CURRICULUM SUBCOMMITTEE
Chad Simon, Chair

October 6, 2022
2:00 – 3:00 p.m.
Old Main-Champ Hall
Zoom (Statewide Campuses)

AGENDA

Approval of Minutes – September 1, 2022

Program Proposals
Request from the Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer a Global Agriculture, Leadership, and Education Institutional Certificate of Proficiency.

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer an Agricultural Production and Automated Processing Technology Emphases in General Technology AAS.

Request from the Emma Eccles Jones College of Education and Human Services to establish an Alzheimer's Disease and Dementia Research Center.

Request from the Center for Anticipatory Intelligence in the College of Humanities and Social Sciences to offer a Master of Anticipatory Intelligence Program.

Request from the Departments of Computer Science and Mathematics and Statistics in the College of Science to offer a Data Science Graduate Certificate.

Request from the Departments of Computer Science and Mathematics and Statistics in the College of Science to offer a Data Science Minor.

Request from the Department of Marketing and Strategy in the Jon M. Huntsman School of Business to offer a Leadership Minor.

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

    College of Agriculture and Applied Sciences
        ADVS – 2
        APEC – 2 *(APEC 5710-6710)*
        ASTE – 2
        AVTE –
        LAEP – 4
        NDFS – 4
        OPDD - 7
        PSC –

Caine College of the Arts
- *ART –*
- *MUSC –*
- *THEA -*

Jon M. Huntsman School of Business
- *ACCT –*
- *DAIS –*
- *BECN – 11 (FIN 5330-6320)*
- *MHR – 3 (MGT-5730-6730)*
- *MSLE – 11*

Emma Eccles Jones College of Education and Human Services
- *COMD – 5*
- *HDFS – 2*
- *ITLS –*
- *KHS – 5*
- *NURS –*
- *PSY – 1*
- *SPER – 1*
- *TEAL - 1*

College of Engineering
- *BENG –*
- *CEE –*
- *ECE – 6*
- *EED –*
- *MAE – 2*

College of Humanities and Social Sciences
- *AS - 4*
- *CAI – 28 (CAI 4310-5890-6310)*
- *CSPH – 5*
- *ENGL –*
- *HIST – 2*
- *JCOM – 6*
- *POLS –*
- *SWRK –*
- *SOCA –*
- *WGLC – 3*

S.J. & Jessie E. Quinney College of Natural Resources
- *ENVS –*
- *WATS – 2 (WATS 6500)*
- *WILD – 3 (WILD 4580-6580)*

College of Science
- *BIOL –*
- *CHEM –*
- *CS –*
- *GEOL –*
- *MATH – 1*

PHYS – 1

Other
USU - 4

Other Business
Curriculum Deadlines – Toni Gibbons

Adjourn: 3:00 pm

September 1, 2022
2:00 – 3:00 p.m.
Old Main-Champ Hall

MINUTES

Present: Richard Walker, Caine College of the Arts
Mateja Savoie-Roskos, College of Agriculture and Applied Sciences
Chad Simon, Jon M. Huntsman School of Business, Chair
Nate Trauntvein, Emma Eccles Jones College of Education and Human Services
Thomas Fronk, College of Engineering
Matt Sanders, College of Humanities and Social Sciences
Karen Beard, S.J. & Jessie E. Quinney College of Natural Resources
Greg Podgorski, College of Science
Rachel Wishkoski, University Libraries
Sunshine Brosi, USU Eastern
Mark Chynoweth, Statewide Campuses
Paul Barr, Provost's Office, EPC Chair
Richard Cutler, Graduate Council
Toni Gibbons, Registrar's Office
Michele Hillard, Secretary
Abraham Rodriguez, USUSA Executive VP

Absent: Sarah Pope, Graduate Senator

Visitors: Brian Warnick, Head, Department of Technology, Design and Technical Education

Approval of Minutes – *April 7, 2022*
Motion to approve the minutes made by Thomas Fronk. Seconded by Richard Cutler. Minutes approved as distributed.

Program Proposals
Request from the Departments of Applied Sciences, Technology and Education and Aviation and Technical Education in College of Agriculture and Applied Sciences to create a new Department of Technology, Design and Technical Education.
Motion to approve the R401 made by Mateja Savoie-Roskos. Seconded by Greg Podgorski. Proposal approved.

Request from the Department of Plants, Soils and Climate in the College of Agriculture and Applied Sciences to discontinue the Horticulture: MPSH Program.
Motion to approve the R401 made by Mateja Savoie Roskos. Seconded by Richard Cutler. Proposal approved.

Request from the College of Humanities and Social Sciences to create a new CHaSS Peace Institute.
Motion to approve the R401 made by Matt Sanders. Seconded by Greg Podgorski. Proposal approved.

Request from the Center for Community Engagement in the Office of Student Affairs to change the name from The Center for Civic Engagement and Service Learning to Center for Community Engagement.
Motion to approve the R401 made by Greg Podgorski. Seconded by Richard Walker. Proposal approved.

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 Mateja Savoie-Roskos. Seconded by Thomas Fronk. Business approved pending clarification of ASTE 2500. Motion to approve the clarifications and modifications made by Greg Podgorski. Seconded by Richard Cutler. Motion approved.
> *ADVS –*
> *APEC – 8*
> *ASTE – 5 (ASTE 2500 needs clarification – clarifications updated 09/06/22)*
> *AVTE – 12*
> *LAEP –*
> *NDFS – 4*
> *PSC – 3*
> *TDTE -*

Caine College of the Arts
> *ART –*
> *MUSC –*
> *THEA -*

Jon M. Huntsman School of Business
> *ACCT –*
> *DAIS –*
> *BECN –*
> *MHR –*
> *MSLE –*

Emma Eccles Jones College of Education and Human Services
> *COMD –*
> *HDFS –*
> *ITLS –*
> *KHS –*
> *NURS –*
> *PSY –*
> *SPERC –*
> *TEAL -*

College of Engineering
> *BENG –*
> *CEE –*
> *ECE –*
> *EED –*
> *MAE –*

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 Greg Podgorski. Business approved.

    *CAI – 14 (*HOLD CAI 5020 – Dual list with data analytics*)*
    CSPH – 1
    ENGL –
    HIST – 1
    IELI - 3
    *JCOM – 4 (*HOLD for October JCOM 1040, 1050, 2070, 2080 explain Eagle. Change title to I, II, III, IV*)*
    POLS –
    SWRK –
    SOCA – 2
    WGLC – 2

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 Karen Beard. Seconded by Richard Cutler. Business approved.

    ENVS – 2
    WATS – 5
    WILD –

College of Science

Motion to approve the business of the College of Science made by Greg Podgorski. Seconded by Mateja Savoie-Roskos. Business approved.

    BIOL –
    CHEM –
    CS – 13
    GEOL –
    MATH – 4
    PHYS –

Other Business

Thanks to everyone for the points of contact from their colleges. It is very helpful for the Registrar's Office. Please remember to review and update college/department catalog pages.

Adjourn: 2:59 pm

CAAS - Applied Sciences, Technology and Education - Global Agriculture, Leadership, and Education - Institutional Certificate of Proficiency

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)* CAAS

DEPARTMENT (include all cross listed departments)* Applied Sciences, Technology and Education

Current Title (if applicable)* None

Proposed Title* Global Agriculture, Leadership, and Education - Institutional Certificate of Proficiency

CIP Code

Enter the Correct CIP Code by Using the Following Link:
Classification Instruction Programs

CIP Code (6-digits) *   01.0701

Minimum Number of Credits (if applicable)*   12

Maximum Number of Credits (if applicable)*   15

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

Existing Academic Program Changes:
- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*
- ☐ Yes
- ☑ No

Teacher Licensure Program Approval (STEP)*
- ☐ Yes
- ☑ No

SECTION I: THE REQUEST

R401 Purpose*

An institutional certificate in Global Agriculture, Leadership, and Education will provide students with formal instruction in global agricultural concepts, leadership, and education and provides opportunities for practical experiences through study abroad, language acquisition, research, or specialized study. The curriculum prepares students for successful post-baccalaureate global/international careers or graduate studies. The overarching goal of this certificate is to empower students through education and experience in global food and agriculture science.

An understanding and appreciation of the interconnectedness of agriculture is a key component for students to become globally competent and is crucial for the next generation of agricultural practitioners. To be responsive and adaptable to these changes it is vital to provide students at Utah State University (USU) with an opportunity to learn global agriculture concepts and have practical experiences. Further, the future development of complex global food system, food supply chain, and sustainable agricultural practices require students from a wide variety of backgrounds, cultures, and disciplines to work together to solve these grand challenges (Parag Chitnis, acting director of USDA's National Institute of Food and Agriculture).

Globally competent students will communicate effectively cross culturally, exhibit cultural sensitivity and adaptability, have a diverse worldview, comprehend global and international dimensions related to student's major field of study, and carry these global competencies throughout life (Russo & Osborne, 2004).

This proposal is being submitted to add a new institutional certificate available to all students with a focus on global agriculture, leadership, and nonformal education with opportunities for global study abroad or exploration in various topics on food, agribusiness, undergraduate research, or nonformal education.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

This institutional certificate will provide students with improved critical and reflective thinking proficiencies by exposing students to global perspectives in agriculture and food, opening doors for students to develop cultural fluency, expanding knowledge through experiential learning, and strengthening interpersonal proficiencies.

Students earning the Global Agriculture, Leadership, and Education institutional certificate will strengthen their career placement opportunities within education, business, or industry involved in global and international agricultural pursuits. Technical knowledge of a primary major discipline will be strengthened through a global awareness of agriculture and applied sciences. The institutional certificate of proficiency in Global Agriculture, Leadership, and Education will give students practical insight into the role of agriculture in a world of increasing food and fiber needs. It is ideal for those who wish to broaden their international perspectives or prepare for international work in endeavors.

Faculty within the ASTE department currently have established global and study abroad programs including Agriculture Science and Technology Student Teaching in Italy, Exploring Agriculture, Food and Natural Resources Management study away to Puerto Rico, and Cacao Value Chain in Guatemala. Our instructors already integrate global context within these courses and one faculty member has been accepted to the World Food Prize Foundation Global Guides Program a 9-month professional development program for educators focused on global food security education.

Two new courses will be added to allow student participation in Domestic or Study Abroad to enable students to complete a domestic study away experience or a study abroad experience and receive academic credit. These faculty-led programs will provide students with the opportunity for experiential and immersive experiences in a domestic (i.e. Puerto Rico) or international setting.

1. ASTE 2450 - ASTE Domestic Study Experience

     1. New course proposal will be submitted

2. ASTE 5450 - ASTE Study Abroad Experience

     1. New course proposal will be submitted

The ASTE 3900 Special Problems in Agricultural Systems Technology and Education course will be utilized as an independent and faculty mentored undergraduate research or honors project realted to global agriculture, leadership, and or education.

Labor Market Demand (if applicable)

While there may not be specific labor market demand information regarding an institutional certificate, global and international experiences, combined with technical knowledge of a major discipline contribute to additional skill attainment, maturity, marketability, and understanding of cultural values and biases.

Consistency with Institutional Mission & Institutional Impact*

This institutional certificate of proficiency in Global Agriculture, Leadership, and Education strengthens the mission of USU as the land-grant institution in Utah by cultivating diversity of thought and culture. It directly contributes to the development of the Citizen Scholarship, which enables USU graduates to positively influence their communities and remain lifelong learners.

Finances*

This institutional certificate utilizes resources existing and used by undergraduate programs in the ASTE department. No additional resources are being requested from the department, college, or university.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Global Agriculture, Leadership, and Education certificate will provide students with formal instruction in global agricultural concepts, leadership, and education and provides opportunities for practical experiences through study abroad, language acquisition, research, or specialized study. The curriculum prepares students for successful post-baccalaureate global/international careers or graduate studies.

This certificate uniquely enhances various career paths in agriculture, research, nutrition and food, plants and environment, extension, and education and many more. It strengthens resumes and empowers students through education and experience in global food and agriculture science.

Required Courses

Agriculture Core		
ASTE 2900	Food Matters: Ethics, Economics, and the Environment (BSS)	3
Leadership Core (choose one)		
ASTE 2100	Personal and Team Leadership	3
or		
ASTE 5220/6220	Volunteer Program Management	3
Education Core (choose one)		
ASTE 4155	Nonformal Teaching Methods	3
ASTE 4215	Community Programming and Evaluation	3
Experiential Education (choose 3-5 credits)		
ASTE 5635	Agriculture, Science, & Technology Study Abroad Student Teaching	5
ASTE 2450	ASTE Domestic Study Away Experience	1 - 5
ASTE 5450	ASTE Study Abroad Experience	1 - 5
ASTE 3900	Special Problems in Agricultural Systems Technology and Education	1 - 6

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

CAAS - Aviation and Technical Education - Agricultural Production and Automated Processing Technology Emphasis in General Technology AAS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)* CAAS

DEPARTMENT (include all cross listed departments)* Aviation and Technical Education

Current Title (if applicable)* none

Proposed Title* Agricultural Production and Automated Processing Technology Emphasis in General Technology AAS

CIP Code

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

CIP Code (6-digits) *   47.0000

Minimum Number of Credits (if applicable) *   63

Maximum Number of Credits (if applicable) *   63

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

Existing Academic Program Changes:
- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval*
- ☐ Yes
- ☑ No

Teacher Licensure Program Approval (STEP)*
- ☐ Yes
- ☑ No

SECTION I: THE REQUEST

R401 Purpose*

This proposal is being submitted to add a new emphasis within the General Technology AAS degree program focused on agricultural production and automation processing technology. There is not a currently available emphasis that meets the demands of the agricultural industry and adding the emphasis will be for students wishing to pursue a career in the agricultural industry. It allows for a clear path of stackable degrees, starting with a Technical College Certificate, the AAS in General Technology, and the Bachelor of Science degrees in Agricultural Systems Technology.

Agricultural processing and automation technologies are an important and growing industry throughout the nation and one in demand for a variety of reasons. Across the country, the agricultural production is being managed for higher efficiency and decreased costs, especially in Utah with regards to irrigation water, and there continues to be a demand to provide automation technology services for farming or food production. Site-specific services that agricultural equipment dealers now offer most frequently include technologies related to precision fertilizers and soil amendments--grid or zone soil sampling, VRT fertilizer or lime applications, and field mapping services. As technology continues to improve, farms will be able to use these technologies to enhance crop and animal health, and to enhance the ability to assess the impact of seed, fertilizer, and pesticide applications. Renewed interest in robotics and automation has been generated to ensure the sustainability of production and processing of crops as labor shortages spiked during the COVID-19 pandemic. There is a large demand to fill workforce needs with many in agriculture aging and retiring.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Approval of the General Technology AAS in Agricultural Production and Automated Processing Technology emphasis will allow students to begin learning the principles and practices of agricultural production and automation processing technologies. Students in the General Technology AAS emphasis in Agricultural Production and Automated Processing Technology will be introduced to agricultural machinery and processing technology in crop and livestock production. Coursework includes essential skills in sensors, controls, soil management, operation and maintenance of equipment. The General Technology AAS emphasis in Agricultural Production and Automated Processing Technology has the general education core embedded within the required courses (see references in the class map section) and additional agricultural technical content can be expanded with the elective courses.

Labor Market Demand (if applicable)

Over the next three years, agricultural equipment dealers anticipate that the most growth will be seen in the areas of variable rate technology for pesticide application, unmanned aerial vehicle/drone imagery, profit/cost mapping, variable rate technology for irrigation prescriptions, electronic records/mapping for quality traceability, and robotic crop scouting or weeding. Agricultural production technology generates large volumes of data across the entire production system requiring appropriate software to manage in order to generate on-farm production and financial analyses. Such information can be overwhelming for producers creating a niche for jobs requiring agricultural technology skills. Trends in modern agricultural technology has generated an explosive demand for candidates possessing technology skills to fill the job market. The USDA's 2020 report indicated that approximately 31% of employment opportunities will be in science and engineering and 13% of openings will be focused on food and biomaterials production. Sectors related to agriculture include food and beverage manufacturing; food and beverage stores; food service and eating and drinking places; textiles, apparel, and leather products; and forestry and fishing. In 2019, the U.S. food and beverage manufacturing sector employed 1.7 million people, or just over 1.1% of all U.S. nonfarm employment. In thousands of foods and beverage manufacturing plants located throughout the country, these employees were engaged in transforming raw agricultural materials into products for intermediate or final consumption. Meat and poultry plants employed the largest portion of food and beverage manufacturing workers, followed by bakeries, and beverage plants.

Consistency with Institutional Mission & Institutional Impact*

The General Technology AAS emphasis in Agricultural Production and Automated Processing Technology supports and strengthens the mission of USU as the land-grant institution in Utah and will be offered at the Logan Campus. The instruction and practice of applying science-based information to practical skills of operating, managing, maintaining, and selling agricultural technologies is at the core of land-grant goals. This AAS is made available at the Logan campus. Students with this AAS will have a strong introduction to the agricultural production technology careers and be prepared to use those skills directly. Students completing the General Technology AAS emphasis in Agricultural Production and Automated Processing Technology will be prepared to complete a Bachelor of Science in Agricultural Systems Technology offered at USU.

Finances*

This emphasis will use the resources currently utilized by the existing General Technology AAS and Agricultural Machinery Technology AAS programs. No additional resources are being requested in the department, college, or university.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative   This program provides practical training in equipment management, testing, diagnosis, and retailing of agricultural production and automation processing technologies. Coursework encompasses applied engineering, troubleshooting, operation and maintenance of agricultural production and processing equipment. As an integral part of their training, students may complete an occupational experience or an internship in the industry. Students completing the General Technology AAS emphasis in Agricultural Production and Automated Processing Technology may stack credits into a Bachelor of Science degree in Agricultural Systems Technology.

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

CEHS - *CEHS Dean's Office

4.1.c R401 NEW ADMINISTRATIVE UNIT

Proposal Information

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE or UNIVERSITY DIVISION:* CEHS

DEPARTMENT or UNIT: * *CEHS Dean's Office

PROPOSED UNIT TITLE: Alzheimer's Disease and Dementia Research Center

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REQUEST

TYPE OF UNIT BEING REQUESTED

Click the change that best reflects your proposal.

Unit Being Requested* ○ New Administrative Unit (except new colleges and professional schools - use full template)
⦿ New Centers
○ New Institutes
○ New Bureaus

DESCRIPTION | NARRATIVE

Administrative Unit Description and Narrative*

During the 2022 legislative session in Utah, Utah State University received $850,000 of ongoing funding from the Higher Education Appropriation Committee to create an Alzheimer's Disease and Dementia Research Center (ADRC). A large proportion of current USU researchers studying Alzheimer's disease and related dementias are in departments within the Emma Eccles Jones College of Education and Human Services (EEJCEHS), including Psychology, Human Development and Family Studies, Kinesiology and Health Sciences, and more. The nature of much of the dementia research on campus is and will continue to be interdisciplinary; thus, the new center is "housed" in the Office of Research Services within the Dean's office in EEJCEHS. Dr. Elizabeth Fauth, a professor in Human Development and Family Studies, has been identified as the founding director of this center. She has been employed full time at USU since 2007, and her work focuses on caregiving for people with dementia, developing programs to reduce family stress in this difficult role, and optimizing quality of life for those with the disease through meaningful interactions and activities.

Establishing the ADRC at Utah State University has many meaningful benefits for the field of research as well as for the state. Utah currently has the *Utah State Plan for Alzheimer's and Related Dementia*. This state plan has oversight from the Utah Department of Health, and a dedicated staff member (Kristy Russell, Alzheimer's Disease and Related Dementias Resource Specialist). The state plan currently has four goals and each goal has a workgroup and chair: 1) Supported and Empowered Caregivers Workgroup; 2) Dementia Competent Workforce Workgroup; 3) Dementia Aware Utah Workgroup; and 4) Expanded Research in Utah Workgroup. While all four goals will be addressed by this new center, the center will primarily address the fourth goal of promoting research on Alzheimer's and related dementias. Kristy Russell and the chairs of each of the Coordinating Council workgroups for the state plan will serve as an External Advisory Committee for the new USU ADRC.

The center will catalyze research already occurring at USU, with a wide breadth of topics on all aspects of dementia, including prevention, treatment, progression, family care and program evaluation. Funding will be used to support faculty and student researcher teams to pivot their aims toward dementia research, preparing preliminary data to make federal research grants feasible, and building a pipeline of projects focused on Alzheimer's disease and other dementias. In sum, the center plans to leverage current state funds to be more competitive for larger research grants from the National Institutes of Health (NIH) and other agencies. USU has the highest research designation, R1, which is evidence of high quality research and the existing structure and personnel to support advanced research. The Office of Research Services in the EEJCEHS has existing personnel who can support faculty affiliated with the ADRC in submitting federal grants. The ADRC will not be a new department – faculty at USU will keep their affiliation with their existing department(s), but if their work is related to Alzheimer's disease or dementia they can become faculty affiliates with the center, and benefit from the resources that the center can offer. The center will offer pilot grants, grant mentorship programs, research assistantships, research equipment, and the creation of a registry of participants interested in being involved in research studies. There also will be funding for collaborations with other research organizations throughout the state. For example, pilot grant opportunities from the center will be offered to teams utilizing two or more Utah universities in a research pilot project proposal, or who create collaborations between Utah universities and other research or industry organizations in the state. USU will host workshops and conferences related to dementia. Of note, USU facilitates the statewide Extension program which will provide rural and frontier communities access to participate in research, as well as information on research findings and supportive services.

The ADRC will coordinate and collaborate with other organizations for supportive services. In addition to USU Extension, the center will network with the Alzheimer's Association Utah Chapter, Utah Division of Aging, and Area Agencies on Aging, and other universities or healthcare providers to better meet the needs of Utahans living with dementia and their caregivers. The center will have resources for supportive services, but not be redundant with existing high quality resources in the state. Funds will be used to create one or more employed positions that will provide services to the community, including answering questions, offering educational trainings, and developing new supportive services.

Finally, while research is the key focus of the ADRC, the center will facilitate education and training for students (and for existing employees) to create a dementia-competent workforce. Courses and practicum opportunities will be offered to educate and incentivize students to work in aging services as part of their elective coursework or as part of required internships and practica. The center will work with existing employers to offer dementia-specific trainings, which can help the employer better meet the needs of their older clients and limit employee turnover. Trainings contribute to the retention of employees because working with this population is traditionally challenging absent this specialized knowledge.

In conclusion, the proposed Alzheimer's Disease and Dementia Research Center will address many of the needs outlined in the *Utah's State Plan for Alzheimer's and Related Dementias*. It will allow USU faculty and students to more effectively engage in research on dementias, while also bridging research collaborations with other institutions across the state. It will facilitate needed resources and referrals to people living with dementia and their family caregivers, working with existing state infrastructure and filling gaps in services (in rural areas, for example). Finally, it will offer educational opportunities to encourage students and employees to work effectively with this growing population of people living with dementia, as well as their family or paid caregivers.

SUBMIT AND APPROVE THE PROPOSAL

Click on the save all changes button below.

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

CHASS - Center for Anticipatory Intelligence - Master of Anticipatory Intelligence

4.1.b R401 FULL PROGRAM PROPOSAL

R401-Full Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

COMPLETE THE R401 FULL TEMPLATE

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*
CHASS

DEPARTMENT (include all cross listed departments)*
Center for Anticipatory Intelligence

Proposed Program Title*
Master of Anticipatory Intelligence

LIBRARY RESOURCES

Describe the library resources required to offer the proposed program, including those needed for new courses or research areas. Include specialized resources that the Library already provides as well as new resources that would need to be acquired (with funding sources detailed in Appendix D). If you need assistance in completing this section, contact your department's assigned [liaison librarian](#).

Library Related Needs* No additional library resources will be required to support the proposed Master of Anticipatory Intelligence program. Utah State University already has significant holdings across the interdisciplinary range of fields drawn on to create the proposed curriculum, including security studies, government, politics, international relations, cybersecurity, computer science, data analytics, biology, agricultural sciences, biosecurity, and geographic information systems. Due to fast-evolving nature of anticipatory intelligence subject matter, faculty and students in the program will especially draw on periodical and current event publications serviced through the USU Libraries and available through inter-library loan.

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☑ Yes ☐ No

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

ATTACH COMPLETED R401 FULL TEMPLATE

Click on the Files 📎 icon located in the upper right-hand corner of the Proposal Toolbox.

SUBMIT AND APPROVE THE PROPOSAL

Click on the save all changes button below.

Scroll to the top left and click on the launch 🚀 icon to launch your

proposal.

COS - Computer Science Mathematics and Statistics - Data Science Graduate Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*   COS

DEPARTMENT (include all cross listed departments)*   Computer Science   Mathematics and Statistics

Current Title (if applicable)*   New certificate

Proposed Title*   Data Science Graduate Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 30.3001

Minimum Number of Credits (if applicable)* 12

Maximum Number of Credits (if applicable)* 12

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

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REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

Existing Academic Program Changes:
- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:
- ☐ Name Change of Existing Unit
- ☐ Administrative Unit (Transfer)
- ☐ Administrative Unit (Restructure-with or without Consolidation)
- ☐ Administrative Unit (Suspension)
- ☐ Administrative Unit (Discontinuation)
- ☐ Administrative Unit (New)
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☑ Yes ☐ No

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

SECTION I: THE REQUEST

R401 Purpose* The purpose of this proposal is to create a new post-baccalaureate certificate in Data Science.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Data Science is an interdisciplinary field that includes the management, analysis, and visualization of data to make the best possible evidence-based decisions, and draws primarily from the fields of Statistics and Computer Science. A team of faculty from the Department of Mathematics and Statistics and the Department of Computer Science at Utah State University received funding from the USHE Deep Technology Initiative for their proposal "Stackable Credentials in Data Science at Utah State University." This team formalized a Data Science Advisory Panel of industry professionals to collaborate in the creation of a graduate certificate in Data Science. This stackable credential will empower students with the skills necessary to create new data analysis, data management, and data visualization technology tools that are critically needed in various industries in Utah. The primary audience for these credentials will be students in STEM majors who would enter the workforce with core science skills, and these data science credentials would strengthen their ability to create data science tools and utilize them to add value rather than simply relying on existing data science solutions that alone may be inadequate for their employers' needs.

Scientists and engineers in today's workforce have vast amounts of data available to them, but too often they do not have sufficient Data Science expertise to make full use of the data. With so much of today's STEM innovation being data-driven, expertise in collecting, analyzing, and operationalizing data is critical to industry success. The integration of Data Science credentials with STEM graduate programs will provide these critical skills to not only effectively utilize existing Data Science tools, but, more importantly, develop new and innovative tools to meet evolving industry needs and resources. The proposed Data Science credential program – through coursework, student seminars, and internships, all applied to critical industry problems – will fill a key gap in workforce preparation by providing Data Science experience, industry partnerships, and mentorship from top researchers and industry professionals.

In addition to this graduate certificate, a corresponding proposal for an undergraduate minor in Data Science has also been submitted. Together these stackable credentials will help meet USHE objectives to respond to the need for deep technology talent across Utah; nearly all of the industry categories listed in the USHE Deep Technology Initiative (Board Policy R430-3.2) involve technologies with Data Science needs – not just to use existing data software, but to create new Data Science tools for novel applications within these industries – such as in Robotics and Autonomous Vehicles, Secure Computing, and Biotechnology.

Labor Market Demand (if applicable)	Students who graduate with the proposed Data Science graduate certificate will already have a primary degree in a STEM field, and would already qualify for occupations in those fields, including in the industries listed in the USHE Deep Technology Initiative. These industries include artificial intelligence, autonomous vehicles, biotechnology, and robotics. The Data Science credentials will make these graduates more innovative and impactful in their STEM roles. In addition, these credentials will open the door for graduates to work as data scientists, data engineers, business analysts, and machine learning engineers. The Utah Department of Workforce Services does not specifically report occupational projections for Data Science, but the 2018-2028 ten-year projected employment percent changes for related or overlapping fields are impressive – 82% for Statisticians (from 640 to 1160) and 72% for Computer and Information Research (280 to 480). Nationally, U.S. Bureau of Labor Statistics projections put Data Scientist in the top 20 fastest growing occupations, with a projected 31% growth rate from 2019-2029. Statistician is also on the list with a 35% projected growth rate nationally. Both Data Scientist and Statistician have median salaries (for 2020 as reported by the Bureau of Labor Statistics) in the $90,000s. These projections indicate the depth of the state's (and nation's) need for developing a workforce more broadly skilled in data science. The projected growth rate in data science related fields in Utah is at least double the projected growth rate nationally, which underscores the need to develop data science skills in the workforce for the state of Utah.
Consistency with Institutional Mission & Institutional Impact*	The Data Science graduate certificate will support USU's academic mission by training students in data science skills critically needed by deep technology employers in Utah. The needs of such employers are represented by the Data Science Advisory Panel which provided input for the creation of this stackable credential. Rather than only being trained to use existing data science tools, students will gain experience in creating new data analysis, data management, and data visualization technology tools, so the students can build on their primary STEM training to be more impactful employees in their respective industries.
Finances*	The USHE funding for "Stackable Credentials in Data Science at Utah State University" is sufficient to form and oversee the initial trajectory of the proposed graduate certificate in Data Science. No additional resources will be required to offer this option for students. The required courses for the proposed graduate certificate have already been approved. One optional course is also being submitted via Curriculog – STAT 5555 / 6555 Advanced R Programming for Data Science (which will replace the currently-offered STAT 6550 Statistical Computing).

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

General requirements: 12 credits total from courses listed below, including 3 credits in CS, 3 credits in STAT, 3 credits from the Implementation/Application category, and 3 credits elective; at least 6 credits should be outside the student's home department.

Elective Menu

- STAT 5050 Introduction to R (1)
- STAT 5080 Data Technologies (2)
- STAT 5100 Modern Regression Methods (3)
- STAT 5200 Analysis of Designed Experiments (3)
- STAT 5550 Statistical Visualization I (2)
- STAT 5645 Math Methods for Data Science (3)
- STAT 5650 Statistical Learning and Data Mining I (2)
- STAT 6655 Machine Learning (3)
- STAT/CS 5685 Deep Learning Theory and Applications (3)
- CS 5080 Time Series Data Mining (3)
- CS 5060 Decision Making Algorithms Under Uncertainty (3)
- CS 5665 Introduction to Data Science (3)
- CS 5820 Data Science – Data Visualization (3)
- CS 6665 Data Mining (3)
- CS 6830 Data Science in Practice (3)
- A 5000-level or higher data science-based class in CS or STAT (approved by the graduate certificate faculty advisory panel)

Implementation/Application

- CS 6675 Advanced Data Mining (3)
- CS 5510 Robot Intelligence (4)
- STAT 5555/6555 Advanced R Programming for Data Science (3)
- A 5000-level or higher data science-based application class in the student's home department (approved by the graduate certificate faculty advisory panel)

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

COS - Computer Science Mathematics and Statistics - Data Science Minor

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*   COS

DEPARTMENT (include all cross listed departments)*   Computer Science   Mathematics and Statistics

Current Title (if applicable)*   New minor

Proposed Title*   Data Science Minor

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) *   30.3001

Minimum Number of Credits (if applicable)* 32

Maximum Number of Credits (if applicable)* 32

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

Existing Academic Program Changes:
- ☐ Name Change of Existing Program
- ☐ Program Restructure (with or without Consolidation)
- ☐ Program Transfer to a New Academic Department or Unit
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Reinstatement of Previously Suspended Program
- ☐ Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:
- ☐ Name Change of Existing Unit
- ☐ Administrative Unit (Transfer)
- ☐ Administrative Unit (Restructure-with or without Consolidation)
- ☐ Administrative Unit (Suspension)
- ☐ Administrative Unit (Discontinuation)
- ☐ Administrative Unit (New)
- ☐ Reinstatement of Previously Suspended Administrative Unit
- ☐ Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☐ Yes ☑ No

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

SECTION I: THE REQUEST

R401 Purpose*   The purpose of this proposal is to create a new minor in Data Science. The motivation of this minor is to provide a rigorous introduction to Data Science.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* Data Science is an interdisciplinary field that includes the management, analysis, and visualization of data to make the best possible evidence-based decisions, and draws primarily from the fields of Statistics and Computer Science. A team of faculty from the Department of Mathematics and Statistics and the Department of Computer Science at Utah State University received funding from the USHE Deep Technology Initiative for their proposal "Stackable Credentials in Data Science at Utah State University." This team formalized a Data Science Advisory Panel of industry professionals to collaborate in the creation of a minor in Data Science. This stackable credential will empower students with the skills necessary to create new data analysis, data management, and data visualization technology tools that are critically needed in various industries in Utah. The primary audience for these credentials will be students in STEM majors who would enter the workforce with core science skills, and these data science credentials would strengthen their ability to create data science tools and utilize them to add value rather than simply relying on existing data science solutions that alone may be inadequate for their employers' needs.

Scientists and engineers in today's workforce have vast amounts of data available to them, but too often they do not have sufficient data science expertise to make full use of the data. With so much of today's STEM innovation being data-driven, expertise in collecting, analyzing, and operationalizing data is critical to industry success. The integration of data science credentials with STEM undergraduate programs will provide these critical skills to not only effectively utilize existing data science tools, but, more importantly, develop new and innovative tools to meet evolving industry needs and resources. The proposed data science minor program – through coursework, student seminars, and internships, all applied to critical industry problems – will fill a key gap in workforce preparation by providing data science experience, industry partnerships, and mentorship from top researchers and industry professionals.

In addition to this minor, a corresponding proposal for a graduate certificate in Data Science has also been submitted. Together these stackable credentials will help meet USHE objectives to respond to the need for deep technology talent across Utah; nearly all of the industry categories listed in the USHE Deep Technology Initiative (Board Policy R430-3.2) involve technologies with data science needs – not just to use existing data software, but to create new data science tools for novel applications within these industries – such as in Robotics and Autonomous Vehicles, Secure Computing, and Biotechnology.

Labor Market Demand (if applicable)

Students who graduate with the proposed Data Science minor will concurrently be earning a primary degree in a STEM field, and so would already qualify for occupations in those fields, including in the industries listed in the USHE Deep Technology Initiative, such as artificial intelligence, autonomous vehicles, biotechnology, and robotics. The data science credentials would make these graduates more innovative and impactful in their STEM roles. In addition, these credentials would open the door for graduates to work as data scientists, data engineers, business analysts, and machine learning engineers. The [Utah Department of Workforce Services](#) does not specifically report occupational projections for Data Science, but the 2018-2028 ten year projected employment percent changes for related or overlapping fields are impressive – 82% for Statisticians (from 640 to 1160) and 72% for Computer and Information Research (280 to 480). Nationally, [U.S. Bureau of Labor Statistics projections](#) put Data Scientist in the top 20 fastest growing occupations, with a projected 31% growth rate from 2019-2029. Statistician is also on the list with a 35% projected growth rate nationally. Both Data Scientist and Statistician have median salaries (for 2020 as reported by the Bureau of Labor Statistics) in the $90,000s. These projections indicate the depth of the state's (and nation's) need for developing a workforce more broadly skilled in data science. The projected growth rate in data science related fields in Utah is at least double the projected growth rate nationally, which underscores the need to develop data science skills in the workforce for the state of Utah.

Consistency with Institutional Mission & Institutional Impact*

The Data Science minor will support USU's academic mission by training students in data science skills critically needed by deep technology employers in Utah. The needs of such employers are represented by the Data Science Advisory Panel that provided input for the creation of this credential. The proposed minor in data science is stackable in addition to a bachelor's degree. Rather than only being trained to use existing data science tools, these students will gain experience in creating new data analysis, data management, and data visualization technology tools, so that the students can build on their primary STEM training to be more impactful employees in their respective industries.

Finances*

The USHE funding for "Stackable Credentials in Data Science at Utah State University" is sufficient to form and oversee the initial trajectory of the proposed minor in Data Science. No additional resources will be required to offer this option for students. The required courses for the proposed minor have already been approved.

Two optional courses for the proposed minor are also being submitted via Curriculog – STAT 3080 Data Science for Scientists (which is planned as an alternative requirement to STAT 3000 Statistics for Scientists) and STAT 5555 / 6555 Advanced R Programming for Data Science (which will replace the currently-offered STAT 6550 Statistical Computing). The STAT 3080 course is anticipated to draw students from the STAT 3000 audience over the next couple of years, so that the total teaching load for the Department of Mathematics and Statistics will effectively remain unchanged.

SECTION III: CURRICULUM (if applicable)

| **Program Curriculum Narrative** | Students will complete courses as listed below in core areas of Mathematics, Computer Science, and Statistics, and will choose electives as listed below in Data Science. |

Mathematics Core:

Students will take the following courses:

- MATH 1210 - Calculus I (QL) (4)
- MATH 2270 - Linear Algebra (QI) (3)

Computer Science Core:

Students will take the following courses:

- CS 1400 - Introduction to Computer Science – CS 1 (4)
- CS 1410 - Introduction to Computer Science – CS 2 (3)
- CS 2420 - Algorithms and Data Structures (QI) (3)

Statistics Core:

Students will take the following courses:

- STAT 3000 - Statistics for Scientists (3) or STAT 3080 - Data Science for Scientists (3)
- STAT 5100 - Modern Regression Methods (CI/QI) (3)

Data Science Electives:

Students will take 9 credits from the following list:

- STAT 5050 - Introduction to R (1)
- STAT 5080 - Data Technologies (2)
- STAT 5550 - Statistical Visualization I (2)
- STAT 5555/6555 - Advanced R Programming for Data Science (3)
- STAT 5645 - Math Methods for Data Science (3)
- STAT 5650 - Statistical Learning and Data Mining I (2)
- STAT/CS 6685 - Deep Learning Theory and Applications (3)
- CS 5060 - Decision Making: Algorithms Under Uncertainty (3)
- CS 5080 - Time Series Data Mining (3)
- CS 5665 - Introduction to Data Science (3)
- CS 5820 - Data Science – Data Visualization (3)
- CS 5830 - Data Science in Practice (3)

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges) *

HSB

DEPARTMENT (include all cross listed departments) *

Marketing and Strategy

Current Title (if applicable) * Leadership and Management - Minor

Proposed Title * Leadership - Minor

CIP Code

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

CIP Code (6-digits) * 52.0213

Minimum Number of Credits (if applicable)* 12

Maximum Number of Credits (if applicable)* 12

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* ☐ Yes
☑ No

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

SECTION I: THE REQUEST

R401 Purpose*   The purpose of this proposal is to change the name of the "Leadership and Management minor" to "Leadership."

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The focus of the minor is leadership and **all** courses in the program of study center on developing leadership skills. The Huntsman School of Business has expressed the need for a name change because students are confused. The Management Department in the Huntsman School of Business also expressed concern with the use of "Management" because they own that curriculum and training. To help the students and be consistent with instructional programs we have determined that we must rename the minor and title it as "Leadership."

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* This is an existing minor that simply needs a title change to more clearly reflect the content and instruction in the minor, as explained above.

Finances*   Current program costs are the same and do not change.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative The curriculum remains the same and is focused exclusively on organizational leadership.

Attach (if applicable) completed Program Curriculum and Degree Map to this request by

clicking on the Files 📎 icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

COURSE AND PROGRAM APPROVAL TIMELINE

CHANGES MADE IN BANNER, GENERAL CATALOG, AND DEGREE WORKS FOLLOWING EPC APPROVAL (OR PROVOST OFFICE APPROVAL IF APPLICABLE)

COURSES
ONCE A YEAR

COURSE CHANGES THAT MAY BE MADE ONCE A YEAR WITH PUBLICATION OF THE NEW CATALOG MUST BE APPROVED BY THE **FEBRUARY** EPC

Course prefix change

Course number change

Addition/Deletion of a prerequisite or restriction

Credit hour change

Course title change

Inactivation/Deletion of a course

Addition/Deletion of a co-requisite

Pass/Fail designation change

Addition/Deletion of a General Education/University Studies designation

COURSES
TWICE A YEAR

APPROVED BY THE **OCTOBER** EPC FOR SPRING UPDATES

APPROVED BY THE **FEBRUARY** EPC FOR SUMMER/FALL UPDATES

Addition of new course

Course description change

Repeatable for credit status

Addition/Deletion of a dual/cross listed course

Reactivation of a course

PROGRAMS

ONCE A YEAR

CHANGES THAT MAY BE MADE ONCE A YEAR WITH PUBLICATION OF THE NEW CATALOG
CURRICULOG PROPOSAL DUE BY MARCH 1

Existing program requirement changes

Discontinue/Suspend program*

Program Name changes*

CHANGED AS NEEDED

Catalog page changes that do not affect program requirements

Catalog faculty list updates

UPON FINAL APPROVAL FROM PROVOST OFFICE

*NEW PROGRAMS/EMPHASES AND PROGRAM NAME CHANGES MAY BE MADE DURING THE CATALOG YEAR UPON PROVOST OFFICE FINAL APPROVAL
CURRICULOG FORM 2.1 REQUIRED

NEW PROGRAMS & NEW EMPHASES
NEW PROGRAMS/EMPHASES AND PROGRAM NAME CHANGES MUST BE APPROVED BY THE EPC, BOARD OF TRUSTEES, AND FINAL APPROVAL RECEIVED FROM PROVOST OFFICE. CURRICULOG FORM 2.1 MUST BE SUBMITTED TO ADD THE PROGRAM TO THE CATALOG.