This BA in TIS is designed to include classes in interpretation, translation, machine translation, cultural awareness, technical communication, and intercultural communication providing more comprehensive learning for students and making them more capable of fulfilling the requirements as professional translators and interpreters. Another important differentiation from other programs is that USU is a state's Land Grant university, and it is present in all the remote areas of the state, and this program plans to expand its academic offering to reach out to other USU campuses and help those marginal regions such as Navajo communities who have already expressed interest in our interpretation program. We believe that this program will become a resource for providers and practitioners, and it will be a great benefit for our community.

Collaboration with and Impact on Other USHE Institutions

There are plans for collaboration, research, and shared resources among faculty in other universities in similar areas. Our faculty is already connected with other Translation and Interpretation faculty at BYU, UVU, U of U, and Weber State through a LinkedIn group called Translation and Interpreting Educators in Utah. This association can lead to more student resources, funding, and research among professionals in the field.

External Review and Accreditation

No external consultants or advisory committees were involved. The program will not seek special professional accreditation.
Section IV: Program Details Graduation Standards and Number of Credits

Requirements for this degree:

At least 120 total credits

Minimum GPA for graduation: 2.5 within core translation courses; 2.0 USU cumulative; 2.0 career total.

Minimum Grade Accepted: For the graduation requirement in the 2.0 in the core courses taught in the major will be accepted, with up to 3 credits with pass/fail grades for internship.

Admission Requirements

Complete lower division Spanish courses (1010, 1020, 2010, and 2020) or receive the equivalent through experiential credit from the proficiency exam (does not apply to native speakers).

Minimum GPA for Admission: 2.0 in language lower division courses, 2.0 USU cumulative (including courses taken for another USU major); 2.5 career total (including transfer credits) for new transfer students.

Curriculum and Degree Map

See Appendix A

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

The same institutional structures that will support the certificates will support the new major.

Faculty

The existing faculty in the Department of World Languages and Cultures will be sufficient to support the new major. Professor Sofia Monzon will develop the curriculum for the legal and business classes and Professor Elsa Perez for the Medical Translation and Interpretation.

Staff

A student TA will help to assist in some of the classes among the members of the community to facilitate resources (10-15) hrs per week.

Student Advisement

Students in the BA in Translation and Interpretation Studies will be advised by the World Language Department Advisors

Library and Information Resources

Medical Interpreting Student Textbook
Guide to Common Medications
Spanish-English Medical Glossary

For the legal and business classes, there will be a repertoire of free online resources and other materials provided by Utah Courts free of charge as well as the following materials from USU libraries:

The Routledge handbook of interpreting / edited by Holly Mikkelsen and Renée Jourdenais (Routledge, 2015) - online access

Note-taking for consecutive interpreting: a short course / by Andrew Gillies (Routledge, 2017) - online access

The Routledge handbook of translation, interpreting and bilingualism / edited by Aline Ferreira, John W. Schwieter (Routledge, 2022) - online access

The Routledge handbook of Spanish translation studies / edited by Roberto A. Valdeón and África Vidal (Routledge, 2019) - online access

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

Each fall an advisory committee will upload identified student responses to the Interview Preparedness Assignment in which students have addressed the program learning outcomes below. Faculty will holistically score the assignments based upon how effectively students demonstrated the learning outcomes in their assignments.

Student Standards of Performance

Linguistic Competence: How effectively does the student demonstrate a high linguistic performance in written work?

Not effectively-Very Effectively

1 2 3 4

Cultural Awareness: How effectively does the student demonstrate cultural awareness in translations or interpretation tasks?

Not effectively-Very Effectively

1 2 3 4

Document Design and Formatting: How effectively does the student demonstrate the ability to elaborate formats in translations? Not effectively-Very Effectively

1 2 3 4

Interpretation Skills: How effective is students' oral performance in interpretation fluent, cohesive, and accurate?

Not effectively-Very Effectively

1 2 3 4

Learning New Technology: How effectively does the student acquire the use of new technology in translation and interpretation practices?

Not effectively-Very Effectively

1 2 3 4

Appendix A: Program Curriculum

Translation and Interpretation Studies

First Year Fall		First Year Spring	
ENGL 1010 - Introduction to Writing: Academic Prose (CL1)	3	ENGL 2010 - Intermediate Writing: Research Writing in a Persuasive Mode (CL2)	3
SPAN 3510 Business Spanish OR SPAN 3040 Advanced Spanish Grammar	3	SPAN 3100 Spanish Healthcare OR SPAN 3060 Advanced Spanish Conversation and Composition	3
GE Breadth Requirement	3	SPAN 3061: Fundamentals of Translation and Interpretation	3
GE Breadth Requirement	3	GE Breadth Requirement	3
GE Breadth Requirement	3	GE Breadth Requirement	3
Total	15	Total	15
Select Emphasis by End of Year One – Healthcare Translation & Interpretation or Legal & Business Translation & Interpretation			
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
Quantitative Literacy (QL) Course	3	Communications Intensive (CI) Course	3
Depth Social Science (DSS) *CMST 3330 Intercultural Communication (DSS) *Counts as Advanced Elective	3	Quantitative Intensive (QI) Course	3
SPAN 3081 Healthcare Translation OR SPAN 3082 Business & Legal Translation	3	SPAN 4071 Simultaneous & Consecutive Healthcare OR SPAN 4072 Simultaneous & Consecutive Business/Legal	3
GE Breadth Requirement	3	GE Breadth Requirement	3
Elective Course	3	Elective Course	3
Total	15	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Depth Life and Physical Sciences (DSC) Course	3	SPAN 4091 Computer-Assisted Translation Tools	3
SPAN 4081 Bridging the Gap Healthcare OR SPAN 4082 Advanced Legal Translation & Interpretation	3	Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Total	15	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
SPAN 4093 Translation/Interpretation Internship	3	Major Advanced Elective	3
Major Advanced Elective	3	Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Total	15	Total	15
Total Program Credits			120

For the emphasis in **Healthcare Translation and Interpretation**. Students will take:

A. Required Introductory Classes (6 credits)

-SPAN 3040 Advanced Spanish Grammar

or SPAN 3060 Advanced Spanish Conversation and Composition

-SPAN 3100 Spanish Healthcare

B. Translation Major Courses (18 credits)

SPAN 3061 Fundamentals of Translation and Interpretation

SPAN 3081 Healthcare Translation

SPAN 4071 Simultaneous and Consecutive Healthcare Interpretation SPAN 4081 Bridging the Gap Interpretation Training

SPAN 4091 Computer Assisted Translation Tools SPAN 4093

Translation/Interpretation Internship

C. Advanced Electives (6 credits)

Choose 1

SPAN 3550 Spanish Culture and Civilization (DHA)

or SPAN 3570 Hispanic Culture and Civilization (DHA) or CMST 3330

Intercultural Communication

Choose 1

SPAN 3083 Literary Translation

SPAN 4092 Technical Communication Applied to Translation

1. For Legal and business Translation and Interpretation emphasis:

A. Required Introductory Classes (6 credits)

-SPAN 3040 Advanced Spanish Grammar

or SPAN 3060 Advanced Spanish Conversation and Composition

-SPAN 3510 Business Spanish

B. Translation Major Courses (18 credits)

SPAN 3061 Fundamentals of Translation and Interpretation

SPAN 3082 Business and Legal Translation

SPAN 4072 Simultaneous and Consecutive Interpretation SPAN 4082 Advanced Legal Translation and Interpretation

SPAN 4091 Computer Assisted Translation Tools SPAN 4093

Translation/Interpretation Internship

C. Advanced Electives (6 credits)

Choose 1

SPAN 3550 Spanish Culture and Civilization (DHA)

or SPAN 3570 Hispanic Culture and Civilization (DHA) or CMST 3330

Intercultural Communication

Choose 1

SPAN 3083 Literary Translation

SPAN 4092 Technical Communication Applied to Translation

Program Curriculum Narrative

Students may earn a translation & interpretation certificate in the emphasis opposite from their major emphasis by taking three additional courses for 9 credits. For example, students pursuing a Translation & Interpretation major with an emphasis in Healthcare may take three additional classes in Legal/Business translation/interpretation to receive an additional certificate in that emphasis.

Note: Students may consider adding a language minor to fill between 12-18 credits of their free electives, with 6 credits of possible overlap with the major.

Note: Students may test out of the first and second year of their language if they have prior experience through testing in the World Languages and Cultures Department

The SPAN 4093 is where students will build-up a capstone project based on their major trajectory and their internship experience.

Degree Map by emphasis

Classes by semester by Emphasis
Translation and Interpretation Healthcare Emphasis

First Year Fall		First Year Spring	
ENGL 1010 - Introduction to Writing: Academic Prose (CL1)	3	ENGL 2010 - Intermediate Writing: Research Writing in a Persuasive Mode (CL2)	3
SPAN 3510 Business Spanish OR SPAN 3040 Advanced Spanish Grammar	3	SPAN 3100 Spanish Healthcare OR SPAN 3060 Advanced Spanish Conversation and Composition	3
GE Breadth Requirement	3	SPAN 3061: Fundamentals of Translation and Interpretation	3
GE Breadth Requirement	3	GE Breadth Requirement	3
GE Breadth Requirement	3	GE Breadth Requirement	3
Total	15	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
Quantitative Literacy (QL) Course	3	Communications Intensive (CI) Course	3
Depth Social Science (DSS) •CMST 3330 Intercultural Communication (DSS) *Counts as Advanced Elective	3	Quantitative Intensive (QI) Course	3
SPAN 3081 Healthcare Translation	3	SPAN 4071 Simultaneous & Consecutive Healthcare	3
GE Breadth Requirement	3	GE Breadth Requirement	3
Elective Course	3	Elective Course	3
Total	15	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Depth Life and Physical Sciences (DSC) Course	3	SPAN 4091 Computer-Assisted Translation Tools	3
SPAN 4081 Bridging the Gap Healthcare	3	Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Total	15	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
SPAN 4093 Translation/Interpretation Internship	3	Major Advanced Elective	3
Major Advanced Elective	3	Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
TOTAL	15	TOTAL	15

Classes by semester by Emphasis
Translation and Interpretation Business and Legal Emphasis

First Year Fall		First Year Spring	
ENGL 1010 - Introduction to Writing: Academic Prose (CL1)	3	ENGL 2010 - Intermediate Writing: Research Writing in a Persuasive Mode (CL2)	3
SPAN 3510 Business Spanish OR SPAN 3040 Advanced Spanish Grammar	3	SPAN 3100 Spanish Healthcare OR SPAN 3060 Advanced Spanish Conversation and Composition	3
GE Breadth Requirement	3	SPAN 3061: Fundamentals of Translation and Interpretation	3
GE Breadth Requirement	3	GE Breadth Requirement	3
GE Breadth Requirement	3	GE Breadth Requirement	3
Total	15	Total	15
Select Emphasis by End of Year One – Healthcare Translation & Interpretation or Legal & Business Translation & Interpretation			
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
Quantitative Literacy (QL) Course	3	Communications Intensive (CI) Course	3
Depth Social Science (DSS) •CMST 3330 Intercultural Communication (DSS) *Counts as Advanced Elective	3	Quantitative Intensive (QI) Course	3
SPAN 3082 Business & Legal Translation	3	SPAN 4072 Simultaneous & Consecutive Business/Legal	3
GE Breadth Requirement	3	GE Breadth Requirement	3
Elective Course	3	Elective Course	3
Total	15	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Depth Life and Physical Sciences (DSC) Course	3	SPAN 4091 Computer-Assisted Translation Tools	3
SPAN 4082 Advanced Legal Translation & Interpretation	3	Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Total	15	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
SPAN 4093 Translation/Interpretation Internship	3	Major Advanced Elective	3
Major Advanced Elective	3	Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Total	15	Total	15
Total Program Credits			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	0	2	0	
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters				
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants				
Staff: Full Time				
Staff: Part Time				

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							
	ELSA	PEREZ	TT	PHD	UNIVERSITY OF SOUTHAMPTON	40	
	SOFIA	MONZON	TT	PHD	UNIVERSITY OF TORONTO	40	
						Add Another Full Time	
						Part Time Faculty	
						Add Another Part Time	

Part III: New Faculty / Staff Projections for Proposed Program

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

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

Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	130					
# of Majors in Proposed Program(s)		40	45	50	60	65
# of Graduates from Department						
# Graduates in New Program(s)		0	20	22	24	26
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)						

Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.					
Internal Reallocation					
Appropriation					
Special Legislative Appropriation					
Grants and Contracts					
Special Fees					
Tuition					
Differential Tuition (requires Regents approval)					
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0	
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$0	\$0	
Difference					
Funding - Expense	\$0	\$0	\$0	\$0	

Part II: Expense explanation

Expense Narrative

There would not be extra expenses. The two full time assistant professors will cover the translation core main courses and three of them SPAN 3510, 3040, and 3100 will be taught by adjunct faculty.

Part III: Describe funding sources

Revenue Narrative 1

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

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

22 August 2024

ITEM FOR ACTION

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

EXECUTIVE SUMMARY

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

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Statistics and Data Science PhD.

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 Statistics and Data Science PhD, and

WHEREAS, The proposal will provide students with the depth necessary to provide the state and the nation's need for developing a workforce more broadly skilled in Statistics and Data Science;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Statistics and Data Science PhD in the College of Science's 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: _____

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

Institution Submitting Request: Utah State University

Proposed Program Title: Statistics and Data Science

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: College of Science

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

Classification of Instructional Program Code¹ : 27.0501 (Statistics, General)

Min/Max Credit Hours Required of Full Program: 45 with a MS, 72 without

Proposed Beginning Term²: Fall 2024

Institutional Board of Trustees' Approval Date:

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

☐ (AAS)	Associate of Applied Science Degree
☐ (AA)	Associate of Arts Degree
☐ (AS)	Associate of Science Degree
☐	Specialized Associate Degree (specify award type ³ :)
☐	Other (specify award type ³ :)
☐ (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 Bachelor Degree (specify award type ³ :)
☐	Other (specify award type ³ :)
☒	Doctoral Degree (specify award type ³ : PhD)
☐	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 (mark all that apply with an x, if any):

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

Chief Academic Officer (or Designee) Signature:

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

Brennan Bean

Date: 10/17/2023

☒

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's Department of Mathematics and Statistics requests approval to offer the following degree(s):
Statistics and Data Science PhD

To be effective on: Fall 2024

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

Section II: Program Proposal

Program Description

This proposal will create a new PhD in Statistics and Data Science within the Department of Mathematics and Statistics. In so doing, this proposal (if approved) would render the currently existing Statistics Specialization under the Mathematical Sciences PhD obsolete. As such, this proposal also requests the termination of the Statistics Specialization under the Mathematical Sciences PhD conditional upon the approval of a new, and standalone, PhD in Statistics and Data Science. This new degree will formalize current standards of practice within the department. The program will include a core set of classes in mathematical statistics, computational data science, and data visualization. Other course requirements will be determined by each student's PhD committee. Ultimately, this new degree will continue to prepare students to become independent researchers in statistics and data science, enabling them to solve data problems with existing methods or by developing new data science methods.

Consistency with Institutional Mission

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

Section III: Needs Assessment

Program Rationale

Statistics and Data Science are interdisciplinary fields that include the management, analysis, and visualization of data to make evidence-based decisions. 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, the ability to collect, analyze, and operationalize data is critical to industry success. In addition, as new technologies for data collection are invented, existing statistics and 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.

This new degree formalizes a program reality that has existed for decades. The Statistics specialization of the Mathematical Sciences PhD behaves like a standalone Statistics PhD program. However, the current specialization places an undue burden on program graduates, who must explain to prospective employers why a Mathematical Sciences degree qualifies them to fill roles typically occupied by Statistics PhD graduates. The new degree, with its more appropriate name, better communicates the skills that students obtain in their PhD.

The choice of the name "Statistics and Data Science" as opposed to just "Statistics" for this new, and standalone, degree is motivated by faculty expertise and market demand. The Statistics Group within the Mathematics and Statistics department has long had research strengths in applied statistics, machine learning, and data visualization. Most of the faculty within the Department's statistics group have active research interests in both statistics and data science. The faculty offer a disproportionately high number of PhD-level courses in Data Science relative to other similarly sized Statistics departments or

groups at peer institutions.

This proposal also provides better alignment with other programs in the Mathematics and Statistics Department. For example, the department currently supports undergraduate degrees in Statistics and Data Science, along with a master's program in Statistics and a graduate certificate in Data Science. Additionally, the department is concurrently submitting a proposal for a new Statistics specialization within the Master of Data Science that will be jointly managed by the Department of Mathematics and Statistics as well as the Department of Computer Science. This restructuring of the PhD program will provide more continuity in both name and curriculum for the department's programs at all levels of instruction.

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

Labor Market Demand

The [Utah Department of Workforce Services](#) 2020-2030 ten year projected employment percent changes for fields in data science and statistics 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 with statisticians close behind. While not all these positions require a PhD in Statistics or Data Science, these projections indicate the depth of the state and nation's need for developing a workforce more broadly skilled in Statistics and Data Science. This will ultimately require the expansion of academic programs in statistics and data science, which will require PhDs in Statistics and Data Science to fill those faculty roles. Additionally, the Mathematics and Statistics Department has seen strong demand for the Statistics specialization in the Mathematical Sciences PhD, with graduates working in academia, industry, and government roles.

Student Demand

Over the past 10 years, 19 of the 43 graduates from the Mathematical Sciences PhD pursued the Statistics specialization. This past year, 11 of the 18 applicants to the Mathematical Sciences PhD program were interested in the Statistics Specialization, of which 3 competitive applicants accepted offers to the program. Currently, we have 13 graduates pursuing the PhD statistics specialization in the department. These three numbers illustrate that (1) enrollment and completion in the current statistics specialization has been consistent over time, (2) demand for the specialization continues to remain strong. This demand comes despite the fact that the program has been competing for students with programs that offer PhDs with statistics and/or data science in the degree name. The department anticipates that student demand will only increase under the new name, as the program will appear more prominently in web searches for statistics and/or data science programs.

Similar Programs

There are no similar PhD programs in the USHE system. The most similar program is the University of Utah's PhD in Population Health Sciences with an emphasis in Biostatistics. The fact that the USHE system, which includes two R1 universities, currently lacks a formal PhD program in statistics further emphasizes the need for this new program in Statistics and Data Science.

Collaboration with and Impact on Other USHE Institutions

This degree will not be delivered outside of USU's designated service area. There are no collaborative agreements with other USHE institutions.

External Review and Accreditation

The newly proposed program formalizes the curriculum taken by most of the graduates of the Statistics Specialization of the Mathematical Sciences PhD. Reaching out to many of these alumni, or reading their CVs online, revealed that many of them already regard their degree as a PhD in Statistics. These alumni indicated difficulty in explaining to current and prospective employers the relationship between "Mathematical Sciences" and "Statistics" and the proposal was met with enthusiasm. The success of these same alumni in industry and academia validates that the proposed degree requirements will provide

adequate preparation for future employment.

Section IV: Program Details

Graduation Standards and Number of Credits

1. At least 45 total credits (Masters) or 72 total credits (no Masters) numbered 5000-level or higher.
2. No more than 15 credits numbered 5000-5999.
3. Between 12-15 credits (Masters) or between 18-21 (no Masters) credits of STAT 7970.
4. No more than 3 (Masters) or 6 (no Masters) credits of STAT 6250.
5. Minimum 3.0 GPA
6. Choose an advisor and a supervisory committee, with whom the student defines a program of study. The committee must have at least one 'outside' member, a USU faculty member from outside Mathematics and Statistics.
7. Pass a comprehensive examination that is constructed specifically for the student by his or her supervisory committee. The form of the examination may be written or oral or may include a combination of written and oral components. The length and content of the exam are determined by the student's supervisory committee but is expected to take at least eight hours of direct effort from the student (e.g., three two-hour written exams followed by a two-hour oral exam).
8. Write and successfully defend a dissertation research proposal.
9. Complete a dissertation.
10. Write and successfully defend a dissertation.

Admission Requirements

There are no formal admissions requirements beyond those required by USU's graduate school. That in mind, it is expected that students applying to the program will have demonstrated proficiency in intermediate mathematics courses, such as calculus and linear algebra, and exposure to intro-level statistics and/or probability courses. Additionally, the department requires either satisfactory GRE scores (typically above the 40th percentile in Verbal and above the 70th percentile in Quantitative) or a research portfolio as part of the application materials.

Curriculum and Degree Map

See the appendices.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

The Statistics and Data Science PhD program will be offered within the Department of Mathematics and Statistics. No additional administrative resources are needed. The program will use courses that are already offered or that are under development for the 2023-24 AY.

Faculty

This program can be provided using existing faculty.

Staff

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

Student Advisement

Students will be advised by the Assistant Department Head over Graduate Studies within the department as well as the student's adviser and PhD committee.

Library and Information Resources

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

Projected Enrollment and Finance

The Mathematics and Statistics Department projects that enrollment will continue at or above the current enrollment levels in the Statistics Specialization of the Mathematical Sciences PhD. The department also projects that enrollment growth in the program will be primarily dependent on student interest but meanwhile limited by faculty capacity. The department projects that students in the Statistics and Data Science PhD program will be supported by approximately the same number of teaching and research assistantships as are currently utilized by students in the Statistics Specialization of the Mathematical Sciences PhD program, so no additional institutional funding will be required to operate the Statistics and Data Science PhD program.

Section VI: Program Evaluation

Program Assessment

The Department of Mathematics and Statistics has established processes for continuous improvement of program curricula that will be applied to the proposed PhD program. This includes periodic self-studies and external reviews, student evaluations of courses and instructors, and College of Science interviews of students. Data obtained from these processes are used to ensure that students are prepared and marketable for both industry and academia. Outcomes data are reviewed by school leadership and faculty committees at the College and Department levels. When outcome data suggests an opportunity for improvement, the department will take specific action and document these data-based decisions.

Student Standards of Performance

Skills and competencies for the proposed program are designed to be consistent with the skills and competencies that have been targeted in the Statistics Specialization of the Mathematical Sciences PhD. To complete the Statistics and Data Science PhD at USU, students will be required to demonstrate the following competencies (courses and/or other research activities that assess each competency are listed in parenthesis):

1. Students will demonstrate mastery of foundational knowledge in mathematical statistics and data science (STAT 6710, STAT 6720, STAT 6645, STAT 6300)
2. Students will demonstrate proficiency in using at least one programming language to perform data analysis (STAT 6555) and data visualization (STAT 5550, STAT 5560/6560).
3. Students will demonstrate the ability to research independently in a focused area of expertise (Qualifying Exam, Dissertation).
4. Students will demonstrate the ability to effectively communicate scientific concepts and findings both orally (Dissertation Defense) and in writing (Dissertation document).

Additionally, the PhD program will be assessed using department-level assessments designed for all graduate programs. These assessments are currently under revision. A draft version of these assessments is provided as a supplementary attachment to this proposal.

Appendix A: Program Curriculum

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			0
Required Courses			
MATH 6910		Directed Reading and Conference	1
STAT 6710		Mathematical Statistics I	3
STAT 6720		Mathematical Statistics II	3
STAT 5555/6555		Advanced R Programming for Data Science	3
STAT 7970		Dissertation Research	12-21
		Choose at least 1 of the following courses:	
STAT/MATH 6645		Mathematical Methods for Data Science	3
STAT 6300		Bayesian Statistical Methods and Data Analysis	3
		Choose at least 1 of the following courses:	
STAT 5550		Statistical Visualization I	2
STAT 5560/6560		Statistical Visualization II	2
Required Course Credit Hour Sub-Total			27-36
Elective Courses			
Additional coursework should be determined in consultation with the student's PhD committee noting the restrictions given below in the Program Curriculum Narrative.			
Elective Credit Hour Sub-Total			15-39
Core Curriculum Credit Hour Sub-Total			45-72

Program Curriculum Narrative

The proposed program curriculum formalizes what many of the successful PhD graduates in the Statistics Specialization of the Mathematical Sciences PhD are already doing in their programs of study. The required courses ensure that all students have a strong foundation in mathematical statistics, data science, computer programming, and statistical visualization. 72 total credits are required if coming in without a master's degree. 45 credits are required if coming with a master's degree. No more than 15 credits can be at the 5000 level. Between 12-15 credits of Dissertation Research (STAT 7970) are allowed if starting with a master's degree and between 18-21 credits for students without a master's degree. No more than 3 credits of Graduate Internship (STAT 6250) can be counted if starting with a master's degree, and no more than 6 credits for students without a master's degree.

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	7	4		
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters				
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants				
Staff: Full Time			2	
Staff: Part Time				

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	John	Stevens	T	PhD	Purdue University	10%	
	Kevin	Moon	T	PhD	University of Michigan	30%	
	Brennan	Bean	TT	PhD	Utah State University	30%	
	Richard	Cutler	T	PhD	University of California-Berkeley	10%	
	Stephen	Walsh	TT	PhD	Montana State University	30%	
	Alan	Wisler	TT	PhD	Arizona State University	30%	
	Juergen	Symanzik	T	PhD	Iowa State University	30%	
	Daniel	Coster	T	PhD	University of California-Berkeley	30%	
	Kady	Schneiter	T	PhD	Utah State University	10%	
	Xinyi	Lu	TT	PhD	Colorado State University	30%	
	Yan	Sun	T	PhD	University of Cincinnati	30%	
							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.
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Faculty: Full Time with Doctorate	n/a				
Faculty: Part Time with Doctorate	n/a				
Faculty: Full Time with Masters	n/a				
Faculty: Part Time with Masters	n/a				
Faculty: Full Time with Baccalaureate	n/a				
Faculty: Part Time with Baccalaureate	n/a				
Teaching / Graduate Assistants					
Staff: Full Time	n/a				
Staff: Part Time	n/a				

Appendix D: Projected Program Participation and Finance

Part I.

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	25	25	27	28	30	30
# of Majors in Proposed Program(s)	13	13	13	14	15	15
# of Graduates from Department	4	6	6	6	6	6
# Graduates in New Program(s)		3	3	3	3	3
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	\$0	
Operating Expenses (equipment, travel, resources)	\$0	\$0	\$0	\$0	\$0	
Other:	\$0	\$0	\$0	\$0	\$0	
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0	\$0	
TOTAL EXPENSES	\$0	\$0	\$0	\$0	\$0	
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$0	\$0	\$0	\$0	\$0	
Appropriation	\$0	\$0	\$0	\$0	\$0	
Special Legislative Appropriation	\$0	\$0	\$0	\$0	\$0	
Grants and Contracts	\$0	\$0	\$0	\$0	\$0	
Special Fees	\$0	\$0	\$0	\$0	\$0	
Tuition	\$0	\$0	\$0	\$0	\$0	
Differential Tuition (requires Regents approval)	\$0	\$0	\$0	\$0	\$0	
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0	\$0	
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$0	\$0	\$0	
Difference						
Funding - Expense	\$0	\$0	\$0	\$0	\$0	

Part II: Expense explanation

Expense Narrative

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

Part III: Describe funding sources

Revenue Narrative 1

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

Revenue Narrative 2

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

22 August 2024

ITEM FOR ACTION

Utah State University's College of Science proposes offering a Secondary Science Composite Teaching Major Bachelor of Arts and Bachelor of Science degree.

EXECUTIVE SUMMARY

The College of Science proposes offering a Secondary Science Composite Teaching Major Bachelor of Arts and Bachelor of Science degree.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Secondary Science Composite Teaching Major Bachelor of Arts and Bachelor of Science degree.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's College of Science proposes offering a Secondary Science Composite Teaching Major Bachelor of Arts and Bachelor of Science degree, and

WHEREAS, The proposal will provide students in existing programs the opportunity to expand to the teaching in the Science Composite Teaching Major;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Secondary Science Composite Teaching Major Bachelor of Arts and Bachelor of Science degree in the College of Science, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

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

Institution Submitting Request:

Proposed Program Title: Secondary Science Composite Teaching Major

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: College of Science

Sponsoring Academic Department(s) or Unit(s): College of Science

Classification of Instructional Program Code¹ : 6 - Digit CIP: 13.1316

Min/Max Credit Hours Required of Full Program: 120 Min Cr Hr / 123 Max Cr Hr

Proposed Beginning Term²: Summer 2024

Institutional Board of Trustees' Approval Date:

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

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

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

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

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

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

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

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date: _____

☐

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University's College of Science requests approval to offer the following degree(s):

To be effective on: Summer 2024

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

Section II: Program Proposal

Program Description

The Science Composite Teaching Major prepares students for Professional Level 1 endorsements for teaching secondary science in at least three of the following disciplines: Biology, Chemistry, Computer Science, Earth Science and Physics. This will qualify graduates to teach a broad range of science subjects at the high school level. Program graduates will be proficient in three or more science content areas, skilled in science pedagogy and classroom management, and attractive to schools looking for broadly trained secondary science teachers.

Consistency with Institutional Mission

The Utah System of Higher Education (USHE) Mission Statement Policy (R-310-4.1) articulates that "the mission of the Utah System of Higher Education (USHE) is to provide high-quality academic, professional, and applied technology learning opportunities designed to advance the intellectual, cultural, social, and economic well-being of the state and its people." In USU's Aggie Action 2028 Strategic Plan (<https://www.usu.edu/strategic-plan/index>), Objective 1.2 is to "develop innovative curricula and educational programs aligned with learner needs", and Objective 3.2 is to "drive economic opportunity for secure, innovative, and vibrant Utah communities." In USU Policy 103.1, which describes programmatic priorities of the institution, there is a brief list of programs with the highest institutional priority. Included in this small set is "programs that meet local and regional needs that cannot otherwise be provided by other institutions on an economical basis. A Science Composite Teaching Major that provides the opportunity for students to be endorsed by the Utah State Board of Education (USBE) in at least three science teaching areas is consistent with all of these elements of USHE's and Utah State University's missions. The proposed program will provide high-quality academic and professional learning opportunities to advance the intellectual, cultural, social, and economic well-being of the state and its people through the impact of these future teachers on the many students they will educate, it will drive economic opportunity for secure, innovative, and vibrant Utah communities, once again through the amplifying effect of having excellent, broadly trained science secondary science teachers in high schools that badly need their help, and it will meet local, regional, and even national needs in a cost-effective way by providing a teacher education program available at no other USHE institution.

Section III: Needs Assessment

Program Rationale

The Science Composite Teaching Major is made possible by new secondary science endorsement standards introduced by USBE and inspired in part through conversations with USBE secondary science specialists. New endorsement standards were introduced in 2021 and will be mandated for all K-12 educators in Utah for the 2024 – 2025 academic year. Currently, either the previous or new standards can be used for endorsement. The new standards require a Secondary Science Core Endorsement for all middle and high school teachers and then build upon this platform with Level 1 and Level 2 Endorsements in specific disciplines. (Computer Science is an exception in which prospective teachers earn a teaching minor when they complete 3 Career and Technical Education endorsements). Teachers with a Level 1 Endorsement can teach classes in that subject area except for Advanced Placement (AP) and International Baccalaureate (IB) classes, which require a Level 2 endorsement. The number of science classes needed for Level 1 Endorsement is relatively low. In discussions with USBE secondary science specialists in the context of gaining approval for the science course curriculum proposed by the College of Science to meet the new endorsement standards, a suggestion was made by USBE staff that students could earn Level 1 Endorsements in multiple areas with only minor modifications to the curricula that was being proposed for current USU

teaching majors. It was also pointed out that having an educator endorsed to teach multiple subjects would be attractive to many schools, especially those in rural districts that have limited staff that need to cover many areas. Many of these rural schools, and some from urban districts, do not offer AP or IB courses, so there no need to have teachers endorsed at Level 2. This was the inception of the concept for the Science Composite Teaching Major: Educators would be trained in science content well and broadly and be able to teach expertly in at least three different areas of science. These secondary science educators will be of great value at many schools, and especially those in rural districts. The proposed Science Composite Teaching Major benefits the institution and USHE by squarely meeting USHE's objectives to "develop innovative curricula and educational programs" (Objective 1.2) and to "drive economic opportunity for secure, innovative, and vibrant Utah communities (Objective 3.2)" as well as fulfilling USU's highest priority (Policy 103.1(e)) for "programs that meet local and regional needs that cannot otherwise be provided by other institutions on an economical basis."

Labor Market Demand

U.S. Senate bill 469, Addressing Teacher Shortages Act of 2022, makes it clear that there is a teacher shortage across the United States. The preamble to this bill states that this shortage is particularly acute in rural areas and in certain subject areas, notably STEM fields (<https://www.congress.gov/bill/117th-congress/senate-bill/4694/text?s=1&r=4>.) This shortage in Utah is particularly pronounced for secondary science teachers, especially for those teaching chemistry, physics, and computer science (<https://uepc.utah.edu/our-work/at-first-glance-teachers-in-utah/>). A bill to address the teacher shortage in Utah by allowing individuals without a bachelor's degree to become certified as teachers (HB 295) was introduced in the 2023 legislative session (<https://le.utah.gov/~2023/bills/static/HB0295.html>). HB 254 was not passed, but it does highlight the acute concern for getting teachers into Utah classrooms.

Regarding labor market demand, Utah Workforce Services projects 900 annual openings for high school teachers in the state of Utah in 2023 (<https://jobs.utah.gov/jsp/utalmis/#/occupation/25-2031.00/projection>). The Utah Legislative Auditor General's Office reports a high rate of teacher vacancies and turnover, particularly in rural districts, which increases the demand for teachers (<https://public.tableau.com/app/profile/utah.legislative.auditor.general.s.office/viz/TeacherTurnoverShortageandVacancyMaps/DashboardAll>). Unfortunately, except for a University of Utah Education Policy Center Report (<https://uepc.utah.edu/our-work/at-first-glance-teachers-in-utah/>), other agencies do not parse data to the level of a specific teaching discipline, specifically to secondary science teachers.

The US Bureau of Labor of Statistics projects employment of high school teachers to grow 5% by the year 2031 and reports a national median annual wage in May 2021 of \$62,420 and annual mean wage for Utah teachers of \$55,130 (<https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm#tab-6>). This figure is slightly lower than the \$60,810 median salary for secondary school teachers reported by the Utah Department of Workforce Services (<https://jobs.utah.gov/jsp/utalmis/#/occupation/25-2031.00/report>). The rate of change in labor market demand for teachers is roughly the average of all professions. What's hidden in this figure is the high turnover rate for teachers, something that increases the number of openings annually, and that demands solutions. One solution that's proposed here is broader training for teachers who are needed to instruct in a variety of subjects.

Student Demand

The existing science teaching majors that are housed in the College of Science in partnership with the Emma Eccles Jones College of Education and Human Services are robust. There were 46 students enrolled in the seven teaching majors in the College of Science in the 2022 – 2023 academic year, an average of 48 students enrolled in science teaching majors over the past 14 years, with a steady (SD= 7.5) enrollment over number over this period. In a poll of science teaching major students taken at the opening of fall semester, 2023, 20 of 20 respondents stated that they would consider pursuing the Secondary Science Composite Teaching Major if they were restarting their undergraduate studies. When asked how likely they would be to consider the Secondary Science Composite Teaching Major if starting their teaching major, 17 of these 20 survey respondents said very likely. It is clear that student interest in this proposed program is high.

The anticipation is that the majority of enrollment in the Science Composite Teaching Major will come from students in existing programs with a smaller number (perhaps 5- 10) attracted to this major who would not have pursued one of the exiting secondary science teaching degrees. The inclusion of Computer Science Teaching Certificates in conjunction with

endorsements in other areas science may be a significant driver of new interest in teaching and enrollment in the Science Composite Teaching Major.

Similar Programs

USBE secondary science specialists report that there are no similar programs offered by USHE institutions or in the intermountain region. There are similar programs at Montana State University which offers a bachelor's degree in general science Broadfield Teaching that prepares students to teach an array of middle and high school science subjects such as chemistry, physics, and geology. <https://www.montana.edu/academics/general-science-broadfield-education/> Methodist University in North Carolina offers a bachelor's degree in General Science Education. It prepares students for a career as a science educator in the high school classroom. <https://www.methodist.edu/academics/program/general-science/> Temple University in Pennsylvania offers a bachelor's degree in General Science with Teaching major. This major combine biology, chemistry, physics, and geology preparing students to teach science in high school classroom. <https://www.temple.edu/academics/degree-programs/general-science-with-teaching-major-st-gstc-bs/cst-general-science-with-teaching-major-required-courses> The University of West Alabama offers a bachelor's degree in a General Science Major: Teacher Certification. It provides a strong background in general biology, chemistry, physics, anatomy and physiology and prepares students to teach in a high school classroom. <https://www.uwa.edu/academics/collegeofnaturalsciencesandmathematics/departments/biologicalandenvironmental-sciences/general-science-teacher-certification-major>

Collaboration with and Impact on Other USHE Institutions

The Science Composite Teaching Major will be delivered on the USU Logan Campus and therefore will not be available outside USU's designated service area. The reason for this restriction to the Logan Campus is the requirement for many laboratory courses that currently are not offered at Statewide Campuses or online. The Science Composite Teaching Major Program is not expected to have a significant impact on other USHE institutions. There is likely to be a small number of students who chose to pursue this new major on the USU Logan Campus rather than enrolling in a more traditional teaching major at another USHE campus, but this should not lead to a detectable decline in enrollment in any teaching programs at other USHE institutions.

External Review and Accreditation

This is an internally created program. Professional accreditation of the Science Composite Teaching Major will follow the standards of all other existing teaching majors at USU, not special accreditation, and will not incur any new accreditation costs.

Section IV: Program Details

Graduation Standards and Number of Credits

Requirements for this degree:

1. At least 120 total credits
2. 100 credits with a C- or better

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

Admission Requirements

Admission to the Science Composite Teaching Major will follow the requirements for existing Secondary Teacher Education Preparation (STEP) teaching majors. These requirements are provided at <https://cehs.usu.edu/teal/undergraduate/STEP-admissions>. In outline, applicants must have a minimum overall GPA of 3.00, minimum of C grades in their major courses, a minimum grade of C in 3 breadth courses, a minimum of C+ in an English Composition course, and a clear criminal background check.

Curriculum and Degree Map

Three examples of degree maps are given in the appendices. With a choice of three different Level 1 endorsement areas there are 10 different combinations possible. All combinations of endorsements have been mapped and all fit within the framework of credits for the proposed Composite Science Teaching Major.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

Administrative structures needed to support the Science Composite Teaching Major are minimal and already in place. A program director and professional advisor are required. The program director will be Dr. Brynja Kohler and the professional advisor will be Ms. JanaLee Johnson, a staff member who is experienced in advising students pursuing teaching majors. The Science Composite Teaching Major is not anticipated to have any negative impacts on the delivery of undergraduate or lower division education.

Faculty

Existing faculty will support this program. The program will be overseen by the College of Science Associate Dean for Undergraduate Programs and Services, Dr. Brynja Kohler, in collaboration with the Associate Dean for Undergraduate Programs in the College of Education and Human Services, Dr. Sylvia Read. Four faculty in the School of Teacher Education and Leadership (TEAL) will have oversight of the science pedagogy curriculum for the Secondary Science Composite Teaching Major. However, because there are no pedagogy courses unique to the Secondary Science Composite Teaching Major, the percentage effort of these faculty for the proposed major is difficult to estimate. A small percentage of effort is indicated in Appendix C.

Similar to existing secondary science teaching majors, with the exception of the College of Science Associate Dean, there will be no science faculty devoted to the Science Composite Teaching Major. This is because all the science courses required for the Science Composite Teaching Major are taught as part of existing majors and serve students from many majors, with teaching majors being one of these. Similarly, the clinical courses required for the Science Composite Teaching Major are taught by instructors in TEAL and serve students in existing teaching majors, including science teaching majors. There is no need for any new courses and the major will not impact existing courses.

Staff

Current staff will support the Science Composite Teaching Major. The primary requirement is strong professional advising in both science and education. On the science side, advising will be provided by Ms. JanaLee Johnson. Ms. Johnson is housed in the College of Science Office and currently advises students majoring in Geology, Earth Science Composite Teaching, General Studies and Interdisciplinary Studies. These roles have given Ms. Johnson experience in advising teaching majors (Earth Science Composite Teaching) and in helping students craft unique paths toward their degrees (General Studies and Interdisciplinary Studies). If and when needed, Ms. Johnson will receive assistance from Ms. Karalee Ransom, the long-term professional advisor for the Physics Department, who also has experience advising secondary science teaching students.

Advising in education will be provided by the the School of Teacher Education and Leadership (TEAL) professional advising team led by Ms. Bobbi Crabtree.

Student Advisement

As stated above, the primary professional advisor for the Science Composite Teaching Major will be Ms. JanaLee Johnson with backup support from Ms. Karalee Ransom. These College of Science (CoS) advisors will work closely professional advisors in TEAL) for advice on education courses and clinical experiences.

Library and Information Resources

Existing library resources are sufficient. A need for new library resources is not anticipated.

Projected Enrollment and Finance

See Appendix D.

Section VI: Program Evaluation

Program Assessment

The two overarching goals of the Science Composite Teaching Major Program are (a) to prepare the next generation of secondary school teachers who are excellent in all aspects of theory and practices related to teaching in general and (b) to equip these multidisciplinary science teachers with the science content knowledge and science practice skills in the areas they will teach.

Assessment of the first goal of preparing excellent high school teachers will be through evaluations of the Student Teaching in

Secondary Schools (SCED 5630) clinical experience by the mentor teacher and professional observers from USU and on passing the national Praxis Performance Assessment for Teachers (PPAT) Assessment. Specifically, a qualitative assessment of student teaching evaluations of Science Composite Teaching Major students will be made in isolation and in comparison to the same evaluations of students in existing secondary science teaching majors. A benchmark of program success will be that evaluations of individual student teachers are strong, and that when comparing the aggregated student teaching evaluations of students in the Science Composite Teaching Major Program relative to those students in existing secondary science teaching programs, there will be no substantive differences. If such differences are detected, Science Composite Teaching Major Program leaders (the associate deans of the College of Science and College of Education and Human Services) will work to understand the reasons and remediate the cause. Another important benchmark for assessment of Science Composite Teaching Major students is that their frequency of receiving a passing PPAT exam score will be 80% or greater and closely comparable to the pass rate for secondary science teaching majors in existing programs.

Science content and process knowledge will be assessed by comparison of the science course GPA of Science Composite Teaching Major students to CoS students who are not teaching majors. The rationale is that CoS students who are not majoring in teaching have an excellent record of professional success in fields that demand science knowledge and skills, and have a high rate of admission to science-based graduate and professional schools. If Science Composite Teaching Major students attain an overall science course GPA that is comparable to that CoS students not majoring in teaching, a reasonable assumption is that these two groups have similar, high levels of science content and process knowledge. An overall GPA for science courses for Science Composite Teaching Major students of no more than 0.33 GPA points below that non-teaching majors in the CoS will be taken as a measure of success. In previous comparisons of existing science teaching majors with non-science teaching majors in the CoS, teaching majors had a higher overall science course GPA.

Student Standards of Performance

Science Composite Teaching Major Program graduates are expected to meet The Association for Advancing Quality in Educator Preparation (AAQEP) standards 1 (Program completers perform as professional educators with the capacity to support the success of all learners) and 2 (Program completers adapt to working in a variety of contexts and grow as professionals). They are also expected to have achieved competency in science content knowledge and science process skills in the 3 scientific disciplines they study. They will have marketable skills: (1) in the teaching and practice of science, (2) as secondary educators, and (3) in communication and (4) in quantitative domains.

Appendix A: Program Curriculum

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
GEO 1010 (BPS)		Intro to Geology	3
		OR	
GEO 1110 (BPS)		Physical Geology	4
		OR	
GEO 1360 (BPS)		Planet Earth	3
		OR	

[illegible]

Degree Map CHEM, CS, GEO (120-121 credits total)

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
GEO 1010 (BPS)	3	GEO 2200	3
CHEM 1210	4	GEO 2205	1
CHEM 1215	1	CHEM 1220 (BPS)	4
ENGL 1010 (CL1)	3	CHEM 1225	1
BSS	3	ENGL 2010 (CL2)	3
		MATH 1210	4
Total	14	Total	16
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
CS 1400	4	ITLS 5500	3
PSC 2000 OR PSC 4810 (DSC/QI)	3	PHYS 2110 (BPS)	4
BIOL 1010	3	CS 1410 (QI)	3
BHU	3	PHYS 1040	3
BAI	3	BCA	3
Total	16	Total	16
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
STAT 2000 (QI) OR STAT 3000 (QI)	4 OR 3	SCED 3210 (DSS/CI)	3
SCED 3300	1	SCED 5821	3
SCED 5820	3	SCED 4300	1
CHEM 2300	3	CS 2420	3
CS 2410	3	CS 2610	3
ENVS 4020 (CI/DHA)	3	CS 4350	3
Total	16-17	Total	16
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
WILD 2200 (BLS)	3	SCED 5500	2
SCED 5200 (CI)	3	SCED 5630	10
SCED 5210	3		
SPED 4000	2		
USBE approved Flynn Scientific Online Lab Safety Course https://labsafety.flinnsci.com/UnAuthHome/Index			
Total	14	Total	12

Degree Map BIOL, CHEM, GEOL (120-121 credits total)

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
BIOL 1610	3	BIOL 1620 (BLS)	3
BIOL 1615	1	BIOL 1625	1
CHEM 1210	4	CHEM 1220 (BPS)	4
CHEM 1215	1	CHEM 1225	1
ENGL 1010 (CL1)	3	ENGL 2010 (CL2)	3
BSS	3	BHU	3
Total	15	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
GEO 1010 (B[S)	3	ITLS 5500	3
PHYS 1040 (BPS)	3	GEO 2200	3
MATH 1210 (QL)	4	GEO 2205	1
BAI	3	STAT 2000 (QI) OR STAT 3000 (QI)	4 OR 3
ELEC	3	PSC 2000 OR PSC 4810	3
		BCA	3
Total	16	Total	16-17
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
CHEM 2300	3	BIOL 2220	3
SCED 3300	1	BIOL 3090	3
SCED 5820	3	SCED 3210 (DSS/CI)	3
PHYS 2110	4	SCED 5821	3
ENVS 4020 (CI/DHA)	3	SCED 4300	1
ELEC	1-2	SCED 5100	3
Total	15-16	Total	16
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
BIOL 3020	3	SCED 5500	2
BIOL 3060 (QI)	3	SCED 5630	10
SCED 5200 (CI)	3		
SCED 5210	3		
SPED 4000	2		
USBE approved Flynn Scientific Online Lab Safety Course https://labsafety.flinnsci.com/UnAuthHome/Index			
Total	14	Total	12

Degree Map CHEM, GEOL, PHYS (120-123 total credits)

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
GEO 1110 (BPS)	3	GEO 2220	3
GEO 1115	1	GEO 2225	1
CHEM 1210	4	CHEM 1220 (BPS)	4
CHEM 1215	1	CHEM 1225	1
ENGL 1010(CL1)	3	ENGL 2010 (CL2)	3
BSS	3	BHU	3
Total	15	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
CHEM 2300	3	ITLS 5500	3
PSC 2000 OR PSC 4810	3	PHYS 2210 (BPS/QI)	4
MATH 1210 (QL)	4	PHYS 2215	1
BIOL 1010 (BLS)	3	MATH 1220	4
BAI	3	BCA	3
		ELEC	1
Total	16	Total	16
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
STAT 2000 (QI) OR STAT 3000 (QI)	4 OR 3	PHYS 1040 (BPS)	3
SCED 3300	1	SCED 3210 (DSS/CI)	3
SCED 5820	3	SCED 5821	3
PHYS 2220	4	SCED 4300	1
PHYS 2225	1	SCED 5100	3
ENVS 4030 (CI/DHA)	3	ELEC	2-3 (depends on STAT)
Total	15-16	Total	15-18
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
PHYS 2710	3	SCED 5500	2
SCED 5200 (CI)	3	SCED 5630	10

SCED 5210	3		
SPED 4000	2		
WILD 2200 (BLS)	3		
ELEC	1		
USBE approved Flynn Scientific Online Lab Safety Course https://labsafety.flinnsci.com/UnAuthHome/Index			
Total	15	Total	12

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	4	4	1	
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters				
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants				
Staff: Full Time				
Staff: Part Time				

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
X	Steven	Camicia		PhD	University of Washington	1%	
X	Max	Longhurst		PhD	Utah State University	1%	
X	Kimberly	Lott		PhD	Auburn University	1%	
X	Brynja	Kohler		PhD	University of Utah	1%	
X	Missy	Kofoed		PhD	Utah State University	1%	
X	Lauren	Lucas		MS	Texas State Univerisy	1%	
X	Tom	Lachmar		PhD	University of Idaho	1%	
							Add Another Full Time
Part Time Faculty							
							Add Another Part Time

Part III: New Faculty / Staff Projections for Proposed Program

Faculty: Full Time with Doctorate	N/A				
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					

Staff: Part Time					
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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		5	10	10	10	10
# of Majors in Proposed Program(s)		N/A				
# of Graduates from Department		N/A				
# Graduates in New Program(s)		0	2	5	10	10
Department Financial Data						
	Department Budget					
		Year 1	Year 2	Year 3		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<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)	N/A					
Operating Expenses (equipment, travel, resources)	N/A					
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	n/a					
Appropriation	n/a					
Special Legislative Appropriation	n/a					
Grants and Contracts	n/a					
Special Fees	n/a					
Tuition	n/a					
Differential Tuition (requires Regents approval)	n/a					
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$0	\$0		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

No new expenses are associated with the proposed program.

Part III: Describe funding sources

Not applicable because there are no new expenses.

Revenue Narrative 1

Not applicable because there are no new expenses.

Revenue Narrative 2

Not applicable because there are no new expenses.

22 August 2024

ITEM FOR ACTION

The President and Provost propose approval of three program reviews.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the program review for the following programs:

College of Agriculture and Applied Sciences' Department of Landscape Architecture and Environmental Planning Program Review

College of Agriculture and Applied Sciences' Department of Plants, Soils and Climate Program Review

College of Science Department of Physics

MOTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

**Regent's Program Review
Master of Science in Environmental Planning (MsEP)
Department of Landscape Architecture and Environmental Planning
Utah State University**

Review Team:

Melissa B. Hamilton, University of Idaho Extension
Dr. David A. King, Arizona State University
Dr. David Simpson, Brigham Young University
Dr. Ryan Bosworth, Utah State University

Summary of Review

As described below, the review team examined in detail the structure, course scope, program delivery and student satisfaction of the Master of Science in Environmental Planning (MsEP). Overall, we were very impressed with the administration, faculty engagement, and student enthusiasm. We found the demand for the program to be growing, and that this is both a good thing and something that may require staffing adjustments should it continue to grow beyond current capacity.

The program has the advantage of being one of very few nationally that addresses bioregionalism, and one of a limited number of planning-related programs in the region. The program is producing active practitioners who are serving their community. These career opportunities are directly related to the educational approach and outcomes for the MsEP.

A program experiencing growth will naturally feel the challenge of space constraints. From a long-term perspective, the need for more space and faculty replacement due to retirements will increasingly define the direction and pace of the program's expansion. These are issues that will require thoughtful attention and strategic planning but are generally more favorable than budget cutbacks and program contraction.

The Team and Process

The review team was assembled to reflect regional expertise in environmental planning. External representatives included, Melissa Hamilton, Associate Extension Educator at the University of Idaho, Dr. David King, Associate Professor in the School of Geographical Sciences and Urban Planning at Arizona State University, and Dr. David Simpson, Professor of Urban Planning, Department of Geography, BYU. Dr. Ryan Bosworth, Department Head of Applied Economics, was the internal representative.

The team received a comprehensive self-study report before being invited to campus, where they engaged in interviews with constituent groups and toured facilities. On a full-day site visit scheduled on February 2, 2024, the team had the opportunity to discuss the program and its features with the LAEP Department Head, the CAAS Dean's office, LAEP faculty, current LAEP students, and recent graduates (recent graduates were interviewed as a group on Zoom). The review team was given a tour of the space, facilities, and operations (classrooms, studio spaces, and computer labs), and had the opportunity to closely review the current curriculum with program faculty and the Graduate Program Director.

Strengths and Highlights of the Program

Based on the materials provided and the information gathered through interview and discussions, the review team felt the following elements were strengths of the program:

1. LAEP staff and faculty are responsive to student voices
2. The peer learning environment is supportive
3. Faculty have created a collaborative and effective studio culture
4. Service learning is an integral part of the programs in the department, which is further reinforced by university-level attention and tracking. Two aspects of note from this:
 - The programs' culture strongly emphasizes community engagement. This culture offers numerous advantages including community/capacity building, experiential learning, solution-focused problem solving, and positive impacts within the community.
 - Extension and community partnerships are strong, and integrated with learning objectives.
5. Alumni support for the program is evident through internship placements, financial contributions, and readiness to come back as guest lecturers or featured speakers.
6. Funds are available to support students to complete projects for communities; as well as presenting papers and projects at academic conferences.
7. Student-driven ideas and concepts presented by the students are an excellent way to engage communities in solution finding, presenting outside-of-the-box concepts and approaches to address today's wicked problems and those in the future.

High Level Recommendations

Three critical areas for recommendations for the continued growth and improvement of the degree program are:

1. Additional Space (applies to undergraduate EP degree as well as MsEP).

The most consistent concern brought up among faculty, staff, students, and alumni was the need for additional space for both the undergraduate and Master's EP programs. The lack of adequate space has contributed to perceptions of the EP program as being a "second class" degree option compared with Landscape Architecture. The existing space is in good condition, and the department has by its own reasoning pursued facility remodels and appropriate updates since 2008. The issue with space is that there is not enough studio space to support program growth or give existing students proper support.

Undergraduate and graduate students have different dedicated studio space. Graduate student space is less pressing an issue than undergraduate student space, but these are related issues as undergraduate students are natural candidates for graduate studies. Students are ideally provided with a workstation where they can connect their computers and collaborate, but undergraduate student space is allocated through a drawing of sorts, and finding and allocating student space is an ongoing process that extends deep into the academic year.

2. Support staff appears to be sufficient now, however with program growth additional support staff will be needed.

The program is growing, with clear ideas about how to maintain growth through the development of the 4+1 program and a clear mission of what value the program offers. As such, additional support staff will relieve some of the advising burden on the support staff. Current and former students expressed concern that advising would not keep up with growth, and that advisors seems to be operating close to capacity with existing enrollment. Set benchmarks to signal the need to expand staff for future growth.

3. Strategically planning for retirements and direction of the department (FTE availability near and longer term)

The program has an active faculty and are well-regarded by the students and staff. To maintain the growth and reputation of the program, a strategic plan for replacing faculty retirements is justified. While no faculty are currently planning to retire (or none mentioned this), maintaining the faculty lines within the department is critical for long-range planning for the department.

Recommendations to Consider for Program Improvement

1. *Creation of an Introduction to Planning course.* Feedback from both the current and alumni students made it clear that an Intro to Planning Course in the first semester of the Masters course would benefit the students in many ways. This class would serve to onboard students to the concept of planning as a stand-alone profession, build relationships among the EP cohort, and delineate the different types of planning professional's post graduate school. This course would front load planning skill sets explicitly including "Hard skill sets" and "soft skill sets" and could give mini-crash courses on topics to ensure students entering the EP program (from outside the LA program) a chance to get a baseline of knowledge for studio work. Other topics that might be included in the introduction to EP might include interviews with planners and faculty introductions.
2. *Attention to both soft and hard skill set development.* Soft skill sets identified by students included: facilitation of multi-partner projects, conflict management, and keeping your professional demeanor in stressful situations. Hard skill sets identified software and techniques such as: Sketch-up, Adobe Photoshop, Lumion (3d rendering software), spatial statistics, cost benefit analysis, understanding bubble maps, Excel, CitiMax, as well as 3-Dx and Rhino (3d modeling).
3. *Encourage Internships.* Student participation in internships proves to be incredibly valuable and should be encouraged for all students. Actively seeking these placements and connections for the EP students will strengthen employment opportunities post graduate school, and bolster community engagement efforts.
4. *Establish an advisory Council.* The department should consider establishing an advisory council specific to the EP programs (both BA and MsEP). Ideally, this council would be composed primarily of alumni, but could also benefit from regional experts (academic or practitioner) that could assist with programmatic improvement, understanding market readiness and employers needs, and allow for direct feedback to the program. In addition to providing important programmatic feedback, the Council serves as an additional means of connecting alumni and other constituencies to the department and the program.

5. *Support for AICP exam pre-qualification.* The American Institute for Certified Planners (AICP) mirrors other board-level qualification standards for city and regional planning. Currently students can take the qualifying exam at any time but must also demonstrate several years of practitioner experience. The department could work with APA Utah (The American Planning Association, Utah Chapter) to assist with exam preparation and assisting students to gain the exam credential in their last semester of the program. Faculty could work with the APA USU student chapter to coordinate study groups and work through practice exams prior to graduation.
6. *Ensure students are proficient in GIS.* GIS is a foundational skill set of the EP program and needs to be introduced as early as possible in the (4+1) program and appropriately placed at the first semester of the program for new master's students.

Departmental Review
Plants, Soils, and Climate Department
Utah State University
May 17, 2024

Review Team:

- **Doug Karcher, Ohio State University**
- **Arthur Samel, Bowling Green State University**
- **Colby Brungard, New Mexico State University**
- **Sylvia Read, Utah State University**

Overview:

An external review (as required by policy R411) of the Department of Plants, Soils, and Climate (PSC) was conducted on March 18th and 19th, 2024. Reviewers were provided with a self-study document before the review. The visit consisted of meetings with the dean, faculty, staff, undergraduate and graduate students as well tours of on-campus research greenhouses and visits to the USU-Salt Lake and USU-Kaysville statewide centers. This document summarizes the external review team's perception of the department derived from the self-study document and interactions during the campus visits.

Teaching/Extension Role:

Overall, the team's perception is that the department's extension and research activities are very strong although teaching within the department could be improved, depending on the specific program. The perceived issues in teaching are of some concern because the total faculty teaching appointments are higher than for extension (Table 1), and there were 16 individuals listed as 'additional teaching personnel' in the self-study document. The perception that research and extension take precedence over teaching appears to be a result of structural priorities and incentives at the state and college levels that place emphasis on extension and research. Thus, there is tremendous strength in extension, which has a wealth of relevant 'hands-on-knowledge' that could enrich, though not replace, course content. We encourage extension faculty to increase in-class participation, although the review team acknowledges that the trade-off between adequate teaching and extension/research excellence is likely to remain a struggle. The review team suggests that creative solutions are likely needed, particularly solutions that incentivize (team) teaching while not adding significant workload to extension roles. This is important because, even if allocation of effort changes, extension responsibilities will not decline. One

creative solution would be to consider some teaching activities as ‘extension’ efforts. This blurs boundaries between the traditional understanding of what is counted as teaching and extension but could be a way to address the identified needs. This would also ‘extend’ cutting-edge research into the classroom and, as an added benefit, could potentially help faculty with large extension allocations recruit undergraduate and graduate researchers. Distance education delivery could potentially allow extension faculty to teach from the ‘field’ during normal extension activities.

As mentioned previously, a bit of creativity may be required to encourage increased teaching among those faculty whose allocation of effort is heavily weighted toward extension but have no teaching component. The self-study (Grand challenge in programs, page 12) notes that extension specialists with no teaching role “...still provide numerous lectures in classes and labs...”. However, during our conversations with the faculty who have a heavy extension/zero teaching loads, we got the impression that the current level of classroom teaching is limited. Extension faculty also noted that it would be a challenge to take on additional teaching duties. While those with whom we spoke made it clear that they enjoy teaching, they indicated that it would be difficult to scale back their extension work, due to years of establishing contacts and relationships with stakeholders. We believe that it’s important for these practitioners to have an increased classroom presence so that students can benefit from their experiences in the field. At the same time, we acknowledge that it may not be feasible to reallocate a percentage from their extension effort to teaching. So, we recommend that PSC consider adding/enhancing a merit component for extension faculty who increase their teaching activities. It would also be helpful to blend the division between teaching and extension content to stakeholders and students so that such efforts would be credited towards extension activities. One method of accomplishing this is through the use of YouTube videos with content applicable to both stakeholders and students.

Collaborative Integration:

The mission of the PSC department includes the following: “The department name describes a model of integration and transformative contributions. Our goal is to fulfill that name.” As noted in the self-study document, “As one might expect, reality is somewhere less than ideal.” The review committee is grateful for this honesty and recognizes the potential for integrative research and teaching across disciplines as a true strength and encourages the department to continue to pursue this mission.

It appears that several faculty positions in the soil and climate science areas are likely to open in the next few years. We feel that the PSC soil science programs (BS, MS, and PhD) are strong, and we encourage the University to replace retiring faculty with lines that maintain these strengths. Assuming that the department retains the climate science faculty lines, these retirements will provide PSC with the occasion to assess current strengths and future opportunities. The upcoming retirements will enable the Department and College to assess how to both strengthen the program and better integrate climate science faculty with the larger department. We recommend that new hires have research and teaching expertise that focuses

more on climate science (versus meteorology). Emphasis, in particular, should be placed on hiring faculty who are fully capable and eager to utilize the extensive reservoir of data that are being collected and managed by the Utah Climate Center with a focus on regional climate modeling that provides for extensive collaboration with plant science and soil science colleagues, both in the parameterization of physical processes as well as the validation of results.

Finally, it may be possible to advance the department's integrative mission through new hires that are expected to cross disciplinary boundaries in both research and teaching (and extension, where applicable). We recommend that the Dean incentivize cross-disciplinary research and teaching (and extension) activities, perhaps by covering 1.5 FTE summer salary for positions that exemplify cross-disciplinary teaching and research, or teaching and extension.

Graduate Student Mentoring:

Graduate students across program areas expressed a desire for 1) all faculty to receive uniform information and a consistent set of guidelines about the graduate path to degree completion and 2) a larger variety of course offerings within the department. Some graduate students also expressed the need for a (maybe mandatory) signed mentorship agreement. Graduate faculty informed the review team that a graduate student handbook was in the process of finalization and was planned to be released soon. They also indicated that processes and requirements for graduation are clearly available on the graduate school webpage and expressed frustration that graduate students were not utilizing these resources. Together, the opinion expressed by the graduate students and faculty suggest to the review team that attention to mentor-mentee expectations could be improved within the department.

Further, there appear to be gaps between the information provided to incoming graduate students by the University and PSC. The University provides an orientation and some general mentoring for incoming students once a year, prior to the beginning of Fall Semester. This leaves students who begin their graduate programs during the spring or summer at an informational disadvantage. This highlights the particular need outlined in the paragraph above for effective and structured communication between mentors and mentees at the beginning of the student's program.

The graduate student survey, which was administered in August 2023, indicated broad satisfaction with the Department, its faculty, and facilities. A large majority of the students agreed or strongly agreed that:

- PSC supports their research
- the research facilities and equipment enable them to do their work
- they receive support to attend meetings to share their work as well as opportunities to build professional networks

Smaller majorities agreed or strongly agreed that they receive:

- good mentoring from their committees
- adequate technical assistance to make research progress
- receive adequate training and support for their statistical analyses

There were a few areas of concern. In particular, roughly a quarter of respondents strongly disagreed that:

- they receive good mentoring in teaching
- they receive good mentoring from their graduate advisers
- the expectations for their graduate work are made clear
- their assistantships are adequate to allow them to focus on their graduate work

We have mentioned above that some of the graduate students we met expressed concerns about the quality of the mentoring that they are receiving, and this is an issue that the Department will need to address. Based on our conversations, this is not a systemic problem, but involves a small number of faculty.

Other General Thoughts:

- Faculty expressed significant frustration with the Sponsored Programs Division in the Office of Research. While several problems were noted, the post award process makes it very difficult to fund graduate students, and is a particular concern. The review team suggests that the Dean address this important challenge.
- Undergraduate research university wide is very strong. Within PSC, this seems to be particularly true for students who are Horticulture and Plant Science majors because there are many faculty in various discipline areas in these majors with a history of advising undergrad research projects.
- While the dean expressed satisfaction regarding department strengths in research, extension and diversity of expertise, he indicated that the curriculum needs to better align with current needs of the state and extension. The dean also indicated that there were a number of opportunities through extension or county 4H to increase recruiting, but that PSC faculty did not seem to be aware of these opportunities.

Below we summarize the strengths, challenges, and opportunities by program area:

1. Plants

a. Strengths

- i. Collaborative faculty, with expertise aligned well with the key statewide applied plant production and management industries. There is also strong departmental leadership and support from the PSC Head.
- ii. Strong enrollments in the Horticulture, Plant Science, and Residential Landscape Design programs, although the Plant Science program has declined slightly over the past three years. There is excellent administrative support for undergraduate programs, especially for statewide students at the SLC campus.
- iii. Graduate student enrollment in Plant Science MS and PhD programs is strong and has steadily increased over the past several years. Facilities are excellent. Classrooms are modern, pleasing, with up-to-date technology. PSC is fortunate to utilize dedicated faculty expertise in managing the research greenhouse facility in Logan and the teaching greenhouse in SLC.

b. Challenges and Opportunities

- i. There are gaps in teaching courses related to production agriculture. Although there is faculty expertise in this area, efforts are focused mainly on research and extension. Consider dedicating some teaching FTE to production agriculture coursework, either through reappointment of current faculty, or onboarding new personnel with expertise to teach such courses. This could have a positive ROI for the PSC depending on the budget model at USU. Faculty with production expertise who have heavy extension appointments could provide valuable teaching to undergraduate and graduate students. It would be important to give these faculty appropriate credit and recognition for such activities.
- ii. Undergraduate students expressed some frustration that the Intro to Plant Pathology and Applied Entomology core requirements were instructed at a fundamental level with minimal perceived applied relevance to their career interests. Consider partnering with the Biology department to supplement courses with units containing applied content with practical laboratory exercises. This could be a capstone project for an engaged, capable, senior student, or potentially a graduate student assignment.

- iii. As we discuss at other points in this report, there seems to be limited teaching, research, and extension collaborations with the Soils and Climate faculty. We suggest forming an ad hoc committee of proportional representation from the three groups to plan a retreat focused on increasing the interdisciplinary activities of PSC. Such a retreat should result with a list of very specific, actionable, and measurable goals, with deadlines. Each goal should be well-defined with assigned action items.
- iv. Graduate student enrollments in the inter-departmental Ecology program and Master of Professional Students in Horticulture are low. If these programs have a true home, a prospective audience, and a faculty champion, enrollments should grow. If not, sunseting is worthy of consideration.
- v. It is difficult to hire student support personnel due to wage limitations and external competition for employment. Since PSC has strong scholarship funding, consider dedicating scholarship awards from unrestricted funds for students who work for faculty programs. A \$500 award for 100 hours worked equates to a \$5/hour pay increase and may be sufficient to attract motivated students to apply.

2. Soils

a. Strengths

- i. Few universities have faculty in the core areas of soil physics, pedology, soil chemistry, and soil microbiology. USU is an exception which provides students the opportunity for a fundamental education in the soil sciences that is not widely available. This will continue to be a departmental strength as the widespread understanding of the relevance of soils continues to rapidly increase.
- ii. Undergraduate students were generally satisfied with advising and program development.
- iii. Most soils faculty have a teaching appointment and appear to be highly committed to mentoring and teaching.
- iv. Graduate research appears to be strong, and students seemed to be pleased with the interdisciplinary opportunities in the department.

b. Challenges and Opportunities

- i. Undergraduate enrollment numbers appear to remain somewhat constant even when accounting for COVID and the switch to the SSLS BS degree (Table 8, self-study document). However, students and faculty both

acknowledged that most students do not discover an interest in soils until their junior year, by which time most students have selected other majors. This suggests that undergraduate enrollment is likely to remain constant unless this is addressed. Undergraduate students expressed interest in taking soil classes earlier in their academic career, particularly noting a desire to be able to take soils classes (such as soil physics) before having to finish so many prerequisites (although the review team acknowledges that prerequisites are necessary). Creative solutions are needed.

- ii. A number of soils faculty are pending retirement. Thus, there is a possibility to address integrative teaching, research, and extension needs during future position searches.
- iii. It appeared that climate science was less integrated in the department than soil science, but that the Utah Climate Center does host a large network of weather stations. Could it be possible to integrate soil moisture sensors, such as those developed and tested at NMSU, into some of these weather stations through an integrated teaching and/or research program?

3. Climate

Climate Science at this time appears to be somewhat siloed from the plant and soil areas in the department. When speaking with graduate faculty in other areas about the collaborative nature of scholarly activity, the mention of Climate Science was conspicuously absent.

The department is very fortunate to house the Utah Climate Center (UCC). The UCC collects and archives observational data from across the state. It also provides a wide range of meteorological and climate forecasts with an emphasis on predictions that are of particular importance to Utah (e.g., precipitation, drought, fire, and snowpack). Given an obvious focus on the hydrologic cycle, the UCC is an excellent resource for soil, plant, and climate science researchers.

Below we summarize the strengths, challenges, and opportunities by degree level.

BS major: Is relatively new (2018-19) and has approximately 10 students. Almost all courses required for the major are taught at least once every other year, and most are offered annually. The Physics of Climate (PSC 4850) is a major requirement (Year 3, Fall Semester on the Degree Map) and has not been offered during the past 5 years. This needs to be addressed. One unusual characteristic of the Climate Science major is that it has a large number of major requirements (83-84 credits) and a small number of major electives (7 credits). The Degree Map suggests limited flexibility, where students may take only 9 credits of free electives (Years 2 and 4).

- a. Strength
 - i. Comprehensive offerings
- b. Challenges and Opportunities
 - i. Coursework appears to be spread thin between traditional atmospheric sciences (i.e., meteorology) and climate science. Consolidate climate science requirements to focus more on climate (versus atmospheric) science.
 - ii. Small number of elective credits limits flexibility for students to take additional PSC courses offered in soils and plants. Reduce the number of major requirements to allow students more flexibility to complete additional PSC courses in soils and plants.
 - iii. Develop a multidisciplinary certificate/minor within PSC that integrates climate, soil, and plants.

MS and PhD: The Climate Science graduate programs allow students a great deal of flexibility when it comes to course work. We note that two of the 9 topic-specific courses at the 6000 level and above (6750 and 6820) and two of the 6 PSC topics/special problems courses at the 6000 level and above (6700 and 6910) that focus in-part on Climate Science have not been offered in the past 5 years. Although the topics courses are frequently offered and span plant, soil, and climate science, we are not certain that students who take these classes are focusing their coursework on interdisciplinary curriculum to complement their research. We're also not certain whether there exists a sufficiently large number of topic-specific courses at the 6000 level and above to be taken by graduate students who focus on Climate Science and complete both their MS and PhD at USU.

During the past decade, Climate Science graduate enrollment has been fairly stable at 5-10 students. Most enrollment has been in the PhD program, in which 9 and 7 students were enrolled in 2021 and 2022, respectively. Given the relatively small number of graduate students, it is impressive that the faculty are able to offer many of the 6000-level topic-specific courses on a regular basis. On the other hand, the relatively small number of Climate Science graduate students, especially at the MS level, indicates a certain lack of efficient resource use and obvious room for growth. We recommend that the Climate Science faculty work closely with the department head and college to develop a plan that strengthens both outreach and recruitment.

- a. Strengths
 - i. The UCC as a data resource for climate science graduate student research.
 - ii. The ability of a small number of climate science faculty to teach the topic-specific courses at the 6000 level and above on a regular basis.
- b. Challenges and Opportunities
 - i. Either offer or remove the 4 courses at the 6000 level and above that have not been taught in the past 5 years.
 - ii. The lack of topic-specific courses at the 6000 level and above could pose a challenge for students who complete both their MS and PhD in Climate Science at USU.
 - iii. Assessment of current offerings to determine whether the graduate curriculum can better align with current Climate Science faculty strengths as well as those among plant and soil science faculty.
 - iv. Increased focus on the interdisciplinary/cross disciplinary links with both soil and plant science to better integrate Climate Science graduate student research with scholarly activity in the larger department.
 - v. Enhanced communication with plant and soil science faculty to maximize utilization of UCC data archives to facilitate more interdisciplinary/cross disciplinary graduate student research.
 - vi. Low MS program enrollments.
 - vii. Coordination with both the department head and college to develop a detailed graduate student recruitment plan.

Statewide campuses

- 1. Strengths
 - a. Statewide campuses expressed that positive curriculum discussions are happening with the Logan main campus.
 - b. Statewide campuses appear to be thriving and are fulfilling an increasing demand for place-bound education.
- 2. Challenges and opportunities
 - a. The review committee is concerned that too much of the horticulture program at the SLC center depends upon one faculty member and adjunct faculty.

- b. The Kaysville center noted declining student enrollment as a concern and would like assistance to increase student enrollment.
- c. The SLC center is in an office park and is encouraged to reach out to surrounding businesses to explore collaborative opportunities such as water wise landscaping.

Administration and Advising

Department head system (vs. chair)

Utah State University uses a department head model in which department heads have significant budgeting and personnel responsibilities. Paul Johnson, as department head, has a role statement with 90% allocated to administration and 10% allocated to research.

Graduate advising

As was noted above in the Graduate Student Mentoring section, the graduate students expressed concern that they are not sure of the expectations for their assistantship and pathways to degree completion. Faculty appear to be spread thin, and communication doesn't happen in a consistent manner. Faculty also expressed that the School of Graduate Studies is a bottleneck. However, forms have been revised and built in ServiceNow, which students are now expected to use. While there appears to be no department level handbook for graduate students, the faculty do plan to create one. The first step already taken by the department was an overhaul of program descriptions in the catalog, which will serve as a component for the handbook. Apparently, there is an Excel sheet of the courses and when they're offered. Given the current situation, the graduate student council has been working to clarify expectations.

Centralized advising structure for undergraduates

Undergraduate advisors report to the Associate Dean in CAAS, Mateja Savoie Roskos. Two advisors serve the undergraduate students in the PSC department. Lisa Allen has an overall advising load of ~256 students, of which 112 are majors in the PSC department. In addition to advising in Plants, Soils and Climate, Lisa also advises students in Applied Economics. Caia Shoop has an overall advising load of ~280 students, of which ~30 are majors in the PSC department.

Undergraduates expressed some dissatisfaction with academic advising, specifically that some courses are offered every other year, which can be challenging.

Faculty expressed concerns with the recruiting structure in the college. Recruiting seems to favor FFA kinds of high school events, and it's not clear that the ambassadors are getting out into the high schools.

Scholarships for undergraduates

It appears that the Department of Plants, Soils, and Climate has an adequate amount of scholarship funding to support their undergraduate students.

Table 1. Total faculty appointment (FTE's) summarized from Tables 1 and 2 in the self-study document.

	Teaching	Research	Extension	Service	Admin
Plants	4.0	8.9	5.6	1.3	1.3
Soils	2.2	3.8	0.6	0.5	0.2
Climate	2.3	2.8	0.6	0.4	0.0
Department	9.4	15.4	6.8	2.1	1.5

USU Physics Department

R411 Review March 2024

Review Team:

R. Mark Bradley, Professor and Associate Chair, Physics Department, Colorado State University.

Jinke Tang, Professor and Head, Physics Department, University of Wyoming.

Lance Seefeldt, Professor and Head, Chemistry and Biochemistry Department, Utah State University.

Introduction

The Evaluation Committee conducted interviews with groups of students, staff, and faculty from the Department over a two day period (March 21-22, 2024). In addition, the Committee was provided with the Department self-study, the majors sheet, and a list of all courses offered. The Committee provided initial feedback to the Department Head and Dean of the College of Science at the end of the second day.

Department Overview

USU is the land-grant university in the state of Utah with missions in teaching, research, and extension. USU serves ~25,000 students, with training across the full spectrum of topics. Further, USU is a research intensive, Carnegie R1, university, and thus supports research at the highest level. The Physics Department at USU serves as the centerpiece of physics education and research for the entire university. As such, the service level classes taught by the Physics Department are integral to the education of all science and engineering student majors. For this reason, the Physics Department teaches many large, introductory level physics classes. As part of its research mission, the Department operates world-class research laboratories that serve to educate undergraduate and graduate students, and to conduct research supported by grants and contracts. To support these missions, the Physics Department at USU occupies excellent space on several floors of the Science Engineering Research building on the USU campus. The Department employs faculty in the tenure track and term ranks, staff scientists, administrative staff, graduate and undergraduate students. It currently has 86 majors and 27 graduate students.

Things the Department is doing well

- The Department appears to be very collegial; the faculty, staff and students all seem to like and respect one another. The members of the departmental staff in particular are willing to take on tasks outside their normal duties to help to keep the Department running smoothly.
- Credit hour production per faculty member is very high. The Department is doing a great job providing service classes to students campus wide.

Recommendations to consider

- The faculty should develop an actionable strategic plan for the Department. All tenured and tenure track members of the Department should be engaged in such strategic planning, not just the junior members nor just the senior members. Both the energy of the junior members and the broad vision of the senior members are needed.
- Future tenure-track hiring should be made at the assistant professor level.
- The committee recommends that at least one tenure-track faculty member in experimental condensed matter physics be hired in the near future. This is not only to prevent the catastrophic scenario of the disappearance of the group, but because condensed matter is an area of physics where future growth potential and needs lie both in terms of graduate education and research funding. An added benefit of condensed matter physicists is their ability to collaborate with others STEM faculty on campus to build interdisciplinary programs. This area should be strengthened and should be one of the focus areas of future growth.
- Faculty searches should be run as expeditiously as possible to ensure the best possible candidate pools.
- The Department Head should work with the Administration to raise the startup for new hires. The model that at least 25% comes from the Department F&A return will not meet the minimum requirements for the current market.
- Year-round stipends are needed for all graduate students who are making adequate progress toward their degrees.
- When it is possible to do so, funds for GRAs should be included in grant proposals rather than for postdocs or new research scientists. This would help to reinvigorate the graduate program. In principle, it would also help to improve the success rate of proposals.
- When it is possible to do so, teaching assistantships should be given to graduate students rather than undergraduate students. To support this change, we recommend that the central administration increase the budget for teaching assistantships. Before last year, this budget was unchanged for a decade. This had a very negative effect on the Department.
- Stipends for teaching assistants should be increased to a living wage of \$31k/y.
- Academic credit or pay should be given for all semesters that undergraduate students are engaged in research.
- The course offerings at the freshman undergraduate level could be streamlined. The Department could stop offering some non-essential courses and combine others. The teaching capacity that would be freed up in this way could be used to offer elective courses for upper division undergraduate physics majors and/or graduate students.
- One member of the teaching faculty does not have an appropriate position and the number of courses he teaches each semester is unreasonably high. We recommend the

22 August 2024

ITEM FOR ACTION

RE: Capital Development Priorities for Fiscal Year 2025-26

The Utah State University Capital Development Priorities for Fiscal Year 2025-26 are submitted to the Board of Trustees for consideration. The Capital Development Priorities have received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

STATE FUNDED REQUEST

Utah State University is allowed to submit one project for ranking by the Utah Board of Higher Education's Capital Development Prioritization (CDP) process. The priority for this year is the renovation and addition to the Math, Artificial Intelligence, Data, and Analytics Center (the historic Animal Science building).

DEDICATED CAPITAL PROJECT REQUESTS

Annually the Legislature allocates funding to the Higher Education Capital Projects Fund to be distributed amongst the institutions to fund capital development projects. The priority for this year is phase I of the renovation to the Dee Glen Smith Spectrum.

FIVE-YEAR PLAN

The 5-Year Plan is included for information only.

RECOMMENDATION

The President and Vice President for Finance and Administrative Services recommend that the Utah State University Capital Development Priorities for Fiscal Year 2025-26 be approved as presented.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, The Utah Legislature appropriates state funds and dedicated capital project funds for the purpose of capital facilities development; and

WHEREAS, Utah State University is required to submit its prioritized recommendation for such projects to the Utah Board of Higher Education after presentation to the USU Board of Trustees; and

WHEREAS, Utah State University considers all capital facility development requests received from colleges and departments in developing the Capital Development Priorities; and

WHEREAS, The President and Vice President for Finance and Administrative Services have reviewed the Capital Development Priorities for Fiscal Year 2025-26 and recommend its approval to the USU Board of Trustees; and

WHEREAS, The USU Board of Trustees has reviewed and given due consideration to the Capital Development Priorities for Fiscal Year 2025-26:

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees hereby approves the Capital Development Priorities for Fiscal Year 2025-26 as presented.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Date

**PROPOSED
Capital Development List
FY 2025-26**

Project Name	Dedicated Funds Requested	Approximate Project Budget
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STATE FUNDED CAPITAL PROJECT REQUEST

Math, Artificial Intelligence, Data, and Analytics Center (MAIDAC)		\$46.1 M.
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DEDICATED CAPITAL PROJECT REQUEST

Dee Glen Spectrum Phase I Renovation	\$18.1 M.	\$30 M.
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Five-Year Capital Plan FY 2026

Utah State University

July 2024

5.1 [A narrative and discussion of current and future institutional capital needs including projected needs over a 5-year future period based on enrollment projections, program growth, functional obsolescence, and facility condition]

I. Math, Artificial Intelligence, Data, and Analytics Center (MAIDAC)

- a. Scope:** The MAIDAC project aims to renovate the historic 28,500 GSF Animal Science building and include a substantial addition. This project will provide high-quality space to meet the current and future needs of the Math & Stats Department, the College of Science, and the new multidisciplinary Data Science and Artificial Intelligence Center.
- b. Time Frame:**
 - Feasibility study update completed July 2024
 - Programming/Design: April 2025 – December 2025
 - Construction: May 2026 – October 2027
- c. Funding:** \$46.1 M., seeking non-dedicated capital development funding

II. Spectrum Renovation Phase I

- a. Scope:** The project will include Phase I of the Spectrum Stadium renovation, which consists of three small additions on each corner to provide structure needed for the seismic upgrade and new restrooms. The project will also include a significant electrical update.
- b. Time Frame:**
 - Feasibility study completed spring 2024
 - Programming/Design: April 2025 – December 2025
 - Construction: May 2026 – October 2027
- c. Funding:** \$30 M., seeking partial Dedicated Capital Development Funding in FY26

III. Multidisciplinary Engineering and Agriculture Education Building

- a. Scope:** The project will construct a new 4-story building to replace the aging one-story Technology Building (built in 1949). This new facility will meet the space needs of the College of Engineering (CoE) and the College of Agriculture and Applied Sciences (CAAS). It will feature high-bay space on the ground level and upper floors dedicated to expanding individual programs, including the new Energy Engineering Department and the Center for Entrepreneurial Engineering. The additional space will also support the significant growth of CAAS's Aviation and Technology programs.
- b. Time Frame:**
 - Feasibility Study: Planned for Spring of 2025
 - Programming/Design: April 2026 – December 2026

Construction: May 2027 – October 2028

- c. **Funding:** \$40 M, seeking Non-Dedicated Capital Development Funding in FY27

IV. Family Life Building Renovation

- a. **Scope:** The project will be a full historic renovation of the Family Life building, one of 5 historic buildings in the Quad District of the University. The building was built in 1935, consists of 46,745 GSF, and houses academic space for several programs. It is a classic example of the art deco style of architecture and is on the National Historic Register. The renovation will update and modernize building systems.

- b. **Time Frame:**

Feasibility Study: May 2025 – August 2025

Programming: April 2026 – June 2026

Design: April 2027 – December 2027

Construction: May 2028 – October 2029

- c. **Funding:** \$35,000,000 Dedicated or Non-dedicated Capital Development Funds

V. Junction Renovation / Addition

- a. **Scope:** The project is a renovation and addition to the existing Junction dining facility. The facility has been determined to be structurally sound and a good candidate for a full renovation. The building location is ideal to serve the Central Campus Housing community as well as the central campus academic district.

- b. **Time Frame:**

Feasibility study completed 2020

Programming: April 2025 – June 2025

Design: April 2026 – December 2026

Construction: May 2027 – October 2028

- c. **Funding:** \$25,000,000, Revenue bonds to be re-paid with dining revenues

VI. 800 East Residence Hall

- a. **Scope:** New 400-500 bed residence hall with structured parking on the site of an old fraternity house on the west side of campus along 800 East.

- b. **Time Frame:**

Feasibility study: March 2024 - July 2024

Programming/Design: April 2025 – December 2025

Construction: May 2026 – August 2027

- c. **Funding:** \$75-85 M., Revenue bonds to be re-paid with housing lease revenues

VII. USU Price Residence Hall

- a. **Scope:** New 90-100 bed residence hall building on the NW corner of campus.

- b. **Time Frame:**

Feasibility study: March 2024 - July 2024

Programming/Design: April 2025 – December 2025

Construction: May 2026 – August 2027

- c. **Funding:** \$15 M., Revenue bonds to be re-paid with housing lease revenues

5.2 [Space utilization information for all state-owned and leased facilities and a discussion of how the 5-year capital plan will improve institutional space utilization.]

Space utilization information is submitted separately from the Five-Year Capital Plan, and outlines the strategies for improving space utilization on the USU campus. Many of the projects within the Five-Year Capital Plan seek to improve existing space or replace aging and sub-standard space to address major mechanical, structural, fire and life safety, and ADA deficiencies, and will not net a significant amount of new space. The renovation projects will also modernize and improve buildings for increased efficiency, functionality, and comfort. Several projects seek to preserve historical buildings as cultural resources important to USU and the State of Utah. The other projects within the Plan are needed to address the growth needs for the university, driven by new programs and enrollments.

5.3. [A discussion of how the 5-year capital plan will affect institutional attainment goals.]

The Animal Science Building and Family Life Building are two buildings on the historic USU Quad that directly serve the academic programs provided to students across multiple disciplines and colleges. These buildings are heavily used but the age and condition of the buildings necessitates renovation to maximize the efficiency of student academic attainment.

The Junction Renovation, 800 East Residence Hall, and Price Campus Residence Hall projects support institutional attainment goals by providing students with the exceptional learning environment of living in on-campus housing with related dining facilities.

5.4. [A calculation of deferred facility maintenance needs by campus and a strategic plan for how the institution will use capital improvements and other capital projects to eliminate those needs.]

USU continually evaluates deferred maintenance needs through facility condition assessments, facility plans, monitoring, and infrastructure planning. These needs are prioritized and submitted annually for state Capital Improvement funding. In general, USU has stayed current with the most critical needs of the university through funding provided by the state for O&M or Capital Improvements. USU has occasionally addressed these needs with Capital Development funding, such as when the new energy plant and tunnel system was built about 20 years ago. Several of the projects in the Five-Year Capital Plan will address significant deferred maintenance needs, through full renovation or replacement of aging buildings.

These projects are as follows:

1. MAIDAC (Animal Science Renovation/Addition)
2. Spectrum Renovation Phase I
3. Multidisciplinary Engineering and Agriculture Education Building
4. Family Life Building Renovation
5. Junction Renovation / Addition

22 August 2024

ITEM FOR ACTION

RE: Utah State University and Utah State University Eastern 2024-25 Athletics Budgets

Information related to Utah State University and Utah State University Eastern 2024-25 Athletics Budgets are submitted to the Board of Trustees for consideration. The budget information has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The totals of the 2024-25 Athletics Budgets are:

USU “Aggies” \$47,010,751 USU Eastern “Eagles” \$2,224,925

RECOMMENDATION

The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve Utah State University and Utah State University Eastern 2024-25 Athletics Budgets as presented.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, the totals of the 2024-25 Athletics Budgets are:
USU “Aggies” \$47,010,751 USU Eastern “Eagles” \$2,224,925; and

WHEREAS, the Utah State University and Utah State University Eastern 2024-25 Athletics Budgets have been duly considered and approved by the central administration; and

WHEREAS, the President and Vice President for Finance and Administrative Services recommend approval of the Utah State University and Utah State University Eastern 2024-25 Athletics Budgets by the Board of Trustees:

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees hereby approves the Utah State University and Utah State University Eastern 2024-25 Athletics Budgets as presented.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Date

Utah State University "Aggies"
Athletics Department
Operating Budget
2024-25

Revenues	
Institutional Support	15,588,477
Tuition Waivers	1,901,069
Student Fees	4,590,000
Football	3,800,000
Basketball	1,040,000
Women's Ticketed Sports	65,000
Development	6,000,000
NCAA / Mountain West	7,570,000
Sponsorships	2,930,000
Licensing	100,000
Other Athletics Revenues	1,276,205
Marketing trade	250,000
Indirect Facilities & Admin	1,900,000
Total Revenues	\$47,010,751

Expenses	
Compensation	18,101,130
Men's Varsity Sports Programs	6,415,546
Women's Varsity Sports Programs	3,806,616
Scholarship Expenses	8,671,972
Administrative Operating Expenses	5,522,973
Other Athletics Expenses	1,086,000
Marketing Trade	250,000
Indirect Facilities & Admin	1,900,000
Total Expenses	\$45,754,237

Balance	\$1,256,514
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Utah State University Eastern "Eagles"
Athletics Department
Operating Budget
2024-2025

Revenues		
Institutional Support	\$	1,795,925
Student Fees		48,000
Donations		150,000
Camps/Other		203,500
Advertising/Sponsorships		10,000
Ticket Sales		16,000
Miscellaneous		1,500
Total Revenues	\$	2,224,925

Expenses		
Compensation	\$	1,196,925
<u>Operating</u>		
Men's Sports		332,000
Women's Sports		440,000
Co-Ed Sports		36,000
Administrative		220,000
Total Expenses	\$	2,224,925

Balance	\$	-
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22 August 2024

ITEM FOR ACTION

RE: Approval of Authorization to Act in Capacity of the Vice President for Finance and Administrative Services and Public Treasurer

The attached resolution is submitted for the Board of Trustees' approval. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

A resolution was passed by the Board of Trustees on 4 May 2022 authorizing David T. Cowley, or his designee, Danford R. Christensen, Controller and Dwight E. Davis, Associate Vice President for Finance and Administrative Services, to act in the capacity of the Vice President for Finance and Administrative Services and "Public Treasurer", as that term is used in the Utah State Money Management Act, as amended, and the Utah State University Investment Policies.

This amended resolution replaces the 4 May 2022 resolution and recommends that effective 22 August 2024 David T. Cowley or his designee, Bryan C. Arnell, Controller, and Dwight E. Davis, Associate Vice President for Finance and Administrative Services, be authorized on behalf of Utah State University to assume all duties and responsibilities of the Vice President for Finance and Administrative Services, including the responsibilities of "Public Treasurer" as that term is used in the Utah Money Management Act and the University Investment Policies.

RECOMMENDATION

The President recommends that the Board of Trustees approve the Authorization to Act in Capacity of Vice President for Finance and Administrative Services and Public Treasurer.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

**AUTHORIZATION TO ACT IN CAPACITY OF THE
VICE PRESIDENT FOR FINANCE AND ADMINISTRATIVE SERVICES
AND PUBLIC TREASURER**

WHEREAS, the Board of Trustees approved an Authorization to act in Capacity of Vice President for Finance and Administrative Services and Public Treasurer on 4 May 2022 authorizing David T. Cowley, or his designee, Danford R. Christensen, Controller and Dwight E. Davis, Associate Vice President for Finance and Administrative Services, to act in the capacity of the Vice President for Finance and Administrative Services and “Public Treasurer”, as that term is used in the Utah State Money Management Act, as amended, and the Utah State University Investment Policies, and

WHEREAS, this amended resolution replaces the 4 May 2022 resolution and recommends that effective 22 August 2024 David T. Cowley or his designees, Bryan C. Arnell, Controller, and Dwight E. Davis, Associate Vice President for Finance and Administrative Services, be authorized on behalf of Utah State University to assume all duties and responsibilities of the Vice President for Finance and Administrative Services, including the responsibilities of “Public Treasurer” as that term is used in the Utah Money Management Act and the University Investment Policies:

NOW, THEREFORE BE IT RESOLVED that David T. Cowley or his designees, Bryan C. Arnell, Controller, and Dwight E. Davis, Associate Vice President for Vice President for Finance and Administrative Services, be authorized on behalf of Utah State University to assume all duties and responsibilities of the Vice President for Finance and Administrative Services, including the responsibilities of “Public Treasurer” as that term is used in the Utah Money Management Act and the University Investment Policies, including, but not limited to, establishment of accounts with brokers; sell, assign, transfer, and endorse stocks and other such investments; execute wire transfers and foreign funds draft authorizations; open new banking accounts; and conduct any other transaction that may be necessary on behalf of Utah State University.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date