



USU Board of Trustees Regular Meeting

Monday, March 17, 2025, at 8:30 AM - 12:15 PM

University Inn, Logan, Utah, Sonne Board Room or

via Zoom: <https://usu-edu.zoom.us/j/83585275578?pwd=QX7GI5nWoDVsgWATBmT0KLZDZPAM62.1>

Agenda

- 1. Welcome and Call to Order** 8:30 AM
Presenter: Chair Jacey Skinner
- 2. Resolution of Appreciation - Elizabeth R. Cantwell** 8:35 AM
Presenter: Chair Jacey Skinner
- 3. CLOSED SESSION** 8:45 AM
- 4. Committee Reports** 9:25 AM
 - 4.1. Audit, Risk, and Compliance**
Presenter: Trustee David Petersen
 - 4.2. Research and Academic Approval**
Presenter: Trustee Kacie Malouf
 - 4.3. External and Strategic Partnerships**
Presenter: Trustee John Ferry
 - 4.4. Statewide Mission and Campus Oversight**
Presenter: Trustee Kent Alder
- 5. Utah Public Radio (UPR) Presentation** 9:40 AM
Presenters: Kerri Bringhurst, Tom Williams
- 6. USUSA Presentation** 9:50 AM
Presenter: Trustee/USUSA President Matthew Richey
- 7. Student Resolution of Commendation** 10:05 AM
Presenter: Trustee Matthew Richey
- 8. BREAK** 10:15 AM
- 9. President's Report** 10:30 AM
Presenter: Interim President Al Smith
- 10. Evaluation of Institutional Effectiveness Report & NWCCU Accreditation Site Visit** 10:45 AM
Presenter: Executive Director Jeff Aird
- 11. STRATEGIC AGENDA**
 - 11.1. Strategy/Operational Modernization** 11:00 AM
Presenters: VP Kerri Davidson, VP John O'Neil, CIO Eric Hawley, AVP Crissy Downs-Cisneros
 - 11.2. Legislative Updates** 11:15 AM
Presenter: VP Devin Wiser

12. CONSENT AGENDA

11:25 AM

- 12.1.** Approve: 1.10.25 USU Board of Trustees Regular Meeting Minutes
- 12.2.** Approve: 2.10.25 USU Board of Trustees Special Meeting Minutes
- 12.3.** Approve: USU Policy 301: Employee Position Types
- 12.4.** Approve: USU Policy 368: Phased Retirement
- 12.5.** Approve: 2025-2026 Board of Trustees Regular Meeting Schedule
- 12.6.** Approve: Board Member Reappointments to USU Space Dynamics Lab Board of Directors
 - 12.6.1.** Ms. Kathryn G. Tobey
 - 12.6.2.** Ms. Lesa B. Roe
 - 12.6.3.** Lieutenant General John F. Thompson
- 12.7.** Review and Accept: November 2024 Report of Investment
- 12.8.** Review and Accept: December 2024 Report of Investment
- 12.9.** Approve: Proposed Certificates
 - 12.9.1.** Survey Methods Post Master's Certificate in the College of Humanities and Social Sciences
 - 12.9.2.** Survey Methods Post-Bachelor's Certificate in the College of Humanities and Social Sciences
 - 12.9.3.** AI and Writing Academic Certificate in the College of Humanities and Social Sciences
 - 12.9.4.** Police Officer Standards Training Academy Certificate in the College of Humanities and Social Sciences
 - 12.9.5.** Aviation Education Post-Bachelors Certificate in the College of Agriculture and Applied Sciences
 - 12.9.6.** Health Education Teaching Academic Certificate in the Emma Eccles Jones College of Education and Human Services
 - 12.9.7.** Social Determinants of Crime Academic Certificate in the College of Humanities and Social Sciences
 - 12.9.8.** Airport Management Post-Bachelor's Certificate in the College of Agriculture and Applied Sciences
 - 12.9.9.** Juvenile Justice Academic Certificate in the College of Humanities and Social Sciences
 - 12.9.10.** Forensic Specialist and Crime Scene Investigation Academic Certificate in the College of Humanities and Social Sciences
 - 12.9.11.** Corrections Leadership Development Academic Certificate in the College of Humanities and Social Sciences
 - 12.9.12.** Veterinary Assisting Certificate in the College of Agriculture and Applied Sciences
 - 12.9.13.** Patternmaking Certificate in the College of Agriculture and Applied Sciences

12.9.14. Cybersecurity Academic Certificate in the College of Agriculture and Applied Sciences

12.9.15. Airframe Maintenance Technical Certificate in the College of Agriculture and Applied Sciences

12.9.16. Aviation Management Post-Bachelor's Certificate in the College of Agriculture and Applied Sciences

12.9.17. Powerplant Maintenance Technical Certificate in the College of Agriculture and Applied Sciences

12.9.18. AI Ethics Academic Certificate in the College of Humanities and Social Sciences and the Jon M. Huntsman School of Business

12.9.19. Aviation Safety Management Post-Bachelor's Certificate in the College of Agriculture and Applied Sciences

12.9.20. Data Modeling Education Post-Bachelor's Certificate in the College of Science

12.9.21. School Resource Officers Academic Certificate in the College of Humanities and Social Sciences

12.9.22. Peace Officers and Policing Academic Certificate in the College of Humanities and Social Sciences

12.9.23. Courtroom Assistance Academic Certificate in the College of Humanities and Social Sciences

12.9.24. Corrections Academic Certificate in the College of Humanities and Social Sciences

12.9.25. Intercultural Communication Competence Academic Certificate in the College of Humanities and Social Sciences

12.9.26. Information and Computer Technology Academic Certificate in the College of Agriculture and Applied Sciences

12.9.27. Environmental Geosciences Institutional Certificate of Proficiency in the College of Science

12.10. Proposed Restructures and Name Changes

12.10.1. Change the name and restructure the Physical Education Coaching Minor to Physical Education Teaching Minor in the Emma Eccles Jones College of Education and Human Services

12.10.2. Restructure the Geology Applied Environmental Geoscience Emphasis BA, BS to Environmental Geoscience BA, BS

12.10.3. Restructure the Heavy Equipment Operator Certificate of Proficiency to a Heavy Equipment Operator Technical Certificate

12.10.4. Restructure and change the name of the Commercial Driver's License Certificate of Proficiency to Commercial Driver's License (CDL) Class A Certificate

12.10.5. Change the name and restructure the IT Support and Web Development Certificate of Completion to Information Technology Technical Certificate

12.10.6. Restructure Social Analytics Certificate of Proficiency to Social Analytics Certificate in the College of Humanities and Social Sciences

12.10.7. Restructure the IT Support and Web Development Certificate of Completion to Networking and Cybersecurity Technical Certificate

12.10.8. Change the name and restructure the Computer Numerical Control Machinist Certificate of Completion to Machining Technology Technical Certificate

12.10.9. Change the name and restructure the Welding Certificate of Completion and the Welding Certificate of Proficiency to Welding Technology Technical Certificate

12.10.10. Change the name of the Bio veterinary Science Minor to Veterinary Science Minor

12.10.11. Change the name of the Agricultural Production and Automated Processing Technology Emphasis in General Technology Associate of Science to Agricultural Production and Automated Processing Technology Associate of Applied Science

12.10.12. Change the Name of the Department of Communicative Disorders and Deaf Education to Department of Speech and Hearing Sciences

12.10.13. Change the Name & Create Three New Specializations of the Master of Aviation Science

Three new specializations of the Master of Aviation Science: Safety Specialization to Master of Aviation Science: Safety Management Specialization /Aviation Management Specialization/ Airport Management Specialization/ Aviation Education Specialization

12.11. Approve: Proposed Minors

12.11.1. Health Education Teaching Minor in the Emma Eccles Jones College of Education and Human Services

12.11.2. Race, Society, Environment Minor in the College of Humanities and Social Sciences

12.12. Approve: Proposed New Programs

12.12.1. Human Development and Family Studies Specialization in Marriage and Family Therapy PhD in the Emma Eccles Jones College of Education and Human Services

12.12.2. Master of Science in Natural Resource Economics in the College of Agriculture and Applied Sciences

12.12.3. Bachelor of Arts in Deaf Education in the Emma Eccles Jones College of Education and Human Services

12.12.4. Master of Science in Marriage and Family Therapy in the Emma Eccles Jones College of Education and Human Services

12.12.5. Freshwater and Marine Ecology Baccalaureate Degree in the S.J. & Jessie Quinney College of Natural Resources proposes offering a Freshwater and Marine Ecology Baccalaureate Degree

12.12.6. Artificial Intelligence Engineering Bachelor of Science in the College of Engineering

12.13. Approve: Proposed Program Suspensions and Discontinuations

12.13.1. Suspend the Human Development and Family Studies Adolescence and Youth Specialization Master of Science in the Emma Eccles Jones College of Education and Human Services

12.13.2. Suspend the Human Development and Family Studies Adult Development and Aging Specialization Master of Science in the Emma Eccles Jones College of Education and Human Services

12.13.3. Suspend the Human Development and Family Studies Infancy and Childhood Specialization Master of Science in the Emma Eccles Jones College of Education and Human Services

12.13.4. Suspend the Human Development and Family Studies Marriage and Family Relationships Specialization Master of Science in the Emma Eccles Jones College of Education and Human Services

12.13.5. Discontinue the Political Science Conflict and Cooperation Specialization Master of Arts in the College of Humanities and Social Sciences

12.13.6. Discontinue the Political Science Conflict and Cooperation Specialization Master of Science in the College of Humanities and Social Sciences

12.13.7. Discontinue the Political Science Public Science Public Policy Specialization Master of Arts in the College of Humanities and Social Sciences

12.13.8. Discontinue the Political Science Public Science Public Policy Specialization Master of Science in the College of Humanities and Social Sciences

13. ACTION AGENDA

13.1. Review and Approve: USU Policy 1001: University Policy System 11:30 AM
Presenter: SVP Mica McKinney

13.2. Approve: Proposal for Tuition Rate Increase 11:35 AM
Presenter: Interim President Al Smith

13.3. Approve: Proposal to Modify Student Fees 11:45 AM
Presenter: Interim President Al Smith
<https://www.usu.edu/student-affairs/student-fees>

13.4. Approve: Real Property Acquisition: Logan, Utah 11:55 AM
Presenter: VP Dave Cowley

13.5. Review and Accept: External Audit Reports 12:00 PM
Presenter: Trustee David Petersen

13.6. Approve: Authorization to Act in Capacity of the Vice President for Finance
Administrative Services and Public Treasurer 12:05 PM
Presenter: VP Dave Cowley

14. INFORMATION AGENDA

14.1. Upcoming Dates:

Board Meetings:

4/4/25: Promotion and Tenure Only - Zoom

4/30/25: Full Board Meeting, Logan Campus

6/20/25: Full Board Meeting, Uintah Basin Campus

Events:

3/25/25: President's Forum on Conflict

4/17/25: Southwest Commencement

4/18/25: Brigham City Commencement
4/19/25: Toole Commencement
4/24/25: Moab Commencement
4/25/25: Blanding Commencement
4/26/25: Eastern Commencement
4/26/25: Uintah Basin Commencement
4/30/25: Logan Commencement
5/1/25 - 5/2/25: Logan College Convocations

15. Adjourn

12:10 PM



Audit, Risk, and Compliance Committee Report

USU Board of Trustees

February 20, 2025

Meeting: The Audit, Risk, and Committee met on February 20, 2025. Committee members Kent Alder, David Petersen, and Jacey Skinner were in attendance. They were joined by USU's Chief Audit Executive, Jodi Bailey; Vice President for Legal Affairs, Mica McKinney; and Vice President for Finance and Administrative Services, Dave Cowley.

Review: The committee reviewed and approved the meeting minutes from the December 13, 2024 meeting.

Discussion: Chief Audit Executive Jodi Bailey presented the 2024 USU ARC Committee report, Internal Audit Services updated charter, and IIA's updated Global Internal Audit Standards. The committee did not have concerns regarding the reports.

Vice President Cowley presented UPR Financial Statements and the 2024 USU NCAA AUP Report. The audits concluded with no findings. The committee voted unanimously to approve both audits that were presented.



Research and Academic Approval Report

USU Board of Trustees

December 12, 2024

Meeting: The Research and Academic Approval Committee met twice in February on the 6th and 21st. Committee members Kacie Malouf, Matthew Richey, and Tessa White were in attendance. They were joined by USU's Provost, Larry Smith; VP for Research, Lisa Berreau, and Vice Provost, Paul Barr.

Discussion: The committee reviewed and discussed proposed 28 new certificates, 13 restructurings and name changes, 2 new minors, 6 new programs, and 8 program suspensions. All agenda items passed with a unanimous vote.



External & Strategic Partnerships Report

USU Board of Trustees

February 14, 2025

Meeting: The External and Strategic Partnerships Committee met on February 14, 2025. Committee members John Ferry, Heather Mason, Jacey Skinner, and Tessa White were in attendance. They were joined by USU's VP for Advancement, Matt White.

Discussion: Vice President Matt White discussed upcoming campaign impact initiatives and events with the committee. These events include the Aggie Impact Athletic Event and Undergraduate Research Event in June.

He also gave the committee an update on corporate partnerships and the ongoing efforts. The committee members gave suggestions on who to reach out to and how to engage the communities.

USU's Vice President for Government and External Affairs, Devin Wiser, was in meetings at the Utah Legislative Session and unable to attend. He will give a legislative update to the full board in the March 17th meeting.



Statewide Mission & Campus Oversight Report

USU Board of Trustees

February 19, 2025

Meeting: The Statewide Mission and Campus Oversight Committee met on February 19, 2025. Committee members Gina Gagon, and Kent Alder were in attendance. They were joined by USU's Vice President for USU Statewide Campuses, James Taylor; Senior Vice President for Extension and Statewide Enterprise, Ken White; Extension Youth Development Director, Dave Francis; and Interim Department Head of Technology Design & Technical Education and Pathways Coordinator, Zak Konakis.

Discussion: Dave Francis and Zak Konakis reported on the key programs and initiatives progress. They discussed the importance of getting youth interested in STEM and having exposure to the tools and resources USU provides across the USU Statewide and Extension. Dave also talked about how 4H is a great tool to reach all the counties in the state.

Ken White and James Taylor discussed how Extension and Statewide programs have been collaborating recently. James also reported on enrollment numbers, as well as programs being considered for elimination or reduction for the reallocation of funding.

Chair Alder thanked James and Ken for the tremendous work them and their teams have put in to help solve the challenges and issues.

President's Report

MARCH 17, 2025



Message from Utah State University Interim President Al Smith

Dear Members of the Board of Trustees,

It is an honor to serve as the Interim President of Utah State University. Our incredibly special institution contributes to our state through knowledge generation, economic impact, and the preparation of engaged citizens, professionals, and leaders. We offer the model of the land-grant spirit every day and we can take great pride in positively impacting the lives of individuals, families, and communities in Utah and beyond.

As you will read in the following report, we are moving forward at pace on several fronts. In the dynamic, highly competitive environment that we find ourselves in, it is critical for us to be nimble, visionary, and responsive to the needs of those we serve. Across our span of enterprises, you will recognize such a commitment. We are working to modernize, better integrate our services, and offer authentic and meaningful experiences to our students and partners that create a strong affinity to USU.



There are certainly headwinds for us moving forward. These tie to societal perspectives on the value of education, intense market competition, changes in the federal landscape that challenge our research enterprise, and cuts to state funding that must be absorbed. As you know, a portion of our cuts will be reinvested in our institution. We are tasked with closely examining our academic enterprise, with the aim of moving away from programming that is not thriving toward areas of state need, student interest, and future promise. An exercise like this is always challenging, yet it also presents a valuable opportunity for us to strategically position ourselves for our long-term health and success. You will hear much about this ongoing process over the coming months.

In closing, I would like to thank you for your partnership with those of us engaged in the day-to-day work of USU. Your wisdom, support, and shared commitment to our mission are invaluable to our institutional success. And, on a personal note, I have found you to be incredibly kind and helpful to me during my transition into this new, albeit temporary, role. I am ever grateful for your expressions of confidence and your inimitable Aggie spirit!

Sincerely yours,

Alan L. Smith
Interim President

Academic Enterprise

PROVOST'S OFFICE

Commencement

The 2025 Commencement Committee, entrusted to the Provost's Office, is co-chaired by Janet Anderson, Vice President and Chief of Staff, and Andi McCabe, Assistant Provost. This year's theme, ***We Believe: Empowering Futures through Higher Education***, reflects our commitment to celebrating the achievements of our graduates. A new scheduling model places the main commencement ceremony in the evening on Wednesday, April 30, followed by college convocations on May 1 and 2. In addition, Statewide Campus ceremonies will be held April 17-26. Planning for this milestone event is a collaborative effort, with dedicated campus partners working to ensure a meaningful and memorable experience. For more details and the full schedule, visit [USU's Commencement website](#).



Honors Program

The University Honors Program received over 500 first-year applications in January, a 34% increase over the five-year average. Honors collaborated with USU Admissions to recruit students pursuing both two- and four-year degrees across the state and will contribute to yield by delivering admissions decisions before USU's Next Step Nights begin in late February.

STRATEGIC ENROLLMENT MANAGEMENT

- **Enrollment Numbers:** USU has received 20,459 new student applications (both first-time and transfer) for Fall 2025 across the USU System, a 3% increase from last year. Of these, 2,748 students have already confirmed their enrollment, reflecting a 25% increase compared to last year. Enrollment updates are available weekly at usu.edu/recruitment. Efforts to enhance yield continue this semester through orientation and registration initiatives.
- **Student Aid:** As of February 1, 2025, USU has received 6,694 FAFSA files from newly admitted students for 25-26. From this, 929 are eligible for a full Pell Grant. 572 are eligible for a partial Pell Grant. This represents 1,501 students who will be offered the USU Promise (institutional need-based award). Additionally, we have launched new communication tools to drive affordability messaging, and these include a new Financial Aid offer notification, newly scripted Personalized Financial Aid Videos, and updated websites to be more student friendly.
- **Enhancing Enrollment Technology & Efficiency:** We are implementing new enterprise-wide systems to modernize recruiting, admissions, and student data management. These enhancements will streamline operations, improve the student experience, and position USU to meet its strategic enrollment goals with greater efficiency and scalability. We are on track to launch these systems in late summer 2025.

STUDENT ORIENTATION & TRANSITION SERVICES

- The Center for Academic Belonging & Learning Excellence moved into redesigned space within the library. This brings the learning specialists and academic belonging professionals into the space where students do much of their studying and learning.
- A cross-institutional team improved the course selection process for incoming students by enhancing advisor introductions, promoting Degree Works, and emphasizing four-year degree maps in the catalog for better guidance in finding and registering for the correct courses.
- Through a collaboration between Statewide Campuses, the Student Portal, IT, and the University Registrar's Office, University Advising has created a widget that allows students to easily and accurately connect with their advisor. Since the widget was launched in September 2024, there has been a total of 15,936 clicks on the advisor widget.

Aggie Athletics

Development

- Reach and Rise Campaign YTD: \$25.9 million launched June 2024
- Blue A Collective: 23 gifts / \$23,390 since last Board of Trustee meeting.

Academics

- Utah State student-athletes combined for a collective 3.42 cumulative grade point average (GPA) in the fall of 2024, marking the highest GPA in the history of USU Athletics.
- In addition, it represented the 45th consecutive term in which all Utah State student-athletes combined to achieve a cumulative GPA of 3.0 or higher, a streak that dates to the fall of 2002.

Football

- 2025 football season ticket renewals were announced in early January, offering Utah State season ticketholders a 7-month payment plan option for the first time in program history.
- Utah State Football head coach Bronco Mendenhall announced his 23-member staff, including coordinators, 10 position coaches, six analysts and six support staff members.
- Coach Mendenhall announced his first signing class. The class, which includes 36 total players, is comprised of 12 high school athletes, seven junior college transfers and 17 four-year transfers-11 from Utah.

Volleyball

- Tierney Barlow, senior, will attend the Team USA Open Tryout in February.

Tennis

- Utah State Men's Tennis opened spring season on January 19, sweeping Weber State 7-0. USU continued competition, improving to 2-1 in the spring.
- Utah State Women's Tennis opened its spring season with a 6-1 victory over Utah Tech.

Basketball

- Women's Basketball earned their first conference win of the season against San Jose State.
- Freshman wing Taliyah Logwood was named Mountain West Freshman of the Week on January 27, earning her first weekly honors from the MW. Logwood posted career highs of 17 points and 11 rebounds, tallying her first career double-double in USU's victory over San Jose State.
- Head Coach Calhoun has won 20 of his first 23 games at the helm of the program, which is the second most wins among first-year head coaches in NCAA Division I this season.
- Utah State ranks fifth in the nation with 18.3 assists per game. The program record for a season is 18.0 in 2021-22. The team's assist-to-turnover ratio of 1.69 ranks fifth nationally.

Gymnastics

- Utah State won its first meet this season against MWC opponent San Jose State.
- Utah State ranks 32nd in the nation with an average team score of 195.130, highlighted by ranking 22nd in the nation on beam (48.920) and 29th on bars (48.915). Individually, seven gymnasts have combined to earn 13 weekly Mountain West Specialist honors thus far this season.

Indoor Track and Field

- Junior Logan Hammer set the Utah State indoor pole vault record at the Weber State Indoor Invitational on January 11, clearing 5.50 meters (18-0.5). At the Roman Ruiz Speed and Power Invite on February 1, Hammer broke both his own record and the George Nelson Fieldhouse record with his mark of 5.60 meters (18-4.5).
- Hammer, freshman Daniel Chase, and freshman Abbie Scott have earned a combined eight Mountain West weekly honors. Chase also ranks third in school history in the men's 60 meters with a time of 6.70, while Scott's clearance of 4.00 meters (13-1.5) ranks her second all-time in the women's pole vault.

Softball

- Senior infielder, Ariel Fifita, and junior catcher/infielder, Grace Matej were named to the preseason All-Mountain West team.
- Historic win against Baylor 6-4.
- Utah State returns 13 players from last year's team, including eight starters. Highlighting USU's returners is Matej, who earned all-conference and all-region honors after posting one of the best hitting seasons in program history in 2024. Junior pitcher Denay Smith, who led the team in ERA last season, also returns for the Aggies.



Finance & Administrative Services

Investing In our Success

Our university is committed to providing state-of-the-art facilities that enhance the learning experience for our students. We are currently undertaking several ambitious construction projects across our campuses, including:

- **NEHMA Art Research Center** (Figure 1.)
 - Completion scheduled for Spring 2025
- **Gardner Learning & Leadership Building**
 - Completion scheduled for Summer 2025
- **South Campus Residence Hall**
 - Completion scheduled for Summer 2025
- **South Campus Parking Terrace** (Figure 2.)
 - Completion scheduled for Summer 2025
- **Monument Valley Academic Building**
 - Completion scheduled for Winter 2025
- **College of Veterinary Medicine Building** (Figure 3.)
 - Completion scheduled for Summer 2026
- **Administrative Services Building**
 - Completion scheduled for Fall 2026

These projects will create modern classrooms, research labs, and student support spaces, ensuring that our students have the resources they need to succeed.



Figure 1: NEHMA Art Research Center



Figure 2: South Campus Parking Terrace



Figure 3: College of Veterinary Medicine

New Markets Tax Credits Financing

- Wells Fargo's Community Lending and MoFi CDE provided an equity investment through New Markets Tax Credits to fund a portion, approximately \$3 million, of the new academic building in Monument Valley, Utah. The facility will support students from the surrounding area, including those from the Navajo Nations. Currently, instruction takes place in a former hospital, which is in extremely poor condition.

Auxiliaries

- Ridge Point Hall, the new South Campus Residence Hall, is set for completion by July 2025 replacing Moen, Greaves, and Reeder Halls. Slightly more than 300 students will be moving in for the Fall 2025 semester. Next to Ridge Point Hall, the Canyon View parking structure is also expected to be finished in Summer 2025, offering 349 parking spaces. Canyon View Terrace will serve on-campus residents, commuters, and visitors, increasing parking capacity in this area by a much-needed 30%.
- Aggie Print and Mail recently installed a Ricoh flatbed UV printer and a Colex flatbed cutter. The UV printer enables printing on a wide range of materials, including sheet products, rigid surfaces, glass, acrylics, metals, wood, foam boards, plastics, and more. The Colex cutter can shape these materials into almost any custom design, such as unique boxes or point-of-purchase (POP) displays. Both machines can handle boards as large as 4' x 8' and up to 4" thick. This technology allows Aggie Print and Mail to offer new products while reducing the costs of existing services.

USU Extension

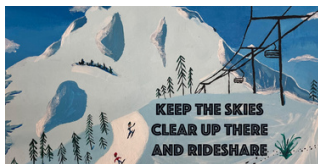
From maple syrup tapping to wildfire mitigation, USU Extension's programs reach audiences of all ages and interests.

- USU Extension co-sponsored the online **Utah Marriage Celebration** in February. Designed as a date night for those wanting to prepare for/strengthen their marriage, the celebration featured workshops presented by professionals from across the nation. Topics included communication, staying connected, managing conflict, and others. Online attendees were from Utah and several other states.



- Maple syrup tapping** is happening in Utah. USU Extension is teaching people how to tap and process sap from trees such as Boxelder and Bigtooth Maple, which are well-suited to the Mountain West region climate. USU Extension provides educational programs and information about [maple sugaring resources](#), including hands-on workshops, online resources, fact sheets, videos, and partnerships with local groups to share knowledge about tree tapping, sap collection, and syrup processing.

- USU Extension held **Utah Beef Field Days** for farmers, ranchers, and cattle industry professionals in February in Logan and Richfield. The events provided insights, hands-on experience, and networking opportunities to improve productivity and profitability in beef operations. The field days included expert-led discussions, interactive demonstrations, a trade show, and time for attendees to connect with fellow cattle producers.



- The **Utah High School Clean Air Marketing Contest** winners were announced at the Nora Eccles Harrison Museum of Art Community Art Day in February. Co-created in 2015 by Professor Roslynn Brain McCann of USU Extension Sustainability, the teen-designed PSAs combined art, science, and savvy marketing to raise Utahns' awareness of air quality. The winners' artwork is displayed for educational outreach across the state and on social media.

- The **2025 Elevating Hope Summit**, a statewide event addressing substance use disorder and suicide prevention will be held in March in Price and is co-sponsored by USU Extension. The summit provides a platform for collaboration, knowledge-sharing, and actionable strategies among professionals, students, providers, and community members. It aims to help participants better understand how substance use and suicide prevention often overlap and the importance of working together across sectors to support mental health.



- Brad Washa, USU Extension Assistant Professor of Wildland Fire Science, shared insights on **"Does Utah face wildfire risks similar to those in Los Angeles?"** His expertise was featured on KUTV, KTVX, and KSL Radio, and he was invited to attend several special interest group meetings to discuss the topic.

- The **USU Extension E-Commerce Accelerator Program** continues to drive economic growth in rural Utah by equipping businesses with e-commerce capabilities. Over the last two months, six new e-commerce websites have been built, contributing to 22 functional websites developed since 2023. Nine businesses have reported over \$150,000 in new online sales. The program is training five agricultural businesses in launching their online stores while 43 businesses await enrollment.

- USU Extension is part of the USDA Nutrition Hub grant to improve nutrition security by addressing barriers to food access and dietary quality. The project will establish the **Western Region Nutrition Security Collaborative** to foster cross-sector collaboration and seek to create sustainable solutions that improve food access and public health outcomes across the Western Region.



Government & External Relations

2025 LEGISLATIVE SESSION UPDATE

It was a very busy legislative session. Much time was spent working on drafting/modifying/shepherding bills, pursuing funding requests, and hosting or participating in a variety of events. We had dozens of meetings with legislators, participated in many committee meetings, and facilitated coordination with USHE and other interested parties.

Aggie Ice Cream Day



Aggie Ice Cream Day is always a highlight during the session, and this year was no exception!

Research on Capitol Hill (“Posters Day”)



Research on Capitol Hill (ROCH) is an annual celebration of undergraduate research and creative pursuits. Students have the opportunity to show policymakers how innovative and impactful their research is and how valuable the state's support is to continue conducting such important and exciting work.



Inaugural Aggie Caucus Meeting

In a first of its kind meeting, we hosted Aggies who are associated with Utah's Capitol Hill in some capacity-as legislators, staff, lobbyists, etc. It was very well received by all who attended. Special thanks to VP Diana Sabau and Coach Mendenhall who were special guests.



Reported on USU to the Higher Education Appropriations Subcommittee



USU Extension Day

Our second annual Aggie Extension Day on the Hill highlighted USU's unique, statewide reach across all counties.

Government & External Relations



USHE Higher Ed Day



Legislative Spouses Luncheon

Each session, we honor the efforts of the families of legislators by hosting a lunch where we highlight a USU program. This year we learned about the collaboration between USU and the Living Planet Aquarium.



Legislative Intern Seminars



Once a week during the session, we provide USU legislative interns with an opportunity to network and learn from a distinguished list of speakers.

Other events we hosted this fall :



IOGP BOOK CLUB

IOGP in partnership with USU Political Science hosted our third student book club for the 2024 / 2025 Season featuring former Utah Supreme Court Chief Justice Christine Durham.



HOSTING GOVERNOR AND FIRST LADY COX AT THE SPECTRUM



HOUSE MAJORITY CAUCUS EVENT



POST-ELECTION PANEL

The panel on the 2024 Utah Election Cycle, moderated by Dr. Damon Cann, featured campaign experts Gabi Finlayson and Matthew Lusty. Attendees gained a behind the scenes look at campaign strategies, challenges, and lessons learned, fostering a meaningful discussion on modern elections.

University Marketing & Communications

Utah State Today Top Stories (in webpage views)

- [Ask an Expert — Don't Let 'Quitter's Day' Overtake Your New Year's Goals \(19,835 views\)](#)
- ['Playing Religion' Exhibit at USU to Explore Board Games Inspired by Latter-day Saint Culture \(2,243 views\)](#)
- [Rachel Walton, USU Professor and Leading Authority on Cold Cases, Dies At 77 \(2,145 views\)](#)

In the Media and Faculty Expertise

- MSN/USA Today - [66-million-year-old fossil of vomit discovered: See what researchers found](#)
- St. George News - [Utah State Extension staff recognized for reducing youth vaping in rural Utah](#)
- Fox13- [Utah State University program hopes to address air traffic controller shortage in the state](#)

Crisis Communications

- [Mountain View Tower incident](#)
- [Residence Life RA issue](#)

Utah State Magazine

- Email for “Demystifying Research” issue sent January 3 to 180,761 recipients
- 40% open rate and 13,008 pageviews from 9,413 users
- Spring 2025 issue in the works: “The Heavens and the Sagebrush Below” integrating a wide range of stories, including space research, a look back at SmallSat, and the folklore of the stars.

Recruitment Marketing

- Statewide Campuses December-January:
 - Display: 260K impressions, 2,706 clicks. Search: 15K impressions, 1,895 clicks, 642 conversions
 - Conducted focus groups with prospective high school students on Gen Alpha centric marketing assets design.

Social Media

- 3 of the top 10 best performing posts for engagement on all platforms.
- USU's X account saw a 69% increase in overall video views and a 110% increase in watch time hours for videos in Q4 2024.

Institutional Advertising/Marketing/Asset Creation

- Shot and produced five feature videos for Founders Day/Old Main Society award recipients.
- Created supporting materials for legislative session:
- President's presentation for Higher Ed appropriations subcommittee + MAIDAC, SDLR legislative one-page fact sheets, as well as other handouts.
- [GREATS 2024](#) review of annual achievements
- Gamification of Marketing
- Launch of first buildings (four) on Roblox
- Level Up Campaign: 1.3 MILLION impressions. 6,500 clicks
- Legislative session digital campaign
- Videos and Stories geofencing the Capitol building and Wasatch Front
- 306,413 impressions and 213 clicks
- Aggie Impact advertising campaign YTD results:
- 3.7M impressions
- 3.6M completed views via streaming costing 3.4¢ per view
- Audience: Adults 18-24 and 4-year degree intenders

Trademark and Licensing

- Q2 royalties increased by 863% year-over-year
- Utah State University created a centralized embroidery logo library to standardize logo embroidery across all licensed vendors, ensuring consistent and high-quality branding by eliminating inconsistencies caused by outsourced embroidery files.

Research Enterprise

USU is proactively supporting research amid federal policy changes with real-time updates and faculty briefings.

Addressing the Impact of Federal Changes on USU Research

The Presidential Executive Orders issued following January 20, 2025, and other changes currently underway at the federal level, are having deep impacts on the USU research enterprise. These changes include loss of funding (via stop work orders) and loss of opportunities for new funding as programs have been withdrawn. Stops and delays in funding are impacting the support available for current students working on research projects. The rapid pace of change has necessitated the building of a detailed webpage (<https://research.usu.edu/government-updates/>) to keep USU personnel informed daily of the many changes. We encourage Board of Trustees members to visit this site to review the broad scope of change underway that is affecting USU Research. Additionally, we are holding two Zoom meetings every Thursday for USU personnel to provide the latest updates to faculty and staff. The overall fiscal impact of the federal changes on USU Research going forward is difficult to estimate due to the rapid ongoing changes. Suffice it to say, we anticipate that our award portfolio and recovered indirect costs are very likely to be reduced in the coming fiscal years.

25th Anniversary - Research on Capitol Hill

On February 20th, 29 USU undergraduate students presented their research at the State of Utah Capitol Rotunda for the 25th annual Research of Capitol Hill event. This event enables undergraduates to interact with legislators and share their research findings, particularly outcomes that have implications for the citizens of Utah.



Advancement & USU Foundation

USU Elevated Through Philanthropy and Engagement

New and Advancing Level Old Main Society Members

USU will be welcoming 156 new Old Main Society members and 13 new Heritage Level members who achieved OMS status in 2024. Donors are recognized as members of the Old Main Society once they have achieved \$25,000 of lifetime giving to USU. Heritage Level donors are recognized for establishing planned gifts. 108 individuals will be recognized for advancing Old Main Society levels. They will be recognized at the Founders Day and Old Main Society celebration on March 6, 2025.

Seven donors and alumni of USU will be recognized with five of the University's top recognitions at the Founders Day and Old Main Society Celebration on March 6, 2025.

Distinguished Service Award: Shari L. Badger

Distinguished Alumni Award: Bibhu Mohapatra

Spirit of Old Main Award: Carrie and Jim Madden

New Generation of Old Main Award: James and Heather Bohm

Emeriti Old Main Award: Marion R Hyde (recognized posthumously)

Aggie Impact Stories

Opening Doors: USU Alum Albert Shane's Journey of Impact

Growing up in inner-city Philadelphia, Pennsylvania, Utah State University alum Albert Shane was the first member of his family to attend college. "I owe my prosperity to my education at Utah State," Albert emphasized. "It was the gateway to the middle class for me. Education changed my life, and I want to give others the same opportunity. I don't want students to have to take out loans if I can help it."

Investing in Education: Alum Shares Gratitude for USU Experience

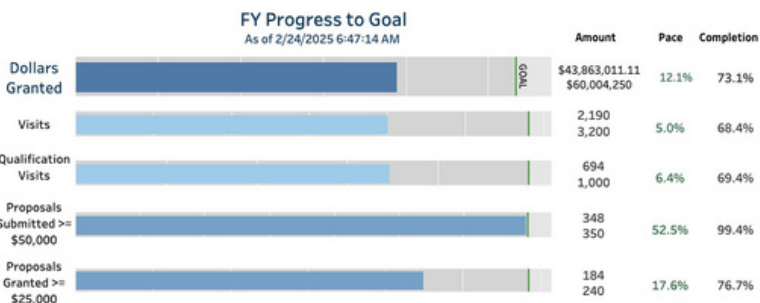
Randy Rhodes always believed in the power of education and the opportunities it creates. A graduate of Utah State University's S.J. & Jessie E. Quinney College of Natural Resources, Randy's journey from a small-town student to a successful senior water resources analyst was built on the strong foundation he received at USU. "My degree gave me the fundamental knowledge I needed, from measuring stream flow to understanding natural resource management," Randy explained. "It was a great start to my professional journey, and I want to ensure that future students have the same opportunities."

A Monument to Progress: Visionary Donors Fuel Educational Opportunities and Community Growth at USU Monument Valley

A transformative chapter in education and community development is unfolding in Monument Valley, where Utah State University is constructing a modern, multi-functional academic facility along the Utah-Arizona border. This ambitious project reflects not only USU's dedication to its land-grant mission, but also the generosity of visionary donors like Joe and Anna Graf. "We want people to see that better education and training benefit entire communities," Joe noted. "Our hope is that more students will seize the opportunities this building will provide."

Honoring Memories Inspires Alum's Planned Gifts to USU

Sandra McDougall, a proud alumna of Utah State University, always knew she wanted to be a teacher. Her education at USU not only provided her with the credentials, but also the confidence to follow her passion. "By earning my education at USU, I was able to fulfill my passion for teaching, which truly embodies the essence of life — to learn and to educate others," Sandy shared. "Since we didn't have any children of our own, Bryan and I decided to dedicate our legacy to education. With a planned gift to USU, I can ensure that our money is used purposefully to support students."



Statewide Enterprise

USU's Statewide Campuses are actively exploring new avenues to enhance our services and contribute to the University's overall mission.

Enrollment

- Total: 5,711 (Day 15 Spring Report)
 - Concurrent: 1,508
 - Undergraduate: 3,296
 - Graduate: 907

Campus & Community Highlights

- **USU Eastern's** Women's Basketball currently holds 4th place in the SWAC and are on track to head to the regional tournament.
- The **Blanding Campus** was awarded a three-year USDA Distance Learning & Telemedicine Grant in the amount of \$619,187. Funds will support distance learning technology needs at the new USU Monument Valley Center, and will upgrade equipment in Blanding, Montezuma Creek, and Monticello.
- **USU Monument Valley** construction is set to complete in December 2025 with classes beginning in Spring 2026.
- The **Moab Campus** is working on a new model to target industry specific students and has teamed up with the Grand School District to incentivize locals to pursue an education degree.
- The **Tooele Campus** launched their pilot summer program that aims to help local high school students get a jump start on their college education by providing a tailored program and a tuition waiver for qualifying students. Registration opened February 19.
- Assistant Vice President for Statewide Campuses and Staff Employee Association (SEA) President launched a **Statewide Enterprise and SEA collaboration** to expand access and opportunities for staff across the system.

Faculty, Research & Academic Programs

- The **Salt Lake Campus** partnered with the Huntsman School of Business Executive MBA program to launch a monthly MBA Leadership Luncheon speaker series that aims to feature influential thought leaders, foster engaging discussions, and provide opportunities to connect with USU faculty.
- Brian Droubay (**Brigham City**) received the College of Humanities & Social Sciences Outstanding Graduate Faculty Mentor Award.
- Mark Chynoweth (**Uintah Basin**) was selected as the Undergraduate Research Mentor of the Year for the S.J. & Jessie E. Quinney College of Natural Resources.

Student Success & Engagement

- Two **Blanding** students were selected to attend and participate in the San Francisco Moot Court Tournament with Dr. Jason Twede.
- The **Blanding Campus** started a Student Leadership group to promote and encourage student engagement on campus, with members consisting of Recruitment Ambassadors, Peer Outreach Specialists, USUSA, and FYE Connections Mentors. Any student leader on campus is welcome to join.
- The Campus Resource Specialist initiative, formerly known as Success Coordinating, launched this semester with a focus on improving student communication and resource connections. A comprehensive communication strategy was created for regular check-ins and timely resource recommendations, ensuring proactive campus support through text and email outreach.





PHASE 1
discover
Jan - Mar
Gather data, strategically
engage various
stakeholders to explore
opportunities,
aspirations & obstacles

ONE PUBLIC SURVEY
THREE SITE VISITS
MANY CODESIGN COUNCIL
INTERVIEWS

UTAH STATE UNIVERSITY

STATEWIDE ENTERPRISE REDESIGN

FEBRUARY UPDATE • PHASE 1: **DISCOVER**

WE HAVE HEARD FROM

3 7 3

VOICES...AND COUNTING!

VOICES ARE FROM DISCOVERY EFFORTS
ACROSS THE **PUBLIC SURVEY**, 3 **SITE
VISITS**, AND MANY **CODESIGN COUNCIL**
INTERVIEWS AND GROUP SESSIONS AS
SHOWN ON THE MAP.



WE ARE FOCUSING ON
**SIX STAKEHOLDER
GROUPS** INCLUDING:

1. COMMUNITY MEMBERS AND LEADERS
2. STUDENTS (PAST AND PRESENT)
3. STAFF
4. USU LEADERSHIP
5. BUSINESS AND INDUSTRY LEADERS AND
6. FACULTY AND RESEARCHERS

JOIN
US!



SOME OF THE FOLKS WE'VE HEARD FROM SO FAR INCLUDE:

County Commissioners • Students • Campus Associate VPs • Director of Student Services • Utah Navajo Health System • Associate Department Heads • Distance Site Coordinators • School District Directors • Superintendents • Mayors • Undergraduate Recruiting • Extension faculty members • Creative Director • Alumni • Economic Development Manager • City Manager • Operational Director • Department heads • Interim Dean • Rural Development Office • Instructional Designer • Vice President at USU • USU Faculty • USU Staff • Extension Directors • Extension County Director • Concurrent students • Student Services Admissions Specialists • Student Ambassadors • Business Analyst • Student Advisors and more!





USU Board of Trustees Regular Meeting Minutes

January 10, 2025 8:30am-12:00pm

University Inn, Sonne Board Room, Logan UT
and via Zoom

Attendance

Trustees Present:

Jacey Skinner, Chair
Gina Gagon, Vice Chair (virtual)
Kent K. Alder
John Y. Ferry
David H. Huntsman (virtual)
David Petersen

Matthew Richey
Kacie Malouf
Heather Mason
Tessa White (virtual)
Clark Whitworth

University representatives present:

Jodi Bailey (virtual)
Lisa Berreau
Janalyn Brown
Elizabeth Cantwell
Dave Cowley
Kerri Davidson (virtual)
Nancy Hanks
Haley Klaassen
Mica McKinney (virtual)
Bill Plate
Janet Anderson (virtual)

Larry Smith
James Taylor (virtual)
Ken White
Matt White
Devin Wiser
Grant Cordon
Crystal Giordano (virtual)
Jane Irungu
JanaLee Johnson
Diana Sabau

Additional attendees:

Cimeron Neugebauer
Jared Gereau

Geoff Landward

1. Welcome and Call to Order (Presenters: Chair Jacey Skinner)

Chair Skinner welcomed all in attendance both in person and on Zoom.

Motion:

Trustee Petersen moved that in accordance with 2-4-205 of the Utah Code that the Trustees go into a closed Executive Session for the sole purpose of discussing the character, professional competence, physical or mental health of individuals, pending or reasonably imminent litigation, and the possible sale of real property.

Motion seconded by Trustee Mason. Roll call vote was initiated by Janalyn Brown. Voting

was unanimous in the affirmative and the meeting moved to a closed session which commenced at 8:37am and concluded at 9:33am.

2. CLOSED SESSION

Attendance:

Trustees present:

Jacey Skinner (Chair)

Kent K. Alder

John Y. Ferry

Gina Gagon (virtual)

David H. Huntsman (virtual)

David Petersen

Matthew Richey

Kacie Malouf

Heather Mason

Tessa White (virtual)

Clark Whitworth

University representatives present:

Janalyn Brown

Elizabeth Cantwell

Kerri Davidson

Dave Cowley

Mica McKinney

3. COMMITTEE REPORTS

3.1. Executive Committee (Presenters: Chair Jacey Skinner)

Chair Skinner shared a poll will be sent to all board members, for feedback on the March meeting date change and June meeting location. The committee reviewed USU Policy 1001 and determined to move off action agenda as faculty have requested more time for review.

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

Trustee Malouf reviewed the attached report.

3.3. Student Health, Safety and Well-being Committee

No report.

3.4. Audit, Risk and Compliance Committee (Presenters: Trustee David Petersen)

Trustee Petersen reviewed the attached report.

3.5. Athletics Committee (Presenters: Trustee Clark Whitworth)

Trustee Whitworth reviewed the attached report, highlighting the broad impact of athletics on campus and the local economy. He discussed USU's move to the PAC-12, noting budget differences among conference schools, and provided an

update on the athletics budget.

He announced an event in Farmington on January 23 at 6:00 p.m., hosted by VP Diana Sabau and Coach Bronco Mendenhall, and requested board input on invitees. A February luncheon is also planned to engage stakeholders across the Wasatch Front.

Trustee Whitworth noted that USU successfully retained its soccer coach despite outside interest and that improvements to the soccer field are underway. He mentioned future upgrades needed for the Spectrum and highlighted USU's current No. 25 basketball ranking, which is boosting publicity. He thanked VP Sabau for her efforts and emphasized that athletics-driven donations benefit the entire university.

3.6. Honorary Degrees, Awards and Recognition Committee (Presenters: Trustee Heather Mason)

Trustee Mason reported that finalists were selected in today's closed session and will be contacted within the next month. Chair Skinner thanked the committee for this year's process improvements.

3.7. Recruitment, Retention and Completion Committee (Presenters: Trustee Tessa White)

Trustee White discussed the committee's restructure to meet more frequently and explore topics in depth. The latest meeting focused on department overviews, retention rates, and student engagement. Engagement levels, which declined post-COVID, have now surpassed 2019 levels. The committee also reviewed survey data comparing USU to peer institutions and discussed strategies to enhance student engagement.

4. Student Resolution of Commendation (Presenters: Trustee Matthew Richey)

Trustee Richey read a resolution of commendation for student Andrew Hunting.

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

President Cantwell reviewed the attached report, emphasizing the importance of the upcoming legislative session.

Key highlights included:

- **Academic Enterprise** - Restructuring to better serve students, reforming general education, and developing programs in civic leadership and transferrable skills.

- **Strategic Enrollment** - Progress in enrollment management, with increased out-of-state applications through the Common App; efforts underway to improve conversion rates. Over 50% of out-of-state graduates stay in Utah.
- **Student Success** - Parent and Family Weekend attendance increased by 76%, reflecting strong interest in USU.
- **Athletics** - Appreciation for Bronco Mendenhall's commitment to USU; ticket sales up 12%, with ongoing efforts to boost event attendance.
- **Finance and Administrative Services** - NEHMA Art Research Center and Monument Valley Academic Center nearing completion. Veterinary Medicine building set for Fall 2025 interior work, with full completion in 2026. Gardner Learning Center in development.
- **Human Resource** - Launched R2A2 project to clarify roles, responsibilities, authority and accountability across USU.
- **Extension** - EDA grants supporting hybrid and online learning expansion in rural areas.
- **Statewide Enterprise** - 7,300 students enrolled, with increased commitment to serving Utah communities outside Logan.
- **Government and External Relations** - USU continues to host speakers and federal officials to engage students in career opportunities.
- **University Marketing and Communication (UMAC)** - Spring 2025 *Utah State Magazine* will highlight undergraduate research.
- **Research Enterprise** - recent workshop with INL through gateway
- **Advancement** - Fundraising efforts are ahead of goal, with strong internal and external support.

6. BREAK

7. STRATEGIC AGENDA

Chair Skinner explained the new model of having different USU stakeholders present to the board throughout the year.

7.1. Faculty Senate (Presenters: Faculty Senate President Grant Cardon)

Faculty Senate President Grant Cardon reviewed the attached presentation on the Faculty Senate's structure and function. He noted that Policy 1001, in compliance with HB 438 and SB 192, will modify certain Faculty Senate functions and the responsibilities of the Professional Responsibilities and Procedures Sub-Committee.

7.2. Research (Presenters: Vice President Lisa Berreau)

VP Berreau will consult her team on how the board can assist with promoting the April Horizons event and informing alumni. Chair Skinner thanked her for highlighting student work.

8. 2025 USU Legislative Requests (Presenters: Vice President Devin Wiser)

VP Devin outlined upcoming legislative session events and invited board members to attend if available.

USU has two main legislative requests, approved by the USHE board in Fall 2024:

1. **MAIDAC Addition to Animal Science Building** – \$28.5 million one-time request, plus \$286,200 for ongoing operations and maintenance. USU is the only university approved for a building request.
2. **Space & Defense Research Institute & Workforce Initiative** – \$11.2 million over three years to support workforce development and streamline security clearance for defense industry internships, aiding post-graduation hiring.

USU aims to leverage these funds for federal grants, taking a business development approach. While ambitious, these requests are well-positioned, particularly with strategic partnerships.

9. **CONSENT AGENDA**

- 9.1. Approve: 11.8.24 USU Board of Trustees Regular Meeting Minutes
- 9.2. Approve: 11.18.24 USU Board of Trustees Special Meeting Minutes
- 9.3. Approve: 2025 Honorary Degree Recipients and Commencement Speaker
- 9.4. Approve: New Centers
 - 9.4.1. Center for Equine Assisted Services in the College of Agriculture and Applied Sciences
 - 9.4.2. Center for Academic Belonging & Learning Excellence in the Office of the Provost and Executive Vice President
- 9.5. Approve: Proposed Certificates
 - 9.5.1. Applied Animal Reproduction Certificate in the College of Agriculture and Applied Sciences
 - 9.5.2. Beef Cattle Management Certificate in the College of Agriculture and Applied Sciences

- 9.5.3. Biotechnology Certificate in the College of Agriculture and Applied Sciences
- 9.5.4. Dairy Cattle Management Certificate in the College of Agriculture and Applied Sciences
- 9.5.5. Foundations in Animal Science Certificate in the College of Agriculture and Applied Sciences
- 9.5.6. Humans and Animal-Assisted Interventions Certificate in the College of Agriculture and Applied Sciences
- 9.5.7. Humans and Animal-Assisted Interventions POST BACHELOR Certificate in the College of Agriculture and Applied Sciences
- 9.5.8. Sheep and Wool Production Certificate in the College of Agriculture and Applied Sciences
- 9.5.9. Livestock Extension Certificate in the College of Agriculture and Applied Sciences
- 9.5.10. Food Production Management Academic Certificate in the College of Agriculture and Applied Sciences
- 9.5.11. Manufacturing and Design Technology Academic Certificate in the College of Agriculture and Applied Sciences
- 9.5.12. Product Development Academic Certificate in the College of Agriculture and Applied Sciences
- 9.5.13. Audio Technology Certificate in the Caine College of the Arts
- 9.6. Approve: Proposed Name Change
 - 9.6.1. Change the Name of the POST BACHELOR Certificate from Certificate of Advanced Practice in Dietetics to Certificate of Applied Practice in Dietetics
- 9.7. Approve: Proposed Restructures
 - 9.7.1. Restructure and Change the Name of the Additive Manufacturing Institutional Certificate of Proficiency to Additive and Advanced Manufacturing Process Academic Certificate in the College of Agriculture and Applied Sciences
 - 9.7.2. Restructure the Second Language Teaching-MSLT to Second Language Teaching MS in the College of Humanities and Social Sciences
- 9.8. Review and Accept: Investment Reports
 - 9.8.1. Report of Investments for July 2024

- 9.8.2. Report of Investments for August 2024
- 9.8.3. Report of Investments for September 2024
- 9.8.4. Report of Investments for October 2024
- 9.9. Recommend: 3-year Reappointment to Space Dynamics Board of Directors
 - 9.9.1. Rich McKeown
 - 9.9.2. Robert Lightfoot
- 9.10. Recommend: 3-year New Appointment to Space Dynamics Board of Directors
 - 9.10.1. David Jones
 - 9.10.2. Natalie Gochnour

Motion:

Motion was made to approve all items on the consent agenda. Motion moved by Trustee Ferry and motion seconded by Trustee Malouf. Voting was unanimous in the affirmative. Motion passed.

10. ACTION AGENDA

- 10.1. Review and Accept: External Audit Reports Year End 30 June 2024 (Presenters: Vice President Dave Cowley, Trustee David Petersen)

Reports have been reviewed and recommended for approval by the Audit, Risk and Compliance (ARC) Committee.

Motion:

Motion was made to accept all External Audit Reports. Motion moved by Trustee Alder and motion seconded by Trustee Whitworth. Voting was unanimous in the affirmative. Motion passed.

- 10.2. Approve: Real Property Disposition: 350 North 500 West, Vernal, Utah (Presenters: Vice President Dave Cowley)

VP Dave Cowley presented the attached \$920,000 proposal, which will be competitively bid. Its value has increased significantly since the last review five years ago. The executive committee recommended full board approval.

Motion:

Motion was made to approve the real property disposition. Motion moved by Trustee Petersen and motion seconded by Trustee Mason. Voting was unanimous in the affirmative. Motion passed.

- 10.3. Approve: Carbon County Regional Airport Hangar Lease (Presenters: Vice President Dave Cowley)

VP Dave Cowley reviewed the attached proposal. The executive committee recommended full board approval.

Motion:

Motion was made to approve the Carbon County hangar lease. Motion moved by Trustee Whitworth and motion seconded by Trustee Richey. Voting was unanimous in the affirmative. Motion passed. Vice Chair Gina Gagon abstained from voting.

- 10.4. Approve: USU Policy 517: Investment Policy (Presenters: Vice President Dave Cowley)

VP Dave Cowley reviewed attached policy - usually 500 level policies are informational only, but the investment policy is required to be approved by USU Board and USHE.

Motion:

Motion was made to approve USU Policy 517. Motion moved by Trustee Ferry and motion seconded by Trustee Malouf. Voting was unanimous in the affirmative. Motion passed.

- 10.5. Approve: USU Policy 1001: University Policy System (Presenters: USU Representatives Crystal Giordano, Amy Shewan)

Motion:

Motion was made to table the approval of Policy 1001. Motion moved by Trustee Mason and motion seconded by Trustee Alder. Voting was unanimous in the affirmative and Policy 1001 was tabled.

11. INFORMATION AGENDA

- 11.1. USU 2024 Annual Financial Report
- 11.2. USU Advancement Report - Winter 2024

12. ADJOURN

Motion:

Motion was made to adjourn the meeting. Motion moved by Trustee Whitworth and motion seconded by Trustee Ferry. Voting was unanimous in the affirmative. Motion passed and the meeting was adjourned.

Jacey Skinner, Chair

Janalyn Brown, Secretary
(minutes taken by Janalyn Brown)

Date Approved



USU Board of Trustees Special Meeting Minutes

February 10, 2025 12:00 PM-1:30 PM via Zoom only

Attendance

Trustees:

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:

Janalyn Brown

Steve Campbell

Mica McKinney

Other attendees:

Courtney Tanner

1. Welcome and Call to Order (Presenters: Chair Jacey Skinner)

Chair Skinner welcomed everyone to the special meeting of the USU Board of Trustees.

2. **CLOSED SESSION**

Motion:

I move that in accordance with 52-4-205 of the Utah Code 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.

Motion moved by Vice Chair Gina Gagon and motion seconded by Trustee Kent Alder.

Roll call vote was initiated by Chair Jacey Skinner and taken by Secretary Janalyn Brown.

All polled were unanimous in the affirmative and the meeting moved to a closed session from 12:06pm to 1:44pm.

Attendance

Trustees:

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:

Mica McKinney

3. Adjourn

Chair Skinner thanked all in attendance.

Motion:

Motion was made to end the meeting.

Motion moved by Trustee David Petersen and motion seconded by Trustee Tessa White.

All were unanimous in the affirmative. Meeting adjourned at 1:46pm.

Jacey Skinner, Chair

Janalyn Brown, Secretary
(minutes taken by Janalyn Brown)

Date Approved

RESOLUTION

UTAH STATE UNIVERSITY

BOARD OF TRUSTEES

WHEREAS, USU is committed to transparent expectations for employees and clear employee position categories.

WHEREAS, USU Policy 301:Employee Position Types, which replaces the policy formerly known as “USU Policy 301: Definitions,” clarifies the nature and role of each type of employment position, delineates the at-will status of certain position types, ensures compliance with the Fair Labor Standards Act, and identifies which positions are eligible for USU benefits.

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

WHEREAS, the President, Executive Vice President, and Chief Operating Officer recommend that approval of USU Policy 301 be ratified by the USU Board of Trustees.

NOW THEREFORE BE IT RESOLVED THAT the USU Board of Trustees ratify the adoption of USU Policy 301: Employee Position Types.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Signature of Chair Skinner or designee

Date approved

ITEM FOR ACTION

Re: Amendments to USU [Policy 301](#): Employee Position Types (fka Definitions)

Key

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

SUMMARY OF CHANGES

- **Reformatted and Rewrote Policy-** Given the new policy template has definitions within each policy, this policy was reformatted to the new template and rewritten to better define the employee position types used at USU.
- **Clarified Statuses Affecting All Positions Types-**
 - Fair Labor Standards Act (FLSA) status related to overtime eligibility and Department of Labor (DOL) salary and duties tests used by HR.
 - At-Will status for provosts, VPs, athletic directors/coaches, hourly employees, and post-doctoral fellows. Also includes introductory period of employment.
 - Fiscal or Academic Base Period status to define fiscal year (12 month) or academic year (9 month) appointments.
 - Benefited or Non-Benefited status (was budgeted status)- Clarified definitions for benefited including Executives, Administrators, Faculty, and Staff. Clarified non-benefited definitions including at-will, graduate assistantships, teaching non-benefited, paid internships, work study, and undergraduate teaching fellow.
 - Clarified how to determine primary position for system and reporting purposes.
- **Deleted Other Definitions-** These are now covered in other respective policies in the new policy format.
 - Introductory Period of Employment (395)
 - Dismissal (399)
 - Supervisor (each respective policy defines responsibilities)
 - Qualified Beneficiary (defined in benefit plans and federal law)
 - Probationary Period (311)
 - Voluntary Termination (399, 382)

University Policy 301: Employee Position Types

Category: Human Resources

Subcategory: General

Covered Individuals: All Employees

Responsible Executive: Executive Vice President and Chief Operating Officer

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

Last Revised: 2025/MM/DD

Previous USU Policy Number: N/A

301.1 PURPOSE AND SCOPE

Utah State University (USU or University) utilizes a variety of employee position types to meet the institution's mission. This policy outlines and defines the types of employee positions used at USU.

301.2 POLICY

USU position categories are created and administered to clarify the nature and role of a particular type of position, delineate the at-will status of certain position types, ensure compliance with the [Fair Labor Standards Act](#) (FLSA) (which affects overtime eligibility), and identify which positions are eligible for USU benefits.

2.1 Statuses Affecting All Employee Position Types

2.1.1 Fair Labor Standards Act (FLSA) Status

All employee positions are designated as either nonexempt (eligible for overtime hours) or exempt (ineligible for overtime hours). See [USU Policy 378: Overtime](#) for more information. The Office of Human Resources assigns positions to the applicable FLSA status in adherence with current Department of Labor (DOL) rules and regulations, and the FLSA salary and duties tests.

2.1.2 At-Will Status

Certain positions at USU are defined as at-will, meaning employment and compensation can be terminated with or without cause or notice. Employees in these positions are generally hired to work at the discretion of the President and include, without limitation, provosts, executive vice provosts, executive vice presidents, senior vice presidents, vice presidents, hourly employees, and post-doctoral fellows.

Additionally, certain athletic positions are defined as at-will and include, without limitation, athletic directors, deputy and assistant athletic directors, athletic team coaches, athletic analysts, athletic operations coordinators, and athletic operations specialists.

The President may designate any open position an at-will position. For those with administrative positions that include academic rank, this policy applies only to the administrative portion of the assignment.

Employees within the introductory period of employment are considered at-will (see [USU Policy 395: Introductory Period of Employment](#)). At-will employees are not eligible to participate in the employee grievance process.

Only the University President, or the President's designee, is authorized to provide any individual with special arrangements concerning terms or conditions of employment.

2.1.3 Fiscal or Academic Base Period Status

All benefited positions are classified with either a fiscal- or academic-year base period. An appointment of 100% time is considered to be full time under either base period.

Fiscal-year base appointments are 12 months (July through June).

Academic-year base appointments are 9 months (mid-August through early May), typically reserved for faculty positions, and may be enhanced by adding 1, 2, or 3 months of service or reduced by part-time appointments of less than 9 months.

2.1.4. Benefited Status

A position is considered benefit-eligible if its appointment is 50% time or greater, is expected to exceed three (3) months in length, and has been through the benefited position approval process. Once approved, the Office of Budget and Planning will budget the position with salary and benefits.

Benefit-eligible positions fit into one of the following categories:

- **Executives**

A budgeted position that has responsibility over a major function or subset of the university. Titles include President, Executive Vice President, Senior Vice President, Vice President, Provost, Executive Vice Provost, Vice Provost, Dean, and each, respectively, as Associate and Assistant.

- **Administrators**

A budgeted position that is responsible for one or more department codes. Titles include Executive Director, Director, Controller, and Department Head.

- **Faculty**

A budgeted position with academic status defined as faculty in [USU Policy 401: Composition and Authority of the Faculty](#).

- **Staff**

A budgeted position not defined as executive, administrator, or faculty.

2.1.5 Non-benefited Status

A position that does not meet the definition of a benefit-eligible position is considered a non-benefited position and is not eligible for university benefits unless otherwise required by law (e.g., when a non-benefited employee meets the work-hour requirements under the [Affordable Care Act](#) (ACA) and becomes eligible for ACA health insurance).

If a non-benefited employee is subsequently hired into a benefited position, hourly service in their non-benefited position will not accrue as seniority credit for USU benefits.

Non-benefited positions are broadly considered wage hourly and serve the university as at-will employees (see Section 2.1.2 and [USU Policy 390: Employment-At-Will](#)). These positions may include a variety of roles, such as:

- Graduate Assistantship
- Teaching non-benefited (includes concurrent enrollment, teaching for credit, and teaching not for credit)
- Paid Internship
- Work Study
- Undergraduate Teaching Fellow

For system and reporting purposes, benefited positions are considered primary. Employees can hold only one benefited position at a time and cannot have secondary non-benefited positions. While employees can be assigned to multiple non-benefited positions, the primary position is determined by the one they held first. Departments may change the primary position for non-benefited employees, if needed, by notifying the Office of Human Resources.

301.3 RESPONSIBILITIES

3.1 Office of Human Resources

Determine the FLSA status for all positions in accordance with Department of Labor requirements. Work with the USU Office of Budget and Planning to establish approved positions to be benefit-eligible. Counsel with departments and business services to ensure that applicable position statuses and types are administered in accordance with USU policy.

3.2 Office of Budget and Planning

Coordinate with the Office of Human Resources to establish and approve benefit-eligible positions.

301.4 REFERENCES

- [Affordable Care Act](#)
- [Fair Labor Standards Act](#)

301.5 RELATED USU POLICIES

- [USU Policy 378: Overtime](#)
- [USU Policy 390: Employment-At-Will](#)
- [USU Policy 395: Introductory Period of Employment](#)
- [USU Policy 401: Composition and Authority of the Faculty](#)

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

RESOURCES

Contacts

- [Senior Associate Vice President for Human Resources](#)

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2025/MM/DD

Next scheduled review date: 2028/10/01

Previous revision dates: 1997/01/24, 1999/07/01

POLICY MANUAL

GENERAL

Number 301

Subject: Definitions

Date of Origin: January 24, 1997

Effective Date of Last Revision: July 1, 1999

The purpose of this policy is to define and clarify terms used within the Utah State University Policy Manual. If further clarification is needed, please contact the Office of Human Resources.

301.1 BASE PERIODS OF EMPLOYMENT

Fiscal and Academic Base Period: Budgeted employees serve in positions that have a budgeted salary base for either the fiscal year (12 months--July through June) or the academic year (9 months--August through early May). Academic-year base appointments are generally reserved for faculty positions. An appointment of 100% time is considered to be full time under either base period. Academic year base appointments may be enhanced by adding 1, 2, or 3 months of service (only 2 additional months may be funded by E&G monies) or diminished by part-time appointments of less than 9 months.

301.2 EMPLOYEE CATEGORIES

2.1 University Employee

Any individual legally employed by the University in any capacity.

2.2 Exempt Employee

An employee who meets the exemption test criteria under the provisions of the Fair Labor Standards Act (FLSA).

2.3 Non-exempt Employee

An employee who is not exempt from the provisions of the Fair Labor Standards Act.

2.4 Budgeted Employee

A salaried employee whose name appears in the annual budget document submitted to and approved by the University Board of Trustees.

(1) Faculty: A budgeted employee with academic status who is defined as faculty in Faculty Policy 401. Faculty are exempt employees under the provisions of the Fair Labor Standards Act.

(2) Staff: A budgeted employee who is not defined as faculty. There are two categories of staff employees:

(a) Professional/Administrative Staff employees who are exempt under the provisions of the Fair Labor Standards Act.

(b) Classified Staff employees who are non-exempt under the provisions of the Fair Labor Standards Act.

(3) At-will Employees: Those whose employment and compensation can be terminated without cause or notice. These employees are generally hired to work at the pleasure of the President (see policy 390). Professional and classified employees who are within the introductory period of employment are also considered at-will (see policy 395). All hourly employees are considered at-will.

(4) Benefit eligible: Any budgeted employee who has an appointment of 50% time or greater that is expected to exceed three months in length.

2.5 Graduate Assistant

A full-time, matriculated graduate student who is employed by the University to perform academically related services in instruction, research, or service. Graduate assistants are exempt employees. They are not benefit eligible and are only entitled to those benefits required by law for their specific positions.

2.6 Hourly Employee

Any part-time (generally less than 50% time) and/or temporary employee whose name does not appear in the University budget. Hourly employees are not benefit- eligible and are only entitled to those benefits required by law for their specific positions. Hourly service does not accrue as seniority credit for benefits available to budgeted employees, should the hourly employee be placed in a budgeted position at a later time. Hourly employees serve the University as at-will employees (see policy 390).

2.7 Adjunct

An individual who has an established relationship with an academic department and participates in departmental teaching, research, or service activities with or without remuneration. Adjunct positions are not the major work assignment of the individual, but are adjunct to the person's major role. Those filling adjunct positions may be current University employees with a major role in another area, or they may be individuals whose major roles are external to the University. Adjunct positions are not benefit eligible and are only entitled to those benefits required by law for their specific positions.

301.3 GENERAL DEFINITIONS

3.1 Introductory Period of Employment

The time period designed to help professional and classified employees with job adjustment and to allow both employee and supervisor time to determine whether or not to continue the working relationship (see policy 395).

3.2 Dismissal

Includes involuntary termination, reduction in force, and end of temporary employment.

3.3 Supervisor

A person employed by Utah State University who has hiring authority for and holds a position that directly supervises an employee of Utah State University.

3.4 Qualified Beneficiary

An employee or other individual covered under the University benefit plans at the time of a qualifying event.

3.5 Probationary Period

A period of three weeks to six months wherein classified and professional employees are expected to address and improve performance or any aspect of their employment as addressed by their supervisors. Specific employment actions including suspension and/or dismissal can occur at any time during the probationary period, if the probationary conditions are not being met by the employee.

3.6 Voluntary Termination

Occurs when an employee resigns, leaves, retires, fails to return to the University of his/her own volition after an approved leave of absence, or is absent from work for more than three consecutive working days without notifying his/her supervisor.

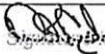
3.7 Primary Department

The department to which the employee is primarily assigned. In situations where an employee is assigned to more than one department, the primary department is the department that assumes more than 50% of an employee's salary. If an employee is assigned 50% time to each of two departments, the department *first* employing the employee is the primary department.



The Policy Custodian and Responsible Executive must complete this form before a policy proposal is initiated, drafted, or presented for approval. If you have any questions, contact the Policy Office at policy@usu.edu.

Step 1: Provide basic information

POLICY INFORMATION			
Policy Number & Title:	301: Employee Position Types	Category:	Human Resources
Action Requested:	☐ NEW ☒ REVISION	Subcategory:	General
Covered Individuals:	All Employees		
Submitted by:	Patty MacSparran		
Responsible Executive:	 Signature to initiate policy process	Date:	11/19/2024
Policy Custodian:	 Signature to initiate policy process	Date:	Nov 13, 2024
Is a law or regulation requiring USU to implement or revise a policy?			☐ YES ☒ NO
Provide a brief summary of the policy. Include any applicable laws or regulations. This policy defines various employment types. It clarifies the Fair Labors Standards Act status related to overtime eligibility. It further defines the 'at will' status, fiscal year and academic year base periods, benefited or non-benefited status, and how to determine which position is considered the primary position. The policy was updated to the new template and definitions included in current USU policies were deleted from this policy.			

*Policies that impact the general public may be subject to the Utah Administrative Rulemaking Process.

Step 2: Submit to the University Policy Office for preliminary review

POLICY OFFICE USE ONLY:	
Assign Policy #:	N/A
Policy proposal status:	☒ READY FOR NEXT PHASE ☐ REVISIONS NEEDED COMMENTS: OGC has reviewed and provided recommendations
OFFICE OF GENERAL COUNSEL USE ONLY:	
Assigned to:	Mica McKinney

Assigned to:	Mica McKinney							
Administrative Rule:	YES ☐	NO ☒	UBHE Approval:	YES ☐	NO ☒	Interim Policy:	YES ☐	NO ☒

Do not begin drafting policy or soliciting stakeholder feedback until the Policy Office contacts you.

Step 3: Gather stakeholder input and research peer institutions

The Policy Office will recommend key stakeholders.

Consider which groups will be affected by the proposed policy or amendment. The Office of General Counsel and the Policy Office may recommend specific stakeholders to include.

Review the USU Compliance Matrix for possible stakeholders.

Review best practices from peer institutions and professional organizations. For more tips, review [Tips for a Successful Policy Development Team](#).

STAKEHOLDER INPUT		
Name/Office	Date Consulted	Comments
FSEL	12/16/24	No additional edits
Faculty Senate	1/6/25	"
SEA	1/7/25	"

Attach a list of additional stakeholders and comments if applicable.

Step 4: Begin drafting or amending policy

Follow the [Policy Template](#) to organize the content of your policy.

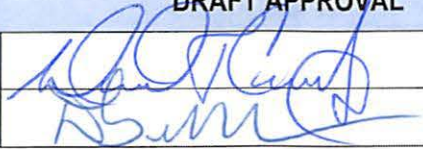
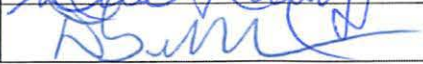
Review the [Policy Style Guide](#) for editorial consideration.

For existing policies, consult the [Checklist to Review USU Policy](#).

Collaborate with the Office of General Counsel liaison for review and guidance.

Draft an [implementation plan](#) that addresses communication to campus, required training, and updates to procedures or standards.

Once the policy is drafted, write an [Executive Summary](#).

DRAFT APPROVAL			
Responsible Executive:		Date:	1/14/25
Policy Custodian:		Date:	1/13/25

Step 5: Submit to the University Policy Office for final review

POLICY OFFICE USE ONLY:				
☒ Style Guide	☒ Template	☒ Stakeholder Input	☒ Executive Summary	☒ Redline
☒ Consistent with USU Policy		☐ Procedural Documents Updated	☐ Implementation Plan	
Reviewed comments with PC on 2/4				
Comments:				
Legal Approval:			Date:	2/8/25
Policy Office Approval:	Crystal Giordano		Date:	2/4/25

While waiting for the final review, prepare to present the policy proposal. For tips on how to prepare, consult [Presenting Policy to Stakeholders](#).

Step 6: The University Policy Office submits the policy for approval. The Responsible Executive presents the policy at applicable meetings and records feedback and/or decisions.

APPROVAL PROCESS		
Body	Date Consulted	Decision or Comments
USUSA Academic Senate Exec Committee		N/A
USUSA Full Academic Senate		N/A
SEA Committee		N/A
Faculty Senate		N/A
USU Leadership Team	2/12/25	
President	2/12/25	
Board of Trustees	3/17/25	
Utah Board of Higher Education		

POLICY OFFICE USE ONLY:			
Policy Approved	☐ YES ☐ NO ☐ WITH REVISIONS**		
Published to Policy Library		Published on Policy Office Home Page	
Email sent to Policy Update Subscribers			

**Attach documentation for any required revisions.

RESOLUTION

UTAH STATE UNIVERSITY

BOARD OF TRUSTEES

WHEREAS, USU Policy 368: Phased Retirement supports staffing flexibility consistent with overall university and individual department needs, provides benefit-eligible employees with an opportunity to partially retire or retire in planned stages while continuing to provide service to the university in their area of expertise;

WHEREAS, the Senior Associate Vice President of Human Resources desires to clarify the definition of reduced full-time equivalency, simplify the process to initiate a phased retirement request, and add language about limitations within the program related to extra service compensation (ESC), eligibility for the Early Retirement program, and calculations for summer pay for academic appointments, and delete information about the Utah Retirement System;

WHEREAS, the revisions proposed by the Senior Associate Vice President of Human Resources are focused on improving readability, simplifying the process, clarifying limitations to more accurately reflect current practice and reduce confusion with obsolete information;

WHEREAS, the President, Executive Vice President, and Chief Operating Officer recommend that the Board of Trustees approve the amendment to Policy 368: Phased Retirement; and

WHEREAS, the amendments to Policy 368: Phased Retirement received the appropriate administrative review and approval required by USU Policy 200.

NOW THEREFORE BE IT RESOLVED THAT the USU Board of Trustees approve the amendment to Policy 368: Phased Retirement.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Signature of Chair Skinner or designee

Date approved

ITEM FOR ACTION

Re: Amendments to US Policy 368: Phased Retirement Program

Key

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

Summary of Changes

- **Reformatted Policy-** Reformatted to the new template and re-sequenced content to be more readable.
- **Clarified Reduced FTE Language-** Phased retirement results in at least a one fifth reduction in FTE (typically .80 for full time) but not lower than .5 FTE (for benefits eligibility). FTE can further reduce but cannot be increased once the agreement is signed.
- **Simplified Initiation of Process-** Eligible employees advise their supervisor and department head/director as soon as possible of desire to do phased retirement. If the department is going to approve phased retirement request, the department notifies HR to begin drafting that agreement for signatures.
- **Added Limitations Language-** Based on review by Legal, Provost Office, HR, and Office of Research, clarified and added language as follows to reflect both current and desired policy/practice:
 - Summer months for academic appointments to be calculated at the same reduced FTE amount.
 - Employees on Phased Retirement are not eligible for ESC
 - Phased retirement cannot be used in conjunction with Early Retirement program or transition from phased retirement to early retirement.
- **Deleted URS Language-** Deleted URS language which is covered via URS plan documents to avoid confusion for 80% of employees not on URS. Retirement information will be covered procedurally by HR when an agreement is being drafted.



UtahStateUniversity

POLICY MANUAL

GENERAL

Number 368

Subject: Phased Retirement Program

Covered Employees: Benefit Eligible Employees

Date of Origin: September 1, 2002

Date of Revision(s): January 12, 2018

Effective Date: January 12, 2018

368.1 POLICY

Where the University determines that there is sufficient benefit to a department, employees may be granted the opportunity to participate in the USU Phased Retirement Program. The purpose of the Phased Retirement Program of Utah State University is to encourage staffing flexibility, consistent with overall University and individual department needs, and to provide covered employees with an opportunity to partially retire or retire in planned stages, while continuing to provide service to the University in their area of expertise.

368.2 REFERENCES

[Utah State University Policy 361 Retirement Plans and Retirement Benefits](#)

[Utah State University Policy 349 Early Retirement Incentive Program](#)

[Utah Code Title 49-12-204 Higher Education Employees' Eligibility Requirements](#)

368.3 PROVISIONS

The Phased Retirement Program is available to employees of the University who are at least 55 years of age and have completed at least five years of continuous service for the University immediately prior to participation in the Phased Retirement Program. The term of the phased retirement period will be clearly defined in the Phased Retirement Agreement, but will in no case extend beyond three years.

Participation in the Phased Retirement Program is not an entitlement or a right, but is subject to administrative approval. An employee who wishes to be considered for participation in the Phased Retirement Program must submit a written request to the Department Head or Director as soon as possible in advance of the date upon which partial retirement is to be initiated. After consultation with the Dean and/or Vice President, the Department Head or Director will advise the applicant whether the request to begin drafting the agreement has been pre-approval. Denial of a request does not preclude the approval of a subsequent request.

While University administrators will give consideration to all requests to participate in the Phased Retirement Program, the nature of the working assignment of the employee may not lend itself to a reduced schedule or a reduction in responsibilities. In addition, other practical considerations (e.g., impact of existing phased retirement participants on the unit or department, lack of office space or laboratory facilities, funding considerations, etc.) may preclude approval of Phased Retirement requests (e.g., impact of existing phased retirement participants on the unit or department, lack of office space or laboratory facilities, funding considerations, etc.).

The employee who enters the Phased Retirement Program agrees to a reduced FTE (full time equivalent) employment status with the University, with the understanding that the total FTE percentage for all services performed for the University cannot thereafter be increased, although it may be decreased. If the FTE drops below .5, benefits will cease.

The terms and conditions reflected in a written Phased Retirement Agreement specifying the arrangements under which the employee will be placed in phased retirement status require administrative approval by the Department Head/Director, Dean/Vice President, and Provost/President. Employees on academic year appointments may only initiate phased retirement on January 1 or July 1 unless a different date is mutually agreed upon in writing by the Department Head/Director, Dean/Vice President, and the Provost/President.

In the case of joint appointments, all appropriate Department Heads/Directors must receive the request and consult with their Dean or Vice President.

Any subsequent amendments to the agreement, must receive signed approval of the Department Head/Director, Dean/Vice President, and Provost/President.

368.4 FULL-TIME EQUIVALENT REQUIREMENTS

For an employee to enter the Phased Retirement Program, the FTE percentage assignment for that employee must be reduced by at least one-fifth (i.e. to a level of .8 FTE or less, depending on current FTE) over the same or a reduced appointment base period (i.e. an academic year base [nine month] appointment may not be extended to 10, 11, or 12 months, but a fiscal year base [12 month] appointment may be reduced to nine months). University assignments in addition to the appointment base period (e.g. one or two month summer semester assignments, extra contractual assignments paid by the

University, extension course assignments, and any other ancillary assignment) will NOT be considered as part of the base period assignment for calculation of the phased retirement. The FTE level initially agreed upon may later be reduced by an addendum to the contract. The FTE level cannot be increased.

368.5 PHASED RETIREMENT INCENTIVES

5.1 Employee Benefits: Participants in the Phased Retirement Program are entitled, for the duration of the agreement, to the same status and employment related benefits at the same level attained prior to the effective date of the agreement, except that annual and sick leave (if applicable) will be earned on a pro-rata basis according to FTE.

5.2 Financial Incentive: Participants in the Phased Retirement Program will receive financial incentive payments to compensate for the reduced retirement contributions resulting from a reduction in the FTE assignment. The financial incentive is the difference between what the University contributes to the participant's retirement fund on the appointment base period, before and after the phased retirement takes effect. The financial incentive will be in the form of additional salary payment to be contributed to a University sponsored supplemental retirement account for those participants on a defined contribution retirement plan. If the participant is part of the Utah Retirement System (URS) defined benefit plan, the participant will continue to earn service credit. The phased retiree will be allowed to begin withdrawals from the phased retiree's employer funded plan where such an arrangement is allowable under state and federal law.

5.3 Salary Payments: Salary payments during the phased retirement period will be the salary base just prior to phased retirement multiplied by the FTE percentage defined in the Phased Retirement Agreement. This portion of the salary may be increased during the period of phased retirement based on University guidelines for annual salary increases.

368.6 RESPONSIBILITY

6.1 Department Heads and Directors

Responsible for notifying and coordinating with the Office of Human Resources on any approved request for phased retirement in order to facilitate the necessary documentation to complete the process.

6.2 Employees

Responsible for requesting participation in the Phased Retirement Program, by notifying their appropriate Department Head or Director, in a timely manner, of their desire to engage in the Phased Retirement Program, and for coordinating with the Office of Human Resources in the completion of the Phased Retirement Agreement.

6.3 Office of Human Resources

Responsible for assisting the department and employee by advising, drafting, and implementing the Phased Retirement Agreement.

GENERAL

Number 368
Subject: Phased Retirement Program
Covered Employees: Benefit Eligible Employees
Date of Origin: September 1, 2002
Date of Revision(s): January 12, 2018
Effective Date: January 12, 2018

University Policy 368: Phased Retirement Program

Category: Human Resources

Subcategory: Benefits

Covered Individuals: Benefit-Eligible Employees

Responsible Executive: ~~Vice President for Finance and Administrative Services~~ Executive Vice President and Chief Operating Officer

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

Last Revised: 2025/

Previous USU Policy Number: N/A

~~368.1 POLICY~~

368.1 PURPOSE AND SCOPE

~~Where the University determines that there is sufficient benefit to a department, employees may be granted the opportunity to participate in the USU Phased Retirement Program. The purpose of the Phased Retirement Program of Utah State University's (USU's) Phased Retirement Program is to encourage supports~~ staffing flexibility, consistent with overall ~~UU~~ university and individual department needs, ~~and to provide covered benefit-eligible~~ employees with an opportunity to partially retire or retire in planned stages, while continuing to provide service to the ~~UU~~ university in their area of expertise.

~~368.2 REFERENCES~~

~~Utah State University Policy 361 Retirement Plans and Retirement Benefits~~

~~Utah State University Policy 349 Early Retirement Incentive Program~~

~~Utah Code Title 49-12-204 Higher Education Employees' Eligibility Requirements~~

~~368.3 PROVISIONS~~

368.2 POLICY

2.1 Eligibility

The Phased Retirement Program is available to **USU benefit-eligible** employees ~~of the University~~ who are at least 55 years of age, and have completed at least five (5) years of continuous service for ~~the University~~ **USU** immediately ~~prior to~~ **before** participation in the Phased Retirement Program. ~~The term of the phased retirement period will be clearly defined in the Phased Retirement Agreement, but will in no case extend beyond three years.~~

~~The e~~**Employees** who enters the Phased Retirement Program agrees to a reduced **full-time equivalent (FTE)** ~~(full-time equivalent)~~ **of at least one-fifth but not lower than 0.5 FTE.** ~~employment status with the University, with the understanding that the total FTE percentage for all services performed for the University~~ **The employee's FTE cannot thereafter be increased during the Phased Retirement Program,** although it may be decreased. ~~If the FTE drops below .5, benefits will cease.~~

2.2 Initiation of the Phased Retirement Agreement

Participation in the Phased Retirement Program is not an entitlement or a right but is subject to administrative approval **of the terms and conditions within the written Phased Retirement Agreement that is placed in the employee's personnel file.** ~~An Eligible employees who wishes to be considered for~~ **desiring to participate** ~~in this the Phased Retirement Program~~ must **submit a written request to** ~~advise their immediate supervisor and appropriate the D~~ **department H** ~~head or D~~ **director** as soon as possible **in advance of** ~~before~~ the **proposed date upon which partial retirement is to be initiated** ~~of phased retirement.~~ **After consultation with the Dean and/or Vice President, the Department Head or Director will advise the applicant whether the request to begin drafting the agreement has been pre-approval. Denial of a request does not preclude the approval of a subsequent request.** ~~Employees on a~~ **Academic-year** appointments may only **initiate begin p** ~~Phased Retirement~~ **on January 1 or July 1 of any year** unless a different date is mutually agreed upon in writing by the ~~D~~ **department H** ~~head/Director, D~~ **ean/Vice President, and the P** ~~rovost/President, in consultation with the Office of Human Resources.~~

While ~~U~~ **university** administrators ~~will give consideration to~~ all requests to participate in the Phased Retirement Program, the nature of the **employee's** working assignment ~~of the employee~~ may not lend itself to a reduced schedule or a reduction in responsibilities. In addition, other practical considerations (e.g., ~~the~~ **impact of existing phased retirement participants on the unit or department, lack of office space or laboratory facilities, funding considerations, etc.)** may preclude approval of Phased Retirement requests ~~(e.g., impact of existing phased retirement participants on the unit or department, lack of office space or laboratory facilities, funding considerations, etc.).~~

When a Phased Retirement request is approved, the department sends a request to the Office of Human Resources to prepare the Phased Retirement Agreement ("Agreement"). The request should include the **reduced schedule and any adjustments to the employee's responsibilities.** ~~The employee who enters the Phased Retirement Program agrees to a reduced FTE (full-time equivalent) employment status with the University, with the understanding that the total FTE percentage for all services performed for the University cannot thereafter be increased, although it may be decreased. If the FTE drops below .5, benefits will cease.~~

~~The terms and conditions reflected in a written Phased Retirement Agreement specifying the arrangements under which the employee will be placed in phased retirement status require administrative approval by the Department Head/Director, Dean/Vice President, and Provost/President. Employees on academic year appointments may only initiate phased retirement on January 1 or July 1 unless a different date is mutually agreed upon in writing by the Department Head/Director, Dean/Vice President, and the Provost/President.~~

~~In the case of joint appointments, all appropriate Department Heads/Directors must receive the request and consult with their Dean or Vice President.~~

~~Any subsequent amendments to the agreement, must receive signed approval of the Department Head/Director, Dean/Vice President, and Provost/President.~~

~~368.4 FULL-TIME EQUIVALENT REQUIREMENTS~~

~~For an employee to enter the Phased Retirement Program, the FTE percentage assignment for that employee must be reduced by at least one-fifth (i.e. to a level of .8 FTE or less, depending on current FTE) over the same or a reduced appointment base period (i.e. an academic year base [nine month] appointment may not be extended to 10, 11, or 12 months, but a fiscal year base [12 month] appointment may be reduced to nine months). University assignments in addition to the appointment base period (e.g., one or two month summer semester assignments, extra contractual assignments paid by the University, extension course assignments, and any other ancillary assignment) will NOT be considered as part of the base period assignment for calculation of the phased retirement. The FTE level initially agreed upon may later be reduced by an addendum to the contract. The FTE level cannot be increased.~~

~~368.5 PHASED RETIREMENT INCENTIVES~~

2.3 Phased Retirement Incentives

2.3.1 Salary Payments:-

Salary payments during the phased retirement period will be the salary base just before phased retirement multiplied by the FTE percentage defined in the Phased Retirement Agreement. This portion of the salary may be increased during the phased retirement based on University guidelines for annual salary increases.

~~2.3.2-3 Employee Benefits:-~~

While participating in the Phased Retirement Program, participants are entitled, ~~for the duration of the agreement,~~ to the same status and employment-related benefits at the same level attained prior to the effective date of the ~~a~~Agreement ~~except that annual and sick leave (if applicable) will be~~. However, any applicable vacation and sick leave will be earned on a pro-rata basis according to FTE.

2.3.3 Restrictions

Pay for summer months for academic-year appointments is calculated at the same reduced FTE. Employees on phased retirement are not eligible for Extra Service Compensation (ESC). Phased retirement cannot be used in conjunction with the Early Retirement Incentive Program. Employees cannot transition from Phased Retirement to the Early Retirement Incentive Program (see USU Policy 349: Early Retirement Incentive Program).

~~Financial Incentive:-~~

~~Participants in the Phased Retirement Program will receive financial incentive payments to compensate for the reduced retirement contributions resulting from a reduction in the FTE assignment. The financial incentive is the difference between what the University contributes to the participant's retirement fund on the appointment base period, before and after the phased retirement takes effect. The financial incentive will be in the form of additional salary payment to be contributed to a University sponsored supplemental retirement account for those participants on a defined contribution retirement plan. If the participant is part of the Utah Retirement System (URS) defined benefit plan, the participant will continue to earn service credit. The phased retiree will be allowed to begin withdrawals from the phased retiree's employer funded plan where such an arrangement is allowable under state and federal law.~~

~~Salary Payments:-~~

~~Salary payments during the phased retirement period will be the salary base just prior to phased retirement multiplied by the FTE percentage defined in the Phased Retirement Agreement. This portion of the salary may be increased during the period of phased retirement based on University guidelines for annual salary increases.~~

~~368.6 RESPONSIBILITY~~

368.3 RESPONSIBILITIES

3.1 Immediate Supervisors, Department Heads and Directors

~~Responsible for~~ ~~r~~Notifying and coordinating with the Office of Human Resources on ~~any~~ approved requests for phased retirement ~~in order~~ to facilitate the necessary documentation to complete the process.

3.2 Employees

~~Responsible for~~ ~~r~~Requesting participation in the Phased Retirement Program, by notifying their immediate supervisor and appropriate ~~D~~department ~~H~~head or ~~D~~director, ~~in a timely manner, of their desire to engage in the Phased Retirement Program, and for~~ ~~c~~Coordinating with the Office of Human Resources ~~in the~~ to complete ~~ion of~~ the Phased Retirement Agreement.

3.3 Office of Human Resources

~~Responsible for assisting the department and employee by a~~ ~~A~~dviseing, drafting, and implementing the Phased Retirement Agreement to support the department and employee.

3.4 REFERENCES

- Utah Code Ann. § 49-11-1201, *et seq.*, Post Retirement Employment Restrictions Act
- Utah Code Ann. § 49-11-1301, *et seq.*, Phased Retirement

3.5 RELATED USU POLICIES

- USU Policy 349: Early Retirement Incentive Program

~~3.6 DEFINITIONS~~

~~3.6.1 N/A~~

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

RESOURCES

Contacts

~~3.6.2~~ 3.5.1 [Senior Associate Vice President of Human Resources, Doug Bullock](#)

POLICY HISTORY

Original issue date: 2002/09/01

Last review date: 2025/MM/DD

Next scheduled review date: 2027/01/01

Previous revision dates: 2018/01/12, 2002/09/01

University Policy 368: Phased Retirement Program

Category: Human Resources

Subcategory: Benefits

Covered Individuals: Benefit-Eligible Employees

Responsible Executive: Vice President for Finance and Administrative Services

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

Last Revised: 2025/MM/DD

Previous USU Policy Number: N/A

368.1 PURPOSE AND SCOPE

Utah State University's (USU's) Phased Retirement Program supports staffing flexibility consistent with overall university and individual department needs, provides benefit-eligible employees with an opportunity to partially retire or retire in planned stages while continuing to provide service to the university in their area of expertise.

368.2 POLICY

2.1 Eligibility

The Phased Retirement Program is available to USU benefit-eligible employees who are at least 55 years of age and have completed at least five (5) years of continuous service for USU immediately before participation in the Phased Retirement Program.

Employees who enter the Phased Retirement Program agree to a reduced full-time equivalent (FTE) of at least one-fifth but not lower than 0.5 FTE. The employee's FTE cannot be increased during the Phased Retirement Program, although it may be decreased.

2.2 Initiation of the Phased Retirement Agreement

Participation in the Phased Retirement Program is not an entitlement or a right but is subject to administrative approval of the terms and conditions within the written Phased Retirement Agreement that is placed in the employee's personnel file. Eligible employees desiring to participate in this program must advise their immediate supervisor and appropriate department head or director as soon as possible before the proposed date of phased retirement. Academic-year appointments may only begin Phased Retirement on January 1 or July 1 of any year unless a different date is mutually agreed upon in writing by the department head, dean, and provost in consultation with the Office of Human Resources.

While university administrators consider all requests to participate in the Phased Retirement Program, the nature of the employee's working assignment may not lend itself to a reduced schedule or a reduction in responsibilities. In addition, other practical considerations (e.g., the impact of existing phased retirement participants on the unit or department, lack of office space or laboratory facilities, funding considerations, etc.) may preclude approval of Phased Retirement requests.

When a Phased Retirement request is approved, the department sends a request to the Office of Human Resources to prepare the Phased Retirement Agreement ("Agreement"). The request should include the reduced schedule and any adjustments to the employee's responsibilities.

2.3 Phased Retirement Incentives

2.3.1 Salary Payments

Salary payments during the phased retirement period will be the salary base just before phased retirement multiplied by the FTE percentage defined in the Phased Retirement Agreement. This portion of the salary may be increased during the phased retirement period based on University guidelines for annual salary increases.

2.3.2 Benefits

While participating in the Phased Retirement Program, participants are entitled to the same status and employment-related benefits at the same level attained before the effective date of the Agreement. However, any applicable vacation and sick leave will be earned on a pro-rata basis according to FTE.

2.3.3 Restrictions

Pay for summer months for academic-year appointments is calculated at the same reduced FTE. Employees on phased retirement are not eligible for Extra Service Compensation (ESC). Phased retirement cannot be used in conjunction with the Early Retirement Incentive Program. Employees cannot transition from Phased Retirement to the Early Retirement Incentive Program (see [USU Policy 349: Early Retirement Incentive Program](#)).

368.3 RESPONSIBILITIES

3.1 Immediate Supervisors, Department Heads and Directors

Notify and coordinate with the Office of Human Resources on approved requests for phased retirement to facilitate the necessary documentation to complete the process.

3.2 Employees

Request participation in the Phased Retirement Program by notifying their immediate supervisor and appropriate department head or director. Coordinate with the Office of Human Resources to complete the Phased Retirement Agreement.

3.3 Office of Human Resources

Advise, draft, and implement the Phased Retirement Agreement to support the department and employee.

368.4 REFERENCES

- [Utah Code Ann. § 49-11-1201](#), *et seq.*, Post Retirement Employment Restrictions Act
- [Utah Code Ann. § 49-11-1301](#), *et seq.*, Phased Retirement

368.5 RELATED USU POLICIES

- [USU Policy 349: Early Retirement Incentive Program](#)

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

RESOURCES

Contacts

- [Senior Associate Vice President of Human Resources, Doug Bullock](#)

POLICY HISTORY

Original issue date: 2002/09/01

Last review date: 2025/MM/DD

Next scheduled review date: 2027/01/01

Previous revision dates: 2018/01/12, 2002/09/01



The Policy Custodian and Responsible Executive must complete this form before a policy proposal is initiated, drafted, or presented for approval. If you have any questions, contact the Policy Office.

Step 1: Provide basic information

POLICY INFORMATION			
Policy Number & Title:	368 Phased Retirement	Category:	Human Resources
Action Requested:	☐ NEW ☒ REVISION	Subsection:	Benefits
Covered Individuals:	Benefit-eligible employees		
Submitted by:	Patty MacSparran		
Responsible Executive:		Date:	1/14/25
Policy Custodian:		Date:	1/13/25
Is a law or regulation requiring USU to implement or revise a policy?			☐ YES ☒ NO
Provide a brief summary of the policy. Include any applicable laws or regulations. Reformatted for new template, clarified reduced FTE language, simplified initiation of process, added limitations (removed eligibility for ESC, and early retirement) and clarified summer months for academic appointments are calculated at the same reduced FTE rate, deleted information about Utah Retirement System			

Policies that impact the general public may be subject to the Utah Administrative Rulemaking Process.

Step 2: Submit to the University Policy Office for preliminary review

POLICY OFFICE USE ONLY:	
Assign Policy #:	N/A
Policy proposal status:	☒ READY FOR NEXT PHASE ☐ REVISIONS NEEDED
OFFICE OF GENERAL COUNSEL USE ONLY:	

Assigned to:	Alisa Larsen							
Administrative Rule:	YES ☐	NO ☒	UBHE Approval:	YES ☐	NO ☒	Interim Policy:	YES ☐	NO ☒

Do not begin drafting policy or soliciting stakeholder feedback until the Policy Office contacts you.

Step 3: Gather stakeholder input and research peer institutions

The Policy Office will recommend key stakeholders.

Consider which groups will be affected by the proposed policy or amendment. The Office of General Counsel and the Policy Office may recommend specific stakeholders to include.

Review the USU Compliance Matrix for possible stakeholders.

Review best practices from peer institutions and professional organizations. For more tips, review [Tips for a Successful Policy Development Team](#).

STAKEHOLDER INPUT		
Name/Office	Date Consulted	Comments
FSEC	12/16/24	no additional edits
Faculty Senate	1/6/25	"
SSA	1/7/25	"

Attach a list of additional stakeholders and comments if applicable.

Step 4: Begin drafting or amending policy

Follow the [Policy Template](#) to organize the content of your policy.

Review the [Policy Style Guide](#) for editorial consideration.

For existing policies, consult the [Checklist to Review USU Policy](#).

Collaborate with the Office of General Counsel liaison for review and guidance.

Draft an [implementation plan](#) that addresses communication to campus, required training, and updates to procedures or standards.

Once the policy is drafted, write an [Executive Summary](#).

DRAFT APPROVAL			
Responsible Executive:		Date:	1/14/25
Policy Custodian:		Date:	1/13/25

Step 5: Submit to the University Policy Office for final review

POLICY OFFICE USE ONLY:				
☒ Style Guide	☒ Template	☒ Stakeholder Input	☒ Executive Summary	☒ Redline
☒ Consistent with USU Policy		☐ Procedural Documents Updated	☐ Implementation Plan	
Reviewed comments with PC on 2/4				
Comments:				
Legal Approval:	<i>Alisa Larsen</i>		Date:	2/8/25
Policy Office Approval:	<i>Crystal Giordano</i>		Date:	2/4/25

While waiting for the final review, prepare to present the policy proposal. For tips on how to prepare, consult [Presenting Policy to Stakeholders](#).

Step 6: The University Policy Office submits the policy for approval. The Responsible Executive presents the policy at applicable meetings and records feedback and/or decisions.

APPROVAL PROCESS		
Body	Date Consulted	Decision or Comments
USUSA Academic Senate Exec Committee		N/A
USUSA Full Academic Senate		N/A
SEA Committee		N/A
Faculty Senate		N/A
USU Leadership Team	2/12/25	
President	2/12/25	
Board of Trustees	3/17/25	
Utah Board of Higher Education		

POLICY OFFICE USE ONLY:			
Policy Approved	☐ YES ☐ NO ☐ WITH REVISIONS**		
Published to Policy Library		Published on Policy Office Home Page	
Email sent to Policy Update Subscribers			

**Attach documentation for any required revisions.

ITEM FOR ACTION

Re: Utah State University Space Dynamics Laboratory

- Recommendation for re-appointment to Space Dynamics Laboratory Board of Directors

EXECUTIVE SUMMARY

Utah State University Space Dynamics Laboratory Board of Directors submits to the President of Utah State University and the Utah State University Board of Trustees recommendations to appoint individuals to the Space Dynamics Laboratory Board. These recommendations are consistent with Article IV of the Amended and Restated Articles of Incorporation, and Article III of the Amended Bylaws of the USU Space Dynamics Laboratory. This recommendation was made by a resolution of the majority of the USU Space Dynamics Lab Board after appropriate review and discussion.

RECOMMENDATION

- 1) The USU Space Dynamics Laboratory Board recommends the re-appointment of Ms. Kathryn G. Tobey as Director to the Utah State University Space Dynamics Laboratory Board of Directors for an additional three (3) year term beginning when her current term expires.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, the term of Ms. Kathryn G. Tobey as Director for the Utah State University Space Dynamics Laboratory expires in April, 2025; and

WHEREAS, Ms. Tobey's service as Director has been very beneficial to the Laboratory; and

WHEREAS, the Laboratory recommends it would be beneficial for her service as Director to continue;

NOW, THEREFORE, BE IT RESOLVED, that the President of Utah State University and the Utah State University Board of Trustees hereby approve Ms. Kathryn G. Tobey's re-appointment to the Utah State University Space Dynamics Laboratory Board of Directors for a three (3) year term.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Jacey Skinner, Chair

Date

ITEM FOR ACTION

Re: Utah State University Space Dynamics Laboratory

- Recommendation for re-appointment to Space Dynamics Laboratory Board of Directors

EXECUTIVE SUMMARY

Utah State University Space Dynamics Laboratory Board of Directors submits to the President of Utah State University and the Utah State University Board of Trustees recommendations to appoint individuals to the Space Dynamics Laboratory Board. These recommendations are consistent with Article IV of the Amended and Restated Articles of Incorporation, and Article III of the Amended Bylaws of the USU Space Dynamics Laboratory. This recommendation was made by a resolution of the majority of the USU Space Dynamics Lab Board after appropriate review and discussion.

RECOMMENDATION

- 1) The USU Space Dynamics Laboratory Board recommends the re-appointment of Ms. Lesa B. Roe as Director to the Utah State University Space Dynamics Laboratory Board of Directors for an additional three (3) year term beginning when her current term expires.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, the term of Ms. Lesa B. Roe as Director for the Utah State University Space Dynamics Laboratory expires in April, 2025; and

WHEREAS, Ms. Roe's service as Director has been very beneficial to the Laboratory; and

WHEREAS, the Laboratory recommends it would be beneficial for her service as Director to continue;

NOW, THEREFORE, BE IT RESOLVED, that the President of Utah State University and the Utah State University Board of Trustees hereby approve Ms. Lesa B. Roe's re-appointment to the Utah State University Space Dynamics Laboratory Board of Directors for a three (3) year term.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Jacey Skinner, Chair

Date

ITEM FOR ACTION

Re: Utah State University Space Dynamics Laboratory

- Recommendation for appointment to Space Dynamics Laboratory Board of Directors

EXECUTIVE SUMMARY

Utah State University Space Dynamics Laboratory Board of Directors submits to the President of Utah State University and the Utah State University Board of Trustees recommendations to appoint individuals to the Space Dynamics Laboratory Board. These recommendations are consistent with Article IV of the Amended and Restated Articles of Incorporation, and Article III of the Amended Bylaws of the USU Space Dynamics Laboratory. This recommendation was made by a resolution of the majority of the USU Space Dynamics Lab Board after appropriate review and discussion.

RECOMMENDATION

- 1) The USU Space Dynamics Laboratory Board recommends the re-appointment of Lieutenant General John F. Thompson as Director to the Utah State University Space Dynamics Laboratory Board of Directors for an additional three (3) year term beginning when his current term expires.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, the term of Lieutenant General John F. Thompson as Director for the Utah State University Space Dynamics Laboratory expires in April 2025; and

WHEREAS, Lieutenant General John F. Thompson, USAF, Retired, service as Director has been very beneficial to the Laboratory; and

WHEREAS, the Laboratory recommends it would be beneficial for her service as Director to continue;

NOW, THEREFORE, BE IT RESOLVED, that the President of Utah State University and the Utah State University Board of Trustees hereby approve Lieutenant General John F. Thompson's re-appointment to the Utah State University Space Dynamics Laboratory Board of Directors for a three (3) year term.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Jacey Skinner, Chair

Date

17 March 2025

ITEM FOR ACTION

Report of Investments for November 2024

The Report of Investments for November 2024 is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The following report is a list of Utah State University's investment holdings for the month ended November 2024. Investments are executed in accordance with the State Money Management Act, Rules of the State Money Management Council, and Uniform Prudent Management of Institutions Funds Act.

RECOMMENDATION

The Interim President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Report of Investments for November 2024.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, the attached Report of Investments has been filed for review by the Board of Trustees pertaining to the investment activities;

WHEREAS, the investments listed on the attached Report of Investments have been approved by the USU Controller's Office;

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;

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 activities listed on the attached Report of Investments were made in accordance with the guidelines, rules, and laws;

WHEREAS, Vice President Cowley requests approval of the attached Report of Investments for the period 1 November 2024 to 30 November 2024;

WHEREAS, the Interim 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 activities listed on the attached Report of Investments for the period 1 November 2024 to 30 November 2024;

NOW, THEREFORE BE IT RESOLVED that the USU Board of Trustees hereby approves the attached Report of Investments as presented and ratifies the activities listed on said Report of Investments for November 2024.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Signature of Chair Skinner or designee

Date approved



UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
NOVEMBER 2024

The following report is a list of Utah State University's investment holdings for the month ended November 2024. To the best of my knowledge, Utah State University is in compliance with the Utah State Money Management Act, Rules of the Utah State Money Management Council, Utah State Uniform Prudent Management of Institutional Funds Act, and Utah Board of Higher Education and University policies.

Wendy Keller

Wendy Keller
Controller

02/26/2025

Date

A blue ink signature of David T. Cowley, consisting of several loops and a long horizontal stroke.

David T. Cowley
Vice President
for Finance and Administrative Services

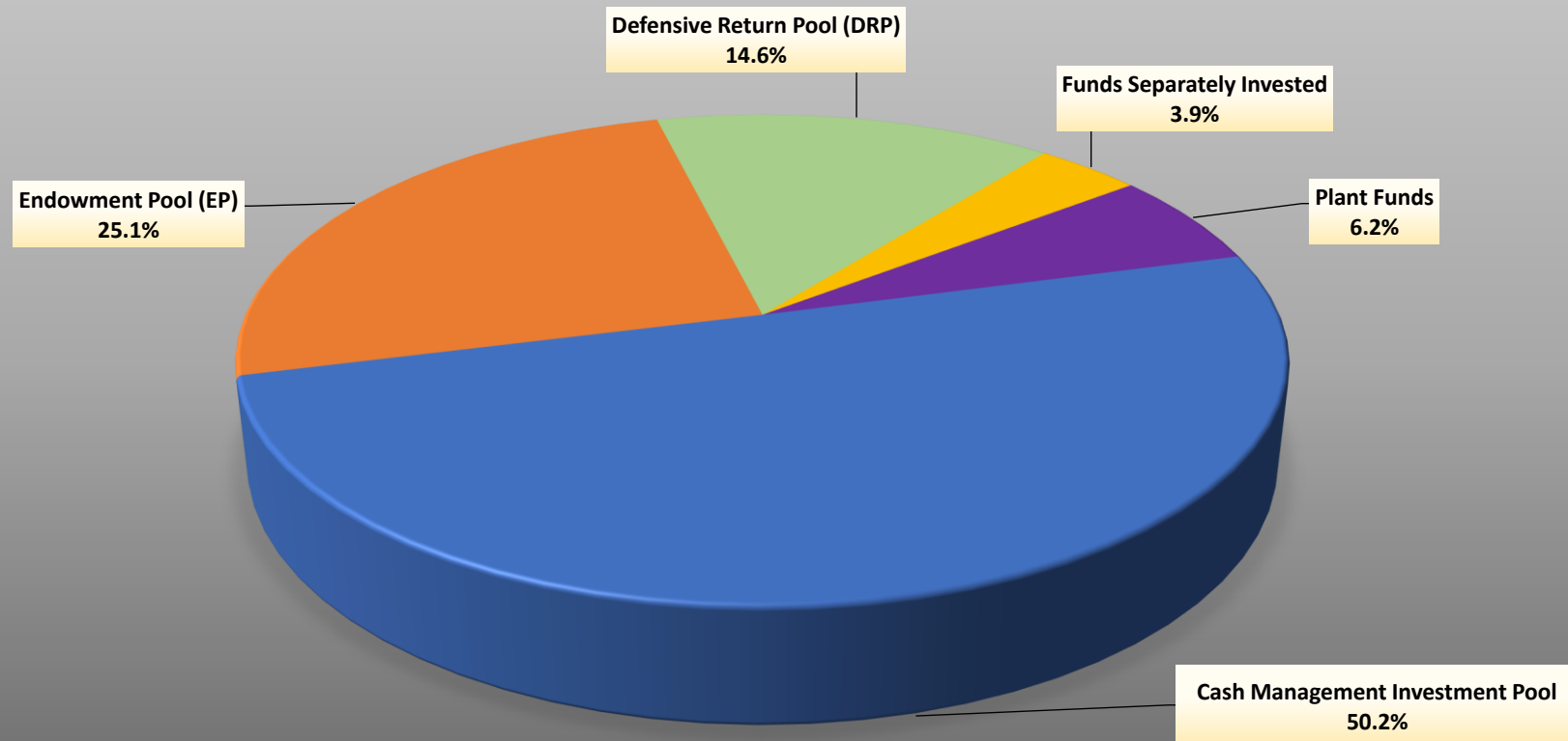
2/27/25

Date



Investment Pool Holding Totals		November 2024 Fair Value
Cash Management Investment Pool		\$612,110,801
Endowment Pool (EP)	<i>(Does not include \$12.0 M invested in CMIP)</i>	305,597,696
Defensive Return Pool (DRP)	<i>(Does not include \$113.7 M invested in CMIP)</i>	178,106,386
Funds Separately Invested	<i>(Donor Restricted Individual Securities, Donor Required External Management)</i>	46,853,620
Plant Funds	<i>(Bond Proceeds during Construction and Debt Service Reserves)</i>	76,138,546
Total		\$1,218,807,048

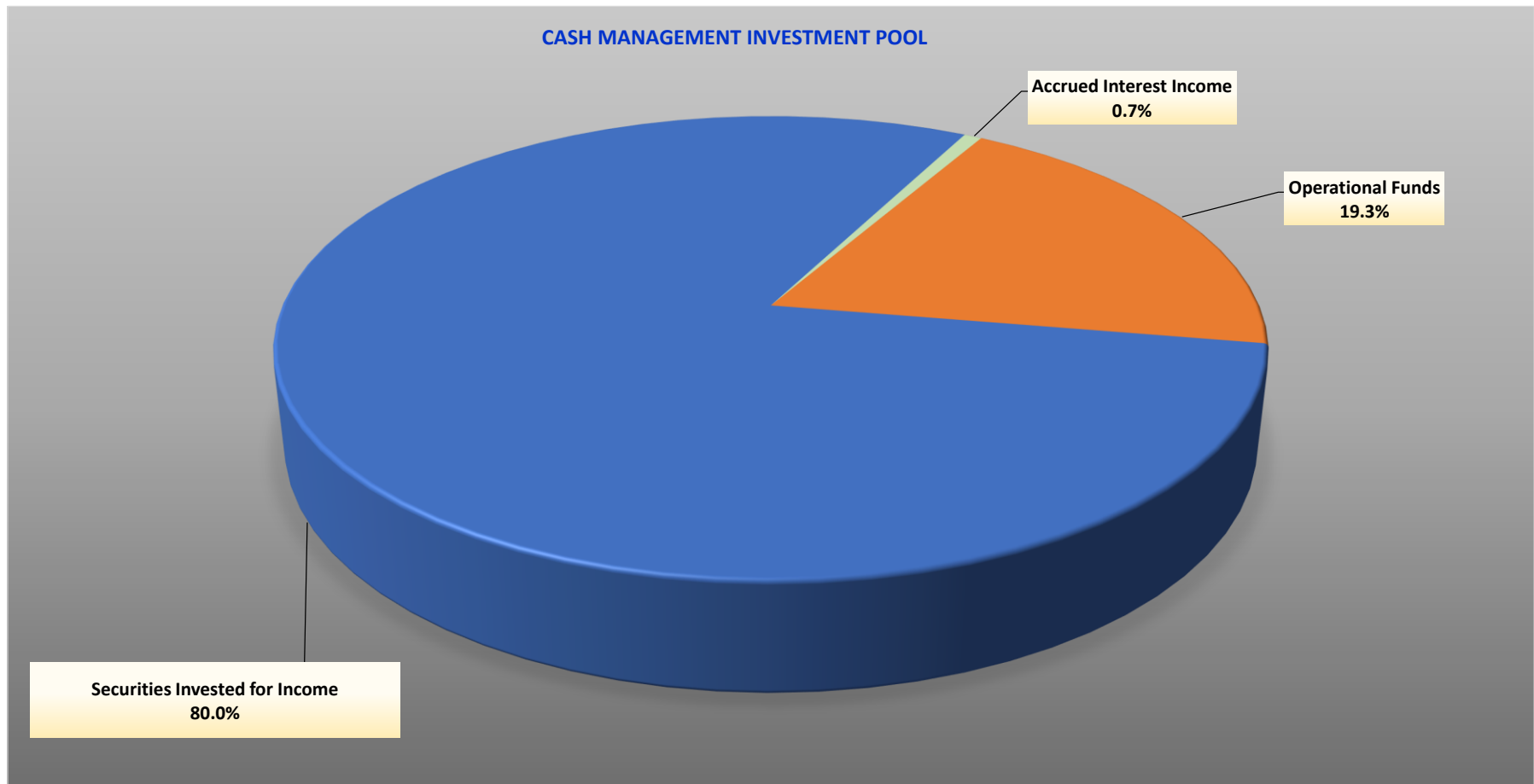
INVESTMENTS AS OF NOVEMBER 30, 2024





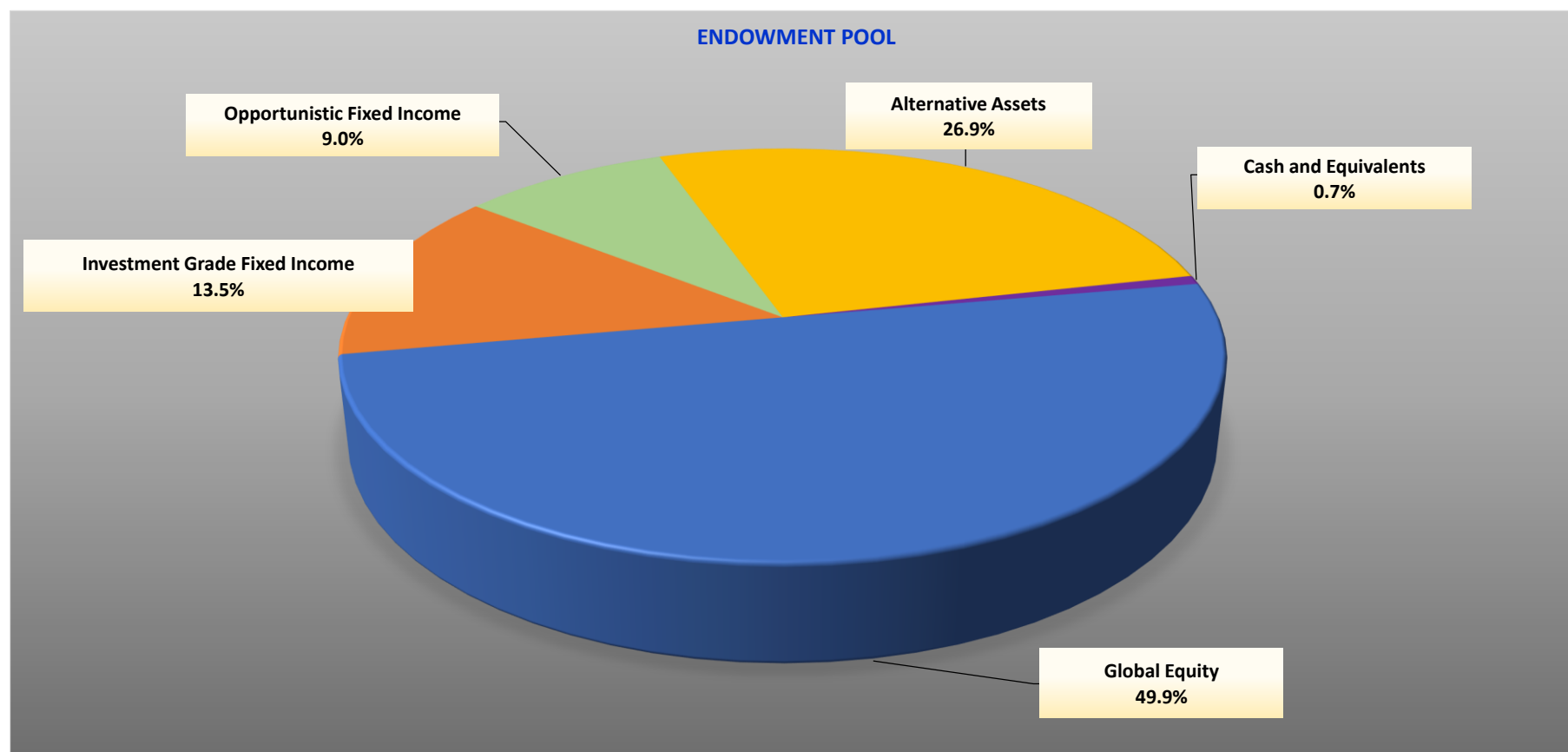
Investment Pool Holding Totals		Annualized Yield	November 2024 Par Value	November 2024 Cost Basis	November 2024 Fair Value	Unrealized (G/L)*
Operational Funds	(Cash and Cash equivalents & investments where maturities are one year or less)		\$118,080,000	\$118,046,147	\$118,109,298	\$63,151
Securities Invested for Income	(Investments intended to generate a consistent stream of income year over year with maturities between one and ten years)		520,991,000	521,504,364	489,808,557	(31,695,807)
Accrued Interest Income					4,192,946	
Total		4.31%	\$639,071,000	\$639,550,511	\$612,110,801	(\$31,632,656)

* Changes in unrealized gains or losses are based on the difference between the cost and current fair value. Like other public institutions, Utah State University practices a buy and hold to maturity strategy, therefore at maturity, principal balances will be returned at full par value. All investments are in compliance with the State of Utah Money Management Act.



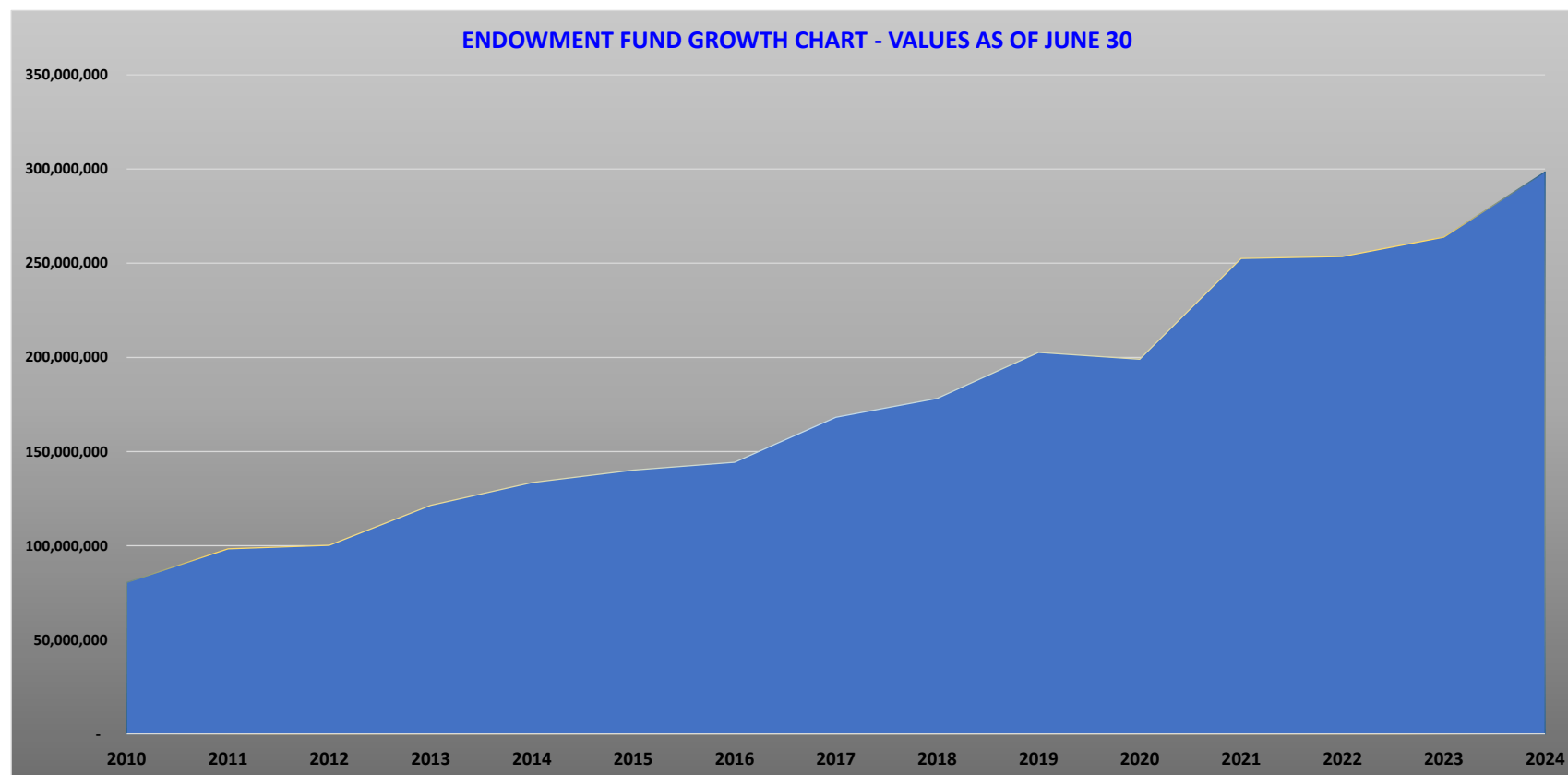


Investment Pool Holding Totals	Change From Prior Year			Change From Prior Month		
	November 2023 Fair Value	November 2024 Fair Value	Net Change from Prior Year	October 2024 Fair Value	November 2024 Fair Value	Net Change from Prior Month
Global Equity	\$128,417,237	\$158,495,705		\$153,303,937	\$158,495,705	
Investment Grade Fixed Income	31,857,909	42,850,007		42,053,162	42,850,007	
Opportunistic Fixed Income	25,839,298	28,556,964		27,416,308	28,556,964	
Alternative Assets	85,622,502	85,477,014		85,363,214	85,477,014	
Cash and Equivalents	816,481	2,191,988		1,940,081	2,191,988	
Total	\$272,553,427	\$317,571,678	\$45,018,251	\$310,076,702	\$317,571,678	\$7,494,976



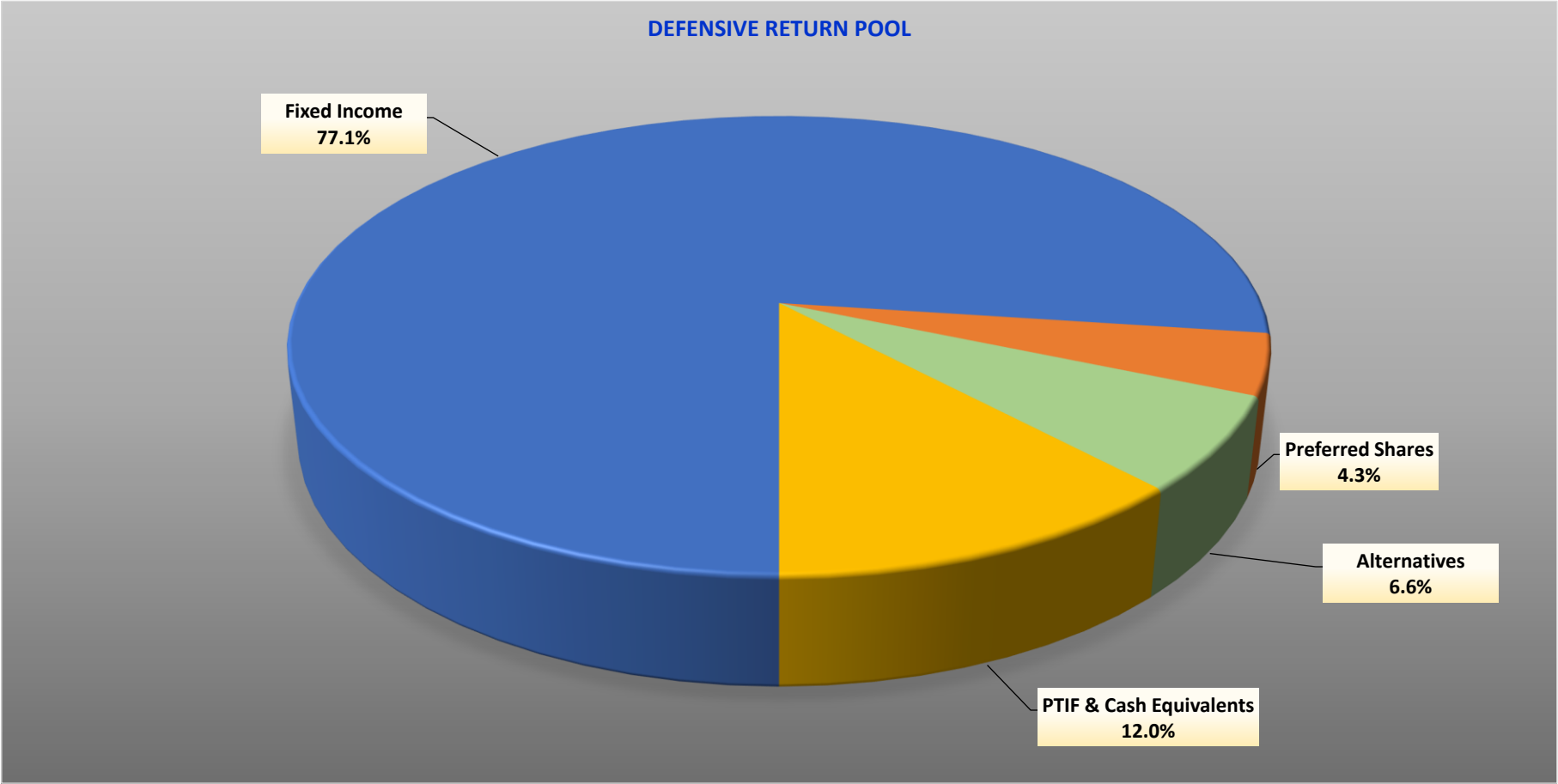


Investment Pool Holding Totals	Asset Allocation		Performance as of November 30, 2024			
	Current Allocation	Target	1 Year %	3 Years %	5 Years %	10 Years %
Global Equity	49.9%	48.0%				
Investment Grade Fixed Income	13.5%	11.5%				
Opportunistic Fixed Income	9.0%	7.5%				
Alternative Assets	26.9%	33.0%				
Cash and Equivalents	0.7%	0.0%				
Total Fund Aggregate	100%	100%	14.0%	5.9%	8.2%	7.3%
Benchmark			14.9%	5.1%	8.2%	7.2%





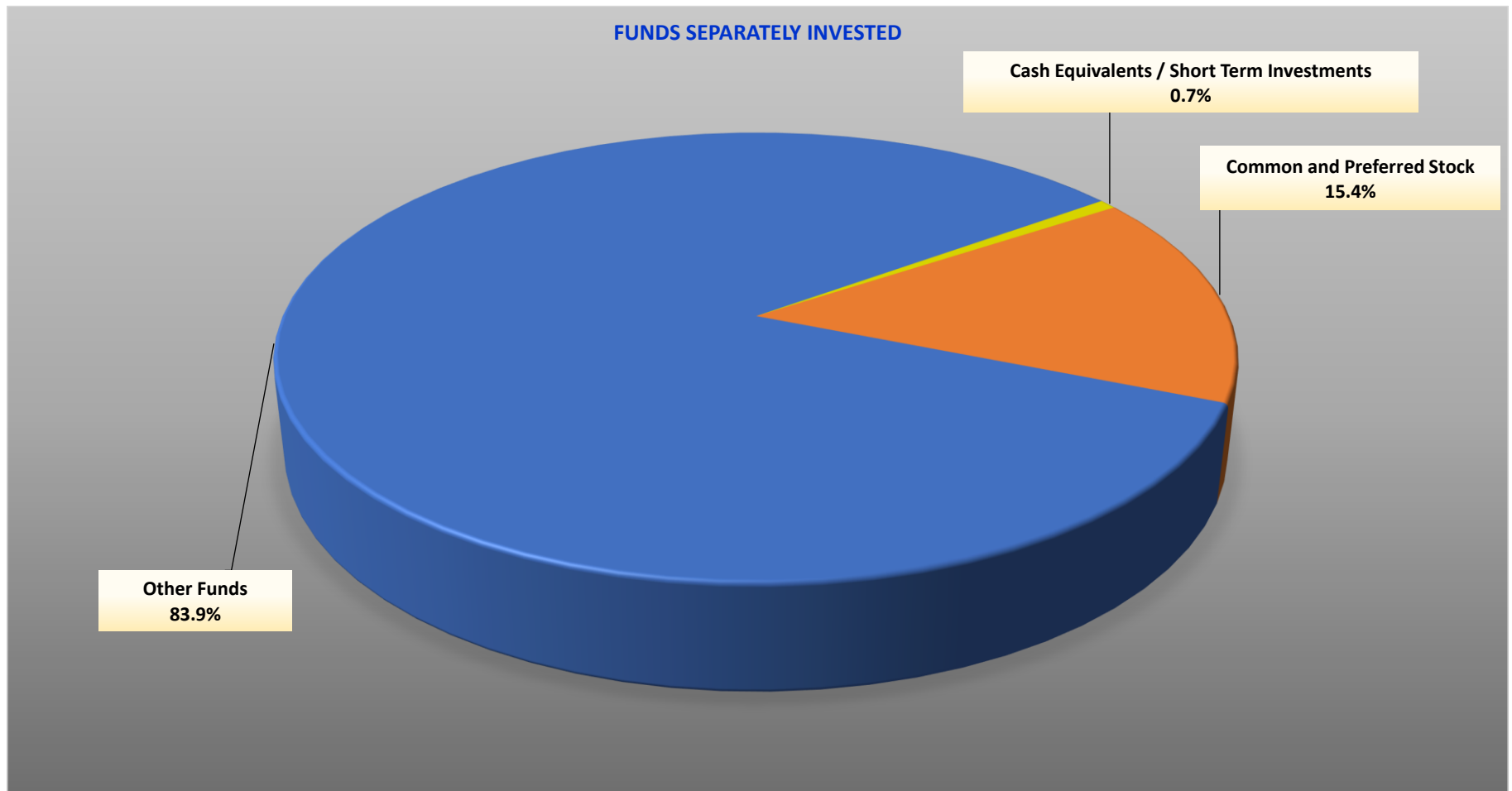
Investment Pool Holding Totals		October 2024 Fair Value	November 2024 Fair Value	Net Change in Fair Value
Fixed Income	(Includes \$113.7 M invested in CMIP)	\$224,279,149	\$225,028,179	
Preferred Shares		12,782,300	12,479,950	
Alternatives		19,309,863	19,292,272	
PTIF & Cash Equivalents		34,328,548	35,016,379	
Total		\$290,699,860	\$291,816,780	\$1,116,920





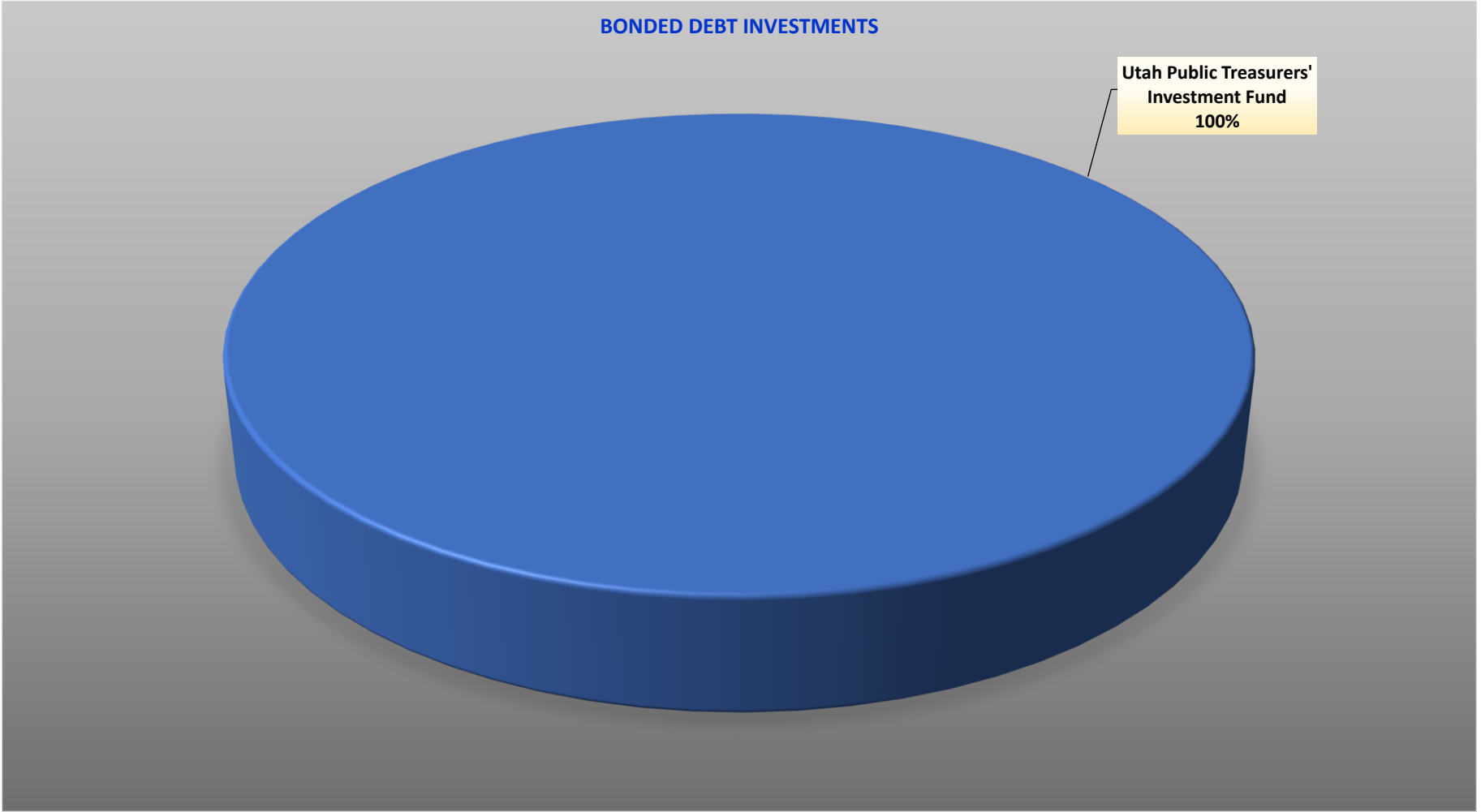
Funds Separately Invested*	November 2024 Cost Basis	November 2024 Fair Value	Change in Unrealized (G/L)
Cash Equivalents / Short Term Investments	\$309,519	\$327,172	
Common and Preferred Stock	6,609,438	7,217,139	
Other Funds	9,674,657	39,309,309	
Total	\$16,593,614	\$46,853,620	\$30,260,006

* Funds Separately Invested primarily consists of donor restricted individual securities donated to the University and managed by outside investment managers.





Bonded Debt Investments		October 2024 Fair Value	November 2024 Fair Value	Net Change in Fair Value
Utah Public Treasurers' Investment Fund	(Bond Proceeds during Construction and Debt Service Reserves)	\$66,970,702	\$76,138,546	
Total		\$66,970,702	\$76,138,546	\$9,167,844



17 March 2025

ITEM FOR ACTION

Report of Investments for December 2024

The Report of Investments for December 2024 is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The following report is a list of Utah State University's investment holdings for the month ended December 2024. Investments are executed in accordance with the State Money Management Act, Rules of the State Money Management Council, and Uniform Prudent Management of Institutions Funds Act.

RECOMMENDATION

The Interim President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Report of Investments for December 2024.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, the attached Report of Investments has been filed for review by the Board of Trustees pertaining to the investment activities;

WHEREAS, the investments listed on the attached Report of Investments have been approved by the USU Controller's Office;

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;

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 activities listed on the attached Report of Investments were made in accordance with the guidelines, rules, and laws;

WHEREAS, Vice President Cowley requests approval of the attached Report of Investments for the period 1 December 2024 to 31 December 2024;

WHEREAS, the Interim 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 activities listed on the attached Report of Investments for the period 1 December 2024 to 31 December 2024;

NOW, THEREFORE BE IT RESOLVED that the USU Board of Trustees hereby approves the attached Report of Investments as presented and ratifies the activities listed on said Report of Investments for December 2024.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Signature of Chair Skinner or designee

Date approved



UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
DECEMBER 2024

The following report is a list of Utah State University's investment holdings for the month ended December 2024. To the best of my knowledge, Utah State University is in compliance with the Utah State Money Management Act, Rules of the Utah State Money Management Council, Utah State Uniform Prudent Management of Institutional Funds Act, and Utah Board of Higher Education and University policies.

Wendy Keller

Wendy Keller
Controller

02/26/2025

Date

A blue ink signature of David T. Cowley, written over a horizontal line.

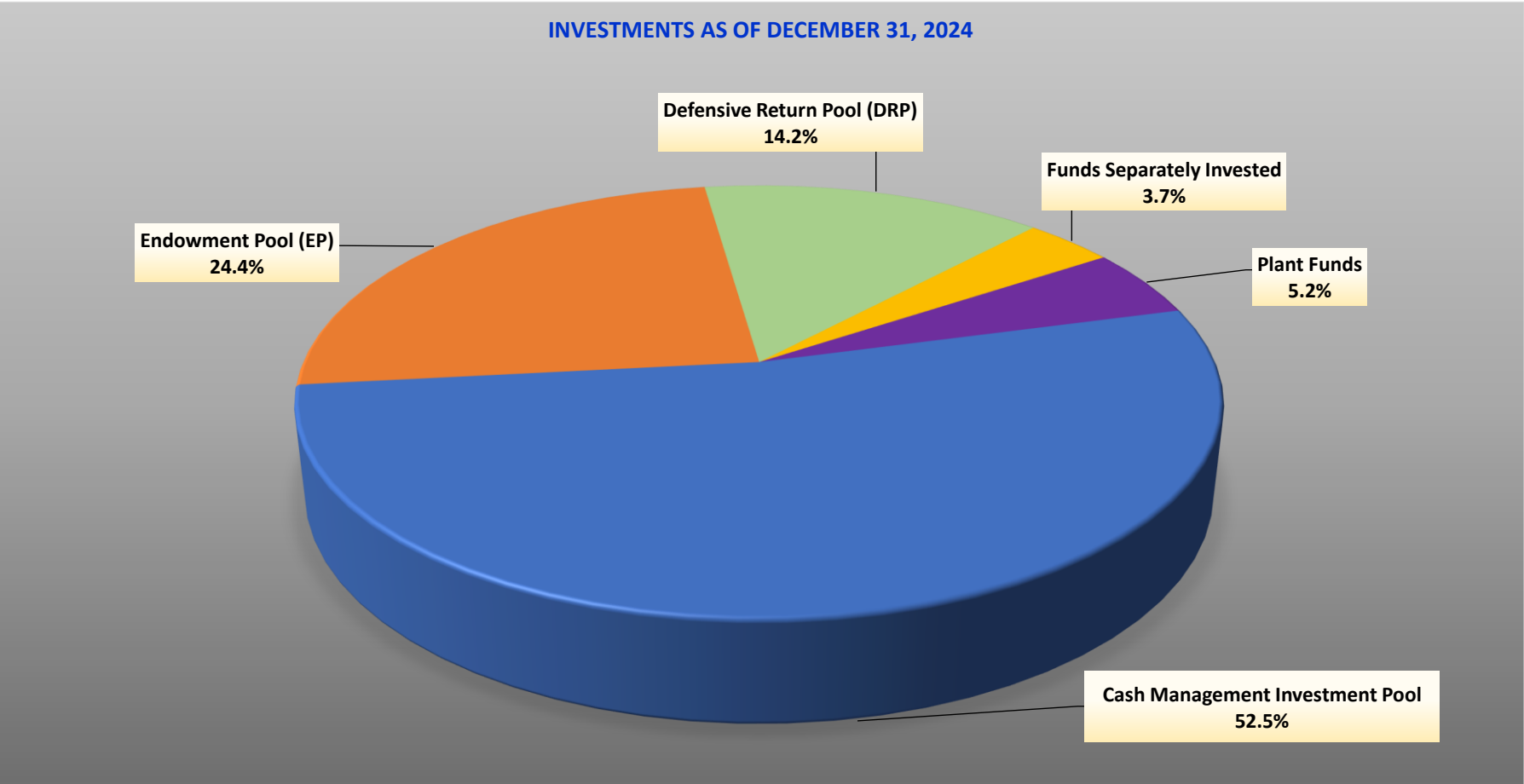
David T. Cowley
Vice President
for Finance and Administrative Services

2/27/25

Date



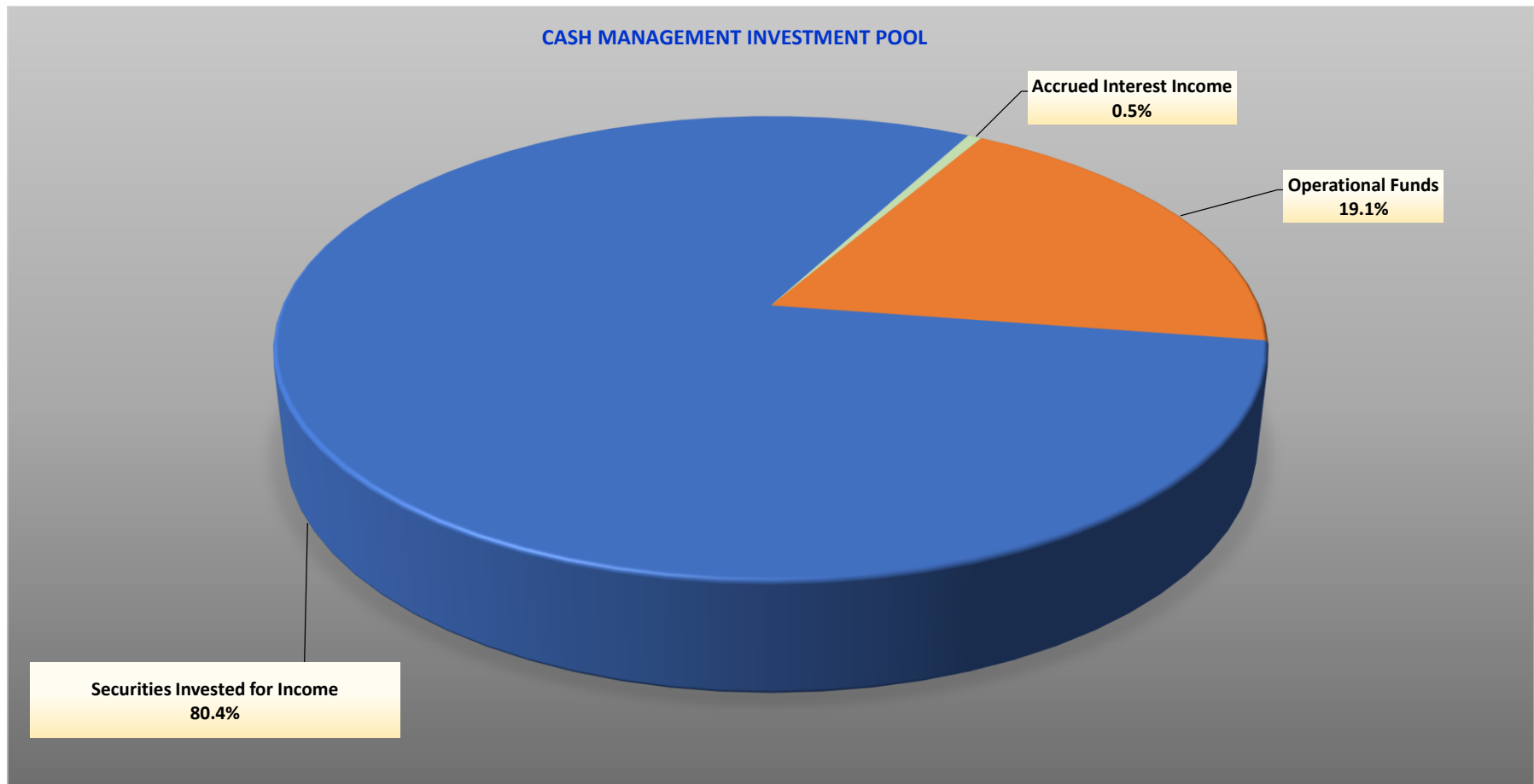
Investment Pool Holding Totals		December 2024 Fair Value
Cash Management Investment Pool		\$644,259,296
Endowment Pool (EP)	<i>(Does not include \$13.7 M invested in CMIP)</i>	299,815,708
Defensive Return Pool (DRP)	<i>(Does not include \$115.0 M invested in CMIP)</i>	174,773,357
Funds Separately Invested	<i>(Donor Restricted Individual Securities, Donor Required External Management)</i>	45,593,774
Plant Funds	<i>(Bond Proceeds during Construction and Debt Service Reserves)</i>	63,182,578
Total		\$1,227,624,713





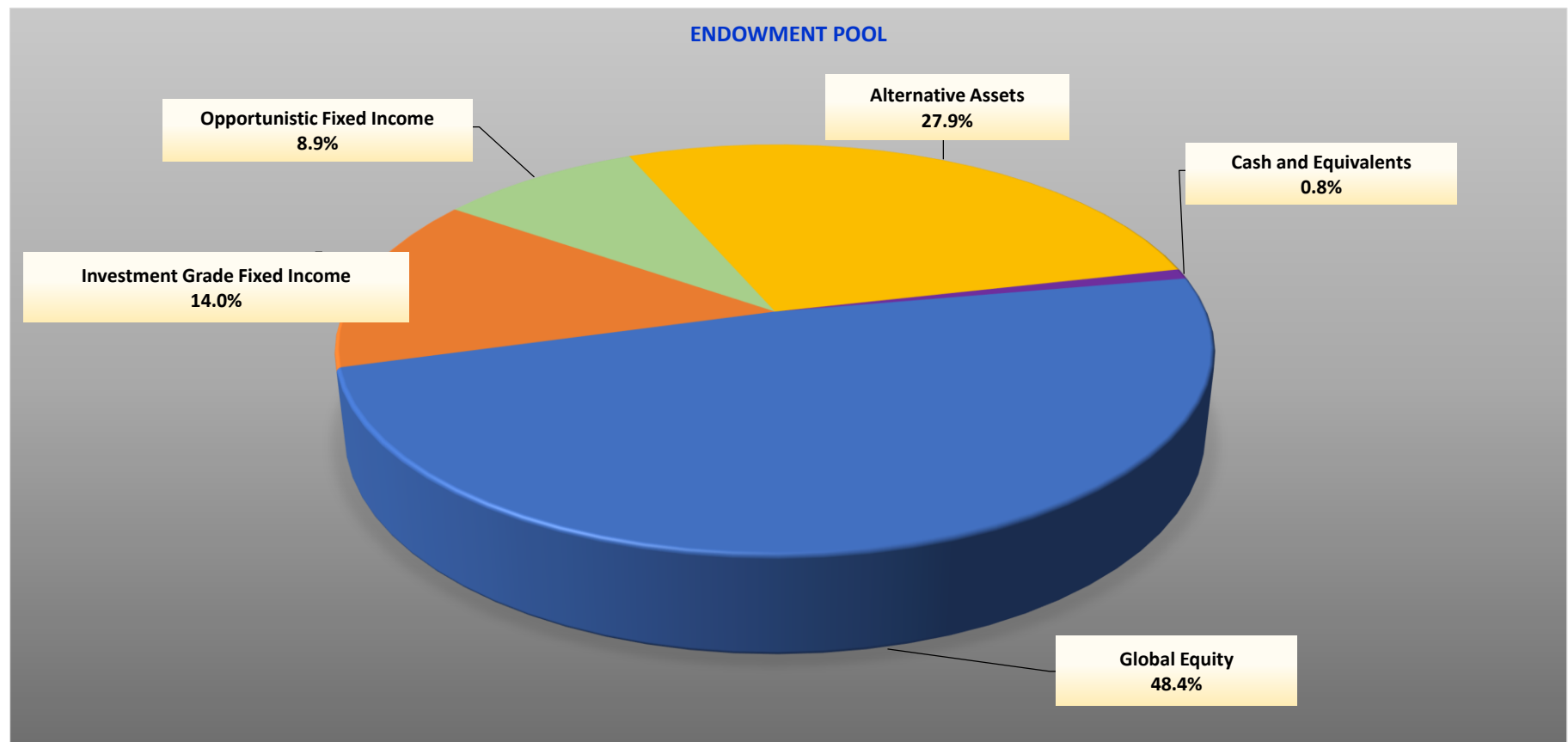
Investment Pool Holding Totals		Annualized Yield	December 2024 Par Value	December 2024 Cost Basis	December 2024 Fair Value	Unrealized (G/L)*
Operational Funds	(Cash and Cash equivalents & investments where maturities are one year or less)		\$123,080,000	\$123,057,993	\$123,002,457	(\$55,536)
Securities Invested for Income	(Investments intended to generate a consistent stream of income year over year with maturities between one and ten years)		551,312,000	551,956,314	517,795,376	(34,160,938)
Accrued Interest Income					3,461,463	
Total		4.13%	\$674,392,000	\$675,014,307	\$644,259,296	(\$34,216,474)

* Changes in unrealized gains or losses are based on the difference between the cost and current fair value. Like other public institutions, Utah State University practices a buy and hold to maturity strategy, therefore at maturity, principal balances will be returned at full par value. All investments are in compliance with the State of Utah Money Management Act.



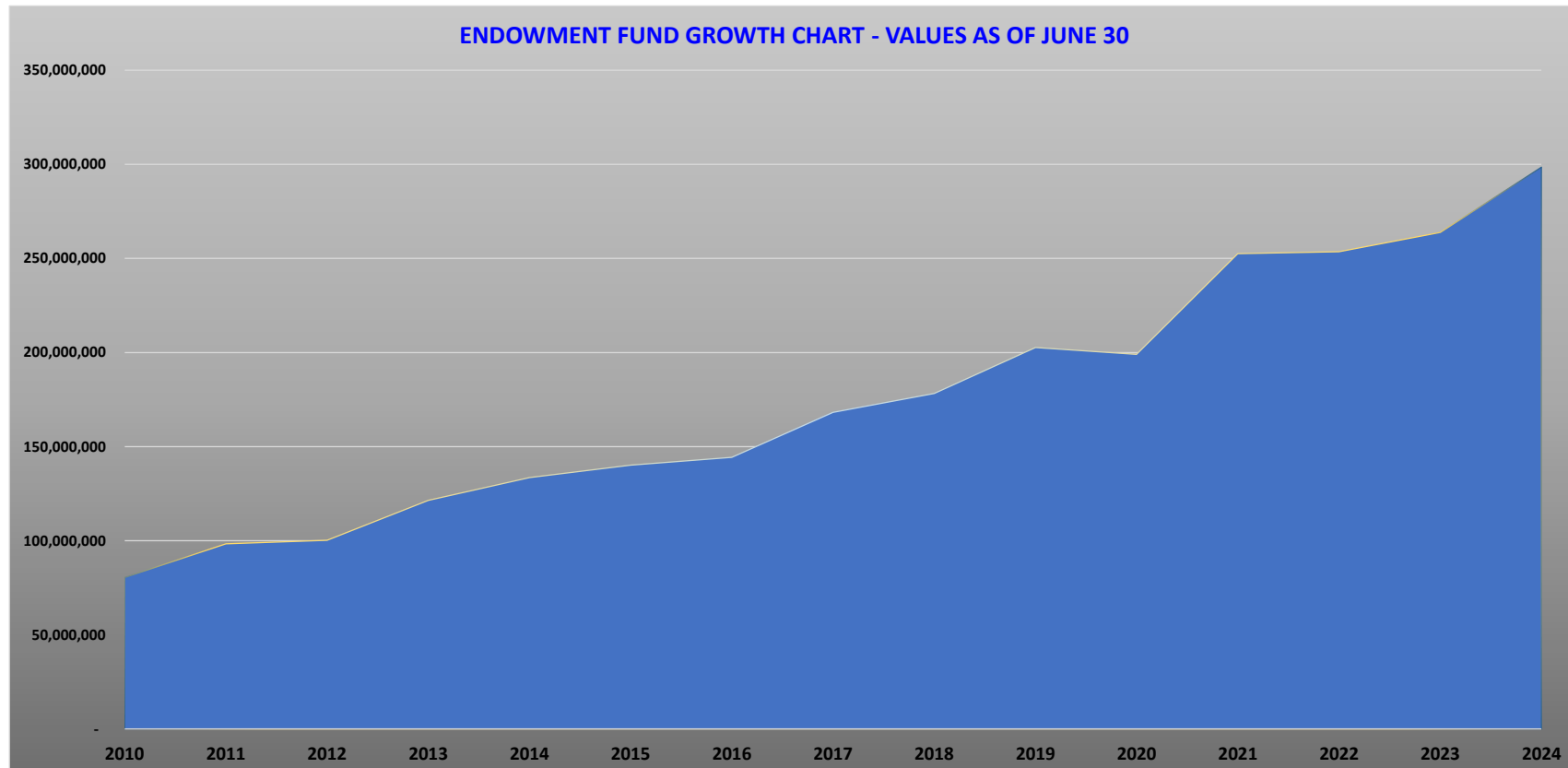


Investment Pool Holding Totals	Change From Prior Year			Change From Prior Month		
	December 2023 Fair Value	December 2024 Fair Value	Net Change from Prior Year	November 2024 Fair Value	December 2024 Fair Value	Net Change from Prior Month
Global Equity	\$135,805,260	\$151,872,603		\$158,495,705	\$151,872,603	
Investment Grade Fixed Income	35,314,008	43,922,010		42,850,007	43,922,010	
Opportunistic Fixed Income	26,552,526	27,785,244		28,556,964	27,785,244	
Alternative Assets	86,514,990	87,462,235		85,477,014	87,462,235	
Cash and Equivalents	567,707	2,496,002		2,191,988	2,496,002	
Total	\$284,754,491	\$313,538,094	\$28,783,603	\$317,571,678	\$313,538,094	(\$4,033,584)



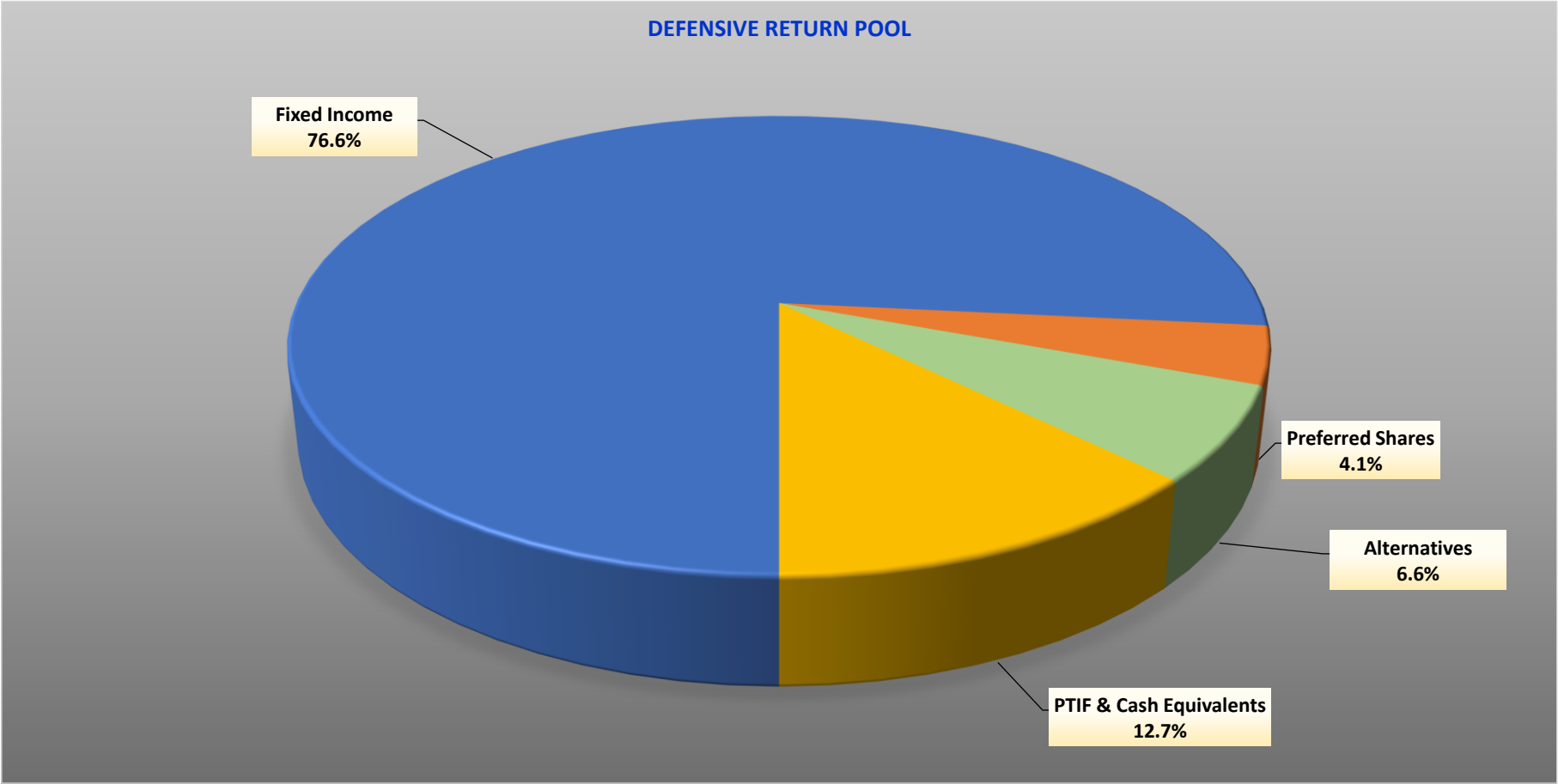


Investment Pool Holding Totals	Asset Allocation		Performance as of November 30, 2024			
	Current Allocation	Target	1 Year %	3 Years %	5 Years %	10 Years %
Global Equity	48.4%	48.0%				
Investment Grade Fixed Income	14.0%	11.5%				
Opportunistic Fixed Income	8.9%	7.5%				
Alternative Assets	27.9%	33.0%				
Cash and Equivalents	0.8%	0.0%				
Total Fund Aggregate	100%	100%	8.0%	4.1%	7.4%	7.2%
Benchmark			10.9%	3.7%	7.4%	7.2%





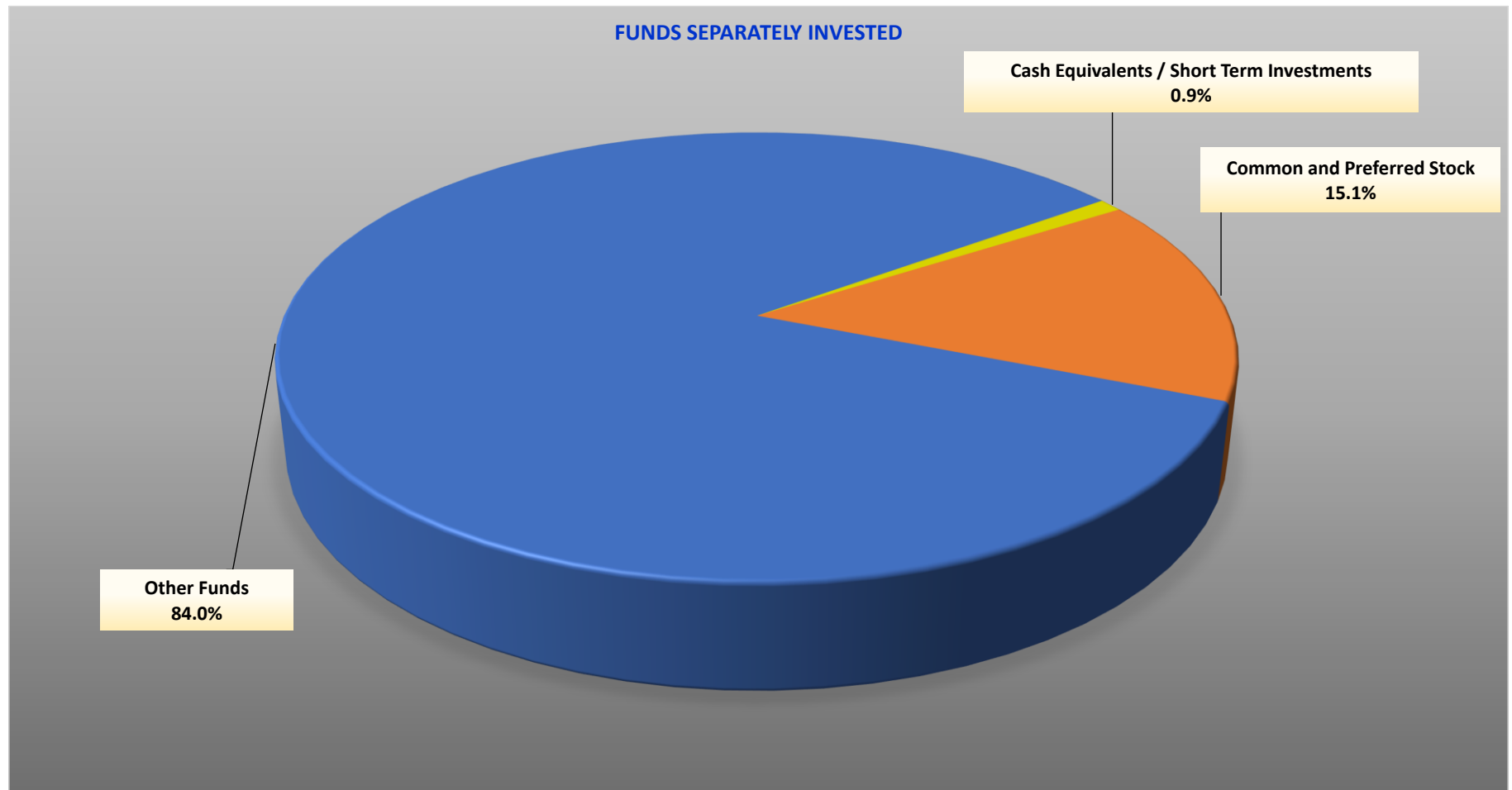
Investment Pool Holding Totals		November 2024 Fair Value	December 2024 Fair Value	Net Change in Fair Value
Fixed Income	(Includes \$115.0 M invested in CMIP)	\$225,028,179	\$221,960,381	
Preferred Shares		12,479,950	11,815,943	
Alternatives		19,292,272	19,320,031	
PTIF & Cash Equivalents		35,016,379	36,711,247	
Total		\$291,816,780	\$289,807,602	(\$2,009,178)





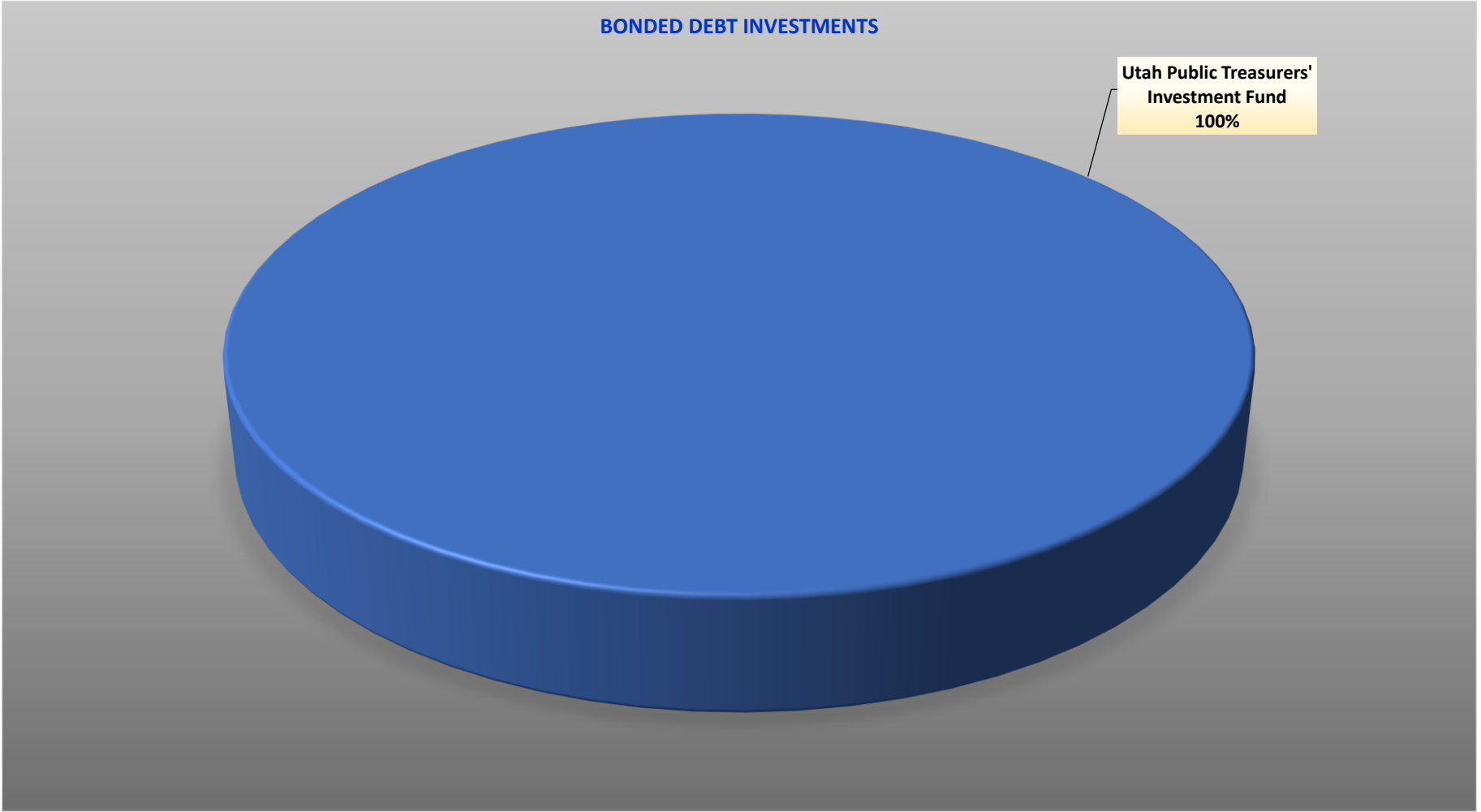
Funds Separately Invested*	December 2024 Cost Basis	December 2024 Fair Value	Change in Unrealized (G/L)
Cash Equivalents / Short Term Investments	\$417,406	\$432,232	
Common and Preferred Stock	6,488,471	6,874,618	
Other Funds	9,737,613	38,286,924	
Total	\$16,643,491	\$45,593,774	\$28,950,283

* Funds Separately Invested primarily consists of donor restricted individual securities donated to the University and managed by outside investment managers.





Bonded Debt Investments		November 2024 Fair Value	December 2024 Fair Value	Net Change in Fair Value
Utah Public Treasurers' Investment Fund	(Bond Proceeds during Construction and Debt Service Reserves)	\$76,138,546	\$63,182,578	
Total		\$76,138,546	\$63,182,578	(\$12,955,968)



17 March 2025

ITEM FOR ACTION

Utah State University's Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Survey Methods Post Master's Certificate.

EXECUTIVE SUMMARY

The Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Survey Methods Post Master's Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Survey Methods Post Master's Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology, Anthropology and Criminal Justice in the College of Humanities and Social Sciences proposes offering a Survey Methods Post Master's Certificate, and

WHEREAS, The proposal will train students in best practices for designing and conducting a variety of survey methods,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Survey Methods Post Master's Certificate in the College of Humanities and Social Sciences' Department of Sociology, Anthropology and Criminal Justice, 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

Jacey Skinner, Chair

Date:

CHASS - Sociology, Anthropology and Criminal Justice - Survey Methods - Post Master's Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology, Anthropology and Criminal Justice

Current Title (if applicable)*

None

Proposed Title* Survey Methods - Post Master's Certificate

CIP Code

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

CIP Code (6-digits) * 45.0101

Minimum Number of
Credits (if
applicable)* 9

Maximum Number of
Credits (if
applicable)* 0

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☒ Yes
☐ No

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

SECTION I: THE REQUEST

R401 Purpose*

The Department of Sociology, Anthropology & Criminal Justice at Utah State University (USU) is requesting approval for a 9-credit Graduate Certificate in Survey Methods (Post Master's). The certificate will be available to graduate students across USU (approximately 3,100 students) and professionals engaged survey research or evaluation. The required 9 credits will consist of one required course (SOC 7100), one elective statistics course, and 3 credits of directed learning or thesis/dissertation credits that include analysis of survey data and writing of survey results for academic and non-academic audiences. This certificate consists entirely of existing courses in the Sociology program and other departments and colleges across USU that we are partnering with. The required course (SOC 7100) will be offered in a hybrid or Connect format and, in the next year or two, online format to accommodate the needs of Logan main campus students, students at Statewide Campuses, and employed professionals. The statistics electives and the directed study will be offered in a variety of formats, meaning that students could complete the certificate in-person, in a hybrid/Connect format, or exclusively online.

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

Brief Description of the Unit Requesting the Action:

The Sociology Program within the Department of Sociology, Anthropology & Criminal Justice at USU grants undergraduate degrees (BA, BS, and a minor), Master's Degrees, and Doctoral Degrees. In addition, many of our courses meet USU's general education requirements for undergraduate students across the university, and many students from the undergraduate to graduate level in other programs and departments take our courses as electives. The Sociology Program also offers a fully online undergraduate major.

Proposed Action

We are requesting approval for a Graduate Certificate in Survey Methods housed in the Sociology Program at Utah State University (USU). This certificate will train post master's students in the best practices for designing and conducting a variety of types of social science surveys (mail, online, drop-off/pick-up, public intercept) as well as analyzing survey data and disseminating the results to non-academic and academic audiences. The target of this program is twofold: 1) current & future graduate students at USU and 2) professionals engaged in research or evaluation work that utilizes survey methods. We provide details on the rationale for this request below. The certificate will be offered in in-person, hybrid, and online formats, which will facilitate access for Logan-based graduate students and professionals statewide.

Rationale

Surveys are among the most commonly used methods of primary data collection for both basic and applied research in the social sciences and related professional fields. While survey techniques have shifted over time as technology develops and preferences and resources change, they remain an important way to gather representative data from and with various populations. In addition, surveys are used across disciplines for applied and basic research, in professional careers, and in everyday life, meaning they are an important skill for many people.

This certificate will allow students to gain hands-on training that will prepare them to conduct their own survey research using a variety of modes and sampling techniques while providing them with more formal recognition of their training and accomplishments which can be highlighted on their transcripts and resumes. Students who complete this stackable certificate will be knowledgeable about and prepared to conduct their own surveys on a variety of topics, prepare the data for analysis, and analyze the data to share with academic and non-academic audiences. Given that students outside of the Sociology Program already frequently take the SOC 7100 course or request survey expertise from faculty for their theses or dissertations, we envision that students across campus will have interest in further developing skills with regards to collecting, analyzing, and disseminating survey data. This certificate will also be useful for students not necessarily pursuing graduate degrees in social sciences. The certificate would also be aimed at current professionals across the state, including non-profits, government agencies, tribal governments and organizations, natural resource management, conservation, planning, land use, and public health, for example.

USHE aims to support workforce readiness and innovation. Its "Talent Ready Utah" initiative aims to build a highly skilled workforce by providing career and educational opportunities. Through programs like Utah Works, TRAC and Pathways, USHE aims to facilitate greater collaboration and cooperation between classroom learning and professional development. The goal of these programs is to prepare students for careers by offering them skills, training and

opportunities that enhance their professional profile. The Graduate Certificate in Survey Methods is strongly aligned with this mission.

**Labor Market Demand
(if applicable)**

Students who complete this certificate will be knowledgeable about and prepared to conduct their own survey research and analyze their own or secondary survey data and disseminate findings to a variety of audiences. They will possess the skills necessary to work in academic, government nonprofit, research, and corporate positions. According to the Utah DWS Occupation Information Data Viewer, (<https://jobs.utah.gov/jsp/utalmis/#/>) survey research is used in occupations with current job openings including data scientists, natural sciences managers, social science research assistants, statisticians, and more.

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

Consistency with USU's Mission

As Utah's premier student-centered land grant institution with campuses situated across the state, Utah State University is the ideal institution to provide leading training and education in survey methods for both applied and theoretical purposes. USU's mission centers on excellence, access and inclusion and aims to empower all Utahns to lead successful lives. The state-wide reach of USU facilitates programs that serve Utah's population and that impacts the well-being of all Utah citizens. The proposed Graduate Certificate in Survey Methods serves this mission in the following ways:

1. The certificate will be available to all Utahns with a MA/MS degree, including recent graduates, current graduate students in and outside of the Sociology program, and professionals across the state.
2. The certificate is intentionally designed to be offered in a hybrid format, including face-to-face instruction for current USU graduate students and local residents and via online and Connect formats for professionals statewide.
3. The certificate will offer needed training and education for graduates to conduct research or evaluation on a wide variety of topics.
4. The success and reach of the certificate will serve Utah citizens by helping to understand and address a wide variety of local, regional, and global issues.

Anticipated Impact

This program is unlikely to impact other units and programs in the USHE system. To our understanding, SOC 7100 is one of the few survey methods course being offered (FCS/PUBPL6560 – Survey Methods is also offered at the University of Utah), and this is the only certificate focused on survey methodology from start to finish.

**Describe and List any
Anticipated Expenses
and Revenue***

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

the existing graduate programs.

SECTION III: CURRICULUM (if applicable)
--

Program Curriculum Narrative

The Graduate Certificate in Survey Methods (post Master's) will be housed and administered by USU's Graduate Program in Sociology in the College of Humanities and Social Sciences (CHaSS). The curriculum will include currently offered graduate courses in CHaSS and across campus. Students will become familiar with topics such as sampling strategies and procedures, index and scale construction, the fundamentals of writing good survey questions, questionnaire design and layout principles, and the variety of delivery options (e.g., mail, phone, in-person, online) including their advantages and disadvantages and when best to use them. Coursework will also cover important pitfalls and limitations of survey research, including the multiple sources of bias and error that can undermine the validity and reliability of survey-based data. Students will be prepared to evaluate survey research conducted by others and pursue their own survey-based research projects. Based on student background and goals, various techniques to clean, weight, and analyze survey data using both descriptive and multivariate analyses will be a part of the coursework. To apply what has been learned in the survey methods and statistics courses, students will work with a mentor on publishing a research brief for a non-academic audience and prepare and submit a peer-reviewed publication using survey data. Students will gain skills that are relevant to both academic and professional career pathways.

Certificate completion will require a minimum of nine credit hours. This includes one required course (7100 – Advanced Survey Techniques; 3 credit hours), one statistics course picked from a list of electives (3 credit hours), and 3 credits of either directed study, thesis research, or dissertation research in which the student will work with a mentor on publishing a research brief and a peer-reviewed publication using survey data. SOC 7100 will prepare students to conduct a survey and prepare it for analysis, the elective statistics course will help prepare them to analyze survey data of interest (collected by the student or secondary survey data), and the directed study will help them apply what they have learned in publishing survey results to non-academic and academic audiences.

Required Courses/Credits:

1. SOC 7100 - Advanced Survey Techniques; 3 credits; currently offered in Connect format every other year, but the department is developing an online version
2. Directed Study, Dissertation, or Thesis credits; 3 credits; find mentor to work with (the instructor of SOC 7100 will assist students in finding an appropriate mentor as part of the course)
 1. Required to publish a Community and Natural Resources Institute (CANRI) or other entity brief, Extension Fact Sheet, Community Report, or other product for non-academic audiences with survey data.
 2. Required to complete a thesis chapter, dissertation chapter, or peer-reviewed publication using survey data.
 3. Taken after completion of SOC 7100 and statistics elective.

Statistics Elective – Pick 1 (based on statistics skills and research interests; additional may be approved):

- SOC 6150 (Social Statistics II; 3 credits; offered every year)
- SOC 7110 (Advanced Quantitative Analysis; 3 credits; offered every other year)

- EDUC 6050 (Applied Statistical Analysis) - 3 credits
- EDUC 6600 (Statistical Foundations) - 3 credits
- EDUC 7610 (Regression Analysis) - 3 credits (Prerequisite course is EDUC 6600)
- POLS 5000 (Political Analysis - QI) - 3 credits
- WILD 6500 (Design and Analysis of Ecological Research Using R) - 3 credits

**Student Learning
Outcomes
Assessment Plan***

Dr. Jessica Schad is the contact person and in charge of assessing outcomes and reviewing results.

Upon successful completion of this certificate, students will be able to (courses in which learning outcomes will be evaluated in are in parentheses at the end; followed by direct measurement methods):

1. Be familiar with topics such as sampling strategies and procedures, index and scale construction, the fundamentals of writing good survey questions, questionnaire design and layout principles, and the variety of delivery options (e.g., mail, phone, in-person, online) including their advantages and disadvantages and when best to use them (SOC 7100; course readings, lectures, and assignments).
2. Understand important pitfalls and limitations of survey research, including the multiple sources of bias and error that can undermine the validity and reliability of survey-based data (SOC 7100; course readings, lectures, and assignments).
3. Analyze survey data accurately and effectively, using statistical software packages and programs such as SPSS, Stata, and R (Statistics elective, Directed Study/Thesis/Dissertation credits; course readings, lectures, and assignments, successful defense or publication of thesis or dissertation chapter, publication of reserach brief).
4. Accurately report the results of data analysis for both academic or non-academic audiences using graphs, charts, tables, and text (SOC 7100, Statistics elective, Directed Study/Thesis/Dissertation credits; course readings, lectures, and assignments, successful defense or publication of thesis or dissertation chapter, publication of reserach brief).
5. Students will be prepared to evaluate survey research conducted by others and pursue their own survey-based research projects (SOC 7100; course readings, lectures, and assignments).

*Please note that the student learning outcomes assessment plan PDF was not editable so all required information is included above.

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

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budaet Worksheet](#) by clicking on the Files  icon located on

Save All Changes and the Launch by clicking on the LAUNCH 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.

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Survey Methods Post-Bachelor's Certificate.

EXECUTIVE SUMMARY

The Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Survey Methods Post-Bachelor's Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Survey Methods Post-Bachelor's Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology, Anthropology and Criminal Justice in the College of Humanities and Social Sciences proposes offering a Survey Methods Post-Bachelor's Certificate, and

WHEREAS, The proposal will allow students to gain hands-on training and sample a variety of techniques,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Survey Methods Post-Bachelor's Certificate in the College of Humanities and Social Sciences' Department of Sociology, Anthropology and Criminal Justice, 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

Jacey Skinner, Chair

Date:

CHASS - Sociology, Anthropology and Criminal Justice - Survey Methods - Post Bachelor's Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology, Anthropology and Criminal Justice

Current Title (if applicable)*

None

Proposed Title* Survey Methods - Post Bachelor's Certificate

CIP Code

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

CIP Code (6-digits) * 45.0101

Minimum Number of
Credits (if
applicable)* 9

Maximum Number of
Credits (if
applicable)* 9

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☒ Yes
☐ No

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

SECTION I: THE REQUEST

R401 Purpose*

The Department of Sociology, Anthropology & Criminal Justice at Utah State University (USU) is requesting approval for a 9-credit Graduate Certificate in Survey Methods (Post Bachelor's). The certificate will be available to graduate students across USU (approximately 3,100 students) and professionals engaged survey research or evaluation. The required 9 credits will consist of one required course (SOC 7100), one elective statistics course, and 3 credits of directed learning or thesis/dissertation credits that include analysis of survey data and writing of survey results for academic and non-academic audiences. This certificate consists entirely of existing courses in the Sociology program and other departments and colleges across USU that we are partnering with. The required course (SOC 7100) will be offered in a hybrid or Connect format and, in the next year or two, online format to accommodate the needs of Logan main campus students, students at Statewide Campuses, and employed professionals. The statistics electives and the directed study will be offered in a variety of formats, meaning that students could complete the certificate in-person, in a hybrid/Connect format, or exclusively online.

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

Brief Description of the Unit Requesting the Action:

The Sociology Program within the Department of Sociology, Anthropology & Criminal Justice at USU grants undergraduate degrees (BA, BS, and a minor), Master's Degrees, and Doctoral Degrees. In addition, many of our courses meet USU's general education requirements for undergraduate students across the university, and many students from the undergraduate to graduate level in other programs and departments take our courses as electives. The Sociology Program also offers a fully online undergraduate major.

Proposed Action

We are requesting approval for a Graduate Certificate in Survey Methods housed in the Sociology Program at Utah State University (USU). This certificate will train post bachelor's students in the best practices for designing and conducting a variety of types of social science surveys (mail, online, drop-off/pick-up, public intercept) as well as analyzing survey data and disseminating the results to non-academic and academic audiences. The target of this program is twofold: 1) current & future graduate students at USU and 2) professionals engaged in research or evaluation work that utilizes survey methods. We provide details on the rationale for this request below. The certificate will be offered in in-person, hybrid, and online formats, which will facilitate access for Logan-based graduate students and professionals statewide.

Rationale

Surveys are among the most commonly used methods of primary data collection for both basic and applied research in the social sciences and related professional fields. While survey techniques have shifted over time as technology develops and preferences and resources change, they remain an important way to gather representative data from and with various populations. In addition, surveys are used across disciplines for applied and basic research, in professional careers, and in everyday life, meaning they are an important skill for many people.

This certificate will allow students to gain hands-on training that will prepare them to conduct their own survey research using a variety of modes and sampling techniques while providing them with more formal recognition of their training and accomplishments which can be highlighted on their transcripts and resumes. Students who complete this stackable certificate will be knowledgeable about and prepared to conduct their own surveys on a variety of topics, prepare the data for analysis, and analyze the data to share with academic and non-academic audiences. Given that students outside of the Sociology Program already frequently take the SOC 7100 course or request survey expertise from faculty for their theses or dissertations, we envision that students across campus will have interest in further developing skills with regards to collecting, analyzing, and disseminating survey data. This certificate will also be useful for students not necessarily pursuing graduate degrees in social sciences. The certificate would also be aimed at current professionals across the state, including non-profits, government agencies, tribal governments and organizations, natural resource management, conservation, planning, land use, and public health, for example.

USHE aims to support workforce readiness and innovation. Its "Talent Ready Utah" initiative aims to build a highly skilled workforce by providing career and educational opportunities. Through programs like Utah Works, TRAC and Pathways, USHE aims to facilitate greater collaboration and cooperation between classroom learning and professional development. The goal of these programs is to prepare students for careers by offering them skills, training and

opportunities that enhance their professional profile. The Graduate Certificate in Survey Methods is strongly aligned with this mission.

**Labor Market Demand
(if applicable)**

Students who complete this certificate will be knowledgeable about and prepared to conduct their own survey research and analyze their own or secondary survey data and disseminate findings to a variety of audiences. They will possess the skills necessary to work in academic, government nonprofit, research, and corporate positions. According to the Utah DWS Occupation Information Data Viewer, (<https://jobs.utah.gov/jsp/utalmis/#/>) survey research is used in occupations with current job openings including data scientists, natural sciences managers, social science research assistants, statisticians, and more.

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

Consistency with USU's Mission

As Utah's premier student-centered land grant institution with campuses situated across the state, Utah State University is the ideal institution to provide leading training and education in survey methods for both applied and theoretical purposes. USU's mission centers on excellence, access and inclusion and aims to empower all Utahns to lead successful lives. The state-wide reach of USU facilitates programs that serve Utah's population and that impacts the well-being of all Utah citizens. The proposed Graduate Certificate in Survey Methods serves this mission in the following ways:

1. The certificate will be available to all Utahns with a BA/BS degree, including recent graduates, current graduate students in and outside of the Sociology program, and professionals across the state.
2. The certificate is intentionally designed to be offered in a hybrid format, including face-to-face instruction for current USU graduate students and local residents and via online and Connect formats for professionals statewide.
3. The certificate will offer needed training and education for graduates to conduct research or evaluation on a wide variety of topics.
4. The success and reach of the certificate will serve Utah citizens by helping to understand and address a wide variety of local, regional, and global issues.

Anticipated Impact

This program is unlikely to impact other units and programs in the USHE system. To our understanding, SOC 7100 is one of the few survey methods course being offered (FCS/PUBPL6560 – Survey Methods is also offered at the University of Utah), and this is the only certificate focused on survey methodology from start to finish.

**Describe and List any
Anticipated Expenses
and Revenue***

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

the existing graduate programs.

SECTION III: CURRICULUM (if applicable)
--

Program Curriculum Narrative

The Graduate Certificate in Survey Methods (post Bachelor's) will be housed and administered by USU's Graduate Program in Sociology in the College of Humanities and Social Sciences (CHaSS). The curriculum will include currently offered graduate courses in CHaSS and across campus. Students will become familiar with topics such as sampling strategies and procedures, index and scale construction, the fundamentals of writing good survey questions, questionnaire design and layout principles, and the variety of delivery options (e.g., mail, phone, in-person, online) including their advantages and disadvantages and when best to use them. Coursework will also cover important pitfalls and limitations of survey research, including the multiple sources of bias and error that can undermine the validity and reliability of survey-based data. Students will be prepared to evaluate survey research conducted by others and pursue their own survey-based research projects. Based on student background and goals, various techniques to clean, weight, and analyze survey data using both descriptive and multivariate analyses will be a part of the coursework. To apply what has been learned in the survey methods and statistics courses, students will work with a mentor on publishing a research brief for a non-academic audience and prepare and submit a peer-reviewed publication using survey data. Students will gain skills that are relevant to both academic and professional career pathways.

Certificate completion will require a minimum of nine credit hours. This includes one required course (7100 – Advanced Survey Techniques; 3 credit hours), one statistics course picked from a list of electives (3 credit hours), and 3 credits of either directed study, thesis research, or dissertation research in which the student will work with a mentor on publishing a research brief and a peer-reviewed publication using survey data. SOC 7100 will prepare students to conduct a survey and prepare it for analysis, the elective statistics course will help prepare them to analyze survey data of interest (collected by the student or secondary survey data), and the directed study will help them apply what they have learned in publishing survey results to non-academic and academic audiences.

Required Courses/Credits:

1. SOC 7100 - Advanced Survey Techniques; 3 credits; currently offered in Connect format every other year, but department is developing an online version
2. Directed Study, Dissertation, or Thesis credits; 3 credits; find mentor to work with (the instructor of SOC 7100 will assist students in finding an appropriate mentor as part of the course)
 1. Required to publish a Community and Natural Resources Institute (CANRI) or other entity brief, Extension Fact Sheet, Community Report, or other product for non-academic audiences with survey data.
 2. Required to complete a thesis chapter, dissertation chapter, or peer-reviewed publication using survey data.
 3. Taken after completion of SOC 7100 and statistics elective.

Statistics Elective – Pick 1 (based on statistics skills and research interests; additional may be approved):

- SOC 6150 (Social Statistics II; 3 credits; offered every year)
- SOC 7110 (Advanced Quantitative Analysis; 3 credits; offered every other year)

- EDUC 6050 (Applied Statistical Analysis) - 3 credits
- EDUC 6600 (Statistical Foundations) - 3 credits
- EDUC 7610 (Regression Analysis) - 3 credits (Prerequisite course is EDUC 6600)
- POLS 5000 (Political Analysis - QI) - 3 credits
- WILD 6500 (Design and Analysis of Ecological Research Using R) - 3 credits

**Student Learning
Outcomes
Assessment Plan***

Dr. Jessica Schad is the contact person and in charge of assessing outcomes and reviewing results.

Upon successful completion of this certificate, students will be able to (courses in which learning outcomes will be evaluated in are in parentheses at the end; followed by direct measurement methods):

1. Be familiar with topics such as sampling strategies and procedures, index and scale construction, the fundamentals of writing good survey questions, questionnaire design and layout principles, and the variety of delivery options (e.g., mail, phone, in-person, online) including their advantages and disadvantages and when best to use them (SOC 7100; course readings, lectures, and assignments).
2. Understand important pitfalls and limitations of survey research, including the multiple sources of bias and error that can undermine the validity and reliability of survey-based data (SOC 7100; course readings, lectures, and assignments).
3. Analyze survey data accurately and effectively, using statistical software packages and programs such as SPSS, Stata, and R (Statistics elective, Directed Study/Thesis/Dissertation credits; course readings, lectures, and assignments, successful defense or publication of thesis or dissertation chapter, publication of reserach brief).
4. Accurately report the results of data analysis for both academic or non-academic audiences using graphs, charts, tables, and text (SOC 7100, Statistics elective, Directed Study/Thesis/Dissertation credits; course readings, lectures, and assignments, successful defense or publication of thesis or dissertation chapter, publication of reserach brief).
5. Students will be prepared to evaluate survey research conducted by others and pursue their own survey-based research projects (SOC 7100; course readings, lectures, and assignments).

*Please note that the student learning outcomes assessment plan PDF was not editable so all required information is included above.

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

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of English, in the College of Humanities and Social Services proposes offering an AI and Writing Academic Certificate.

EXECUTIVE SUMMARY

The Department of English in the College of Humanities proposes offering an AI and Writing Academic Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an AI and Writing Academic Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of English in the College of Humanities and Social Sciences proposes offering an AI and Writing Certificate, and

WHEREAS, The proposal will help students develop technical proficiency and critical insight into the role of AI in communication and writing,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an AI and Writing Certificate 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

Jacey Skinner, Chair

Date:

CHASS - English - AI and Writing - Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

English

Current Title (if applicable)*

NA

Proposed Title* AI and Writing - Certificate

CIP Code

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

CIP Code (6-digits) * 23.1399

Minimum Number of
Credits (if
applicable)* 9

Maximum Number of
Credits (if
applicable)* 9

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☐ Yes ☒ No

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

SECTION I: THE REQUEST

R401 Purpose*

The advent of artificial intelligence (AI) has sparked transformative shifts in labor markets, disrupting traditional job roles and creating a widening skill gap. As automation, machine learning, and generative AI reshape industries, there is a growing demand for new skill sets that many professionals currently lack. This shift has occurred at an unprecedented pace, catching many workers, educators, and even journalists off guard. To bridge this skills gap, it is essential to implement robust programs that empower students to adapt to emerging AI-driven technologies and foster critical awareness of AI's broader societal impact.

However, beyond the technical skill gap, there is also a gap in the understanding and discourse surrounding AI. The rapidity of AI's rise has left many professionals, especially those outside of tech, struggling to contextualize and communicate the implications of these technologies. Journalists, for instance, often take cues from tech leaders and CEOs, who frame AI from a business-centric, sometimes optimistic viewpoint that may not fully consider ethical, social, and economic impacts. This presents a unique opportunity and responsibility for the English department to step in as a critical voice and analytical force. With expertise in media studies, communication, and critical theory, the department can guide both students and the broader public in analyzing and framing AI discussions more thoughtfully and inclusively.

The English department's focus on critical thinking, rhetoric, and media literacy positions it as a natural hub for exploring the complex narratives around AI. The department can equip students with the analytical tools necessary to dissect AI's media portrayal, question dominant narratives, and contribute to a more nuanced, ethical discourse. This engagement would involve both practical skills—such as understanding how AI-related media is produced and framed—and critical perspectives that challenge simplistic or one-sided interpretations.

By embracing this role, the English department not only provides relevant training but also fosters a workforce that can bridge the communication gap between technology and society, ensuring AI developments are approached with a balance of innovation, ethics, and transparency. This approach would not only benefit students but also contribute to a more balanced and comprehensive public understanding of AI, addressing a gap in how this revolution is currently being discussed and understood.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

We propose a three-course certificate (microcredential) that includes three English courses. The proposed three-course microcredential in AI and rhetoric offers a structured approach to help students develop both technical proficiency and critical insight into the role of AI in communication and writing. This microcredential addresses an urgent need for students across disciplines to understand not only how to use AI tools but also how to analyze and critique the ways AI is represented and applied within various professional and public contexts. Here's a more detailed look at the components and rationale behind each course in the program:

Course 1: ENGL 2160: AI and Writing

In this course, students explore the evolving world of artificial intelligence and its collaboration with human writers, starting with the advent of the printing press and moving to the sophisticated machine learning models of the 21st century.

Course 2: ENGL 3160: AI and Writing Across Disciplines

This course teaches students how generative artificial intelligence tools and systems are approached, utilized, and navigated in multiple disciplines. Students investigate AI ethics; how AI facilitates or complicates communication and research; and AI's complex relationship to real-world problems and solutions.

Course 3: Specialized Course Selection

For the third course, students choose from a selection of classes that focus on either technical communication, digital literacy, or research methods. This flexible option allows students to tailor the micro-credential to their interests or career goals. Here are the available options and their unique contributions:

- **TCR 2100: Introduction to Technical Communication**—Students are introduced to professional workplace writing, transitioning from writing for academic audiences to writing workplace documents. Students design and write professional documents, synthesize and evaluate arguments on technology and society, and collaborate in teams to present technical information.
- **TCR 2110: Digital Writing Technologies**—This course teaches students how to learn writing technologies used by professional communicators, including photo manipulation software, advanced document design software, basic HTML and CSS, and podcasting tools.
- **ENGL 3070: Digital Folklore (DHA)**—In-depth consideration of a rapidly emerging area of folklore studies: digital culture. Explores folklore in a digital context, folk groups and communities developed via communication technologies, and virtual ethnography.
- **ENGL 3470: Approaches to Research (QI)**
This course for English majors introduces students to multiple methods of conducting research in English, drawing on both quantitative and qualitative tools. Understanding and using these complementary approaches are particularly appropriate to students in the English Teaching emphasis. The course examines current research, principles of research design, and instruments of data collection. Students collect and analyze data using various tools and software, conduct an actual study, and present research findings orally and in writing. The

course also explores the capacities and limitations of specific approaches and methods and gives attention to conducting research ethically.

**Labor Market Demand
(if applicable)**

The demand for AI skills in the labor market is growing rapidly across various sectors, driven by advancements in machine learning, data science, and automation. Organizations in fields such as healthcare, finance, retail, and manufacturing are increasingly adopting AI to improve efficiencies, enhance decision-making, and gain competitive advantages. This demand is reflected in job postings for roles like data scientists, machine learning engineers, and AI specialists, as well as positions in related fields where AI knowledge is valuable, such as business analytics and cybersecurity. As AI continues to evolve, the labor market is seeing a shift, with companies looking not only for technical expertise but also for professionals who can ethically and strategically implement AI solutions. Consequently, there is an increasing focus on interdisciplinary skill sets, combining AI proficiency with industry-specific knowledge and soft skills, to meet the complex demands of AI-driven innovation.

1. Career and Self-Development: The certificate will allow students to gain knowledge and experience with a wide range of emerging AI technologies, while also teaching them how to network and build relationships within and across different disciplines.
2. Communication: Review of syllabi and learning objectives for all courses included in the certificate show that these courses teach students how to exchange information, ideas, facts, and perspectives clearly and effectively with persons inside and outside of an organization.
3. Critical Thinking: Each of the courses within the certificate requires students to think critically about the concept of AI across genres, professions, and contexts, and the three categories within the further ensure that students will learn to identify and respond to issues based on an understanding of situational context and careful analysis of relevant information.
6. Professionalism: The certificate enables students to understand and demonstrate effective work habits and act in the interests of their larger professional communities. In addition to coursework which explicitly examines professional dynamics through the study of AI, this certificate will require students to develop and complete project in which they apply and expand on the knowledge and skills gained in the three courses.
7. Teamwork: The certificate fosters teamwork by enabling students to find connections and avenues for collaboration across different disciplinary skill sets, knowledges, and methods to establish shared understandings of how AI operates in society and develop effective strategies for using AI in the workplace and their own educational circumstances.

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

Utah State University's mission is to be a premier land- and space-grant institution committed to excellence, access, and inclusion. A microcertification in AI and writing aligns with this mission by providing accessible, high-quality education that equips individuals with essential skills in artificial intelligence and effective communication. This initiative fosters inclusivity by offering flexible learning opportunities to a diverse population, including non-traditional students and working professionals. By integrating AI proficiency with writing, the program prepares participants to lead successful lives of involvement, innovation, and impact, thereby contributing to the university's vision. Moreover, it supports USU's strategic direction of championing exceptional education, research, and community contribution, as graduates apply their knowledge to address real-world challenges and drive societal progress.

**Describe and List any
Anticipated Expenses
and Revenue***

This certificate has no costs for the university. Its courses are drawn from existing courses in the USU catalog and will be taught by USU faculty as part of their regular departmental teaching loads. There is no additional cost required for the administrative oversight provided by the American Studies faculty.

SECTION III: CURRICULUM (if applicable)
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Course 1: ENGL 2160: AI and Writing

This foundational course introduces students to the integration of AI in writing, emphasizing practical skills for using AI tools in the writing process and exploring the evolving relationship between AI and human authorship. Students will gain hands-on experience with AI-powered writing aids and generators, learning how to leverage these tools for brainstorming, drafting, editing, and enhancing creativity. Additionally, the course covers critical discussions on the ethical implications of AI in writing, such as questions of authorship, originality, and the potential biases embedded in AI algorithms. By the end of ENGL 2160, students will be fluent in using AI tools responsibly and effectively, with an understanding of both the possibilities and limitations of AI-assisted writing.

Course 2: ENGL 3160: AI and Writing Across Disciplines

Building on the foundational skills of ENGL 2160, this course expands the application of AI tools to diverse disciplinary contexts. Students will explore how AI intersects with writing and communication across fields such as healthcare, business, journalism, and the sciences. This course encourages students to think beyond the mechanics of AI-assisted writing, challenging them to consider the unique requirements and ethical challenges that arise when applying AI to field-specific writing tasks. For example, students may analyze how AI is used in scientific research reporting, professional communication, or creative media production. By examining the role of AI across fields, students gain a more holistic view of its applications and limitations, as well as its impact on knowledge production and information dissemination.

Course 3: Specialized Course Selection

For the third course, students choose from a selection of classes that focus on either technical communication, digital literacy, or research methods. This flexible option allows students to tailor the micro-credential to their interests or career goals. Here are the available options and their unique contributions:

- **TCR 2100: Introduction to Technical Communication**

This course equips students with foundational skills in technical writing, which are essential for clear and effective communication in fields where AI applications are often technical and industry-specific. Students learn to create user-friendly documentation, reports, and instructions, which are crucial for explaining complex AI technologies to non-expert audiences. This course emphasizes precision and clarity, both of which are valuable when working with and communicating about AI-driven tools.

- **TCR 2110: Digital Writing Technologies**

In this course, students explore a range of digital tools and platforms that support modern writing and content creation, including AI tools. They gain skills in digital authorship, understanding how to design, implement, and adapt writing for digital environments. This course is particularly relevant in helping students appreciate how digital writing tools, including AI, shape both the form and substance of written content, thus preparing them to create content that is both engaging and responsible.

- **ENGL 3070: Digital Folklore (DHA)**

This course takes a more cultural and analytical approach, focusing on the

internet as a space where digital folklore and communities flourish. As AI technologies influence the evolution of online culture, students will explore how AI shapes memes, viral content, and digital identities. This course offers insights into the cultural impact of AI and its role in forming online communities, helping students understand AI not just as a tool but as a driver of cultural trends and digital narratives.

- **ENGL 3470: Approaches to Research (QI)**

Focused on research methodologies, this course equips students with the critical skills needed to conduct rigorous analysis of AI's impact on writing and communication. Students gain experience with qualitative and quantitative research methods, learning to assess and critique AI's role in shaping communication trends. This course is essential for students interested in a deeper understanding of how AI-related research is conducted and interpreted, empowering them to engage with AI developments from an evidence-based perspectives.

Student Learning Outcomes Assessment Plan*

The learning outcomes for the certificate will be assessed by examining final projects for the core course (ENGL 2160: AI and Writing) and the final project for ENGL 3160: AI and Writing Across Disciplines.

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

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Police Officer Standards Training Academy Certificate.

EXECUTIVE SUMMARY

The Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Police Officer Standards Training Academy Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Police Officer Standards Training Academy Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology, Anthropology and Criminal Justice in the College of Humanities and Social Sciences proposes offering a Police Officer Standards Training Academy Certificate,

WHEREAS, The proposal will provide students with highly sought after skills in the Sheriffs and municipal departments,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Police Officer Standards Training Academy Certificate in the College of Humanities and Social Sciences' Department of Sociology, Anthropology and Criminal Justice, 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

Jacey Skinner, Chair

Date:

CHASS - Sociology, Anthropology and Criminal Justice - Police Officer Standards Training (POST) Academy - Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology, Anthropology and Criminal Justice

Current Title (if applicable)* Not applicable

Proposed Title* Police Officer Standards Training (POST) Academy - Certificate

CIP Code

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

CIP Code (6-digits) * 45.0401

Minimum Number of
Credits (if
applicable)* 25

Maximum Number of
Credits (if
applicable)* 0000

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

The purpose of this R401 is to create a certificate in Police Officer Standards Training (POST) Academy for professional practitioners who wish to further their education and/or provide interested undergraduate students an opportunity to pursue a credential in a specialized area of Criminal Justice.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Criminal Justice is an area of major potential growth with adult learners in Utah and the surrounding states who may be seeking higher education to advance their careers. Leaders across the Department of Public Safety (DPS), Department of Corrections (DPC), Utah Sheriffs, and municipal department have expressed interest in skills-based certificates . Since a high school equivalency is the sole educational requirement for entrance into the major criminal justice professions (i.e., policing and corrections) in Utah, USU has an important opportunity to serve career professionals seeking to advance their careers via higher education. The Police Officer Standards Training (POST) Academy Certificate, along with several additional certificates currently being proposed by the Criminal Justice Program, provide that opportunity.

The following proposal presents a draft plan for a 9-hour (minimum) Police Officer Standards Training (POST) Academy Certificate undergraduate certificate. The proposed certificate is based on a 3-class core of required coursework (9 hours).

**Labor Market Demand
(if applicable)**

The state of Utah anticipates a significant growth in criminal justice-related jobs. There are currently 160 law enforcement agencies in Utah, including federal, state, county, city, multi-jurisdictional/district, and college offices.

There are several jobs within the criminal justice system students can pursue. The demand for jobs in these fields are all experiencing growth.

Specifically, the Utah Department of Workforce Services has projected the following:

- A 2.4% annual increase in law enforcement jobs with 540 openings annually.
- A 0.4% annual increase in correctional officer jobs with 180 openings annually.
- A 0.7% annual increase in probation officer jobs with 80 openings annually.

In addition to jobs with government agencies that oversee the criminal justice system, there are several criminal justice-adjacent jobs that can be sought in the private sector. The Utah Department of Workforce Services projects a 2.5% annual increase in private sector jobs with 990 openings annually.

In sum, there is a need for criminal justice professionals in Utah, and the need will increase going forward.

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

As per Utah System of Higher Education (USHE) policy R312-4.1.2, USU's mission is to "be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement." The proposed certificate is an excellent example of a program that satisfies this mission. Crime is a complex subject that is heavily tied to issues of class, race, and gender. Societal response to crime should be nuanced and guided by evidence-based practices. One of the most important ways the Department of Sociology, Anthropology and Criminal Justice (SACJ) can serve the public is by educating future criminal justice practitioners to be culturally aware in the maintenance of formal social control.

Describe and List any Anticipated Expenses and Revenue*

There is no anticipated financial impact of this new degree, and no new resources are needed for its implementation. The department of Sociology, Anthropology & Criminal Justice can support the proposed degree with the current faculty and staff. The Department of Sociology, Anthropology, and Criminal Justice is currently offering a leadership development program to the Utah Department of Corrections, which is projected to generate \$800,000 in programmatic revenue between September 2024 and May 2029. Other potential revenue streams through the Criminal Justice program include school security trainings offered to local educational agencies, county sheriffs, and municipal police as required under Utah HB 84. The School Resource Officer (SRO) certificate program is included as a certificate option in the Criminal Justice Pathways area of the degree plan. Thus, partnerships based on industry needs that provide possible revenue streams for the Department so Sociology, Anthropology, and Criminal Justice also create opportunities to recruit adult learners that add tuition money to the overall USU revenue stream.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Undergraduate Certificate in Policing will be housed and administered by USU's Sociology department in the College of Humanities and Social Sciences. The curriculum will include currently offered undergraduate courses.

Certificate completion will require three courses totaling 25-credit hours. This includes CJ 1060 POST Certification: Special Function Officer (SFO) (8 credits), CJ 1070 POST Certification: Basic Corrections Officer (BCO) (5 credits), and CJ 1080 POST Certification: Law Enforcement Officer (LEO) (12 credits).

While three courses are required for certificate completion, students will be welcome and invited to take additional electives.

Student Learning Outcomes Assessment Plan*

Please see attached.

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

☒ Yes ☐ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

ITEM FOR ACTION

Utah State University's Departments of Applied Sciences, Technology and Education, and Aviation Technology, in the College of Agriculture and Applied Sciences proposes offering an Aviation Education Post-Bachelor's Certificate.

EXECUTIVE SUMMARY

The Departments of Applied Sciences, Technology and Education, and Aviation Technology in the College of Agriculture and Applied Sciences proposes offering an Aviation Education Post-Bachelor's Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Aviation Education Post-Bachelor's Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Departments of Applied Sciences, Technology and Education, and Aviation Technology in the College of Agriculture and Applied Sciences proposes offering an Aviation Education Post-Bachelor's Certificate, and

WHEREAS, The proposal will provide students with focused, industry-relevant skills and prepare them for secondary and graduate education,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Aviation Education Post-Bachelor's Certificate in the College of Agriculture and Applied Sciences' Departments of Applied Sciences, Technology and Education, and Aviation 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

Jacey Skinner, Chair

Date:

CAAS - Applied Sciences, Technology and Education Aviation Technology - Aviation Education - Post-Bachelor's Certificate

4.1.a R401ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#).

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all
cross listed colleges)*

CAAS

DEPARTMENT (include
all cross listed
departments)*

Applied Sciences, Technology and Education

Aviation Technology

Current Title (if not applicable
applicable)*

Proposed Title* Aviation Education - Post-Bachelor's Certificate

CIP Code

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

CIPCode (6-digits) * 490101

Minimum Number of 12
Credits (if applicable)*

Maximum Number of 12
Credits (if applicable)*

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- ☐ Name Change of Existing Program
 - ☐ Program Restructure (with or without Consolidation)
 - ☐ Program Transfer to a New Academic Department or Unit
 - ☐ Program Suspension (on hold-not listed in catalog)
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 - ☐ 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)
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 - ☐ Administrative Unit (Discontinuation-permanent unit removal)
 - ☐ Reinstatement of Previously Suspended Administrative Unit
 - ☐ Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council
Approval* ☐ Yes
☒ No

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

SECTION I: THE REQUEST

R401 Purpose*

The Master of Aviation Science degree has been active for seven years with dozens of graduates. This proposal will add a new Post-Bachelor's Certificate so that individuals will be able to complete this new program in two semesters. USU AVTE has been preparing for this expansion over the past 3 years by adding additional course offerings. Many recent graduates need to build hours over a year to be able to enter industry and pursue their career. This certificate will allow them to further their education, be more competitive, and deepen their foundation in aviation knowledge, skills and attributes.

This certificate will also encourage students to stack into the full MAS degree once they realize that they are nearly half-way to a graduate degree. AVTE has the aim to meet the demand in the aviation industry for skilled professionals in a broader set of certifications. The aviation industry continues to grow and this certificate will help students prepare in specific areas for career entry or progression. This certificate will be a valuable credential to solid, well paying and upward growth potential job opportunities, supporting USU's commitment to providing relevant, high-quality education in technological endeavors.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Department of Aviation Technology at Utah State University proposes to establish a new academic certificate in Aviation Education. This certificate is designed to provide students with focused, industry-relevant skills in areas to prepare for secondary and graduate education, or as educators in industry and the military.

The rationale for this action is multifaceted:

1. Industry Demand: The aviation sector continues to expand, with increasing demand for skilled professionals in education and training roles. This certificate will help meet that demand by producing graduates with the depth of knowledge and pedagogy to enter into education and training careers.
2. Stackable Credential: The certificate is designed to stack into the broader Master of Aviation Science degree, allowing students to build upon their knowledge and skills as they progress in their academic journey.
3. Alignment with Existing Programs: The certificate is based on the existing MAS degree, leveraging current resources and expertise within the department.

Labor Market Demand (if applicable)

The expected growth in the state of Utah for aviation management over ten years is 25-30%, according to long-term Bureau of Labor Statistics, with a median expected wage range of \$71,030-\$73,510, which is over twice the median wage of \$35,010 in the state of Utah. This growth represents 737 positions every year, with no other University in the state offering a similar graduate degree. Without this new degree option, industry would be forced to source these new positions from outside of the state.

Consistency with Institutional Mission & Institutional Impact*

This new aviation certificate supports the mission of Utah State University by delivering graduates that are employed locally and across the nation to meet industry needs in aviation technology. The growing aviation program has expanded to nearly 700 students and many are desirous of additional education in specialized areas. The aviation program has formal, and informal relationships with SkyWest Airlines, Envoy Air, Republic, Delta Tech Ops, and other local and national employers in the aviation industry requiring specific certifications and experience for employment. The aviation program is focused on providing student-centered learning and discovery through focused degrees with learning and discovery in hands-on laboratory experiences on the ground and in the air. Students graduate prepared to contribute to the aviation industry and, through interaction with international students and instructors, prepared for the global market representing diversity of thought, culture, and orientation with the realization necessary for

leadership roles in industry.

Describe and List any Anticipated Expenses and Revenue*

This new certificate will utilize existing faculty and courses, requiring no additional resources. It is anticipated that as this certificate becomes more known, that revenue will increase as additional enrollments in not only the certificate but the MAS degree will grow.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

Aviation Education -
Post-Bachelor's Certificate
College of Agriculture and Applied Sciences
Department of Aviation Technology
The Aviation Education Post-Bachelor's Certificate is designed for aviation professionals aiming to enhance their knowledge, skills and management to prepare to become an aviation educator. This 100% online program focuses on key management skills while allowing students to tailor their experience with elective courses in aviation and education. Additionally, this certificate serves as a stackable credential, providing a pathway to advanced graduate programs in the Aviation Technology Department.
Required Courses - 6 credits
• AV 6210 Fundamentals of Aviation Science (Spring) 3 credits • AV 6140 Aviation Safety: History and Research (Fall) OR • AV 6260 Breaking Barriers in Aviation (Summer) OR • AV 6160 Human Factors in Aviation (Summer) 3 credits
Electives - 6 credits
Choose two 3 credit courses
• ASTE 6090 - Curriculum Design 3 credit(s) • ASTE 6150 - Evaluation and Assessment 3 credit(s) • ASTE 6300-Advanced Teaching Strategies 3 credit(s) • ASTE 6160 - Foundations of Adult Education 3 credit(s) • ASTE 6320 - Classroom Management, Student Motivation and Guidance 3 credit(s) • ASTE 6380 - Mentoring and Supervision 3 credit(s)

Student Learning Outcomes Assessment Plan*

See attached MAS Assessment matrix.

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the

screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Kinesiology and Health Science, in the Emma Eccles Jones College of Education and Human Services proposes offering a Health Education Teaching Academic Certificate.

EXECUTIVE SUMMARY

The Department of Kinesiology and Health Science, in the Emma Eccles Jones College of Education and Human Services proposes offering a Health Education Teaching Academic Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Health Education Teaching Academic Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes offering a Health Education Teaching Academic Certificate, and

WHEREAS, The proposal will provide students with industry-relevant skills,

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

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

CEHS - Kinesiology and Health Science - Health Education Teaching - Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Kinesiology and Health Science

Current Title (if applicable)* NA

Proposed Title* Health Education Teaching - Certificate

CIP Code

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

CIP Code (6-digits) * 51.2207

Minimum Number of
Credits (if
applicable)* 21

Maximum Number of
Credits (if
applicable)* 21

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☒ Yes
☐ No

SECTION I: THE REQUEST

R401 Purpose*

The Department of Kinesiology and Health Science proposes the creation of a Health Education Teaching Minor and Certificate Programs. This new program is designed to address the growing demand for qualified health education teachers in K-12 schools across Utah. The purpose of the program is to equip students with the knowledge and teaching skills needed to effectively teach health education, covering topics such as human diseases, nutrition, mental health, substance abuse prevention, and human sexuality, while also emphasizing essential teaching competencies like classroom management and curriculum development.

The primary goal of this proposal is to provide a structured pathway for students to meet the Utah State Board of Education's Health Education Endorsement requirements. By offering both an undergraduate minor and a certificate, the program aims to streamline the process for students pursuing a career in health education, helping them fulfill the necessary qualifications for licensure. This change is expected to increase the number of graduates who are eligible to teach health education in K-12 schools, while also making the program more accessible to students interested in combining health education with other teaching fields.

The proposed curriculum will consist of 21 credit hours of state-approved coursework, ensuring a comprehensive and focused educational experience. The program will be delivered on USU's Logan campus, offering students opportunities for hands-on learning, interaction with faculty, and engagement with peers in a collaborative educational environment. All courses in the proposed program have been approved by the state to meet the required standards for health education teacher qualifications.

By implementing this program, USU aims to better serve students pursuing careers in education, contribute to the workforce needs for health education teachers, and support efforts to improve public health through effective health education in schools.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Department of Kinesiology and Health Science at Utah State University (USU) proposes the creation of a Health Education Teaching Minor and Certificate Program. This program is designed to meet the growing demand for qualified health education teachers in K-12 schools in Utah. It will provide students with the necessary knowledge in health topics such as nutrition, mental health, substance abuse prevention, and human sexuality, along with essential teaching skills like curriculum development and classroom management. The proposed program will consist of 21 credit hours of state-approved coursework, allowing students to meet the Utah State Board of Education's Health Education Endorsement requirements.

The rationale for this proposal stems from the recognition of a regional need for qualified health education teachers, as identified by the Utah State Board of Education. Currently, there is no specific Health Education Teaching major or minor offered at USU, and students seeking this qualification often pursue endorsements through other institutions, incurring additional costs and time commitments. By creating this structured pathway, USU aims to streamline the process for students interested in pursuing health education teaching, providing a clear, efficient route to meeting state licensure requirements.

The implementation of this program will benefit both USU and the Utah System of Higher Education (USHE) by meeting state workforce needs and supporting the goal of preparing educators who can address public health challenges in K-12 schools. USU will strengthen its position as a leading provider of education programs, while also contributing to public health initiatives by equipping future teachers with the skills to promote wellness and disease prevention. Furthermore, USHE will benefit from the program's alignment with state educational standards and its ability to produce more qualified health education teachers for Utah's schools.

**Labor Market Demand
(if applicable)**

The need for the Health Education Teaching Minor and Certificate Program is supported by both state and national labor market data that highlight the growing demand for qualified health education teachers and related professionals. According to the Utah Department of Workforce Services (DWS), the state's labor market for education professionals, including health education teachers, is showing moderate growth. The category of "Secondary School Teachers, Except Special and Career/Technical Education" — which includes teachers in specialized areas such as health education — is projected to have 860 annual openings with an average annual growth rate of 1.9%. This indicates a consistent demand for health education professionals in educational settings across Utah. Nationally, data from the U.S. Bureau of Labor Statistics (BLS) indicates that middle school teachers are projected to experience a 1% decline in employment from 2023 to 2033. However, approximately 41,400 openings for middle school teachers are expected each year due to the need to replace workers who leave the occupation, such as through retirement or career changes. Similarly, high school teachers are also projected to see a 1% decline in employment from 2023 to 2033, but about 64,000 openings for high school teachers are expected annually for the same reasons. All of these openings are expected to arise from the need to replace teachers who exit the workforce, rather than from overall job growth in the field. For both middle school and high school teachers, the typical education requirement is at least a bachelor's degree, and public school teachers must have a state-issued certification or license, which often includes meeting specific academic background requirements for the subjects they will teach, such as health.

The demand for health education teachers, especially those working at the secondary school level, is in alignment with these trends mentioned above. Health education teachers are crucial in promoting wellness, teaching healthy lifestyle practices, and contributing to school and community health programs directed at youth, particularly in response to growing public health concerns such as mental health, substance abuse, and chronic disease prevention. As health education continues to be an increasing concern for the general population and is taught as part of school curriculum, the need for qualified health education teachers could be expected to rise. This trend is consistent with the goals of the Health Education Teaching Minor and Certificate Program, which will directly address the demand by providing students with the qualifications required to enter this high-demand field and contribute to improving public health outcomes.

While employment for general middle and high school teachers is projected to decline, the demand for health education teachers remains strong, with numerous openings driven by the need to replace workers. By preparing future educators to meet this demand, the program will help fulfill workforce needs in Utah and align with national trends in health education. The program's competitive wages and alignment with growing public health initiatives further reinforce the need for USU to offer this program.

Statistic source references:

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

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

Secondary School Teachers, Except Special and Career/Technical Education -

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

The proposed Health Education Teaching Minor and Certificate Program at Utah State University (USU) aligns with the institution's Regents-approved mission, roles, and goals by supporting USU's commitment to providing high-quality educational opportunities that promote both personal and public health, and serving the broader community through professional training in key fields. USU's mission emphasizes preparing students for lifelong learning and responsible citizenship, particularly in the context of community engagement and workforce development. This program directly contributes to these goals by equipping future educators with the knowledge and skills to promote wellness, disease prevention, and health education in Utah's K-12 schools. Furthermore, the program supports USU's role in educating professionals who will contribute to Utah's educational system and public health landscape, preparing graduates to teach health education, advocate for student wellness, and improve community health outcomes. This program aligns with USU's goal to provide career-ready graduates with competencies that address current and future public health and educational needs in Utah.

**Describe and List any
Anticipated Expenses
and Revenue***

The proposed minor and certificate program is expected to be cost-neutral, and no impact on finances is anticipated.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

The proposed Health Education Teaching Minor and Certificate Program at Utah State University (USU) will consist of 21 credit hours of state-approved coursework. The curriculum is designed to provide students with a comprehensive understanding of health education while also equipping them with the teaching skills required to effectively deliver health instruction in K-12 classrooms.

The core curriculum will include courses covering essential health topics such as human diseases, nutrition, mental health, substance abuse prevention, and human sexuality. Additionally, students will complete coursework focused on teaching methods, classroom management, and curriculum development, ensuring that they are well-prepared to design and implement effective health education programs in schools.

There are no variable credits within the proposed curriculum. All courses within the program are designed to provide a set number of credits to ensure students gain the necessary knowledge and skills while meeting the Utah State Board of Education's Health Education Endorsement requirements. Students will be required to maintain a minimum grade of "C" in all courses to fulfill the program requirements.

Upon completion of the 21 credit hours, students will be eligible for the Health Education Endorsement from the Utah State Board of Education, qualifying them to teach health education in Utah's public schools. The program will be delivered in-person at the USU Logan campus, providing students with opportunities for hands-on learning and direct interaction with faculty members.

**Student Learning
Outcomes
Assessment Plan***

This program will be assessed along with all other secondary education licensure programs through the accreditation process for teacher education programs. General teacher competencies are assessed in the final capstone field experience through observation. Content knowledge is assessed through a competency model.

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

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Social Determinants of Crime Academic Certificate.

EXECUTIVE SUMMARY

The Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Social Determinants of Crime Academic Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Social Determinants of Crime Academic Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology, Anthropology and Criminal Justice in the College of Humanities and Social Sciences proposes offering a Social Determinants of Crime Academic Certificate, and

WHEREAS, The proposal will provide students with industry-relevant skills,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Social Determinants of Crime Academic Certificate in the College of Humanities and Social Sciences' Department of Sociology, Anthropology and Criminal Justice, 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

Jacey Skinner, Chair

Date:

CHASS - Sociology, Anthropology and Criminal Justice - Social Determinants of Crime - Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology, Anthropology and Criminal Justice

Current Title (if applicable)* Not applicable

Proposed Title* Social Determinants of Crime - Certificate

CIP Code

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

CIP Code (6-digits) * 45.0401

Minimum Number of
Credits (if
applicable)* 9

Maximum Number of
Credits (if
applicable)* 0000

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

The purpose of this R401 is to create a Social Determinants of Crime Certificate that may be earned individually or stacked with other Criminal Justice certificates in pursuit of a Bachelor of Applied Science degree.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Criminal Justice is an area of major potential growth with adult learners in Utah and the surrounding states who may be seeking higher education to advance their careers. Leaders across the Department of Public Safety (DPS), Department of Corrections (DPC), Utah Sheriffs, and municipal department have expressed interest in skills-based certificates that may be stacked in pursuit of an associate or bachelor's degree. Since a high school equivalency is the sole educational requirement for entrance into the major criminal justice professions (i.e., policing and corrections) in Utah, USU has an important opportunity to serve career professionals seeking to advance their careers via higher education. Criminal Justice professionals also indicate that a degree that streamlines requirements would be particularly attractive to their employees. The BAS in Criminal Justice at USU provides that opportunity.

The following proposal presents a draft plan for a 9-hour (minimum) Social Determinants of Crime undergraduate certificate . The proposed certificate is based on a core of required coursework (6 credit hours) and one elective class (3 credit hours). This certificate is one in a series of stackable certificates which will be a part of the Criminal Justice Bachelor of Applied Science (BAS). These certificates may be earned independently or stacked into the elective portion of the degree.

**Labor Market Demand
(if applicable)**

The state of Utah anticipates a significant growth in criminal justice-related jobs. There are currently 160 law enforcement agencies in Utah, including federal, state, county, city, multi-jurisdictional/district, and college offices.

There are several jobs within the criminal justice system students can pursue. The demand for jobs in these fields are all experiencing growth.

Specifically, the Utah Department of Workforce Services has projected the following:

- A 2.4% annual increase in law enforcement jobs with 540 openings annually.
- A 0.4% annual increase in correctional officer jobs with 180 openings annually.
- A 0.7% annual increase in probation officer jobs with 80 openings annually.

In addition to jobs with government agencies that oversee the criminal justice system, there are several criminal justice-adjacent jobs that can be sought in the private sector. The Utah Department of Workforce Services projects a 2.5% annual increase in private sector jobs with 990 openings annually.

Students who earn a criminal justice degree are also well-positioned to pursue a law degree. With a law degree, students can practice in the criminal court system as a prosecutor, defense attorney, or judge, or choose to specialize in a different area of law. The Utah Department of Workforce Services projects a 2.6% annual increase in these jobs with 450 openings annually.

In sum, there is a need for criminal justice professionals in Utah, and the need will increase going forward.

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

As per Utah System of Higher Education (USHE) policy R312-4.1.2, USU's mission is to "be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement." The proposed BAS degree in Criminal Justice is an excellent example of a program that satisfies this mission. Crime is a complex subject that is heavily tied to issues of class, race, and gender. Societal response to crime should be nuanced and guided by evidence-based practices. The aim of this degree is to foster a culture within local, state, and federal criminal justice institutions that embraces multiple perspectives and evidence-based practices. One of the most important ways the Department of Sociology, Anthropology and Criminal Justice (SACJ) can serve the public is by educating future criminal justice practitioners to be culturally aware in the maintenance of formal social control. In keeping with this aim, the proposed degree strategically integrates curriculum from the USU Department of Social Work to prepare professionals to individuals experiencing mental health crises while caring for their own wellbeing. Thus, students earning this degree will have the socially informed education required to operate in modern criminal justice spaces.

Describe and List any Anticipated Expenses and Revenue*

The Department of Sociology, Anthropology, and Criminal Justice is currently offering a leadership development program to the Utah Department of Corrections, which is projected to generate \$800,000 in programmatic revenue between September 2024 and May 2029. Other potential revenue streams through the Criminal Justice program include school security trainings offered to local educational agencies, county sheriffs, and municipal police as required under Utah HB 84. The School Resource Officer (SRO) certificate program is included as a certificate option in the Criminal Justice Pathways area of the degree plan. Thus, partnerships based on industry needs that provide possible revenue streams for the Department so Sociology, Anthropology, and Criminal Justice also create opportunities to recruit adult learners that add tuition money to the overall USU revenue stream.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Undergraduate Certificate in Social Determinants of Crime will be housed and administered by USU's Sociology department in the College of Humanities and Social Sciences. The curriculum will include currently offered undergraduate courses.

Certificate completion will require three courses totaling 9 credit hours. This includes two required courses (6 credit hours): SOC 3370 Gender-Based Violence and SOC 3430 Social Deviance. In addition to the two required courses, students will select one elective (3 credit hours) from the following: ANTH 3200 Perspectives on Race or SOC 4410 Race and Crime.

While only three courses are required for certificate completion, students will be welcome and invited to take additional courses of electives.

Student Learning Outcomes Assessment Plan*

Please see attachment.

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Aviation Technology, in the College of Agriculture and Applied Sciences proposes offering an Airport Management Post-Bachelor's Certificate.

EXECUTIVE SUMMARY

The Department of Aviation Technology in the College of Agriculture and Applied Sciences proposes offering an Airport Management Post-Bachelor's Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Airport Management Post-Bachelor's Certificate.

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 Airport Management Post-Bachelor's Certificate, and

WHEREAS, The proposal will provide students with industry-relevant skills in areas to prepare for management roles,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Airport Management Post-Bachelor's Certificate 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

Jacey Skinner, Chair

Date:

CAAS -Aviation Technology -Airport Management - Post-Bachelor's Certificate

4.1.a R401ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#).

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation Technology

Current Title (if applicable)* not applicable

Proposed Title* Airport Management - Post-Bachelor's Certificate

CIP Code

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

Minimum Number of
Credits (if applicable)* 12

Maximum Number of
Credits (if applicable)* 12

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council
Approval* ☐ Yes
☒ No

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

SECTION I: THE REQUEST

R401 Purpose*

The Master of Aviation Science (MAS) degree has been active for seven years with dozens of graduates. This proposal will add a new Post-Bachelor's Certificate so that individuals will be able to complete this new certificate program in two semesters. USU Aviation Technology (AVTE) has been preparing for this expansion over the past 3 years by adding additional course offerings. Many recent graduates need to build hours over a year to be able to enter industry and pursue their career. This certificate will allow them to further their education, be more competitive, and deepen their foundation in aviation knowledge, skills and attributes.

This certificate will also encourage students to stack into the full MAS degree once they realize that they are nearly half-way to a graduate degree. AVTE has the aim to meet the demand in the aviation industry for skilled professionals in a broader set of certifications. The aviation industry continues to grow and this certificate will help students prepare in specific areas for career entry or progression. This certificate will be a valuable credential to solid, well paying and upward growth potential job opportunities, supporting USU's commitment to providing relevant, high-quality education in technological endeavors.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Department of Aviation Technology at Utah State University proposes to establish a new academic certificate in Airport Management. This certificate is designed to provide students with focused, industry-relevant skills in areas to prepare for management roles in industry and the military, including jobs at airports, local Fixed Based Operators and aviation companies.

The rationale for this action is multifaceted:

- 1. Industry Demand: The aviation sector continues to expand, with increasing demand for skilled professionals in management roles. This certificate will help meet that demand by producing graduates with the depth of knowledge and education to enter into management careers at airports and businesses located on airports and related to aviation.
- 2. Stackable Credential: The certificate is designed to stack into the broader Master of Aviation Science degree, allowing students to build upon their knowledge and skills as they progress in their academic journey.
- 3. Alignment with Existing Programs: The certificate is based on the existing MAS degree, leveraging current resources and expertise within the department.

Labor Market Demand (if applicable)

The expected growth in the state of Utah for aviation management over ten years is 25-30%, according to long-term Bureau of Labor Statistics, with a median expected wage range of \$71,030-\$73,510, which is over twice the median wage of \$35,010 in the state of Utah. This growth represents 737 positions every year, with no other University in the state offering a similar graduate degree. Without this new degree option, industry would be forced to source these new positions from outside of the state.

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

This new aviation certificate supports the mission of Utah State University by delivering graduates that are employed locally and across the nation to meet industry needs in aviation technology. The growing aviation program has expanded to nearly 700 students and many are desirous of additional education in specialized areas. The aviation program has formal, and informal relationships with SkyWest Airlines, Envoy Air, Republic, Delta Tech Ops, and other local and national employers in the aviation industry requiring specific certifications and experience for employment. The aviation program is focused on providing student-centered learning and discovery through focused degrees with learning and discovery in hands-on laboratory experiences on the ground and in the air. Students graduate prepared to contribute to the aviation industry and, through interaction with international students and instructors, prepared for the global market representing diversity of thought and culture and prepared with the education necessary for leadership roles in industry.

**Describe and List any
Anticipated Expenses
and Revenue***

This new certificate will utilize existing faculty and courses, requiring no additional resources. It is anticipated that as this certificate becomes more known, that revenue will increase as additional enrollments in not only the certificate but the MAS degree will grow.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

Airport Management -

Post-Bachelor's Certificate

College of Agriculture and Applied Sciences

Department of Aviation Technology

The Airport Management Post-Bachelor's Certificate is designed for aviation professionals aiming to enhance their knowledge, skills and management of airport management. This 100% online program focuses on key management skills while allowing students to tailor their experience with elective courses related to general aviation airports. Additionally, this certificate serves as a stackable credential, providing a pathway to advanced graduate programs in the Aviation Technology Department.

Required Courses - 9 credits

- [AV 6150 Airport Management](#) (Spring) 3 credits
- [AV 6220 Fixed Based Operator Management for General Aviation Airports](#) (Fall) 3 credits
- [AV 6320 Airport and Ground Safety Programs](#) (Fall) 3 credits

Electives - select 3 credits from below

Choose one 3 credit course

- [AV 6120 Aviation Operations and Management](#) (Fall) 3 credits
- [AV 6240 Certified Member: Airport Manager Certification Preparation](#) (Summer) 3 credits
- [AV 6340 Aircraft Accident Investigation and Analysis](#) (Summer) 3 credits
- [AV 6350 Aviation Security \(Summer\)](#) 3 credits

**Student Learning
Outcomes Assessment
Plan***

See attached MAS matrix.

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

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Juvenile Justice Academic Certificate.

EXECUTIVE SUMMARY

The Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Juvenile Justice Academic Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Juvenile Justice Academic Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology, Anthropology and Criminal Justice in the College of Humanities and Social Sciences proposes offering a Juvenile Justice Academic Certificate, and

WHEREAS, The proposal will provide students with industry-relevant skills,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Juvenile Justice Academic Certificate in the College of Humanities and Social Sciences' Department of Sociology, Anthropology and Criminal Justice, 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

Jacey Skinner, Chair

Date:

CHASS - Sociology, Anthropology and Criminal Justice - Juvenile Justice - Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology, Anthropology and Criminal Justice

Current Title (if applicable)* Not applicable

Proposed Title* Juvenile Justice - Certificate

CIP Code

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

CIP Code (6-digits) * 45.0401

Minimum Number of
Credits (if
applicable)* 9

Maximum Number of
Credits (if
applicable)* 000

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose* The purpose of this R401 is to create a Juvenile Justice Certificate that may be earned individually or stacked with other Criminal Justice certificates in pursuit of a Bachelor of Applied Science degree.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The following proposal presents a draft plan for a 9-hour (minimum) Juvenile Justice undergraduate certificate . The proposed certificate is based on a core of required coursework (6 credit hours) and one elective class (3 credit hours). This certificate is one in a series of stackable certificates which will be a part of the Criminal Justice Bachelor of Applied Science (BAS). These certificates may be earned independently or stacked into the elective portion of the degree.

**Labor Market Demand
(if applicable)**

Criminal Justice is an area of major potential growth with adult learners in Utah and the surrounding states who may be seeking higher education to advance their careers. Leaders across the Department of Public Safety (DPS), Department of Corrections (DPC), Utah Sheriffs, and municipal department have expressed interest in skills-based certificates that may be stacked in pursuit of an associate or bachelor's degree. Since a high school equivalency is the sole educational requirement for entrance into the major criminal justice professions (i.e., policing and corrections) in Utah, USU has an important opportunity to serve career professionals seeking to advance their careers via higher education. Criminal Justice professionals also indicate that a degree that streamlines requirements would be particularly attractive to their employees. The BAS in Criminal Justice at USU provides that opportunity.

The state of Utah anticipates a significant growth in criminal justice-related jobs. There are currently 160 law enforcement agencies in Utah, including federal, state, county, city, multi-jurisdictional/district, and college offices.

There are several jobs within the criminal justice system students can pursue. The demand for jobs in these fields are all experiencing growth.

Specifically, the Utah Department of Workforce Services has projected the following:

- A 2.4% annual increase in law enforcement jobs with 540 openings annually.
- A 0.4% annual increase in correctional officer jobs with 180 openings annually.
- A 0.7% annual increase in probation officer jobs with 80 openings annually.

In addition to jobs with government agencies that oversee the criminal justice system, there are several criminal justice-adjacent jobs that can be sought in the private sector. The Utah Department of Workforce Services projects a 2.5% annual increase in private sector jobs with 990 openings annually.

Students who earn a criminal justice degree are also well-positioned to pursue a law degree. With a law degree, students can practice in the criminal court system as a prosecutor, defense attorney, or judge, or choose to specialize in a different area of law. The Utah Department of Workforce Services projects a 2.6% annual increase in these jobs with 450 openings annually.

In sum, there is a need for criminal justice professionals in Utah, and the need will increase going forward.

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

As per Utah System of Higher Education (USHE) policy R312-4.1.2, USU's mission is to "be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement." The proposed BAS degree in Criminal Justice is an excellent example of a program that satisfies this mission. Crime is a complex subject that is heavily tied to issues of class, race, and gender. Societal response to crime should be nuanced and guided by evidence-based practices. The aim of this degree is to foster a culture within local, state, and federal criminal justice institutions that embraces multiple perspectives and evidence-based practices. One of the most important ways the Department of Sociology, Anthropology and Criminal Justice (SACJ) can serve the public is by educating future criminal justice practitioners to be culturally aware in the maintenance of formal social control. In keeping with this aim, the proposed degree strategically integrates curriculum from the USU Department of Social Work to prepare professionals to individuals experiencing mental health crises while caring for their own wellbeing. Thus, students earning this degree will have the socially informed education required to operate in modern criminal justice spaces.

**Describe and List any
Anticipated Expenses
and Revenue***

The Department of Sociology, Anthropology, and Criminal Justice is currently offering a leadership development program to the Utah Department of Corrections, which is projected to generate \$800,000 in programmatic revenue between September 2024 and May 2029. Other potential revenue streams through the Criminal Justice program include school security trainings offered to local educational agencies, county sheriffs, and municipal police as required under Utah HB 84. The School Resource Officer (SRO) certificate program is included as a certificate option in the Criminal Justice Pathways area of the degree plan. Thus, partnerships based on industry needs that provide possible revenue streams for the Department so Sociology, Anthropology, and Criminal Justice also create opportunities to recruit adult learners that add tuition money to the overall USU revenue stream.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

The Undergraduate Certificate in Juvenile Justice will be housed and administered by USU's Sociology department in the College of Humanities and Social Sciences. The curriculum will include currently offered undergraduate courses.

Certificate completion will require three courses totaling 9 credit hours. This includes two required courses -- CJ 2330 Juvenile Justice and SW 3350 Child Welfare. In addition to the two required courses, students will select an elective from the following: CJ 2360 Juvenile Law and Procedures or SW 3360 Adolescents: Theories, Problems and Issues

While only three courses are required for certificate completion, students will be welcome and invited to take additional courses of electives.

**Student Learning
Outcomes
Assessment Plan***

Please see attachment.

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

ITEM FOR ACTION

Utah State University's Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Forensic Specialist and Crime Scene Investigation Academic Certificate.

EXECUTIVE SUMMARY

The Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Forensic Specialist and Crime Scene Investigation Academic Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Forensic Specialist and Crime Scene Investigation Academic Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology, Anthropology and Criminal Justice in the College of Humanities and Social Sciences proposes offering a Forensic Specialist and Crime Scene Investigation Academic Certificate, and

WHEREAS, The proposal will provide students with industry-relevant skills,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Forensic Specialist and Crime Scene Investigation Academic Certificate in the College of Humanities and Social Sciences' Department of Sociology, Anthropology and Criminal Justice, 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

Jacey Skinner, Chair

Date:

CHASS - Sociology, Anthropology and Criminal Justice - Forensic Specialist and Crime Scene Investigation - Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology, Anthropology and Criminal Justice

Current Title (if applicable)* Not applicable

Proposed Title* Forensic Specialist and Crime Scene Investigation - Certificate

CIP Code

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

CIP Code (6-digits) * 45.0401

Minimum Number of
Credits (if
applicable)* 9

Maximum Number of
Credits (if
applicable)* 0000

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

The purpose of this R401 is to create a Forensic Specialist and Crime Scene Investigation Certificate that may be earned individually or stacked with other Criminal Justice certificates in pursuit of a Bachelor of Applied Science degree.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Criminal Justice is an area of major potential growth with adult learners in Utah and the surrounding states who may be seeking higher education to advance their careers. Leaders across the Department of Public Safety (DPS), Department of Corrections (DPC), Utah Sheriffs, and municipal department have expressed interest in skills-based certificates that may be stacked in pursuit of an associate or bachelor's degree. Since a high school equivalency is the sole educational requirement for entrance into the major criminal justice professions (i.e., policing and corrections) in Utah, USU has an important opportunity to serve career professionals seeking to advance their careers via higher education. Criminal Justice professionals also indicate that a degree that streamlines requirements would be particularly attractive to their employees. The BAS in Criminal Justice at USU provides that opportunity.

The following proposal presents a draft plan for a 9-hour (minimum) Forensic Specialist and Crime Scene Investigation undergraduate certificate . The proposed certificate is based on a core of 3 required classes (9 credit hours). This certificate is one in a series of stackable certificates which will be a part of the Criminal Justice Bachelor of Applied Science (BAS). These certificates may be earned independently or stacked into the elective portion of the degree.

**Labor Market Demand
(if applicable)**

The state of Utah anticipates a significant growth in criminal justice-related jobs. There are currently 160 law enforcement agencies in Utah, including federal, state, county, city, multi-jurisdictional/district, and college offices.

There are several jobs within the criminal justice system students can pursue. The demand for jobs in these fields are all experiencing growth.

Specifically, the Utah Department of Workforce Services has projected the following:

- A 2.4% annual increase in law enforcement jobs with 540 openings annually.
- A 0.4% annual increase in correctional officer jobs with 180 openings annually.
- A 0.7% annual increase in probation officer jobs with 80 openings annually.

In addition to jobs with government agencies that oversee the criminal justice system, there are several criminal justice-adjacent jobs that can be sought in the private sector. The Utah Department of Workforce Services projects a 2.5% annual increase in private sector jobs with 990 openings annually.

Students who earn a criminal justice degree are also well-positioned to pursue a law degree. With a law degree, students can practice in the criminal court system as a prosecutor, defense attorney, or judge, or choose to specialize in a different area of law. The Utah Department of Workforce Services projects a 2.6% annual increase in these jobs with 450 openings annually.

In sum, there is a need for criminal justice professionals in Utah, and the need will increase going forward.

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

As per Utah System of Higher Education (USHE) policy R312-4.1.2, USU's mission is to "be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement." The proposed BAS degree in Criminal Justice is an excellent example of a program that satisfies this mission. Crime is a complex subject that is heavily tied to issues of class, race, and gender. Societal response to crime should be nuanced and guided by evidence-based practices. The aim of this degree is to foster a culture within local, state, and federal criminal justice institutions that embraces multiple perspectives and evidence-based practices. One of the most important ways the Department of Sociology, Anthropology and Criminal Justice (SACJ) can serve the public is by educating future criminal justice practitioners to be culturally aware in the maintenance of formal social control. In keeping with this aim, the proposed degree strategically integrates curriculum from the USU Department of Social Work to prepare professionals to individuals experiencing mental health crises while caring for their own wellbeing. Thus, students earning this degree will have the socially informed education required to operate in modern criminal justice spaces.

Describe and List any Anticipated Expenses and Revenue*

The Department of Sociology, Anthropology, and Criminal Justice is currently offering a leadership development program to the Utah Department of Corrections, which is projected to generate \$800,000 in programmatic revenue between September 2024 and May 2029. Other potential revenue streams through the Criminal Justice program include school security trainings offered to local educational agencies, county sheriffs, and municipal police as required under Utah HB 84. The School Resource Officer (SRO) certificate program is included as a certificate option in the Criminal Justice Pathways area of the degree plan. Thus, partnerships based on industry needs that provide possible revenue streams for the Department so Sociology, Anthropology, and Criminal Justice also create opportunities to recruit adult learners that add tuition money to the overall USU revenue stream.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Undergraduate Certificate in Forensic Investigations will be housed and administered by USU's Sociology department in the College of Humanities and Social Sciences. The curriculum will include currently offered undergraduate courses.

Certificate completion will require three courses totaling 9 credit hours. This includes two required courses -- CJ 1350 Introduction to Forensic Science and CJ 4350 Courtroom Communication. In addition to the two required courses, students will select an elective from the following: CJ 1340 Criminal Investigations or CJ 1355 Crime Scene Processing.

While only three courses are required for certificate completion, students will be welcome and invited to take additional courses of electives.

Student Learning Outcomes Assessment Plan*

Please see attachment.

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Corrections Leadership Development Academic Certificate.

EXECUTIVE SUMMARY

The Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Corrections Leadership Development Academic Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Corrections Leadership Development Academic Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology, Anthropology and Criminal Justice in the College of Humanities and Social Sciences proposes offering a Corrections Leadership Development Academic Certificate, and

WHEREAS, The proposal will provide students with a socially informed education,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Corrections Leadership Development Academic Certificate in the College of Humanities and Social Sciences' Department of Sociology, Anthropology and Criminal Justice, 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

Jacey Skinner, Chair

Date:

CHASS - Sociology, Anthropology and Criminal Justice - Corrections Leadership Development - Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all
cross listed
colleges)*

CHASS

DEPARTMENT
(include all cross
listed departments)*

Sociology, Anthropology and Criminal Justice

Current Title (if
applicable)* Not applicable

Proposed Title* Corrections Leadership Development - Certificate

CIP Code

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

CIP Code (6-digits) * 45.0401

Minimum Number of
Credits (if
applicable)* 8

Maximum Number of
Credits (if
applicable)* 8

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- ☐ Name Change of Existing Program
 - ☐ Program Restructure (with or without Consolidation)
 - ☐ Program Transfer to a New Academic Department or Unit
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 - ☐ Administrative Unit (Discontinuation-permanent unit removal)
 - ☐ Reinstatement of Previously Suspended Administrative Unit
 - ☐ Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

The purpose of this R401 is to create a Corrections Leadership Development certificate available for academic credit that may be earned individually or stacked with other Criminal Justice certificates in pursuit of a Bachelor of Applied Science degree.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Criminal Justice is an area of major potential growth with adult learners in Utah and the surrounding states who may be seeking higher education to advance their careers. Leaders across the Department of Public Safety (DPS), Department of Corrections (DPC), Utah Sheriffs, and municipal department have expressed interest in skills-based certificates that may be stacked in pursuit of an associate or bachelor's degree. Since a high school equivalency is the sole educational requirement for entrance into the major criminal justice professions (i.e., policing and corrections) in Utah, USU has an important opportunity to serve career professionals seeking to advance their careers via higher education. Criminal Justice professionals also indicate that a degree that streamlines requirements would be particularly attractive to their employees. The BAS in Criminal Justice at USU provides that opportunity.

The following proposal presents a draft plan for a 8-hour (minimum) Corrections Leadership Development undergraduate certificate . The proposed certificate is based on a core of required coursework (8 hours). This certificate is one in a series of stackable certificates which will be a part of the Criminal Justice Bachelor of Applied Science (BAS). These certificates may be earned independently or stacked into the elective portion of the degree.

**Labor Market Demand
(if applicable)**

The state of Utah anticipates a significant growth in criminal justice-related jobs. There are currently 160 law enforcement agencies in Utah, including federal, state, county, city, multi-jurisdictional/district, and college offices.

There are several jobs within the criminal justice system students can pursue. The demand for jobs in these fields are all experiencing growth.

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Students who earn a criminal justice degree are also well-positioned to pursue a law degree. With a law degree, students can practice in the criminal court system as a prosecutor, defense attorney, or judge, or choose to specialize in a different area of law. The Utah Department of Workforce Services projects a 2.6% annual increase in these jobs with 450 openings annually.

In sum, there is a need for criminal justice professionals in Utah, and the need will increase going forward.

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

As per Utah System of Higher Education (USHE) policy R312-4.1.2, USU's mission is to "be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement." The proposed BAS degree in Criminal Justice is an excellent example of a program that satisfies this mission. Crime is a complex subject that is heavily tied to issues of class, race, and gender. Societal response to crime should be nuanced and guided by evidence-based practices. The aim of this degree is to foster a culture within local, state, and federal criminal justice institutions that embraces multiple perspectives and evidence-based practices. One of the most important ways the Department of Sociology, Anthropology and Criminal Justice (SACJ) can serve the public is by educating future criminal justice practitioners to be culturally aware in the maintenance of formal social control. In keeping with this aim, the proposed degree strategically integrates curriculum from the USU Department of Social Work to prepare professionals to individuals experiencing mental health crises while caring for their own wellbeing. Thus, students earning this degree will have the socially informed education required to operate in modern criminal justice spaces.

Describe and List any Anticipated Expenses and Revenue*

The Department of Sociology, Anthropology, and Criminal Justice is currently offering a leadership development program to the Utah Department of Corrections, which is projected to generate \$800,000 in programmatic revenue between September 2024 and May 2029. Other potential revenue streams through the Criminal Justice program include school security trainings offered to local educational agencies, county sheriffs, and municipal police as required under Utah HB 84. The School Resource Officer (SRO) certificate program is included as a certificate option in the Criminal Justice Pathways area of the degree plan. Thus, partnerships based on industry needs that provide possible revenue streams for the Department so Sociology, Anthropology, and Criminal Justice also create opportunities to recruit adult learners that add tuition money to the overall USU revenue stream.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Undergraduate Certificate in Corrections Leadership Development will be housed and administered by USU's Sociology department in the College of Humanities and Social Sciences. The curriculum will include currently offered undergraduate courses.

Certificate completion will require four courses totaling 8 credit hours. This includes four required courses: CJ 4450 Foundations of Leadership, CJ 4460 Advanced Leadership Skills, CJ 4470 Specialized Leadership Project, and CJ 4480 Executive Leadership. (These courses are currently Continuing Education courses, but are being added to the regular CJ course list.)

Student Learning Outcomes Assessment Plan*

Please see attachment.

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

☒ Yes ☐ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

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 Veterinary Assisting Certificate.

EXECUTIVE SUMMARY

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

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Veterinary Assisting Certificate.

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 Veterinary Assisting Certificate, and

WHEREAS, The proposal will provide students in rural Utah access to necessary training, and skills needed in the Veterinary workforce,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Veterinary Assistant Certificate 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

Jacey Skinner, Chair

Date:

CAAS - Technology, Design and Technical Education - Veterinary Assisting - Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Technology, Design and Technical Education

Current Title (if applicable)* Veterinary Assisting - Certificate

Proposed Title* Veterinary Assisting - Certificate

CIP Code

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

CIP Code (6-digits) * 018301

Minimum Number of
Credits (if
applicable)* 18

Maximum Number of
Credits (if
applicable)* 18

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☐ Yes
☒ No

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

SECTION I: THE REQUEST

R401 Purpose* Utah State University proposes a new Veterinary Assisting technical certificate program in Southeastern Utah to address critical shortages in rural veterinary health in San Juan, Grand, Emery, and Carbon counties, as well as the broader Four Corners region. The proposed program is aligned with USHE technical education standards and has been approved by the Utah Board of Higher Education, similar to the program offered at Bridgerland Technical College. This program will initially be offered at the USU Blanding campus. Future expansion will be limited to Southeastern Utah including USU Blanding, USU Eastern in Price, and USU Moab.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Utah State University proposes the establishment of a Veterinary Assisting technical certificate program in Southeastern Utah, specifically aimed at addressing the growing needs in rural veterinary healthcare across San Juan, Grand, Emery, and Carbon counties, as well as the larger Four Corners area. This initiative responds to a critical shortage of veterinary support professionals in these regions, where both agricultural and companion animal care needs are on the rise. The proposed program aligns with Utah System of Higher Education (USHE) technical education standards and is comparable in rigor and structure to programs offered at peer institutions, including Bridgerland Technical College. This Veterinary Assisting certificate will form the initial tier of a comprehensive, stackable educational pathway within USU, leading into the Veterinary Technology Associate Degree, Pre-Veterinary Bachelor's Degree, and ultimately, the Doctor of Veterinary Medicine Degree. This structure allows students to progressively advance within the veterinary field while meeting immediate workforce demands. The creation of the Veterinary Assisting program will strengthen USU's capacity to develop a skilled workforce that supports Utah's veterinary practices, advancing the university's mission to provide career-aligned education that contributes to the health and welfare of the state's animal populations. By offering the program at Statewide campuses in Southeastern Utah, USU enables students in rural areas to pursue relevant education locally, thus minimizing relocation barriers and fostering professional growth within their communities.

Labor Market Demand (if applicable)

Veterinary Assistants have experienced higher-than-average vacancy rates in recent years, with resignations and retirements contributing significantly to job openings. The Bureau of Labor Statistics projects a 20% growth in this occupation over the next decade, with more than 23,500 jobs expected to be added nationwide. In Southeastern Utah and the Four Corners region, there is a critical shortage of veterinarians and veterinary support professionals. This shortage is particularly concerning given the region's reliance on production animal agriculture, a significant source of income, coupled with a growing need for companion animal care. The proposed Veterinary Assisting program at USU aims to address this critical workforce need by preparing skilled Veterinary Assistants who can support the veterinary practices in this region. By increasing the number of trained professionals, USU will help alleviate the shortage and contribute to the sustainability of both production and companion animal care in Southeastern Utah and the surrounding areas.

Consistency with Institutional Mission & Institutional Impact*

As Utah's Land Grant institution and the primary center for teaching, research, and outreach in agriculture, Utah State University is uniquely positioned to expand its animal health programs to include training in veterinary assisting and veterinary technology. USU has a long history of preparing students for veterinary school through its bachelor's degree programs and has offered the first two years of the Doctor of Veterinary Medicine (DVM) degree in collaboration with Washington State University for more than a decade. USU will begin offering the full DVM degree within the next two years. Expanding into the veterinary support field aligns directly with USU's mission to provide comprehensive education and address critical workforce needs in agriculture and animal health. The proposed Veterinary Assisting program will serve as the foundational step in preparing a skilled workforce to support veterinary practices across Utah. This initiative directly supports the university's mission by enhancing its ability to develop and train professionals who will contribute to the health and well-being of animals in the region.

Describe and List any Anticipated Expenses and Revenue*

A proposal has been submitted to the Utah System of Higher Education (USHE) technical education division, requesting \$171,000 in ongoing funding from the Utah Legislature. These funds would cover faculty salary and benefits (1.0 FTE), staff salary and benefits (0.75 FTE), and a modest operating budget to support the program's successful launch and sustainability. This funding request is part of the prioritized submission by the presidents of the eight technical colleges and representatives from the three degree-granting institutions offering technical education programs. If approved, the funds will be available at the start of FY26. The program will utilize existing space within the USU Blanding Technical Education building, requiring no new facilities. One-time funds for necessary facility remodeling and initial equipment purchases are available from the residual Technical Education Tuition Offset Funds provided by the Utah State Legislature. If ongoing funding is not approved, existing salary allocations in other technical education programs may be reallocated to cover the essential expenses. Additionally, tuition revenue from the Veterinary Assisting technical certificate program, conservatively estimated to generate \$10,000–\$20,000 annually, will be directed to the department to offset operating costs and sustain program resources. No significant budgetary impact on other programs or units within the institution is anticipated.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The certificate program consists of 18 total credits through five direct instruction courses, three clinical experience laboratory-based courses, and one externship course. The program is designed to be completed over two semesters. A curriculum table and degree map are attached.

Student Learning Outcomes Assessment Plan*

The student learning outcomes assessment plan is attached. The program learning outcomes are listed below:

- Safely and successfully restrain and work with a variety of small and large animals.
- Perform nursing care, laboratory procedures, dental cleanings, IV catheterization, vaccinations, and physical exams.
- Perform routine lab procedures including blood collection, fecals, and infection control.
- Use appropriate veterinary terminology and pharmacology in communication with faculty, veterinarians, and other veterinary staff.
- Provide various species care and demonstrate appropriate interactions with clients and the animals' owners.

This is a competency-based program and specific measurement methods will be aligned to the learning outcomes listed above as the program is developed.

If this is a new credential does the curriculum require

☒ Yes

☐ No

more than 25%
newly developed
courses?*

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Applied Science, Technology and Education, in the College of Agriculture and Applied Sciences proposes offering a Patternmaking Certificate.

EXECUTIVE SUMMARY

The Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences proposes offering a Patternmaking Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Patternmaking Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences proposes offering a Patternmaking Certificate, and

WHEREAS, The proposal will provide students with the skills to apply principles and use practical skills essential to the apparel and textile industries,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Patternmaking Certificate in the College of Agriculture and Applied Sciences' Department 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

Jacey Skinner, Chair

Date:

CAAS - Applied Sciences, Technology and Education - Patternmaking - Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all
cross listed
colleges)*

CAAS

DEPARTMENT
(include all cross
listed departments)*

Applied Sciences, Technology and Education

Current Title (if
applicable)*

Patternmaking

Proposed Title* Patternmaking - Certificate

CIP Code

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

CIP Code (6-digits) * 50.0407

Minimum Number of
Credits (if
applicable)* 9

Maximum Number of
Credits (if
applicable)* 9

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

This proposal will create a 9-credit certificate (microcredential) which will allow a student to obtain a short, focused certification that verifies a student's learning outcomes in a focused skill. The microcredential is designed to provide specific skills and knowledge to meet labor market needs. Once obtained, the credential could be used as a stackable pathway to a more advanced degree or stand alone to augment a skill outside of the student's primary degree program.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Students will learn the different methods of patternmaking, including: flat patternmaking, drafting, draping, and digital patternmaking. The students gain a more thorough understanding of the construction of clothing, how it is patterned, how to fit garments, and how to develop a garment from ideation to a finished product.

Labor Market Demand (if applicable)

Although there are not specific statistics for the labor market demand in Utah, the Utah Advanced Materials and Manufacturing Initiative (UAMMI) has indicated in that the cut and sew industry is growing at a much faster rate here in Utah than in the rest of the nation. In the United States, an estimated 1.8 million people are employed in the fashion industry. Average salaries range from \$26,440 to \$84,600. Examples of fashion jobs in the supply chain range from fashion designers, illustrators, merchandisers, production specialists, technical designers, pattern graders, museum conservation, museum curators, textile designers, textile manufacturers and finishers, buyers, accountants, auditors, journalists, marketing and

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

The Patternmaking Certificate (microcredential) will strengthen the mission of USU as a land-grant institution in Utah through the instruction and practice of applying principles and theories to the practical skills utilized in the apparel and textile industries.

**Describe and List any
Anticipated Expenses
and Revenue***

No additional resources are being requested in the department, college or university. The certificate will utilize courses and resources in place for the BS in Family and Consumer Sciences Education and BS in Outdoor Product Design & Development.

SECTION III: CURRICULUM (if applicable)
--

**Program Curriculum
Narrative**

Required Courses:

FCSE 3040 - Advanced Clothing Studies: Patternmaking - 3 credits

FCSE 3140 - Digital Pattern Rendering - 3 credits

FCSE 4140 - Advanced Apparel Design - 3 credits

**Student Learning
Outcomes
Assessment Plan***

Student Learning Outcomes Assessment Plan

Last Updated

Effective for Academic Year(s)

College

Department

Degree/Major/Cert.

Contact Person

Mission or Purpose of Program

Responsibility for Assessing Outcomes and Reviewing Results List the committee or faculty members who are responsible for coordinating program assessment who meet regularly to review student performance and curriculum issues and make recommendations or decisions about program improvements at least annually.

Plan for Assessing Student Learning Outcomes for Majors in this Program What students should understand and be able to do upon completion of the program and the degree required to demonstrate mastery.

Student Learning Outcomes

Students will be able to ... (e.g. Demonstrate a basic understanding of the US political system.)

Courses

Where outcome is taught and measured (e.g. POLS 1100).

Direct Measurement Methods

Assignments, project, or artifact used in the course to measure student learning of outcome. (e.g. Quiz #1 and 5)

Mastery Threshold

(e.g. "Meets Expectations" or higher on rubric, >75%)

2025-2026

College of Agriculture and Applied Science Applied Science, Technology and Education

Patternmaking Microcredential

The purpose of the Patternmaking Microcredential is to prepare professionals in the apparel industry to be skilled and innovative patternmakers.

FCSE 3040

FCSE 3140

FCSE 4140

Final Design Projects 70% or higher

Students will demonstrate the ability to research target markets and apply that research to create apparel designs

FCSE 3040

FCSE 3140

FCSE 4140

Final Design Projects 70% or higher

Students will demonstrate accurate patternmaking techniques (flat, digital, drafting, and draping)

Students will demonstrate the ability to grade patterns into a range of sizes

Digital Pattern Grading Assignment

Pattern Grading Assignments 1-15

70% or higher

Melissa Clark Dr. Michelle Clouse Kayla Bundy Dr. Lacey Roscetto

Michelle Clark, Dr. Michelle Clouse, Kayla Dandy, Dr. Leanne Dossett

Students will demonstrate the ability to pattern clothing for an accurate fit

FCSE 3040

FCSE 3140

FCSE 4140

Pattern Sloper Assignments

Final projects 70% or higher

FCSE 3140

FCSE 4140

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

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

17 March 2025

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 Cybersecurity Academic Certificate.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Cyber Security Academic Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Cybersecurity Academic Certificate.

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 Cybersecurity Academic Certificate, and

WHEREAS, The proposal will offer a standalone credential that provides students with specialized knowledge and skills in technology systems,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Cybersecurity Academic Certificate 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

Jacey Skinner, Chair

Date:

CAAS - Technology, Design and Technical Education - Cybersecurity - Academic Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Technology, Design and Technical Education

Current Title (if applicable)* not applicable

Proposed Title* Cybersecurity - Academic Certificate

CIP Code

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

CIP Code (6-digits) * 11.1003

Minimum Number of
Credits (if
applicable)* 15

Maximum Number of
Credits (if
applicable)* 15

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

The purpose of this R401 proposal is to establish a new academic certificate in Cybersecurity within the Technology, Design and Technical Education department at Utah State University. This certificate aims to transform the existing Cybersecurity emphasis in the Technology Systems Bachelor program into a standalone credential, providing students with specialized knowledge and skills in the rapidly evolving field of information security.

The proposed Cybersecurity certificate will prepare students to enter the complex and fast-paced world of information security. The curriculum is designed to cover critical areas such as network security, wireless security, cloud computing, digital forensics, ethical hacking, and relevant business and cyber laws. The program will emphasize the application of ethical hacking techniques to proactively prevent attacks, identify and rectify vulnerabilities, and comprehensively examine the cybersecurity landscape.

These courses will provide students with a comprehensive understanding of cybersecurity principles and practices, aligning with industry demands and current technological trends. The certificate will be delivered online as the courses are already developed and offered online.

By offering this certificate, Utah State University aims to address the growing demand for skilled cybersecurity professionals in various industries. The program will equip approximately 40-50 students annually with the knowledge and practical skills necessary to protect digital assets, secure networks, and respond to cyber threats effectively.

This certificate will complement existing programs within the Technology, Design, and Technical Education department and provide students with a valuable credential that enhances their employability in the cybersecurity sector. The department has consulted with relevant stakeholders to ensure the program's alignment with industry needs and academic standards.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Department of Technology, Design, and Technical Education at Utah State University proposes the establishment of a new academic certificate in Cybersecurity. This initiative aims to formalize the existing Cybersecurity emphasis into a dedicated certificate program that will equip students with essential skills and knowledge in the growing field of information security. The rationale for this proposed action is multifaceted:

1. **Addressing Workforce Needs:** The demand for cybersecurity professionals is escalating due to the increasing frequency and sophistication of cyber threats. By offering a focused certificate, USU will play a crucial role in preparing graduates to meet the specific needs of employers in this critical sector.
2. **Enhancing Educational Opportunities:** The proposed certificate will provide a structured pathway for students to gain specialized knowledge in cybersecurity, including areas such as ethical hacking, digital forensics, and network defense. This program will enhance the educational offerings of the Department and attract a diverse range of students, including those seeking to upskill or transition into the cybersecurity field.
3. **Stackable Credentials:** The certificate will be designed to stack with existing degree programs within the department, allowing students to build upon their education and gain additional qualifications that are recognized in the job market.
4. **Strengthening Community and Industry Ties:** The development of this certificate involved consultations with industry stakeholders and local businesses, ensuring that the curriculum is aligned with current industry standards and practices. This collaboration will foster stronger ties between USU and the local economy, benefiting both students and employers.

The process for developing this proposal included thorough discussions within the department, curriculum reviews, and feedback from industry advisory boards. By implementing this certificate program, Utah State University will enhance its reputation as a leader in technology education, particularly in the field of cybersecurity. The program is expected to attract approximately 40-50 students annually, contributing to increased enrollment and revenue for the university. The Utah System of Higher Education (USHE) will benefit from this initiative by addressing a critical workforce gap in cybersecurity, thus supporting the state's economic development and technological advancement. The program aligns with USHE's strategic goals of increasing access to higher education and meeting the evolving needs of the workforce. In summary, the establishment of a Cybersecurity certificate within the Department of Technology, Design, and Technical Education represents a strategic initiative that will provide students with valuable skills, enhance the university's educational offerings, and contribute to the state's economic growth.

**Labor Market Demand
(if applicable)**

The demand for cybersecurity professionals in Utah is significant, as indicated by recent labor market data. Information Security Engineers, for example, have an annual median wage of \$105,970, with projected employment reaching 2,110 by 2030. This occupation is expected to generate approximately 190 annual job openings, reflecting a growth rate of 5.1% from 2020 to 2030. Similarly, Information Security Analysts earn a median wage of \$103,590, with projected employment also reaching 2,540 by 2030 and an anticipated 230 annual job openings, corresponding to a growth rate of 4.9%. Network and Computer Systems Administrators, while experiencing a more modest growth rate of 1.3%, still offer competitive compensation with an annual median wage of \$84,810 and projected employment of 3,850 by 2030, leading to about 290 annual job openings.

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

The proposed Cybersecurity academic certificate aligns closely with Utah State University's academic mission by enhancing students' preparedness for the rapidly expanding opportunities in the technology sector across Utah and the surrounding region. This program demonstrates USU's dedication to meeting the evolving needs of local employers by producing graduates with specialized skills tailored to the dynamic, tech-driven economy.

Students who complete the Cybersecurity academic certificate will gain a focused and practical education that directly connects with their career aspirations and addresses the state's workforce demands. The program will equip graduates with the knowledge and skills necessary to tackle the complex challenges of information security, making them valuable assets to Utah's growing technology industry.

By offering this academic certificate, USU reinforces its commitment to providing relevant, high-quality education that responds to market needs. The program will help bridge the gap between academic learning and industry requirements, ensuring that students are well-prepared for the realities of the modern workplace. This initiative not only benefits students by enhancing their employability but also supports Utah's economic growth by supplying a skilled workforce in a critical and expanding field.

**Describe and List any
Anticipated Expenses
and Revenue***

No additional resources will be required to offer this option to students. The required courses for the proposed academic certificate have already been approved.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

The certificate will consist of 15 credit hours, comprising five courses:

1. TESI 4760 - Information Technology Management (3 credits)
2. TESI 4810 - Computer Server Defense (3 credits)
3. TESI 4820 - Penetration Testing (3 credits)
4. TESI 4830 - Network Defense and Traffic Analysis (3 credits)
5. TESI 4840 - Security and Digital Forensics (3 credits)

**Student Learning
Outcomes
Assessment Plan***

see attached

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

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes offering an Airframe Maintenance Technical Certificate.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes offering an Airframe Maintenance Technical Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Airframe Maintenance Technical Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes offering an Airframe Maintenance Technical Certificate, and

WHEREAS, The proposal will provide students with industry-relevant skills in circuit analysis, airframe structures, hydraulics, pneumatics and aircraft electronics.

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Airframe Maintenance Technical Certificate 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

Jacey Skinner, Chair

Date:

CAAS - Technology, Design and Technical Education -Airframe Maintenance - Technical Certificate

4.1.a R401ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[LISHE R401 Policy](#).

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Technology, Design and Technical Education

Current Title (if applicable)* Airframe Maintenance

Proposed Title* Airframe Maintenance - Technical Certificate

CIP Code

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

CIP Code (6-digits) * 47.0607

Minimum Number of
Credits (if
applicable)* 37

Maximum Number of
Credits (if
applicable)* 37

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS {if applicable}

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

Utah State University requests approval of the Technical Certificate in Airframe Maintenance effective Fall 2025. Airframe Maintenance is a 37-credit hour stackable credential that will also fulfill requirements leading to the Associate of Applied Science Degree (MS) in Aircraft Maintenance Technician -Airframe and Powerplant, MS in General Technology, and AAS in Small Business Operations. In addition, this technical certificate also qualifies students for positions within the aircraft mechanics and service, systems assembly, and airframe manufacturing careers. A technical certificate facilitates student momentum toward solid foundational skills and provides timely successes as the student transitions into industry or higher degree pathways. These successes will support student completion of degree programs in related areas of interest in the skilled trades, a hotbed of activity within Utah.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The technical certificate of Airframe Maintenance has been structured through collaboration with industry partners and state-wide faculty committees through USHE to facilitate the technical certificate offering. This program has been created with technical institutions as the intended space for instruction. This provides another entry into the university with the ability to gain viable skills through an education emphasizing work-ready skills and a statewide focus on building entrepreneurial business programs within the university. The Airframe Maintenance certificate aims to offer students highly sought-after skills in circuit analysis, airframe structures, hydraulics, pneumatics, and aircraft electronics, which are all marketable skill sets backed by industry-developed curricula. Students who complete the certificate will be prepared to work in the industry or create a small business built around their acquired skills.

**Labor Market Demand
(if applicable)**

According to the Bureau of Labor Statistics, in 2023, the average annual salary for an Aircraft Mechanic and Service Technician is \$75,020 nationally, with a median hourly wage of \$36.07. Airframe Maintenance is a diverse occupation with opportunities at all skill levels and higher opportunities for earning potential for the students as they continue their education and select concentration areas to continue their skill development in other areas of manufacturing and business types. The purpose of this technical certificate program is to allow entry-level employees an opportunity for stable and in-demand employment with a short time commitment from the learner. As the proposed technical certificate offers accelerated entrance to the job market and short-term credentials, students can access more advanced jobs and higher wages. The proposed certification will be essential for avionics talent in all state regions looking to diversify and help bring new jobs to rural areas of Utah.

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

The Technical Certificate of Airframe Maintenance will be launched through Technical Education in the Department of Technology, Design, and Technical Education (TOTE) at the Southeast region location at USU Eastern in Price. Dedicated faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program.

This technical certificate will provide independent, statewide-developed certification and a stackable credential toward a two-year Associate of Applied Science in Aircraft Maintenance Technician. Credits earned in the certificate program(s) will meet requirements for existing Certificate and BS program requirements:

- AAS, Aircraft Maintenance Technician
- AAS, General Technology
- AAS, Small Business Operations
- BS, Technology Systems, Technical Management

Additionally, the Department of Technology, Design, and Technical Education (TOTE) at Utah State University offers a broad-based associate of applied science degree in general technology with emphasis areas. The proposed certificate provides an opportunity to develop region-specific training at USU residential and statewide campuses in rural parts of the state. It creates a framework that will lead the state in forming new partnerships and alignment with the Utah System of Higher Education-Technical Education Division.

**Describe and List any
Anticipated Expenses
and Revenue***

There is current programmatic support from technical education lines to hire an instructor for this program. Additional proposals will be submitted to the Utah System of Higher Education (USHE) technical education division, requesting ongoing funding from the Utah Legislature. These funds would cover faculty salary and benefits (1.0 FTE) and a modest operating budget to support the Airframe Maintenance program's successful launch and sustainability. This funding request is part of the prioritized submission by the presidents of the eight technical colleges and representatives from the three degree-granting institutions offering technical education programs. If approved, the funds will be available at the start of FY27. The program will utilize newly developed space secured through community grant efforts to expand this program into southeastern Utah, which is located at the Buck Davis Airport in Carbon County. This request would not require additional facilities to facilitate instruction and labs. Grant funds for building construction were secured through the county, an association of local government, and Utah State University to construct additional hangar space in Carbon County, Utah, which the EDA earmarks for this programmatic purpose. Initial equipment purchases are available from the residual Technical Education Tuition Offset Funds the Utah State Legislature provided. If ongoing funding is not approved, existing salary allocations in other technical education programs may be reallocated to cover the essential expenses. Additionally, tuition revenue from the Airframe Maintenance Technical Certificate program will be directed to the department to offset operating costs and sustain program resources. No significant budgetary impact on other programs or units within the institution is anticipated.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Airframe Maintenance program equips students with the necessary skills for a career in aviation maintenance. After completing this certificate, students will meet the Federal Aviation Administration requirements to take the General and Airframe tests required to earn their FM Airframe license.

Airframe Maintenance		
Institutions: USU-Eastern		
Technical Certificate (Catalog Year: 2026, 37 Credits CIP: 47.0607)		
Foundational Courses (37 Credits)		Credits
TEMT 1005	Machining for Manufacturing Trades	3
TEAV 1000	Technical Mathematics	3
TEAV 1010	Circuit Analysis	3
TEAV 1020	Circuit Analysis Lab	2
TEAV 1130	Flight Principles	3
TEAV 1140	Aircraft Components and Principles	2
TEAV 1170	Aircraft Structures	3
TEAV 1240	Aircraft Maintenance	3
TEAV 2170	Aircraft Systems	3
TEAV 2180	Aircraft Hydraulics and Pneumatics Systems	3
TEAV 2200	Composite Manufacturing and Repair	3
TEAV 2420	FAA Regulations, Records, and Certification	2
TEAV 2430	Aircraft Electrical Systems and Components	2
TEAV 2440	Aircraft Electrical Systems and Components Lab	2

Student Learning Outcomes Assessment Plan*

Student learning outcomes assessment in our aviation program focuses on ensuring that graduates possess the necessary skills and knowledge to excel in the field. Students will be equipped to perform aviation engine maintenance in strict accordance with FM standards. They will prepare thoroughly for FM licensing by completing all prerequisites required to sit for the Federal Aviation Administration General and Airframe licensing exams, thereby qualifying for certification and professional practice. Additionally, students will learn to interpret diagnostic materials critical for aviation maintenance and repair, and they will be trained to accurately record maintenance logs and certify the airworthiness of aircraft. This comprehensive approach ensures that our graduates are well-prepared to meet the demands of the aviation industry.

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes](#)

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[WWW.THEPROPOSAL.COM](#) 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**  to launch your proposal.

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Aviation Technology, in the College of Agriculture and Applied Sciences proposes offering an Aviation Management Post-Bachelor's Certificate.

EXECUTIVE SUMMARY

The Department of Aviation Technology, in the College of Agriculture and Applied Sciences proposes offering an Aviation Management Post-Bachelor's Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Aviation Management Post-Bachelor's Certificate.

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 Management Post-Bachelor's Certificate, and

WHEREAS, The proposal will provide students with focused, industry-relevant skills in management roles,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Aviation Management Post-Bachelor's Certificate 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

Jacey Skinner, Chair

Date:

CAAS - Aviation Technology - Aviation Management - Post-Bachelor's Certificate

4.1.a R401ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#).

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation Technology

Current Title (if applicable)* not applicable

Proposed Title* Aviation Management - Post-Bachelor's Certificate

CIP Code

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

Minimum Number of
Credits (if applicable)* 12Maximum Number of
Credits (if applicable)* 12Type of Degree: (BA, BS, Post-Bachelor's Certificate
etc.)*

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council
Approval* ☐ Yes
☒ NoTeacher Licensure
Program Approval
(STEP)* ☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

The Master of Aviation Science (MAS) degree has been active for seven years with dozens of graduates. This proposal will add a new Post-Bachelor's Certificate so that individuals will be able to complete this new program in two semesters. USU Aviation Technology (AVTE) has been preparing for this expansion over the past 3 years by adding additional course offerings. Many recent graduates need to build hours over a year to be able to enter industry and pursue their career. This certificate will allow them to further their education, be more competitive, and deepen their foundation in aviation knowledge, skills and attributes.

This certificate will also encourage students to stack into the full MAS degree once they realize that they are nearly half-way to a graduate degree. AVTE has the aim to meet the demand in the aviation industry for skilled professionals in a broader set of certifications. The aviation industry continues to grow and this certificate will help students prepare in specific areas for career entry or progression. This certificate will be a valuable credential to solid, well paying and upward growth potential job opportunities, supporting USU's commitment to providing relevant, high-quality education in technological endeavors.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Department of Aviation Technology at Utah State University proposes to establish a new academic certificate in Aviation Management. This certificate is designed to provide students with focused, industry-relevant skills in areas to prepare for management roles in industry and the military.

The rationale for this action is multifaceted:

- 1. Industry Demand: The aviation sector continues to expand, with increasing demand for skilled professionals in management roles. This certificate will help meet that demand by producing graduates with the depth of knowledge and education to enter into management careers.
- 2. Stackable Credential: The certificate is designed to stack into the broader Master of Aviation Science degree, allowing students to build upon their knowledge and skills as they progress in their academic journey.
- 3. Alignment with Existing Programs: The certificate is based on the existing MAS degree, leveraging current resources and expertise within the department.

Labor Market Demand {if applicable}

The expected growth in the state of Utah for aviation management over ten years is 25-30%, according to long-term Bureau of Labor Statistics, with a median expected wage range of \$71,030-\$73,510, which is over twice the median wage of \$35,010 in the state of Utah. This growth represents 737 positions every year, with no other University in the state offering a similar graduate degree. Without this new degree option, industry would be forced to source these new positions from outside of the state.

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

This new aviation certificate supports the mission of Utah State University by delivering graduates that are employed locally and across the nation to meet industry needs in aviation technology. The growing aviation program has expanded to nearly 700 students and many are desirous of additional education in specialized areas. The aviation program has formal, and informal relationships with SkyWest Airlines, Envoy Air, Republic, Delta Tech Ops, and other local and national employers in the aviation industry requiring specific certifications and experience for employment. The aviation program is focused on providing student-centered learning and discovery through focused degrees with learning and discovery in hands-on laboratory experiences on the ground and in the air. Students graduate prepared to contribute to the aviation industry and, through interaction with international students and instructors, prepared for the global market representing diversity of thought and culture and prepared with the education necessary for leadership roles in industry.

**Describe and List any
Anticipated Expenses
and Revenue***

This new certificate will utilize existing faculty and courses, requiring no additional resources. It is anticipated that as this certificate becomes more known, that revenue will increase as additional enrollments in not only the certificate but the MAS degree will grow.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

Aviation Management -

Post-Bachelor's Certificate

College of Agriculture and Applied Sciences

Department of Aviation Technology

The Aviation Management Post-Bachelor's Certificate is designed for aviation professionals aiming to enhance their knowledge, skills and management of aviation management. This 100% online program focuses on key management skills while allowing students to tailor their experience with elective courses related to general aviation business management. Additionally, this certificate serves as a stackable credential, providing a pathway to advanced graduate programs in the Aviation Technology Department.

Required Courses - select 9 credits from below

- [AV 6110 Air Transportation](#) (Spring) 3 credits
- [AV 6120 Aviation Operations and Management](#) (Fall) 3 credits
- [AV 6140 Aviation Safety: History and Research](#) (Fall) 3 credits
- [AV 6150 Airport Management](#) (Spring) 3 credits

Electives - select 3 credits from below

Choose one 3 credit course

- [AV 6220 Fixed Based Operator Management for General Aviation Airports](#) (Fall) 3 credits
- [AV 6250 Aviation Maintenance Management for General Aviation](#) (Summer) 3 credits
- [AV 6320 Airport and Ground Safety Programs](#) (Fall) 3 credits
- [AV 6340 Aircraft Accident Investigation and Analysis](#) (Summer) 3 credits
- [AV 6350 Aviation Security \(Summer\)](#) 3 credits

**Student Learning
Outcomes Assessment**

See attached MAS matrix.

Plan*

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

17 March 2025

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 Powerplant Maintenance Technical Certificate.

EXECUTIVE SUMMARY

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

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Powerplant Maintenance Technical Certificate.

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 Powerplant Maintenance Technical Certificate, and

WHEREAS, The proposal will provide students with training in circuit analysis, reciprocating powerplant structures and operation, along with aircraft electronics and avionics.

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Powerplant Maintenance Technical Certificate 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

Jacey Skinner, Chair

Date:

CAAS - Technology, Design and Technical Education - Powerplant Maintenance - Technical Certificate

4.1.a R401ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[LISHE R401 Policy](#).

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Technology, Design and Technical Education

Current Title (if applicable)* No current certificate program

Proposed Title* Powerplant Maintenance - Technical Certificate

CIP Code

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

CIP Code (6-digits) * 47.0608

Minimum Number of
Credits (if
applicable)* 38

Maximum Number of
Credits (if
applicable)* 38

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS {if applicable}

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

Utah State University requests approval of the Technical Certificate in Powerplant Maintenance effective Fall 2025. This proposal seeks to utilize the FAA licensure and approved curriculum of the Associate program in Logan and create two technical certificates at the Eastern Campus in Price. The two certificates created will be the Powerplant Maintenance and Airframe Mechanics certificates. Powerplant Maintenance is a 38-credit hour stackable credential that will also fulfill requirements leading to the Associate of Applied Science Degree (AAS) in Aircraft Maintenance Technician -Airframe and Powerplant, AAS in General Technology, and AAS in Small Business Operations. In addition, this technical certificate also qualifies students for positions within the aircraft mechanics and service, systems assembly, and airframe manufacturing careers. A technical certificate facilitates student momentum toward solid foundational skills and provides timely successes as the student transitions into industry or higher degree pathways. These successes will support student completion of degree programs in related areas of interest in the skilled trades, a hotbed of activity within Utah.

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

The technical certificate for Powerplant Maintenance has been restructured through collaboration with industry partners and state-wide faculty committees through USHE to facilitate the technical certificate offering. This program has been created with technical institutions as the intended space for instruction. This provides another entry into the university with the ability to gain viable skills through an education emphasizing work-ready skills and a statewide focus on building entrepreneurial business programs within the university. The Powerplant Maintenance certificate aims to offer students highly sought-after skills in circuit analysis, reciprocating powerplant (turbine) structures and operation, and aircraft electronics and avionics, which are all marketable skill sets backed by industry-developed curricula. Students who complete the certificate will be prepared to work in the industry or create a small business built around their acquired skills.

**Labor Market Demand
(if applicable)**

According to the Bureau of Labor Statistics, in 2023, the average annual salary for an Aircraft Mechanic and Service Technician is \$75,020 nationally, with a median hourly wage of \$36.07. Powerplant Maintenance is a diverse occupation with opportunities at all skill levels and higher opportunities for earning potential for the students as they continue their education and select concentration areas to continue their skill development in other areas of manufacturing and business types. The purpose of this technical certificate program is to allow entry-level employees an opportunity for stable and in-demand employment with a short time commitment from the learner. As the proposed technical certificate offers accelerated entrance to the job market and short-term credentials, students can access more advanced jobs and higher wages. The proposed certification will be essential for avionics talent in all state regions looking to diversify and help bring new jobs to rural areas of Utah.

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

The Technical Certificate of Powerplant Maintenance will be launched through Technical Education in the Department of Technology, Design, and Technical Education (TOTE) at the Southeast region location at Eastern in Price. Dedicated faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program.

This Technical Certificate will provide independent, statewide-developed certification and a stackable credential toward a two-year Associate of Applied Science in Powerplant Maintenance Technician. Credits earned in the certificate program(s) will meet requirements for existing Certificate and BS program requirements:

- AAS, Aircraft Maintenance Technician
- AAS, General Technology
- AAS, Small Business Operations
- BS, Technology Systems, Technical Management

Additionally, the Department of Technology, Design, and Technical Education (TOTE) at Utah State University offers a broad-based associate of applied science degree in general technology with emphasis areas. The proposed certificate provides an opportunity to develop region-specific training at USU residential and statewide campuses in rural parts of the state. It creates a framework that will lead the state in forming new partnerships and alignment with the Utah System of Higher Education-Technical Education Division.

Describe and List any Anticipated Expenses and Revenue*

There is current programmatic support from technical education lines to hire an instructor for this program. Additional proposals will be submitted to the Utah System of Higher Education (USHE) technical education division, requesting ongoing funding from the Utah Legislature. These funds would cover faculty salary and benefits (1.0 FTE) and a modest operating budget to support the Powerplant Maintenance program's successful launch and sustainability. This funding request is part of the prioritized submission by the presidents of the eight technical colleges and representatives from the three degree-granting institutions offering technical education programs. If approved, the funds will be available at the start of FY27. The program will utilize newly developed space secured through community grant efforts to expand this program into southeastern Utah, which is located at the Buck Davis Airport in Carbon County. This request would not require additional facilities to facilitate instruction and labs. Grant funds for building construction were secured through the county, an association of local government, and Utah State University to construct additional hangar space in Carbon County, Utah, which the EDA earmarks for this programmatic purpose. Initial equipment purchases are available from the residual Technical Education Tuition Offset Funds the Utah State Legislature provided. If ongoing funding is not approved, existing salary allocations in other technical education programs may be reallocated to cover the essential expenses. Additionally, tuition revenue from the Powerplant Maintenance Technical Certificate program will be directed to the department to offset operating costs and sustain program resources. No significant budgetary impact on other programs or units within the institution is anticipated.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

Powerplant Maintenance			
Institutions: USU-Eastern			
Technical Certificate (Catalog Year: 2026, 38 Credits/Required, CIP: 47.0608)			
Foundational Courses (38 Credits)		Credits	
TEMT 1005	Machining for Manufacturing Trades	3	
TEDR 1000	Technical Drafting	4	
TEAV 1000	Technical Mathematics	3	
TEAV 1010	Circuit Analysis	3	
TEAV 1020	Circuit Analysis Lab	2	
TEAV 1130	Flight Principles	3	
TEAV 1140	Aircraft Components and Principles	2	
TEAV 2100	Aircraft Reciprocating Powerplants and Accessories	3	
TEAV 2110	Aircraft Reciprocating Powerplants and Accessories Lab	3	
TEAV 2140	Aircraft Turbine Powerplant Maintenance Operations	3	
TEAV 2150	Aircraft Turbine Powerplant Maintenance Operations Lab	3	
TEAV 2420	FAA Regulations, Records, and Certification	2	
TEAV 2430	Aircraft Electrical Systems and Components	2	
TEAV 2440	Aircraft Electrical Systems and Components Lab	2	

**Student Learning
Outcomes
Assessment Plan***

Upon completion of this program, students will be equipped to perform aviation engine maintenance in accordance with FAA standards, prepare for FAA licensing by meeting all prerequisites for the General and Airframe exams, interpret diagnostic materials for maintenance and repair, and accurately record maintenance logs while certifying the airworthiness of aircraft. All assessments are in cooperation with current FAA standards and testing.

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

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

ITEM FOR ACTION

Utah State University's Center for Anticipatory Intelligence, Departments of Communication Studies and Philosophy, and Data Analytics and Information Systems, in the College of Humanities and Social Sciences and the Jon M. Huntsman School of Business proposes offering an AI Ethics Academic Certificate.

EXECUTIVE SUMMARY

The Center for Anticipatory Intelligence, Departments of Communication Studies and Philosophy, and Data Analytics and Information Systems in the College of Humanities and Social Sciences and the Jon M. Huntsman School of Business proposes offering an AI Ethics Academic Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an AI Ethics Academic Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Center for Anticipatory Intelligence, Departments of Communication Studies and Philosophy, and Data Analytics and Information Systems in the College of Humanities and Social Sciences and the Jon M. Huntsman School of Business proposes offering an AI Ethics Academic Certificate, and

WHEREAS, The proposal will provide students with a microcredential program in technical knowledge of data analytics.

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an AI Ethics Academic Certificate in the College of Humanities and Social Sciences and the Jon M. Huntsman School of Business' Center for Anticipatory Intelligence, and Departments of Communication Studies and Philosophy, and Data Analytics and Information Systems, 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

Jacey Skinner, Chair

Date:

CHASS HSB - Center for Anticipatory Intelligence Communication Studies and Philosophy Data Analytics and Information Systems - AI Ethics - Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

HSB

DEPARTMENT (include all cross listed departments)*

Center for Anticipatory Intelligence

Communication Studies and Philosophy

Data Analytics and Information Systems

Current Title (if applicable)* no title

CIP Code

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

CIP Code (6-digits) * 303101

Minimum Number of
Credits (if
applicable)* 9

Maximum Number of
Credits (if
applicable)* 9

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose* The proposal is to create a 9-credit microcredential program at USU that will introduce students to reasoned and fair moral discussion of ethical topics connected to the creation and implementation of artificial intelligence, as well as requiring students to gain some technical knowledge of data analytics. The program will be of possible interest to anyone expecting to work with artificial intelligence (AI) systems. Courses are offered on the Logan campus of USU. We expect an initial enrollment of approximately 25 students.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The proposed certificate program in AI Ethics requires three courses:

- **PHIL 1130: Living in a Brave New World** (*new course; BHU designation to be requested*)
- **CAI 5400 or PHIL 5400: Ethics and Emerging Technology** (*existing course; in process of obtaining DHA designation*)
- **DATA 3300: Introduction to Modern Data Analytics**

USU's philosophy program is committed to ethical issues in the public square, and it has faculty committed to teaching applied ethics in relation to broad social issues, the environment, healthcare, economics, and technology. It is sensible for the philosophy program to house a microcredential in AI Ethics.

(a) Two of the required courses in the program are to be taught by faculty in the program. The first listed course, PHIL 1130, has been taught already as a section of Honors 1320 for the past few semesters by Professor Rachel Robison. We are in the process of proposing it as a new course in the philosophy curriculum, with BHU designation. We plan to offer it at least each fall, and also each spring if there is sufficient demand for it. CAI/PHIL 5400 was established as a course over 2023-24, and will continue to be offered every spring semester. We are seeking DHA designation for the class. CAI also supports the inclusion of the course in this microcredential program.

(b) The third course, DATA 3300, is a fundamental course in the Data Analytics program. Students are introduced to advanced business intelligence and the use of analytics tools and strategies. The Data Analytics program has agreed to have its course included in the microcredential program.

Student demand: We expect that many science-, business-, or technology-oriented students from outside of the college of CHaSS will benefit from being able to meet their BHU and DHA requirements through enrolling in a microcredential program that complements their interests in AI. Also, students in CHaSS will also benefit from the special focus philosophy brings to such issues, and the additional exposure to tools and strategies of data analytics.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

As Utah's land grant university, Utah State University is committed to preparing students for the workplace and for productive and responsible lives as citizens. Since AI is already central to our students' lives, we are committed to helping our students to think carefully about the ethical challenges AI poses.

Describe and List any Anticipated Expenses and Revenue*

None anticipated, as the courses are already offered, or planned to be offered, and the advising component will be administered by involved faculty and the academic advisor in the Department of Communication Studies and Philosophy. No revenue is anticipated.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

Three courses are required:

- PHIL 1130: Living in a Brave New World (*new course; BHU designation to be requested*)
- CAI 5400 or PHIL 5400: Ethics and Emerging Technology (*existing course; in process of obtaining DHA designation*)
- DATA 3300: Introduction to Modern Data Analytics

Student Learning Outcomes Assessment Plan*

Students' learning outcomes will be assessed as part of the assessment of each course. Additionally, the faculty members who administer the program will periodically assess what students have learned by enrolling in these courses.

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

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Aviation Technology, in the College of Agriculture and Applied Sciences proposes offering an Aviation Safety Management Post-Bachelor's Certificate.

EXECUTIVE SUMMARY

The Department of Aviation Technology, in the College of Agriculture and Applied Sciences proposes offering an Aviation Safety Management Post-Bachelor's Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Aviation Safety Management Post-Bachelor's Certificate.

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 Safety Management Post-Bachelor's Certificate, and

WHEREAS, The proposal will provide students with industry-relevant skills for safety management roles,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Aviation Safety Management Post-Bachelor's Certificate 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

Jacey Skinner, Chair

Date:

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Mathematics and Statistics, in the College of Science proposes offering a Data Modeling Education Post-Bachelor's Certificate.

EXECUTIVE SUMMARY

The Department of Mathematics and Statistics, in the College of Science proposes offering a Data Modeling Education Post-Bachelor's Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Data Modeling Education Post-Bachelor's Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Mathematics and Statistics in the College of Science proposes offering a Data Modeling Education Post-Bachelor's Certificate, and

WHEREAS, The proposal will meet our credential obligation associated with the funding received from National Science Foundation, to train rural secondary educators in data science and mathematical modeling

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Data Modeling Education Post-Bachelor's Certificate in the College of Science' 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

Jacey Skinner, Chair

Date:

COS - Mathematics and Statistics - Data Modeling Education - Post-Bachelor's Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

COS

DEPARTMENT (include all cross listed departments)*

Mathematics and Statistics

Current Title (if applicable)* NA

Proposed Title* Data Modeling Education - Post-Bachelor's Certificate

CIP Code

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

CIP Code (6-digits) * 13.1311

Minimum Number of
Credits (if
applicable)* 12

Maximum Number of
Credits (if
applicable)* 12

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☒ Yes
☐ No

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

SECTION I: THE REQUEST

R401 Purpose* The purpose of this proposal is to create a new post-bachelor's certificate in Data Modeling Education. This proposal defines Data Modeling as representations of recorded information and observed processes, which includes the fields of mathematics, statistics, data science, and artificial intelligence (AI).

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

There has been a concerted effort in the state of Utah to promote data science education in Utah schools (see <https://schools.utah.gov/curr/mathematics/data>). However, most teachers in Utah lack the necessary skills to teach these subjects. To address this training gap, a team of researchers at Utah State University received funding from the National Science Foundation to train rural secondary education teachers in data science and mathematical modeling (DSMM). The grant promises program participants, who are called "master teaching fellows (MTFs)" a credential in DSMM education. This proposal is our attempt to meet that credential obligation. Note that the term "data modeling" intends to encompass DSMM and statistics, as all three fields have foundations in developing scientific representations of recorded information or observed phenomena.

The primary audience for this credential would be secondary education teachers who are interested in teaching DSMM, most especially our current MTFs in our ongoing NSF grant. That said, the certificate would be open to any post-baccalaureate student, including graduate students on the Logan campus. To accommodate this diverse audience, we propose to teach this certificate via the Connect format.

Secondary education teachers that complete this certificate would be qualified to teach USU's STAT 1040: Introduction to Statistics via concurrent enrollment. They would also be qualified to teach USU's STAT 1080: Foundations of Data Science via concurrent enrollment once that option becomes available. Lastly, the certificate would be stackable into USU's Master of Mathematics Degree, as currently offered through the Department of Mathematics and Statistics.

The modern economy, as well as state secondary education leaders, are increasingly demanding skills in data science and applied mathematics to better understand our data-driven world. As such, the need for a certificate focused on DSMM education is inevitable, either at USU or some other USHE institution. This certificate leverages NSF funding to fill a gap in current educational offerings by creating USU's first ever teacher-focused credential in DSMM with little marginal cost to our department or university and will provide a pattern for other USHE schools to follow seeking to offer similar training in DSMM education.

**Labor Market Demand
(if applicable)**

A February 2024 report (see <https://excelined.org/2024-data-science-education-research/>) highlights the following key points about data science jobs:

- Nearly a quarter of US job postings (including 24.9% in Utah) are seeking data science skills.
- For some jobs, employers are willing to pay up to 14% more for workers with key data science skills.
- Since 2011, the fastest growing careers have been in the most data-intensive jobs.

These statistics are consistent with numbers published by the Bureau of Labor Statistics, which predicts that the occupation of data science will have 36% employment growth by 2031. This is to say nothing of the other professions, such as those in machine learning and artificial intelligence, for which data science skills also play a key role.

Any increase in demand for data science skills ultimately translates to an increase in demand in mathematical modeling as mathematics is foundational to understanding data science and AI principles (see <https://scitechdaily.com/the-intersection-of-math-and-ai-a-new-era-in-problem-solving/>). This need has already been recognized by Utah's Department of Education, who are currently facilitating a data science pilot program in Utah high schools (see <https://docs.google.com/document/d/1xClrcviltc4zafyuau6P4XV1iYzZ8Aw7Pa6IQ7g-Yv4/edit>).

These statistics suggest that an approved credential in data science and mathematical modeling education in the state of Utah is overdue.

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

As a land grant institution, USU has a rich history of administering teacher education opportunities to the most rural parts of our state. This credential supplements existing teacher education offerings in a format suitable for current and aspiring teachers across the state, and most especially those near our extension campuses in the Uintah Basin and Blanding. This certificate directly addresses Pillar 3 of Aggie Action 2028 (which says that USU is to "Build prosperous local and global communities") by training secondary education teachers across Utah to obtain the skills necessary to prepare their students to succeed in data science in both the college classroom and in the modern economy.

**Describe and List any
Anticipated Expenses
and Revenue***

The NSF funding for the project titled "Community Impact with Teacher Leaders in Data Science and Mathematical Modeling" is sufficient to form and oversee the initial version of the proposed graduate certificate in Data Modeling Education. This includes NSF funds to create and administer the two main courses required as part of this program. The Mathematics and Statistics Department intends to alter existing course offering schedules to administer this graduate certificate using existing resources after the NSF funding concludes in 2030. As such, no additional financial resources will be required to create or administer this credential outside of the financial support already provided by the grant.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

Students will take the following courses:

1. MATH 6070: Mathematical Modeling for Educators (3 credits)
2. STAT 6070: Foundations of Data Science for Educators (3 credits)

Additionally, students will take 3 credits each in the following two courses, which are repeatable for credit:

3. MATH 6075: Curriculum Development (1-3 credits)
4. STAT 6075: Curriculum Development (1-3 credits)

Note that each of these courses are new courses that are being proposed concurrently with this proposal. Courses 1-2 are currently being developed as part of the NSF grant. Courses 3-4 are simply variations on the "Directed Reading and Conference" courses currently offered by the department (see MATH 6910 and STAT 6950). We believe that a course specific to "curriculum development" better communicates the intent of these project-based courses than the existing catalog course names, though we emphasize that the curriculum development courses would require no additional faculty resources to administer as they would be absorbed into our faculty's existing teaching and advising roles.

**Student Learning
Outcomes
Assessment Plan***

See attached documents.

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

☒ Yes ☐ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a School Resource Officers Academic Certificate.

EXECUTIVE SUMMARY

The Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a School Resource Officers Academic Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a School Resource Officers Academic Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology, Anthropology and Criminal Justice in the College of Humanities and Social Sciences proposes offering a School Resource Officers Academic Certificate, and

WHEREAS, The proposal will provide students with industry-relevant skills,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a School Resource Officers Academic Certificate in the College of Humanities and Social Sciences' Department of Sociology, Anthropology and Criminal Justice, 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

Jacey Skinner, Chair

Date:

CHASS - Sociology, Anthropology and Criminal Justice - School Resource Officers - Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology, Anthropology and Criminal Justice

Current Title (if applicable)* Not applicable

Proposed Title* School Resource Officers - Certificate

CIP Code

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

CIP Code (6-digits) * 45.0401

Minimum Number of
Credits (if
applicable)* 9

Maximum Number of
Credits (if
applicable)* 0000

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☐ Yes ☒ No

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

SECTION I: THE REQUEST

R401 Purpose*

The purpose of this R401 is to create a School Resource Officers Certificate that may be earned individually or stacked with other Criminal Justice certificates in pursuit of a Bachelor of Applied Science degree.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Criminal Justice is an area of major potential growth with adult learners in Utah and the surrounding states who may be seeking higher education to advance their careers. Leaders across the Department of Public Safety (DPS), Department of Corrections (DPC), Utah Sheriffs, and municipal department have expressed interest in skills-based certificates that may be stacked in pursuit of an associate or bachelor's degree. Since a high school equivalency is the sole educational requirement for entrance into the major criminal justice professions (i.e., policing and corrections) in Utah, USU has an important opportunity to serve career professionals seeking to advance their careers via higher education. Criminal Justice professionals also indicate that a degree that streamlines requirements would be particularly attractive to their employees. The BAS in Criminal Justice at USU provides that opportunity.

The following proposal presents a draft plan for a 9-hour (minimum) School Resource Officers undergraduate certificate. The proposed certificate is based on a core of required coursework (6 credit hours) and one elective class (3 credit hours). This certificate is one in a series of stackable certificates which will be a part of the Criminal Justice Bachelor of Applied Science (BAS). These certificates may be earned independently or stacked into the elective portion of the degree.

**Labor Market Demand
(if applicable)**

The state of Utah anticipates a significant growth in criminal justice-related jobs. There are currently 160 law enforcement agencies in Utah, including federal, state, county, city, multi-jurisdictional/district, and college offices.

There are several jobs within the criminal justice system students can pursue. The demand for jobs in these fields are all experiencing growth.

Specifically, the Utah Department of Workforce Services has projected the following:

- A 2.4% annual increase in law enforcement jobs with 540 openings annually.
- A 0.4% annual increase in correctional officer jobs with 180 openings annually.
- A 0.7% annual increase in probation officer jobs with 80 openings annually.

In addition to jobs with government agencies that oversee the criminal justice system, there are several criminal justice-adjacent jobs that can be sought in the private sector. The Utah Department of Workforce Services projects a 2.5% annual increase in private sector jobs with 990 openings annually.

Students who earn a criminal justice degree are also well-positioned to pursue a law degree. With a law degree, students can practice in the criminal court system as a prosecutor, defense attorney, or judge, or choose to specialize in a different area of law. The Utah Department of Workforce Services projects a 2.6% annual increase in these jobs with 450 openings annually.

In sum, there is a need for criminal justice professionals in Utah, and the need will increase going forward.

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

As per Utah System of Higher Education (USHE) policy R312-4.1.2, USU's mission is to "be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement." The proposed BAS degree in Criminal Justice is an excellent example of a program that satisfies this mission. Crime is a complex subject that is heavily tied to issues of class, race, and gender. Societal response to crime should be nuanced and guided by evidence-based practices. The aim of this degree is to foster a culture within local, state, and federal criminal justice institutions that embraces multiple perspectives and evidence-based practices. One of the most important ways the Department of Sociology, Anthropology and Criminal Justice (SACJ) can serve the public is by educating future criminal justice practitioners to be culturally aware in the maintenance of formal social control. In keeping with this aim, the proposed degree strategically integrates curriculum from the USU Department of Social Work to prepare professionals to individuals experiencing mental health crises while caring for their own wellbeing. Thus, students earning this degree will have the socially informed education required to operate in modern criminal justice spaces.

Describe and List any Anticipated Expenses and Revenue*

The Department of Sociology, Anthropology, and Criminal Justice is currently offering a leadership development program to the Utah Department of Corrections, which is projected to generate \$800,000 in programmatic revenue between September 2024 and May 2029. Other potential revenue streams through the Criminal Justice program include school security trainings offered to local educational agencies, county sheriffs, and municipal police as required under Utah HB 84. The School Resource Officer (SRO) certificate program is included as a certificate option in the Criminal Justice Pathways area of the degree plan. Thus, partnerships based on industry needs that provide possible revenue streams for the Department so Sociology, Anthropology, and Criminal Justice also create opportunities to recruit adult learners that add tuition money to the overall USU revenue stream.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Undergraduate Certificate in School Resource Officers will be housed and administered by USU's Sociology department in the College of Humanities and Social Sciences. The curriculum will include currently offered undergraduate courses.

Certificate completion will require three courses totaling 9-credit hours. This includes two required courses --School Resource Officer: Safety and Crime Prevention in an Educational Setting (CJ 3110), which provides an overview of the challenges of safety in a school setting, and School Social Work (SW 3450), a course examining issues in an education setting from the perspective of a social worker. In addition to the two required courses, students will select an elective from the following: CJ 1030 Introduction to Firearms Safety and Handling, CJ 2110 Security, CJ 2330 Juvenile Justice, PSY 2100 Developmental Psychology: Adolescence, SW 3350 Child Welfare, or SW 3360 Adolescents: Theories, Problems, and Issues.

While only three courses are required for certificate completion, students will be welcome and invited to take additional courses of electives.

Student Learning Outcomes Assessment Plan*

Please see attachment.

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Peace Officers and Policing Academic Certificate.

EXECUTIVE SUMMARY

The Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Peace Officers and Policing Academic Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Peace Officers and Policing Academic Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology, Anthropology and Criminal Justice in the College of Humanities and Social Sciences proposes offering a Peace Officers and Policing Academic Certificate, and

WHEREAS, The proposal will provide students with industry-relevant skills,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Peace Officers and Policing Academic Certificate in the College of Humanities and Social Sciences' Department of Sociology, Anthropology and Criminal Justice, 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

Jacey Skinner, Chair

Date:

CHASS - Sociology, Anthropology and Criminal Justice - Peace Officers and Policing - Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology, Anthropology and Criminal Justice

Current Title (if applicable)* Not applicable

Proposed Title* Peace Officers and Policing - Certificate

CIP Code

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

CIP Code (6-digits) * 45.0401

Minimum Number of
Credits (if
applicable)* 9

Maximum Number of
Credits (if
applicable)* 0000

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☐ Yes
☒ No

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

SECTION I: THE REQUEST

R401 Purpose*

The purpose of this R401 is to create a Peace Officer and Policing Certificate that may be earned individually or stacked with other Criminal Justice certificates in pursuit of a Bachelor of Applied Science degree.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Criminal Justice is an area of major potential growth with adult learners in Utah and the surrounding states who may be seeking higher education to advance their careers. Leaders across the Department of Public Safety (DPS), Department of Corrections (DPC), Utah Sheriffs, and municipal department have expressed interest in skills-based certificates that may be stacked in pursuit of an associate or bachelor's degree. Since a high school equivalency is the sole educational requirement for entrance into the major criminal justice professions (i.e., policing and corrections) in Utah, USU has an important opportunity to serve career professionals seeking to advance their careers via higher education. Criminal Justice professionals also indicate that a degree that streamlines requirements would be particularly attractive to their employees. The BAS in Criminal Justice at USU provides that opportunity.

The following proposal presents a draft plan for a 9-hour (minimum) Peace Officers and Policing undergraduate certificate. The proposed certificate is based on a core of required coursework (3 hours) and elective classes (6 hours). This certificate is one in a series of stackable certificates which will be a part of the Criminal Justice Bachelor of Applied Science (BAS). These certificates may be earned independently or stacked into the elective portion of the degree.

**Labor Market Demand
(if applicable)**

The state of Utah anticipates a significant growth in criminal justice-related jobs. There are currently 160 law enforcement agencies in Utah, including federal, state, county, city, multi-jurisdictional/district, and college offices.

There are several jobs within the criminal justice system students can pursue. The demand for jobs in these fields are all experiencing growth.

Specifically, the Utah Department of Workforce Services has projected the following:

- A 2.4% annual increase in law enforcement jobs with 540 openings annually.
- A 0.4% annual increase in correctional officer jobs with 180 openings annually.
- A 0.7% annual increase in probation officer jobs with 80 openings annually.

In addition to jobs with government agencies that oversee the criminal justice system, there are several criminal justice-adjacent jobs that can be sought in the private sector. The Utah Department of Workforce Services projects a 2.5% annual increase in private sector jobs with 990 openings annually.

Students who earn a criminal justice degree are also well-positioned to pursue a law degree. With a law degree, students can practice in the criminal court system as a prosecutor, defense attorney, or judge, or choose to specialize in a different area of law. The Utah Department of Workforce Services projects a 2.6% annual increase in these jobs with 450 openings annually.

In sum, there is a need for criminal justice professionals in Utah, and the need will increase going forward.

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

As per Utah System of Higher Education (USHE) policy R312-4.1.2, USU's mission is to "be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement." The proposed BAS degree in Criminal Justice is an excellent example of a program that satisfies this mission. Crime is a complex subject that is heavily tied to issues of class, race, and gender. Societal response to crime should be nuanced and guided by evidence-based practices. The aim of this degree is to foster a culture within local, state, and federal criminal justice institutions that embraces multiple perspectives and evidence-based practices. One of the most important ways the Department of Sociology, Anthropology and Criminal Justice (SACJ) can serve the public is by educating future criminal justice practitioners to be culturally aware in the maintenance of formal social control. In keeping with this aim, the proposed degree strategically integrates curriculum from the USU Department of Social Work to prepare professionals to individuals experiencing mental health crises while caring for their own wellbeing. Thus, students earning this degree will have the socially informed education required to operate in modern criminal justice spaces.

Describe and List any Anticipated Expenses and Revenue*

There is no anticipated financial impact of this new degree, and no new resources are needed for its implementation. The department of Sociology, Anthropology & Criminal Justice can support the proposed degree with the current faculty and staff. The Department of Sociology, Anthropology, and Criminal Justice is currently offering a leadership development program to the Utah Department of Corrections, which is projected to generate \$800,000 in programmatic revenue between September 2024 and May 2029. Other potential revenue streams through the Criminal Justice program include school security trainings offered to local educational agencies, county sheriffs, and municipal police as required under Utah **HB 84**. The School Resource Officer (SRO) certificate program is included as a certificate option in the Criminal Justice Pathways area of the degree plan. Thus, partnerships based on industry needs that provide possible revenue streams for the Department so Sociology, Anthropology, and Criminal Justice also create opportunities to recruit adult learners that add tuition money to the overall USU revenue stream.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Undergraduate Certificate in Policing will be housed and administered by USU's Sociology department in the College of Humanities and Social Sciences. The curriculum will include currently offered undergraduate courses.

Certificate completion will require three courses totaling 9-credit hours. This includes one required course (3 credits) --CJ 1390 Introduction to Policing-- and two elective course from the following options (6 credits): CJ 1330 Criminal Law, CJ 1340 Criminal Investigations, and SW 4925 Resilience and Human Flourishing.

While only three courses are required for certificate completion, students will be welcome and invited to take additional courses of electives.

Student Learning Outcomes Assessment Plan*

Please see attachment.

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

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Courtroom Assistance Academic Certificate.

EXECUTIVE SUMMARY

The Department of Sociology, Anthropology and Criminal Justice in the College of Humanities and Social Sciences proposes offering a Courtroom Assistance Academic Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Courtroom Assistance Academic Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology, Anthropology and Criminal Justice in the College of Humanities and Social Sciences proposes offering a Courtroom Assistance Academic Certificate, and

WHEREAS, The proposal will provide students with industry-relevant skills,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Courtroom Assistance Academic Certificate in the College of Humanities and Social Sciences' Department of Sociology, Anthropology and Criminal Justice, 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

Jacey Skinner, Chair

Date:

CHASS - Sociology, Anthropology and Criminal Justice - Courtroom Assistance - Certificate

4.1.a R401ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology, Anthropology and Criminal Justice

Current Title (if applicable)* Not applicable

Proposed Title* Courtroom Assistance - Certificate

CIP Code

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

CIP Code (6-digits) * 45.0401

Minimum Number of
Credits (if
applicable)* 9

Maximum Number of
Credits (if
applicable)* 0000

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:
- ☐ Name Change of Existing Program
 - ☐ Program Restructure (with or without Consolidation)
 - ☐ Program Transfer to a New Academic Department or Unit
 - ☐ Program Suspension (on hold-not listed in catalog)
 - ☐ Program Discontinuation (permanent program removal)
 - ☐ Reinstatement of Previously Suspended Program
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- Administrative Unit Changes:**
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 - ☐ Administrative Unit (Transfer)
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 - ☐ Administrative Unit (Discontinuation-permanent unit removal)
 - ☐ Reinstatement of Previously Suspended Administrative Unit
 - ☐ Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

The purpose of this R401 is to create a Courtroom Assistance Certificate that may be earned individually or stacked with other Criminal Justice certificates in pursuit of a Bachelor of Applied Science degree.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Criminal Justice is an area of major potential growth with adult learners in Utah and the surrounding states who may be seeking higher education to advance their careers. Leaders across the Department of Public Safety (DPS), Department of Corrections (DPC), Utah Sheriffs, and municipal department have expressed interest in skills-based certificates that may be stacked in pursuit of an associate or bachelor's degree. Since a high school equivalency is the sole educational requirement for entrance into the major criminal justice professions (i.e., policing and corrections) in Utah, USU has an important opportunity to serve career professionals seeking to advance their careers via higher education. Criminal Justice professionals also indicate that a degree that streamlines requirements would be particularly attractive to their employees. The BAS in Criminal Justice at USU provides that opportunity.

The following proposal presents a draft degree plan for a 9-hour (minimum) Courtroom Assistance undergraduate certificate. The proposed certificate is based on a core of required coursework (3 hours) and elective classes (6 hours). This certificate is one in a series of stackable certificates which will be a part of the Criminal Justice Bachelor of Applied Science (BAS). These certificates may be earned independently or stacked into the elective portion of the degree.

**Labor Market Demand
(if applicable)**

The state of Utah anticipates a significant growth in criminal justice-related jobs. There are currently 160 law enforcement agencies in Utah, including federal, state, county, city, multi-jurisdictional/district, and college offices.

There are several jobs within the criminal justice system students can pursue. The demand for jobs in these fields are all experiencing growth.

Specifically, the Utah Department of Workforce Services has projected the following:

- A 2.4% annual increase in law enforcement jobs with 540 openings annually.
- A 0.4% annual increase in correctional officer jobs with 180 openings annually.
- A 0.7% annual increase in probation officer jobs with 80 openings annually.

In addition to jobs with government agencies that oversee the criminal justice system, there are several criminal justice-adjacent jobs that can be sought in the private sector. The Utah Department of Workforce Services projects a 2.5% annual increase in private sector jobs with 990 openings annually.

Students who earn a criminal justice degree are also well-positioned to pursue a law degree. With a law degree, students can practice in the criminal court system as a prosecutor, defense attorney, or judge, or choose to specialize in a different area of law. The Utah Department of Workforce Services projects a 2.6% annual increase in these jobs with 450 openings annually.

In sum, there is a need for criminal justice professionals in Utah, and the need will increase going forward.

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

As per Utah System of Higher Education (USHE) policy R312-4.1.2, USU's mission is to "be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement." The proposed BAS degree in Criminal Justice is an excellent example of a program that satisfies this mission. Crime is a complex subject that is heavily tied to issues of class, race, and gender. Societal response to crime should be nuanced and guided by evidence-based practices. The aim of this degree is to foster a culture within local, state, and federal criminal justice institutions that embraces multiple perspectives and evidence-based practices. One of the most important ways the Department of Sociology, Anthropology and Criminal Justice (SACJ) can serve the public is by educating future criminal justice practitioners to be culturally aware in the maintenance of formal social control. In keeping with this aim, the proposed degree strategically integrates curriculum from the USU Department of Social Work to prepare professionals to individuals experiencing mental health crises while caring for their own wellbeing. Thus, students earning this degree will have the socially informed education required to operate in modern criminal justice spaces.

Describe and List any Anticipated Expenses and Revenue*

The Department of Sociology, Anthropology, and Criminal Justice is currently offering a leadership development program to the Utah Department of Corrections, which is projected to generate \$800,000 in programmatic revenue between September 2024 and May 2029. Other potential revenue streams through the Criminal Justice program include school security trainings offered to local educational agencies, county sheriffs, and municipal police as required under Utah HB 84. The School Resource Officer (SRO) certificate program is included as a certificate option in the Criminal Justice Pathways area of the degree plan. Thus, partnerships based on industry needs that provide possible revenue streams for the Department so Sociology, Anthropology, and Criminal Justice also create opportunities to recruit adult learners that add tuition money to the overall USU revenue stream.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Undergraduate Certificate in Courts will be housed and administered by USU's Sociology department in the College of Humanities and Social Sciences. The curriculum will include currently offered undergraduate courses.

Certificate completion will require three courses totaling 9 credit hours. This includes one required course: CJ 4350 - Courtroom Communication. In addition to the required course, students will select two electives from the following: CJ 2350 - Laws of Evidence, CJ 3150 - Moot Court, PHIL 4600 - Philosophy of Law, POLS 1100 - United States Government and Politics, or POLS 3120 - Law and Politics.

While only three courses are required for certificate completion, students will be welcome and invited to take additional courses of electives.

Student Learning Outcomes Assessment Plan*

Please see attachment.

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes offering a Corrections Academic Certificate.

EXECUTIVE SUMMARY

The Department of Sociology, Anthropology and Criminal Justice in the College of Humanities and Social Sciences proposes offering a Corrections Academic Certificate.

RECOMMENDATION

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

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology, Anthropology and Criminal Justice in the College of Humanities and Social Sciences proposes offering a Corrections Academic Certificate, and

WHEREAS, The proposal will provide students with industry-relevant skills.

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Corrections Academic Certificate in the College of Humanities and Social Sciences' Department of Sociology, Anthropology and Criminal Justice, 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

Jacey Skinner, Chair

Date:

CHASS - Sociology, Anthropology and Criminal Justice - Corrections - Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology, Anthropology and Criminal Justice

Current Title (if applicable)* Not applicable

Proposed Title* Corrections - Certificate

CIP Code

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

CIP Code (6-digits) * 45.0401

Minimum Number of
Credits (if
applicable)* 9

Maximum Number of
Credits (if
applicable)* 0000

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

The purpose of this R401 is to create a Corrections Certificate that may be earned individually or stacked with other Criminal Justice certificates in pursuit of a Bachelor of Applied Science degree.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Criminal Justice is an area of major potential growth with adult learners in Utah and the surrounding states who may be seeking higher education to advance their careers. Leaders across the Department of Public Safety (DPS), Department of Corrections (DPC), Utah Sheriffs, and municipal department have expressed interest in skills-based certificates that may be stacked in pursuit of an associate or bachelor's degree. Since a high school equivalency is the sole educational requirement for entrance into the major criminal justice professions (i.e., policing and corrections) in Utah, USU has an important opportunity to serve career professionals seeking to advance their careers via higher education. Criminal Justice professionals also indicate that a degree that streamlines requirements would be particularly attractive to their employees. The BAS in Criminal Justice at USU provides that opportunity.

The following proposal presents a draft plan for a 9-hour (minimum) Corrections undergraduate certificate. The proposed certificate is based on a 3-class core of required coursework (9 hours). This certificate is one in a series of stackable certificates which will be a part of the Criminal Justice Bachelor of Applied Science (BAS). These certificates may be earned independently or stacked into the elective portion of the degree.

**Labor Market Demand
(if applicable)**

Criminal Justice is an area of major potential growth with adult learners in Utah and the surrounding states who may be seeking higher education to advance their careers. Leaders across the Department of Public Safety (DPS), Department of Corrections (DPC), Utah Sheriffs, and municipal department have expressed interest in skills-based certificates that may be stacked in pursuit of an associate or bachelor's degree. Since a high school equivalency is the sole educational requirement for entrance into the major criminal justice professions (i.e., policing and corrections) in Utah, USU has an important opportunity to serve career professionals seeking to advance their careers via higher education. Criminal Justice professionals also indicate that a degree that streamlines requirements would be particularly attractive to their employees. The BAS in Criminal Justice at USU provides that opportunity.

The following proposal presents a draft degree plan for a 9-hour (minimum) Corrections undergraduate certificate. The proposed certificate is based on a core of required coursework (3 hours) and elective classes (6 hours). This certificate is one in a series of stackable certificates which will be a part of the Criminal Justice Bachelor of Applied Science (BAS). These certificates may be earned independently or stacked into the elective portion of the degree.

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

As per Utah System of Higher Education (USHE) policy R312-4.1.2, USU's mission is to "be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement." The proposed BAS degree in Criminal Justice is an excellent example of a program that satisfies this mission. Crime is a complex subject that is heavily tied to issues of class, race, and gender. Societal response to crime should be nuanced and guided by evidence-based practices. The aim of this degree is to foster a culture within local, state, and federal criminal justice institutions that embraces multiple perspectives and evidence-based practices. One of the most important ways the Department of Sociology, Anthropology and Criminal Justice (SACJ) can serve the public is by educating future criminal justice practitioners to be culturally aware in the maintenance of formal social control. In keeping with this aim, the proposed degree strategically integrates curriculum from the USU Department of Social Work to prepare professionals to individuals experiencing mental health crises while caring for their own wellbeing. Thus, students earning this degree will have the socially informed education required to operate in modern criminal justice spaces.

Describe and List any Anticipated Expenses and Revenue*

There is no anticipated financial impact of this new degree, and no new resources are needed for its implementation. The department of Sociology, Anthropology & Criminal Justice can support the proposed degree with the current faculty and staff. The Department of Sociology, Anthropology, and Criminal Justice is currently offering a leadership development program to the Utah Department of Corrections, which is projected to generate \$800,000 in programmatic revenue between September 2024 and May 2029. Other potential revenue streams through the Criminal Justice program include school security trainings offered to local educational agencies, county sheriffs, and municipal police as required under Utah HB 84. The School Resource Officer (SRO) certificate program is included as a certificate option in the Criminal Justice Pathways area of the degree plan. Thus, partnerships based on industry needs that provide possible revenue streams for the Department so Sociology, Anthropology, and Criminal Justice also create opportunities to recruit adult learners that add tuition money to the overall USU revenue stream.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Certificate in Corrections will be housed and administered by USU's Sociology department in the College of Humanities and Social Sciences. The curriculum will include currently offered undergraduate courses.

Certificate completion will require three courses totaling 9 credit hours. This includes three required courses -- CJ 1300 Introduction to Corrections, CJ 4310 Corrections Law and Inmate Rights, and SW 4920 Trauma and Resilience.

While only three courses are required for certificate completion, students will be welcome and invited to take additional courses of electives.

Student Learning Outcomes Assessment Plan*

Please see attachment.

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

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

ITEM FOR ACTION

Utah State University's Department of Communication Studies and Philosophy, English, Journalism and Communication, Political Science, Social Work, Sociology, Anthropology and Criminal Justice, World Languages and Cultures, and History, in the College of Humanities and Social Sciences proposes offering an Intercultural Communication Competence Academic Certificate.

EXECUTIVE SUMMARY

The Department of Communication Studies and Philosophy, English, Journalism and Communication, Political Science, Social Work, Sociology, Anthropology and Criminal Justice, World Languages and Cultures, and History, the College of Humanities and Social Sciences proposes offering an Intercultural Communication Competence Academic Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Intercultural Communication Competence Academic Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Communication Studies and Philosophy, English, Journalism and Communication, Political Science, Social Work, Sociology, Anthropology and Criminal Justice, World Languages and Cultures, and History, in the College of Humanities and Social Sciences proposes offering an Intercultural Communication Competence Academic Certificate and

WHEREAS, The proposal will provide students with practical skills for communication and foundation for intercultural competence.

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Intercultural Communication Competence Academic Certificate in the College of Humanities and Social Sciences Departments of Communication Studies and Philosophy, English, Journalism and Communication, Political Science, Social Work, Sociology, Anthropology and Criminal Justice, World Languages and Cultures, and History, 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

Jacey Skinner, Chair

Date:

**CHASS - Communication Studies and Philosophy English Journalism
and Communication Political Science Social Work Sociology,
Anthropology and Criminal Justice World Languages and Cultures
History - Intercultural Communication Competence - Certificate**

4.1.a R401ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

**HELPS AND HINTS FOR COMPLETING R401
PROPOSALS**

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all
cross listed
colleges)*

CHASS

DEPARTMENT
(include all cross
listed departments)*

Communication Studies and Philosophy

English

Journalism and Communication

Political Science

Social Work

Sociology, Anthropology and Criminal Justice

World Languages and Cultures

History

Current Title (if applicable)* Intercultural Communication Competence Certificate

Proposed Title* Intercultural Communication Competence - Certificate

CIP Code

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

CIP Code (6-digits) * 09.0907

Minimum Number of Credits (if applicable)* 12

Maximum Number of Credits (if applicable)* 12

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

- Existing Academic Program Changes:**
- ☐ Name Change of Existing Program
 - ☐ Program Restructure (with or without Consolidation)
 - ☐ Program Transfer to a New Academic Department or Unit
 - ☐ Program Suspension (on hold-not listed in catalog)
 - ☐ Program Discontinuation (permanent program removal)
 - ☐ Reinstatement of Previously Suspended Program
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- 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 Intercultural Communication Competence Certificate provides students with practical skills for communicating, engaging, adapting, and fitting within a wide range of intercultural contexts. The certificate offers students from a variety of colleges and majors flexible pathways to obtaining the foundations of intercultural competence: intercultural knowledge (knowledge of self and others), skills (communicating, interpreting, relating, interacting, and discovering), and attitudes (valuing others, beliefs, behaviors and relativizing oneself). Together, these learning outcomes help students to become more effective intercultural communicators and to contribute accordingly in their personal and professional lives.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Department of Communication Studies and Philosophy is proposing this Intercultural Communication Competence Certificate owing to our commitment to equipping students, in the college and outside the college, with the intercultural communication skills that are necessary for success in a globalized world.

Labor Market Demand (if applicable)

Intercultural Communication Competence skills are central to success in an interconnected world. The skills students will acquire through this certificate will allow them to work effectively with individuals of different cultural backgrounds in all kinds of professional settings.

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

Utah State University is committed to excellence, access, and inclusion. The certificate will be available to all USU students and will equip students from all academic and professional foci with the skills necessary to work effectively in multicultural environments. The skills will be paramount in their pursuit of excellence in their professional and personal lives.

**Describe and List any
Anticipated Expenses
and Revenue***

1. No modifications need.
2. Will not have any budgetary impact on students.
3. There will be not be any funding requirements.

SECTION III: CURRICULUM (if applicable)
--

**Program Curriculum
Narrative**

The Intercultural Communication Competence Certificate is a 12-credit certificate that provides students with practical skills for communicating, engaging, adapting, and fitting within a wide range of intercultural contexts. The certificate offers students from a variety of colleges and majors flexible pathways to obtaining the foundations of intercultural competence: intercultural knowledge (knowledge of self and others), skills (communicating, interpreting, relating, interacting, and discovering), and attitude (valuing others, beliefs, behaviors and relativizing oneself). The curriculum focuses equipping students with intercultural communication skills, focusing on intercultural communication.

Tier 1 Intercultural Foundations (6 credits Required):

Course	Credit Hours
CMST 1330 Introduction to Global Communication (BSS)	
CMST 3330 Intercultural Communication (DSS)	J

Tier 2 Advanced Intercultural Foundations (3 credits required)

Course	Credit Hours
CMST 3270 Culture and Public Discourse	3
CMST 3730 Culture and Global Intervention	3
CMST 4270 Communication, Culture, and Power	3
CMST 4330 Advanced Perspectives in Global Communication	3

Tier 3 Area Specialty (3 credits required)

Course	Credit Hours
SOC 4350 People, Power, and the Political	3
ANTH 1010 Cultural Anthropology	
Anth 2010 Peoples of the Contemporary World (BSS)	3
ANTH 2018 - Native American History and Culture (BSS)	3
ANTH 2720 - Survey of American Folklore	3
ANTH 3110 North American Indian Cultures (DSS)	3
ANTH 3130 - Peoples of Latin America (CI)	3
ANTH 3180 - Peoples of the Middle East (DSS)	3
ANTH 3200 - Perspectives on Race (CI/DSS)	3
ANTH 3550 - Culture of East Asia (DHA)	3
ANTH 4110 - Southwest Indian Cultures,	1

Past and Present (DSS)	
ANTH 4115 - Tourism, Culture, and Development	3
SW 2400: Social Work with Diverse Populations	3
JCOM 3110 Feature Writing	3
JCOM 2400 Introduction to Social Media	3
POLS 3100 Global Issues	3
POLS 4270 The Politics of Global Inequality	3
POLS 2200 Comparative Politics (BSS)	3
POLS 3230 Middle Eastern Government and politics	3
POLS 3270 Latin American Government and Politics	3
POLS 3210 Western European Government and Politics	3
POLS 4410 - International Negotiations	3
ENGL 2060 - Reading Across Borders (BHU)	3
ENGL 2350 - Indigenous Voices (BHU)	3
ENGL 2640 - Race and Ethnicity in the United States (BHU)	3
ENGL 4210 - History of English: Change and Diversity	3
ENGL 4370 - Native American Literature	3
ENGL 4375 - U.S. Latinx Literature	3
ENGL 4380 - African American Literature	3
PORT 3570 Brazilian Culture and Civilization (DHA)	3
PORT 3117 Cultural Issues Through Literature and Film	3
CHIN 3116 Exploring China - Past, Present and You	3
CHIN 3117 Chinese Legacies - Tradition and Modernity	3
CHIN 3118 Chinese Popular Culture	3
RUSS 1050 - Modern Russian Culture	3
SPAN 3560 Introduction to U.S. Latino/a Culture	3
SPAN 3570 Hispanic American Culture and Civilization (DHA)	3
CMST 3270 Culture and Public Discourse	3
CMST 3730 Culture and Global Intervention	3
CMST 4270 - Communication, Culture, and Power	3
CMST 4330 - Advanced Perspectives in Global Communication	3
HIST 3410 - The Modern Middle East	3
HIST 3456 - History of South Asia (DHA)	3

HIST 3660 - History of Mexico (DHA)	3
HIST 4566 - Global Faces of Islam (DHA)	3
HIST 4660 - Work and Migration in North American History (DHA)	3
HIST 4815 - World War I: A Global Conflict (DHA)	3
HIST 4822 - The Vietnam War (DHA)	3
HIST 4825 Historical Roots of the War on Terror (DHA)	3

**Student Learning
Outcomes
Assessment Plan***

1. **Intercultural knowledge:** Upon successful completion of the program, students will demonstrate high awareness and knowledge about themselves and cultural communities different from their own.
2. **Intercultural skills:** Upon successful completion of the program, students will demonstrate abilities to communication, interpret, relate, discover, and interact within and across a variety of intercultural contexts.
3. **Intercultural attitudes:** Upon successful completion of the program, students will demonstrate values respecting different beliefs, values, and behaviors of cultural groups different from their own.

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes offering an Information and Computer Technology Academic Certificate.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes offering an Information and Computer Technology Academic Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Information and Computer Technology Academic Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes offering an Information and Computer Technology Academic Certificate, and

WHEREAS, The proposal will provide students with focused skills and hands-on experience,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Information and Computer Technology Academic Certificate in the College of 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

Jacey Skinner, Chair

Date:

CAAS - Technology, Design and Technical Education - Information & Computer Technology - Academic Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Technology, Design and Technical Education

Current Title (if applicable)* not applicable

Proposed Title* Information & Computer Technology - Academic Certificate

CIP Code

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

CIP Code (6-digits) * 11.0103

Minimum Number of
Credits (if
applicable)* 15

Maximum Number of
Credits (if
applicable)* 15

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☐ Yes
☒ No

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

SECTION I: THE REQUEST

R401 Purpose*

The purpose of this R401 proposal is to establish a new academic certificate in Information and Computer Technology (ICT) within the Technology Systems program at Utah State University. This certificate is designed based on the existing ICT Technology Systems Emphasis and aims to provide students with a focused and stackable credential in the rapidly evolving field of information technology.

The proposed ICT certificate will prepare students to enter the dynamic world of information and computer technology by offering a curriculum that covers essential areas such as IT management, cloud computing, network administration, database administration, and advanced programming. This certificate is intended to stack into the broader Technology Systems degree, allowing students to build upon their knowledge and skills as they progress in their academic journey.

By offering this certificate, Utah State University aims to meet the growing demand for skilled IT professionals in various industries. The program will equip students with practical, hands-on experience in creating cloud computing environments, implementing disaster recovery plans, and applying cutting-edge technologies to real-world scenarios. This approach aligns with industry needs and enhances students' employability in roles such as IT technician, support analyst, IT manager, and information security analyst.

The ICT certificate will serve as a valuable standalone credential for those seeking to enter the IT field or upskill in their current positions, while also providing a pathway for students to continue their education within the Technology Systems degree program. This initiative supports USU's commitment to providing relevant, high-quality education that prepares students for successful careers in emerging technological fields.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Department of Technology, Design, and Technical Education at Utah State University proposes to establish a new academic certificate in Information and Computer Technology (ICT). This certificate is designed to provide students with focused, industry-relevant skills in areas such as cloud computing, network administration, database management, and advanced programming.

The rationale for this action is multifaceted:

1. Industry Demand: The ICT sector continues to grow rapidly, with increasing demand for skilled professionals in various technology roles. This certificate will help meet that demand by producing graduates with practical, hands-on experience.
2. Stackable Credential: The certificate is designed to stack into the broader Technology Systems degree, allowing students to build upon their knowledge and skills as they progress in their academic journey.
3. Alignment with Existing Programs: The certificate is based on the existing ICT Technology Systems Emphasis, leveraging current resources and expertise within the department.

Utah State University will benefit from this change by enhancing its academic offerings in a critical technology field, potentially increasing enrollment and revenue. The certificate program will attract new students, including working professionals seeking specialized skills.

**Labor Market Demand
(if applicable)**

Labor market data indicates a strong demand for professionals in the field of Information and Computer Technology (ICT) within Utah. For instance, Computer Network Support Specialists earn an annual median wage of \$60,270, with projected employment expected to reach 2,630 by 2030. This occupation is anticipated to generate approximately 220 annual job openings, reflecting a growth rate of 2.7% from 2020 to 2030. Similarly, Network and Computer Systems Administrators, who have an annual median wage of \$84,810, are projected to have employment of 3,850 in Utah by 2030, resulting in around 290 annual job openings and a growth rate of 1.3%. Additionally, Computer Systems Analysts, earning an annual median wage of \$88,830, are projected to see employment grow to 7,090 by 2030, leading to approximately 570 annual job openings and a growth rate of 2.4%.

Nationally, the U.S. Bureau of Labor Statistics reports that employment in computer and information technology occupations is projected to grow by 15% from 2021 to 2031, which is much faster than the average for all occupations. This growth is expected to result in approximately 682,800 new jobs over the decade.

These data points collectively highlight a significant need for IT professionals in Utah, with a total of around 1,080 projected annual job openings across the three highlighted occupations. The competitive annual median wages, ranging from \$60,270 to \$88,830, further emphasize the attractiveness of these career paths. This labor market data supports the necessity for the proposed ICT certificate program, as it demonstrates a clear demand for professionals with information and computer technology skills in Utah's job market. The program aims to address this demand by producing graduates equipped with specialized knowledge and skills in areas such as cloud computing, network administration, and database management, directly responding to the workforce needs of Utah employers in the technology sector.

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

The ICT certificate supports USU's commitment as a land-grant institution to provide practical, industry-relevant education that meets the needs of the state and its economy. By offering specialized training in areas like cloud computing, network administration, and database management, the program directly addresses workforce needs in Utah's growing technology sector.

By producing graduates with in-demand technology skills, the certificate program contributes to Utah's economic growth and technological competitiveness, aligning with USU's role in supporting state and regional development.

**Describe and List any
Anticipated Expenses
and Revenue***

No new funds are required for the proposed certificate. All required courses are currently taught for the BS Technology Systems program.

SECTION III: CURRICULUM (if applicable)
--

**Program Curriculum
Narrative**

This certificate will consist of 15 credits:

- TESI 4730 - Cloud Computing Architecture 3 credit(s)
- TESI 4750 - Network Administration 3 credit(s)
- TESI 4760 - Information Technology Management 3 credit(s)
- TESI 4770- Database Administration 3 credit(s)
- TESI 4850 -Advanced Python 3 credit(s)

**Student Learning
Outcomes
Assessment Plan***

see attached

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

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Geosciences, in the College of Science proposes offering an Environmental Geosciences Institutional Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Geosciences, in the College of Science proposes offering an Environmental Geosciences Institutional Certificate of Proficiency.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Environmental Geosciences Institutional Certificate of Proficiency.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Geosciences in the College of Science proposes offering an Environmental Geosciences Institutional Certificate of Proficiency, and

WHEREAS, The proposal will provide students with employable skills,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Environmental Geosciences Institutional Certificate of Proficiency in the College of Sciences' Department of Geosciences, 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

Jacey Skinner, Chair

Date:

COS - Geosciences - Environmental Geosciences - Institutional Certificate of Proficiency

4.1.a R401ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

COS

DEPARTMENT (include all cross listed departments)*

Geosciences

Current Title (if applicable)* Not applicable

Proposed Title* Environmental Geosciences - Institutional Certificate of Proficiency

CIP Code

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

CIP Code (6-digits) * 40.0699

Minimum Number of
Credits (if
applicable)* 20

Maximum Number of
Credits (if
applicable)* 23

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☐ Yes ☒ No

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

SECTION I: THE REQUEST

R401 Purpose*

The Department of Geosciences at Utah State University (USU) is requesting approval for a 20-credit Institutional Certificate of Proficiency in Environmental Geosciences. This credential will be available to undergraduate students across USU, including those at the Uintah Basin and Price campuses. It will be especially accessible for geology, plants, soils and climate, and watershed sciences majors. The certificate includes only courses that currently exist, including a core of classes in Geosciences as well as allied courses in Geography, Plants, Soils and Climate, and Watershed Sciences. These courses are offered through a variety of in-person, connect and online delivery modes. Inclusion of courses from other departments has been socialized, with department heads approving the inclusion of courses from their departments.

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

Brief Description of the Unit Requesting the Action:

The Geosciences Department within the College of Science at USU grants undergraduate degrees (BA, BS and minor), Plan-A and Plan-B Master's degrees, and a Plan-A Doctoral degree. Geosciences also teaches a relatively large service load of Breadth (five courses) and Depth (six courses) Science courses to fulfill USU's General Education requirements for all students, especially through online courses. We have tailored our undergraduate Geology major to include a General Geology option plus three additional emphases that students can choose depending on their career path. Recently, a proposal was submitted to request that the Applied Environmental Geoscience emphasis be changed to a separate BA, BS degree. Adding a job-skill-oriented credential in Environmental Geosciences allows undergraduate students to prepare for careers in environmental geoscience without having to complete an entire bachelor's degree program.

Proposed Action:

We are requesting approval for a 20-credit Institutional Certificate of Proficiency in Environmental Geosciences.

Rationale:

There is increasing workforce demand for people with key college-level training to work in environmental assessment and mitigation as driven by land-management regulations. Primary employers are government agencies and the private-consulting sector. Geology, Geosciences and Earth Sciences departments at other universities have added environmentally oriented BA, BS degrees to attract and train students who are interested in pursuing such careers after graduation. These efforts have been wildly successful at some of these universities. As a result, the Geosciences Department at USU has submitted a proposal requesting that the Applied Environmental Geoscience emphasis to the Geology BA, BS degree be changed to a separate BA, BS degree program. The addition of an Environmental Geosciences Certificate will allow undergraduate students to obtain employable skills without having to complete the proposed new degree program.

**Labor Market Demand
(if applicable)**

Metrics for environmental geoscience as a specific vocation are not readily available. Yet, according to the Utah DWS Occupation Information Data Viewer (<https://jobs.utah.gov/jsp/utalmis/#/>), geoscientists with a BS generally start at median annual incomes of ~\$80k, and the field is expected to experience typical annual job growth of more than 2%. The largest target job demand for this degree is in the environmental consulting and remediation industry. The specialist "environmental scientists" and "geologic technicians" data on that same State of Utah site indicate similar projected salaries and job growth. Students earning an Environmental Geosciences degree would be competitive for these roles, as would those who earn this certificate.

Consistency with Institutional Mission & Institutional Impact*

The mission of USU embraces its establishment as a land- and space-grant university that serves the people of Utah. We do this in part by being responsive to the training needs in our economy.

Providing formal training and gaining skills in environmental geosciences is consistent with our changing labor market demands. Potential negative impacts on resources and workload at our institution are absent, as the proposed certificate packages teaching that already is occurring at USU.

The positive impact of this certificate will be felt by our students, who have expressed a desire for an environmental geosciences option that does require completion of an entire BA, BS degree program. Such an option is not provided by any other units within USHE that we are aware of. The University of Utah, Weber State University, Southern Utah University and Utah Valley University offer one or more courses in environmental geoscience, but a certificate in Environmental Geosciences at USU would be a unique offering.

Describe and List any Anticipated Expenses and Revenue*

The Environmental Geosciences Certificate is comprised of classes that already are offered at USU. It requires no new facilities or staff. No budgetary impact is anticipated.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

To be proficient in environmental geosciences, students need a core understanding of physical geology, applied geoscience techniques, earth materials, and geomorphology. In addition, there are multiple added skills and knowledge sets that build usefully upon this core in Geology. The series of elective and required elective courses is intentionally broad, including courses offered by the Geography, Plants, Soils and Climate, and Watershed Sciences Departments.

Student Learning Outcomes Assessment Plan*

Please refer to attached Student Learning Outcomes form.

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Kinesiology and Health Science, in the Emma Eccles Jones College of Education and Human Services proposes changing the name and restructuring the Physical Education Coaching Minor to Physical Education Teaching Minor.

EXECUTIVE SUMMARY

The Department of Kinesiology and Health Science, in the Emma Eccles Jones College of Education and Human Services proposes changing the name and restructuring the Physical Education Coaching Minor to Physical Education Teaching Minor.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name and restructuring the Physical Education Coaching Minor to Physical Education Teaching Minor.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services changing the name and restructuring the Physical Education Coaching Minor to Physical Education Teaching Minor, and

WHEREAS, The proposal will align with the standards set by the state for K-12 education, and streamline the curriculum,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name and restructuring the Physical Education Coaching Minor to Physical Education Teaching Minor in the Emma Eccles Jones College of Education and Human Services' Department of Kinesiology and Health Science, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

CEHS - Kinesiology and Health Science - Physical Education Teaching - Minor

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all
cross listed
colleges)*

CEHS

DEPARTMENT
(include all cross
listed departments)*

Kinesiology and Health Science

Current Title (if
applicable)* Physical Education Coaching - Minor

Proposed Title* Physical Education Teaching - Minor

CIP Code

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

CIP Code (6-digits) * 15.0001

Minimum Number of
Credits (if
applicable)* 29

Maximum Number of
Credits (if
applicable)* 29

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☒ Yes
☐ No

SECTION I: THE REQUEST

R401 Purpose*

The Kinesiology and Health Science Department proposes to rename and restructure its existing Physical Education Coaching minor to a newly designated "Physical Education Minor." These proposed changes are intended to align the curriculum more closely with the standards set by the state for K-12 physical education teachers, thus ensuring that the program remains relevant and effective in preparing future educators.

The primary purpose of this proposed change is to streamline the curriculum by eliminating unnecessary additional course requirements. By doing so, the program will facilitate a more efficient pathway for students to fulfill the necessary endorsement requirements. This modification is expected to increase the number of graduates who are qualified to teach physical education in K-12 educational settings. Moreover, it is anticipated that these adjustments will enhance the program's attractiveness to prospective students, particularly those in pre-service teaching programs across various subject areas who also have an interest in teaching physical education.

Currently, approximately eight students are enrolled in the minor. The proposed curriculum will consist of 29 required credits, ensuring a comprehensive educational experience. The program will continue to be delivered in-person at the Logan campus, offering students invaluable opportunities for hands-on learning and engagement with peers and faculty.

The revised courses within the proposed curriculum have all been previously approved by the state, meeting the required standards for physical education teacher qualifications. By implementing these changes, the program not only seeks to align more closely with state requirements but also aims to create new opportunities for students pursuing careers in K-12 education.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Proposed Action:

The proposal seeks to change the name of the current Physical Education minor to better reflect its purpose and objectives. Alongside this name change, adjustments to the curriculum will be made to align the course offerings and requirements with the State of Utah's physical education endorsement criteria. This includes the reduction of unnecessary courses and the incorporation of essential components that meet state mandates, thereby streamlining the pathway for students pursuing a career in K-12 physical education teaching.

Rationale:

The rationale for this action stems from the need to ensure that the program effectively prepares students for state endorsement requirements, which are essential for teaching physical education in K-12 schools. Currently, the program includes additional courses that exceed state requirements, which may deter prospective students from enrolling. By aligning the program name and curriculum with state standards, the university will clarify the program's focus and enhance its relevance to students' career goals. This restructuring also addresses feedback from current students and educators regarding the necessity for a more streamlined and supportive educational pathway.

Benefits to USU and USHE:

By aligning the program with state requirements and improving its clarity, the university is likely to attract more students interested in teaching physical education. This could lead to higher enrollment numbers in the program and contribute to the university's overall growth. Graduates of the restructured program will be better equipped to meet the demands of K-12 education, ensuring they possess the necessary qualifications for teaching physical education. This will enhance the quality of education provided in Utah schools. The alignment with state standards fosters collaboration between USU and local school districts, as well as other educational institutions, creating opportunities for partnerships that can benefit both students and the broader educational community.

This proposed action aims to modernize and optimize the Physical Education minor at USU, ensuring it meets current educational standards while also enhancing the experience and outcomes for students pursuing careers in teaching.

**Labor Market Demand
(if applicable)**

The demand for the proposed updates to the Physical Education minor can be substantiated through an analysis of local, state, and national labor market data. This data reflects a significant need for qualified physical education teachers and coaches, thereby underscoring the relevance of aligning the minor with state endorsement requirements.

According to the Occupational Outlook Handbook (OOH), the job market for physical education teachers is projected to grow approximately 1% from 2022 to 2032. While this increase may appear limited, it highlights a steady demand for professionals in this area. The Utah Department of Workforce Services (DWS) Occupation Information Data Viewer reports consistent demand for physical education teachers across all educational levels—elementary, middle, and high schools. Positions in this field typically offer median annual wages ranging from \$59,000 to \$61,000, depending on factors such as education level and geographic location.

Aligning the Physical Education minor with endorsement requirements will not only serve current education majors but also open pathways for students from other disciplines to enter the field of physical education and coaching. By broadening the eligibility for the minor, the program can attract a diverse range of students who wish to integrate physical education teaching into their future careers.

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

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

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

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

The proposed updates to the Physical Education Minor align seamlessly with Utah State University's (USU) core values, ensuring the program meets both student needs and USU's overarching mission. By restructuring and renaming the Physical Education Minor, USU reinforces its dedication to academic excellence. The alignment of the curriculum with state endorsement requirements will enhance the quality of education provided to future educators. This high standard ensures graduates are well-prepared to succeed as physical education teachers, enhancing educational quality in Utah and beyond.

The changes will broaden access for students interested in physical education from various academic disciplines. USU's mission emphasizes community engagement and service, and the proposed updates to the Physical Education minor will have a positive impact on local schools and the broader educational landscape. By producing well-qualified physical education teachers and coaches, the program will contribute to the health and fitness of K-12 students, ultimately fostering a culture of physical activity and well-being in the community.

**Describe and List any
Anticipated Expenses
and Revenue***

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

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The proposed curriculum for the Physical Education minor is designed to provide comprehensive training for future educators, ensuring that they are well-equipped to meet the demands of teaching in K-12 settings. This program will consist of a total of 29 credits, structured to deliver both theoretical knowledge and practical skills essential for success in the field.

Required Courses:

- HEP 2000 - First Aid and Emergency Care(2 cr)
- KIN 4350 - Administration and Classroom Management of Physical Education(2 cr)
- NDFS 1020 – Science and Application of Human Nutrition (3 cr)
- KIN 3200 – Motor Learning and Technology in Skill Analysis (3 cr)
- KIN 4100 – Exercise Physiology (4 cr)
- **Select one of the following:** indicated as electives on the attached file
 - KIN 3000 – Principles of Fitness (3 cr)
 - PE 3000 – Dynamic Fitness (3 cr)
- KIN 3050 – Physical Education in the Elementary School (3 cr)
- KIN 4900 – Methods of Physical Education (3 cr)
- KIN 3300 - Clinical Experience I (1 cr)
- KIN 3500 – Adapted Physical Education (3 cr)
- **Select two of the following:** indicated as electives on the attached file
 - KIN 2100 – Skills 1 (Swimming, Volleyball, Football) (1 cr)
 - KIN 2200 – Skills 2 (Lifetime Activities) (1 cr)
 - KIN 2300 – Skills 3 (Softball, Basketball, Soccer) (1 cr)
 - KIN 2400 – Skills 4 (Tennis, Badminton, Track and Field) (1 cr)
 - KIN 2500 – Skills 5 (Dance Activities) (1 cr)

The curriculum will be particularly beneficial for current pre-service teachers pursuing undergraduate degrees at Utah State University. Recognizing the trend that many educators may initially major in other fields and later find themselves required to teach physical education, this program offers a valuable pathway for pre-service teachers to start their careers with this knowledge. Additionally, students from various disciplines who wish to incorporate physical education into their career plans will also have the option to declare this minor.

The proposed curriculum for the Physical Education minor is thoughtfully designed to meet the needs of current and future educators. By providing a robust framework of coursework and practical experiences, the program will equip graduates with the necessary skills and knowledge to excel, ultimately contributing to the health and well-being of K-12 students in the community.

**Student Learning
Outcomes
Assessment Plan***

This program will be assessed along with all other secondary education licensure programs through the accreditation process for teacher education programs. General teacher competencies are assessed in the final capstone field experience through observation. Content knowledge is assessed through a competency model.

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

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Geosciences, in the College of Science proposes restructuring the Geology Applied Environmental Geoscience Emphasis BA, BS to Environmental Geoscience BA, BS.

EXECUTIVE SUMMARY

The Department of Geosciences, in the College of Science proposes restructuring the Geology Applied Environmental Geoscience Emphasis BA and BS to Environmental Geoscience BA, BS.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve restructuring the Geology Applied Environmental Geoscience Emphasis BA, BS to Environmental Geoscience BA, BS.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Geosciences in the College of Science proposes restructuring the Geology Applied Environmental Geoscience Emphasis BA, BS to Environmental Geoscience BA, BS, and

WHEREAS, The proposal will increase students flexibility in coursework and specializations,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring the Geology Applied Environmental Geoscience Emphasis BA, BS in the College of Sciences' Department of Geosciences, 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

Jacey Skinner, Chair

Date:

COS - Geosciences - Environmental Geoscience - BA, BS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

COS

DEPARTMENT (include all cross listed departments)*

Geosciences

Current Title (if applicable)*

Geology - Applied Environmental Geoscience Emphasis - BA BS

Proposed Title* Environmental Geoscience - BA, BS

CIP Code

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

CIP Code (6-digits) * 40.0699

Minimum Number of Credits (if applicable)* 120

Maximum Number of Credits (if applicable)* 120

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

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

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

Other: (explain change) Change Geology Applied Environmental Geoscience emphasis to separate BA-BS degree

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 Geosciences at Utah State University (USU) is requesting approval of a change in the current Applied Environmental Geoscience emphasis of the Geology BA, BS degree to a separate Environmental Geosciences BA, BS degree. This separate degree will differ rather dramatically from the Geology BA, BS degree. This new degree includes only courses that currently exist, including a core of classes in Geosciences as well as allied courses in Biology, Plants, Soils and Climate, Watershed Sciences, and other departments. These courses are offered through a variety of in-person, connect and online delivery modes. Inclusion of courses from other departments has been socialized, with department heads approving the inclusion of courses from their departments.

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

Brief Description of the Unit Requesting the Action:

The Geosciences Department within the College of Science at USU grants undergraduate degrees (BA, BS and minor), Plan-A and Plan-B Master's degrees, and a Plan-A Doctoral degree. Geosciences also teaches a relatively large service load of Breadth (five courses) and Depth (six courses) Science courses to fulfill USU's General Education requirements for all students, especially through online courses. We have tailored our undergraduate Geology major to include a General Geology option plus three additional emphases that students can choose depending on their career path, including a workforce-oriented degree emphasis. Changing one of the three emphases to a separate BA, BS degree is a natural evolution in our programming.

Proposed Action:

We are requesting approval to change the current Applied Environmental Geoscience emphasis of the Geology BA, BS degree to a separate Environmental Geosciences BA, BS degree.

Rationale:

There is increasing workforce demand for people with key college-level training to work in environmental assessment and mitigation as driven by land-management regulations. Primary employers are government agencies and the private-consulting sector. Geology, Geosciences and Earth Sciences departments at other universities have added environmentally oriented BA, BS degrees to attract and train students who are interested in pursuing such careers after graduation. The proposed degree also substantially increases the flexibility for students to tailor their course work plan and specializations towards their interests. These efforts have been wildly successful at some of these universities, and the Geosciences Department at USU desires to replicate their success.

**Labor Market Demand
(if applicable)**

Metrics for environmental geosciences as a specific vocation are not readily available. Yet, according to the Utah DWS Occupation Information Data Viewer (<https://jobs.utah.gov/jsp/utalmis/#/>), geoscientists with a BS generally start at median annual incomes of ~\$80k, and the field is expected to experience typical annual job growth of more than 2%. The largest target job demand for this degree is in the environmental consulting and remediation industry. The specialist "environmental scientists" and "geologic technicians" data on that same State of Utah site indicate similar projected salaries and job growth, and students earning an Environmental Geosciences degree would be competitive for these roles.

Consistency with Institutional Mission & Institutional Impact*

The mission of USU embraces its establishment as a land- and space-grant university that serves the people of Utah. We do this in part by being responsive to the training needs in our economy.

Providing formal training and gaining skills in environmental geosciences is consistent with our changing labor market demands. Potential negative impacts on resources and workload at our institution are absent, as the proposed degree packages teaching that already is occurring at USU.

The positive impact of this degree will be felt by our students, who have expressed a desire for an environmental geosciences degree option that is less narrowly focused on classes offered by the Geosciences Department and more broadly focused on courses offered by other departments and units within the College of Science and other colleges at USU.

Describe and List any Anticipated Expenses and Revenue*

The BA, BS degree in Environmental Geosciences is comprised of classes that already are offered at USU. It requires no new facilities or staff. No budgetary impact is anticipated.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

To be proficient in environmental geosciences, students need a core understanding of physical and historical geology, earth materials, and geomorphology. In addition, there are multiple added skills and knowledge sets that build usefully upon this core in Geology, as well as in Biology, Chemistry, and Mathematics and/or Statistics. The series of elective and required elective courses is intentionally broad, including courses offered by the Plants, Soils and Climate, Watershed Sciences, and Environment and Society Departments.

Student Learning Outcomes Assessment Plan*

Please refer to attached Student Learning Outcomes form.

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

**Proposed Action &
Rationale***

Brief Description of the Unit Requesting the Action:

The Geosciences Department within the College of Science at USU grants undergraduate degrees (BA, BS and minor), Plan-A and Plan-B Master's degrees, and a Plan-A Doctoral degree. Geosciences also teaches a relatively large service load of Breadth (five courses) and Depth (six courses) Science courses to fulfill USU's General Education requirements for all students, especially through online courses. We have tailored our undergraduate Geology major to include a General Geology option plus three additional emphases that students can choose depending on their career path, including a workforce-oriented degree emphasis. Changing one of the three emphases to a separate BA, BS degree is a natural evolution in our programming.

Proposed Action:

We are requesting approval to change the current Applied Environmental Geoscience emphasis of the Geology BA, BS degree to a separate Environmental Geosciences BA, BS degree.

Rationale:

There is increasing workforce demand for people with key college-level training to work in environmental assessment and mitigation as driven by land-management regulations. Primary employers are government agencies and the private-consulting sector. Geology, Geosciences and Earth Sciences departments at other universities have added environmentally oriented BA, BS degrees to attract and train students who are interested in pursuing such careers after graduation. The proposed degree also substantially increases the flexibility for students to tailor their course work plan and specializations towards their interests. These efforts have been wildly successful at some of these universities, and the Geosciences Department at USU desires to replicate their success.

**Labor Market Demand
(if applicable)**

Metrics for environmental geosciences as a specific vocation are not readily available. Yet, according to the Utah DWS Occupation Information Data Viewer (<https://jobs.utah.gov/jsp/utalmis/#/>), geoscientists with a BS generally start at median annual incomes of ~\$80k, and the field is expected to experience typical annual job growth of more than 2%. The largest target job demand for this degree is in the environmental consulting and remediation industry. The specialist "environmental scientists" and "geologic technicians" data on that same State of Utah site indicate similar projected salaries and job growth, and students earning an Environmental Geosciences degree would be competitive for these roles.

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.

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes restructuring the Heavy Equipment Operator Certificate of Proficiency to a Heavy Equipment Operator Technical Certificate.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes restructuring the Heavy Equipment Operator Certificate of Proficiency to a Heavy Equipment Operator Technical Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve restructuring the Heavy Equipment Operator Certificate of Proficiency to a Heavy Equipment Operator Technical Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes restructuring the Heavy Equipment Operator Certificate of Proficiency to a Heavy Equipment Operator Technical Certificate, and

WHEREAS, The proposal will align this technical education program with Utah System of Higher Education standards,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring the Heavy Equipment Operator Certificate of Proficiency to a Heavy Equipment Operator Technical Certificate 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

Jacey Skinner, Chair

Date:

CAAS - Technology, Design and Technical Education - Heavy Equipment Operator - Technical Certificate

4.1.a R401ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[LISHE R401 Policy.](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Technology, Design and Technical Education

Current Title (if applicable)* Heavy Equipment Operator - Certificate of Proficiency

Proposed Title* Heavy Equipment Operator - Technical Certificate

CIP Code

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

CIP Code (6-digits) * 49.0202

Minimum Number of Credits (if applicable)* 16

Maximum Number of Credits (if applicable)* 16

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS {if applicable}

Graduate Council Approval* ☐ Yes
☒ No

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

SECTION I: THE REQUEST

R401 Purpose*

Utah State University requests approval to restructure the Heavy Equipment technical certificate effective in the fall semester of 2025. This technical education certificate of completion program is a restructure to a 16-credit hour stackable credential that is a redesign and name change of an existing program. This certificate will also fulfill some of the requirements for an associate of applied science (AAS) degree in Small Business Operations or General Technology. In addition, this certificate program also qualifies students for jobs in the heavy equipment operator field, which is a highly sought-after and transferable skill. This program is a four-star occupation assessed by the Utah Department of Workforce Services (DWS), indicating high demand and wages for those completing the program. This redesigned technical certificate will build momentum to facilitate student transitions and support the completion of work-related objectives while earning credits toward 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 Heavy Equipment Operator certificate is designed to prepare students with career-ready skills and job training with industry-standard skills, knowledge, and certifications. This program functions to allow students to gain high-quality and structured entry into the field of equipment operation with a marketable skill set for careers in construction and heavy equipment operation. Students who complete the certificate will be prepared to work in the field and prepare for a career that can be stacked upward into a future degree if they choose to. With highly marketable and transferable skills, students can pursue various jobs in heavy equipment,

horizontal construction, and similar infrastructure and operator positions.

**Labor Market Demand
(if applicable)**

The United States Bureau of Labor Statistics predicts that the employment of heavy equipment operators will rise modestly over the next ten years (4%), with Utah projecting similar growth with regional needs growing at 4%. While nationally, these career fields forecast modest growth, Utah is poised to scale these professions quickly over the next decade with the announcement of the 2034 Olympics and required infrastructure projects that will require similar skill sets and positions. The earning potential for these occupations is favorable compared to individuals and career fields with similar educational requirements. Boasting a national median wage of \$55,270, it is rated as a Four-Star occupation sector by the Department of Workforce Services in Utah, meaning that at the entry-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 redesign to the Heavy Equipment Operator Certificate 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 campuses of Price and Blanding. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program.

Utah State University currently offers stackable options from the Heavy Equipment Operator program toward Small Business Operations and General Technology options to further 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 (TOTE) at Utah State University proposes to offer a comprehensive technical certificate in Heavy Equipment Operations that not only can stack upward to higher degrees but is also offered on the residential campus in Price. 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, 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.

**Describe and List any
Anticipated Expenses
and Revenue***

The proposed technical certificate 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**

Heavy Equipment Operator		
Institutions: USU-Eastern		
Technical Certificate (Catalog Year: 2025, 10 Credits, CIP: 49.0202)		
Foundational Courses (10 Credits)		Credits
TEHE 1010	Heavy Equipment Introduction/Basics	2
TEHE 1050	Skid Steer/Compact Loader Operation	2
TEHE 1100	Hydraulic Excavator Operation	2
TEHE 1150	Backhoe Operation	2
TEHE 1200	Front End Loader Operation	2
Supplemental Courses		
USU - Eastern (6 Credits)		
TEHE 1250	Dozer Operation	2
TEHE 1300	Road Grader Operation	2
TEHE 1400	Forklift Operation	1
TEHE 1500	Worksite Planning for Operators	1

**Student Learning
Outcomes
Assessment Plan***

Upon completing this technical certificate, students will demonstrate a fundamental understanding of safety awareness in heavy equipment operations, meet the minimum standards for effective operation techniques, and conduct proper pre-operation inspections. They will be equipped to communicate job site needs and concerns effectively, ensuring they are prepared to contribute as safety-certified entry-level operators, aligned with industry requirements.

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes restructuring and changing the name of the Commercial Driver's License Certificate of Proficiency to Commercial Driver's License (CDL) Class A Certificate.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes restructuring and changing the name of the Commercial Driver's License Certificate of Proficiency to Commercial Driver's License (CDL) Class A Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve restructuring and changing the name of the Commercial Driver's License Certificate of Proficiency to Commercial Driver's License (CDL) Class A Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes restructuring and changing the name of Commercial Driver's License Certificate of Proficiency to Commercial Driver's License (CDL) Class A Certificate, and

WHEREAS, The proposal will provide students with viable work skills and prepare them to work in the industry

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring and changing the name of Commercial Driver's License Certificate of Proficiency to Commercial Driver's License (CDL) Class A Certificate 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

Jacey Skinner, Chair

Date:

CAAS Technology, Design and Technical Education Commercial Driver's License (CDL) Class A Certificate

4.1.a R401ABBREVIATED PROGRAM PROPOSAL

R401Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[HighYield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Technology, Design and Technical Education

Current Title (if applicable)* Commercial Drivers License Certificate of Proficiency

Proposed Title* Commercial Driver's License (CDL) Class A Certificate

CIP Code

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

CIP Code (6digits) * 49.0205

Minimum Number of
Credits (if
applicable)* 16

Maximum Number of
Credits (if
applicable)* 16

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:
- ☐ Certificate Academic (undergraduate)
 - ☒ Certificate Technical
 - ☐ Certificate Post Bachelor's
 - ☐ Certificate Post Master's
 - ☐ K12 Endorsement Program
 - ☐ Minor
 - ☐ New Emphasis for Existing Program
 - ☐ Out of Service Area Delivery Program (attached signed MOU)

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

- Administrative Unit Changes:**
- ☐ Name Change of Existing Unit
 - ☐ Administrative Unit (Transfer)
 - ☐ Administrative Unit (Restructurewith or without Consolidation)
 - ☐ Administrative Unit (Suspensionon hold)
 - ☐ Administrative Unit (Discontinuationpermanent 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 rename the Technical Certificate in Commercial Driver's License Class A (CDL) effective Fall 2025. The CDL certificate is a 16credit hour stackable credential that will also fulfill requirements leading to the Associate of Applied Science Degree (MS) in General Technology, AAS in Small Business Operations, and other technologyfocused programs across the University. In addition, this technical certificate qualifies students for positions within the transportation, distribution, and logistics fields by providing essential training for national licensure through the Department of Transportation. As a consequence of completing this program, a technical certificate facilitates student momentum toward solid foundational skills and provides timely successes as the student transitions into industry or higher degree pathways. These successes will support student completion of degree programs in related areas of interest in the skilled trades, a hotbed of activity within Utah.

This current technical program attracts and serves students across Utah in one of the only flexible enrollment programs at USU. The CDL program's competencybased academics train qualified professional drivers across Utah for industry partners who choose USU as their preferred training partner. USU trains over 80 professional drivers annually at the Price and Blanding Campuses.

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

The Commercial Driver's License (CDL) Certificate of Proficiency has been renamed and restructured through collaboration with industry partners and statewide faculty committees through USHE to facilitate a onesemester certificate offering. This technical certificate program has been created with technical institutions as the intended space for instruction. This provides another entry into the university with the ability to gain viable work skills that can be leveraged for a higherthanaverage costtoearnings ratio. The CDL certificate aims to offer students highly soughtafter skills in early transportation, distribution, and logistics services with a marketable skill set backed by an industryinformed curriculum. Students who complete the certificate will be prepared to work in the industry or create a small business built around their acquired skills.

**Labor Market Demand
(if applicable)**

According to the Bureau of Labor Statistics, in 2023, the average annual salary for CDL truck drivers is \$54,320 nationally, with a median hourly wage of \$26.12. These opportunities are available to students after a semester of training. CDL driving is a diverse occupation with opportunities at all skill levels and higherthanaverage opportunities for earning potential for the time spent in courses. The purpose of this technical certificate program is to allow entry-level employees the opportunity for stable and indemand employment with a short time commitment from the learner. As the proposed technical certificate offers accelerated entrance to the job market and shortterm credentials, students can access more advanced jobs and higher wages. The proposed certification will be essential for welding talent in all state regions looking to diversify and help bring new jobs to rural areas of Utah.

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

The Commercial Driver's License Class A Technical Certificate will be relaunched through Technical Education in the Department of Technology, Design, and Technical Education (TOTE) at the Southeast region locations in Price and Blanding. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program. No additional resources will be required.

This technical certificate will provide independent, statewide developed certification and a stackable credential toward a twoyear Associate of Applied Science in General Technology. Credits earned in the certificate program(s) will meet requirements for existing Certificate and BS program requirements:

- AAS, General Technology
- AAS, Small Business Operations
- BS, Technology Systems, Technical Management

Additionally, the Department of Technology, Design, and Technical Education (TOTE) at Utah State University offers a broadbased associate of applied science degree in general technology with emphasis areas. The proposed technical certificate would likely lead toward the Associate of Applied Science in General Technology and Small Business Operations at Utah State University. The proposed certificate provides an opportunity to develop regionspecific training at USU residential and statewide campuses in rural parts of the state. It creates a framework that will lead the state in forming new partnerships and alignment with the Utah System of Higher Education Technical Education Division.

Describe and List any Anticipated Expenses and Revenue*

The relaunch of this technical certificate will be costneutral. All courses for the certificate are currently offered and developed. No new faculty, staff, library, or operational funds are required to facilitate this offering. There will be no budgetary impact on other programs or units at Utah State University through this certificate program.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Commercial Driver's License Class A (CDL) program prepares students with the skills and knowledge they need to join the professional driving industry. This course fulfills Entry Level Driver Training requirements for CDL training in accordance with Part 380 of the Federal Motor Carriers Safety Regulations.

Commercial Driver's License Class A		
Institutions: USUEastern		
Technical Certificate (Catalog Year: 2025, 6 Credits Required, CIP: 49.0205)		
Foundational Courses (6 Credits)		Credits
TECD 1100	Commercial Driver's License Class A	6
Supplemental Courses		
USU Eastern (10 Credits)		
TECD 1110	Advanced Trailing Techniques	2
TECD 1120	Dump and Trailing	2
TECD 1130	Maintenance	2
TECD 1200	Advanced Driving Techniques	13
TECD 1210	Hazmat for CDL	1
TECD 1220	School Bus/Passenger Bus	2
TECD 1230	Industry Safety Certifications	2
TECD 1240	Air Brake Adjustment Certification	1

Student Learning Outcomes Assessment Plan*

Students will engage in a comprehensive training program focused on truck operations. They will demonstrate basic and safe operating procedures to ensure a solid foundation. Additionally, they will learn and practice advanced operating techniques to enhance their skills further. Students will also conduct pretrip and posttrip vehicle inspections to understand the importance of maintenance and safety. Finally, they will review nondriving activities that complement their overall training. Students will be expected to pass the CDL class A driving test as an expected outcome of this course.

If this is a new credential does the curriculum require more than 25% newly developed ☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the righthand 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  con to launch your proposal.

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes changing the name and restructuring the IT Support and Web Development Certificate of Completion to Information Technology Technical Certificate.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes changing the name and restructuring the IT Support and Web Development Certificate of Completion to Information Technology Technical Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name and restructuring the IT Support and Web Development Certificate of Completion to Information Technology Technical Certificate

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 changing the name and restructuring the IT Support and Web Development Certificate of Completion to Information Technology Technical Certificate, and

WHEREAS, The proposal will align this technical program with the Utah System of Higher Education standards,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name and restructuring the IT Support and Web Development Certificate of Completion to Information Technology Technical Certificate 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

Jacey Skinner, Chair

Date:

CAAS - Technology, Design and Technical Education - Information Technology - Technical Certificate

4.1.a R401ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[LISHE R401 Policy.](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Technology, Design and Technical Education

Current Title (if applicable)* IT Support and Web Development - Certificate of Completion

Proposed Title* Information Technology - Technical Certificate

CIP Code

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

CIP Code (6-digits) * 11.0901

Minimum Number of
Credits (if
applicable)* 20

Maximum Number of
Credits (if
applicable)* 20

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS {if applicable}

Graduate Council Approval* ☐ Yes ☒ No

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

SECTION I: THE REQUEST

R401 Purpose*

Utah State University requests approval to restructure the Information Technology certificate effective in the fall semester of 2025. In an effort to align with USHE technical institutions and align with current industry expectations, this technical education certificate program is restructured to a 20-credit hour stackable credential that is a redesign and name change of an existing program. The current IT Support and Web Development - Certificate of Completion is being restructured into two new technical certificates: Information Technology - Technical and Networking and Cybersecurity - Technical certificates. This certificate will also fulfill some of the requirements for an Associate of Science in Networking and Cybersecurity, an Associate of Applied Science (AAS) degree in Small Business Operations, or General Technology. In addition, this certificate program also qualifies students for jobs in the information and technology career field, which is a highly sought-after and transferable skill. This program is a five-star occupation assessed by the Utah Department of Workforce Services (DWS), indicating high demand and wages for those completing the program. Completing this technical certificate will build momentum to facilitate student transitions and support the completion of work-related objectives while earning credits toward 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 Information Technology Certificate is designed to prepare students with career-ready skills and job training with industry-standard skills, knowledge, and industry-standard certifications. This program functions to allow students to gain high-quality and structured entry into the field of information technology and networking with a marketable skill set for careers in computer and system management. Students who complete the certificate will be prepared to work in the field and prepare 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 jobs in computers, information technology, information security, support specialists, and other technology-related fields.

Labor Market Demand (if applicable)

The United States Bureau of Labor Statistics predicts that the employment of computer and information systems managers will rise over the next ten years (9%), with Utah projecting modest growth, with regional needs growing at 6%. The earning potential for these occupations is favorable compared to individuals and career fields with similar educational requirements. Boasting a national median wage of \$104,950, it is rated as a Five-Star occupation sector by the Department of Workforce Services in Utah, meaning that at the entry-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 redesign to the Information Technology Certificate 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 campuses of Price, Moab, and Blanding. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program.

Utah State University currently offers stackable options from the Information Technology program toward Networking and Cybersecurity, Small Business Operations, and General Technology options to further support student development. Additionally, the Bachelor's Degree in Technology Systems has the cybersecurity emphasis option to align with this technical certificate program. Students can apply credits earned in the certificate program toward requirements for existing associate and baccalaureate programs offered within the College of Agriculture and Applied Science.

The Department of Technology, Design, and Technical Education (**TOTE**) at Utah State University proposes to offer a comprehensive certificate in Information Technology that not only can stack upward to higher degrees but is also offered on the residential campus in Price and Blanding. 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, 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.

Describe and List any Anticipated Expenses and Revenue*

The proposed technical certificate 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

Information Technology		
Institutions: USU-Eastern		
Technical Certificate (Catalog Year: 2025, 14 Credits, CIP: 11.0901)		
Foundational (14 Credits)		Credits
TEIT 1200	A+ Core 1	3
TEIT 1210	A+ Core 2	3
TEIT 2100	Computer Networks	4
TEIT 1300	Linux Foundations	3
TEIT 1100	Introduction to Networking	1
TEIT 1050	Career & Workplace Relations	1
Supplemental (Electives)		
USU - Eastern (6 Credits)		
TEIT 1041	Introduction to Programming	3
TEIT 1310	Website Design	3
TEIT 2500	Web Business	3
TEBP 1200	Professionalism	3

Student Learning Outcomes Assessment Plan*

Students will develop the essential skills needed for entry-level positions in Information Technology, demonstrating proficiency in knowledge that aligns with industry certification standards. They will gain hands-on experience in installing, configuring, maintaining, and troubleshooting hardware and software systems and operating systems. Additionally, students will enhance their communication abilities, effectively utilizing industry-specific terminology in both verbal and written formats.

If this is a new credential does the curriculum require more than 250/0 newly developed courses?*

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on

the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

ITEM FOR ACTION

Utah State University's Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes restructuring the Social Analytics Certificate of Proficiency to Social Analytics Certificate.

EXECUTIVE SUMMARY

The Department of Sociology, Anthropology and Criminal Justice, in the College of Humanities and Social Sciences proposes restructuring the Social Analytics Certificate of Proficiency to Social Analytics Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve restructuring the Social Analytics Certificate of Proficiency to Social Analytics Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology, Anthropology and Criminal Justice in the College of Humanities and Social Sciences proposes restructuring the Social Analytics Certificate of Proficiency to Social Analytics Certificate, and

WHEREAS, The proposal will allow students to explore new areas and tailor the program to their own interests,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring the Social Analytics Certificate of Proficiency to Social Analytics Certificate in the College of Humanities and Social Sciences' Department of Sociology, Anthropology and Criminal Justice, 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

Jacey Skinner, Chair

Date:

CHASS - Sociology, Anthropology and Criminal Justice - Social Analytics - Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Sociology, Anthropology and Criminal Justice

Current Title (if applicable)* Social Analytics - Certificate of Proficiency

Proposed Title* Social Analytics - Certificate

CIP Code

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

CIP Code (6-digits) * 45.0102

Minimum Number of
Credits (if
applicable)* 12

Maximum Number of
Credits (if
applicable)* 18

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change) This minor restructuring of the social analytics certificate will make it more attainable for students

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☐ Yes
☒ No

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

SECTION I: THE REQUEST

R401 Purpose* The department is requesting permission to revise the Certificate in Social Analytics in the College of Humanities and Social Sciences (CHaSS) at Utah State University. This certificate is housed in the Department of Sociology, Anthropology and Criminal Justice and is available to all undergraduate students in CHaSS and across the university.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The College of Humanities and Social Sciences (CHaSS) offers courses in social research methodologies and techniques of data analysis in many of its programs. These courses teach students a wide range of skills, including representative sampling methodologies for human populations, questionnaire design strategies, statistical methods that are most relevant to social data, and techniques for the analysis of demographic data. Many of these methods (e.g., Total Design Survey Methods) and types of analysis (e.g., Social Network Analysis) were developed by sociologists and other social scientists to address special research challenges in these disciplines. This rich heritage overlaps with yet is distinct from traditional fields like statistics and emerging ones like data science. Nevertheless, there is currently no framework that encourages students to take courses in social research methods and types of analysis (i.e., Social Analytics) beyond those specified as minimum degree requirements. This certificate will address that limitation by providing the structure and incentive needed to encourage students to take additional coursework to facilitate a deeper understanding and the acquisition of new skillsets in Social Analytics. Given the sometimes overlapping and interdisciplinary nature of these methods, students may take some courses outside of the CHaSS, allowing them to explore new areas and tailor the program to their own interests. A Certificate in Social Analytics will enable students to become more proficient in the collection, management, and analysis of

social data, preparing them to enter a labor market where these skills are in high demand.

**Labor Market Demand
(if applicable)**

There is tremendous labor market demand for individuals who understand how to collect, manage, and analyze social data. These positions include but are by no means limited to survey researchers, population scientists, analysts in health care and public health agencies, database managers, market researchers, and focus group specialists.

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

As Utah's land-grant institution, Utah State University is charged with the task of providing a holistic and well-rounded education that also addresses critical employer needs and economic opportunities in the state. Undergraduate students who complete the Certificate in Social Analytics will be well positioned to address those needs and capitalize on excellent job opportunities involving the collection, management, and analysis of social data. In addition, they will have the education necessary to detect inappropriate uses of social analytics and adjudicate between competing arguments in the marketplace of ideas.

**Describe and List any
Anticipated Expenses
and Revenue***

Because the certificate in Social Analytics is based on existing curricula, it will not require any new financial resources.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

The Certificate of Proficiency in Social Analytics is housed and administered in the College of Humanities and Social Sciences and the Department of Sociology and Anthropology. However, it will incorporate classes from across CHaSS as well as other colleges to give maximum flexibility to students from a variety of programs.

The certificate includes two core required classes. These classes cover fundamental research methods and statistical techniques used across a range of social sciences. A minimum of 6 hours of elective coursework will span a range of topic areas, both in CHaSS and other colleges at USU, including: geographic information science; applied demographic analysis; ethnographic methods; big data modeling; and programming for statistical software such as SAS and R. See the attached program curriculum for details.

The overarching motivation for the development of this certificate is the lack of a framework to encourage students in the social sciences to take courses in Social Analytics beyond those specified as minimum degree requirements. In developing the original program curriculum for this certificate, the department worked with and received support and approval from Dean Joe Ward in CHaSS, Professor Jamison Fargo in Education, Christopher Corcoran (Department Head in Data Analytics and Information Systems), and other stakeholders across the university. In this updated certificate, permission was granted from every department head that has courses included as requirements and/or electives.

**Student Learning
Outcomes**

Please see the attachment. A committee has been formed to review the certificate on an annual

Assessment Plan* basis, including student outcomes.

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes restructuring the IT Support and Web Development Certificate of Completion to Networking and Cybersecurity Technical Certificate.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes restructuring the IT Support and Web Development Certificate of Completion to Networking and Cybersecurity Technical Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve restructuring the IT Support and Web Development Certificate of Completion to Networking and Cybersecurity Technical Certificate.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes restructuring the IT Support and Web Development Certificate of Completion to Networking and Cybersecurity Technical Certificate, and

WHEREAS, The proposal will align this technical program with the Utah System of Higher Education standards.

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring the IT Support and Web Development Certificate of Completion to Networking and Cybersecurity Technical Certificate 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

Jacey Skinner, Chair

Date:

CAAS -Technology, Design and Technical Education - Networking and Cybersecurity - Technical Certificate

4.1.a R401ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[LISHE R401 Policy](#).

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Technology, Design and Technical Education

Current Title (if applicable)* IT Support and Web Development - Certificate of Completion

Proposed Title* Networking and Cybersecurity - Technical Certificate

CIP Code

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

CIP Code (6-digits) * 11.0901

Minimum Number of
Credits (if
applicable)* 30

Maximum Number of
Credits (if
applicable)* 30

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS {if applicable}

Graduate Council Approval* ☐ Yes ☒ No

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

SECTION I: THE REQUEST

R401 Purpose*

Utah State University requests approval to restructure the Networking and Cybersecurity technical certificate effective in the fall semester of 2025. This technical education certificate program is restructured to a 30-credit hour stackable credential that is a redesign and name change of an existing program. In an effort to align with USHE technical institutions and current industry expectations, this technical education certificate program is restructured to a 20-credit hour stackable credential that is a redesign and name change of an existing program. The current IT Support and Web Development - Certificate of Completion is being restructured into two new technical certificates: Information Technology - Technical and Networking and Cybersecurity - Technical certificates. This certificate will also fulfill some requirements for an Associate of Science in Networking and Cybersecurity, an Associate of Applied Science (AAS) degree in Small Business Operations, or General Technology. In addition, this certificate program also qualifies students for jobs in the networking and business information security field, which is a highly sought-after and transferable skill. This program is a five-star occupation assessed by the Utah Department of Workforce Services (DWS), indicating high demand and wages for those completing the program. Completing this technical certificate will build momentum to facilitate student transitions and support completing work-related objectives while earning credits toward 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 Networking and Cybersecurity certificate is designed to prepare students with career-ready skills and job training with industry-standard skills, knowledge, and industry-standard certifications. This program allows students to gain high-quality and structured entry into the field of information technology and networking with a marketable skill set for careers in computer and system management. Students who complete the certificate will be prepared to work in the field and prepare for a career that can be stacked upward into a future degree if they choose to. With highly marketable and transferable skills, students can pursue various jobs in computers, information technology, information security, support specialists, and other technology-related fields.

**Labor Market Demand
(if applicable)**

The United States Bureau of Labor Statistics predicts that the employment of computer and information systems managers will rise over the next ten years (9%), with Utah projecting modest growth, with regional needs growing at 6%. The earning potential for these occupations is favorable compared to individuals and career fields with similar educational requirements. Boasting a national median wage of \$104,950, it is rated as a Five-Star occupation sector by the Department of Workforce Services in Utah, meaning that at the entry 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 redesign to the Information Technology certificate 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 campuses of Price, Moab, and Blanding. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program.

Utah State University offers stackable options, from the information technology program to networking and cybersecurity, small business operations, and general technology, to support student development further. Additionally, the Bachelor's Degree in Technology Systems has the cybersecurity emphasis option to align with this technical certificate program. Students can apply credits earned in the certificate program toward requirements for existing associate and baccalaureate programs offered within the College of Agriculture and Applied Science.

The Department of Technology, Design, and Technical Education (TOTE) at Utah State University proposes to offer a comprehensive certificate in Information Technology that not only can stack upward to higher degrees but is also offered on the residential campus in Price and Blanding. 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, 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.

**Describe and List any
Anticipated Expenses
and Revenue***

The proposed technical certificate 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**

Networking and Cybersecurity		
Institutions: USU-Eastern		
Technical Certificate (Catalog Year: 2025, 21 Credits, CIP: 11.0901)		
Foundational Courses (21 Credits)		Credits
TEIT 1200	A+ Core I	3
TEIT 1210	A+ Core II	3
TEIT 2100	Computer Networks	4
TEIT 1300	Linux Foundations	2
TEIT 2200	Security+	4
TEIT 1100	Introduction to Networking	1
TEIT 1400	Introduction to Cloud	2
TEIT 1500	Introduction to Scripting	1
TEIT 1050	Career & Workplace Relations	1

USU - Eastern (9 Credits)		
TEIT 1041	Introduction to Programming	3
TEIT 1091	Introduction to Mobile Application Development	3
TEIT 1310	Website Design	3
TEIT 1340	Digital Video Production	3
TEIT 1800	Certification Test Prep I	1
TEIT 1810	Certification Test Prep II	1
TEIT 1820	Certification Test Prep III	1
TEIT1830	Certification Test Prep IV	1
TEIT 1840	Certification Test Prep V	1
TEIT 1850	Certification Test Prep VI	1
TEIT 2300	Linux +	3
TEIT 2441	Photoshop	3
TEIT 2500	Web Business	3
TEBP 1200	Professionalism	3
TEBP 1650	Management Principles	2

**Student Learning
Outcomes
Assessment Plan***

Upon completion of the program, students will be equipped with the essential skills and knowledge necessary for successful careers in Information Technology and Cybersecurity. They will demonstrate proficiency in aligning their skills and abilities with industry certification standards. Students will acquire the ability to install, configure, maintain, and troubleshoot both common hardware and software, as well as operating systems. They will also learn to design, implement, and manage scalable networks effectively. Additionally, students will be capable of identifying advanced security threats and applying best practices to mitigate associated risks.

If this is a new credential does the curriculum require ☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes changing the name and restructuring the Computer Numerical Control Machinist Certificate of Completion to Machining Technology Technical Certificate.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes changing the name and restructuring the Computer Numerical Control Machinist Certificate of Completion to Machining Technology Technical Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees changing the name and restructuring the Computer Numerical Control Machinist Certificate of Completion to Machining Technology Technical Certificate.

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 changing the name and restructuring the Computer Numerical Control Machinist Certificate of Completion to Machining Technology Technical Certificate, and

WHEREAS, The proposal will align this technical program with Utah Systems of Higher Education,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name and restructuring the Computer Numerical Control Machinist Certificate of Completion to Machining Technology Technical Certificate 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

Jacey Skinner, Chair

Date:

CAAS -Technology, Design and Technical Education - Machining Technology - Technical Certificate

4.1.a R401ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[LISHE R401 Policy](#).

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all
cross listed
colleges)*

CAAS

DEPARTMENT
(include all cross
listed departments)*

Technology, Design and Technical Education

Current Title (if applicable)* CNC Machinist - Certificate of Completion

Proposed Title* Machining Technology - Technical Certificate

CIP Code

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

CIP Code (6-digits) * 48.0501

Minimum Number of
Credits (if
applicable)* 30

Maximum Number of
Credits (if
applicable)* 30

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS {if applicable}

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

Utah State University requests approval to restructure the Machining Technology Certificate effective in the fall semester of 2025. This technical education certificate program is restructured to a 30-credit hour stackable credential that is a redesign and name change of an existing program. This certificate will also fulfill some requirements for an Associate of Applied Science (AAS) degree in Small Business Operations or General Technology. In addition, this certificate program also qualifies students for jobs in the precision manufacturing field, which is a highly sought-after and transferable skill. This program is a three- and four-star occupation area assessed by the Utah Department of Workforce Services (DWS), indicating high demand and wages for those completing the program. A technical certificate in this professional area will build momentum to facilitate student transitions and support completing work-related objectives while earning credits toward 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 Machining Technology Certificate is designed to prepare students with career-ready skills and job training with industry-standard skills, knowledge, and industry-standard certifications. This program allows students to gain high-quality and structured entry into the field of precision manufacturing with a marketable skill set for careers in computer-numerical controlled machining, manual machining, and millwright. Students who complete the certificate will be prepared to work in the field equipped with skills for a career that can be stacked upward into a future degree if they choose to.

**Labor Market Demand
(if applicable)**

The United States Bureau of Labor Statistics predicts that the employment of computer and information systems managers will rise modestly in Utah over the next ten years (2%), with national growth projecting relative stagnation >1%. This disparity shows a trend of Utah leading the nation in the manufacturing of American parts and the expansion of manufacturing businesses within the state. The earning potential for these occupations is favorable compared to individuals and career fields with similar educational requirements. Boasting a national median wage of \$50,840, Utah workers are earning, on average, \$58,420, with even greater earning potential in rural areas of the state. Millwrights, a related job sector, is a Four-Star occupation sector by the Department of Workforce Services in Utah, meaning that at the entry-level, it is both High Demand and High Wage at over \$60,000 average annual income across the nation. For the state, these careers help to create an economic foundation for all Utah communities to thrive.

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

The proposed redesigned Machining Technology Certificate 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 of Eastern in Price. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program.

Utah State University offers stackable options, from the machining technology program to small business operations, engineering technology, and general technology. To further support student development, the Bachelor's Degrees in Technology Systems and Engineering Technology have established options to align with this technical certificate program. Students can apply credits earned in the certificate program toward requirements for existing associate and baccalaureate programs offered within the College of Agriculture and Applied Science.

The Department of Technology, Design, and Technical Education (TOTE) at Utah State University proposes to offer a comprehensive certificate in Machining Technology that can stack upward to higher degrees and is also offered on the residential campus in Price. This creates wrap-around services for students returning to work, starting a career, or transitioning to a new job and helps to conserve personal resources to alleviate the difficulties of significant life transitions. 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, forming new partnerships with the Utah Technical colleges and offering needed student support to help 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.

**Describe and List any
Anticipated Expenses
and Revenue***

The proposed technical certificate 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

Machining Technology		
Institutions: USU-Eastern		
<i>Technical Certificate (Catalog Year: 2025, 15 Credits, CIP: 48.0501)</i>		
Foundational Courses (15 Credits)		Credits
TEMT 1000	Manufacturing Fundamentals	3
TEMT 1200	Lathe Concepts	3
TEMT 1100	Mill Concepts	3
TEMT 1150	Computer-Numeric Control (CNC) Mill Concepts	3
TEMT 1250	Computer-Numeric Control (CNC) Lathe Concepts	3
Supplemental Courses		
USU - Eastern (15 Credits)		
TEMT 1300	CNC Mill Programming	3
TEMT 1350	Computer-Numeric Control (CNC) Lathe Programming	3
TEMT 1400	Introduction to CNC Machining	3
TEMT 1600	Introduction to Manual Machining	3
TEMT 1565	Advanced Print Reading	3

Student Learning Outcomes Assessment Plan*

Students will be able to safely operate manual and automated precision machining equipment, understand and interpret engineering drawings, and perform essential calculations used in the machining industry. They will also gain proficiency in using the appropriate measuring tools and applying cutting tool geometry and theory effectively during the machining process. Additionally, students will learn to select the right equipment and cutting tools for their projects and will be trained to set up, program, and operate Computer Numerical Control (CNC) machines.

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes changing the name and restructuring the Welding Certificate of Completion and the Welding Certificate of Proficiency to Welding Technology Technical Certificate.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes changing the name and restructuring the Welding Certificate of Completion and the Welding Certificate of Proficiency to Welding Technology Technical Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name and restructuring the Welding Certificate of Completion and the Welding Certificate of Proficiency to Welding Technology Technical Certificate

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 changing the name and restructuring the Welding Certificate of Completion and the Welding Certificate of Proficiency to Welding Technology Technical Certificate, and

WHEREAS, The proposal will consolidate the Welding Certificates into one Technical Certificate,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name and restructuring the Welding Certificate of Completion and the Welding Certificate of Proficiency to Welding Technology Technical Certificate 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

Jacey Skinner, Chair

Date:

CAAS -Technology, Design and Technical Education - Welding Technology - Technical Certificate

4.1.a R401ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[LISHE R401 Policy](#).

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all
cross listed
colleges)*

CAAS

DEPARTMENT
(include all cross
listed departments)*

Technology, Design and Technical Education

Current Title (if
applicable)*

Welding

Proposed Title* Welding Technology - Technical Certificate

CIP Code

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

CIP Code (6-digits) * 48.0508

Minimum Number of
Credits (if
applicable)* 30

Maximum Number of
Credits (if
applicable)* 30

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS {if applicable}

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

Utah State University requests approval to rename and restructure the Technical Certificate in Welding Technology effective Fall 2025. With the acceptance and approval of this Technical Certificate, the department will consolidate and sunset both the CP and CC welding certificates into this singular offering. This Welding Technology is a 30-credit hour stackable credential that will also fulfill requirements leading to the Associate of Applied Science Degree (AAS) in Welding, AAS in General Technology, AAS in Small Business Operations, and other technology programs across the University. In addition, this technical certificate also qualifies students for positions within the Welding, fabricating, and manufacturing fields. A technical certificate facilitates student momentum toward solid foundational skills and provides timely successes as the student transitions into industry or higher degree pathways. These successes will support student completion of degree programs in related areas of interest in the skilled trades, a hotbed of activity within Utah.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The technical certificate of Welding Technology has been renamed and restructured through collaboration with industry partners and state-wide faculty committees through USHE to facilitate a two-semester certificate offering. This technical certificate program has been created with technical institutions as the intended space for instruction. This provides another entry into the university with the ability to gain viable remote work skills and a statewide focus on business programs within the University. The Welding Technology certificate aims to offer students highly sought-after skills in Welding, Fabricating, Soldering, and Brazing, which are all marketable skill sets backed by industry-developed curricula. Students who complete the certificate will be prepared to work in the industry or create a small business built around their

acquired skills.

**Labor Market Demand
(if applicable)**

According to the Bureau of Labor Statistics, in 2023, the average annual salary for Welders, Solderers, and Brazers is \$48,940 nationally, with a median hourly wage of \$23.53. However, in Eastern Utah, where these programs are located, the median salary is significantly higher at \$58,000 annually, with an average hourly wage of \$27.89. These opportunities are available to students after a year of training. Welding is a diverse occupation with opportunities at all skill levels and higher opportunities for earning potential for the students as they continue their education and select concentration areas to continue their skill development in other areas of manufacturing and business types. The purpose of this technical certificate program is to allow entry-level employees an opportunity for stable and in-demand employment with a short time commitment from the learner. As the proposed technical certificate offers accelerated entrance to the job market and short-term credentials, students can access more advanced jobs and higher wages. The proposed certification will be essential for welding talent in all state regions looking to diversify and help bring new jobs to rural areas of Utah.

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

The Technical Certificate of Welding Technology will be relaunched through Technical Education in the Department of Technology, Design, and Technical Education (TOTE) at the Southeast region 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.

This technical Certificate will provide independent, statewide-developed certification and a stackable credential toward a two-year Associate of Applied Science in Welding. Credits earned in the certificate program(s) will meet requirements for existing Certificate and BS program requirements:

- AAS, Welding
- AAS, General Technology
- AAS, Small Business Operations
- BS, Technology Systems, Technical Management

Additionally, the Department of Technology, Design, and Technical Education (TOTE) at Utah State University offers a broad-based associate of applied science degree in general technology with emphasis areas. The proposed technical certificate would likely lead toward the Associate of Applied Science in Welding and other manufacturing and technology programs at Utah State University. The proposed certificate provides an opportunity to develop region-specific training at USU residential and statewide campuses in rural parts of the state. It creates a framework that will lead the state in forming new partnerships and alignment with the Utah System of Higher Education-Technical Education Division.

**Describe and List any
Anticipated Expenses
and Revenue***

The re-launch of this technical certificate will be cost-neutral. All courses for the certificate are currently offered and developed. No new faculty, staff, library, or operational funds are required to facilitate this offering. There will be no budgetary impact on other programs or units at Utah State University through this certificate program.

**Program Curriculum
Narrative**

Welding Technology		
Institutions: USU-E		
<i>Technical Certificate (Catalog Year: 2025, 15 Credits, CIP: 48.0508)</i>		
Aligned (15 Credits)		Credits
TEWT 1000	Introduction to Welding and Cutting	2
TEWT 1010	Measurement Systems	1
TEWT 1111	Shielded Metal Arc Welding (SMAW) I	2
TEWT 1112	Shielded Metal Arc Welding (SMAW) II	2
TEWT 1211	Gas Tungsten Arc Welding (GTAW) I	2
TEWT 1212	Gas Tungsten Arc Welding (GTAW) II	2
TEWT 1311	Gas Metal Arc Welding (GMAW) I	2
TEWT 1411	Flux Cored Arc Welding (FCAW) I	2
Non-Aligned (Electives)		
Utah State University - Eastern (15 Credits)		
TEWT 1020	Welding Symbols and Print Reading	2
TEWT 1312	Gas Metal Arc Welding (GMAW) II	2
TEWT 1412	Flux Cored Arc Welding (FCAW) II	2
TEWT 1340	Gas Metal Arc Welding (GMAW) and Flux-Cored Arc Welding (FCAW) Theory	2
TEWT 1240	Gas Tungsten Arc Welding (GTAW) Theory	2
TEWT 1140	Shielded Metal Arc Welding (SMAW) Theory	2
TEWT 1815	Welding Sculpture	3
TEWT 1650	Practical Fabrication and Layout	5
TEWT 1075	Weld Inspection	3
TEWT 1080	Welding Metallurgy	3

**Student Learning
Outcomes
Assessment Plan***

The student assessment plan will emphasize the importance of demonstrating welding safety consistently and utilizing measurement systems, written instructions, and technical prints to successfully complete welding projects. Students will be expected to apply various welding techniques, including GMAW, FCAW, GTAW, and SMAW, to achieve high-quality welds on different types of metals. Additionally, proficiency in using thermal cutting equipment for precise cuts on both ferrous and non-ferrous metals as a key learning outcome for this program. Students will also be required to identify and select the appropriate welding and cutting processes for specific applications.

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

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

ITEM FOR ACTION

Utah State University's Department of Animal, Dairy & Veterinary Sciences, in the College of Agriculture and Applied Sciences proposes changing the name of the Bio veterinary Science Minor to Veterinary Science Minor.

EXECUTIVE SUMMARY

The Department of Animal, Dairy & Veterinary Sciences in the College of Agriculture and Applied Sciences proposes changing the name of the Bio veterinary Science Minor to Veterinary Science Minor.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name of the Bio veterinary Science Minor to Veterinary Science Minor.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences proposes changing the name of the Bio veterinary Science Minor to Veterinary Science Minor, and

WHEREAS, The proposal will bring us into alignment with common practice among our peer institutions,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name of the Bio veterinary Science Minor to Veterinary Science Minor in the College of Agriculture and Applied Sciences' Department of Animal, Dairy, and Veterinary Sciences, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

CAAS - Animal, Dairy and Veterinary Sciences - Veterinary Science - Minor

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Animal, Dairy and Veterinary Sciences

Current Title (if applicable)* Bioveterinary Science - Minor

Proposed Title* Veterinary Science - Minor

CIP Code

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

CIP Code (6-digits) * 51.1104

Minimum Number of Credits (if applicable)* 14

Maximum Number of Credits (if applicable)* 14

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

New Academic Program:

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

Existing Academic Program Changes:

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
No
☒

SECTION I: THE REQUEST

R401 Purpose*

The Animal, Dairy, and Veterinary Sciences (ADVS) department proposes changing the name of the Bioveterinary Science - Minor to "Veterinary Science - Minor."

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The minor name "Bioveterinary science" is somewhat confusing, as the prefix "bio" is redundant given that veterinary science is indeed a life (or biological) science. Nearly all undergraduate degrees designed to prepare students for professional school are called either "preveterinary science" or "veterinary science." This name change brings us into alignment with common practice among our peer institutions.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

This change is consistent with the institutional mission and impact.

Describe and List any Anticipated Expenses and Revenue*

None.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

**Student Learning
Outcomes
Assessment Plan***

There is not currently a Student Learning Outcomes Assessment Plan for the minor; however, the Office of Data & Analytics is aware that the Animal, Dairy & Veterinary Sciences department is working on its assessment plans. The ADVS department has already submitted this same name change for the similarly titled bachelor's degree and this is a small change that aligns the names of both programs.

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

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

ITEM FOR ACTION

Utah State University's Departments of Applied Sciences, Technology and Education, and Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes changing the name of the Agricultural Production and Automated Processing Technology Emphasis in General Technology Associate of Applied Science to Agricultural Production and Automated Processing Technology Associate of Applied Science, and transfer from the Department of Technology, Design and Technical Education to the Department of Applied Sciences, Technology and Education.

EXECUTIVE SUMMARY

The Departments of Applied Sciences, Technology and Education, and Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes changing the name of the Agricultural Production and Automated Processing Technology Emphasis in General Technology Associate of Science to Agricultural Production and Automated Processing Technology Associate of Applied Science, and transfer from the Department of Technology, Design and Technical Education to the Department of Applied Sciences, Technology and Education.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name of the Agricultural Production and Automated Processing Technology Emphasis in General Technology Associate of Science to Agricultural Production and Automated Processing Technology Associate of Applied Science, and of the transfer from the Department of Technology, Design and Technical Education to the Department of Applied Sciences, Technology and Education.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Departments of Applied Sciences, Technology and Education, and Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes changing the name of the Agricultural Production and Automated Processing Technology Emphasis in General Technology Associate of Applied Science to Agricultural Production and Automated Processing Technology Associate of Applied Science, and transfer from the Department of Technology, Design and Technical Education to the Department of Applied Science, Technology and Education, and

WHEREAS, The proposal will align the program to the departmental focus with the expertise and provide students access to program specific machinery, and improve transfer opportunities between institutions

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name and transferring the Agricultural Production and Automated Processing Technology Emphasis in General Technology Associate of Science to Agricultural Production and Automated Processing Technology Associate of Applied Science in the College of Agriculture and Applied Sciences' Departments of Technology, Design and Technical Education, and Applied Science, Technology and Education, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

CAAS - Applied Sciences, Technology and Education Technology, Design and Technical Education - Agricultural Production and Automated Processing Technology - AAS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[LISHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all
cross listed
colleges)*

CAAS

DEPARTMENT
(include all cross
listed departments)*

Applied Sciences, Technology and Education

Technology, Design and Technical Education

Current Title (if applicable)* Agricultural Production and Automated Processing Technology Emphasis in General Technology - AAS

CIP Code

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

CIP Code (6-digits) * 47.0000

Minimum Number of
Credits (if
applicable)* 63

Maximum Number of
Credits (if
applicable)* 63

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

This proposal requests the **transfer of the Agricultural Production and Automated Processing Technology Emphasis within the General Technology AAS program from the Department of Technology Design and Technical Education (TDTE) to the Department of Applied Sciences, Technology, and Education (ASTE)**. We propose keeping the name Agricultural Production and Automated Processing Technology AAS and removing the "Gen Tech Emphasis".

The General Technology degree program is undergoing changes to remove its emphasis areas, making this program a better fit within ASTE. Aligning it with ASTE will better connect the program to agricultural machinery and the stackable degree option in the Agricultural Systems Technology (BS) program.

Further, due to the recent conversion to credit hours and the alignment of technical certificate courses and programs offered by the eight Utah technical colleges and the three degree granting institutions in Utah offering technical certificate programs, credits from technical certificate courses are now directly transferable to Utah State University. Students can use up to 30 credits from applicable technical certificate courses taken after July 1, 2023 toward an Associate of Applied Science (AAS) degree in Agricultural Production and Automated Processing. Students should work with the program's academic advisor to determine which technical certificate courses can be applied toward the associate degree.

The stackable degree structure allows students to progress efficiently from a Technical College Certificate to an AAS and eventually to a Bachelor of Science in Agricultural Systems Technology. This pathway supports career advancement, flexibility for non-traditional students, and efficient use of resources, aligning with industry demands for skilled professionals in agricultural production and automation.

Agricultural processing and automation technologies are increasingly essential nationwide, especially in Utah, where efficient agricultural practices are crucial. Technologies such as precision fertilizers, soil amendments, and site-specific services are in high demand, as they help improve crop and livestock health and assess the impact of inputs like seed and pesticides. Growing interest in robotics and automation further supports the sustainability of agricultural practices, addressing workforce gaps as many in the sector approach retirement.

SECTION II: PROGRAM PROPOSAL

**Proposed Action &
Rationale***

Transferring the AAS in Agricultural Production and Automated Processing Technology to the Department of Applied Sciences, Technology, and Education (ASTE) is a strategic decision that aligns the program with the departmental focus on enhancing agricultural and technical education, thereby developing its relevance, impact, and accessibility.

1. Alignment with ASTE's Mission and Expertise

The ASTE department is uniquely suited to support this program due to its emphasis on applied sciences, technology, and hands-on learning in agricultural systems. By housing this program in ASTE, USU will strengthen its alignment with the department's expertise, creating synergy between faculty, resources, and students in agriculture technology.

2. Enhanced Stackable Pathways and Student Mobility

ASTE's focus on stackable degree pathways, particularly in Agricultural Systems Technology, provides an ideal fit for the AAS program, which is designed to offer clear transfer opportunities for students moving from Utah's technical colleges. As the only department in the state offering a bachelor's degree in Agricultural Systems Technology, ASTE provides students with a seamless, stackable route from technical certificates through associate and bachelor's degrees.

3. Benefits to USU, Students, and USHE

Transferring this program to ASTE will also benefit USU and the Utah System of Higher Education (USHE) by strengthening partnerships with Utah's eight technical colleges and three degree-granting institutions. Articulation agreements with these institutions will allow students to transfer up to 30 credits from technical certificates in fields such as Automation, Diesel, Electronics, Machining, and Welding Technology. By fostering these pathways, ASTE will enhance student mobility and support USHE's goals of improving statewide educational attainment and workforce readiness.

4. Industry Relevance and Workforce Alignment

The ASTE department's strong ties to industry and agriculture will enable the AAS program to stay aligned with workforce demands, especially as agricultural technology advances and the need for automation increases. Given the critical role of efficient and sustainable agricultural practices in Utah, ASTE's industry partnerships and focus on real-world skills will better prepare students for careers in agricultural production and automation technology. Additionally, the program's focus on emerging agricultural technologies-such as precision agriculture and automation-supports the region's evolving agricultural workforce needs.

**Labor Market Demand
(if applicable)**

Over the next three years, agricultural equipment dealers anticipate that the most growth will be seen in the areas of variable rate technology for pesticide application, unmanned aerial vehicle/drone imagery, profit/cost mapping, variable rate technology for irrigation prescriptions, electronic records/mapping for quality traceability, and robotic crop scouting or weeding. Agricultural production technology generates large volumes of data across the entire production system requiring appropriate software to manage in order to generate on-farm production and financial analyses. Such information can be overwhelming for producers creating a niche for jobs requiring agricultural technology skills. Trends in modern agricultural technology has generated an explosive demand for candidates possessing technology skills to fill the job market. The USDA's 2020 report indicated that approximately 31% of employment opportunities will be in science and engineering and 13% of openings will be focused on food and biomaterials production. Sectors related to agriculture include food and beverage manufacturing; food and beverage stores; food service and eating and drinking places; textiles, apparel, and leather products; and forestry and fishing. In 2019, the U.S. food and beverage manufacturing sector employed 1.7 million people, or just over 1.1% of all U.S. nonfarm employment. In thousands of foods and beverage manufacturing plants located throughout the country, these employees were engaged in transforming raw agricultural materials into products for intermediate or final consumption. Meat and poultry plants employed the largest portion of food and beverage manufacturing workers, followed by bakeries, and beverage plants.

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

The AAS in Agricultural Production and Automated Processing Technology supports and strengthens the mission of USU as the land-grant institution in Utah and will be offered at the Logan Campus. The instruction and practice of applying science-based information to practical skills of operating, managing, maintaining, and selling agricultural technologies is at the core of land-grant goals. This AAS is made available at the Logan campus. Students with this AAS will have a strong introduction to the agricultural production technology careers and be prepared to use those skills directly. Students completing the AAS emphasis in Agricultural Production and Automated Processing Technology will be prepared to complete a Bachelor of Science in Agricultural Systems Technology offered at USU.

**Describe and List any
Anticipated Expenses
and Revenue***

- **What new facilities or modifications to existing facilities or equipment are needed?**

No new facilities or modifications to existing facilities are needed. The program will utilize the existing laboratory, supplies, equipment, and classroom spaces.

- **Describe any budgetary impact on other programs or units within the institution.**

There will be no budgetary impact on other programs or units within the institution.

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

No new funds are required for this program.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

Students may bring up to 30 credits from applicable technical certificate courses taken after July 1, 2023 toward an Associate of Applied Science (AAS) degree in Agricultural Production and Automated Processing. Certificates from the Utah System of Technical Colleges which include Automation Technology, Diesel Technology, Electronics Technology, Machining Technology, and Welding Technology are recommended. To learn more students should consult with the program's academic advisor.

The Associate of Applied Science degree (AAS) in Agricultural Production and Automated Processing degree offers a solid foundation for establishing a rewarding career, but if students desire, they may continue on to a higher degree such as a bachelor's degree.

This program provides practical training in equipment management, testing, diagnosis, and retailing of agricultural production and automation processing technologies. Coursework encompasses applied engineering, troubleshooting, operation and maintenance of agricultural production and processing equipment. As an integral part of their training, students may complete an occupational experience or an internship in the industry. Students completing the AAS in Agricultural Production and Automated Processing Technology may stack credits into a Bachelor of Science degree in Agricultural Systems Technology.

Admissions Requirements for this Program				
New freshmen	Admitted to USU in Good Standing		Transfer students from other institutions or other programs at USU	2.20 GPA
				DD
				DD

First Year					
Fall Semester	Credits	General Education Info and Notes:	Spring Semester	Credits	General Education Info and Notes:
It is recommended that students have either obtained a Utah Technical College Certificate or accumulated 30 technical credits from an accredited institution. Admission may be granted to those with 30 prior USU technical credits, subject to advisor approval, or for those intending to fulfill 30 technical electives as part of their academic plan.					
Comments			Comments		

Second Year					
Fall Semester	R_s	General Education Info and Notes:	Spring Semester	R_s	General Education Info and Notes:

ENGL 1010 - Introduction to Writing: Academic Prose (CU)	/		BUSN 2200 - Professional Communications	/	
APEC 1600 - Natural Resources and American Economic Institutions (BAI)	/		Emphasis Course	3	Choose from list below
CMST 1020 - Public Speaking (BHU)	/		Quantitative Literacy (Q1=) Course	4	Choose any (MATH 1050 recommended for those pursuing Ag Machinery Technology BS)
BUSN 1010 Business Principles (BSS) or ASTE 2900 Food Matters: Ethics, Economics, and the Environment (BSS)	/		PSC 2010 - Soils, Waters, and the Environment (BPS)	/	
Emphasis Course		Choose from list below	Emphasis Course		Choose from list below
Emphasis Course		Choose from list below			
Comments: Take the ALEKS Math Placement Test if QL is still needed.			Comments: Students may be eligible for their AAS after this semester. See advisor for more information.		

1. ADVS - 1110 - Introduction to Animal Science
2. ADVS - 2080 - Beef and Dairy Herd Health and Production Practices
3. APEC - 1600 - Natural Resources and American Economic Institutions (BAI)
4. ASTE - 1010 - Introduction to Agricultural Systems Technology
5. ASTE - 1120 - Forage and Harvest Equipment
6. ASTE - 1130 - Planting and Tillage Equipment
7. ASTE - 1610 -Agricultural Machinery Engines
8. ASTE - 1620 -Agricultural Machinery Power Trains
9. ASTE - 2200 - Electricity in Agricultural Systems
10. ASTE - 2250 - Occupational Experience in Agriculture
11. ASTE - 2900 - Food Matters: Ethics, Economics, and the Environment (BSS)
12. ASTE - 2930 - Individualized Projects in Agriculture Mechanics

13. BUSN - 1010 - Business Principles (BSS)
14. BUSN - 2200 - Professional Communications
15. BUSN - 2320 - Small Business Management- GTE (HR)
16. CMST - 1020 - Public Speaking (BHU)
17. ENGL - 1010 - Writing as Inquiry (CL1)
18. PSC - 1800 - Introduction to Horticulture (BLS)
19. PSC - 2010 - Soils, Waters, and the Environment (BPS)
20. PSC - 2200 - Pesticide Certification
21. TEE - 1200 - Computer-Aided Drafting and Design (DELETED SUMMER 2024)
22. TESI - 1200 - Computer-Aided Drafting and Design

**Student Learning
Outcomes
Assessment Plan***

see attached

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

☐

Yes

☒

No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Communicative Disorders and Deaf Education, in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Department of Communicative Disorders and Deaf Education to the Department of Speech and Hearing Sciences.

EXECUTIVE SUMMARY

The Department of Communicative Disorders and Deaf Education, in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Department of Communicative Disorders and Deaf Education to the Department of Speech and Hearing Sciences.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name of Department of Communicative Disorders and Deaf Education to Department of Speech and Hearing Sciences.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Department of Communicative Disorders and Deaf Education to the Department of Speech and Hearing Sciences, and

WHEREAS, The proposal will improve the marketing of this program so it is easily understood by prospective students,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name of the Department of Communicative Disorders and Deaf Education to the Department of Speech and Hearing Sciences in the Emma Eccles Jones College of Education and Human Services' Department of Communicative Disorders and Deaf Education, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

CEHS - Communicative Disorders and Deaf Education - Department of Speech and Hearing Sciences

4.1.a R401ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[LISHE R401 Policy](#).

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Communicative Disorders and Deaf Education

Current Title (if applicable)* Department of Communicative Disorders and Deaf Education

Proposed Title* Department of Speech and Hearing Sciences

CIP Code

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

CIP Code (6-digits) * 51.02

Minimum Number of
Credits (if
applicable)* 120

Maximum Number of
Credits (if
applicable)* 120

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS {if applicable}

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

To improve the marketing of our program so it's clear to other people what we do in our department.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Our current name is Communicative Disorders and Deaf Education, the rationale is to have our name changed to be easily understood by people, and the action is to change the name of the department.

Labor Market Demand (if applicable)

N/A

Consistency with Institutional Mission & Institutional Impact*

This is consistent with the mission of the university for prospective students to identify programs that can meet their interests.

Describe and List any Anticipated Expenses and Revenue*

Minimal, we'll have to change marketing materials.

SECTION III: CURRICULUM {if applicable}

Program Curriculum
Narrative N/A

Student Learning
Outcomes
Assessment Plan* N/A

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

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

ITEM FOR ACTION

Utah State University's Department of Aviation Technology, in the College of Agriculture and Applied Sciences proposes changing the name and creating three new specializations of the Master of Aviation Science: Safety Specialization to a Master of Aviation Science: Safety Management Specialization, Master of Aviation Science: Aviation Management Specialization, Master of Aviation Science: Airport Management Specialization, Master of Science: Aviation Education Specialization.

EXECUTIVE SUMMARY

The Department of Aviation Technology in the College of Agriculture and Applied Sciences proposes changing the name and creating three new specializations of the Master of Aviation Science: Safety Specialization to a Master of Aviation Science: Safety Management Specialization, Master of Aviation Science: Aviation Management Specialization, Master of Aviation Science: Airport Management Specialization, Master of Science: Aviation Education Specialization.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name and creating three new specializations of the Master of Aviation Science: Safety Specialization to Master of Aviation Science: Safety Management Specialization /Aviation Management Specialization/ Airport Management Specialization/ Aviation Education Specialization.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Aviation Technology in the College of Agriculture and Applied Sciences proposes changing the name and creating three new specializations of the Master of Aviation Science: Safety Specialization to Master of Aviation Science: Safety Management Specialization /Aviation Management Specialization/ Airport Management Specialization/ Aviation Education Specialization and

WHEREAS, The proposal will provide students with specific degree specialization,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name and creating three new specializations of the Master of Aviation Science: Safety Specialization to Master of Aviation Science: Safety Management Specialization /Aviation Management Specialization/ Airport Management Specialization/ Aviation Education Specialization 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

Jacey Skinner, Chair

Date:

CAAS - Aviation Technology - Master of Aviation Science: Safety Management Specialization /Aviation Management Specialization/ Airport Management Specialization/ Aviation Education Specialization

4.1.a R401ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation Technology

Current Title (if applicable)* Master of Aviation Science - Safety Specialization

CIP Code

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

CIP Code (6-digits) * 490101

Minimum Number of Credits (if applicable)* 33

Maximum Number of Credits (if applicable)* 33

Type of Degree: (BA, BS, etc.)* MAS (Master of Aviation Science)

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change) Add three new SPECIALIZATIONS to the existing Master of Aviation Science-MAS degree program and a requested name change from Safety Specialization to Safety Management Specialization

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☐ Yes ☒ No

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

SECTION I: THE REQUEST

R401 Purpose*

The Master of Aviation Science (MAS) degree has been active for seven years with dozens of graduates. This proposal will add three new specializations to the existing Safety Specialization and change the name of the current single specialization. USU Aviation Technology (AVTE) has been preparing for this expansion over the past 3 years by adding additional course offerings.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Enrollment in the USU MAS degree has increased, and it is time to expand course offerings and give students additional opportunities for specific degree specialization. The MAS faculty has tripled, giving additional expertise to expand course offerings which will provide students additional specializations beyond the current Safety Specialization. This R401 will add the Aviation Management Specialization, Airport Management Specialization, and the Aviation Education Specialization to the current degree. Three new courses have already been submitted that will enable students to have a strong foundation in aviation and airport management for career entry and progression. Existing ASTE courses will be included to provide pedagogical course options for students.

Labor Market Demand (if applicable)

The expected growth in the state of Utah for aviation management over ten years is 25-30%, according to long-term Bureau of Labor Statistics, with a median expected wage range of \$71,030-\$73,510, which is over twice the median wage of \$35,010 in the state of Utah. This growth represents 737 positions every year, with no other University in the state offering a similar graduate degree. Without this new degree specialization options, industry would be

forced to source these new positions from outside of the state.

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

These new specializations support the mission of Utah State University by delivering graduates that are employed locally and across the nation to meet industry needs in aviation technology. The growing aviation program has expanded to nearly 700 students and many are desirous of additional education in specialized areas. The aviation program has formal, and informal relationships with SkyWest Airlines, Envoy Air, Republic, Delta Tech Ops, and other local and national employers in the aviation industry requiring specific certifications and experience for employment. The aviation program is focused on providing student-centered learning and discovery through focused degrees with learning and discovery in hands-on laboratory experiences on the ground and in the air. Students graduate prepared to contribute to the aviation industry and, through interaction with international students and instructors, prepared for the global market representing diversity of thought and culture and prepared with the education necessary for leadership roles in industry.

**Describe and List any
Anticipated Expenses
and Revenue***

There will be no additional expenses for these additional specializations. Current faculty and course offerings will be used. This may entice additional students to the USU MAS program and bring in additional revenue.

SECTION III: CURRICULUM (if applicable)
--

MAS Curriculum Narrative 2025-26 changes

The MAS Specializations will allow the following options:

Safety Management Specialization (name change of existing specialization) - Choose 9 credits from the following:

- AV 6310 -Aviation Safety Management Systems
- AV 6320 -Airport and Ground Safety Programs
- AV 6330 - Flight Safety Program Management
- AV 6340 -Aircraft Accident Investigation
- AV 6350 -Aviation Security

Airport Management Specialization (new)- Choose 9 credits from the following:

- AV 6150 -Airport Management (if not already taken as elective)
- AV 6220 - Fixed Based Operator Management for General Aviation Airports
- AV 6240 - Certified Manager: Airport Manager Certification Preparation
- AV 6250 -Aviation Maintenance for General Aviation Airports
- AV 6320 -Airport and Ground Safety Programs
- AV 6340 -Aircraft Accident Investigation
- AV 6350 -Aviation Security

Aviation Management Specialization (new)- Choose 9 credits from the following:

- AV 6220 - Fixed Based Operator Management for General Aviation Airports
- AV 6250 -Aviation Maintenance for General Aviation Airports
- AV 6310 -Aviation Safety Management Systems
- AV 6320 -Airport and Ground Safety Programs
- AV 6340 -Aircraft Accident Investigation
- AV 6350 -Aviation Security

Aviation Education Specialization (new) - Choose 9 credits from the following:

- ASTE 6090 - Curriculum Design
- ASTE 6150 - Evaluation and Assessment
- ASTE 6300 -Advanced Teaching Strategies
- ASTE 6160 - Foundations of Adult Education
- ASTE 6320 - Classroom Management, Student Motivation and Guidance
- ASTE 6380 - Mentoring and Supervision

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Kinesiology and Health Science, in the Emma Eccles Jones College of Education and Human Services proposes offering a Health Education Teaching Minor.

EXECUTIVE SUMMARY

The Department of Kinesiology and Health Science, in the Emma Eccles Jones College of Education and Human Services proposes offering a Health Education Teaching Minor.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Health Education Teaching Minor.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes offering a Health Education Teaching Minor, and

WHEREAS, The proposal will equip students with the knowledge and teaching skills needed to effectively teach health education,

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

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

CEHS - Kinesiology and Health Science - Health Education Teaching - Minor

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Kinesiology and Health Science

Current Title (if applicable)* NA

Proposed Title* Health Education Teaching - Minor

CIP Code

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

CIP Code (6-digits) * 51.2207

Minimum Number of
Credits (if
applicable)* 21

Maximum Number of
Credits (if
applicable)* 21

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☒ Yes
☐ No

SECTION I: THE REQUEST

R401 Purpose*

The Department of Kinesiology and Health Science proposes the creation of a Health Education Teaching Minor and Certificate Programs. This new program is designed to address the growing demand for qualified health education teachers in K-12 schools across Utah. The purpose of the program is to equip students with the knowledge and teaching skills needed to effectively teach health education, covering topics such as human diseases, nutrition, mental health, substance abuse prevention, and human sexuality, while also emphasizing essential teaching competencies like classroom management and curriculum development.

The primary goal of this proposal is to provide a structured pathway for students to meet the Utah State Board of Education's Health Education Endorsement requirements. By offering both an undergraduate minor and a certificate, the program aims to streamline the process for students pursuing a career in health education, helping them fulfill the necessary qualifications for licensure. This change is expected to increase the number of graduates who are eligible to teach health education in K-12 schools, while also making the program more accessible to students interested in combining health education with other teaching fields.

The proposed curriculum will consist of 21 credit hours of state-approved coursework, ensuring a comprehensive and focused educational experience. The program will be delivered on USU's Logan campus, offering students opportunities for hands-on learning, interaction with faculty, and engagement with peers in a collaborative educational environment. All courses in the proposed program have been approved by the state to meet the required standards for health education teacher qualifications.

By implementing this program, USU aims to better serve students pursuing careers in education, contribute to the workforce needs for health education teachers, and support efforts to improve public health through effective health education in schools.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Department of Kinesiology and Health Science at Utah State University (USU) proposes the creation of a Health Education Teaching Minor and Certificate Program. This program is designed to meet the growing demand for qualified health education teachers in K-12 schools in Utah. It will provide students with the necessary knowledge in health topics such as nutrition, mental health, substance abuse prevention, and human sexuality, along with essential teaching skills like curriculum development and classroom management. The proposed program will consist of 21 credit hours of state-approved coursework, allowing students to meet the Utah State Board of Education's Health Education Endorsement requirements.

The rationale for this proposal stems from the recognition of a regional need for qualified health education teachers, as identified by the Utah State Board of Education. Currently, there is no specific Health Education Teaching major or minor offered at USU, and students seeking this qualification often pursue endorsements through other institutions, incurring additional costs and time commitments. By creating this structured pathway, USU aims to streamline the process for students interested in pursuing health education teaching, providing a clear, efficient route to meeting state licensure requirements.

The implementation of this program will benefit both USU and the Utah System of Higher Education (USHE) by meeting state workforce needs and supporting the goal of preparing educators who can address public health challenges in K-12 schools. USU will strengthen its position as a leading provider of education programs, while also contributing to public health initiatives by equipping future teachers with the skills to promote wellness and disease prevention. Furthermore, USHE will benefit from the program's alignment with state educational standards and its ability to produce more qualified health education teachers for Utah's schools.

**Labor Market Demand
(if applicable)**

The need for the Health Education Teaching Minor and Certificate Program is supported by both state and national labor market data that highlight the growing demand for qualified health education teachers and related professionals. According to the Utah Department of Workforce Services (DWS), the state's labor market for education professionals, including health education teachers, is showing moderate growth. The category of "Secondary School Teachers, Except Special and Career/Technical Education" — which includes teachers in specialized areas such as health education — is projected to have 860 annual openings with an average annual growth rate of 1.9%. This indicates a consistent demand for health education professionals in educational settings across Utah. Nationally, data from the U.S. Bureau of Labor Statistics (BLS) indicates that middle school teachers are projected to experience a 1% decline in employment from 2023 to 2033. However, approximately 41,400 openings for middle school teachers are expected each year due to the need to replace workers who leave the occupation, such as through retirement or career changes. Similarly, high school teachers are also projected to see a 1% decline in employment from 2023 to 2033, but about 64,000 openings for high school teachers are expected annually for the same reasons. All of these openings are expected to arise from the need to replace teachers who exit the workforce, rather than from overall job growth in the field. For both middle school and high school teachers, the typical education requirement is at least a bachelor's degree, and public school teachers must have a state-issued certification or license, which often includes meeting specific academic background requirements for the subjects they will teach, such as health.

The demand for health education teachers, especially those working at the secondary school level, is in alignment with these trends mentioned above. Health education teachers are crucial in promoting wellness, teaching healthy lifestyle practices, and contributing to school and community health programs directed at youth, particularly in response to growing public health concerns such as mental health, substance abuse, and chronic disease prevention. As health education continues to be an increasing concern for the general population and is taught as part of school curriculum, the need for qualified health education teachers could be expected to rise. This trend is consistent with the goals of the Health Education Teaching Minor and Certificate Program, which will directly address the demand by providing students with the qualifications required to enter this high-demand field and contribute to improving public health outcomes.

While employment for general middle and high school teachers is projected to decline, the demand for health education teachers remains strong, with numerous openings driven by the need to replace workers. By preparing future educators to meet this demand, the program will help fulfill workforce needs in Utah and align with national trends in health education. The program's competitive wages and alignment with growing public health initiatives further reinforce the need for USU to offer this program.

Statistic source references:

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

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

Secondary School Teachers, Except Special and Career/Technical Education -

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

The proposed Health Education Teaching Minor and Certificate Program at Utah State University (USU) aligns with the institution's Regents-approved mission, roles, and goals by supporting USU's commitment to providing high-quality educational opportunities that promote both personal and public health, and serving the broader community through professional training in key fields. USU's mission emphasizes preparing students for lifelong learning and responsible citizenship, particularly in the context of community engagement and workforce development. This program directly contributes to these goals by equipping future educators with the knowledge and skills to promote wellness, disease prevention, and health education in Utah's K-12 schools. Furthermore, the program supports USU's role in educating professionals who will contribute to Utah's educational system and public health landscape, preparing graduates to teach health education, advocate for student wellness, and improve community health outcomes. This program aligns with USU's goal to provide career-ready graduates with competencies that address current and future public health and educational needs in Utah.

**Describe and List any
Anticipated Expenses
and Revenue***

The proposed minor and certificate program is expected to be cost-neutral, and no impact on finances is anticipated.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

The proposed Health Education Teaching Minor and Certificate Program at Utah State University (USU) will consist of 21 credit hours of state-approved coursework. The curriculum is designed to provide students with a comprehensive understanding of health education while also equipping them with the teaching skills required to effectively deliver health instruction in K-12 classrooms.

The core curriculum will include courses covering essential health topics such as human diseases, nutrition, mental health, substance abuse prevention, and human sexuality. Additionally, students will complete coursework focused on teaching methods, classroom management, and curriculum development, ensuring that they are well-prepared to design and implement effective health education programs in schools.

There are no variable credits within the proposed curriculum. All courses within the program are designed to provide a set number of credits to ensure students gain the necessary knowledge and skills while meeting the Utah State Board of Education's Health Education Endorsement requirements. Students will be required to maintain a minimum grade of "C" in all courses to fulfill the program requirements.

Upon completion of the 21 credit hours, students will be eligible for the Health Education Endorsement from the Utah State Board of Education, qualifying them to teach health education in Utah's public schools. The program will be delivered in-person at the USU Logan campus, providing students with opportunities for hands-on learning and direct interaction with faculty members.

**Student Learning
Outcomes
Assessment Plan***

This program will be assessed along with all other secondary education licensure programs through the accreditation process for teacher education programs. General teacher competencies are assessed in the final capstone field experience through observation. Content knowledge is assessed through a competency model.

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

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of English, in the College of Humanities proposes offering a Race, Society, Environment Minor.

EXECUTIVE SUMMARY

The Department of English in the College of Humanities and Social Sciences proposes offering a Race, Society, Environment Minor.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Race, Society, Environment Minor.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of English in the College of Humanities and Social Sciences proposes offering a Race, Society Environment Minor, and

WHEREAS, The proposal will provide students with information, tools, and opportunities needed to build inclusive communities,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Race, Society, Environment Minor 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

Jacey Skinner, Chair

Date:

CHASS - English - Race, Society, Environment - Minor

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

English

Current Title (if applicable)* not applicable

Proposed Title* Race, Society, Environment - Minor

CIP Code

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

CIP Code (6-digits) * 23.1402

Minimum Number of Credits (if applicable)* 16

Maximum Number of Credits (if applicable)* 16

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

Program Description: The Race, Society, Environment (RSE) minor is designed to foster deeper understandings of race and racism from a variety of disciplinary approaches. The minor provides students with information, tools, and opportunities needed to participate responsibly in building inclusive and just local, national, and global communities. To ensure scholarly breadth and interdisciplinarity for an informed study of these complex topics, the minor offers courses across 21 different departments and seven colleges, organized according to the following three thematic categories:

RACE: These courses study the history of race as a tool for categorizing people and organizing societies and examine the ways in which racial identities are constructed, expressed, imposed, and resisted.

SOCIETY: These courses study race in a variety of social contexts that illuminate how racial categories are configured, reproduced, communicated, and understood in the public sphere.

ENVIRONMENT: These courses study the connections between race, environment, and environmental factors that impact well-being and contribute to disparities in lived experiences.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Program Rationale: The RSE minor will provide students with a vital opportunity to build cultural competency by studying race and racism using interdisciplinary perspectives and approaches. Race and racism are important topics with complex histories and ongoing social, economic, environmental, and cultural implications. Expanding students' knowledge of race and racism across a range of disciplines will allow them to interact productively with others and create environments where people from all backgrounds feel comfortable sharing their perspectives. The establishment of this minor will also create an important sense of belonging for USU students interested in the study of race and racism by highlighting the presence and significance of these issues in a wide range of fields. While USU offers many courses that examine the subjects of race and racism, these courses and faculty are widely dispersed across different departments and colleges. By bringing these courses together within the RSE minor, we offer students who are interested in the study of race and racism a shared intellectual community, provide valuable opportunities to build connections across different disciplines, and foster collaborative opportunities for students across colleges and departments. The disciplinary breadth of this minor encourages students to recognize how the complex issues that impact their lives and their communities can be better understood through informed and open communication. The inclusion of several Community Engaged Learning courses within the RSE minor also contributes to USU's Carnegie Community Engagement designation by providing students with opportunities to participate and lead in their local, regional, national, and global communities through coursework and culminating projects.

The RSE minor is the result of extensive collaboration among faculty who will administer the minor, faculty teaching courses included in the minor, and department heads for participating departments. All of these faculty members and administrators have expressed support and enthusiasm for this minor, both in its design and relevance. The minor's interdisciplinary focus and inclusion of courses available statewide in multiple formats makes the important study of race and racism available to all students at USU in ways that complement and contextualize their major studies. We have documented support for this minor from the following department heads:

CAINE COLLEGE OF THE ARTS	Art History: Kathy Puzey
COLLEGE OF AGRICULTURE AND APPLIED SCIENCES	Landscape Architecture and Environmental Planning: Keith Christensen Applied Economics: Ryan Bosworth
COLLEGE OF ENGINEERING	Civil and Environmental Engineering: Marv Halling
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES	Communication Studies & Philosophy: Jason Gilmore English: Brian McCuskey History: Ravi Gupta Political Science: Damon Cann Social Work: Jess Lucero Sociology and Anthropology: Judson Finley
COLLEGE OF SCIENCE	Biology: Al Savitsky
EMMA ECCLES JONES COLLEGE OF EDUCATION AND HUMAN SERVICES	Human Development and Family Studies: Robert Stawski Psychology: Scott Bates School of Teaching Education and Leadership: Steven Camicia Instructional Technology and Learning Sciences: Andy Walker
QUINNEY COLLEGE OF NATURAL RESOURCES	Environment and Society: Claudia Radel Wildland Resources: Karen Mock

Core Principles and Learning Outcomes:

- Understanding of the differences between social race and biological race.
- Understanding of the sociocultural, political, global, and scientific histories that established the fallacy of biological races in humans.

- Understanding of systemic and institutional racism.
- Identification of current issues in which racism, social race, and their connections to environmental contexts are factors, consideration of intersectionality in understanding those issues, and exploration of avenues for engagement with such issues.
- Awareness of the interplay between race, racism, and environment, from the local to the global.
- Interdisciplinary awareness of efforts to increase public knowledge and cultural competence related to issues of race and racism.
- Proficiency in communicating concepts related to race and racism to diverse audiences.
- Awareness of how the minor informs future plans for study, employment, and community engagement.

Assessment: The learning outcomes for the Race, Society, Environment minor will be assessed by examining final projects for the core course (ENGL 2640: Race and Ethnicity in the United States) and the final project for ENGL 5920: Directed Study.

NOTE: For information about consistency of the RSE minor and USU's institutional mission, see Appendix A.

Labor Market Demand (if applicable)

Labor Market Demand: According to the Harvard Business Review, there is a “critical need for equitable and inclusive workforces” and a high demand for job applicants who have the knowledge and skills to integrate equitable and inclusive practices throughout their organizations, “positioning it not as “what” they do, but “how” they achieve high performance in their key objectives.” Students who complete the RSE minor will graduate with skills that enable them to understand factors that may hinder inclusion and equity and, at the same time, engage in practices that enhance inclusion and equity, allowing them to meet current needs for embedding equitable and inclusive values into workplace objectives, daily operations, and culture. ([“9 Trends That Will Shape Work in 2024 and Beyond,” Harvard Business Review](#), January 23, 2024)

APPENDIX A: CONSISTENCY WITH INSTITUTIONAL MISSION

The RSE minor is consistent with Utah State University's Regents-approved mission as a Research University, particularly with respect to the following:

- **1.2.1 Institutional and programmatic excellence:** The RSE minor has been designed to ensure scholarly excellence across disciplines within Utah State University.
- **1.2.2 Commitment to access and opportunities for all students including underrepresented, underserved, traditional, nontraditional, secondary, and post-secondary students, as well as students from urban and rural areas:** The RSE minor is accessible to all USU students, including those at the Logan campus and all Statewide campuses.
- **1.2.3 Efficiency and accountability, including avoiding unnecessary duplication of programs, resources, and effort:** This minor is not duplicated at USU or any other institution of higher learning in the state of Utah.
- **1.2.4 Meeting the state's workforce needs:** The RSE minor is designed to prepare students to enter the workforce with an informed understanding of race and racism, which will allow them to pursue and support the values of excellence, access, and inclusion for all people within the workplace.
- **1.2.5 Benefit to surrounding communities:** As noted above, the RSE minor is designed to prepare students to participate in their communities with an informed understanding of race and racism, which will allow them to pursue and support the values of excellence, access, and inclusion within those communities.
- **5.4.1 A research university's primary role is to advance knowledge, drive innovation, discover, create, and impart knowledge through research, teaching, and service:** The interdisciplinary coursework within the RSE minor allows students to advance and share their knowledge of race and racism from a wide range of disciplinary perspectives, enhancing their cultural competence.
- **5.4.1.1 Provide academic programs at the undergraduate, graduate, and professional levels, and a strong emphasis on research.** The RSE minor will provide undergraduate students with an opportunity to complement their majors with interdisciplinary research and coursework.
- **5.4.1.3 Contribute to the quality of life and social, cultural, and economic development of Utah, the nation, and the world:** The RSE minor encourages deeper understandings of race and racism and provides the information, tools, and opportunities students need to participate responsibly in building inclusive and just local, national, and global communities.
- **5.4.1.4 Foster interdisciplinary collaborations and partnerships with other research universities, USHE institutions, industries, government agencies, and other organizations to address societal challenges and societal problems.** The RSE minor is interdisciplinary

address complex challenges and societal problems: The RSE minor is an interdisciplinary program that provides students with opportunities to take courses across 14 different academic

departments and six colleges at USU with a focus on addressing complex challenges and societal problems related to race and racism.

**Describe and List any
Anticipated Expenses and
Revenue***

Institutional Readiness: All of the courses included within this minor are available and regularly taught by USU faculty (at least once every other year). Courses to complete the minor are available to all USU students throughout the state. The program will be administered and maintained by faculty in the American Studies program, which has a plan and process in place for reviewing proposals for ENGL 5920: Directed Study projects and regularly evaluating the courses included within the minor to ensure they meet the objectives of the minor.

Faculty: The RSE minor includes courses taught by USU faculty from 21 different departments. We have spoken with all faculty who regularly teach the courses included the minor to affirm their interest and willingness to have their courses associated with the RSE minor. We have ensured that existing faculty at US are sufficient to instruct the courses associated with the RSE minor by verifying that these courses are regularly offered. They are also offered in varying formats (In-person, Connect, Virtual, Online) to ensure the minor is available to students at all USU campuses. A complete list of faculty who teach the courses included within the RSE minor and the frequency of these course offerings is provided in Appendix B.

Staff: No staff are needed to support this program. It will be entirely managed by faculty in the American Studies program.

Costs: This minor has no costs for the university. Its courses are drawn from existing courses in the USU catalog and will be taught by USU faculty as part of their regular departmental teaching loads. There is no additional cost required for the administrative oversight provided by the American Studies faculty.

SECTION III: CURRICULUM (if applicable)

16 credits

- Students must take one required course: ENGL 2640: Race and Ethnicity in the United States – 3 credits
- Students must take one course in each curricular category (Race, Society, Environment) – 9 credits
- Students must take one additional course in any category – 3 credits
- Students must propose and complete a short additional project to be completed under faculty mentorship, ideally in conjunction with an ENGL 5920: Directed Study course (1 credit)

COURSES FOR THE RACE, SOCIETY, ENVIRONMENT MINOR

RACE: These courses study the history of race as a tool for categorizing people and organizing societies and examine the ways in which racial identities are constructed, expressed, imposed, and resisted.

[ENGL 2640 - Race and Ethnicity in the United States \(BHU\)*](#)

**[required](#) core course for the minor*

[ANTH 3200 - Perspectives on Race \(CI/DSS\)](#)

[ARTH 2730 - Art of the African Diaspora \(BHU\)](#)

[ARTH 3295 - Latinx Art \(CI/DHA\)](#)

[ARTH 3840 - Race and Visual Culture \(CI\)](#)

[ARTH 4520 - The Visual Cultures of Empire \(CI\)](#)

[BIOL 3100 - Bioethics \(CI\)](#)

[ENGL 3610 - Multicultural American Literature](#)

[ENGL 4370 - Native American Literature](#)

[ENGL 4375 - U.S. Latinx Literature](#)

[ENGL 4380 - African American Literature](#)

[ENGL 5330 - Race and Ethnicity in Literature \(CI\)](#)

[FILM 3300 - The African American Cinematic Experience \(CI\)](#)

[HIST 3670 - Slavery in the Atlantic World \(CI\)](#)

[HIST 4710 - American Indian History](#)

[SOC 2630 - Sociology of Race and Ethnicity \(BSS\)](#)

SOCIETY: These courses study race in a variety of social contexts that illuminate how racial categories are configured, reproduced, communicated, and understood in the public sphere.

[CMST 4270 - Communication, Culture, and Power](#)

[ELED 3000 - Historical, Social, and Cultural Foundations of Education \(CI\)](#)

[ENGL 3620 - Native American Studies](#)

[HDFS 3210 - Families and Cultural Diversity \(CI\)](#)

[HIST 4720 – The Civil Rights Movement \(CI/DHA\)](#)

[HIST 4760 - America in the 1960s \(DHA\)](#)

[ITLS 4285 - Multimedia Special Topic Studio II: Ethical Technologies](#)

[NURS 3210 - Population Health and Prevention \(CI\)](#)

[POLS 3200 - The Politics of Development \(CI/DSS\)](#)

[PSY 4240 - Multicultural Psychology \(DSS\)](#)

[SCED 3210 - Educational and Multicultural Foundations \(CI/DSS\)](#)

[SOC 1020 - Social Problems \(BSS\)](#)

[SOC 2650 - Globalization and International Development \(BSS\)](#)

[SOC 3010 - Social Inequality \(DSS\)](#)

[SOC 3610 - Rural People and Places \(DSS\)](#)

[SOC 4410 - Race and Crime \(CI\)](#)

[SW 2400 - Social Work with Diverse Populations](#)

ENVIRONMENT: These courses study the connections between race, environment, and environmental factors that impact well-being and contribute to disparities in lived experiences.

[APEC 1600 - Natural Resources and American Economic Institutions \(BAI\)](#)

[BIOL/PUBH 4040 - Fundamentals of Epidemiology](#)

[CEE 5655: Green Infrastructure](#)

[CMST 4260 - Environmental Communication](#)

[ENGL 3640 - Nature Writing \(DHA\)](#)

[ENGL 4630 - Environmental Justice Literature](#) ** title change forthcoming*

[ENVS 4700 - Communicating Sustainability \(CI\)](#) (Community Engaged Learning)

[GEOG 3100 - Human-Environment Geography \(CI\)](#)

[GEOG 4400 - Natural Hazards and Society](#)

[HIST 4510 - American Metropolis: Cities and Suburbs in United States History \(DHA\)](#)

[HIST 3950 - Environmental History \(CI/DHA\)](#)

[HIST 4600 - The History of the American West \(CI/DHA\)](#)

[HIST 4625 - The History of Natural Disasters](#)

[LAEP 1040 - Introduction to Environmental Planning and Sustainable Development \(BLS\)](#)

[LAEP 4210 - Bioregional Management and Policy](#) (Community Engaged Learning)

[SOC 3300 - Sociology of Climate Change](#)

[SOC 3310 - Environmental Justice](#)

[SOC 4620: Sociology of the Environment and Natural Resources](#)

[SOC 5620: Multispecies Justice and Indigenous Environmentalisms](#)

[WILD 2200 - Ecology of Our Changing World \(BLS\)](#) (Community Engaged Learning)

**Student Learning
Outcomes Assessment
Plan***

Core Principles and Learning Outcomes:

- Understanding of the differences between social race and biological race.
- Understanding of the sociocultural, political, global, and scientific histories that established the fallacy of biological races in humans.
- Understanding of systemic and institutional racism.
- Identification of current issues in which racism, social race, and their connections to environmental contexts are factors, consideration of intersectionality in understanding those issues, and exploration of avenues for engagement with such issues.
- Awareness of the interplay between race, racism, and environment, from the local to the global.
- Interdisciplinary awareness of efforts to increase public knowledge and cultural competence related to issues of race and racism.
- Proficiency in communicating concepts related to race and racism to diverse audiences.
- Awareness of how the minor informs future plans for study, employment, and community engagement.

Assessment: The learning outcomes for the Race, Society, Environment minor will be assessed by examining final projects for the core course (ENGL 2640: Race and Ethnicity in the United States) and the final project for ENGL 5920: Directed Study.

NOTE: For information about consistency of the RSE minor and USU's institutional mission, see Appendix A.

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

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Human Development and Family Studies, in the Emma Eccles Jones College of Education and Human Services proposes offering a Human Development and Family Studies Specialization in Marriage and Family Therapy PhD.

EXECUTIVE SUMMARY

The Department of Human Development and Family Studies, in the Emma Eccles Jones College of Education and Human Services proposes offering a Human Development and Family Studies Specialization in Marriage and Family Therapy PhD.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Human Development and Family Studies Specialization in Marriage and Family Therapy PhD.

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 a Human Development and Family Studies Specialization in Marriage and Family Therapy PhD, and

WHEREAS, The proposal will align the program with industry standards and provide students with advanced training,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Human Development and Family Studies Specialization in Marriage and Family Therapy PhD 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

Jacey Skinner, Chair

Date:

CEHS - Human Development and Family Studies - Human Development and Family Studies - Specialization in Marriage and Family Therapy - PhD

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[LISHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Human Development and Family Studies

Current Title (if applicable)*

Human Development and Family Studies - PhD

Proposed Title*

Human Development and Family Studies - Specialization in Marriage and Family Therapy - PhD

CIP Code

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

CIP Code (6-digits) * 19.0701

Minimum Number of
Credits (if
applicable)* 60

Maximum Number of
Credits (if
applicable)* 60

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

The Department of Human Development and Family Studies (HDFS) proposes the formal establishment of a PhD specialization in Marriage and Family Therapy (MFT) within the existing PhD program. This specialization builds upon the existing strengths of the department's MFT program, which has been functioning as an area of concentration.

The MFT specialization aims to:

- **Enhance Program Visibility:** Align the program name with industry standards to attract qualified students.
- **Offer Advanced Training:** Provide in-depth knowledge of MFT theories, research, and clinical practices.
- **Cultivate Future Leaders:** Prepare graduates for academic careers, research endeavors, and leadership roles in the MFT field.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

To achieve these goals, the specialization will:

- Curriculum: Expand upon the existing HDFS PhD curriculum, offering advanced MFT courses, clinical training, research opportunities, and teaching preparation.
- Faculty Expertise: Ensure qualified faculty with MFT expertise are available to teach and mentor students.
- Admission Requirements: Establish clear admission criteria, including a strong academic record, letters of recommendation, and a statement of purpose outlining MFT interest and research goals.
- Program Outcomes: Prepare graduates to demonstrate advanced knowledge, conduct research, provide high-quality clinical care, and assume leadership roles.

The MFT specialization will provide students with a comprehensive and rigorous education, preparing them for successful careers in academia, research, and clinical practice. This specialization aligns with Utah State University's commitment to excellence and will contribute to the advancement of the field of marriage and family therapy.

Labor Market Demand (if applicable)

The overall need for MFTs is growing, suggesting a potential demand for PhD-level professionals. Utah State University's PhD program with a specialization in MFT equips graduates with advanced research skills, supervisory expertise, and program leadership capabilities, making them highly sought after in academic settings, research institutions, and clinical programs.

Consistency with Institutional Mission & Institutional Impact*

The MFT specialization aligns with Utah State University's mission by offering advanced training, enhancing program visibility, and fostering a welcoming learning environment. By providing students with in-depth knowledge of MFT theories, research, and clinical practices, the specialization will equip graduates to make significant contributions to the field.

Additionally, the specialization will strengthen the university's reputation as a leader in MFT education, attracting top students and enhancing faculty expertise. Graduates of the program will be well-prepared to serve as educators, researchers, and clinicians, making a positive impact on the community and beyond.

Describe and List any Anticipated Expenses and Revenue*

There are no anticipated expenses or revenue changes. The program will continue to operate within its existing budget and infrastructure. There will be no need for new facilities, equipment, or personnel, and the change will not have a significant budgetary impact on other programs or units within the institution.

SECTION III: CURRICULUM (if applicable)

Proposed Specialization: PhD in Marriage and Family Therapy (MFT)

Curriculum Overview

The proposed MFT specialization within the PhD in Human Development and Family Studies (HDFS) will build upon the existing curriculum, offering a comprehensive and rigorous program.

Core Requirements

- **Foundations:** HDFS 6060/6070 (Theories), HDFS 7080 (Professional Development)
- **Marriage and Family Therapy:** HDFS 7300 (Advanced Theories), HDFS 7310 (Contemporary Issues), HDFS 7320 (Foundations), HDFS 7330 (Neuropsychology)
- **Research Methods:** HDFS 6031 (Research Methodology), EDUC 6600/PSY 6600 (Statistical Foundations), EDUC 7610/PSY 7610 (Regression Analysis), HDFS 7032 (Multivariate and Dyadic Data Analysis)
- **Dissertation Research:** HDFS 7970 (Dissertation Research)

Electives: Choose from a variety of courses in family relations, human development, contemporary issues, and advanced methods and statistics.

Program Requirements

- Total of 60 credits required.
- Complete required coursework and electives.
- Successfully complete dissertation research.
- Adhere to program policies and guidelines.

Conclusion

The MFT specialization offers a rigorous and comprehensive program that prepares students for advanced careers in MFT. It aligns with the HDFS department's mission and provides students with the necessary skills and knowledge to excel in the field.

Please refer to the attached curriculum for further details.

Education Outcomes - Program Goals

PG 1: Knowledge and Research: Graduates of our program will develop a deep understanding of systemic MFT theories, such as structural family therapy, strategic family therapy, and Bowen family systems theory. They will also be able to apply research methods to inform their clinical practice, including conducting literature reviews, evaluating research studies, and designing and implementing research projects.

PG 2: Practice: Graduates of our program will be prepared for professional practice as MFTs in a variety of settings, including private practice, community mental health agencies, and hospitals. They will be able to provide therapy to individuals, couples, families, and groups from diverse backgrounds, including those with different cultural, racial, ethnic, socioeconomic, and gender identities.

PG 3: Cultural Competence: Graduates of our program will be culturally competent therapists who are committed to providing culturally responsive care to clients from diverse backgrounds. They will be able to identify and address cultural issues in therapy, and will be able to adapt their therapeutic approaches to meet the needs of clients from different cultures.

PG 4: Ethics: Graduates of our program will be professionals who demonstrate an understanding and commitment to high ethical standards in MFT. They will adhere to the ethical principles of the American Counseling Association, including confidentiality, informed consent, and avoiding harm. They will also be able to identify and address ethical dilemmas in their clinical practice.

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Applied Economics, in the College of Agriculture and Applied Sciences proposes offering a Master's of Science in Natural Resource Economics.

EXECUTIVE SUMMARY

The Department of Applied Economics in the College of Agriculture and Applied Sciences proposes offering a Master's of Science In Natural Resource Economics.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Master's of Science in Natural Resource Economics.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Applied Economics in the College of Agriculture and Applied Sciences proposes offering a Master's of Science in Natural Resource Economics, and

WHEREAS, The proposal will provide students with the advanced economic tools and analytical skills to become experts in managing land and water resources.

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Master's of Science in Natural Resource Economics in the College of Agriculture and Applied Sciences' Department of Applied Economics, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

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

Institution Submitting Request: Utah State University

Proposed Program Title: Natural Resource Economics

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

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

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

Classification of Instructional Program Code¹ : 45.0602

Min/Max Credit Hours Required of Full Program: 30 / 30

Proposed Beginning Term²: Fall 2025

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/code/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.

Ryan Bosworth _____ Date: October 10, 2024



I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Master's degree(s): Natural Resource Economics effective Fall 2025. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Master's of Science in Natural Resource Economics at Utah State University prepares students to become experts in managing Utah's land and water resources with a focus on economic efficiency and wise stewardship of Utah's natural resources. This program provides students with advanced economic tools and analytical skills to evaluate the allocation, utilization, and stewardship of natural resources, ensuring they can make informed decisions that address both immediate and long-term societal needs.

Through a rigorous curriculum grounded in economic theory, students gain a comprehensive understanding of how natural resource issues intersect with economic principles, government policies, and market dynamics. They learn to analyze the impacts of regulatory frameworks and policies on natural resource management, predict outcomes, and develop strategies that optimize resource use. The program emphasizes the practical application of economic analysis in real-world scenarios, equipping students to assess the implications of policy decisions at both local and national levels.

What sets this major apart is its strong emphasis on the economic dimensions of resource management, where students are trained to balance economic growth with environmental stewardship. Graduates will emerge as leaders capable of navigating the complex challenges of resource management, making them valuable assets in addressing the unique environmental and economic concerns of Utah and beyond.

Consistency with Institutional Mission

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

The Master of Science in Natural Resource Economics at Utah State University is intrinsically aligned with USU's land grant mission. As a land grant institution, USU is committed to providing accessible, high-quality education, conducting impactful research, and delivering outreach that benefits the community, the state, and beyond. This program embodies these core values through the following aspects:

Education: The Natural Resource Economics and Management program offers a comprehensive education that equips students with critical economic tools and analytical skills. By focusing on practical and theoretical knowledge related to natural resource management, the program prepares students to address real-world challenges effectively. This aligns with USU's mission to offer high-quality, accessible education that prepares graduates for successful careers and responsible citizenship.

Research: The program emphasizes rigorous economic analysis and research, fostering an environment where students and faculty can engage in research related to natural resource use and management. Students are encouraged to participate in research projects, contributing to the university's overall research mission and gaining valuable experience in the field.

Outreach: As part of a land grant university, the program is dedicated to extending its benefits beyond the classroom through community engagement and outreach. Graduates are trained to apply their knowledge in ways that directly impact Utah's land and water resource management. The program's focus on practical solutions to local resource challenges supports USU's

commitment to community service and public engagement, ensuring that the university's expertise is shared with the broader community.

Economic and Natural Resource Stewardship: The program's emphasis on resource management aligns with the land grant mission of promoting economic and natural resource stewardship. By training students to balance economic efficiency with resource sustainability, the program supports USU's goal of fostering responsible management practices that benefit both the economy and the environment. In summary, the Master of Science in Natural Resource Economics at Utah State University is a perfect fit for the mission of a land grant institution. It provides high-quality education, promotes impactful research, and engages in meaningful outreach, all while fostering economic and natural resource stewardship that benefits the community and beyond.

Section III: Needs Assessment

Program Rationale

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

Utah's unique geography and growing population present complex challenges in managing land and water resources. As the state continues to develop, there is an increasing need for professionals who can make informed decisions to balance economic growth with sustainable resource use. The Master of Science in Natural Resource Economics and Management program will address this demand by training experts who can navigate these challenges effectively.

Economic efficiency in resource management is crucial for the prosperity of both the state and its communities. This program will equip graduates with the skills to analyze and optimize the use of natural resources, ensuring that Utah's land and water are used in the most productive and sustainable ways. This can lead to cost savings, improved resource allocation, and long-term economic benefits for the state.

By emphasizing efficient and wise practices, the program will contribute to the preservation of Utah's natural beauty and resources. Graduates will be prepared to implement policies and practices that protect the environment while promoting responsible economic development.

USU's commitment to outreach and community engagement will be reinforced through this program. By collaborating with local governments, businesses, and community organizations, the program can ensure that its curriculum and research are relevant and impactful. These partnerships can also provide students with valuable internship and job opportunities, strengthening the local workforce.

Labor Market Demand

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

Graduates with degrees in Natural Resource Economics will work in a wide variety of occupations in both the public and private sector. In the Public Sector, graduates may work as: Natural Resource Manager, Policy Analyst, Water Resource Specialist, Urban Planner, and Economist. In the Private Sector, graduates may work as Environmental Risk Analysts, Resource Analysts, and Environmental Consultants. Additionally, these graduates may work as Energy Policy Analysts or Program Managers for Non-Profit, Government, or Private Sector enterprises. Because students trained in economics are able to work in a wide-variety of fields, data for specific occupations is unlikely to capture the extent of labor market demand for graduates from this program. Moreover, a high percentage of economics graduates pursue graduate studies in business, law, economics, and other fields.

According to the U.S. Bureau of Labor Statistics, fields related to natural resources and environmental economics are expected to grow steadily. <https://www.bls.gov/opub/mlr/2015/article/occupational-employment-projections-to-2024.htm>

Student Demand

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

The introduction of the MS in Natural Resource Economics is anticipated to resonate with students who have interests in economics and natural resources. Preliminary surveys conducted among students suggest strong potential demand for the program. Discussions with College of Agriculture and Applied Sciences marketing suggest that this program may be more appealing to younger students than more traditional Agricultural Economics or Applied Economics degrees.

Similar Programs

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

There are no similar degrees being offered by other USHE institutions. The most closely related programs would be:
Colorado State University offers a degree in Environmental and Natural Resource Economics.
University of Arizona offers Environmental and Water Resource Economics

The proposed program is designed to provide the rigorous training needed to effectively manage natural resources in Utah.

Collaboration with and Impact on Other USHE Institutions

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

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

External Review and Accreditation

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

There are no planned external reviews or accreditation.

Section IV: Program Details

Graduation Standards and Number of Credits

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

Graduate students are required to maintain at least a 3.0 GPA for degree-program courses. Grades of C- or lower will not be accepted for a graduate degree.

Admission Requirements

List admission requirements specific to the proposed program.

No specific admission requirements

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

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

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

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

Staff

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

Existing Staff will be sufficient to support the program

Student Advisement

Describe how students in the proposed program will be advised.

Students will be advised by existing staff.

Library and Information Resources

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

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

Program Goals:

1. Train Students with Expertise in Resource Management: Equip students with the knowledge and skills necessary to manage natural resources efficiently. This involves understanding economic principles and applying them to real-world scenarios to balance economic development with environmental stewardship.
2. Foster Economic Analytical Skills: Teach students to use economic tools and methodologies to analyze and evaluate the allocation and utilization of natural resources. This includes proficiency in benefit-cost analysis, data analysis, and economic modeling to inform decision-making.
3. Enhance Understanding of Policy Impacts: Prepare students to assess the effects of governmental policies and regulations on natural resource use. Graduates will be able to predict and evaluate the implications of policy changes, helping to shape effective and efficient resource management strategies.
4. Prepare for Leadership Roles: Equip students with the skills needed for leadership positions in various sectors, including government, private industry, and non-profits. Graduates will be prepared to take on roles that require strategic planning and management of natural resources.
6. Strengthen Community and Industry Connections: Build strong connections with local communities and industries. The program aims to engage students in outreach and practical projects that benefit Utah's land and water resource management, fostering a sense of responsibility and service.
7. Support Career Readiness: Ensure that graduates are career-ready by providing practical experience through internships, co-op programs, and hands-on projects. This real-world experience is critical for successful entry into the workforce and long-term career development.

Student Standards of Performance

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

Standards and Competencies

1. Economic Analysis and Policy Evaluation

Competency: Ability to apply economic theories and quantitative methods to analyze and evaluate policies affecting natural resources.

Why Chosen: Essential for understanding the economic implications of resource management and guiding policy decisions.

Assessment: Formative - problem sets and policy analysis exercises; Summative - exams and policy evaluation projects.

2. Data Analysis and Management

Competency: Proficiency in statistical and econometric techniques to analyze data related to natural resources.

Why Chosen: Critical for making informed decisions based on empirical evidence.

Assessment: Formative - data analysis labs and assignments; Summative - research projects and data analysis exams.

3. Natural Resource Stewardship

Competency: Understanding of sustainability principles and their application in natural resource management.

Why Chosen: Ensures graduates can promote responsible practices and contribute to environmental conservation.

Assessment: Formative - case studies and group discussions; Summative - sustainability projects and presentations.

4. Critical Thinking and Problem-Solving

Competency: Capacity to critically evaluate problems and devise innovative solutions for resource management challenges.

Why Chosen: Prepares graduates for complex, real-world problems in resource management.

Assessment: Formative - problem-solving workshops; Summative - comprehensive exams and problem-solving projects.

5. Communication and Collaboration

Competency: Effective written and oral communication skills and the ability to collaborate with diverse stakeholders.

Why Chosen: Essential for conveying complex ideas and working in multidisciplinary teams.

Assessment: Formative - group projects and presentations; Summative - communication skills evaluations and collaborative projects.

Marketable Skills:

Economic Modeling and Forecasting

Policy Analysis and Development

Quantitative and Qualitative Research

Data Management and Statistical Analysis

Resource Management

Interdisciplinary Collaboration

Effective Communication and Presentation

Project Management

Critical Thinking and Analytical Skills

Rationale for Standards and Competencies

These standards and competencies were chosen to align with the needs of the job market and the goals of sustainable resource management. They ensure that graduates are well-prepared to address the complex challenges of natural resource economics, equipped with both technical skills and interdisciplinary knowledge. The combination of formative and summative assessments ensures continuous learning and the ability to apply theoretical knowledge in practical settings.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					
Required Courses					
☐	☐	APEC 6100		MICROECONOMIC THEORY	3
☐	☐	APEC 6300		QUANTITATIVE ANALYSIS FOR BUSINESS AND POLICY	3
☐	☐	APEC 6330		APPLIED ECONOMETRICS	3
☐	☐	APEC 6500		INTRODUCTION TO NATURAL RESOURCE ECONOMICS	3
☐	☐	APEC 6700		REGIONAL AND COMMUNITY ECONOMIC DEVELOPMENT	3
Choose of the following courses:					
☐	☐				
☐	☐				
				Add A Group of Courses	
Required Course Credit Hour Sub-Total					15
Elective Courses					
☐	☐			COMPLETE A TOTAL OF 15 ADDITIONAL CREDITS	
Choose of the following courses:					
☐	☐				
☐	☐	APEC 6970		THESIS RESEARCH	
Choose of the following courses:					
☐	☐				
☐	☐			5000 TO 7000 APEC COURSES AS APPROVED BY COMMITTEE	
☐	☐	ENVS 5300		NATURAL RESOURCES LAW AND POLICY (2)	
☐	☐	ENVS 6320		WATER LAW AND POLICY IN THE UNITED STATES (3)	
☐	☐	ENVS 6530		NATURAL RESOURCES ADMINISTRATION (3)	
☐	☐	SOC 6630		SOCIAL AND COMMUNITY DIMENSIONS OF NATURAL	
☐	☐	CEE 6410		SYSTEM ANALYSIS IN THE AGE OF UNCERTAINTY (3)	
☐	☐	NR 6910		GEOGRAPHIC INFORMATION SYSTEMS FOR NATURAL	
☐	☐			OTHER 5000 TO 7000 NON-APEC COURSES AS APPROVED	
☐	☐				15
Choose of the following courses:					
☐	☐				
☐	☐				
Choose of the following courses:					
☐	☐				
☐	☐				

		Course Number	NEW Course	Course Title	Credit Hours
				Add A Group of Courses	
				Elective Credit Hour Sub-Total	15
				Core Curriculum Credit Hour Sub-Total	30

Add An Emphasis

Program Curriculum Narrative

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

APEC 6970 THESIS RESEARCH 1-9 CREDITS. 6 CREDITS REQUIRED FOR PLAN A, 3 CREDITS REQUIRED FOR PLAN B

Degree Map

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

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

Toggle Cut-and-Paste

Toggle Table

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

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

Part II. Proposed Program Faculty Profiles

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

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							
	Steve	Wilcox	TT	Ph.D.	Cornell University	10%	
	Man	Li	TT	Ph.D.	Oregon State University	5%	
	Arthur	Caplan	T	Ph.D.	University of Oregon	10%	
	Sherzod	Akhundjanov	T	Ph.D.	Washington State University	5%	
	Ryan	Bosworth	T	Ph.D.	University of Oregon	5%	
	Man-Keun	Kim	T	Ph.D.	Texas A&M University	10%	
						Add Another Full Time	
Part Time Faculty							
						Add Another Part Time	

Part III: New Faculty / Staff Projections for Proposed Program

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

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

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

Appendix D: Projected Program Participation and Finance

Part I.

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

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

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Additional costs for the program will be minimal. No additional classes will be developed and existing classes will be sufficient to cover demand in the near future.

Part III: Describe funding sources

Revenue Narrative 1

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

None or minimal

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

None or minimal

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Communicative Disorders and Deaf Education, in the Emma Eccles Jones College of Education and Human Services proposes offering a Bachelor of Arts in Deaf Education.

EXECUTIVE SUMMARY

The Department of Communicative Disorders and Deaf Education, in the Emma Eccles Jones College of Education and Human Services proposes offering a Bachelor of Arts in Deaf Education.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Bachelor of Arts in Deaf Education.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services proposes offering a Bachelor of Arts in Deaf Education, and

WHEREAS, The proposal will increase educational options for students and provide training to serve children who are deaf and hard of hearing,

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

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

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

Institution Submitting Request: Utah State University

Proposed Program Title: Deaf Education

Are There New Emphases: Yes ☒ No ☐

Names of New Emphases (Separated by Commas): American Sign Language/English Teacher Training Program

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

Sponsoring Academic Department(s) or Unit(s): Department of Communicative Disorders and Deaf Education

Classification of Instructional Program Code¹ :

6 -

Digit CIP: 13.1003

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

120 /

Proposed Beginning Term²: Fall 2026

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 :)
☐	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 Department of Communicative Disorders and Deaf Education requests approval to offer the following degree(s): Bachelor of Arts in Deaf Education

To be effective on: July 1, 2026

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

Section II: Program Proposal

Program Description

The Department of Communicative Disorders and Deaf Education (COMDDE) proposes a new Bachelor of Arts degree in Deaf Education, administered in collaboration with the Department of Teacher Education and Leadership (TEAL) at USU. This Logan campus program will include Deaf Education coursework to provide content depth to students interested in providing educational services to children who are Deaf or Hard of Hearing (D/HH) who communicate using American Sign Language (ASL) and core teacher training foundations and effective teaching methods through TEAL. Coursework will also include content breadth in child language development, speech and language science, basic audiology, special education laws and policies, and an introduction to serving children with disabilities.

In creating this new new Bachelor of Arts degree in Deaf Education, we will have one emphasis option:

Emphasis #1: American Sign Language/English (ASL/English) Teacher Training Program (the focus of this proposal)

This emphasis will train students to provide K-12 educational services to children who are D/HH who use ASL and written English. Students will complete the majority of coursework on the USU campus, with some of the ASL/English courses offered synchronously via Connect or Web Broadcast. Upon program completion, in addition to earning a Bachelor of Arts degree in Deaf Education, students will be eligible for a Utah Professional Educator License in Deaf Education with an ASL/English/Bilingual-Bicultural Endorsement issued by the Utah State Board of Education (USBE). To be admitted into the major, students must earn a minimum score of "3+" on the American Sign Language Proficiency Interview (ASLPI). The ASLPI is a nationally recognized ASL proficiency examination administered by Gallaudet University.

Consistency with Institutional Mission

The proposed bachelor's degree program and emphasis options in Deaf Education are consistent with the Utah System of Higher Education (USHE) and USU's mission to:

- *Advance knowledge, drive innovation, discover, create, and impart knowledge through research, teaching, and service at the undergraduate, graduate, and professional levels:* The new proposed degree program will meet this priority through partnership with the USU TEAL department to provide opportunities for students to earn a bachelor's degree in deaf education and eligibility for a Professional Educator License issued by the USBE.
- *Contribute to the quality of life and social, cultural, and economic:* By gaining more educators with Deaf Education expertise, the program will help to ameliorate critical educator shortages and provide more highly skilled professionals to better serve children who are D/HH; thus contributing to quality of life and the social/cultural development of children who are D/HH and their families.

Section III: Needs Assessment

Program Rationale

The current undergraduate programs in COMDDE at USU have a primary focus of preparing students for the fields of speech-language pathology and audiology, with the deaf education programs historically offered only at the graduate level. In 2021, it was deemed necessary to suspend the Bilingual-Bicultural Master of Education program and restructure the Bilingual-Bicultural (also called ASL/English) offerings. After having sought input from the Deaf community, multiple discussions with

COMDDE faculty and the Dean of the College of Education and Human Services, and upon consideration of the priorities to increase undergraduate educational options, the Department of COMDDE is seeking to expand its undergraduate programs to include deaf education services. This restructure and the expansion of deaf education at the undergraduate level will increase educational options for students and will address teacher shortages within Utah and the Intermountain West. It will do this by increasing the number of students who can obtain a degree and a teaching license at the undergraduate level and/or prepare them for graduate school, thus improving services to children who are D/HH.

The proposed undergraduate program option will benefit the Department of COMDDE, USU, USHE, and the Deaf community by helping to ameliorate the significant shortage of deaf education teachers. It will do so in three ways: 1) increasing and improving undergraduate educational options, 2) offering a degree and pathway to licensure for students to serve children using ASL/English, and 3) facilitating students' successful entry into more specialized graduate education should they elect to continue their training.

Labor Market Demand

There is a state and national shortage of personnel to serve children who are D/HH who use ASL/English as their primary mode of language and communication. According to the American Association for Employment in Education (AAEE) (2020), the national shortage of deaf educators (listed as hearing-impaired special education) is designated as having a "considerable shortage". The shortages are similarly felt in Utah and in the Intermountain West, with the Utah State Office of Education rating deaf education 29th in the top areas of critical need in Utah from a list of 68 professional fields (Teaching Field Index of Criticality for 2019). These shortages have persisted for decades and have far-reaching ramifications. When positions go unfilled, it results in higher and more stressful workloads for existing staff and creates challenges for districts to not only recruit newly qualified deaf educators, but to retain those currently hired. These chronic shortages result in children being underserved or receiving services from unqualified personnel, with exacerbated impact for children with culturally and linguistically diverse needs.

This shortage of high-quality well-trained professionals may be further impacted by the declining number of deaf education teacher preparation programs in the United States. In 1985, there were 81 deaf education teacher preparation programs and by 2020, this number had fallen to just 58 graduate and undergraduate teacher training programs (American Annals of the Deaf, 2022). The 2016 AAEE report indicated that deaf education programs were offered by only 5% of colleges and universities. High retirement rates of the baby boomer generation are also likely exacerbating deaf education teacher shortages, with 28-31% of teacher attrition over the past decade due to retirement (Sutcher et al., 2019), and indications are this trend will continue. Consistent with the shortage of general education and special education personnel locally and nationally (Mason-Williams et al., 2020; U.S. Department of Education, 2022), the ability to meet the needs of children in Utah who are DHH is of high concern.

Student Demand

As a new undergraduate program proposal, we do not have historical enrollment data. Deaf education as a field of study is much less known than other occupations, such as teachers and speech-language pathologists. If approved, this undergraduate option will be highly promoted at high school career fairs, freshman and sophomore events, and other activities to increase program visibility. We will also promote program awareness with Utah and Intermountain Region stakeholders who serve children who are D/HH and their families, such as the Utah School for the Deaf and Blind, Local Education Agencies, and Part C programs. We anticipate admitting approximately 3-5 students per year during the first few years of the program, as it will take time to gain broad awareness and visibility and to establish external practicum and student teaching sites. As the program becomes more established, we anticipate enrollment will increase to approximately 8 students on average per year.

Similar Programs

Children who are D/HH must develop proficiency in their first language, which is typically ASL or spoken English. Children who use ASL must have educators who are fluent in ASL, with skills and competencies in evidence-based ASL teaching methods. There are no other Deaf Education programs in Utah or the Intermountain Region that train students with an ASL emphasis that leads to a Deaf Education Professional Educator License.

Collaboration with and Impact on Other USHE Institutions

The opportunity to collaborate with the School of TEAL at USU will provide students with essential content breadth in effective teaching methods and promotes utilization of shared resources. We believe this model of collaboration will benefit students as they develop skills and competencies across all aspects of educational services.

External Review and Accreditation

Program faculty will seek professional accreditation for the ASL/English undergraduate emphasis with the Council on Education of the Deaf (CED) in 2028, or upon first available option according to CED requirements. At this time, the accreditation fee is \$1000, valid for a period of four years.

Section IV: Program Details

Graduation Standards and Number of Credits

The proposed undergraduate program addresses and fulfills all teacher preparation program standards as outlined by the CEC/CED National Standards. Coursework was carefully mapped to these standards to ensure students will develop breadth and depth of competencies upon program completion.

Graduation Requirements:

- 120 overall credits
- Complete University Studies (general and depth education)
- Deaf Education Core and Options courses specific to declared emphasis program
- Deaf Education courses not older than 10 years
- Must be taken for a letter grade (or credit awarded for AP or CLEP)
- Grade of C or higher in all DFED and COMD-prefix courses
- Cumulative 3.0 GPA or higher in the required Deaf Ed coursework

Students should be aware that a minimum grade of C and a minimum GPA of 3.0 is required across all the courses composing a student's Deaf Education major emphasis. The minimum grade of C in DFED and COMD-prefix courses allows students to have occasional marginal performance. However, any course grade below B must be compensated by grades above B to meet the 3.0 GPA requirement.

Admission Requirements

Prospective students will submit the standard undergraduate admissions application through USU. Admissions criteria will be consistent with Department of COMDDE undergraduate admissions requirements:

- Admission to the Deaf Education major typically occurs at the beginning of the junior year (approximately 60 credits).
- Students admitted to the university with less than 60 credits can be admitted to the Deaf Education Pre-Program.
- A minimum 3.0 GPA is required for admission into the Deaf Education major.
- A minimum score of 3+ on the ASLPI is required for admission into the Deaf Education major.

Curriculum and Degree Map

Please see Appendix A.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

The existing COMDDE administrative structure is sufficient to support the proposed program, with no new administrative or organizational components needed. There are no anticipated negative impacts to the delivery of the current COMDDE undergraduate educational programs. The new proposed undergraduate program would be a positive addition to the COMDDE undergraduate offerings.

Faculty

Existing faculty in TEAL and COMDDE, plus adjunct faculty hired to teach the ASL/English courses in the ASL/English emphasis, will be sufficient for program implementation. The COMDDE department has funding allocated for the adjunct faculty within the department budget.

Staff

Existing staff will be sufficient to support the proposed Deaf Education undergraduate program; no new staff will be needed. Current administrative, advising, and support staff will undergo training to learn of the proposed program components.

Student Advisement

There will be a dedicated COMDDE undergraduate advisor who will be trained in all program components and able to effectively advise students throughout their undergraduate program experience. This individual will incorporate advising into their current work responsibilities. There will not be a need to hire an additional advisor.

Library and Information Resources

No additional library resources will be needed to support this program. Key journals in Deaf Education (e.g., Deaf Studies and Deaf Education, American Annals of the Deaf, Journal of Speech, Language, and Hearing Research, Journal of Language, Speech and Hearing Services in Schools, Journal of Early Hearing Detection and Intervention, Volta Review) are available digitally at the Merrill-Cazier library.

Projected Enrollment and Finance

Please see Appendix D.

Section VI: Program Evaluation

Program Goals and Assessment

Program Goals:

- Develop ASL/English coursework, mapped to recommended professional standards and other established practices within the field.
- Market the new campus-based program using all available avenues within COMDDE and the USU College of Education and Human Services.
- Market and recruit students, collaborate with USDB and LEAs in Utah and the Intermountain Region for practicum and student teaching placements.
- Apply for CED accreditation in 2028 (or soonest opportunity according to CED guidelines).

Program Assessment and Evaluation:

- Annual faculty review of the curriculum.
- Annual student surveys for program feedback and improvement.
- Stakeholder feedback at the end of each practicum and student teaching semester for program feedback and improvement.
- Annual COMDDE surveys of current students, alumni, and employers of graduates.
- Course evaluations each semester by students according to the IDEA system that compares USU evaluations to a national database. Student feedback will be used for program evaluation and improvement.
- Student scores on the Deaf Education Praxis Exam (5272).
- Student scores on the Student Teaching Evaluation Rubric.
- Inclusion in teacher education accreditation process through the Association for Advancing Quality Educator Preparation (AAQEP).
- Program review for initial approval by the Utah State Board of Education.

Student Standards of Performance

The Deaf Education program was designed to ensure each student will:

- Demonstrate knowledge of visual and spoken languages and communication modes, anatomy and physiology of the ear and hearing mechanism, type, degree and etiology of hearing loss, auditory development, child language development, and provision of services on the development of individuals who are D/HH; the impact of exceptionalities on learning and development; and the importance of

advocating for equal access to language and communication in the individual's preferred mode across all educational settings.

- Demonstrate knowledge of educational placement options; influence of family communication, language, culture, and factors impacting visual learning.
- Demonstrate breadth of knowledge in educational services, lesson plan development, assessment and data collection, and differentiation of instruction, including strategies that promote curricular programming that is responsive to diverse populations across multiple educational settings.
- Demonstrate knowledge of laws, policies, and ethical principles guiding equal access to communication in the individuals' preferred communication mode(s), including awareness of the educator's language competence in supporting individual outcomes; and sociocultural, historical, and political considerations unique to Deaf culture and the field of education of children who are D/HH.
- Demonstrate collaborative behaviors across disciplines to best support the individual needs of each child and family.

Each course syllabus in the Deaf Education program will list the student learning objectives and outcomes that are tied to national standards and the best practices for each specific emphasis area. The knowledge and skills will be assessed as delineated in the syllabus. To be competent, student must achieve a level of 80% or better on the objectives associated with the standard. Performance will be determined on the primary indicators listed, with any subsequent remediations through later assignments, tests, or designed tasks within or outside the course. A knowledge and competencies grading rubric will be used for each hands-on practicum placement, consistent with the specific goals of the placement (e.g., K-6, K-12).

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)			
ENGL 1010		Writing as Inquiry (CL1)	3
ENGL 2010/2020		Research and Argument Across Perspectives OR Professional Communication (CL2)	3
MATH 1050		College Algebra (or MATH 1051 Classical Algebra for Teachers) (QL)	4
MATH 2010		Algebraic Thinking and Number Sense for Elementary Education School Teachers (QI)	3
MATH 2020		Euclidian Geometry and Statistics for Elementary Education School Teachers (QI)	3
HDFS 1500		Human Development Across the Lifespan (BSS)	3
		Breadth American Institutions (BAI)	3
		Breadth Creative Arts (BCA)	3
		Breadth Physical Sciences (BPS)	3
		Breadth Life Sciences (BLS)	3
		Breadth Humanities (BHU)	3
		Depth Life and Physical Science	3
		Depth Humanities/Creative Arts	3
		General Education Credit Hour Sub-Total	40
Required Courses			
ASL 3010	New #	American Sign Language I (CI)	4
ASL 3910	New #	American Sign Language II	4
ASL 4910	New #	American Sign Language III	4
ASL 4920	New #	American Sign Language IV	3
ASL 4780	New #	Deaf Culture	3
ELED 1010		Orientation to Elementary Education	3
DFED 1015	X	Introduction to ASL/English Deaf Education	1
TEAL 2660		Educational Psychology for Teachers	3
COMD 3600		Language Science (CI)	3
SPED 4000		Education of Students with Disabilities	3
ITLS 2500		Technology Enabled Instruction	3
General Education Required Courses			74

Emphasis: ASL/English Teacher Training

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

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		ASL/English	
DFED 3100	X	ASL/English Language Arts: Assessment and Instruction	3
DFED 3200	X	ASL/English Methods in Literacy Instruction	3
DFED 4200	X	ASL/English Classroom Instruction Across the Curriculum	3
DFED 4100	X	ASL/English Practicum (2 semesters)	6
DFED 5300	X	ASL/English Student Teaching	9
DFED 5400	X	ASL/English Student Teaching Seminar	3
ELED 4150		Assessment and Differentiation Across the Curriculum	3
ELED 5105		Motivation and Classroom Management	3
ELED 4061		Teaching Elementary School Mathematics I: Rational Numbers, Operations, and Proportional Reasoning	
ELED 4062		Teaching Elementary School Mathematics II: Number, Operations, and Algebraic Reasoning	2
ELED 4020		Teaching Science in Elementary School	2
ELED 4050		Teaching Social Studies in Elementary School	2
COMD 3200		Child Language Development	3
COMD 3800		Anatomy and Physiology of Speech and Hearing	3
COMD 4700		Basic Audiology	3
Emphasis Credit Hour Sub-Total			48
Total Number of Credits to Complete Program			122

Appendix B: Degree Map for ASL/English Teacher Training Program

Year 1 Fall (pre-major)	Cr. Hr.	Year 1 Spring (pre-major)	Cr. Hr.
ASL 3010 American Sign Language I (CI)	4	ASL 3910 American Sign Language II	4
ELED 1010 Orientation to Elementary Education	3	MATH 1050 College Algebra or MATH 1051	4
DFED 1015 Introduction to ASL/English Deaf Education	1	HDFS 1500: Human Development Across the Lifespan (BSS)	3
ENG 1010 Writing as Inquiry (CL1)	3	ENG 2010 Research and Argument Across Perspectives or 2020 Professional Communication (CL2)	3
GE BLS	3	GE BCA	3
Total	14	Total	17
Year 2 Fall (pre-major)	Cr. Hr.	Year 2 Spring (pre-major)	Cr. Hr.
ASL 4910 American Sign Language III	4	ASL 4920 American Sign Language IV	3
MATH 2010 Algebraic Thinking and Number Sense for EI Ed Teachers (QI)	3	ASL 4780 Deaf Culture	3
TEAL 2660 Educational Psychology for Teachers (online)	3	MATH 2020 Euclidian Geometry and Statistics for EI Ed Teachers (QI)	3
GE BPS	3	GE BAI	3
GE DSC	3	GE BHU	3
Total	16	Total	15

Year 3 Fall	Cr. Hr.	Year 3 Spring	Cr. Hr.
COMD 3600 Language Science (CI)	3	SPED 4000 Education of Exceptional Children (online)	3
COMD 3200 Child Language Development	3	DFED 3100 ASL/English Language Arts: Assessment and Instruction (8 weeks)	3
ELED 4150 Curriculum and Assessment	3	DFED 3200 ASL/English Methods in Literacy Instruction (8 weeks)	3
ELED 5105 Motivation and Classroom Management	3	ELED 4061 Teaching Elementary School Math I	3
COMD 3800 Anatomy and Physiology of Speech and Hearing	3	GE DHA	3
Total	15	Total	15
Year 4 Fall	Cr. Hr.	Year 4 Spring	Cr. Hr.
ELED 4062 Teaching Elementary School Math II (9-10 weeks beginning of semester)	2	COMD 4700 Basic Audiology	3
DFED 4100: ASL/English Practicum I (5 weeks end of semester)	3	DFED 5300: ASL/English Student Teaching	9
ELED 4020 Science Methods (9-10 weeks beginning of semester)	2	DFED 5400 ASL/English Student Teaching Seminar	3
ELED 4050 Social Studies Methods (9-10 weeks beginning of semester)	2		
DFED 4200 ASL/English Classroom Instruction Across the Curriculum	3		
ITLS 2500 Technology Enabled Instruction (online)	3		
Total	15	Total	15

Appendix C: Current and New Faculty / Staff Information

Part I. Current Department Faculty / Staff for Proposed Major

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

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Brian	Burns	Other	M.A.	Gallaudet University		Lecturer

	Carolyn	Ball	Other	PhD	Capella University		Clinical Assistant Professor
							Add Another Full Time
Part Time Faculty							
							Add Another Part Time

Part III: New Faculty / Staff Projections for Proposed Program

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate	0	0	0		
Faculty: Part Time with Doctorate	0	0	0		
Faculty: Full Time with Masters	0	0	0		
Faculty: Part Time with Masters	0	0	2-3	Teacher of the Deaf using ASL/English for instruction	100%
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants	0	0	0		
Staff: Full Time	0	0	0		
Staff: Part Time	0	0	0		

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	166	166	166	169	169	171		
# of Majors in Proposed Program(s)		3	3	5	8	18		
# of Graduates from Department	56	56	56	59	59	61		
# Graduates in New Program(s)		0	0	3	3	5		
Department Financial Data								
	Department Budget							
	Year Preceding Implementation (Base Budget)	Year 1	Year 2				Year 3	
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)				Addition to Base Budget for New Program(s)	
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>								
EXPENSES – nature of additional costs required for proposed program(s)								
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>								
² Personnel (Faculty & Staff Salary & Benefits)	\$7,000	\$1,700	\$6,800	\$22,100				
Operating Expenses (equipment, travel, resources)	\$0	\$0	\$0	\$0				

¹ We would expect enrollment will continue to increase over time as we grow in visibility establish practicum site partnerships.

² Year 4, full implementation, the expenses increase to \$30,600

Other:					
	\$0	\$0	\$0	\$0	
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0	
TOTAL EXPENSES	\$7,000	\$1,700	\$6,800	\$22,100	
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	\$30,600	\$30,600	\$30,600	\$30,600	
Appropriation	\$0	\$0	\$0	\$0	
Special Legislative Appropriation	\$0	\$0	\$0	\$0	
Grants and Contracts	\$0	\$0	\$0	\$0	
Special Fees	\$0	\$0	\$1000	\$0	
Tuition	\$0	\$0	\$0	\$0	
Differential Tuition (requires Regents approval)	\$0	\$0	\$0	\$0	
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0	
TOTAL DEPARTMENT FUNDING	\$30,600	\$30,600	\$31,600	\$30,600	
					Difference
Funding - Expense	\$0	\$0	\$0	\$0	

Part II: Expense Explanation

Expense Narrative

Existing faculty in COMD and TEAL will teach the ASL, COMD, and ELED courses in the proposed new undergraduate program. The courses with the DFED prefix will be taught by adjunct faculty during the first few years of the program, with the potential of new full-time hire(s) as the need arises. The current adjunct rate for a 3 credit hour class is \$5,100. Six courses at \$5,100 is \$30,600 per year, which will be covered by the COMDDE department budget through internal reallocation of funds.

\$1000 is allocated under “Special Fees” for year three to cover the cost associated with the ASL/English accreditation submission to the Council on Education of the Deaf, the national accrediting body for Deaf Education teacher training programs.

No other expenses are anticipated associated with the proposed program.

Part III: Describe funding sources

Revenue Narrative 1

As described above, we anticipate needing an adjunct instructor to teach six courses per year. The COMDDE department budget will internally reallocate funds to cover payment to the ASL/English adjunct instructors each year. We do not anticipate any impact to existing programs or services.

Revenue Narrative 2

No new funding sources are anticipated or needed.

ITEM FOR ACTION

Utah State University's Department of Human Development and Family Studies, in the Emma Eccles Jones College of Education and Human Services proposes offering a Master of Science in Marriage and Family Therapy.

EXECUTIVE SUMMARY

The Department of Human Development and Family Studies in the Emma Eccles Jones College of Education and Human Services proposes offering a Master of Science in Marriage and Family Therapy.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Master of Science in Marriage and Family Therapy.

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 a Master of Science in Marriage and Family Therapy, and

WHEREAS, The proposal will bring us into alignment with similar programs offered by other Utah institutions,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Master of Science in Marriage and Family Therapy 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

Jacey Skinner, Chair

Date:

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

Institution Submitting Request: Utah State University

Proposed Program Title: Master of Science in Marriage and Family Therapy

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

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

Sponsoring Academic Department(s) or Unit(s): Dept. of Human Development and Family Studies

Classification of Instructional Program Code¹ : 51.1505

Min/Max Credit Hours Required of Full Program: 53 / 53

Proposed Beginning Term²: Summer 2025

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

Describe Above Changes

The Marriage and Family Therapy program at Utah State University, established in the early 1990s, seeks to enhance its visibility and better reflect its specialized focus. As a means to achieve this, the program proposes a name change of its thesis-track from Master of Science in Human Development and Family Studies with a specialization in Marriage and Family Therapy to Master of Science in Marriage and Family Therapy. This streamlined title aligns with similar programs offered by other Utah institutions, such as Utah Tech University, Utah Valley University, and Brigham Young University. The program remains a fully in-person offering at the Logan Main campus in Logan, Utah. The revised name of this track will accurately convey the program's core focus, enhancing its appeal to students seeking specialized training in marriage and family therapy. It will also facilitate students in this track to more easily gain associate level licensure post-graduation. Importantly, this change will not necessitate any modifications to the existing curriculum or faculty resources, making it a seamless transition that will aid in recruiting and retention efforts.

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 Master's degree(s): Master of Science in Marriage and Family Therapy effective Summer 2025. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

Utah State University (USU) Marriage and Family Therapy (MFT) program is a master's degree program that trains students to use therapy to help clients. Within the program, there are two tracks: the Master of Marriage and Family Therapy (MMFT) and the Master of Science (MS) in Human Development and Family Studies, MFT Specialization. The MMFT and MS are identical in their requirements, with the only difference being that students in the MS, MFT Specialization track complete a thesis, while the MMFT students do not. The program equips students to assist individuals, couples, and families with a variety of issues including communication problems, mental health issues, and life stressors. The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Students in the program receive in-depth training in a variety of areas such as sex therapy, addiction, and trauma. The USU MFT program has a strong reputation for producing clinically effective therapists.

Consistency with Institutional Mission

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

The program's mission is to prepare students to serve others as practicing marriage and family therapists. This aligns with Utah State University's mission to prepare students to serve others. The program fulfills this mission by providing students with a wealth of diverse and practical experiences, research opportunities, and attentive supervision. The program's focus is to inspire students to excel academically, professionally, and personally. By doing so, the program helps students develop the skills and knowledge they need to become culturally competent, ethical, and effective therapists who can make valuable contributions to the MFT profession and their communities.

Section III: Needs Assessment

Program Rationale

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

The proposed name change from Master of Science in Human Development and Family Studies with a specialization in Marriage and Family Therapy to Master of Science in Marriage and Family Therapy is a strategic decision designed to enhance the program's visibility and appeal to prospective students. It will also help facilitate associate level licensure post-graduation because the "MFT" designation does not show up on a student's transcript, the Utah Department of Licensing uses to verify that they graduated from an MFT program. This faculty-approved recommendation aligns with the program's longstanding commitment to providing specialized training in marriage and family therapy. By more

accurately reflecting the program's core focus, the new name will better communicate its value to prospective students, potentially leading to increased enrollment and improved retention rates. It will also more prominently feature marriage and family therapy on the diplomas of graduates. In years past, the attainment of associate level licensure post-graduation has been delayed because the Utah Department of Professional Licensing could not readily identify whether students had completed an MFT program (because their degree was an MS in Human Development and Family Studies). The change will not require any additional resources and is expected to benefit both the university and the Utah System of Higher Education (USHE) by strengthening the program's identity within the field of marriage and family therapy and contributing to USHE's overall reputation for academic excellence. This strategic shift positions Utah State University to remain a leader in the field and attract top students seeking specialized training in this area.

Labor Market Demand

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

The Bureau of Labor Statistics (BLS) projects a 15% job growth for marriage and family therapists from 2022 to 2032, exceeding the anticipated average job growth for all other occupations. Utah aligns with this trend, with the Department of Workforce Services anticipating a 2.85% employment increase for marriage and family therapists from 2022 to 2028, translating to an estimated 150 annual job openings statewide. This growth is attributed to factors like rising mental health awareness and increasing demand for outpatient services. Utah State University's Marriage and Family Therapy program boasts a consistent record of achievement. Over the past eight years (2015-2016 to 2022-2023), the program has maintained a 100% graduation rate, a 100% job placement rate, and a 100% licensure rate. These exceptional results demonstrate the program's effectiveness in preparing students for successful careers in marriage and family therapy.

Student Demand

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

The Marriage and Family Therapy program at Utah State University has consistently demonstrated strong student interest and demand. Despite its limited capacity of around eight students per year, due to accreditation requirements and the need for adequate supervised clinical hours, the program has maintained steady enrollment, achieved high graduation rates, and produced successful graduates.

- Limited Capacity: Approximately eight students per year due to accreditation and clinical hour requirements. Over the past few years, the number of applications has increase from 70-90 each year to 170 this past year.

- Consistent Enrollment: 7-8 students per cohort over the past seven years.

- High Graduation Rates: 100% graduation rates.

- Excellent Outcomes: 100% job placement and licensure.

These factors suggest continued demand for the program, even with the limited enrollment. The program's focus on quality over quantity ensures that students receive personalized attention and in-depth training, preparing them for successful careers as marriage and family therapists.

Similar Programs

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

The proposed name change from Master of Science in Human Development and Family Studies with a specialization in Marriage and Family Therapy for the thesis-track of the program to Master of Science in Marriage and Family Therapy is a strategic decision designed to enhance the program's visibility and appeal to prospective students. By aligning our program's name with similar MFT programs offered at other Utah institutions, such as Brigham Young University, Utah Tech University, and Utah Valley University, we can increase its visibility and attract a wider pool of qualified applicants. It will also facilitate the attainment of associate level licensure for our students who graduate with this degree. This name change will not require any additional resources and is expected to benefit both the university and the Utah System of Higher Education (USHE) by strengthening the program's identity within the field of marriage and family therapy and contributing to USHE's overall reputation for academic excellence. By aligning our program's name with other reputable MFT programs in the state, we can position ourselves as a competitive option for students seeking specialized training in this field.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in highereducation.utah.gov/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The proposed name change from Master of Science in Human Development and Family Studies with a specialization in Marriage and Family Therapy to Master of Science in Marriage and Family Therapy will not alter the program's delivery method or geographic scope. The program will continue to be offered at Utah State University and serve students within its designated service area, as outlined in USHE policy R315 (highereducation.utah.gov/policies/policyr315/). Due to its internal focus on improving program clarity and understanding for prospective and current students, the name change is not expected to have a significant impact on other USHE institutions. The program remains committed to providing a high-quality education for students seeking specialized training in marriage and family therapy within its designated region.

External Review and Accreditation

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

Given that this is solely a name change of an existing program and specialization, this does

not apply.

Section IV: Program Details

Graduation Standards and Number of Credits

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

The Utah State University Marriage and Family Therapy program adheres to the following graduation standards:

Completion of all required coursework with a minimum GPA of 3.0.

Successful completion of a comprehensive final examination or capstone project.

Completion of 500 client contact hours, with at least 250 hours being relational therapy and 100 hours supervised by a licensed Marriage and Family Therapist.

Adherence to the American Association for Marriage and Family Therapy (AAMFT) Code of Ethics.

The MS program (thesis-track) requires a total of 53 credits to graduate (the MMFT, non-thesis track requires a total of 47 credits). To meet accreditation standards, the program requires additional coursework beyond the typical 30-36 credit hours for a master's degree.

Admission Requirements

List admission requirements specific to the proposed program.

Apply to School of Graduate Studies.

Prerequisites (not required for application): Social Science Research Methods & Statistics.

Application Materials:

-Resume/CVMFT

-Cover Letter (interests, relevant coursework)

-MFT Essay (career goals, USU fit)

-References (3, 2 academic)

-Transcripts (3.0 GPA min last 60 credits)

-TOEFL (if English is a second language)

Choose your degree track:

-Master of Marriage and Family Therapy (MMFT, non-thesis)

-(Proposed)Master of Science in MFT (MS, thesis) (Current)Master of Science in HDFS with MFT specialization (MS, thesis)

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

The proposed name change will not require any changes to our department's structure or resources. Our existing faculty and staff are well-equipped to continue supporting the Marriage and Family Therapy program.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

The Department of Human Development and Family Studies currently has a sufficient number of qualified faculty members to support the Marriage and Family Therapy program. The department's existing faculty expertise and resources are well-suited to continue providing high-quality instruction and mentorship to students.

Staff

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

The Department of Human Development and Family Studies has the necessary staff to support the Marriage and Family Therapy program. There are no additional staff hires required.

Student Advisement

Describe how students in the proposed program will be advised.

Students in the Marriage and Family Therapy program will continue to receive personalized advising from our experienced faculty. No changes to the advising process are planned.

Library and Information Resources

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

Given that this is solely a name change of an existing program and specialization, this does not apply.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

Program Goals and Assessment

Goals: Develop skilled, ethical MFT therapists.

Integrate MFT theory into practice.

Interpret and apply scholarly work.

Demonstrate clinical competence.

Demonstrate cultural understanding.

Adhere to ethical principles.

Assessment: Formative: Ongoing feedback, in-class work, observations.

Summative: Comprehensive exams, capstone project/thesis, licensure exams.

Student Standards of Performance

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

Upon graduation, students will have achieved the following standards, competencies, and marketable skills:

SLO 1: Integration of Systemic/MFT Theory: Students will be able to apply systemic/MFT theory to understand and address family dynamics and interpersonal relationships.

SLO 2: Interpretation and Integration of Scholarly Work: Students will be able to critically analyze and synthesize scholarly literature to inform their clinical practice.

SLO 3: Clinical Competence: Students will possess the skills to conduct assessments, formulate diagnoses, develop treatment plans, and effectively manage clients.

SLO 4: Cultural Understanding and Humility: Students will demonstrate respect for diverse cultures and backgrounds and be able to adapt their clinical approaches to meet the needs of clients from various cultural groups.

SLO 5: Ethical and Professional Conduct: Students will adhere to ethical principles in their clinical practice and make informed decisions based on ethical guidelines.

Rationale for Choosing These Standards and Competencies

These standards and competencies were chosen to ensure that graduates are well-prepared to meet the challenges and demands of the marriage and family therapy profession. They align with the core competencies outlined by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). By focusing on these areas, the program aims to produce graduates who are competent, ethical, and culturally sensitive practitioners capable of making a positive impact on the lives of individuals, couples, and families.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					
Required Courses					
+	-	HDFS 6060		Human Development Theories	3
+	-	HDFS 6070		Family Theories	3
+	-	EDUC 6050		Applied Statistical Analysis	3
+	-	HDFS 6310		Introduction to MFT Theory and Practice	3
+	-	HDFS 6320		Theories and Models of Systemic Therapy	3
+	-	HDFS 6325		Gender and Diversity in Family Therapy	3
+	-	HDFS 6330		Couple and Sex Therapy	3
+	-	HDFS 6340		Collaborative Health Care and Psychopharmacology	3
+	-	HDFS 6350		Addictions and Violence in Marriage and Family Therapy	3
+	-	HDFS 6355		Child and Family Play Therapy	3
+	-	HDFS 6360		Ethical and Professional Development	3
+	-	HDFS 6370		Psychopathology/Assessment in MFT	3
+	-	HDFS 6380		Survey of Systemic Research and Methods	3
+	-	HDFS 6390		Practicum in Marriage and Family Therapy	8
+	-	HDFS 6970		Thesis Research	6
Add A Group of Courses					
Required Course Credit Hour Sub-Total					53
Elective Courses					
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
Add A Group of Courses					
Elective Credit Hour Sub-Total					
Core Curriculum Credit Hour Sub-Total					53

Add An Emphasis

Program Curriculum Narrative

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

The proposed name change will not require any modifications to the existing curriculum or faculty resources.

Degree Map

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

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

Toggle Cut-and-Paste

Toggle Table

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	2	1	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			1	

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
							Add Another Full Time
Part Time Faculty							
							Add Another Part Time

Part III: New Faculty / Staff Projections for Proposed Program

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

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

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department						
# 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		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$0	\$0		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

This new name is based on an existing program and specialization. It is not expected to incur any additional costs or have a negative impact on other programs or units within the institution. There are no anticipated expenses associated with this change, and it will not require any new facilities, modifications to existing facilities, or additional equipment. Furthermore, the name change is not expected to affect the budget of other programs or units within the university.

Part III: Describe funding sources

Revenue Narrative 1

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

Given that this is solely a name change of an existing program and specialization, this does not apply.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Given that this is solely a name change of an existing program and specialization, this does not apply.

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Watershed Sciences, in the S.J. Quinney College of Natural Resources proposes offering a Freshwater and Marine Ecology Baccalaureate Degree.

EXECUTIVE SUMMARY

The Department of Watershed Sciences, in the S.J. Quinney College of Natural Resources proposes offering a Freshwater and Marine Ecology Baccalaureate Degree.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Freshwater and Marine Ecology Baccalaureate Degree.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Watershed Science in the S.J. & Quinney College of Natural Resources proposes offering a Freshwater and Marine Ecology Baccalaureate Degree, and

WHEREAS, The proposal will provide students with hands-on experiences and management practices for aquatic systems,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Freshwater and Marine Baccalaureate Degree in the S.J. & Quinney College of Resources' Department of Watershed 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

Jacey Skinner, Chair

Date:

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

Institution Submitting Request: Utah State University

Proposed Program Title: Freshwater and Marine Ecology

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: S. J. & Jessie E. Quinney College of Natural Resources

Sponsoring Academic Department(s) or Unit(s): Watershed Sciences

Classification of Instructional Program Code¹ : 26.1302

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

Proposed Beginning Term²: Fall 2025

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): **Freshwater and Marine Ecology** effective Fall 2025. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Watershed Sciences Department at Utah State University (USU) proposes a new Bachelor of Science degree in Freshwater And Marine Ecology (FAME). This major is designed for students interested in studying diverse aquatic organisms and ecosystems and preparing for careers in a rapidly growing sector known as the blue economy. Through coursework and hands-on experiences, students will explore marine and freshwater ecosystems, marine and freshwater life, the chemical and physical properties of oceans, lakes, rivers, and sediments, and conservation and resource management practices for aquatic systems.

Supported by faculty across the Watershed Sciences Department, Quinney College of Natural Resources, and other USU departments, this major will leverage expertise in freshwater and marine ecology, including specialties in coral reef ecology, marine biology, wetland ecology, limnology, fisheries, paleoceanography, and conservation science. The program's mission is threefold: to equip graduates with the skills needed to pursue careers in the blue economy, to make Watershed Sciences majors more attractive, and to fulfill current and prospective student interest in an affordable marine science program in the Intermountain West.

A program in marine science at USU fills a critical educational gap. Oceans cover 75% of Earth's surface, produce the majority of our oxygen, play a significant role in regulating global climate, and contribute substantially to the world's food supply. The blue economy—which includes economic activities linked to oceans, seas, and coasts—is valued at approximately \$2.5 trillion and supports over 3.5 million jobs in the United States alone. It remains one of North America's fastest-growing economic sectors. Yet, students in non-coastal states like Utah often lack access to marine science education, limiting their understanding of ocean health and its direct impact on global well-being.

USU is uniquely positioned to provide this vital education. The Watershed Sciences Department already offers foundational courses in marine biology, oceanography, marine conservation, fish diversity, fisheries, and wetland ecology and restoration. Furthermore, USU's unique study abroad program gives students the chance to conduct coral reef research on Australia's Great Barrier Reef alongside faculty researchers.

In addition, the recent Memorandum of Understanding with the Loveland Living Planet Aquarium opens new doors for USU students to gain practical experience through internships and hands-on learning opportunities in marine and freshwater systems and organismal studies. By expanding these opportunities and introducing three new courses specific to marine science, the FAME major will ensure graduates are well-prepared for advanced studies and competitive careers in the blue economy, including roles in marine conservation, sustainable fisheries, marine and freshwater ecology, and oceanographic research.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policy312) or, for "out of mission" program requests, the rationale for the request.

The proposed Bachelor of Science in Freshwater and Marine Ecology (FAME) aligns closely with Utah State University's mission as a premier student-centered land- and space-grant institution, as well as its strategic goals outlined in the Aggie Action 2028 plan. FAME addresses Utah's specific educational needs by providing students in a non-coastal region with the

opportunity to study marine sciences, fulfilling USU's mission to offer high-quality academic programs that are responsive to local, national, and international needs.

Alignment with USU's Mission:

The FAME program supports USU's dedication to "learning, discovery, and engagement," specifically by combining rigorous academic instruction with hands-on research and real-world applications. FAME encourages "intellectual, personal, and cultural development" by immersing students in interdisciplinary studies of freshwater and marine systems, from local wetlands to global ocean ecosystems.

Moreover, FAME is positioned to advance USU's mission of conducting impactful research. It provides a structure for students to engage in both basic and applied research in aquatic sciences, directly supporting the university's priority to foster a culture of intellectual curiosity and discovery, while contributing to solutions for environmental and economic challenges tied to aquatic resources.

Contribution to Aggie Action 2028 Strategic Goals:

Under Aggie Action 2028, USU commits to delivering an exceptional learning experience, driving impactful research, and building prosperous communities. The FAME major contributes to each of these pillars:

1. **Deliver an Exceptional Learning Experience:** FAME provides "personalized pathways to success" by preparing students for careers in the blue economy, a sector that is expanding both regionally and globally. With access to a unique mix of marine and freshwater studies, FAME addresses objectives in curriculum innovation and inclusivity by offering students in Utah the chance to study freshwater and marine ecology without needing to relocate to coastal regions. This accessibility aligns with USU's mission to be inclusive and to support learners' unique needs.

The FAME major also creates powerful synergies with USU's small satellite development, veterinary science, and animal product innovation programs. By offering courses on marine and freshwater ecosystems and diverse organisms, FAME not only strengthens its own curriculum but also enriches these fields. Students gain practical skills in satellite-based ocean monitoring, aquatic animal health, and biotech applications, like the hagfish slime project. This interdisciplinary approach opens pathways for students to minor or double major, creating a dynamic, interconnected learning environment that enhances research and career opportunities across USU.

2. **Drive Impactful Research and Creative Excellence:** As a land- and space-grant R1 institution, USU is committed to high-impact research. FAME expands the university's research capacity by addressing environmental and societal challenges linked to aquatic ecosystems. By supporting interdisciplinary research in critical areas like climate impact on marine and freshwater organisms and ecosystems and sustainable fisheries management, FAME enables students and faculty to contribute directly to USU's objectives of generating practical solutions and advancing a culture of research excellence.

3. **Build Prosperous Local and Global Communities:** The FAME program connects Utah students with career opportunities in the blue economy, a sector with significant job growth potential. Through partnerships with local entities, such as the Loveland Living Planet Aquarium, FAME promotes "economic opportunity" by preparing students for diverse career paths in marine conservation, marine and freshwater ecology, environmental policy, and aquaculture, fields that contribute to both local prosperity and global environmental solutions.

In summary, the FAME program aligns seamlessly with USU's mission to prepare students for impactful careers, advance research, and support community needs. By offering specialized education in freshwater and marine ecology, FAME fills a regional gap in marine science education, making USU a leader in training the next generation of professionals for the blue economy and ensuring graduates are equipped to tackle pressing environmental challenges.

Section III: Needs Assessment

Program Rationale

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

Utah State University has proposed the Freshwater and Marine Ecology (FAME) major to address growing student demand, emerging career opportunities in the blue economy, and the need for a program that equally emphasizes freshwater and marine ecosystems. This major fills a critical educational gap in the Intermountain West, providing students with affordable access to aquatic science education and preparing them for diverse careers and advanced study in both freshwater and marine fields.

Institutional Procedures and Student Demand:

The decision to establish the FAME major resulted from extensive internal review and demonstrated strong student interest. In Spring 2023, a survey of 248 undergraduate students at USU revealed that 67% were interested in a major including marine science. Additionally, students frequently inquire about marine-focused degrees through the Watershed Sciences Department. The existing curriculum offers essential courses in oceanography, fish diversity, fisheries, and wetland ecology, and provides hands-on experiences, including a popular study abroad program on Australia's Great Barrier Reef. Building on this strong foundation, the FAME program expands USU's offerings to meet current and prospective students' demand for a marine-focused degree.

Rationale for Initiating the FAME Program:

The FAME major addresses a significant gap in marine science education for non-coastal students, who lack access to local programs in this field despite the ocean's vital role in global systems. Covering 75% of Earth's surface, the ocean generates most of the world's oxygen, regulates climate, and sustains food supplies globally. Additionally, the blue economy—which encompasses all ocean-related economic activities—is valued at \$2.5 trillion and supports over 3.5 million jobs in the United States alone, making it one of North America's fastest-growing economic sectors. Without accessible marine science programs, students in Utah often have to relocate to coastal institutions, which are typically more expensive.

USU's established strength in freshwater sciences further supports the development of the FAME program. Although freshwater ecosystem studies are included in existing programs, the FAME major introduces a dedicated focus on freshwater ecology, allowing students to gain a comprehensive understanding of both aquatic environments. This dual focus on freshwater and marine systems is unique to the region, equipping students with diverse skills that are highly relevant to today's job market, including roles in resource management, environmental consultancy, and research.

Benefits to USU and the Utah System of Higher Education (USHE):

The FAME major aligns with USU's mission as a land-grant university committed to meeting Utah's unique educational needs. As one of only two institutions in the Intermountain West offering a marine-focused program (alongside Arizona State University), USU will enhance its academic distinction and attract students seeking a cost-effective alternative to coastal universities. The FAME program is approximately 32% more affordable than comparable Western programs.

For the Utah System of Higher Education (USHE), the FAME program expands in-state educational opportunities for students interested in aquatic sciences, reducing the need for Utah residents to pursue costly out-of-state programs. This major provides a pathway for students to enter graduate studies and high-demand careers in environmental science, conservation, and aquatic research. By training students in freshwater and marine ecology, the FAME major supports Utah's goals for workforce development and environmental stewardship, contributing to local and global sustainability initiatives and solidifying USU's role as a leader in natural resource education.

Building on Recent Initiatives and Collaborations:

The FAME major builds on the recent momentum generated by USU's partnership with the Loveland Living Planet Aquarium and the launch of the marine science minor. The collaboration with the aquarium, formalized through a Memorandum of Understanding, provides unique experiential learning opportunities and internships, allowing students to gain hands-on experience in marine systems and organismal studies without leaving Utah. This partnership has strengthened USU's position as a leader in marine and aquatic sciences and highlights its commitment to real-world, career-oriented learning experiences.

The marine science minor, introduced to meet significant student demand, has already proven popular in its first year, with approximately 25% of Watershed Sciences (WATS) majors adding it. This increase in enrollment underscores strong interest in marine science, even among students in traditionally freshwater-focused programs. WATS enrollment has risen by a similar percentage, reversing a trend of stagnant enrollment observed over recent years. This growth reflects student enthusiasm for programs that expand career options to include both freshwater and marine ecology.

By introducing the FAME major, USU capitalizes on this momentum, offering a comprehensive program that fully integrates freshwater and marine sciences. FAME aims to continue this positive enrollment trend, attract more students to the Watershed Sciences Department, and respond to the clear demand for marine-focused education in the Intermountain West.

Labor Market Demand

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

The blue economy, one of the nation's fastest-growing sectors, includes activities tied to oceans, coasts, and marine resources, driving a rising demand for skilled professionals. Between 2014 and 2019, marine-related GDP grew by 4.25% annually—twice the rate of the overall U.S. GDP. This growth is expected to continue, with maritime commerce demand projected to triple by 2030. Even throughout the COVID-19 pandemic, American seaports expanded, underscoring both the sector's resilience and the need for a workforce trained to manage, protect, and innovate in this field.

Utah State University's proposed Freshwater and Marine Ecology (FAME) major will prepare graduates for this expanding sector, especially in areas supporting food security and sustainable aquatic production, including aquaculture, conservation, and marine and freshwater resource management. Global organizations, such as the UN Food Systems Summit and the UN Framework Convention on Climate Change, increasingly recognize the importance of aquatic foods for food security, nutrition, and poverty alleviation. Projections show that aquatic animal production will rise by 10% by 2032, largely due to growth in aquaculture and recovery in capture fisheries. This demand has led to initiatives like the Blue Transformation Roadmap, which supports sustainable fisheries and aquaculture growth while promoting equitable benefits and environmental conservation. This roadmap suggests substantial global investment in roles suited for graduates with expertise in freshwater and marine ecology, conservation, and natural resource management.

With USU's strong foundation in natural resource management and FAME's focus on both freshwater and marine ecology, graduates will be well-prepared for careers across the blue economy, from sustainable aquaculture to marine data science, environmental conservation, and renewable energy. According to the U.S. Bureau of Labor Statistics, job growth in these areas is expected to range from 4% to 36% by 2031, depending on the role:

- The labor market demand for ecologists is projected to increase by 7% from 2023 to 2033, a rate faster than the average for all occupations. This growth is driven by heightened environmental concerns and the need for sustainable practices.
- Environmental Scientists and Specialists: Projected job growth of 5% by 2031, reflecting increased demands in conservation and sustainable resource management.
- Marine Engineers and Naval Architects: Expected to grow by 4%, driven by advancements in ocean technology and maritime infrastructure.
- Aquaculture and Fisheries Managers: Demand for sustainable seafood production will drive growth in aquaculture management and related fields. In 2022, aquaculture animal production exceeded that of capture fisheries for the first time, comprising 51% of total aquatic animal output. Inland aquaculture contributed significantly to this development, representing 62.6% of all farmed aquatic animal production.

In Utah and the Intermountain West, a significant and growing demand for marine science professionals mirrors these trends. Although Utah is a non-coastal state, regional employment opportunities for FAME graduates exist within environmental agencies, research organizations, and private companies focused on conservation, water resources, and environmental technology. Data from institutions like the University of Hawaii, Hilo, and the University of Washington indicate that students with marine science training are highly competitive in the job market, with 70-80% of graduates finding employment in related fields or pursuing advanced degrees.

Regional Demand and Industry Partnerships:

The FAME major addresses this labor market need while capitalizing on the growth of marine and environmental agencies in the Intermountain West, facilitated by advances in satellite imagery, big data, and remote sensing technologies. Previously centered along the coasts, marine-focused agencies are now establishing regional offices in in-land States, creating meaningful career opportunities for FAME graduates in Utah and surrounding states. USU's collaboration with the Loveland Living Planet Aquarium (LLPA), one of the largest aquariums in North America, exemplifies this regional demand. Eager to build a pipeline of USU-trained marine science graduates, LLPA offers internships, hands-on learning, and potential employment, enhancing USU's influence in marine sciences and helping LLPA fulfill its conservation and educational mission. LLPA's commitment to recruiting locally trained professionals provides FAME students with direct pathways into the workforce. Additional organizations that underscore this demand in the Intermountain West include, (A) National Oceanic and Atmospheric Administration: NOAA's Salt Lake City office focuses on satellite and climate data, providing careers for FAME graduates in marine data science, remote sensing, and environmental policy. (B) Ocearch: Based in Park City, Utah, this a nonprofit that researches the movements of sharks and other large marine species using satellite tracking and data science, making it a potential employer for FAME graduates skilled in ecological monitoring. University Corporation for Atmospheric Research (UCAR) – Center for Ocean Leadership (COL): Based in Colorado, COL oversees large-scale ocean research initiatives requiring expertise in marine ecosystems and data science, aligning well with FAME graduates' skills. (D) State and Federal Fish and Wildlife agencies based in the Intermountain West that study and produce aquatic organisms of economic and ecological importance.

These organizations illustrate the shifting landscape of marine science, where technology and data-driven research foster demand for professionals in non-coastal regions. By providing the interdisciplinary training needed to excel in this evolving field, USU's FAME program connects graduates with impactful job opportunities in Utah, the Intermountain West, and beyond. Through partnerships with regional marine-focused organizations like LLPA and collaborations with agencies such as NOAA and Ocearch, the FAME program ensures that USU graduates are prepared to address the workforce needs of the blue economy, contributing to essential marine conservation and research initiatives in one of the 21st century's most vital economic and environmental sectors.

Student Demand

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

The blue economy is one of the fastest-growing economies in the nation. The blue economy is the sector that focuses on sustainably using freshwater and marine ecosystems to meet economic needs while not compromising the ability of future generations to meet those needs. Between 2014 and 2019, in the marine sector alone, gross domestic product grew 4.25%, double the total US gross domestic product growth for that same time. Even during the COVID-19 pandemic, American seaports expanded, and the demand for maritime commerce is expected to triple by 2030. A joint workforce assessment undertaken by NOAA and the U.S. Bureau of Economic Analysis in 2021 estimated that the marine sector alone provides 2.3 million jobs nationwide, and saw a 7.4% growth in its contribution to GDP. In response to this growth, the USA and other countries are preparing a new workforce that will tackle challenges in expanding technology and infrastructure to develop the blue economy, while at the same time ensuring that aquatic resources are managed and utilized sustainably.

Graduates from the Freshwater and Marine Ecology Major will be more competitive for aquatic-based jobs in tourism and recreation, biomedical, national defense, shipping and transportation, commercial and recreational fishing, data science, aquaculture, power generation, and research. Statistics from the University of Hawaii, Hilo, and the University of Washington

provide evidence that students with marine knowledge are sought after in the workforce, as 70-80% of students obtaining a degree with a marine science component from their programs go on to graduate school or careers in their field of study. In addition to the growth in the marine sector, according to the U.S. Bureau for labor statistics the demand for environmental scientists and specialists shows a 7% increase in job growth, higher than the average. These nationwide data indicate increasing demand for graduates with training in both freshwater and marine ecology

Similar Programs

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

The proposed major in Freshwater and Marine Ecology will be the first four-year bachelor's program in Utah with an explicit marine component, setting Utah State University apart within the state and the broader Intermountain West. While Utah State University currently offers majors in Fisheries and Aquatic Sciences and Management and Restoration of Aquatic Ecosystems, along with a Marine Science minor that can be paired with these programs, none of these offerings incorporate a dedicated marine focus within the major itself.

This new major will complement The Department of Watershed Sciences sister program in Fisheries and Aquatic Sciences by providing a stronger emphasis on ecological principles and by introducing a marine science component. Currently at USU, the Biology Department offers an Ecology and Evolutionary Biology emphasis, while the Wildland Resources Department offers degrees in Conservation and Restoration Ecology and Wildlife Ecology. However, these programs focus primarily, if not exclusively, on terrestrial ecosystems, leaving aquatic ecology underrepresented. This trend is mirrored at other institutions across Utah and the Intermountain West, where existing degrees in biology, conservation, and wildlife biology seldom cover aquatic systems ecology and lack any explicit marine element. The only other program in the Intermountain West that would be similar to the FAME major would be Arizona State University's bachelor's degree in Ocean Futures (Coastal and Marine Science). However, the FAME major differs from this other program in its focus on ecology and its combined focus on both freshwater and marine systems.

The proposed major in Freshwater and Marine Ecology will therefore fill a unique gap in the region, as it will be the only program where students can explore both freshwater and marine ecosystems in a unified curriculum. This integrated approach will provide students with a deep understanding of the parallel processes in marine and freshwater systems and their ecological interconnectedness, making this program the first of its kind in the Intermountain West.

Collaboration with and Impact on Other USHE Institutions

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

This program is expected to have minimal impact on other institutions within the Utah System of Higher Education (USHE), as no other institution in Utah currently offers a program with a marine science emphasis. While BYU and UVU do offer individual courses in marine science, they do not provide a major or minor in this field, so we do not anticipate inter-institutional competition.

USU has also signed a memorandum of understanding with the Loveland Living Planet Aquarium, which recently received USHE funding to develop higher education programs. Although other Utah institutions may collaborate with the aquarium in the future, USU is currently the only institution with a formally established partnership.

External Review and Accreditation

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

Not Applicable

Section IV: Program Details

Graduation Standards and Number of Credits

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

Graduation standards for this program will align with those of other programs in the Department of Watershed Sciences. All courses in the major will use the standard A-B-C-D-F grading scale, and students must earn a grade of C or better in each required course to satisfy major requirements. The program will require a total of 120 credits, which full-time students can typically complete in four years (eight semesters).

Admission Requirements

List admission requirements specific to the proposed program.

Admission to the Freshwater and Marine Ecology major requires that all incoming freshmen be in good standing upon admission to USU. This requirement is consistent with all other BS programs within the Quinney College of Natural Resources.

Transfer students from other institutions must have a GPA of 2.5 or higher at their current or previous institution to be eligible for admission to the program.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

The Quinney College of Natural Resources, and specifically the Department of Watershed Sciences, is exceptionally prepared to offer the new Freshwater and Marine Ecology (FAME) major. This major will enhance and complement existing programs, such as Fisheries and Aquatic Sciences and Management and Restoration of Aquatic Ecosystems. Many courses within the department will be shared across these programs, and core courses for the FAME major, including Introduction to Marine Biology and Oceanography, are already available as electives.

Over the past seven years, the Watershed Sciences Department has been actively building its expertise and offerings in marine science. This includes new lecture-based and field-based courses in marine and freshwater ecology, the launch of USU's

formal collaboration with the Loveland Living Planet Aquarium, and the recruitment and hiring of fisheries ecologists. The department is also well-equipped with advising resources to support students in the FAME major, so no new administrative structures will be needed, especially in the program's early stages.

During discussions with other department heads and Watershed Sciences faculty, some concerns were noted regarding capacity in Biology and Chemistry labs. Should the FAME major grow significantly, addressing lab capacity will be essential to ensure that all students have access to the necessary resources. This growth presents an exciting opportunity to expand and strengthen lab facilities as the program develops.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Existing faculty, instructors, and teaching/graduate assistants within the Department of Watershed Sciences are fully equipped to support the new FAME major. The department has carefully designed the curriculum to align with existing expertise, course offerings, and resources, ensuring that high-quality instruction will be maintained without the need for additional faculty recruitment. Our current team, including skilled teaching assistants, will provide all necessary support and guidance, allowing the program to operate at a high standard from the start. This structure not only guarantees a robust educational experience but also enables efficient resource allocation, especially during the program's initial years.

Staff

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

No additional staff will be needed to support administration of the proposed new program. Current staff can incorporate program support into responsibilities for the current department undergraduate programs.

Student Advisement

Describe how students in the proposed program will be advised.

Students will be advised by the academic advisor assigned to the Department. The advisor has been consulted and is looking forward to having this program as an option for USU students. In the Quinney College of Natural Resources, students are also assigned a faculty advisor. For this new program, the assigned advisor will be Associate Professor Dr. Trisha Atwood, a marine and freshwater ecologist.

Library and Information Resources

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

No additional library resources are needed for this program. As an integrative program drawing on existing science courses already offered at USU, it does not require new acquisitions in specialized subject areas.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

To evaluate and continually enhance the FAME program, a structured system of assessment will focus on both foundational and advanced ecological competencies, as outlined below:

Program goals

By graduation, students will be able to:

1. Demonstrate a comprehensive understanding of ecological principles governing aquatic ecosystems, including species interactions, energy flow, and nutrient cycling.
2. Analyze the interplay of biological, chemical, and physical processes in freshwater and marine ecosystems from an ecological perspective.
3. Apply the scientific method to investigate ecological questions and solve environmental challenges.
4. Interpret ecological data from tables, graphs, and models to draw meaningful conclusions.
5. Assess the impacts of human activities on aquatic ecosystems and propose evidence-based solutions for conservation and sustainable management.

Program Assessment Tools: These tools will measure student performance and progress in achieving program goals:

1. Direct Assessment
 - A. Course-Embedded Assessments:
 - i. Foundational Knowledge:
 - a. Exams and quizzes in foundational courses (e.g., Marine Biology, General Ecology, and Limnology) will assess students' understanding of ecological principles and processes.
 - b. Lab assignments in courses such as Biology Lab, Chemistry Lab, and Fish Ecology Lab will evaluate the application of ecological principles to real-world scenarios.
 - ii. Ecological Systems Thinking:
 - a. Interdisciplinary courses (e.g., Fish Ecology, Conservation and Management, Ichthyology, and Global Change and Conservation in Marine Systems) will include group and individual projects and presentations where students research and analyze ecological interactions.
 - iii. Field and Applied Ecology:
 - a. Practicum courses like Aquatic Ecology Practicum and Advanced GIS and Spatial Analysis will assess students' ability to apply ecological research methods and analyze spatial ecological data.
 - B. Skill-Based Assessments:
 - i. Courses like Intro to GIS Systems, Advanced GIS and Spatial Analysis, and Data Management will assess technical skills in ecological data analysis, visualization, and geospatial modeling.
2. Indirect Assessment Tools
 - A. Student Surveys: Annual surveys and exit interviews with students will gather feedback on curriculum effectiveness, perceived knowledge of ecological principles, and career readiness.
 - B. Alumni Surveys: Periodic surveys will assess the program's impact on ecological career success, particularly in research, conservation, and resource management roles.

C. Employer Feedback: Feedback from employers in ecological fields, such as conservation organizations, environmental consultancies, and government agencies, will be collected to evaluate program

3. Graduation and Career

A. Retention and Graduation Rates: Track student progress and retention to maintain high graduation rates.

B. Employment Outcomes: Monitor job placement rates in ecology-related fields, with a focus on roles in research, resource management, and conservation.

C. Graduate School Enrollment: Measure the percentage of graduates pursuing advanced degrees in ecological sciences.

Program Review and Development

1) Curriculum Mapping: Program goals will be aligned with specific courses to ensure coverage of ecological concepts.

2) Advisory Committee: We will utilize the WATS and the Quinney College of Natural Resources advisory committees to review program outcomes and recommend updates to the curriculum.

3) Continuous Improvement: Incorporate assessment findings into annual program evaluations to refine course content, enhance ecological research opportunities, and introduce new electives based on emerging ecological issues and course offerings.

Student Standards of Performance

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

Upon graduation, students in the Bachelor of Science in Freshwater and Marine Ecology (FAME) program will achieve the following standards, competencies, and marketable skills. These standards were chosen to align with the program's mission to prepare graduates for careers in freshwater and marine ecological research, resource management, and conservation while fostering the skills needed for continued academic growth or advanced study.

Standards and Competencies:

1. Ecological and Scientific Knowledge

Standards:

- a. Demonstrate an understanding of ecological principles, including energy flow, nutrient cycling, species interactions, and ecosystem dynamics in freshwater and marine environments.
- b. Explain the interdependence of biological, chemical, and physical processes in aquatic systems.
- c. Understand anthropogenic impacts on ecosystems and ecosystem services.

Competencies:

- a. Integrate biological, chemical, and physical knowledge to solve complex ecological problems.
- b. Assess ecosystem health and evaluate the sustainability of human activities on aquatic systems.

Marketable Skills:

- a. Critical thinking in ecological contexts.
- b. Knowledge of marine and freshwater ecosystems and the key groups of organisms that inhabit them.
- c. Knowledge of applied freshwater and marine conservation and management strategies.

2. Research and Analytical Skills:

Standards:

- a. Apply the scientific method to formulate research questions, design experiments, and interpret results.

- b. Demonstrate proficiency in ecological data collection, statistical analysis, and visualization.

Competencies:

- a. Analyze ecological datasets using advanced tools like R and GIS.
- b. Effectively visualize data in clear, engaging, and impactful ways to enhance understanding and communication.

Marketable Skills:

- a. Expertise in scientific data management and analysis.
- b. Proficiency in geospatial technologies (GIS, R).

3. Technical and Field-Based Competencies

Standards:

- a. Demonstrate field and lab skills for assessing aquatic ecosystem properties, including biodiversity, water quality, and habitat characteristics.
- b. Use specialized tools and methods for sampling and monitoring aquatic systems.

Competencies:

- a. Conduct field-based research with an understanding of ecological monitoring protocols.
- b. Safely and effectively use ecological lab and field equipment.

Marketable Skills:

- a. Hands-on experience in aquatic fieldwork and laboratory techniques.
- b. Skill in ecological sampling, water chemistry analysis, and species identification.

4. Communication and Professional Development

Standards:

- a. Effectively communicate ecological concepts, research findings, and conservation strategies to diverse audiences.
- b. Demonstrate professional conduct, teamwork, and ethical practices in ecological research and management.

Competencies:

- a. Write science-informed research papers and reports using appropriate style and formatting.
- b. Deliver professional oral and visual presentations on ecological topics.

Marketable Skills:

- a. Technical writing and scientific communication.
- b. Experience in presenting complex ecological data to stakeholders.

5. Career Preparedness and Interdisciplinary Integration

Standards:

- a. Demonstrate the ability to work in interdisciplinary teams to solve ecological challenges.
- b. Align academic preparation with career goals in government, non-profits, or private sectors.

Competencies:

- a. Use knowledge of natural resource policy and management to inform ecological decisions.
- b. Demonstrate the ability to think critically about ecological economics, ethics, and sustainability.

Marketable Skills:

- a. Knowledge of environmental policy and natural resource management.
- b. Ability to collaborate across disciplines to solve real-world problems.

Assessment of Student Learning Outcomes

Coursework and Assignments:

- a. Written exams, quizzes, and lab reports in foundational courses (e.g., Marine Biology, Oceanography, General Ecology, Limnology).
- b. Analytical exercises in GIS and R courses to assess technical skills.
- c. Group projects in interdisciplinary courses to evaluate teamwork and systems thinking.

Progressive Feedback:

- a. Peer and self-assessments in collaborative learning settings to promote reflection and improvement.
- b. Student and faculty evaluations of courses

Rationale for Standards and Competencies

These standards and competencies were chosen to:

- 1) Align with industry and academic expectations for ecological professionals.
- 2) Equip students with interdisciplinary and applied knowledge to address modern ecological challenges in marine and freshwater ecosystems.
- 3) Build marketable skills that enhance employability in diverse sectors, including government agencies, NGOs, and private environmental firms.
- 4) Ensure adaptability to rapidly evolving ecological research techniques and technologies in aquatic ecosystems.
- 5) By combining rigorous formative and summative assessments with targeted learning outcomes, the FAME program ensures that graduates are prepared for both immediate professional success and lifelong learning in the field of freshwater and marine ecology.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
		General Education Courses (list specific courses if recommended for this program on Degree Map)			
		General Education Credit Hour Sub-Total			
					21
		Required Courses			
+	-	BIOL 1610		Biology 1	3
+	-	BIOL 1615		Biology 1 laboratory	1
+	-	MATH 1050		College Algebra (QL)	4
+	-	WATS 2000 or ENVS		Natural Resource Professional Orientation	1
+	-	BIOL 1620		Biology 2 (BLS)	3
+	-	BIOL 1625		Biology 2 laboratory	1
+	-	CHEM 1210		Principles of Chemistry 1	4
+	-	CHEM 1215		Principles of Chemistry 1	1
+	-	WATS 2500		Marine Biology (BLS)	3
+	-	CHEM 1220		Chemical Principles 2 (BPS)	4
+	-	CHEM 1225		Chemical Principles 2 laboratory	1
+	-	STAT 3000		Statistics for Scientists (QI)	3
+	-	WATS 2800		Introduction to Geographic Information Systems	4
+	-	WATS 2220 or BIOL 2		General Ecology	3
+	-	PHYS 2110		General Physics- Life Sciences 1	4
+	-	ENVS 4000		Human Dimensions of Natural Resources Management (DSS)	3
+	-	WATS 3700		Fundamentals of Watershed Sciences (CI)	3
+	-	WATS 4540		Ichthyology	4
+	-	WATS 4500		Limnology: Ecology of Inland Waters	3
+	-	WATS 4930		Advance GIS and Spatial Analysis	3
+	-	WILD 3810		Wildlife Population Ecology	3
+	-	WATS 3100		Fish Ecology, Conservation & Management (CI/DSC)	3
+	-	WATS 3110		Fish Ecology, Conservation & Management Lab	1
+	-	WATS 4510		Aquatic Ecology Practicum I: Lab Methods	2
+	-	WATS 5310		Ecology and Restoration of Wetland Plants	3
+	-	WATS 5200		Fish Habitats	2
+	-	WATS 5550		Freshwater Invertebrates	3
+	-	WATS 4050	×	Marine Global Change: Impacts and Conservation Strategies	3
+	-	WATS 3000 or GEO 3		Oceanography (DSC) or Geology of the World's Oceans (DSC)	3
+	-	MATH 1100 or MATH		Calculus Techniques (QL) or Calculus I (QL)	3

		Course Number	NEW Course	Course Title	Credit Hours
Choose of the following courses:					
☐	☐				
☐	☐				
☐	☐				
☐	☐				
Add A Group of Courses					
Required Course Credit Hour Sub-Total					82
Elective Courses					
☐	☐	WATS 3450		Introduction to coral reefs-Field Course (DSC)	3
☐	☐	WATS 4310		Wetland Ecology and Management	3
☐	☐	WATS 3600		Geomorphology	4
☐	☐	WATS 4000		Natural Resource Teaching	1
☐	☐	WATS 4210		Environmental Biogeochemistry	1
☐	☐	WATS 4110		Biogeochemistry: Tracking Environmental Processes and Change	3
☐	☐	WATS 4490		Small Watershed Hydrology (QI)	4
☐	☐	WATS 4530		Water Quality and Pollution	3
☐	☐	WATS 4950		Special Topics	1
☐	☐	WATS 5300		Principals of Aquatic Restoration	2
☐	☐	WATS 5150		Fluvial Geomorphology	3
☐	☐	WATS 4990		Senior Thesis	1
☐	☐	WATS 4250		Advanced Internship	1
☐	☐	WATS 4100		Climate Adaptation Intern Program	3
☐	☐	WATS 3050		Data Management-Cleaning and Shaping	1
☐	☐	WATS 3060		Data Management-Data Display and Anlysis	1
☐	☐	BIOL 3020		Evolutionary Biology	3
☐	☐	BIOL 3300		General Microbial Ecology	4
☐	☐	BIOL 3050		Organismal Biology with Physiology (CI)	3
☐	☐	BIOL 3055		Organismal Biology w/Physiology Lab (CI)	2
☐	☐	BIOL 3085		Ecology Lab (CI)	2
☐	☐	BIOL 3060		Principals of Genetics (BLS/QI)	3
☐	☐	BIOL 3065		Genetics Lab (CI)	2
☐	☐	BIOL 3070		Computational Approaches to Biology	3
☐	☐	BIOL 3150		Quantitative Modeling of Life	3
☐	☐	BIOL 5580		Mammalogy + Lab	3
☐	☐	BIOL 5600		Comparative Physiology	3
☐	☐	BIOL 5650		Comparative Anatomy of Vertebrates + lab	4
☐	☐	BIOL 4420		Plant Systematics and Diversity	3
☐	☐	BIOL 4540		Invertebrate Zoology	3
☐	☐	BIOL 5010		Biogeography	3
☐	☐	BIOL 4060		Exploring Animal Behavior (CI)	3
☐	☐	BIOL 5390		Genes and Behavior (CI)	3
☐	☐	BIOL 4270		Theoretical Biology	3

		Course Number	NEW Course	Course Title	Credit Hours
☐	☐	BIOL 5560		Ornithology	3
☐	☐	BIOL5570		Herpetology	3
☐	☐	WILD 5750		Applied Remote Sensing + Lab	4
☐	☐	WILD 4100		Scientific Communication for Natural Resource Professionals (CI)	2
☐	☐	WILD 3300		Management Aspects of Animal Behavior	3
☐	☐	WILD 4500		Principals of Wildlife Management	3
☐	☐	WILD 4600		Conservation Biology	3
☐	☐	ENVS 3010		Natural Resource and Environmental Policy	3
☐	☐	ENVS 3600		Living w/Wildlife	3
☐	☐	ENVS 4020		Foundations of Environmental Thought (DHA/CI)	3
☐	☐	ENVS 4100		Introduction to Modeling Human-Environment Systems	3
☐	☐	ENVS 4750		Global Change Ecology	3
☐	☐	ENVS 4350		Ecological Economics	3
☐	☐	GEOG 3800		Geospatial Data Visualization	3
☐	☐	GEOG 4805		Intro to GeoAI: Remote Sensing	3
☐	☐	GEOG 4910		Geo Information Systems Portfolio	1
☐	☐	GEOG 4860		Python Programming for GIS	3
☐	☐	GEOG 3200		Principles in Remote Sensing	3
☐	☐	GEOG 4870		Geospatial Analysis in R	3
☐	☐	GEO 3550		Sedimentation and Stratigraphy	4
☐	☐	ENGL 3640		Nature Writing (DHA)	3
☐	☐	PHIL 3530		Environmental Ethics (DHA)	3
☐	☐	APEC 3012		Introduction to Natural Resource Economics (DSS)	3
☐	☐	NR 4251		Natural Resources and Environmental Internships Preparation	1
☐	☐	NR 4252		Natural Resources and Environmental Internship Achievements	1
☐	☐	PSC 4810		Climate and Climate Change (DSC/QI)	3
Choose of the following courses:					
☐	☐				
☐	☐				
Choose of the following courses:					
☐	☐				
☐	☐				
Add A Group of Courses					
Elective Credit Hour Sub-Total					17
Core Curriculum Credit Hour Sub-Total					120

Add An Emphasis

Program Curriculum Narrative

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

Several Aspects of the table above were creating errors in the total number of credits. Below we discuss the curriculum in more

detail.

The General Education/University Studies courses are not explicitly listed in the table above. However, the following General Education/University Studies credits are embedded within the required courses :QL (MATH1050), BLS (WATS2500), BPS (CHEM1210), CL1: (WATS3100), CL2 (WATS3700), QI (STATS3000), DSS (ENVS4000). The 3 credits of Integrative Studies Requirements is fulfilled by the additional BLS (BIOL1620) and DSC (WATS3000 and WATS 3100) courses

As a result of several General Elective/University Studies classes being included in the required courses for this program, students will only need 21 General Education Credits (as listed above in the "General Education Credit Hours Sub-total). The 21 General Education/ University Studies Credits that are not already part of the required courses include the following requirements: CL1, CL2, BAI, BCA, BHU, BSS, and DHA. Specific courses are not prescribed for these 21 credits, but students may choose from the following program electives to fulfill the DHA requirements: ENVS4000 (CI/DHA), ENGL3640 (DHA), and PHIL3530 (DHA).

To graduate with a Bachelor of Science in Freshwater and Marine Ecology, students must complete a total of 120 credits. This includes: 82-83 credits of required major courses (variation in credits is because it depends on which of the required calculus classes is taken), 16-17 credits of electives (depends on which required math course is taken), and 21 credits of General Education/University Studies requirements that are not already included in their required courses.

Variable credit hours: Students can either take Calculus I (4 credits) or Calculus Techniques (3 credits) as one of their required math courses. Elective credits that can be taken as variable credits include: Special Topics (WATS 4950): 1-3 credits, senior thesis (WATS 4990): 1-3 credits, advanced internship (WATS 4250): 1-9 credits.

We have attached letter/emails from the Department Heads of Physics, Math and Statistics, Geosciences, Biology, Wildland Resources, Chemistry, and Environmental and Society showing their approval for listing courses that taught by their department as required courses for the FAME major (see additional attachment entitle DH letters of approval)

Degree Map

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

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

Toggle Cut-and-Paste

Toggle Table

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
BIOL1610-Biology 1	3	BIOL1620-Biology 2	3
BIOL1615-Biology 1 lab	1	BIOL1625-Biol 2 lab	1
MATH1050-College Algebra	4	CHEM1210-Principles of Chem 1	4
WATS2000-NR Professional Orientation	1	CHEM1215-Principles of Chem 1 lab	1
CL1	3	MATH1100-Cal Tech. OR MATH1210-Calc I	3
BCA	3	WATS2500-Marine Biology	3
Add Courses	Total	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
CHEM1220-Chemical Principles 2	4	WATS3700-Fundamentals of Watershed Science	3
CHEM1225-Chemical Principles 2 lab	1	WATS2220-General Ecology	3
STAT3000-Stats for scientists	3	ENVS4000-Human Dimensions of Natural Reour	3
WATS2800-Intro GIS systems	4	PHYS2110-General Physics-Life Sciences I	3
CL2	3	Elective	3
Add Courses	Total	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
WATS4540-Ichthyology	4	WATS3000 Oceanography or GEO3300 Geology	3
WATS4500-Limnology	3	WILD3810-Wildlife Population Ecology	3
WATS4930-Advance GIS and Spatial Analysis	3	WATS3100-Fish Ecology, Conservation & Manag	3
Elective	3	WATS3110-Fish Ecology, Conservation & Manag	1
BHU	3	Elective	3
		Elective	3
Add Courses	Total	Total	16
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
WATS4510-Aquatic Ecology Practicum	2	WATS5550-Freshwater Invertebrates	3
WATS5310-Ecology and Restoration of Wetland	3	WATS4050-Marine Global Change: Impacts and	3
WATS5200-Fish Habitats	2	Elective	3
Elective	3	BAI	3
BSS	3		
DHA	3		
Add Courses	Total	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	7	4	2	
Faculty: Part Time with Doctorate	0	0	2	
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			17	
Staff: Full Time	0	0	9	
Staff: Part Time	0	0	0	

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Trisha	Atwood	T	PHD	University of British Columbia	40%	
	Edward	Hammill	T	PhD	University of Sheffield	30%	
	Charles	Hawkins	T	PhD	Oregon State University	15%	
	Janice	Brahney	T	PhD	University of Colorado, Boulder	35%	
	Joseph	Wheaton	T	PhD	University of Southhamton	15%	
	Patrick	Belmont	T	PhD	Lehigh University	10%	
	Karin	Kettenring	T	PhD	University of Minnesota	15%	
	Julianne	Scmardo	TT	PhD	Colorado State University	15%	
	Chad	Teal	TT	PhD	University of Arizona	15%	
	Andre	Moraes	TT	PhD	Federal University of Rio De Janeiro	10%	
	Timothy	Walsworth	TT	PhD	University of Washington	30%	
							Add Another Full Time
Part Time Faculty							
	Carl	Saunders	Other	PhD	Colorado State University	10%	Adjunct Prof
	Curtis	Gray	Other	PhD	Utah State University	10%	Adjunct Prof
							Add Another Part Time

Part III: New Faculty / Staff Projections for Proposed Program

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

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

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	56	60	70	80	95	110
# of Majors in Proposed Program(s)		10	20	30	45	60
# of Graduates from Department	19	20	22	24	30	35
# Graduates in New Program(s)		0	0	5	5	10
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$0	\$0	\$0	\$0	\$0	
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

Describe expenses associated with the proposed program.

There are no additional expenses associated with the delivery of the proposed program, other than updating websites and promotional materials. The proposed program builds off a lot of existing infrastructure in terms of classes being taught and administrative oversight. We currently have sufficient space in our existing classes to absorb the projected growth over the first five years.

Part III: Describe funding sources

Revenue Narrative 1

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

No internal reallocations are required

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

No new funding sources are required.

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Electrical and Computer Engineering, in the College of Engineering proposes offering an Artificial Intelligence Engineering Bachelor of Science.

EXECUTIVE SUMMARY

The Department of Electrical and Computer Engineering, in the College of Engineering proposes an Artificial Intelligence Engineering Bachelor of Science.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Artificial Intelligence Engineering Bachelor of Science.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Electrical and Computer Engineering in the College of Engineering proposes offering an Artificial Intelligence Engineering Bachelor of Science, and

WHEREAS, The proposal will equip students with a comprehensive understanding of the principles and practices of artificial intelligence,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Artificial Intelligence Engineering Bachelor of Science in the College of Engineering's Department of Electrical and Computer Engineering, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

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

Institution Submitting Request: Utah State University

Proposed Program Title: Artificial Intelligence Engineering

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: College of Engineering

Sponsoring Academic Department(s) or Unit(s): Department of Electrical and Computer Engineering

Classification of Instructional Program Code¹ : 11.0102

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

Proposed Beginning Term²: Fall 2025

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): Artificial Intelligence Engineering effective Fall 2025. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The BS in Artificial Intelligence Engineering is designed to equip students with a comprehensive understanding of the principles and practices of artificial intelligence (AI) and machine learning (ML) together with specialized technical education in an engineering focus area selected by the student. Courses for the program are drawn from existing courses in computer science, mathematics and statistics, and engineering. Two new faculty, who will be hired to support this program, will teach new courses on AI/ML topics and their applications. Graduates of the program will be well-prepared to design and build industry-scale, AI-powered products and systems that enable new capabilities. The program hopes to recruit students from Utah and the western United States who are interested in AI and using AI to solve important societal problems now and in the future.

Program highlights

- Core courses include 17 hours of computer programming, 30 hours of math and science, 23 hours of AI topics, 24 hours of engineering topics, and 6 hours for a major capstone project.
- Students may select one of ten focus areas including control systems, embedded systems, power electronics and power systems, spacecraft systems engineering, microelectronics, electromagnetics and antennas, VLSI, computer engineering, and signal processing and communication systems.
- A culminating project allows students to work on a significant problem at the intersection of AI and engineering, integrating knowledge and skills acquired throughout the program.
- Accreditation for the program will be sought from ABET, who accredits other engineering BS degree programs at USU.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policy312) or, for "out of mission" program requests, the rationale for the request.

The AI Engineering BS degree program aligns closely with USU's mission to be a premier land- and space-grant institution committed to excellence in education. The program emphasizes cutting-edge education in both artificial intelligence and engineering topics, preparing students to excel in a rapidly evolving field. This commitment to high standards in teaching supports USU's goal of providing excellent education. This program not only supports USU's mission but also prepares students to contribute meaningfully to society through innovation and leadership in AI.

Section III: Needs Assessment

Program Rationale

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

Offering a BS degree in Artificial Intelligence (AI) Engineering will be highly beneficial to USU and USHE for several reasons:

1. High Demand for AI Professionals: The demand for AI professionals is rapidly growing across various industries, including engineering, healthcare, finance, and

more. By offering a specialized degree, universities can prepare students to meet this demand and secure high-paying, impactful jobs.

2. Cutting-Edge Education: AI and engineering are at the forefront of technological innovation. A dedicated AI Engineering program allows USU to provide cutting-edge education, equipping students with the latest knowledge and skills in machine learning, robotics, natural language processing, and other AI technologies.

3. Interdisciplinary Learning: AI Engineering integrates concepts from computer science, mathematics, and engineering. This interdisciplinary approach not only broadens students' knowledge but also fosters innovative thinking and problem-solving skills.

3. Increased Enrollments and Uniqueness: An AI Engineering degree program will attract students to pursue their education in this high-value area at USU. The proposed program will be one of two AI Engineering BS degree programs in the US.

4. Research Opportunities: An AI Engineering degree program may help USU attract research funding and partnerships with industry. This enhances the institution's reputation and provides students with valuable research opportunities and hands-on experience.

5. Ethical and Responsible AI Development: As AI becomes more prevalent, there is a growing need for ethical considerations in its development and deployment. USU can play a role in educating students about the ethical implications of AI and promoting responsible AI practices.

6. Economic and Social Impact: Graduates from USU's AI Engineering program can contribute to significant advancements in various fields, driving economic growth and addressing societal challenges. This aligns with USU's broader mission to make a positive impact on society.

By offering a BS degree in AI Engineering, USU can position itself as a leader in education and innovation, while also providing students with the tools they need to succeed in a rapidly evolving field.

Labor Market Demand

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

Grandview Research predicts the global AI market size will expand at a compound annual growth rate of 37.3% from 2023 to 2030, and North America is the fastest growing region. This exponential growth is creating new career opportunities for people with AI skills. According to DICE.com, the highest demand jobs are machine learning engineers, data scientists, AI research scientists, natural language processing scientists, and robotics engineers. Graduates of the proposed AIE program will have the background needed to work in these high-demand job categories. The Grandview report identifies end-uses for AI in healthcare, banking, financial services, insurance (BFSI), law, retail, advertising and media, automotive and transportation, agriculture, and manufacturing. Utah has an abundance of work in these industries.

The data below shows some examples of jobs in Utah as of 7/25/2024 advertised on ZipRecruiter. These are a sample of jobs from just one site. The sample shows demand in various industries. These are high-paying jobs. We recognize that these jobs are senior-level positions, and graduates of our program will start in lower paying positions. The data here is meant to illustrate that there is local demand in Utah and that positions in this field pay well.

- Job title, Company, Location, Salary, Industry
- Machine Learning/Artificial Intelligence Engineering, Fieldpiece, Kamas, UT, (salary not listed), Test equipment
- Data Scientist, IRS, Ogden, UT, \$122k, Government
- Lead Algorithm/Data Architect, Beckman Coulter, Inc., Ogden, UT, \$150k-\$170k, Healthcare
- Software Engineer with experience in AI, Lockheed Martin, Vineyard, UT, \$101k-\$193k, Aerospace
- Patent Associate with experience in AI/ML, MNF Global, Salt Lake City, UT, \$265k-\$365k, Law
- Data Science Engineer, Wipro Limited, Salt Lake City, UT \$111k-\$133k, Business analytics
- Staff/Senior Software Engineer, Recursion, Salt Lake City, UT, \$182k-\$193k, Healthcare

In addition to jobs for on-site work in Utah, many AI jobs are out-of-state but allow remote work. These jobs could be filled by graduates of the AI Engineering program who could live in Utah and work for companies outside of Utah. Again, the point worth noting is that there are a lot of high-paying remote jobs that will be available to graduates of the AI Engineering program.

- Job title, Company, Location, Salary, Industry
- AI Research Scientist, Zoom, San Jose, CA, \$122k-\$244k, Communications
- Engineering Data Scientist, BWX Technologies, Lynchburg, VA, \$62k-\$97k, Manufacturing, Energy
- Software Engineer-Machine Learning, CUBRC, Inc., Buffalo, NY, \$82k-\$140k, Aerospace, Defense
- Artificial Intelligence Engineer, Stimulus, Philadelphia, PA, \$116k-\$139k, Business analytics
- Spatial Artificial Intelligence & Machine Learning Engineer, Booz Allen Hamilton, McLean, VA \$172k, Defense
- Artificial Intelligence and Machine Learning, Appogee Engineering, Washington DC, \$111k-\$133k, Homeland security
- Artificial Intelligence Technology Expert, DHS Headquarters, Washington DC, \$144k-\$192k, Government

Student Demand

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

At full capacity, the proposed AI Engineering BS program will have 300 enrolled students with 75 new graduates each year. This is a new program, not an extension of an existing program. The AI Engineering program shares some courses with other BS degree programs in the ECE Department, and by increasing class sizes and creating new lecture and lab sections we have the capacity to accommodate the projected growth in enrollment in existing courses. The two new faculty hired using the state appropriation will provide new courses specific to artificial intelligence and machine learning.

We anticipate that initial enrollment will experience two phases of growth with a knee in the enrollment curve occurring when the program becomes accredited. We expect enrollments to increase more rapidly after accreditation. ABET accreditation for a new program typically takes 18 months (three semesters) to complete. Therefore, for the first three semesters, we expect to see about 25 new students enter the program each semester. Because required prerequisite courses are offered both fall and spring semesters, students can enter the program twice per year. Thus, we expect to see about 50 new students per year in the pre-accreditation phase and 75 new students per year in the post-accreditation phase.

Similar Programs

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

As a degree program, the proposed Artificial Intelligence Engineering (AIE) BS degree program is unique in the western United States (US). The only other AIE program in the US started in Fall 2024 in the Electrical and Systems Engineering Department (equivalent of ECE at USU) at the University of Pennsylvania. Within the State of Utah, the University of Utah has a 24-week part-time on-line AI boot camp that can help people who already hold a BS degree in certain fields to develop AI skills. Universities across Utah do offer courses in AI, but they are spread across departments in colleges of engineering, science, and business. Determined students at Utah universities can piece together programs of study that help them gain knowledge in aspects of AI, but such programs typically contain gaps in topical coverage. In contrast, the proposed AIE BS degree program is designed to equip students with deep knowledge in all areas of AI, from the mathematical and statistical foundation, to hardware, software, and computing, to data, and to applications in a variety of the areas. Graduates of the program will be prepared for product, process, and system development at industrial scale with reliability and security in mind. These graduates will fill the workforce demand for AI engineering skills in Utah and beyond.

Collaboration with and Impact on Other USHE Institutions

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

This program does not involve collaboration with other USHE institutions.

External Review and Accreditation

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

ABET is a nonprofit organization that accredits university programs in applied and natural science, computing, and engineering across the United States and other parts of the world. All of the BS degree programs offered by the College of Engineering at USU are accredited by ABET. Artificial intelligence is new enough that the Engineering Accreditation Commission (EAC) of ABET does not yet have program

specific criteria for AI Engineering. However, we will still seek accreditation using their criteria for general engineering programs.

The accreditation process follows a sequence of steps in which the program to be accredited prepares documentation about the program requirements, curriculum, faculty, students, and facilities. These documents are reviewed by peer evaluators from academia and industry followed by a site visit. Starting Fall 2025, the ECE Department will begin collecting assessment data and follow the ABET model for continuous improvement of the program. Accreditation of the AIE program will be incorporated into the next accreditation cycle for the other BS degree programs in the College of Engineering. Accreditation fees (approximately \$4,000) will be paid for by the College of Engineering.

Section IV: Program Details

Graduation Standards and Number of Credits

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

This program requires 125 credit hours. This is one hour less than the two BS degree programs currently offered by the ECE Department.

Admission Requirements

List admission requirements specific to the proposed program.

The admission requirements for this program will mirror those for Electrical Engineering BS and Computer Engineering BS degree programs.

In addition to USU's admission requirements, the AI Engineering program has additional requirements:

First-year students: Students that meet the USU admission requirements and meet these minimum requirements can be admitted as a pre-professional AI Engineering major:

- Minimum 2.7 high school GPA
- 19 ACT
- 63 admission index
- Must also be "calculus ready". That is, they must:
 - (1) achieve a score of 27 or higher on the math ACT test;
 - (2) complete Math 1050 and Math 1060 or Math 1210; or
 - (3) achieve an AP score of at least 3 on the AB Calculus or BC Calculus test

Transfer students: Transfer students from other institutions or other programs at USU must meet these requirements to be admitted as a pre-professional AI Engineering major:

- Complete at least Math 1210 Calculus 1 with a C- minimum grade
- Including all completed required math, science, and engineering courses, have a 2.8 or higher GPA
- No grades less than C- in required courses
- No more than 3 repeats. The 3 repeat requirement includes courses that are audited or receive a passing grade. Retaking a

course multiple times counts as multiple repeats.

Recommended high school courses: two or three years of algebra, one year of geometry, one-half year of trigonometry, four years of English, and courses in computer programming, chemistry, and physics are preferred.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

The ECE Department is prepared to offer this new BS degree program within its existing structure. No new administrative structures are needed.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Two additional faculty are being recruited to support the proposed AIE BS degree program. A faculty search began in Fall 2024. As of November 21, 2024, 93 applications had been received and the search committee had down-selected to ten people to contact for phone interviews. On-campus interviews will be conducted in January 2025 and the new faculty begin teaching in Fall 2025. One of the positions will be an assistant professor on the tenure track with at least 50% role allocated to research. The other position can be either tenure track (research role) or professor of practice (teaching role).

The new faculty will bring research and teaching expertise to the AIE program. Funding for the two faculty positions comes from a USHE award that is part of a talent development program which provides ongoing funding for the two positions. The criteria in the search requires incoming faculty to have expertise in AI and a sub-discipline within electrical and/or computer engineering. This background equips them with experience in applications of AI needed to instruct students in both principles of AI and engineering so that graduates will be prepared to enter the workforce.

Staff

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

The main advisor for the AIE program will be Sarah Wallace who is an advisor in the College of Engineering Advising Office. Sarah currently advises the electrical engineering majors and the computer engineering majors. Nina Glaittli, manager of the Advising Office, has agreed that as the program enrollments grow additional advising needs will be distributed among other advisors in their office.

Students in the AIE program will work in existing educational labs in the ECE Department. The department employs staff to manage the laboratories. No new staff are needed.

Student Advisement

Describe how students in the proposed program will be advised.

Academic advising will be provided by Sarah Wallace who works as an advisor in the College of Engineering Advising Office. Career and professional advice will be provided by the new AI faculty being recruited.

Library and Information Resources

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

No new library resources are needed to fulfill program requirements.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

The ECE Department will seek accreditation from ABET for the new BS degree program. The ECE Department will incorporate assessment and evaluation of the AI Engineering BS degree program into its existing procedures used for accreditation of its existing BS degree programs in Electrical Engineering and Computer Engineering.

Student Standards of Performance

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

Competency refers to knowledge, behaviors, attitudes, and skills enabling a person to successfully, efficiently, and safely complete a task.

The competencies students will have achieved at the time of graduation include the following.

1. Competence in their selected engineering focus area. Focus areas include: control systems, signal processing and communications, VLSI, computer engineering, electromagnetics and antennas, microelectronics, embedded systems, formal verification, power electronics and power systems, and spacecraft systems engineering.

2. Competence in managing industry scale AI/ML pipeline. This includes possessing a deep understanding of classical and modern AI/ML models and methods for learning and inference; and an ability to identify AI/ML problems and use custom and open-source software libraries to implement solutions.
3. Competence in combining knowledge from their engineering focus area together with AI/ML to design and build products and systems that implement new capabilities.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					24
Required Courses					
☐	☐	ECE 1400		C Programming	4
☐	☐	ECE 1410		C++ Programming	3
☐	☐	CS 1400		Python Programming	4
☐	☐	CS 1440		Software Engineering Fundamentals	3
☐	☐	CS 2420		Algorithms and Data Structures	3
☐	☐	Physics 2210		Physics for Engineers 1	4
☐	☐	Physics 2220		Physics for Engineers 2	4
☐	☐	Math 1210		Calculus 1	4
☐	☐	Math 1220		Calculus 2	4
☐	☐	ECE 3xxx	×	Linear Algebra for Machine Learning	4
☐	☐	ECE 3xxx	×	Probability for Machine Learning	4
☐	☐	Stat 5100		Modern Regression Methods	3
☐	☐	ECE 2700		Digital Circuits	4
☐	☐	ECE 2xxx	×	Analog Circuits	4
☐	☐	ECE 3xxx	×	Signals and Systems	4
☐	☐	ECE 3xxx	×	Artificial Intelligence	3
☐	☐	MAE 5870		Optimization for Engineers	3
☐	☐	ECE 3810		Engineering Professionalism	1
☐	☐	ECE 3xxx	×	Fundamentals of Machine Learning	3
☐	☐	ECE 3xxx	×	Neural Networks	3
☐	☐	ECE 5xxx	×	Advanced Machine Learning	3
☐	☐	ECE 5xxx	×	Full Stack AI Deployment	3
☐	☐	ECE 4820		Engineering Design 1	1
☐	☐	ECE 4830		Engineering Communication 1	1
☐	☐	ECE 4840		Engineering Design 2	2
☐	☐	ECE 4850		Engineering Communication 2	1
☐	☐	ENGR 3080		Technical Writing	3
Choose of the following courses:					
☐	☐				
☐	☐				
Add A Group of Courses					
Required Course Credit Hour Sub-Total					83

		Course Number	NEW Course	Course Title	Credit Hours
		Elective Courses			
+	-	Math/Stat xxxx		Math/Stat Elective	3
+	-	ECE xxxx		ECE Elective	3
+	-	XXX xxxx		AI Elective	3
+	-	ECE xxxx		Engineering Depth Course 1	3
+	-	ECE xxxx		Engineering Depth Course 2	3
+	-	ECE xxxx		Engineering Depth Course 3	3
+	-				
+	-				
+	-				
+	-				
Add A Group of Courses					
Elective Credit Hour Sub-Total					18
Core Curriculum Credit Hour Sub-Total					125

Add An Emphasis

Program Curriculum Narrative

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

Notes

1. The Math/Stat elective brings the total math and science credits to 30 hours. This is the number of math and science credits require for accreditation of BS engineering degrees by ABET.
2. The curriculum is designed to balance depth in AI and machine learning (ML) topics on one hand with engineering topics on the other. There are 21 hours of electives directly from AI/ML courses. We may also count 1 credit of the linear algebra course and 1 credit of the probability course toward the AI/ML count, bringing the total to 23 hours of AI/ML material. There are 24 hours of engineering topics directly from ECE courses. The 17 hours of programming courses provide skills needed for both the AI/ML side of the curriculum and the ECE side. The curriculum is capped off with a year-long senior project which includes ethics, professionalism, and communication.
3. The engineering branch of the curriculum includes a three course sequence (Engineering Depth Courses 1, 2, 3) to provide technical depth in the student's area of interest. These courses are selections from courses already offered by the ECE Department. The topic areas are: control systems, signal processing and communications, VLSI, computer engineering, electromagnetics and antennas, microelectronics, embedded systems, formal verification, power electronics and power systems, and spacecraft systems engineering.
4. Several of the new courses (analog circuits and signals and systems) will be created from streamlined course sequences that are already being taught in the ECE Department as part of the other BS degree programs. Existing faculty will teach these courses.
5. The new linear algebra and probability courses will be created to service the new program and will be taught by existing ECE faculty. These courses will teach the mathematical foundations of linear algebra and probability and include applications to artificial intelligence and machine learning (AI/ML).
6. New faculty will teach the new AI/ML courses.

Degree Map

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

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

Toggle Cut-and-Paste

Toggle Table

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ECE 1400 C Programming	4	ECE 1410 C++ Programming	3
Math 1210 Calculus 1	4	Math 1220 Calculus 2	4
GE BHU	3	Physics 2210	4
GE BCA	3	ECE 2700 Digital Circuits	4
GE BAI	3		
Add Courses	Total	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
CS 1400 Python Programming	4	CS 1440 Software Engineering Fundamentals	3
Physics 2220	4	ECE 3xxx Probability for Machine Learning	4
ECE 3xxx Linear Algebra for Machine Learning	4	ECE 3xxx Artificial Intelligence	3
ECE 2xxx Analog Circuits	4	CS 2420 Algorithms and Data Structures	3
		GE BLS	3
Add Courses	Total	Total	16
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
MAE 5870 Optimization for Engineers	3	ECE 3810 Engineering Professionalism	1
ECE 3xxx Signals and Systems	4	ECE xxxx Fundamentals of Machine Learning	3
Stat 5100 Modern Regression Methods	3	ECE xxxx Neural Networks	3
Math/Science Elective	3	ECE xxxx Engineering Depth Course #1	3
GE DSS	3	English 2010 Technical Writing	3
		GE BSS	3
Add Courses	Total	Total	16
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
ECE 4820 Engineering Design 1	1	ECE 4840 Engineering Design 2	2
ECE 4830 Engineering Communications 1	1	ECE 4850 Engineering Communications 2	1
XXX xxxx AI Elective	3	ECE xxxx ECE Elective	3
ECE xxxx Advanced Machine Learning	3	ECE 5xxx Full Stack AI Deployment	3
ECE xxxx Engineering Depth Course #2	3	ECE xxxx Engineering Depth Course #3	3
ENGR 3080 Technical Writing	3	GE DHA	3
Add Courses	Total	Total	15

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non-Tenure Track	
Faculty: Full Time with Doctorate	13	5	2	
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			5	
Staff: Part Time			2	

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
							Add Another Full Time
Part Time Faculty							
							Add Another Part Time

Part III: New Faculty / Staff Projections for Proposed Program

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

	# Tenured	# Tenure -Track	# Non-Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		2		PhD, expertise in AI and engineering discipline	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	300	305	310	315	320	325
# of Majors in Proposed Program(s)		25	50	100	150	200
# of Graduates from Department	67					
# Graduates in New Program(s)		0	0	25	50	75
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)		\$434,713	\$434,713	\$434,713		
Operating Expenses (equipment, travel, resources)						
Other: Advertising		\$7,500	\$7,500	\$7,500		
TOTAL PROGRAM EXPENSES		\$442,213	\$442,213	\$442,213		
TOTAL EXPENSES	\$0	\$442,213	\$442,213	\$442,213		
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		\$442,213	\$442,213	\$442,213		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$442,213	\$442,213	\$442,213		
TOTAL DEPARTMENT FUNDING	\$0	\$442,213	\$442,213	\$442,213		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Program expenses fall in two categories.

1. Personnel. Two new tenure-track assistant professors will be hired to support the new program. They will teach the new courses. They will also conduct research as part of their role.
2. Advertising. The budget includes \$7,500 each year for advertising the program. Advertising will be focused on attracting students from the state of Utah.

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.

Ongoing funding for this program is from a USHE award resulting from a proposal submitted by the ECE Department in response to a Talent Ready Workforce Development program. This program is fully funded by the USHE award.

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Human Development and Family Studies, in the Emma Eccles Jones College of Education and Human Services proposes suspending the Human Development and Family Studies Adolescence and Youth Specialization Master of Science.

EXECUTIVE SUMMARY

The Department of Human Development and Family Studies in the Emma Eccles Jones College of Education and Human Services proposes suspending the Human Development and Family Studies Adolescence and Youth Specialization Master of Science.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve suspending the Human Development and Family Studies Adolescence and Youth Specialization Master of Science.

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 suspending the Human Development and Family Studies Youth and Adolescence Specialization Master of Science, and

WHEREAS, The proposal will streamline the curriculum and provide students with a comprehensive education,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve suspending the Human Development and Family Studies Youth and Adolescence Specialization Master of Science 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

Jacey Skinner, Chair

Date:

CEHS - Human Development and Family Studies - Human Development and Family Studies - Adolescence and Youth Specialization - MS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[LISHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Human Development and Family Studies

Current Title (if applicable)* Human Development and Family Studies - Adolescence and Youth Specialization - MS

Proposed Title* Human Development and Family Studies - Adolescence and Youth Specialization - MS

CIP Code

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

CIP Code (6-digits) * 19.0701

Minimum Number of Credits (if applicable) *

Maximum Number of Credits (if applicable) *

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☐ Yes ☒ No

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

SECTION I: THE REQUEST

R401 Purpose* The Department of Human Development and Family studies proposes to suspend the specialization of Adolescence and Youth associated with Master of Science in Human Development and Family Studies.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The department proposes to temporarily suspend specialization options in the Master of Science in Human Development and Family Studies program. This will streamline the curriculum and provide students with a more comprehensive educational experience. The department will assess the program's effectiveness and may reintroduce specializations at a later time.

Labor Market Demand (if applicable) n/a

Consistency with Institutional Mission & Institutional Impact* No impact.

Describe and List any Anticipated Expenses and Revenue* n/a

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative n/a

Student Learning Outcomes Assessment Plan* n/a

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Human Development and Family Studies, in the Emma Eccles Jones College of Education and Human Services proposes suspending the Human Development and Family Studies Adult Development and Aging Specialization Master of Science.

EXECUTIVE SUMMARY

The Department of Human Development and Family Studies in the Emma Eccles Jones College of Education and Human Services proposes suspending the Human Development and Family Studies Adult Development and Aging Specialization Master of Science.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve suspending the Human Development and Family Studies Adult Development and Aging Specialization Master of Science.

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 suspending the Human Development Adult and Aging Specialization Master of Science, and

WHEREAS, The proposal will streamline the curriculum and provide a comprehensive educational experience,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve suspending the Human Development and Family Studies Adult Development and Aging Specialization 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

Jacey Skinner, Chair

Date:

CEHS - Human Development and Family Studies - Human Development and Family Studies - Adult Development and Aging Specialization - MS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[LISHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Human Development and Family Studies

Current Title (if applicable)* Human Development and Family Studies - Adult Development and Aging Specialization - MS

Proposed Title* Human Development and Family Studies - Adult Development and Aging Specialization - MS

CIP Code

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

CIP Code (6-digits) * 19.0701

Minimum Number of Credits (if applicable) *

Maximum Number of Credits (if applicable) *

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

The Department of Human Development and Family studies proposes to suspend the specialization of Adult Development and Aging associated with Master of Science in Human Development and Family Studies.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The department proposes to temporarily suspend specialization options in the Master of Science in Human Development and Family Studies program. This will streamline the curriculum and provide students with a more comprehensive educational experience. The department will assess the program's effectiveness and may reintroduce specializations at a later time.

Labor Market Demand (if applicable)

n/a

Consistency with Institutional Mission & Institutional Impact*

No impact.

Describe and List any Anticipated Expenses and Revenue*

n/a

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative n/a

Student Learning Outcomes Assessment Plan* n/a

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Human Development and Family Studies, in the Emma Eccles Jones College of Education and Human Services proposes suspending the Human Development and Family Studies Infancy and Childhood Specialization Master of Science.

EXECUTIVE SUMMARY

The Department of Human Development in the Emma Eccles Jones College of Education and Human Services proposes suspending the Human Development and Family Studies Infancy and Childhood Specialization Master of Science.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve suspending the Human Development and Family Studies Infancy and Childhood Specialization Master of Science.

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 suspending the Human Development and Family Studies Infancy and Childhood Specialization Master of Science, and

WHEREAS, The proposal will streamline the curriculum and provide a comprehensive educational experience,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve suspending the Human Development and Family Studies Infancy and Childhood Specialization Master of Science in the Emma Eccles Jones College of Education and Human Services' Department of Human 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

Jacey Skinner, Chair

Date:

CEHS - Human Development and Family Studies - Human Development and Family Studies - Infancy and Childhood Specialization - MS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[LISHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Human Development and Family Studies

Current Title (if applicable)* Human Development and Family Studies - Infancy and Childhood Specialization - MS

Proposed Title* Human Development and Family Studies - Infancy and Childhood Specialization - MS

CIP Code

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

CIP Code (6-digits) * 19.0701

Minimum Number of Credits (if applicable) *

Maximum Number of Credits (if applicable) *

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose*

The Department of Human Development and Family Studies proposes to suspend the specialization of Infancy and Childhood associated with Master of Science in Human Development and Family Studies.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The department proposes to temporarily suspend specialization options in the Master of Science in Human Development and Family Studies program. This will streamline the curriculum and provide students with a more comprehensive educational experience. The department will assess the program's effectiveness and may reintroduce specializations at a later time.

Labor Market Demand (if applicable)

n/a

Consistency with Institutional Mission & Institutional Impact*

No impact.

Describe and List any Anticipated Expenses and Revenue*

n/a

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative n/a

Student Learning Outcomes Assessment Plan* n/a

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

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Human Development and Family Studies, in the Emma Eccles Jones College of Education and Human Services proposes suspending the Human Development and Family Studies Marriage and Family Relationships Specialization Master of Science.

EXECUTIVE SUMMARY

The Department of Human Development and Family Studies in the Emma Eccles Jones College of Education and Human Services proposes suspending the Human Development and Family Studies Marriage and Family Relationships Specialization Master of Science.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve suspending the Human Development and Family Studies Marriage and Family Relationships Specialization Master of Science.

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 suspending the Human Development and Family Studies Marriage and Family Relationships Specialization Master of Science, and

WHEREAS, The proposal will streamline the curriculum and provide a comprehensive educational experience,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve suspending the Human Development and Family Studies Marriage and Family Relationships Specialization Master of Science 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

Jacey Skinner, Chair

Date:

CEHS - Human Development and Family Studies - Human Development and Family Studies - Marriage and Family Relationships Specialization - MS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Human Development and Family Studies

Current Title (if applicable)* Human Development and Family Studies - Marriage and Family Relationships Specialization - MS

Proposed Title* Human Development and Family Studies - Marriage and Family Relationships Specialization

CIP Code

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

CIP Code (6-digits) * 19.0701

Minimum Number of
Credits (if
applicable)* 0

Maximum Number of
Credits (if
applicable)* 0

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose* The Department of Human Development and Family studies proposes to suspend the specialization of Marriage and Family Relationships associated with Master of Science in Human Development and Family Studies.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The department proposes to temporarily suspend specialization options in the Master of Science in Human Development and Family Studies program. This will streamline the curriculum and provide students with a more comprehensive educational experience. The department will assess the program's effectiveness and may reintroduce specializations at a later time.

Labor Market Demand (if applicable) n/a

Consistency with Institutional Mission & Institutional Impact* No impact.

Describe and List any Anticipated Expenses and Revenue* n/a

SECTION III: CURRICULUM (if applicable)

Program Curriculum
Narrative n/a

Student Learning
Outcomes n/a
Assessment Plan*

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

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Political Science, in the College of Humanities and Social Sciences proposes discontinuing the Political Science Conflict and Cooperation Specialization Master of Arts.

EXECUTIVE SUMMARY

The Department of Political Science in the College of Humanities and Social Sciences proposes discontinuing the Political Science Conflict and Cooperation Specialization Master of Arts.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve discontinuing the Political Science Conflict and Cooperation Specialization Master of Arts.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Political Science in the College of Humanities and Social Sciences proposes discontinuing the Political Science Conflict and Cooperation Specialization Master of Arts, and

WHEREAS, The proposal will remove a non-utilized degree specialization,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve discontinuing the Political Science Conflict and Cooperation Specialization Master of Arts in the College of Humanities and Social Sciences' Department of Political 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

Jacey Skinner, Chair

Date:

CHASS - Political Science - Political Science - Conflict and Cooperation Specialization - MA

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Political Science

Current Title (if applicable)* Political Science - Conflict and Cooperation Specialization - MA

Proposed Title* Political Science - Conflict and Cooperation Specialization - MA

CIP Code

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

CIP Code (6-digits) * 451001

Minimum Number of Credits (if applicable)* 0

Maximum Number of Credits (if applicable)* 0

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☐ Yes ☒ No

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

SECTION I: THE REQUEST

R401 Purpose* Remove non-utilized degree specialization.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* This specialization is not used by the department or USU.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* no impact.

Describe and List any Anticipated Expenses and Revenue* NA

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

Student Learning

If this is a new
credential does the
curriculum require
more than 250/o
newly developed
courses?*

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Political Science, in the College of Humanities and Social Sciences proposes discontinuing the Political Science Conflict and Cooperation Specialization Master of Science.

EXECUTIVE SUMMARY

The Department of Political Science in the College of Humanities and Social Sciences proposes discontinuing the Political Science Conflict and Cooperation Specialization Master of Science.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve discontinuing the Political Science Conflict and Cooperation Specialization Master of Science.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Political Science in the College of Humanities and Social Sciences proposes discontinuing the Political Science Conflict and Cooperation Specialization Master of Science, and

WHEREAS, The proposal will remove a non-utilized degree specialization,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve removing Political Science Conflict and Cooperation Specialization Master of Science in the College of Humanities and Social Sciences' Department of Political 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

Jacey Skinner, Chair

Date:

CHASS - Political Science - Political Science - Conflict and Cooperation Specialization - MS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Political Science

Current Title (if applicable)* Political Science - Conflict and Cooperation Specialization - MS

Proposed Title* Political Science - Conflict and Cooperation Specialization - MS

CIP Code

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

CIP Code (6-digits) * 451001

Minimum Number of Credits (if applicable)* 0

Maximum Number of Credits (if applicable)* 0

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose* Remove non-utilized degree specialization.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* This specialization is not used by the department or USU.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* no impact.

Describe and List any Anticipated Expenses and Revenue* NA

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

Student Learning

If this is a new credential does the curriculum require more than 250/o newly developed courses?*

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Political Science, in the College of Humanities and Social Sciences proposes discontinuing the Political Science Public Policy Specialization Master of Arts.

EXECUTIVE SUMMARY

The Department of Political Science in the College of Humanities and Social Sciences proposes discontinuing the Political Science Public Policy Specialization Master of Arts.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve discontinuing the Political Science Public Science Public Policy Specialization Master of Arts.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Political Science in the College of Humanities and Social Sciences proposes discontinuing the Political Science Public Policy Specialization Master of Arts, and

WHEREAS, The proposal will remove a non-utilized specialization,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve discontinuing the Political Science Public Policy Specialization Master of Arts in the College of Humanities and Social Sciences' Department of Political 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

Jacey Skinner, Chair

Date:

CHASS - Political Science - Political Science - Public Policy Specialization - MA

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all
cross listed
colleges)*

CHASS

DEPARTMENT
(include all cross
listed departments)*

Political Science

Current Title (if applicable)* Political Science - Public Policy Specialization - MA

Proposed Title* Political Science - Public Policy Specialization - MA

CIP Code

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

CIP Code (6-digits) * 451001

Minimum Number of Credits (if applicable)* 0

Maximum Number of Credits (if applicable)* 0

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*

☐ Yes
☒ No

Teacher Licensure Program Approval (STEP)*

☐ Yes
☒ No

SECTION I: THE REQUEST

R401 Purpose* Remove non-utilized degree specialization.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* This specialization is not used by the department or USU.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* No impact

Describe and List any Anticipated Expenses and Revenue* NA

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

Student Learning

If this is a new credential does the curriculum require more than 250/o newly developed courses?*

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

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

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

17 March 2025

ITEM FOR ACTION

Utah State University's Department of Political Science, in the College of Humanities and Social Sciences proposes discontinuing the Political Science Public Policy Specialization Master of Science.

EXECUTIVE SUMMARY

The Department of Political Science in the College of Humanities and Social Sciences proposes discontinuing the Political Science Public Policy Specialization Master of Science.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve discontinuing the Political Science Public Science Public Policy Specialization Master of Science.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Political Science in the College of Humanities and Social Sciences proposes discontinuing the Political Science Public Policy Specialization Master of Science, and

WHEREAS, The proposal will remove a non-utilized specialization,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve discontinuing the Political Science Public Policy Specialization Master of Science in the College of Humanities and Social Sciences' Department of Political 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

Jacey Skinner, Chair

Date:

CHASS - Political Science - Political Science - Public Policy Specialization - MS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

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

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all
cross listed
colleges)*

CHASS

DEPARTMENT
(include all cross
listed departments)*

Political Science

Current Title (if applicable)* Political Science - Public Policy Specialization - MS

Proposed Title* Political Science - Public Policy Specialization - MS

CIP Code

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

CIP Code (6-digits) * 451001

Minimum Number of Credits (if applicable)* 0

Maximum Number of Credits (if applicable)* 0

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- ☐ Certificate - Academic (undergraduate)
 - ☐ Certificate - Technical
 - ☐ Certificate - Post Bachelor's
 - ☐ Certificate - Post Master's
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 - ☐ 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* Remove non-utilized degree specialization.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* This specialization is not used by the department or USU.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* no impact

Describe and List any Anticipated Expenses and Revenue* NA

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

Student Learning

If this is a new
credential does the
curriculum require
more than 250/o
newly developed
courses?*

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

RESOLUTION

UTAH STATE UNIVERSITY

BOARD OF TRUSTEES

WHEREAS, USU is committed to a defined and effective policy system that promotes shared governance, ensures strategic and operational effectiveness, protects institutional resources, mitigates risk, and enhances compliance and accountability.

WHEREAS, USU Policy 1001: University Policy System sets forth a uniform standard for establishing, amending, maintaining, and retiring University Policies. As outlined in Utah Code Section 53B-2-106, it sets out the President's authority to establish policies for the administration and operation of the University.

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

WHEREAS, the President and Sr. Vice President and General Counsel recommend that approval of USU Policy 1001 be ratified by the USU Board of Trustees.

NOW THEREFORE BE IT RESOLVED THAT the USU Board of Trustees ratify the adoption of USU Policy 1001: University Policy System.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Signature of Chair Skinner or designee

Date approved



EXECUTIVE SUMMARY OF PROPOSED POLICY:

Proposed Policy 1001: University Policy System (adoption of Policy 1001 and retiring Policy 200, Policy 201, Policy 202, and Policy 203)

Purpose:

This Policy sets forth a uniform standard for establishing, amending, maintaining, and retiring University regulations. It establishes a standardized framework for the University, including policies, standards, procedures, and guidance at the institutional level and supplemental policies and procedures at the unit level.

Benefits:

- Increases consistency in policy language and intent
- Increases transparency in policy management and engages the campus community in shared governance
- Reduces risk for gaps, outdated policies, or compliance issues
- Establishes framework, new categories, and numbering system for a more sustainable university policy model and increased flexibility to adapt to changing needs
- Establishes clear definitions for policy, regulations, guidance, procedures, etc.
- Establishes a policy lifecycle to review, amend, implement, and retire policies
- Establishes a uniform approval workflow for all policy categories
- Establishes University Policy Advisory Committee to support the Policy Office and advise on policy processes.

Development:

- Drafted in consultation with the University Policy Advisory Committee, which includes representation from faculty, staff, Student Affairs, Public Safety, Human Resources, Office of General Counsel, Office of Ethics & Compliance
- Conducted research, benchmarking, and gathering data over 2+ years
- Draft shared with Staff Employee Association, Provost Office, Faculty Senate leaders, University Leadership Council, and Office of Data Analytics
- Draft posted online for the campus community to provide general feedback

Changes:

- Adoption of Policy 1001 would result in retiring the 200-level policies (200, 201, 202, & 203)
- Implements a more transparent and equitable process to provide feedback with a public comment period for the USU Community
- Policy Custodians are responsible for engaging with key stakeholders and compliance owners to gather and incorporate feedback
- Faculty Senate and Staff Employee Association will be strongly recommended as key stakeholders for policies in the Human Resources and Academic Affairs categories
- Policy Custodians and Responsible Executives will review policy and consider retirement regularly (as outlined in procedures)
- Policy Custodians will develop an implementation plan to include communication and training with the campus community

- The campus community will be notified of policy changes
- Responsible Executives and Policy Custodians will monitor compliance and effectiveness of policy
- Policy 1001 cultivates transparency through a clear, consistent, organized process and provides mechanisms to solicit and incorporate stakeholder feedback

Summary of Feedback

Topic	Response
Length of public comment period	Procedures recommend min. 14 business days
Ability to submit anonymous feedback	Requiring an A# restricts access to campus community members and provides opportunity to follow up with submissions
Increase stakeholder involvement in policy implementation/compliance	Policy Implementation checklist suggests best practices for monitoring compliance etc.
Clarify guidance for supplemental regulations	Additional guidance will be provided in next phase
Simplify language and add visual aids	Updated website with visual of Policy Lifecycle
Clarify the time frame for policy review	Info included in procedures, posted procedures to website
NWCCU is interested in how feedback is documented and responded to/incorporated	Recording all feedback in spreadsheet, saved to Box for Policy Custodian to review
More details about the Policy Lifecycle	Updated website with visual of Policy Lifecycle and procedures
Articulate the role faculty play in policy development and approval	Provost Office will hold meeting in early 2025 to discuss process to solicit faculty feedback
Clearly outline the expectations for staff and faculty input	Added language to policy & procedures to articulate this expectation

University Policy 1001: University Policy System

Category: Government and Administration

Subcategory: N/A

Covered Individuals: All University Employees and Students

Responsible Executive: Sr. Vice President & General Counsel

Policy Custodian: Policy Office, Policy Officer

Last Revised: 2025/[MM/DD](#)

Previous USU Policy Number: 200, 201, 202, and 203

1001.1 PURPOSE AND SCOPE

This Policy sets forth a uniform standard for establishing, amending, maintaining, and retiring University Policies. This Policy does not apply to Academic Policies.

A defined and effective policy system promotes shared governance, ensures strategic and operational effectiveness, protects institutional resources, mitigates risk, and enhances compliance and accountability.

1001.2 POLICY

The President promulgates University Policies in accordance with statutory authority as outlined in Utah Code Section 53B-2-106. University Regulations may require or prohibit specific actions of employees, students, and visitors who use or seek to use University resources or services.

2.1 University Policy Development and Management

2.1.1 Policy Custodian and Responsible Executives

Each University Policy is assigned a Responsible Executive and a Policy Custodian. General responsibilities for Policy Custodians and Responsible Executives are outlined within Section 1001.3 of this Policy.

2.1.2 Shared Governance

University Policy is developed with input from [the campus community which may include, as appropriate, the campus community which may include, as appropriate](#), faculty, staff, students, ~~or~~ ~~or~~ key stakeholders. Policy Custodians or Responsible Executives ~~will may~~ seek input during the policy development phase from the University Campus Community through participation in benchmarking or data gathering, a public comment period, or other methods. USU provides avenues for the campus community to submit input or feedback on any university policy at any time through the Policy Office or Policy Custodians. The President ~~will~~ ~~shall~~ seek consultation or approval from the Board of Trustees in accordance with Utah Code Sections 53B-2-106 and 106.1, as well as Utah System of Higher Education (USHE) guidelines.

2.1.3 The University Policy Lifecycle

University Policies are initiated, developed, approved, implemented, and evaluated in a framework called the Policy Lifecycle. Within each step of the University Policy Lifecycle, specific actions establish consistent practices for maintaining policies at the University.

The President delegates authority to develop the process related to the policy lifecycle to the Policy Officer in consultation with the Office of General Counsel and the University Policy Advisory Committee. University procedural documents 1001-PR2 through 1001-PR6 outline procedural steps that must be carried out in accordance with shared governance principles:

- 1001-PR2: New and Substantively Amended Policies;
- 1001-PR3: Interim Policies and Amendments;
- 1001-PR4: Scheduled Review of Existing Policies;
- 1001-PR5: Non-substantive and Required Amendments;
- 1001-PR6: Retirement of Policies;
- 1001-G2 USU's Flowchart for Policy Consideration and Approval

Consistent with the procedures implementing this Policy, the Policy Custodian will include relevant stakeholders in the policy development process, including the Faculty Senate and Staff Employee Association, where appropriate, based on the policy category and nature of the policy action (e.g., new policy vs. non-substantive and required amendments).

2.1.4 Organization of the University Policy System

The President delegates authority to organize the University Policy Library and establish appropriate policy categories to the Policy Officer and Office of General Counsel.

When new policies are drafted, the Policy Officer and Responsible Executive, in consultation with the Policy Custodian, will determine the most appropriate policy category for the new policy. University Policies are assigned within categories based on factors that may include the policy's content and the individuals or entities to which the policy applies. All University Policies must be published on the Policy Office website.

2.2 Regulatory Hierarchy

University Policies are subordinate to external regulation, including federal and state law. University Policies are also subordinate to USHE policies and the authority of the Board of Trustees and the President. Once approved pursuant to the appropriate process, University Policies supersede all previous existing policies. The order of precedence regarding regulations is as follows:

External Regulation

1. Federal statutes, rules, or regulations;
2. State statutes, rules, or regulations;
3. Court rulings on federal or state statutes that have the effect of nullifying or altering the operation of federal, state, or local laws; and
4. USHE Rules (unless a university policy is more specific).

University Regulation

5. University Policy;
6. University Procedures;
7. University Policy Guidance and forms and other documents designed to interpret and implement University Policy and University Procedures; and
8. Supplemental Regulations, including unit-level policies, procedures, standards, and/or guidance.

2.3 Interim Policy

An interim policy may be instituted when a policy or amendment warrants immediate implementation, including to avoid compliance risks due to changes to statutes, regulations, rules, standards, or policy through legislative, agency, or judicial action, when the risk of delaying the adoption of a proposed policy outweighs the risk of delaying the gathering of stakeholder feedback, or when the policy is pending approval through external agencies. The President will institute the interim policy in consultation with the Office of General Counsel and the Responsible Executive. Use of the interim policy is unusual and must be documented by the Policy Officer.

The effective term of an interim policy must be fewer than 12 months. The President may approve exceptions to the term length.

2.4 Supplemental Regulations

The President delegates authority to specific entities within the University to promulgate Supplemental Regulations. These entities include but are not limited to, campuses, colleges, divisions, departments, and centers. Supplemental regulations include policies, procedures, standards, and guidance that apply to a specific unit or specific functions within the unit without broad application to the University. They govern only the operations and management of those entities.

Supplemental Regulations may be more restrictive than their corresponding University Regulations but may not be less restrictive. Supplemental Regulations must comply with state and federal statutes, rules, or regulations and be consistent with the intent and purpose of University Regulations. Departments that implement Supplemental Regulations must notify employees of any expectations regarding these regulations and provide appropriate training.

Supplemental Regulations are not subject to the approval, review, and retirement process outlined in this policy. However, the President, in consultation with the Office of General Counsel, reserves the right to repeal any Supplemental Regulation.

1001.3 RESPONSIBILITIES

3.1 The President

The President has the authority to establish policies for the administration and operation of the University and to establish, implement, and maintain the policy proposal, review, and retirement process. The President may consult with or assign policy-related deliberations to the University Policy Advisory Committee as appropriate. The responsibility of the President to carry out the Utah Board of Higher Education policies is outlined within Utah Code Section 53B-2-106.

3.2 Board of Trustees

The Board of Trustees reviews, ~~advises on, and approves certain university policy~~, [advises on, and approves certain university policies](#), including policies related to budget and finance, the constitution, government, and organization of the faculty and administration, and other matters as outlined in Utah Code Section 53B-2-106.

3.3 Governance and Policy Action Council

The President authorizes the Governance and Policy Action Council to recommend, review, and approve processes and procedures for implementing the policy development, review, and retirement process.

3.4 University Policy Advisory Committee

The University Policy Advisory Committee includes campus stakeholders that advise and support the Policy Officer. This standing committee recommends updates to processes for creating, revising, reviewing, implementing, and retiring University policy. The committee may also serve in an advisory capacity for units establishing or reviewing Supplemental Regulations.

3.5 Responsible Executive

The President delegates authority to Responsible Executives to implement regulations and maintain compliant, efficient, and effective operations in their assigned areas within the University. Responsible Executives authorize the policy drafting and development process. They are responsible for moving the proposed policy through the review and approval process. Additionally, they are responsible for reviewing existing policies based on the designated review cycle. A list of assigned Responsible Executives by policy is outlined in 1001-G9 Responsible Executives and Policy Custodians.

3.6 Policy Custodian

The Responsible Executive delegates responsibility to a Policy Custodian for compliance within a specific functional area based on position or specific content knowledge. Policy Custodians ~~ss~~ draft and review policy under the direction of the Responsible Executive. Policy Custodians will collaborate with the Policy Officer, compliance owners and partners, and critical stakeholders as a policy development team to conduct research, draft the policy or modifications, and develop a training and communication plan. Policy Custodians will solicit input from the University Campus Community and provide opportunities for feedback on how the proposed policy impacts them. Policy Custodians are expected to determine the appropriate level of feedback necessary based on the nature of the policy or required changes. ~~Feedback from the University Campus Community, including the Faculty Senate and the Staff Employee Association, will be evaluated by the Policy Custodian and/or Responsible Executive and incorporated, and incorporate feedback into the policy as appropriate. Policy Custodians must present a summary of how feedback was or was not solicited and a justification of how it impacted the proposed policy. This summary will be presented with the proposed policy.~~ Along with the policy or amendments submitted for approval, a Policy Custodian will submit to the applicable approval bodies, including the President and the Board of Trustees, an explanation of the Policy Custodian's decisions related to soliciting, collecting, and incorporating feedback as applicable. Policy Custodians implement approved policies, monitor compliance, provide ongoing evaluation, and schedule reviews or recommend the Retirement of Policies assigned to them. A list of assigned Policy Custodians by policy is outlined in 1001-G9 Responsible Executives and Policy Custodians.

3.7 Policy Officer

The President authorizes the Policy Officer to develop processes and procedures for implementing the policy proposal, review, and retirement process, in consultation with the University Policy Advisory Committee and subject to approval by the Governance and Policy Action Council.

The Policy Officer supports Policy Custodians (as defined in Section 3.6) and policy development teams in drafting, reviewing, editing, amending, and retiring university-level policies. The Policy Officer ensures that Policy Custodians and Responsible Executives (as defined in Section 3.5) follow the processes and procedures outlined in this policy. The Policy Officer maintains and archives all policy records, such as the policy review calendar, historical documents, forms, and exceptions such as interim designation.

3.8 Office of General Counsel

The Office of General Counsel advises University departments or units responsible for promulgating University Regulations. This office reviews the scope and regulatory impact of proposed or amended policies in comparison to federal, state, and local statutes or court rulings.

3.9 University Campus Community

The University Campus Community includes USU faculty, staff, and students. Community members are invited to participate in the policy development process by providing feedback during a public comment period. University Campus Community members may also submit feedback for any university policy, propose additions or changes to existing university policy, or propose new university policies online at any

[time](#). Content experts may be invited by Policy Custodians to participate in policy development by benchmarking against peer institutions or gathering data.

1001.4 REFERENCES

- [Utah Code Title 53B, Chapter 2, Section 106](#)
- [Utah Code Title 53B, Chapter 27, Part 3 Student Liberties Protection Act](#)
- [USHE R201: Presidents' Responsibility to the System, the Assigned Institution, and for Legislative Relations](#)

1001.5 DEFINITIONS

Academic Policies. A policy that applies to courses, grading, instruction, curriculum, academic program requirements, minors, majors, certificates, degrees, academic credit, transfer credits, credit equivalencies, general education, and academic progress.

External Regulation. A binding statute, rule, agency regulation, or policy issued by federal, state, or local government or regulatory bodies (including the Utah Board of Higher Education).

Policy Lifecycle. A step-by-step process that includes establishing, amending, maintaining, and retiring university policy as contained within USU guidance documents.

Retirement of Policy. Removal of a policy that no longer addresses a required statutory or regulatory purpose, which has been superseded by a new policy, or is no longer aligned with USU's mission. Retirement of a policy must be considered during each scheduled review.

Supplemental Regulations. Regulations that apply only within a specified unit of the University. Supplemental Regulations may be referred to as "college policy," "departmental procedure," or "statements of procedures" and identify the specific administrative units for which they are applicable. They specify additional details about implementing University regulations within the specified administrative unit. These regulations may be more restrictive than University policy but may not be less restrictive.

University Campus Community. University Campus Community members include Utah State University faculty, staff, and students.

University Policy Guidance. A written document or visual representation that provides practical information. Guidance is not authoritative and usually focuses on a specific operational aspect of a policy or procedure.

University Policy Library. An online repository of all University Policies accessible to the University Campus Community and the public. The library is organized into various categories based on the content and covered individuals. It includes all current policies and details about effective dates and review dates. The Policy Office maintains the University Policy Library.

University Policy. An authoritative statement addressing governance, philosophies, principles, or general concepts inherent in carrying out the mission of the University with broad application or impact throughout the University.

University Procedure. Sets forth the steps necessary ~~to consistently implement a University Policy and achieve policy objectives~~ [to implement a University Policy and achieve policy objectives consistently](#). University Procedures outline and define the processes to appropriately ~~and uniformly~~ perform a task or carry out the University's business activities.

University Regulations. The internal body of policy, procedures, standards, and guidance is issued under the authority of the University President and distributed to members of the USU community. University Regulations inform how to implement federal and state statutes, rules, policies, or guiding principles for the University's governance and operations in accordance with USU's mission.

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

(Resources will be posted upon policy adoption)

Procedures

- 1001-PR1: Developing University Policies & Procedures
- 1001-PR2: New and Substantively Amended Policies
- 1001-PR3: Interim Policies and Amendments
- 1001-PR4: Scheduled Review of Existing Policies
- 1001-PR5: Non-substantive Revisions of Existing Policies
- 1001-PR6: Retirement of Policies

Guidance

- 1001-G1: USU Flowchart for Policy Consideration and Approval
- 1001-G2 through G6: Policy Lifecycle
- [1001-G7: USU Policy Style Guide](#)
- 1001-G8: USU Policy Categories
- [1001-G9: List of Responsible Executives & Policy Custodians](#)
- [Policy Template](#)

Related Forms and Tools

- [1001-F1: Policy Substantive Revision Form](#)
- [1001-F2: Policy Non-substantive Revision Form](#)
- 1001-F3: Interim Policy Justification Form
- [1001-F5: Executive Summary](#)
- 1001-F6: Policy Retirement form
- Policy Review Calendar
- [USU Compliance Framework](#)

Contacts

- [Policy Officer](#)
- [Policy Custodians](#)
- [Compliance Matrix](#)

POLICY HISTORY

Original issue date: N/A

Last review date: 2025/

Next scheduled review date: 202~~6~~⁵/~~03~~¹¹/01

Previous revision dates: N/A

University Policy 1001: University Policy System

Category: Government and Administration

Subcategory: N/A

Covered Individuals: All University Employees and Students

Responsible Executive: Sr. Vice President & General Counsel

Policy Custodian: Policy Office, Policy Officer

Last Revised: 2025/MM/DD

Previous USU Policy Number: 200, 201, 202, and 203

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A defined and effective policy system promotes shared governance, ensures strategic and operational effectiveness, protects institutional resources, mitigates risk, and enhances compliance and accountability.

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University Policy is developed with input from the campus community, which may include, as appropriate, faculty, staff, students, or key stakeholders. Policy Custodians or Responsible Executives will seek input during the policy development phase from the University Campus Community through participation in benchmarking or data gathering, a public comment period, or other methods. USU provides avenues for the campus community to submit input or feedback on any university policy at any time through the Policy Office or Policy Custodians. The President will seek consultation or approval from the Board of Trustees in accordance with Utah Code Sections 53B-2-106 and 106.1, as well as Utah System of Higher Education (USHE) guidelines.

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1. Federal statutes, rules, or regulations;
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3. Court rulings on federal or state statutes that have the effect of nullifying or altering the operation of federal, state, or local laws; and
4. USHE Rules (unless a university policy is more specific).

University Regulation

5. University Policy;
6. University Procedures;
7. University Policy Guidance and forms and other documents designed to interpret and implement University Policy and University Procedures; and
8. Supplemental Regulations, including unit-level policies, procedures, standards, and/or guidance.

2.3 Interim Policy

An interim policy may be instituted when a policy or amendment warrants immediate implementation, including to avoid compliance risks due to changes to statutes, regulations, rules, standards, or policy through legislative, agency, or judicial action, when the risk of delaying the adoption of a proposed policy outweighs the risk of delaying the gathering of stakeholder feedback, or when the policy is pending approval through external agencies. The President will institute the interim policy in consultation with the Office of General Counsel and the Responsible Executive. Use of the interim policy is unusual and must be documented by the Policy Officer.

The effective term of an interim policy must be fewer than 12 months. The President may approve exceptions to the term length.

2.4 Supplemental Regulations

The President delegates authority to specific entities within the University to promulgate Supplemental Regulations. These entities include but are not limited to, campuses, colleges, divisions, departments, and centers. Supplemental regulations include policies, procedures, standards, and guidance that apply to a specific unit or specific functions within the unit without broad application to the University. They govern only the operations and management of those entities.

Supplemental Regulations may be more restrictive than their corresponding University Regulations but may not be less restrictive. Supplemental Regulations must comply with state and federal statutes, rules, or regulations and be consistent with the intent and purpose of University Regulations. Departments that implement Supplemental Regulations must notify employees of any expectations regarding these regulations and provide appropriate training.

Supplemental Regulations are not subject to the approval, review, and retirement process outlined in this policy. However, the President, in consultation with the Office of General Counsel, reserves the right to repeal any Supplemental Regulation.

1001.3 RESPONSIBILITIES

3.1 The President

The President has the authority to establish policies for the administration and operation of the University and to establish, implement, and maintain the policy proposal, review, and retirement process. The President may consult with or assign policy-related deliberations to the University Policy Advisory Committee as appropriate. The responsibility of the President to carry out the Utah Board of Higher Education policies is outlined within Utah Code Section 53B-2-106.

3.2 Board of Trustees

The Board of Trustees reviews, advises on, and approves certain university policies, including policies related to budget and finance, the constitution, government, and organization of the faculty and administration, and other matters as outlined in Utah Code Section 53B-2-106.

3.3 Governance and Policy Action Council

The President authorizes the Governance and Policy Action Council to recommend, review, and approve processes and procedures for implementing the policy development, review, and retirement process.

3.4 University Policy Advisory Committee

The University Policy Advisory Committee includes campus stakeholders that advise and support the Policy Officer. This standing committee recommends updates to processes for creating, revising, reviewing, implementing, and retiring University policy. The committee may also serve in an advisory capacity for units establishing or reviewing Supplemental Regulations.

3.5 Responsible Executive

The President delegates authority to Responsible Executives to implement regulations and maintain compliant, efficient, and effective operations in their assigned areas within the University. Responsible Executives authorize the policy drafting and development process. They are responsible for moving the proposed policy through the review and approval process. Additionally, they are responsible for reviewing existing policies based on the designated review cycle. A list of assigned Responsible Executives by policy is outlined in 1001-G9 Responsible Executives and Policy Custodians.

3.6 Policy Custodian

The Responsible Executive delegates responsibility to a Policy Custodian for compliance within a specific functional area based on position or specific content knowledge. Policy Custodians draft and review policy under the direction of the Responsible Executive. Policy Custodians will collaborate with the Policy Officer, compliance owners and partners, and critical stakeholders as a policy development team to conduct research, draft the policy or modifications, and develop a training and communication plan. Policy Custodians will solicit input from the University Campus Community and provide opportunities for feedback on how the proposed policy impacts them. Policy Custodians determine the appropriate level of feedback necessary based on the nature of the policy or required changes and incorporate feedback into the policy as appropriate. Along with the policy or amendments submitted for approval, a Policy Custodian will submit to the applicable approval bodies, including the President and the Board of Trustees, an explanation of the Policy Custodian's decisions related to soliciting, collecting, and incorporating feedback as applicable. Policy Custodians implement approved policies, monitor compliance, provide ongoing evaluation, and schedule reviews or recommend the Retirement of Policies assigned to them. A list of assigned Policy Custodians by policy is outlined in 1001-G9 Responsible Executives and Policy Custodians.

3.7 Policy Officer

The President authorizes the Policy Officer to develop processes and procedures for implementing the policy proposal, review, and retirement process in consultation with the University Policy Advisory Committee and subject to approval by the Governance and Policy Action Council.

The Policy Officer supports Policy Custodians (as defined in Section 3.6) and policy development teams in drafting, reviewing, editing, amending, and retiring university-level policies. The Policy Officer ensures that Policy Custodians and Responsible Executives (as defined in Section 3.5) follow the processes and procedures outlined in this policy. The Policy Officer maintains and archives all policy records, such as the policy review calendar, historical documents, forms, and exceptions such as interim designation.

3.8 Office of General Counsel

The Office of General Counsel advises University departments or units responsible for promulgating University Regulations. This office reviews the scope and regulatory impact of proposed or amended policies in comparison to federal, state, and local statutes or court rulings.

3.9 University Campus Community

The University Campus Community includes USU faculty, staff, and students. Community members are invited to participate in the policy development process by providing feedback during a public comment period. University Campus Community members may also submit feedback for any university policy, propose additions or changes to existing university policy, or propose new university policies online at any time. Content experts may be invited by Policy Custodians to participate in policy development by benchmarking against peer institutions or gathering data.

1001.4 REFERENCES

- [Utah Code Title 53B, Chapter 2, Section 106](#)
- [Utah Code Title 53B, Chapter 27, Part 3 Student Liberties Protection Act](#)
- [USHE R201: Presidents' Responsibility to the System, the Assigned Institution, and for Legislative Relations](#)

1001.5 DEFINITIONS

Academic Policies. A policy that applies to courses, grading, instruction, curriculum, academic program requirements, minors, majors, certificates, degrees, academic credit, transfer credits, credit equivalencies, general education, and academic progress.

External Regulation. A binding statute, rule, agency regulation, or policy issued by federal, state, or local government or regulatory bodies (including the Utah Board of Higher Education).

Policy Lifecycle. A step-by-step process that includes establishing, amending, maintaining, and retiring university policy as contained within USU guidance documents.

Retirement of Policy. Removal of a policy that no longer addresses a required statutory or regulatory purpose, which has been superseded by a new policy, or is no longer aligned with USU's mission. Retirement of a policy must be considered during each scheduled review.

Supplemental Regulations. Regulations that apply only within a specified unit of the University. Supplemental Regulations may be referred to as "college policy," "departmental procedure," or "statements of procedures" and identify the specific administrative units for which they are applicable. They specify additional details about implementing University regulations within the specified administrative unit. These regulations may be more restrictive than University policy but may not be less restrictive.

University Campus Community. University Campus Community members include Utah State University faculty, staff, and students.

University Policy Guidance. A written document or visual representation that provides practical information. Guidance is not authoritative and usually focuses on a specific operational aspect of a policy or procedure.

University Policy Library. An online repository of all University Policies accessible to the University Campus Community and the public. The library is organized into various categories based on the content and covered individuals. It includes all current policies and details about effective dates and review dates. The Policy Office maintains the University Policy Library.

University Policy. An authoritative statement addressing governance, philosophies, principles, or general concepts inherent in carrying out the mission of the University with broad application or impact throughout the University.

University Procedure. Sets forth the steps necessary to implement a University Policy and achieve policy objectives consistently. University Procedures outline and define the processes to appropriately perform a task or carry out the University's business activities.

University Regulations. The internal body of policy, procedures, standards, and guidance is issued under the authority of the University President and distributed to members of the USU community. University Regulations inform how to implement federal and state statutes, rules, policies, or guiding principles for the University's governance and operations in accordance with USU's mission.

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

(Resources will be posted upon policy adoption)

Procedures

- 1001-PR1: Developing University Policies & Procedures
- 1001-PR2: New and Substantively Amended Policies
- 1001-PR3: Interim Policies and Amendments
- 1001-PR4: Scheduled Review of Existing Policies
- 1001-PR5: Non-substantive Revisions of Existing Policies
- 1001-PR6: Retirement of Policies

Guidance

- 1001-G1: USU Flowchart for Policy Consideration and Approval
- 1001-G2 through G6: Policy Lifecycle
- [1001-G7: USU Policy Style Guide](#)
- 1001-G8: USU Policy Categories
- [1001-G9: List of Responsible Executives & Policy Custodians](#)
- [Policy Template](#)

Related Forms and Tools

- [1001-F1: Policy Substantive Revision Form](#)
- [1001-F2: Policy Non-substantive Revision Form](#)
- 1001-F3: Interim Policy Justification Form
- [1001-F5: Executive Summary](#)
- 1001-F6: Policy Retirement form
- Policy Review Calendar
- [USU Compliance Framework](#)

Contacts

- [Policy Officer](#)
- [Policy Custodians](#)
- [Compliance Matrix](#)

POLICY HISTORY

Original issue date: N/A

Last review date: 2025/MM/DD

Next scheduled review date: 2026/03/01

Previous revision dates: N/A

ITEM FOR ACTION

Proposal for Tuition Rate Increase

EXECUTIVE SUMMARY

Each institutional President, in consultation with the institutional Board of Trustees, may recommend a tuition rate increase to the Utah Board of Higher Education. The increase may be used to fund legislative match requirements or to meet other specific institutional needs. The increase applies to all differential tuition rates. Additionally, the President may recommend tuition and program fee adjustments for the Technical Education programs at the Blanding, Moab, and USU Eastern campuses.

The university, after consultation with student leaders, is proposing the following tuition rate increase:

Logan and Statewide Campuses: 2.68% increase

Technical Education: no increase

The Interim President and student leadership held a public meeting to provide an explanation of the reasons for the proposed increase, an explanation of how the revenue generated by the increase will be used, and an opportunity for public comment from students.

RECOMMENDATION

Based on the above proposals and approvals as indicated, the Interim President and Vice President for Finance & Administrative Services recommend that the Board of Trustees approve the proposed increase.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, each institutional President, in consultation with the institutional Board of Trustees, may recommend a tuition rate increase to meet specific institutional needs and meet legislative match requirements; and

WHEREAS, Utah State University is proposing a 2.68% tuition rate increase for students at Logan and Statewide campuses; and

WHEREAS, the Interim President consulted with student leaders and held a public meeting to provide an opportunity for public comment from students; and

WHEREAS, the proposal has the approval of the Interim President and Vice President for Finance & Administrative Services of Utah State University:

NOW THEREFORE BE IT RESOLVED that the USU Board of Trustees hereby approve the proposed tuition rate increase effective Fall Semester 2025 and that this approval be forwarded to the Utah Board of Higher Education for its approval.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Signature of Chair Skinner or designee

Date approved

ITEM FOR ACTION

Proposal to Modify Student Fees

EXECUTIVE SUMMARY

All general student fees are subject to Utah Board of Higher Education approval in conjunction with the annual approval of tuition rates. The University has five different areas that assess general student fees. The Interim President's recommendation for each area is described below.

Logan Campus:

Rate changes/new fee

\$3.00 New fee: SNAC (Student Nutrition Access Center) fee
\$1.73 Increase: Aggie Shuttle fee
\$3.30 Increase: Music & Theater
\$8.03

Internal adjustment

\$22.28 reallocation from Building fee to Campus Recreation for O&M

Compensation

\$0.43 Activity fee
\$0.78 Campus Recreation fee
\$0.05 Music & Theater
\$1.26

This results in an increase of \$9.29 or a 1.99% overall increase.

Statewide Campuses: No proposed change

USU Eastern Campus: No proposed change

Blanding Campus: No proposed change

Technical Education : No proposed change

RECOMMENDATION

Based on the above proposals, the Interim President recommends that the Board of Trustees approve the implementation of student fee changes effective Fall Semester 2025.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, all general student fees are subject to Utah Board of Higher Education approval in conjunction with annual approval of tuition rates; and

WHEREAS, the Logan Campus Student Fee Board has approved increases of \$1.73 for the Aggie Shuttle fee and \$3.30 for the Music & Theater fee; and

WHEREAS, with the support of the Logan Campus Student Fee Board, a referendum for a new fee in the amount of \$3.00 for the Student Nutrition Access Center (SNAC) was voted on and approved by the Logan Campus student body; and

WHEREAS, a reallocation is required of \$22.28 from the Building fee to the Campus Recreation fee for Operation & Maintenance of the Aggie Recreation Center; and

WHEREAS, increases for compensation are needed in the amounts of \$0.43 for the Activity fee, \$0.78 for the Campus Recreation fee, and \$0.05 for the Music & Theater fee; and

WHEREAS, no changes are proposed for Statewide Campuses, USU Eastern Campus, Blanding Campus, or Technical Education; and

WHEREAS, the proposal has the approval of the Interim President of Utah State University:

NOW THEREFORE BE IT RESOLVED that the USU Board of Trustees hereby approves the implementation of student fee changes effective Fall Semester 2025 and that this approval be forwarded to the Utah Board of Higher Education for its approval.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Signature of Chair Skinner or designee

Date approved

17 March 2025

ITEM FOR ACTION

Real Property Acquisition

The proposed real property acquisition described is submitted for the Utah State University Board of Trustees review and approval. The proposed action has received appropriate administrative review and approval.

EXECUTIVE SUMMARY

Utah State University desires to acquire three developed commercial parcels adjacent to its Logan campus, including existing improvements comprising of three residential apartment buildings as illustrated in Exhibit A. The asking price for the parcels is \$3,641,000. These parcels represent strategic acquisitions that have been high-priority properties in USU's long-term planning.

USU Housing Services will fund this purchase and manage the units as part of USU's on-campus housing. The ongoing operation and maintenance costs will be paid with housing rental revenues.

RECOMMENDATION

The Interim President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Real Property Acquisition.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Utah State University desires to acquire three developed commercial parcels adjacent to its Logan campus, including existing improvements comprising of three residential apartment buildings as illustrated in Exhibit A, and

WHEREAS, the asking price for the parcels is \$3,641,000, and

WHEREAS, these parcels represent strategic acquisitions that have been high-priority properties in USU's long-term planning, and

WHEREAS, USU Housing Services will fund this purchase and manage the units as part of USU's on-campus housing, and

WHEREAS, the ongoing operation and maintenance costs will be paid with housing rental revenues; and

WHEREAS, the Interim President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approves the Real Property Acquisition adjacent to the Logan Campus:

NOW, THEREFORE BE IT RESOLVED that the USU Board of Trustees hereby approves the Real Property Acquisition.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Signature of Chair Skinner or designee

Date approved

EXHIBIT A



ITEM FOR ACTION

Review and Acceptance of the External Audit Reports

The external audit reports are submitted to the Board of Trustees for consideration. The audit reports listed below have received the appropriate administrative review.

EXECUTIVE SUMMARY

Audits of University financial statements are conducted by various external agencies. The State of Utah Auditor's Office performed the Athletic Department Agreed-Upon Procedures for the year ended June 30, 2024. The firm Jones Simkins LLP performed the Utah Public Radio Annual Financial Statements with Independent Auditor's Report for the years ended June 30, 2024 and 2023.

The reports listed below were reviewed by the Board of Trustees Audit, Risk, and Compliance Committee on February 20, 2025.

1. Utah State University Athletic Department Agreed-Upon Procedures for the Year Ended June 30, 2024
2. Utah Public Radio Annual Financial Statements with Independent Auditor's Report for the Years Ended June 30, 2024 and 2023

RECOMMENDATION

The Interim President, Vice President for Finance and Administrative Services, and the Audit, Risk, and Compliance Committee recommend that the Board of Trustees accepts the external audit reports.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, audits of University financial statements are conducted by various external agencies;

WHEREAS, a meeting of the Utah State University Board of Trustees Audit, Risk, and Compliance Committee was held on February 20, 2025 for the purpose of reviewing the external audit reports;

WHEREAS, the following individuals are members of the Utah State University Board of Trustees Audit, Risk, and Compliance Committee: David A. Petersen, Chair; Kent Alder; Jacey Skinner; and Clark Whitworth; and

WHEREAS, the following reports were reviewed:

1. Utah State University Athletic Department Agreed-Upon Procedures for the Year Ended June 30, 2024
2. Utah Public Radio Annual Financial Statements with Independent Auditor's Report for the Years Ended June 30, 2024 and 2023

WHEREAS, the Interim President, Vice President for Finance and Administrative Services, and the Audit, Risk, and Compliance Committee recommend the Board of Trustees accepts the external audit reports:

NOW, THEREFORE BE IT RESOLVED that the Utah State University Board of Trustees hereby accepts the above listed audit reports.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Signature of Chair Skinner or designee

Date approved

17 March 2025

ITEM FOR ACTION

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 27 September 2024 authorizing David T. Cowley, or his designee, 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.

This amended resolution replaces the 27 September 2024 resolution and recommends that effective 17 March 2025 David T. Cowley or his designees, Wendy F. Keller, 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 Interim 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, a resolution was passed by the Board of Trustees on 27 September 2024 authorizing David T. Cowley, or his designee, 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, and

WHEREAS, this amended resolution replaces the 27 September 2024 resolution and recommends that effective 17 March 2025 David T. Cowley or his designees, Wendy F. Keller, 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, Wendy F. Keller, 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, 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:

Signature of Chair Skinner or designee

Date approved