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Curriculum Subcommittee Minutes, December 5, 2019

Utah State University

Recommended Citation

CURRICULUM SUBCOMMITTEE MINUTES
5 December 2019

A meeting of the Curriculum Subcommittee of the Educational Policies Committee was held on 5 December 2019 at 2:00 pm in Old Main 136 (Champ Hall Conference Room).

Present: Nicholas Morrison, Chair, Caine College of the Arts
Brian Warnick, College of Agriculture and Applied Sciences
Scott Hunsaker, Emma Eccles Jones College of Education and Human Services
Thomas Fronk, College of Engineering
Matt Sanders, College of Humanities and Social Sciences
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Greg Podgorski, College of Science
Rachel Wishkoski, University Libraries
Mark Chynoweth, Statewide Campuses
Frank Galey, Provost's Office
Michele Hillard, Secretary
Richard Inouye, Graduate Council
Jared Fry, Graduate Senator
Adam Gleed, Registrar's Office
Chenese Boyle, Program Coordinator
Toni Gibbons, DegreeWorks
Sterling Bone for Merideth Thompson, Jon M. Huntsman School of Business
Robyn Peterson, Catalog Editor
Dexton Lake, Executive Vice President

Absent: Scott Henrie, USU Eastern
Sami Ahmed, President USUSA

Visitors: Dillon Feuz, Department Head, Applied Economics
Bruce Miller, Department Head, Aviation and Technology Education
Harrison Kleiner, Associate Vice Provost
Travis Peterson, Faculty, Kinesiology and Health Science
Eadric Bressel, Department Head Kinesiology and Health Science
Brad Hall, Department Head, Languages, Philosophy and Communication Studies
Jessica Hansen, Academic and Instructional Services

1. ***Approval of 7 November 2019 Minutes***
Motion to approve the 7 November 2019 Minutes made by Claudia Radel. Seconded by Matt Sanders. Minutes approved.

2. ***Program Proposals***
Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to discontinue the Bachelor of Science Environmental and Natural Resources Economics degree.
Motion to approve R401 made by Brian Warnick. Seconded by Dexton Lake. Proposal approved.

Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to change the Agricultural Economic Minor to Applied Economics. *Motion to approve R401 made by Brian Warnick. Seconded by Dexton Lake. Proposal approved.*

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to redefine Career and Technical Education (CTE) programs offered by USU at three statewide campuses. *Motion to approve R401 made by Brian Warnick. Seconded by Greg Podgorski. Proposal approved.*

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to create a new emphasis in the Technology Systems Bachelor of Science degree for Quality and Reliability. *Motion to approve R401 made by Brian Warnick. Seconded by Jared Fry. Proposal approved.*

Request from the Departments of Languages, Philosophy and Communication Studies and Political Science in the College of Humanities and Social Sciences to create a Minor in Middle East Studies. *Motion to approve R401 made by Matt Sanders. Seconded by Greg Podgorski. Proposal approved.*

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to offer a Master of Science in Sports Management. *Motion to approve R401 made by Scott Hunsaker. Seconded by Jared Fry. Proposal approved.*

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to restructure the School of Applied Sciences, Technology and Education. *Motion to approve R401 made by Brian Warnick. Seconded by Dexton Lake. Proposal approved.*

3. ***Semester Course Approval Reviews***
   https://usu.curriculog.com/

   College of Agriculture and Applied Sciences
   Motion to approve the business of the College of Agriculture and Applied Sciences made by Brian Warnick. Seconded by Dexton Lake. Business approved.
   ADVS =
   APEC =
   APPR =
   ASTE = 14
   LAEP = 2
   NDFS = 3
   OPDD = 10 (rejected to Associate Dean, Brian Warnick)
   PSC =

Caine College of the Arts
Motion to approve the business of the Caine College of the Arts made by Matt Sanders. Seconded by Claudia Radel. Business approved.
ART =
MUSC = 3
THEA = 3
CCA =

Jon M. Huntsman School of Business
Motion to approve the business of the Jon M. Huntsman School of Business made by Sterling Bone. Seconded by Thomas Fronk. Business approved.
ACCT =
BUS =
ECN =
MGT = 7
MSLE = 2
MIS =

Emma Eccles Jones College of Education and Human Services
Motion to approve the business of the Emma Eccles Jones College of Education and Human Services made by Scott Hunsaker. Seconded by Greg Podgorski. Business approved.
COMD =
EDUC =
HDFS =
KHS = 3
ITLS =
NURS = 4
PSY =
SPER =
TEAL = 13

College of Engineering
Motion to approve the business of the College of Engineering made by Thomas Fronk. Seconded by Jared Fry. Business approved.
BENG = 14
CEE =
ECE = 1
EED =
MAE =
ENGR =

College of Humanities and Social Sciences
Motion to approve the business of the College of Humanities and Social Sciences made by Matt Sanders. Seconded by Scott Hunsaker. Business approved.
ENGL =
HIST =
JCOM =
LPCS = 1
POLS = 1
SSWA = 3
IELI =

CHSS =
WGS =

S.J. & Jessie E. Quinney College of Natural Resources
Motion to approve the business of the S.J. & Jessie E. Quinney College of Natural Resources made by Claudia Radel. Seconded by Greg Podgorski. Business approved.
ENVS = 1
WATS = 2
WILD = 1
NR =

College of Science
Motion to approve the business of the College of Science made by Greg Podgorski. Seconded by Brian Warnick. Business approved.
BIOL = 3 (BIOL 3060 intermediate spelled wrong)
CHEM =
CS =
GEOL =
MATH =
PHYS = 3
PUBH =
SCI =

HONR =
ISTU =
UN –CAS =
USU =

4. *Other Business*
   Registrar's office will be meeting in advance of the Curriculum Committee meeting to review course changes and make sure they are in line to be approved.

   Reschedule January 2 Curriculum Committee meeting to January 9.
   Motion to move meeting to January 9 made by Greg Podgorksi. Seconded by Matt Sanders. Meeting moved to January 9.

Adjourn: 2:40 pm

CURRICULUM SUBCOMMITTEE MINUTES
7 November 2019

A meeting of the Curriculum Subcommittee of the Educational Policies Committee was held on 7 November 2019 at 2:00 pm in Old Main 136 (Champ Hall Conference Room).

Present: Nicholas Morrison, Chair, Caine College of the Arts
        Brian Warnick, College of Agriculture and Applied Sciences
        Thomas Fronk, College of Engineering
        Matt Sanders, College of Humanities and Social Sciences
        Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
        Greg Podgorski, College of Science
        Rachel Wishkoski, University Libraries
        Mark Chynoweth, Statewide Campuses
        Frank Galey, Provost's Office
        Michele Hillard, Secretary
        Adam Gleed, Registrar's Office
        Chenese Boyle, Program Coordinator
        Scott Henrie, USU Eastern
        Dexton Lake, Executive Vice President
        Merideth Thompson, Jon M. Huntsman School of Business
        Robyn Peterson, Catalog Editor
        Paul Barr, Vice Provost

Absent: Sami Ahmed, President USUSA
        Geneva Harline, Graduate Council
        Scott Hunsaker, Emma Eccles Jones College of Education and Human Services
        Jared Fry, Graduate Senator
        Toni Gibbons, Degree Works

Visitors: Vijay Kannan, Department Head, Management
        Frank Caliendo, Department Head, Economics and Finance
        Chris Corcoran, Department Head, Management Information Systems
        Jessica Hansen, Academic Instructional Systems
        Eadric Bressel, Department Head, Kinesiology and Health Science
        Nicholas Roberts, Faculty, Mechanical and Aerospace Engineering

1. ***Approval of 3 October 2019 Minutes***
Motion to approve the minutes of the 3 October meeting made by Greg Podgorski. Seconded by Thomas Fronk. Minutes approved as distributed.

2. ***Program Proposals***
Request from the School of Applied Science, Technology and Education in the College of Agriculture and Applied Sciences to offer a PhD in Career and Technical Education. *Motion to approve the proposal made by Brian Warnick. Seconded by Greg Podgorski. Proposal approved.*

Request from the Department of Art and Design in the Caine College of the Arts to change the name of the Bachelor of Interior Design to Bachelor of Interior Architecture and Design.

Motion to approve the proposal made by Greg Podgorski.   Seconded by Merideth Thompson. Proposal approved. No prefix change will be needed.

Request from the Department of Music in the Caine College of the Arts to change the name of the Bachelor of Music Piano Performance emphasis to Piano Performance and Pedagogy with the intent to de-activate the Bachelor of Music Piano Pedagogy emphasis.
Motion to approve the proposal made by Greg Podgorski.   Seconded by Thomas Fronk. Proposal approved.

Request from the Department of Music in the Caine College of the Arts to discontinue the Bachelor of Music Piano Pedagogy degree.
Motion to approve the proposal made by Thomas Fronk.   Seconded by Brian Warnick. Proposal approved.

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to include a Quantitative Economic History emphasis in the BS/BA degree in Economics.
Motion to approve the proposal made by Merideth Thompson.   Seconded by Brian Warnick. Proposal approved.

Request from the Department of Management in the Jon M. Huntsman School of Business to add emphases in Hotel Management and Wealth Management to the BS/BA degree in Management.
Motion to approve the proposal made by Merideth Thompson.   Seconded by Greg Podgorski. Proposal approved.

Request from the Department of Management in the Jon H. Huntsman School of Business to relocate the Minor in Hospitality and Tourism Management from the Department of Marketing and Strategy, and to rename the program Hotel Management.
Motion to approve the proposal made by Merideth Thompson.   Seconded by Matt Sanders. Proposal approved.

Request from the Department of Management Information Systems in the Jon M. Huntsman School of Business to change the Department name from Management Information Systems to Data Analytics and Information Systems.
Motion to approve the proposal made by Greg Podgorski.   Seconded by Merideth Thompson. Proposal approved. Prefixes are likely to change for these courses. Looking at prefix of DATA or DAIS.

Request from the Department of Mechanical and Aerospace Engineering in the College of Engineering to change the name of the Minor in Mechanical and Aerospace Engineering to a Minor in Mechanical Engineering.
Motion to approve the proposal made by Thomas Fronk.   Seconded by Brian Warnick. Proposal approved.

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to change the name of the Master of Science degree in Health and Human Movement to Master of Science in Kinesiology.
Motion to approve the proposal made by Merideth Thompson.   Seconded by Greg Podgorski. Proposal approved. Prefix change has already happened

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to change the name of the Bachelor of Science degree in Health and Human Movement to Bachelor of Science in Kinesiology. *Motion to approve the proposal made by Greg Podgorski. Seconded by Merideth Thompson. Proposal approved. Prefix change has already happened.*

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to offer a Minor in Outdoor Adventure Leadership. *Motion to approve the proposal made by Brian Warnick. Seconded by Greg Podgorski. Proposal approved.*

Request from the Department of Special Education and Rehabilitation in the Emma Eccles Jones College of Education and Human Services to change the department name from Special Education and Rehabilitation to Special Education and Rehabilitation Counseling. *Motion to approve the proposal made by Brian Warnick. Seconded by Greg Podgorski. Proposal approved. Purpose check Special Education and Institutional mission the department requests.*

3. *Semester Course Approval Reviews*
   https://usu.curriculog.com/

   College of Agriculture and Applied Sciences
   Motion to approve the business of the College of Agriculture and Applied Sciences made by Brian Warnick. Seconded by Thomas Fronk. Business approved.
   ADVS = 2
   APEC =
   APPR =
   ASTE = 4
   LAEP = 8 (WITHDRAW 7910 – justification seems like it is for a different course | 7970 – should dissertation be repeatable and
   NDFS =   also needs a course description.)
   OPDD =
   PSC = 1

   Caine College of the Arts
   Motion to approve the business of the Caine College of the Arts made by Greg Podgorski. Seconded by Rachel Wishkoski. Business approved.
   ART = 5
   MUSC = 2
   THEA = 13
   CCA =

   Jon M. Huntsman School of Business
   Motion to approve the business of the Jon M. Huntsman School of Business made by Merideth Thompson. Seconded by Greg Podgorski. Business approved.
   ACCT =
   BUS =
   ECN = 4
   MGT = 4
   MSLE = 14
   MIS = 3

Emma Eccles Jones College of Education and Human Services
COMD =
EDUC =
HDFS =
KHS =
ITLS =
NURS =
PSY =
SPER =
TEAL =

College of Engineering
Motion to approve the business of the College of Engineering made by Thomas Fronk. Seconded by Greg Podgorski. Business approved.
BENG =
CEE =
ECE = 1 (ECE 5700 Hold until cross-listed courses catch up)
EED =
MAE = 4
ENGR =

College of Humanities and Social Sciences
Motion to approve the business of the College of Humanities and Social Sciences made by Matt Sanders. Seconded by Thomas Fronk. Business approved.
ENGL =
HIST = 6
JCOM =
LPCS = 1
POLS = 1
SSWA = 6
IELI =
CHSS = 7
WGS =

S.J. & Jessie E. Quinney College of Natural Resources
Motion to approve the business of the S.J. & Jessie E. Quinney College of Natural Resources made by Claudia Radel. Seconded by Greg Podgorski. Business approved.
ENVS = 4
WATS = 6
WILD =
NR =

College of Science
Motion to approve the business of the College of Science made Greg Podgorski. Seconded by Brian Warnick. Business approved.

BIOL = 1
CHEM =
CS =
GEOL = 2
MATH =

PHYS = 9 (Withdraw PHYS 2210 and 2220)
PUBH =
SCI =

HONR =
ISTU =
UN –CAS =
USU =

4. *Other Business*
   Community Engagement and Service Learning Course Designation – Kate Stephens
   Course attributes still have the SL and they would like to have it changed to Community
   Engaged Learning (CEL) to better reflect the community engagement designation. This
   change will affect the student's transcript.
   Motion to approve changing the designation from SL to CEL made by Claudia Radel.
   Seconded by Matt Sanders. Designation approved.

   Continuing Education Unit 5700 Courses Discussion – Jessica Hansen
   Continuing education 5700 are special topics courses. This request allows departments to
   offer CEU 5700 level courses that begin at a half-hour contact time instead of five hours.
   This will help with partnering with Extension and Council on Teacher Education to help
   those who need certificates.
   Motion to approve request made by Matt Sanders. Seconded by Merideth Thompson.
   Request approved.

Adjourn: 2:48 pm

College of Agriculture and Applied Sciences - Applied Economics

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*	College of Agriculture and Applied Sciences
DEPARTMENT (include all cross listed departments)*	Applied Economics
Current Title (if applicable)	
Proposed Title	

Step 3: Enter the Correct CIP Code Using the Following Website:
Classification Instructional Programs

CIP Code (6-digits) *	45.0602		
Minimum Number of Credits (if applicable)*	120	Maximum Number of Credits (if applicable)*	120
Type of Degree: (BA, BS, etc.)*	BS		

Request

Step 4: <u>Select</u> the Type of Change Being Requested.

New Programs:

- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- ☐ New Certificates of Completion
- ☐ New Post-Baccalaureate and Post-Masters Certificates
- ☐ New Minors
- ☐ New Emphases within an Approved Degree
- ☐ New K-12 Endorsements
- ☐ Other

Existing Program Changes:

- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☑ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:

- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units
- ☐ Other

Creation of Non-Administrative

- ☐ New Center

Units: ☐ New Institute

☐ New Bureau

☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes

☑ No

Council on Teacher Education* ☐ Yes

☑ No

Section I: The Request

R401 Purpose*

We are requesting to discontinue the BS Environmental and Natural Resource Economics degree.

Section II: Program Proposal

Proposed Action & Rationale*

We are requesting to discontinue this BS degree. There have never been more than a few majors in the degree. We are restructuring our Applied Economics BS degree and those wishing an environmental or natural resourse focus will be able to specialize within the Applied Economics degree.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

There should be no impact on the institutional mission

Finances*

No changes to finances are anticipated.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: __Attach__ completed Program Curriculum and Degree Map to this

request by clicking on the Files ⊞ icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: <u>Submit</u>

Click on the save all changes button below.

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

College of Agriculture and Applied Sciences - Applied Economics

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges) *	College of Agriculture and Applied Sciences
DEPARTMENT (include all cross listed departments) *	Applied Economics
Current Title (if applicable)	Agricultural Economics - Minor
Proposed Title	Applied Economics - Minor

Step 3: Enter the Correct CIP Code Using the Following Website:
Classification Instructional Programs

CIP Code (6-digits) *	45.0602

Minimum Number of Credits (if applicable) *	15	**Maximum Number of Credits (if applicable)** *	15

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

Request

Step 4: <u>Select</u> the Type of Change Being Requested.

New Programs:
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- ☐ New Certificates of Completion
- ☐ New Post-Baccalaureate and Post-Masters Certificates
- ☐ New Minors
- ☐ New Emphases within an Approved Degree
- ☐ New K-12 Endorsements
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☑ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☑ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units
- ☐ Other

Creation of Non-Administrative
- ☐ New Center

Units: ☐ New Institute

☐ New Bureau

☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes

☑ No

Council on Teacher Education* ☐ Yes

☑ No

Section I: The Request

R401 Purpose*

Change the name of a minor to be more reflective of our department and of the course work required for the minor.

Add a three courses to the list of courses that can be used to obtain the minor.

Section II: Program Proposal

Proposed Action & Rationale*

Change Agricultural Economic - Minor to Applied Economics - Minor.

The new title is more refelctive of our department (Applied Economics) and more reflective of the courses required for the minor. It will also likely appeal to a broader group of students.

Three additional courses are being added to the list of courses that fullfill the required number of courses.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

This Minor name change is consistent with the USU mission of being a student-centered land grant university. It should not impact other USHE Institutions in that USU has the only Applied Economics Department and no other institution offers an Applied Economics Minor.

Finances*

No changes in finances are anticipated. All courses are currently being taught.

Section III: Curriculum (if applicable)

Program Curriculum Narrative	There are 9 credits of required courses for this minor. There are 6 elective credits required for this minor. Therefore the minor requires a minimum of 15 credits.

Step 5: <u>Attach</u> completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: <u>Submit</u>

Click on the save all changes button below.

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

College of Agriculture and Applied Sciences - School of Applied Sciences, Technology and Education

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*	College of Agriculture and Applied Sciences
DEPARTMENT (include all cross listed departments)*	School of Applied Sciences, Technology and Education
Current Title (if applicable)	
Proposed Title	

Step 3: Enter the Correct CIP Code Using the Following Website: Classification Instructional Programs

CIP Code (6-digits) *	49.0000		
Minimum Number of Credits (if applicable)*	16	**Maximum Number of Credits (if applicable)***	45
Type of Degree: (BA, BS, etc.)*	CP and CC		

Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- ☑ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- ☑ New Certificates of Completion
- ☐ New Post-Baccalaureate and Post-Masters Certificates
- ☐ New Minors
- ☐ New Emphases within an Approved Degree
- ☐ New K-12 Endorsements

· · Other

Existing Program Changes: ⌐ Program Transfer

☑ Program Restructure

⌐ Program Consolidation

⌐ Program Suspension

⌐ Program Discontinuation

⌐ Program Name Change

⌐ Out-of-Service Area Delivery of a Program

⌐ Reinstatement of a Previously Suspended Program

⌐ Other

Administrative Unit Changes: ⌐ New Administrative Units

⌐ Administrative Unit Transfer

⌐ Administrative Unit Restructure

⌐ Administrative Unit Consolidation

⌐ Reinstatement of Previously Suspended Administrative Units

⌐ Other

Creation of Non-Administrative Units: ⌐ New Center

⌐ New Institute

⌐ New Bureau

⌐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ⌐ Yes
☑ No

Council on Teacher Education* ⌐ Yes
☑ No

Section I: The Request

R401 Purpose* **Section I: The Request (R401 Purpose)**

The purpose of this R401 is to redefine Career and Technical Education (CTE) programs offered by Utah State University at three statewide campuses in southeast Utah: USU Eastern (Price), USU Moab, and USU Blanding. Technical education in these areas were originally aligned with the Southeast Applied Technology Center (SEATC), a technical training center similar to a Utah Technical College (U-TECH), that operated from 1994 to 2008. The SEATC merged with the College of Eastern Utah (CEU) in 2007 and CTE lost its identity as a stand-alone technical education and training center. SEATC programs were converted from membership hours to CEU credit hours. A non-credit, custom-fit training component was retained. The SEATC budget line was merged into the CEU budget. In 2010, CEU merged with Utah State University. In that merger, the CTE programs were aligned with typical academic programs (Associate of Science and Associates of Arts) found at a regional community college. Some certificate programs were amplified to contain a small amount of general education requirements and configured to become Associates of Applied Science degrees. The emphasis on certificate-based occupational education was diminished over the past 11 years.

The 2019 Utah Legislature provided funding and a mandate to advance Career and Technical Education. Senate Bill 232 directed Utah State University's southeast Utah campuses to redefine CTE programs. Funding for an improved CTE tuition model was provided as well as new, on-going funding for six new CTE programs in southeast Utah.

Simultaneous to legislative expected changes, the School of Applied Sciences, Technology, and Education (ASTE) submitted an R401 in early 2019 to establish a Division of Career and Technical Education. Appropriately placed within the School of Applied Sciences, Technology, and Education, the CTE division has been approved through the Curriculog process all the way through the USU Board of Trustees. The proposed changes to USU CTE programs in the southeast are offered through the CTE Division of ASTE.

This R401 will describe the 29 industry-defined CTE programs/certificates to be delivered in southeast Utah. Twenty-seven

programs are certificate-based CTE programs that are industry certified and meet CTE program accreditation standards. An advisory committee for each program area has approved the proposed changes. All proposed CTE program changes are

independent of university accreditation expectations, as confirmed by the Office of Analysis, Assessment, and Accreditation (AAA Office). As a point of clarity, the AAA Office oversees institutional accreditation by the Northwest Commission on Colleges and Universities. Individual CTE programs may be accredited, and/or certified by external profession agencies.

Section II: Program Proposal

Proposed Action & Rationale*   Section II: Program Proposal

The proposed program changes are in response to 2019 legislative action and an upgrade to tuition and program funding for 29 CTE programs offered by USU at the three statewide campuses in southeast Utah.

There are four categories to change for the CTE programs in southeast Utah. The first set of changes relates to new, never offered before CTE certificate programs. There are four new programs. See table below. The second set of changes involves dividing a current certificate in Heavy Equipment and Trucking (HETR) into two, independent CTE certificates. Third type of change involves new CTE certificates carved out of four AAS programs. The fourth type of change is to codify four "orphan" CTE programs into CTE certificates, as recommended by industry advisory groups and Department of Workforce Services.

Certificates Disciplines	Disposition
New, Never Offered Before CTE Certificates (CP or CC)	
Automated Manufacturing (CC)	New CTE Certificate
Instruments and Controls (for powerplant) (CP)	New CTE Certificate
Industrial Mechanic (for powerplant) (CP)	New CTE Certificate
Software Development (CC)	New CTE Certificate
Change to Current Certificate Program	
Heavy Equipment Operator	New CTE Certificate. Currently part of HETR CC
Commercial Driver's License (CDL)	New CTE Certificate. Currently part of HETR CC
Former AAS Degrees to Convert to CTE Certificate of Completion	
Diesel Technician (CC)	New certificate from existing AAS; Retain AAS
Cosmetology (CC)	New certificate from existing AAS; Retain AAS
Small Business Operations (CC)	New certificate from existing AB; retain AB
IT Support and Web Development (CC)	New certificate from existing AAS; Retain AAS
Airframes - Aviation Mechanics	New certificate from existing AAS; Retain AAS
Powerplants - Aviation Mechanics	New certificate from existing AAS; Retain AAS
Orphan Programs in Need of CTE Certificate (CP or CC)	
Apprentice Electrician	New CTE Certificate; DOPL license; convert to Cert
Phlebotomy	Licensure program; needs to become a certificate
Emergency Medical Technician	Licensure program; needs to become a certificate
Police Officers Standards Training - SFO, BCO & LEO	Licensure program; needs to become a certificate

CTE Course fees will remain the same as currently required. Many courses have approved course fees from previous program design. The course fees for new program will follow the course fee initiation and approval process, as regulated by the university course fee procedure. CTE leaders for the four new programs have not made a decision on course fees to allow for successful implementation.

Teaching will be advanced through a Competency-Based Education (CBE) model. While the majority of CTE programs already use CBE, all programs will undergo standardization and the expectation that competencies will be tracked through three possible Canvas add-ons: Shift IQ, Mind-Tap or Cengage Unlimited. The majority of the programs will be delivered face-to-face whereas a significant lab (hands-on learning) is required. Some programs will move to hybrid delivery and some programs will design and implement an open entry / open exit model. IVC engagement, where applicable, will be used whereas CTE programs in southeast Utah are geographically dispersed (Price, Moab, and Blanding).

Faculty roles will evolve as they become facilitators of knowledge transfer, expert technicians, and evaluators of learning. No existing faculty will be released from employment or experience a significant change in role assignment or contract parameters. Faculty may be asked to expand teaching from 9-month to 10- or 11-month contracts with salaries adjusted accordingly

Several new instructors will be added. Faculty hired for new and expanded CTE programs will be titled Career and Technical Education Contract Faculty.

Faculty members who teach in career and technical education programs leading to a certificate level credential need to meet requirements specific to the CTE instructional area. These faculty will be hired to instruct in CTE certificate programs on an at-will, contractual basis in alignment with programs that address regional workforce demands. Appointment as a career and technical education contract faculty member requires a minimum of six years of documented, applicable work experience at an industry-defined level of competency, hold current industry credentials, and must meet accreditation standards. Up to three years of academic training from an accredited college may be substituted for three years of work experience at the discretion of the hiring committee and dependent upon individual program accreditation standards. (University Policy 401.3.5 (1)).

In keeping with regional workforce needs in a responsive and timely way, CTE certificate programs may need to be developed and offered on a relatively short time scale. These specific programs will be developed from a collaborative process with the regional advisory board (per SB 232) and appropriate Southeast faculty in consideration of professional accreditation standards and student competencies. Such programs may arise with short-term needs and likewise short-term duration. Thus, it is proposed that faculty and department ownership of the program will serve the need of institutional approval. The provost will inform the Curriculum Committee, EPC, and Trustees Academic Approval Committees of CTE certificate program changes.

The CTE faculty at USU Eastern (Price), USU Moab, and USU Blanding include :

First Name	Last Name	Position No.	Description / Title	Location
Dean	Collard	995729	Associate Professor - Diesel Technology	Price
Debbie	Prichard	995712	Associate Professor - Cosmetology	Price
Linda	Davis	995728	Associate Professor - Cosmetology	Price
Eric	Mantz	995663	Associate Professor - Business Operation Systems	Blanding
Elias	Perez	995713	Associate Professor - Drafting and Design	Price
Leon	McElprang	995655	Associate Professor - Heavy Equipment and Trucking	Price
Lon	Youngberg	995707	PCTE Professor - Welding Technology	Price
Jamie	Cano	994771	PCTE Professor ASTE - Associate Department Chair	Price
Henning	Olsen	995678	PCTE Associate Professor - Business Operation Systems	Price
Austin	Welch	995135	PCTE Assistant Professor- Welding Technology	Price
Justin	Bergeman	995696	PCTE Associate Professor- Heavy Equipment and Trucking	Blanding
Mason	Winters	995708	PCTE Assistant Professor- Welding Technology	Price
Todd	Richardson	995666	PCTE Instructor - Automotive Technology	Price
Kyle	McArthur	995725	PCTE Instructor - Heavy Equipment and Trucking	Price
Brad	Stevens	995653	PCTE Instructor - Heavy Equipment and Trucking	Blanding
Connie	Wilson	994355	Prof Practice Asst Professor - Health Professions	Moab
Emmy	Patterson	995693	Prof Practice Asst Professor - Health Professions	Blanding
Susan	Dewar	995690	Prof Practice Asst Professor - Health Professions	Blanding
Erin	Oliver	995334	Prof Practice Asst Professor - Health Professions	Blanding
Lori	Rager	994809	Prof Practice Asst Professor - Health Professions	Price
Marisa	Black	995692	Prof Practice Asst Professor - Health Professions	Blanding

First Name	Last Name	Position No.	Description / Title	Location
Shelley	Heath	994770	Prof Practice Asst Professor - Health Professions	Price
Tamara	Bonds	994133	Prof Practice Asst Professor - Health Professions	Blanding
Rachelle	Blanc	995639	Prof Practice Instructor - Workforce Development	Price
Scott	Edwards	995718	Prof Practice Instructor - Automotive Technology	Price
Aaron	Thompson	995705	Prof Practice Instructor - Building Trades	Moab
William	Yoakam	994725	Prof Practice Instructor - Building Trades	Blanding
Curtis	Frazier	995664	Prof Practice Instructor - Technology Education	Blanding
Dennis	Garner	998098	Senior Lecturer - Business Operation Systems	Uintah Basin
Clayton	Palmer	995700	Lecturer - Business Operation Systems	Blanding
Robert (Rob)	Powell	995698	Lecturer - Business Operation Systems	Price
Michele	Lyman	995688	Lecturer - Health Professions	Blanding
Tracy	Blake	998008	Lecturer - Technology Education	Price
James Jim	Powell	995699	Lecturer - Technology Education	Price
		Professional Staff and Teaching Assistants		
First Name	**Last Name**	**Position No.**	**Description / Title**	**Location**
Ethan	Migliori	995851	Director - Workforce Development	Price
Tyler	Agner	994060	Pathways Program Coordinator III	Price
Austin	Preston	995143	Business Consultant - Small Business Development	Price
Jessica	Johnson	995764	Administrative Assistant - CTE	Price
Heidi	Swenson	995746	Staff Assistant III - CTE	Blanding
Tara Dawn	Olsen	995087	Staff Assistant III - Health Professions	Blanding
Kerstine	Fausett	995769	Staff Assistant SR - Workforce Development	Price
Tracy	Howes	P05199	Staff Assistant - Cosmetology - Price	Price
Ursula	Beckman	P05199	Staff Assistant - Cosmetology - Price	Price
Randy	Mabbutt	995701	Education Specialist - Mining Education	Price
Charlene	Rasmussen	P05201	Mining Instruction Assistant	Price
Connie	Dyreng	P05201	Office Assistant - Small Business Development	Price
Kim	Mortensen	995860	Program Coordinator I	Price
Sarah	Wolford	994466	Program Coordinator III	Price
Zak	Konakis	994130	Coordinator of Programs III	Price
Janna	Monson	P05201	Skills Classroom Assistant	Price
Loran	St. Clair	995344	Heavy Equipment and Trucking Lab Assistant	Blanding
Joe	Birch	P05199	Diesel Lab Assistant	Price
Bradley	Hansen	P05199	Heavy Equipment and Trucking Lab Assistant	Price
		Part-time, Non-benefited Instructors		
First Name	**Last Name**	**Position No.**	**Description / Title**	**Location**
Boe	Jensen	P07003	Part-time, Non-benefited Electrical Apprentice	Price
Darin	Birch	P07003	Part-time, Non-benefited Electrical Apprentice	Price
Lisa	Critchlow	P07003	Part-time, Non-benefited Cosmetology	Price
Jessie	Lobato	P07003	Part-time, Non-benefited Cosmetology	Price
Marlayne	Gordon	P07003	Part-time, Non-benefited Cosmetology	Price
Jessica	Keller	P07003	Part-time, Non-benefited Cosmetology	Price
DeAnn	Damron	P07003	Part-time, Non-benefited Cosmetology	Price
Andy	Bayless	P07236	Part-time, Non-benefited Health Professions	Blanding
Joanne	Bean	P07003	Part-time, Non-benefited EMT Program	Price
Douglas	Parsons	P05199	Health Professions State Skills Examiner	Price

The identification of appropriate faculty and staff to transition from the Statewide Campus oversight to this academic department is on-going. This listing provides an initial identification of appropriate faculty and staff; however, there may be some modifications as Statewide Campuses completes its analysis related to CTE programming in the southeast region.

Program reviews and accreditation will continue as in the past. All programs are required to have an industry driven advisory committee that meets at least twice per year. The industry advisory committee aides in program planning and serves to validate program relevance. All programs utilize an external accreditation, such as the Division of Occupational and Professional License (DOPL) or industry acknowledged standard (e.g. Automotive Service Excellence, American Welding Society, and the Utah Department of Public Safety Administrative Services)

Proposed Action and Rationale

The proposed changes are in response to legislative mandate (SB 232) matched to business and industry insistence that southeast Utah CTE programs become more responsive. The ability to implement new programs or refine existing programs has been encumbered by the merger of SEATC to CEU and then CEU to USU. Southeast Utah is without a Utah Technical College (U-TECH). The proposed redesign of CTE programs need to allow for nimble development and implementation in an ever-changing world of work. Preparation of the next workforce in southeast Utah is the responsibility of USU at the three statewide campuses located in Price, Moab, and Blanding.

Twenty-nine CTE programs are proposed for southeast Utah. The type and degree of change to each program is outlined below in the CTE Program dispensation table. Thirteen of the twenty-nine CTE programs (45%) are existing programs that will only have slight course modifications to reflect business and industry advancements. Only four of twenty-nine CTE programs (14%) are new programs for southeast Utah with three of those four programs (Automated Manufacturing, Instruments and Controls, and Industrial Mechanics) to be offered only at USU Eastern (Price).

The table below shows how each program will be "treated" in the proposed action.

		CTE Certificate Program	AAS Program
1	Automotive Technology	Continue current certificate of completion program (CC)	Retain AAS - Automotive Technology
2	Diesel Technician	Initiate new CTE certificate of completion program (CC)	Retain AAS - Diesel & Heavy Equipment Mech
3	CNC Machinist	Continue current certificate of completion program (CC)	No AAS program
4	Welding Technology	Continue current certificate of completion program (CC)	Retain AAS - Welding Technology
5	Automated Manufacturing	Initiate new CTE certificate of completion program (CC)	No AAS program
6	Apprentice Electrician	Initiate new CTE certificate of completion program (CC)	No AAS program
7	Heavy Equipment Operator	Initiate new certificate of proficiency program (CP)	No AAS program
8	Commercial Driver's License (CDL)	Initiate new CTE certificate of proficiency program (CP)	No AAS program
9	Engineering Drafting and Design	Continue current certificate of completion program (CC)	No AAS program
10	Construction Technology and Management	Continue current certificate of completion program (CC)	No AAS program
11	Instruments and Controls	Initiate new CTE certificate of completion program (CC)	No AAS program
12	Industrial Mechanics/Maintenance	Initiate new CTE certificate of completion program (CC)	No AAS program
13	Airframes - Aviation Mechanics	Initiate new CTE certificate of completion program (CC)	Retain AAS - Airframes and Powerplants
14	Powerplants - Aviation Mechanics	Initiate new CTE certificate of completion program (CC)	Retain AAS - Airframes and Powerplants
15	Surgical Technology	Discontinue certificate (accreditation expectation)	Initiate AAS program - accreditation expectation
16	Medical Lab Technician	Never had a certificate (accreditation expectations)	Initiate AAS program - accreditation expectation
17	Medical Assistant	Continue current certificate of completion program (CC)	No AAS program
18	Pharmacy Technician	Continue current certificate of completion program (CC)	No AAS program
19	Certified Nursing Assistant	Initiate new CTE certificate of completion program (CC)	No AAS program
20	Phlebotomy	Continue CTE current certificate of proficiency program (CP)	No AAS program
	Emergency Medical Tech &	Initiate new CTE certificate of	

21	First Responders	proficiency program (CP)	No AAS program
22	Web Business	Continue current certificate of proficiency program (CP)	No AAS program
23	Digital Design	Continue current certificate of proficiency program (CP)	No AAS program
24	IT Support and Web Development	Initiate new CTE certificate of completion program (CC)	Retain AAS - IT Support and Web Development
25	Accounting Practices	Initiate new CTE certificate of completion program (CC) Discontinue Bookkeeping CP and Bookkeeper CC	No AAS program
26	Small Business Operations / Entrepreneurism	Initiate new CTE certificate of completion program (CC)	Retain Business AB and Small Business AAS
27	Software Development	Initiate new CTE certificate of completion program (CC)	No AAS program
28	Cosmetology	Initiate new CTE certificate of completion program (CC)	Retain AAS - Cosmetology
29	Police Officers Standards Training - SFO / BCO / LEO	Initiate new CTE certificate of proficiency program (CP)	No AAS program

Labor Market Demand (if applicable)

Labor Market Demand

The assessment of labor market demand for career and technical education programs is based upon Department of Workforce Services (DWS) data for eastern Utah. DWS data for employment and economic development is the preferred standard for workforce education. The data (found at: https://jobs.utah.gov/wi/data/library/index.html) uses an occupational outlook labelling system based upon a high demand and high wage ratio. Employment demand in the 29 proposed CTE programs for southeast Utah is difficult to accurately predict. Based on the number of employers responding the DWS surveys, the data are sometimes grouped into the nine eastern Utah counties. The data presented in the table below reflect the best current and accessible data. It includes predicted number of openings and the median wage.

USU Eastern (Price) USU Moab USU Blanding		DWS Occupation Outlook (Stars)	Department of Workforce Services Data	
			Median Wage (hourly)	Expected Annual Job Opening
1	Automotive Technology	4 out of 5	$16.11	390
2	Diesel Technician	4 out of 5	$25.30	140
3	CNC Machinist	4 out of 5	$22.43	230
4	Welding Technology	4 out of 5	$22.07	290
5	Automated Manufacturing	4 out of 5	$28.68	40
6	Apprentice Electrician	5 out of 5	$30.15	360
7	Heavy Equipment Operator	4 out of 5	$23.71	210
8	Commercial Driver's License (CDL)	4 out of 5	$22.80	960
9	Engineering Drafting and Design	4 out of 5	$24.51	40
10	Construction Technology and Management	5 out of 5	$30.94	320
11	Instruments and Controls	3 out of 5	$27.34	30
12	Industrial Mechanics/Maintenance	4 out of 5	$30.65	210
13	Airframes - Aviation Mechanics	5 out of 5	$27.49	70
14	Powerplants - Aviation Mechanics	5 out of 5	$27.49	70
15	Surgical Technology	3 out of 5	$18.27	50
16	Medical Lab Technician	3 out of 5	$16.60	130
17	Medical Assistant	3 out of 5	$14.70	380
18	Pharmacy Technician	3 out of 5	$15.35	140
19	Certified Nursing Assistant (CNA)	1 out of 5	$12.10	610
20	Phlebotomy	1 out of 5	$13.71	70
	Emergency Medical Tech & First			

21	Responders	3 out of 5	$15.42	120
22	Web Business	5 out of 5	$29.87	140
23	Digital Design	4 out of 5	$21.97	170
24	IT Support and Web Development	5 out of 5	$25.14	450
25	Accounting Practices	3 out of 5	$15.92	300
26	Small Business Operations / Entrepreneurism	5 out of 5	$26.98	230
27	Software Development	4 out of 5	$22.47	400
28	Cosmetology	1 out of 5	$10.56	240
29	Police Officers Standards Training - SFO / BCO / LEO	4 out of 5	$23.11	240

Consistency with Institutional Mission & Institutional Impact* The implementation of CTE, workforce focused programs in southeast Utah is laser aligned with Utah State University's mission as a land grant institution. The emphasis on a CTE design for engaged partnerships with local and regional business and industry will result in significant economic, social, cultural, and environmental impacts. Employers demand a prepared workforce to remain economically relevant in the region. Societal issues are resolved when citizens have access to high demand, high wage training programs. By keeping business and industry "local", communities become focused on sustainability.

Finances* A new tuition model for CTE programs in southeast Utah has been established. The 2019 legislature approved funding to structure the USU CTE tuition model for the three USU statewide campus in southeast Utah. The new CTE tuition model will reduce student tuition to a level similar to the U-TECHs – a model that has been converted from membership hours to university credits. Only designated CTE courses in approved programs will be able to utilize the new CTE tuition model. Courses not part of southeast Utah CTE programs will be charged the appropriate USU statewide campus tuition rates.

The 2019 legislature also approved funding for new and expanding CTE programs in southeast Utah. The three statewide campuses in southeast Utah that offer CTE programs will also have access to new and program expansion funding through an annual request process similar to the U-TECHs. CTE in southeast Utah has gained access to an on-going funding process previously restricted to U-TECHs.

As with all reorganizations, there will be internal reallocation of resources as CTE program priorities shift. It is the responsibility of the CTE administrative leaders, in consultation with business, industry, and faculty, to annual review funding priorities and make internal adjustments as needed.

Section III: Curriculum (if applicable)

Program Curriculum Narrative A curriculum narrative is provided to describe and explain the CTE program changes. The proposed changes are set-forth so that the CTE programs in southeast Utah become more industry responsive whereas the program are workforce responsible.

As cited earlier, 29 CTE programs are proposed for southeast Utah. Thirteen of the twenty-nine program already exist as certificate programs. Minor improvement (credit hour changes and course competencies) will be made to reflect business and industry needs. Four programs will be arranged as certificates programs from already existing AAS programs. Four other programs are "orphans" that have students and program goals but were never codified into certificate programs. One program, heavy equipment and trucking, will be divided into two independently offer certificates. Four new, never offered before programs will be added to list of CTE offerings for southeast Utah.

CTE certificate programs are focused on business and industry validated technical competencies. Industry standards and accreditation criteria are also reviewed and recognized as part of the curriculum. Courses in General Education are typically not part of a CTE certificate program. General Education courses are expected when a certificate program completer seeks to "stack" credentials into an Associates of Applied Science (AAS), an Associates of Science (AS) or an Associates of Arts (AA) degree.

ADDITIONAL INFORMATION

REFERENCE MATERIALS FOR CERTIFICATE DISCUSSIONS

R401-3. Definitions.

3.1. Academic Awards. Academic awards range from certificates to doctoral degrees. The following definitions describe common characteristics of each award. In compliance with accreditation, institutions may establish additional requirements and course work.

3.1.1. Certificate of Proficiency. A program of study that prepares students for an occupation. It does not require, but may

include, general education courses. The certificate requires 16 to 29 semester credit hours or 600 to 899 clock hours. It

consists entirely of undergraduate courses but does not require prerequisite courses, conditions, or degrees for admission to the program.

3.1.1.1. CTE Certificate of Proficiency. A certificate of proficiency that prepares students for gainful employment in a recognized occupation, meets Perkins eligibility requirements and federal financial aid requirements, and consists entirely of lower division courses.

NOTE: Institutional certificates of proficiency require less than 30 semester credit hours, or 900 clock hours) and are not eligible for federal financial aid. Institutions may establish institutional certificates without notifying the Regents. Institutions may use these certificates to address varying needs, including workforce preparation, bridging student pathways from high school, avocational interests, or development of specialized skills.

3.1.2. Certificate of Completion. A program of study that prepares students for an occupation. It requires a recognizable general education core in communication, computation, and human relations. The general education core may be embedded within program courses. The certificate requires a minimum of 30 semester credit hours or 900 clock hours and typically does not exceed 33 semester credit hours or 990 clock hours. It consists entirely of undergraduate courses and has no prerequisite courses, conditions, or degrees required for admission to the program. Institutions should demonstrate how certificates requiring more than 36 semester credit hours or more than 1,080 clock hours can lead to an associate's and/or bachelor's degree within the normal credit hour requirements for that degree. When appropriate, institutions should include transfer agreements in the program proposal.

3.1.2.1. CTE Certificate of Completion. A certificate of completion that prepares students for gainful employment in a recognized occupation, meets Perkins eligibility requirements and federal financial aid requirements, and consists entirely of lower division courses.

3.1.3. Associate of Applied Science (AAS) Degrees. Programs of study that include limited general education, course work in a subject, and are intended to prepare students for entry-level careers. These degrees require a minimum of 63 and a maximum of 69 semester credit hours. General education requirements are typically less extensive than in AA or AS degrees, and include composition, computation, and human relations. General education learning outcomes may be embedded in discipline courses, and the institution documents how and where the learning outcomes are embedded. Institutions structure AAS degrees to enable students to complete requirements and electives without upper-division coursework.

CIP Codes for Proposed CTE Programs

1	Automotive Technology	47.0604
2	Diesel Technician	47.0605
3	CNC Machinist	48.0501
4	Welding Technology	48.0508
5	Automated Manufacturing	15.0403
6	Apprentice Electrician	46.0302
7	Heavy Equipment Operator	49.0202
8	Commercial Driver's License (CDL)	49.0205
9	Engineering Drafting and Design	15.1301
10	Construction Technology and Management	46.0415
11	Instruments and Controls	14.4101
12	Industrial Mechanics/Maintenance	47.0303
13	Airframes - Aviation Mechanics	47.0607
14	Powerplants - Aviation Mechanics	47.0608
15	Surgical Technology	51.0909
16	Medical Lab Technician	51.1004
17	Medical Assistant	51.0801
18	Pharmacy Technician	51.0805
19	Certified Nursing Assistant	51.3902
20	Phlebotomy	51.1009
21	Emergency Medical Technician / First Responders	51.0904
22	Web Business	52.0208
23	Digital Design	9.0702
24	IT Support and Web Development	11.0103
25	Accounting Practices	52.0302
26	Small Business Operations / Entrepreneurism	52.0703
27	Software Development	15.1204

28	Cosmetology	12.0401
29	Police Officers Standards Training - SFO / BCO / LEO	43.0107

Step 5: __Attach__ completed Program Curriculum and Degree Map to this request by clicking on the Files ⊞ icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: __Submit__

    Click on the save all changes button below.

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

College of Agriculture and Applied Sciences - School of Applied Sciences, Technology and Education

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*	College of Agriculture and Applied Sciences
DEPARTMENT (include all cross listed departments)*	School of Applied Sciences, Technology and Education
Current Title (if applicable)	
Proposed Title	Technology Systems Quality and Reliability Emphasis

Step 3: Enter the Correct CIP Code Using the Following Website:

[Classification Instructional Programs](#)

CIP Code (6-digits) *	150799

Minimum Number of Credits (if applicable) *	120	**Maximum Number of Credits (if applicable)** *	120

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

Request

Step 4: <u>Select</u> the Type of Change Being Requested.

New Programs:
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- ☐ New Certificates of Completion
- ☐ New Post-Baccalaureate and Post-Masters Certificates
- ☐ New Minors
- ☑ New Emphases within an Approved Degree
- ☐ New K-12 Endorsements
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units
- ☐ Other

Creation of Non-Administrative
- ☐ New Center

Units: ☐ New Institute

☐ New Bureau

☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
☑ No

Council on Teacher Education* ☐ Yes
☑ No

Section I: The Request

R401 Purpose*

The purpose of this proposal is to create a new emphasis in the Technology Systems BS degree for Quality and Reliability. The skills offered in this emphasis are needed to continue to develop a relevant workforce that meets the demands of our industry partners.

Section II: Program Proposal

Proposed Action & Rationale*

This proposal creates a new emphasis in the Technology Systems BS degree for Quality and Reliability. Due to the growth in the field, as identifed by our industry partners and the Department of Workforce Service (DWS), we have identified 15 credits of courses that will provide a strong foundation of the skills the students will need to be successful in their related technical careers.

Labor Market Demand (if applicable)

Our industry partners in an advisory council have indicated a strong need for us to provide this emphasis. The department of Workforce Services in northern Utah reports that in the past six months 477 related jobs were posted. Workforce Services is also projecting a 3.2% (est. 4000 people) increase in the workforce demand in the area of quality and reliability by 2026.

Consistency with Institutional Mission & Institutional Impact*

As a land grant institution, the mission of the university is to serve the public through learning, discovery, and engagement. This new emphasis will provide students with the opportunity to learn valuable skills relevant to the needs of industry throughout the state. Thus allowing the students to engage with industry as they prepare to enter the workforce.

Finances*

The courses for this emphasis will be taught using current resources and only

The courses for this emphasis will be taught using current resources and only require some investment for initial course development. Additionally the industry

partners are willing to assist students by providing internship and work experience while they pursue the degree.

Section III: Curriculum (if applicable)

Program Curriculum Narrative	This emphasis will follow the existing prescribed courswork for the Technology Systems degree, with this new emphasis requireing the following 5 courses: TESY 4500 - Quality Management Systems TESY 4510 - Quality Root Cause Analysis Methods and Applications TESY 4520 - Statistical Quality Control w/ SPC TESY 4530 - Principles of Lean Manufactuing TESY 4540 - Metrology & Six Sigma Basics

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files ⊞ icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

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

College of Humanities and Social Sciences - History Languages, Philosophy and Communication Studies Political Science

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*	College of Humanities and Social Sciences
DEPARTMENT (include all cross listed departments)*	History Languages, Philosophy and Communication Studies Political Science
Current Title (if applicable)	Middle East Studies minor
Proposed Title	Middle East Studies minor

Step 3: Enter the Correct CIP Code Using the Following Website: Classification Instructional Programs

CIP Code (6-digits) *	05.0108		
Minimum Number of Credits (if applicable) *	20	**Maximum Number of Credits (if applicable)** *	20
Type of Degree: (BA, BS, etc.) *	Minor		

Request

Step 4: <u>Select</u> the Type of Change Being Requested.

New Programs:
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- ☐ New Certificates of Completion
- ☐ New Post-Baccalaureate and Post-Masters Certificates
- ☑ New Minors
- ☐ New Emphases within an Approved Degree
- ☐ New K-12 Endorsements
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units
- ☐ Other

Creation of Non-Administrative Units:
- ☐ New Center
- ☐ New Institute
- ☐ New Bureau
- ☐ Other

Other: (explain change)

change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
              ☑ No

Council on Teacher Education* ☐ Yes
              ☑ No

Section I: The Request

R401 Purpose*   To create a minor in Middle East Studies

Section II: Program Proposal

Proposed Action & Rationale*

The Middle East is a world region of critical import; indeed, it has driven U.S. foreign policy since the mid-1970s. Utah State University thinks it vital for our interested students to be able to study the Middle East and to have their knowledge and skills recognized with a minor.

The minor will draw on expertise and courses from our existing faculty at Utah State University, especially from the departments of Languages, Philosophy, and Communication Studies, Political Science and History. The minor will be a multi-disciplinary course of study. Students will take courses on the history, religion, society, culture and politics of the Middle East and demonstrate language acquisition in one of the current Middle Eastern languages (especially, but not limited to, Arabic.) The students will complete 12 credits of coursework, in addition to showing the equivalent of one year of study in a language, other than English, spoken in the Middle East (Arabic, Turkish, Farsi, Hebrew, or French, for example).

The College of Humanities and Social Science (CHaSS) decided to pursue this minor after reviewing our courses dealing with the Middle East already in place and realizing we could recognize student efforts already occurring. In addition, USU has a growing program in Arabic, which this minor would complement. CHaSS already offers area studies in Latin American and Asian studies; therefore, it makes sense to include a Middle East Studies minor as well. Finally, the minor will attract some donor support for study abroad opportunities for our students.

Labor Market Demand (if applicable)

The Middle East is an important region in the world both politically and economically. There are many countries covered by this region. Those with the highest GDP and economic impact include Saudi Arabia, Iran, Turkey, United Arab Emirates, Egypt, Israel, Iraq, Qatar, Syria, and Jordan. There are many other smaller countries as well. Having knowledge of the various cultures, political structures, histories, and languages associated with this region of the world provides an advantage for students who have an interest in jobs tied to various government agencies, international relations, travel industries, multinational corporations, technology and trade organizations, counseling, translation and interpretation, teacher education, and so on. Job opportunities exist not

only internationally, but also domestically as the population of Arab Americans is growing in the United States. Although there are many languages spoken in the region,

one of the most spoken languages is Arabic. The U.S. Census information suggests that by 2010 there were well over two million residents who identified with Arab-speaking ancestry (a 72% growth nationwide). These records show that there are over 17,000 residents with this language background in Utah with a 28% growth rate. In the last nine years that population has most certainly grown. For data related specifically to Utah please go to: https://d3n8a8pro7vhmx.cloudfront.net/aai/pages/7706/attachments/original/1431630813/Utah.pdf 1431630813) This growth helps to explain explains the fact that many business schools in Utah and across the nation have internship opportunities in various Arabic-speaking countries. However, there are many other prominent languages in this region, including Hebrew, Turkish, Persian, and Russian. It is a complex area of the world, providing a wide range of career opportunities, and increased study of the region can only aid our students interested in pursuing these various careers.

Consistency with Institutional Mission & Institutional Impact*	The proposed minor in Middle East Studies is consistent with the Institutional Mission of Utah State University as laid out in Board of Regents policy R-312-4. The minor falls within the scope of programs permitted at a research university in the USHE system. The program would allow for the possibility of coursework to transfer from other universities in the USHE system that fall within the parameters of the minor. The program can contribute to "quality of life" and "economic development" goals noted in the policy through training a workforce that is prepared to engage with individuals, corporations, and governments in the Middle East.

The USU mission statement (R-312-4.1.2) specifically indicates that USU programs should cultivate "diversity of thought and culture." The proposed Middle East Studies minor would do this, helping students gain a deeper understanding of the history, language, culture, and politics of the Middle East. The minor would work in the same spirit as our existing Latin American Studies minor which has been very successful. The minor offers a "stackable" credential that, in conjunction with a cognate major (such as communications, a relevant foreign language, political science, international studies, history, or religious studies) increases the student's marketability for employment and ability to contribute to society.

The impact of this program on other USHE institutions would be positive. No program of this nature is offered through Salt Lake Community College or Snow College, though if relevant coursework is offered at this level it could transfer to USU. Weber State and Dixie State do not offer programs like the one we are proposing. SUU offers a certificate in International Relations and a minor in Ethnic Studies that are tangentially related but not directly focused on the Middle East. UVU offers a study abroad in the Middle East, but does not offer a major or minor related to the Middle East (their National Security Studies program may engage somewhat with the politics of the Middle East but does not address questions of language, culture, or history in the way our proposed minor would).

The only USHE institution that currently offers a program like this is the University of Utah through their Middle East Center. Our minor is not set up as a competitor to their program. While some of the course options may be similar, our program is set up as a minor that allows students who are already completing approved majors at USU to pick up an additional credential for their studies related to the Middle East that would improve their marketability and broaden their horizons. Students seeking a major in Middle East studies would be referred for further study at the University of Utah, |

supporting their program.

USU and USHE will benefit from this minor by making our students more competitive for jobs in the intelligence, foreign affairs, international business, and non-governmental organizations fields. USU and USHE have recognized the importance of international education and knowledge, to which this minor will contribute. The growth of interest in the Arabic program, the new Center for Anticipatory Intelligence in the College of Humanities & Social Sciences, and high enrollment in a Crusades course in the History Department, all suggest the minor will have robust student interest.

Finances*

No new finances will be required. The courses will be spread across three departments and the resources to do this already exist.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

See attached. Also we do not use degree maps for minors.

Step 5: <u>Attach</u> completed Program Curriculum and Degree Map to this request by clicking on the Files ⊞ icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: <u>Submit</u>

Click on the save all changes button below.

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

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

Institution Submitting Request: Utah State University

Proposed Program Title: Sports Management

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):   Kinesiology and Health Science

Classification of Instructional Program Code[1] :   31.0504

Min/Max Credit Hours Required of Full Program: 33   /   33

Proposed Beginning Term[2]:   Fall   2020

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

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[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.

Section I: The Request

Utah State University requests approval to offer the following Master's degree(s): Sports Management effective Fall 2020. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes a new program at the master's level in Sports Management. The Sports Management Program will be a fully online degree, focusing on administration and management within the sports industry. The program will strive to provide students with a comprehensive and well-rounded degree that includes content in the areas of management, marketing, law, communication, sociology, ethics and leadership as they apply to sport. The program will also contain a strong experiential learning aspect in the form of practicums and other experiences within the sports industry. Students will leave the program well prepared to be leaders within the disciplines related to sports.

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 proposed master's degree program in Sports Management is consistent with USU's mission of "serving the public through learning, discovery, and engagement" (R312, 4.1.2). The graduate program will enhance this mission by contributing to many of the stated university goals including (1) enhancing the reputation of the University for learning, discovery, and engagement; (2) strengthening the recruitment, retention, graduation, and placement of graduate students; (3) building a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students; (4) infusing new energy into graduate programs; and (5) fostering new partnerships, both internally and externally. There has also been an effort to expand degree opportunities and access to students in diverse communities thorough online degrees. This program will help enhance that effort by providing enhanced degree access to a diverse set of students. Enhanced access to education and training also lies within the land grant mission of Utah State University. In summary, the proposed online master's degree in Sports Management will support USU's academic mission by providing new opportunities for students to significantly improve their competitiveness and earning potential following graduation.

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 master's degree program in Sports Management has arisen from deliberations with administrators from the Provost's office, Presidents office, Academic and Instructional Services, USU Athletics Department, and the Department of Kinesiology and Health Science. Data from a labor market analysis and student demand also contributed to the decision to offer the program. The proposed master's degree program in Sports Management should be initiated for the following reasons: (1) The program will support a path for undergraduates in

the recreation administration and other programs to pursue a masters degree in a complementary profession and will enhance graduate student enrollments at USU; (2) Currently, there is no master's degree in Sports Management offered in the state and limited programs offered in the western United States despite a clear labor market demand described below; (3) USHE will benefit as there is not currently a similar graduate level program offered at USHE institutions. Therefore, this program will provide graduate level opportunities to students from USHE institutions, including those with undergraduate programs in Sport Management, who desire to further their education.

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).

Today the estimated size of the US sport industry is over $500 billion, and the global sports industry is worth more than $1.3 trillion according to Plunkett Research, Ltd. (2018).

From 2010 to 2014, job growth across all sports-related industries grew at 12.6% — doubling the growth in the national job market, according to a recent Forbes article. The piece profiled 20 industry positions with strong projected growth, including business-focused positions, promoters, agents, event planners and recreation attendants.

Looking forward, the Bureau of Labor Statistics projects employment in sports management related fields to grow 9% from 2014 to 2024, faster than the average for all occupations. In a separate projection from the Occupational Outlook Handbook - Employment of entertainment and sports occupations is projected to grow 5% from 2018 to 2028, about as fast as the average for all occupations.

There are not specific data related to employment in the sports industry in the state of Utah. However, there are several organizations in the state focused on sports (professional, college, amateur, national sport governing boards, Olympic and international sports events) without a graduate degree program in the state to support the industry. The outdoor recreation and sports related industries have been identified as a primary economic driver in the state of Utah.

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.

A recent survey of undergraduates in the Kinesiology and Health Science Department and USU student athletes demonstrate a strong interest in the proposed master's degree. A total of 155 students completed the sports management interest survey. The majority (52%) of students were either extremely or somewhat likely to apply to the Sports Management program at USU. There were no differences in the overall interest level between departmental majors and student athletes. However, 53% of student athletes (compared to 40% for departmental majors) indicated that they had considered applying a graduate program in Sports Management before knowing that the option may be available at USU. Regarding program delivery, 47% of respondents indicated that having the program offered online would be either very or somewhat important in allowing them to enroll in and complete the program. 79% of

respondents indicated that the inclusion of experiential (hands-on) learning opportunities would be an important aspect of a Sports Management graduate program that they would want to enroll in.

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 currently no Sport Management master's degree programs in the state of Utah. Undergraduate programs are offered and the University of Utah and Dixie State University. The intermountain region has limited program offerings. Currently Sports Management master's degree programs reside at the following institutions in the region – University of Northern Colorado, University of Colorado -Denver, University of New Mexico, Idaho State University, Arizona State University (MBA Emphasis) and Adams State University. There are no online graduate degree Sports Management programs offered at public institutions in the Western United States.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ . Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

This program will not have a direct impact on other USHE institutions as there are no other similar programs in the state. As an online degree, the intent is to deliver the program to students throughout the state, region, country, and internationally.

The program intends to develop relationships with the University of Utah and Dixie State University to provide a pathway to graduate education for their undergraduate degree majors in Sports Management.

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 both program and accreditation based standards for master's degrees in Sports Management. The proposed curriculum and program is designed to meet the programmatic and professional standards established by the North American Society for Sport Management (NASSM) and accreditation standards as established by the Commission on Sports Management Accreditation (COSMA). It is the intention of the program to seek COSMA accreditation upon eligibility. Programs are eligible to enter candidacy status and begin the process of obtaining accreditation after the program has been operating for two years.

Further, in preparation for the development of this program, insight into program quality, curriculum development, industry needs, faculty needs and program accreditation were sought. The sources of this information were working professionals within the industry, program coordinators at other institutions and professional organizations. This was an important aspect of the initial program development plan.

One time Program Accreditation Fees

Item	Estimate
Application Fee	$1,200.00
Travel for Site Visit Evaluators	$1,000.00
Honorarium for Site Visit Evaluators (two days)	$1,000.00
Hotel Accommodations and Food for Site Visit Evaluators (two days)	$600.00
TOTAL	$3,800.00

*Ongoing/Yearly Program COSMA Program Fees - $1,800 (starting in year two of program)

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 total number of credits required for the program is 33, consistent with the School of Graduate Studies requirements for professional degree programs. The curriculum will consist of a combination of evidence-based theory and practical/professional experiences designed to facilitate both the acquisition of knowledge and personal/professional development. This also aligns with COSMA program accreditation standards. Students will be required to complete all course work with a grade of B- or higher and a cumulative 3.0 or higher GPA.

Admission Requirements
List admission requirements specific to the proposed program.

The following language regarding program admission and academic standing has been recommended by Richard Inouye (Vice Provost of Graduate Studies).

Admission
Candidates are expected to meet the admission requirements for the School of Graduate Studies at Utah State University. The minimum requirements will be:
• A bachelor's degree must be completed for matriculation into the program.
• 3.0 or higher GPA for the terms that include the last 60 semester or 90 quarter credits (admissions GPA).
• Scores at or above the 40th percentile on all required parts of an appropriate admissions test. One of the following admission tests will be appropriate with no preference: GRE, MAT, or GMAT.
• Three letters of recommendation.
Notes:
1. If an applicant is deficient in one of these admission requirements (e.g., admission GPA, one section of an admissions test), the department may admit the candidate into the program based on the strength of their overall application. For example, a high GRE score may offset a GPA that is below 3.0.
2. If an applicant is deficient in more than one admission requirement (e.g., both the verbal and quantitative portions of the GRE), the department may request a waiver of those requirements. Such a waiver must be approved by the Department Head, the college Dean, and the Vice

Provost for Graduate Studies.

Good Academic Standing

Students admitted to the program must maintain a semester GPA of at least 3.0 and an overall cumulative GPA of at least 3.0 to remain in good standing. If the semester GPA falls below a 3.0, the School of Graduate Studies will send a low GPA letter to the student and department, placing the student on academic probation. A student who remains on academic probation for more than one semester may be dismissed from the program. The master's of Sport Management program is responsible for monitoring the academic progress of students in the program and reporting to the Graduate School any students who are not in good academic standing. Any grade below a B- will not count toward the degree.

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?

Current administrative structures that support graduate programs, including support from the Office of Research and Graduate Studies, as well as existing college and departmental infrastructure, will be used to support this program. At the department level a program coordinator will be established. The coordinator will have responsibility for program administration, accreditation, program marketing, faculty support, enrollment and retention initiatives, and other duties. The program coordinator will be a tenured faculty member from the KHS department. The staff resources in the department that are already in place will be used to support this program. As an online program, faculty in the program will work collaboratively with the USU Center for Innovative Design and Instruction (CIDI) to develop quality in the online courses and the program. This proposed program will have minimal impact on the delivery of current undergraduate and graduate courses.

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.

Across USU there are currently some faculty, staff, and courses in place that are consistent with the program's expectations. After careful review of institutional capacity, it has been determined that one new faculty line will be necessary to fully cover program content expected of accredited Sports Management programs. The new faculty hire will hold a terminal degree and be a tenure track appointment with a teaching excellence role statement. USU President Noelle Cockett supports the dedicated funding for this new tenure track appointment. The Kinesiology and Health Science Department is conducting the search Fall 2019 and the new hire will have a start date of August 1, 2020.

Based on programmatic needs, some part-time faculty who work professionally in the field may be utilized. For example, it is unlikely that existing or new faculty will have expertise in the legal aspects of Sports Management. Therefore, an already identified attorney with experience and expertise in sports law may be hired to teach a required program course in this content area.

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.

Current departmental staff are available to manage the students when supplemented by other KHS faculty. The day-to-day activities will be incorporated into the existing departmental infrastructure that supports graduate programs. A faculty program coordinator will be established from existing departmental faculty to help facilitate the needs in this area including the overall management and operations of the program.

Student Advisement

Describe how students in the proposed program will be advised.

Like all departmental graduate students, each Sports Management student will be advised by faculty within the department. During the first year in the program, students must select a faculty advisor and two other graduate faculty members, which will comprise a Supervisory Committee. The faculty advisor and the committee will advise the student's progress, oversee the development of experiential learning and practicum activities, provide guidance through the process, and evaluate final products.

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 will be needed to support the Sports Management program. Key journals in the core disciplines of Sports Management and related fields are available digitally at USU's library and online sources. Students and faculty also have rapid access to publications via interlibrary loan and Internet resources.

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 ensure that the Sports Management program is successful, the program will utilize the following standards and assessments in the development, administration, and ongoing evaluation of the program:

The program will seek accreditation through the Commission on Sports Management

Accreditation (COSMA). The accreditation criteria can be found at https://www.cosmaweb.org/accreditation-manuals.html. These standards were updated in 2016. COSMA is the only independent agency recognized to accredit programs in Sports Management. As part of the accreditation process, the program will go through a COSMA review process that will include a comprehensive self-study, site visits, consultations, and regular program re-accreditation reviews. Program accreditation and reviews will focus on curricular quality, program evaluation plan, program evaluation results, faculty quality and development, program resources, and internal and external partnerships. The process of meeting COSMA standards will play a central role in the overall program assessment.

The program will also perform a comprehensive review of the program at approximately 5-year intervals as recommended by the School of Graduate Studies. The reviews will include surveys of current students, alumni, and employers of graduates and reviews of comparable institutions. Additionally, in accordance with the Utah State Board of Regents Policy R411, departmental reviews will be periodically conducted to assess and improve educational standards. The Sports Management program would be subject to the same reviews. The department self-study will be at least once every 7 years and will include missions and goals, program descriptions, all degrees offered, support functions and outreach efforts.
The faculty involved with the program will be involved in course development and evaluation on an ongoing basis. Input from the faculty will be sought to ensure that courses and curricula are adjusted as needed to meet the current skills and training required by those industries and institutions hiring graduates of the program. Input from industry partners will be sought in this ongoing process.

Each department at USU has instituted the policy of having every course evaluated by students each time it is offered. The IDEA system of course and teacher evaluation is used by Utah State University. It was implemented in 2011. It is a statistical, science-based assessment program that relies on an extensive, nationwide repository of course evaluation data. The system allows students to evaluate the quality of the course, the teacher, and the perceived progress toward instructor-selected course objectives. The IDEA system takes the raw course evaluation scores as input values and converts them to a normalized evaluation score by comparing to other course evaluations from the nationwide IDEA database. A score of 50 is average (scores between 45 and 55 are statistically identical and 40 % of courses are in this category). Courses with scores below 45 are below average (30% of courses) and courses with scores above 55 are above average (the final 30% of courses).

The continuous process of this multifaceted program evaluation and accreditation plan will promote and enhance program quality.

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.

Program Learning Outcomes/Goals
1. Incorporate an understanding of ethical, legal, and socio-cultural issues in managerial decision making and policy determinations in sport;
2. Employ sound principles of strategic planning, financial management, risk management, and

human resource management in sport;

3. Apply fundamental knowledge and practical understanding of sport marketing, communication, and event management principles;

4. Utilize critical thinking and abstract reasoning skills in analyzing sport management issues and in managerial planning and decision making;

5. Demonstrate information literacy and oral, written, and group communication skills;

6. Develop research skills and utilize sound theoretical frameworks relevant to the different aspects of the sport industry.

The program outcomes were developed to promote established professional standards and follow COSMA program accreditation guidelines. The program outcomes will also be an outgrowth from the individual course objectives. Cumulatively, the courses build upon each other to reach the program's desired outcomes. A comprehensive competency matrix will be used to ensure that each outcome is adequately covered within the program and to develop evaluative methods for demonstrating student mastery of each outcome. As appropriate, formative and summative assessment measures for each outcome will be utilized.

An important part of the Sports Management program will be the practicum experiences and projects. This will provide professional experience and experiential learning for the student. The practicum and projects will take place after the students work with their faculty advisor to pick an appropriate practicum experience of Sports Management significance. These practicums will normally take place within the sports industry including, but not limited to, professional sports franchises, collegiate athletics, and sport national governing organizations. The student and their faculty advisor will work collaboratively to secure a quality practicum location. At the end of the practicum, the student will write a report and present on their practicum experience.

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			
+	-	KIN 6070		Sport in Society	3
+	-	KIN 6030	X	Sports Marketing and Public Relations	3
+	-	KIN 6040	X	Sports Events and Facility Management	3
+	-	KIN 6060	X	Legal Issues in Sports	3
+	-	KIN 6080	X	Financial Management of Sports	3
+	-	KIN 6090	X	Sport Development and Sales	3
+	-	KIN 6010		Leadership in Health, Physical Education and Recreation	3
+	-	KIN 6000		Administration of Athletics	3
+	-	KIN 7550		Practicum	6
				Required Course Credit Hour Sub-Total	30
		Elective Courses			
+	-				
				Choose of the following courses:	
+	-				
+	-				
				Choose 1 of the following courses:	
+	-	KIN 6430		History and Philosophy of Physical Education and Sport	3
+	-	KIN 6960		Masters Project	
+	-	KIN 6050		Psychological Aspects of Sports Performance	
				Elective Credit Hour Sub-Total	3
				Core Curriculum Credit Hour Sub-Total	33

Program Curriculum Narrative

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

The Sports Management program will be a professional degree offered online. It will not be a cohort-based program, giving students the ability to enter the program at the beginning of any semester. The curriculum is designed to provide students with a comprehensive and well-rounded degree that will include content in the areas of management, marketing, law,

communication, sociology, ethics and leadership as they apply to sport. The curriculum is fairly structured to meet both the professional and accreditation standards of the program. However, faculty advisors will work with each student to develop a program of study that is most appropriate for the student's background. In special cases, elective coursework outside of the listed program may be approved by the student's committee. Students that are particularly well prepared and have already completed elements of the core curriculum may substitute a required core course for a course that has strong content knowledge related to Sports Management.

As a professional degree, an important part of the Sports Management program will be a strong experiential learning component in the form of a required practicum and other learning experiences within the sports industry throughout their course work. For the practicum, a written proposal containing a justification, proposed learning objectives, and proposed location of practicum will be submitted to and approved by the student's supervisory committee before the practicum can begin. Students will complete six credits of practicum work as part of the degree. Some students may desire to also complete a culminating project as an elective in their degree plan. All projects must be approved in advance by the students faculty supervisory committee.

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.

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	10	8	4
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			5
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	/////////	/////////	15
Staff: Full Time			5
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							
	Hilda	Fronske	T	PhD	Brigham Young University	25	
	Edward	Heath	T	PhD	Oregon State University	25	
	Travis	Peterson	T	PhD	Brigham Young University	40	
	Nate	Trauntvein	TT	PhD	Pennsylvania State University	40	
	John	Kras	T	PhD	Texas A&M University	25	
	Jessee	Jones	other	PhD	University of Illinois	40	
Part Time Faculty							
	Jake	Garlock	other	JD	Willamette University	10	

Part III: New Faculty / Staff Projections for Proposed Program

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		1		PhD in Sport Management or related field	100
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
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	967	987	1,002	1,017	1,027	1,037
# of Majors in Proposed Program(s)	/////	10	25	30	30	30
# of Graduates from Department	274	279	292	300	303	306
# Graduates in New Program(s)	/////		10	15	15	15

Department Financial Data					
		Department Budget			
		Year 1	Year 2	Year 3	
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	
EXPENSES – nature of additional costs required for proposed program(s)					
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.					
Personnel (Faculty & Staff Salary & Benefits)		$94,900	$97,747	$100,679	
Operating Expenses (equipment, travel, resources)	$4,000	$8,000	$8,000	$8,000	
Other: Summer months for faculty coordinator, online course development, program accreditation grad assistantships, part time faculty, marketi⊞	$9,272	$29,575	$86,050	$104,950	
TOTAL PROGRAM EXPENSES	/////	$132,475	$191,797	$213,629	
TOTAL EXPENSES	$13,272	$145,747	$205,069	$226,901	
FUNDING – source of funding to cover additional costs generated by proposed program(s)					
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.					
Internal Reallocation	$13,272	$94,900	$97,747	$100,679	
Appropriation					
Special Legislative Appropriation					
Grants and Contracts					
Special Fees					
Tuition		$37,575	$94,050	$112,950	
Differential Tuition (requires Regents approval)					
PROPOSED PROGRAM FUNDING	/////	$132,475	$191,797	$213,629	
TOTAL DEPARTMENT FUNDING	$13,272	$145,747	$205,069	$226,901	
Difference					
Funding - Expense	$0	$0	$0	$0	

Part II: Expense explanation

Expense Narrative
Describe expenses associated with the proposed program.
The primary initial and ongoing expense of the program will be the funding of a new tenure-track faculty line. The expenditure for this faculty line will begin the first year of the program at an estimated initial cost of $94,900, which includes salary and benefits. A projected 3% annual increase for this position was used to estimate the budget.

Other ongoing costs include expenses related to the operation and maintenance of the program. This would include summer month funding for the faculty coordinator, faculty course buyouts, marketing and outreach, faculty professional development, developing program collaborations, annual program accreditation dues (starting year 2), graduate assistantships, student support, and part-time/temporary faculty stipends.

One-time costs include faculty startup and relocation for new faculty, online course development stipends (5 new courses@$3k/course), program accreditation costs (years 2-3).

Part III: Describe funding sources

Revenue Narrative 1
Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.
In collaboration with the KHS department, the Presidents Office has identified funding via internal reallocations to support the new faculty line needed to deliver the program along with summer month support for the faculty program coordinator beginning the year prior to program start.

Academic Instructional Services will provide one-time financial support for online course development, which is typical practice for USU online programs. This will include all new courses and any existing courses that need to be redeveloped to enhance program quality.

Revenue Narrative 2
Describe new funding sources and plans to acquire the funds.
A growth based revenue stream to support the program will be tuition return to the department, as it typical for USU online programs. The current tuition return rate is $205/SCH for instate students and $217.50/SCH for out of state students. The current tuition return rates were used in all projections despite the understanding that the rates generally adjust upwards as tuition increases. The tuition return to the program will support both ongoing and one-time non-salary related program costs.

The tuition revenue estimates are based on the projected number of students enrolled in the program taking an average of 9 credits per semester. The ratio of 2/3 instate enrollments and 1/3 out of state enrollments was used. This ratio is based off of a market analysis completed by Academic and Instructional Services. It is believed that these are conservative tuition revenue estimates.

School of Applied Sciences, Technology and Education - School of Applied Sciences, Technology and Education

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*	School of Applied Sciences, Technology and Education
DEPARTMENT (include all cross listed departments)*	School of Applied Sciences, Technology and Education
Current Title (if applicable)	
Proposed Title	

Step 3: Enter the Correct CIP Code Using the Following Website:

Classification Instructional Programs

CIP Code (6-digits) *	47.0000

Minimum Number of Credits (if applicable) *	16	**Maximum Number of Credits (if applicable)** *	120

Type of Degree: (BA, BS, etc.) *	cp cc bs mas

Request

Step 4: <u>Select</u> the Type of Change Being Requested.

New Programs:
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- ☐ New Certificates of Completion
- ☐ New Post-Baccalaureate and Post-Masters Certificates
- ☐ New Minors
- ☐ New Emphases within an Approved Degree
- ☐ New K-12 Endorsements
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☑ New Administrative Units
- ☐ Administrative Unit Transfer
- ☑ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units
- ☐ Other

Creation of Non-Administrative
- ☐ New Center

Units: ☐ New Institute

☐ New Bureau

☐ Other

Other: (explain change)	

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
☑ No

Council on Teacher Education* ☐ Yes
☑ No

Section I: The Request

R401 Purpose*

Section I: Request

Utah State University proposes to restructure the School of Applied Sciences, Technology & Education within the College of Agriculture and Applied Sciences effective in Spring Semester 2020. This request contains several elements associated with the creation of a new department, Aviation and Technical Education (AVTE), by splitting programs from the School of Applied Sciences, Technology & Education. The School of Applied Sciences, Technology & Education is requesting to return to a department status as the Department of Applied Sciences, Technology & Education (ASTE), dropping the "School" title.

Utah State University proposes to:

1) create a new Department of Aviation & Technical Education, within the College of Agriculture and Applied Sciences.

2) transfer the following credentials to the newly created department from the School of Applied Sciences, Technology & Education:

- transfer the Master of Aviation Science degree;
- transfer three Bachelor of Science degrees: Bachelor of Science degree in Aviation Technology – Maintenance Management, Bachelor of Science degree in Aviation Technology – Professional Pilot, and Bachelor of Science in Technology Systems;
- transfer Associate of Science in Agricultural Science degree;
- transfer the Associate of Business degree;
- transfer nine AAS degrees; IT Support and Web Development, Surgical Technician, Automotive Technology, Cosmetology, Diesel and Heavy Equipment Mechanics, General Technology, Medical Laboratory Technician, Small Business Operations, and Welding

Technology;

- transfer eleven Certificates of Completion: Automotive Technology, Heavy Equipment and Trucking, Machine Tool Technology, Professional Bookkeeper, Web Business, Electronics, Engineering Drafting and Design Technology, Medical Assistant, Office Computer Systems, Phlebotomy, Welding
- transfer Certified Nursing Assistant Certificate
- transfer four Certificates of Proficiency: Digital Design, Professional Bookkeeping, and Web Business

3) Becki Lawver will become the Interim Department Head for the Department of Applied Sciences, Technology & Education (ASTE) and Bruce Miller will be the Department Head for the Department of Aviation & Technical Education (AVTE)

Section II: Program Proposal

Proposed Action & Rationale*   The College Agriculture and Applied Sciences proposes this action to enhance the efficiency of academic program administration.

1) The School of Applied Sciences, Technology and Education has grown since its inception in 2011 to serving over 1400 students in 2019. Logistically, managing the breadth and scope of programs in the School has become increasingly challenging. A renewed commitment to Career and Technical Education in southeast Utah at USU Eastern, USU Moab, and USU Price; enhancing Aviation Technology programs; and building stackable credentials programming through General Technology, and Technology Systems provides synergistic programming opportunities for this new department. The new Department of Aviation & Technical Education will initially serve approximately 850 students and the department head will be Bruce Miller. The Department of Applied Sciences, Technology & Education will serve approximately 575 students and includes Agricultural Communication, Agricultural Education, Agricultural Machinery Technology, Agricultural Systems Technology, Business Education, Family and Consumer Sciences Education, Outdoor Product Design and Development and Technology and Engineering Education. The Department of Applied Sciences, Technology & Education interim department head will be Becki Lawver.

2) The Department of Aviation & Technical Education provides a logical academic home for the southeast Utah Career and Technical Education programs; the stackable credential programs of General Technology (AAS), and Technology Systems (BS); and the Aviation Technology (AAS, BS, MAS) degrees. A list of faculty and staff in ACTE is appended. The Department of

Applied Sciences, Technology & Education provides the academic home for majors that apply a multidisciplinary systems science approach to agriculture, family, aesthetic, and technical skills through the advancement of education, technology transfer, scientific inquiry, agricultural mechanization, and experiential learning.

Labor Market Demand (if applicable)	
Consistency with Institutional Mission & Institutional Impact*	This is an administrative structural change to the academic programs within the College of Agriculture and Applied Sciences.
Finances*	This restructuring action will not require any new physical facilities or fiscal resources as facilities and resources will remain constant with their respective programs. All administrative and academic activities will use existing resources. A space request is being submitted to accommodate the new department administrative offices through the CAAS Space Committee representative.

Section III: Curriculum (if applicable)

Program Curriculum Narrative	

Step 5: <u>Attach</u> completed Program Curriculum and Degree Map to this request by clicking on the Files ⊞ icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: <u>Submit</u>

Click on the save all changes button below.

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