Educational Policies Committee Agenda, March 1, 2018

Utah State University

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EDUCATIONAL POLICIES COMMITTEE AGENDA

1 March 2018

A meeting of the Educational Policies Committee will be held on 1 March 2018 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

1. Approval 1 February 2018 Minutes

2. Subcommittee Reports

   a. Curriculum Subcommittee (Edward Reeve)
      Course Approvals - 154

      Program Proposals
      Request from the Department of Art and Design in the Caine College of the Arts to offer a Minor in Film Studies.

      Request from the Jon M. Huntsman School of Business to set up a Department of Marketing and Strategy. (Survey Results)

   b. Academic Standards Subcommittee (Scott Bates)
      Minutes – February 21, 2018.

   c. General Education Subcommittee (Lee Rickords)
      No February meeting.

3. Other Business

   Adjourn:
A meeting of the Educational Policies Committee was held on 1 February 2018 at 3:00 pm in Old Main 136 (Champ Hall Conference Room).

Present: Ed Reeve, Chair  
Sergio Bernal for Leslie Brott, Caine College of the Arts  
David Hole, College of Agriculture and Applied Sciences  
Vijay Kannan, Curriculum Subcommittee Chair, Huntsman School of Business  
Jared Schultz, College of Education and Human Services  
Ning Fang, College of Engineering  
Cathy Bullock, College of Humanities and Social Sciences  
Karen Mock, College of Natural Resources  
Lisa Berreau for Dan Coster, College of Science  
Bob Mueller, Regional Campuses  
Kacey Lundstrom, Libraries  
Michelle Fleck, USU Eastern  
Michael Peters, USUSA President  
Anuj Khasgiwala, Graduate Studies Senator  
Lee Rickords, General Education Subcommittee Chair  
Jessica Hansen, Academic and Instructional Services  
Fran Hopkin, Registrar’s Office  
Barbara Williams, Catalog Editor  
Amber Summers-Graham for Michele Hillard, Secretary

Excused: Scott Bates, Academic Standards Subcommittee Chair  
Troy Beckert, Graduate Council  
Blake Harms, USUSA Executive Vice President

I. Approval 4 January 2018 Minutes
Minutes of the 4 January meeting were approved as distributed.

II. Subcommittee Reports

a. Curriculum Subcommittee (Vijay Kannan)
Motion to approve the report of the Curriculum Subcommittee made by Vijay Kannan. Seconded by David Hole. Report approved.

Course Approvals – 26
Approved 24 requests.
Held 1 request for further clarification. Rejected 1 request.

Program Proposals
Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to offer a Bachelor of Science in Nutrition Science.
Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to offer a Bachelor of Science in Dietetics.

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to offer a Bachelor of Science in Food Science.

Request from the Jon M. Huntsman School of Business to set up a Department of Marketing and Strategy. Motion to amend the movement to table the Department of Marketing and Strategy proposal made by Cathy Bullock. Seconded by Ning Fang. Proposal tabled by Educational Policies committee until the committee receives specific evidence indicating broad faculty support of the split.

Request from the Department of Computer Science in the College of Engineering to offer a Master of Science in Data Science.

b. **Academic Standards Subcommittee** (Scott Bates)
No Reporting needed. No January meeting.

c. **General Education Subcommittee** (Lee Rickords)
TEAL 5560 rejected pending further clarification. General Education designation is being requested for a special topics course. Motion to approve the report for all other course designations of the General Education subcommittee made by Lee Rickords. Seconded by Jared Schultz. Report approved.

Minutes – January 16, 2018

III. **Other Business**

Adjourn: 4:09
Institution Submitting Request: Utah State University

Proposed or Current Program Title: Film Studies

Sponsoring School, College, or Division: Caine College of the Arts

Sponsoring Academic Department(s) or Unit(s): Art & Design

Classification of Instructional Program Code¹: 50.0601

Min/Max Credit Hours Required of Full Program: 12 / 12

Proposed Beginning Term²: Fall 2019

Institutional Board of Trustees’ Approval Date:

Certificate of Proficiency ☐ Entry-level CTE CP ☐ Mid-level CP
Certificate of Completion ☐ Minor
Graduate Certificate ☐ K-12 Endorsement Program

NEW Emphasis for Regent-Approved Program ☐
Out of Service Area Delivery Program ☐

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.

Laura Gelfand Date: February 15, 2018

I understand that checking this box constitutes my legal signature.

² “Proposed Beginning Term” refers to first term after Regent approval that students may declare this program.
Utah System of Higher Education
Program Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to offer the following Minor: Film Studies effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale
Present a brief program description. 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. Provide evidence of student interest and demand that supports potential program enrollment.

Since its emergence in the 1950s as a distinct academic discipline, Film Studies has established itself at most major research universities throughout the United States. However, Utah State University’s Film Studies offerings (and related courses) have historically been extremely limited. Past offerings consisted of a small number of special topics courses in various departments/programs, language-specific courses that sometimes use film as the primary focus; a course taught in the Department of English entitled Studies in Film (ENGL 4365); a film-centered course in the Department of Anthropology entitled North American Indian Cultures (ANTH 3110); and Film Seminar (THEA 3555), offered through the Department of Theater Arts.

Along with those faculty members in other departments and programs who teach courses to be included as offerings within the Minor, the tenure and promotion in 2017 of a faculty member in the Department of Art + Design, with a specialization in Film Studies provides solid foundations for a successful program. There are currently nine approved courses in Art & Design that, when offered, are routinely over-subscribed with some of the longest waiting lists in the department, thus showing significant student demand and interest in Film Studies. There are also currently three courses outside of Art + Design offered as part of the Minor. (See full list of courses below.)

Successful completion of the Film Studies minor will require a minimum of 12 credits and will offer students a broad grounding in the theoretical and historical analysis of cinema with all students required to complete ARTH 3850 Film Studies as the core course for the minor. Though housed in the Department of Art & Design, the Film Studies minor will be open to all undergraduate students at USU regardless of major and will draw on cognate courses across the university.

Faculty who have committed to offering courses that could help fulfill the Film Studies minor include: Candi Carter Olson (J.Comm); Bruce Duerden (Theater Arts); Judson Finley (Anthropology); Brian McCuskey (English); Carsten Meier (Art & Design); Claudia Schwabe (German). These classes along with the offerings in the Department of Art & Design, will ensure that these courses are offered frequently enough for students to complete the minor without any unnecessary delays.
**Labor Market Demand**

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

The proposed minor includes a single course in basic film production (THEA 3555 Film Seminar) and the flexibility to allow for the occasional offering of production courses under "Special Topics," however, Film Studies is a humanities-based, academic discipline. Students minoring in Film Studies develop and hone their writing, critical thinking, and analytic skills. Students gain essential skills in synthesizing, explicating, and understanding broader cultural and historical contexts. These are precisely the kinds of skills often identified as most desirable for potential employees by prospective employers. (See the Association for American Colleges and Universities Report (2014) https://www.aacu.org/sites/default/files/files/LEAP/nchems.pdf.).

Beyond the general desirability of these skills in the workforce, there are numerous careers in the film industry for which the study of Film Studies serves as strong preparation. The state of Utah has a thriving Film Industry (not least as the home to the world-renowned Sundance Independent Film Festival) and there are numerous jobs in the film industry for which a Minor in Film Studies would be invaluable: these range from writing and production to film and video editing, all of which require an understanding and knowledge of the narrative and visual structures of storytelling.

Employment in the film industry is highly desirable and thus quite competitive, but with Utah's long history of involvement in film production and its proximity to California, the Utah Economic Data Viewer (https://jobs.utah.gov/jsp/utalmis/#/occupation/27-4032.00/report) for positions in the film industry projects approximately 180 positions (across the range of occupations from editing to photography) opening in the next 12 months alone. Beyond this, Film Studies provides useful skills for those who wish to pursue professions of academia, journalism, writing, and high school teaching.

**Consistency with Institutional Mission/Impact on Other USHE Institutions**

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/.

The presence of a Film Studies minor would offer an attractive option for undergraduate students throughout the university. It would allow students to develop an understanding of film in its regional, global, historical, economic, and cultural contexts as well as to develop critical thinking skills that are important for success as a student and after graduation. The minor would serve also to raise the profile of USU generally across the state and encourage further institutional and academic collaborations and connections with other local colleges and universities including Salt Lake Community College, the University of Utah, and Weber State University.

The state of Utah has played an important role in the history of American film as well as the current film industry with countless films and television shows filmed here and a thriving film culture as evidenced by the success of the Utah Film Commission. Utah is also home to the annual Sundance Film Festival, one of the world’s premier film festivals. In establishing the Film Studies minor, USU will position itself advantageously in terms of these broader networks and signal a commitment to one of the state’s most dynamic and thriving industries.

**Finances**

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

There would be no additional costs incurred by the Minor in Film Studies.
## Section III: Curriculum

### 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 receive the award. For NEW Emphases, skip to emphases tables below.

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>NEW Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>General Education Courses (list specific courses if recommended for this program on Degree Map)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Education Credit Hour Sub-Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>+ -</td>
<td>ARTH 3850</td>
<td>Foundations in Film Studies</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ -</td>
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<tr>
<td>+ -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required Course Credit Hour Sub-Total</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective Courses</td>
<td></td>
</tr>
<tr>
<td>+ -</td>
<td></td>
<td>Choose 3 of the Following Courses:</td>
<td></td>
</tr>
<tr>
<td>+ -</td>
<td>ANTH 3110</td>
<td>North American Indian Cultures</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>ARTH 3360</td>
<td>Bad Cinema</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>ARTH 3540</td>
<td>African American Cinematic Experience</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>ARTH 3640</td>
<td>British Cinema of the Sixties</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>ARTH 3730</td>
<td>The Documentary</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>ARTH 3770</td>
<td>Apocalypse Cinema</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>ARTH 3810</td>
<td>Film Genres</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>ARTH 3910</td>
<td>Film Theory</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>ARTH 4845</td>
<td>The Moving Image and Video Art</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>ENG 4365</td>
<td>Studies in Film</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>THEA 3555</td>
<td>Film Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective Credit Hour Sub-Total</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Core Curriculum Credit Hour Sub-Total</td>
<td>12</td>
</tr>
</tbody>
</table>
Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information, as needed.
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
Utah System of Higher Education
New Administrative Unit Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Utah State University

Proposed Effective Date¹: 07/01/2018

Institutional Board of Trustees' Approval Date:

Proposed Unit Title: Marketing and Strategy Department

Sponsoring School, College, or Division: Jon M Huntsman School of Business

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

Proposed Unit Type:

☑ New Administrative Unit
☐ New Center
☐ New Institute
☐ New Bureau
☐ Conditional Three-Year Approval for New Center, Institute, or Bureau

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.

______________________________ Date:

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

¹"Proposed Effective Date" refers to date after Regent approval when new unit is operational or change to unit is published.
New Unit Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to establish Marketing and Strategy Department effective 07/01/2018. This action was approved by the institutional Board of Trustees on.

Section II: Program Proposal

Administrative Unit Description/Rationale

Present a brief description of the unit. Describe the institutional procedures used to arrive at the action being proposed. Briefly indicate why a new administrative unit or change to the unit is justified. Are similar units offered elsewhere in the USHE or the State? State how the institution and the USHE benefit from the proposed unit or unit change.

The Management Department in the Jon M Huntsman School of Business is one of the largest and most academically diverse departments at Utah State University. The department has fifty-one full-time faculty and staff, three majors (Business Administration, Marketing, International Business), eight minors (Business, Entrepreneurship, Hospitality and Tourism, Human Resources Management, International Business, Management, Marketing, Operations Management), and two graduate programs (Masters of Human Resources, Masters of Business Administration). It also has nine undergraduate and two graduate student clubs (Society for the Advancement of Ethical Leadership, Entrepreneurship Club, Huntsman Marketing Association, Leaders for Continuous Improvement, Society for Human Resource and Management, Society for International Business and Economic Development, Women in Business Association, Pro Sales, Hospital Administration Association, Master of Business Administration Association, Master of Human Resources Association). The number, diversity, and complexity of programs of study and faculty have made management of the department difficult.

It is proposed that The Management Department be divided into two departments. The new Management Department will include micro business disciplines that are more people focused, as well as law and operations. Faculty in the areas of human resource management, organizational behavior, ethics, law, and operations will remain in the Management department. The proposed Management Department will have 23 faculty and staff. Degree programs housed in the department will include the Bachelor of Business Administration (approximately 673 students) and the Masters of Human Resources (approximately 111 students).

The new department will be named The Department of Marketing and Strategy. It will include more macro and market focused disciplines including Marketing, Strategy, Entrepreneurship, and Leadership. The department will have 28 faculty and staff. Undergraduate degree programs offered will include majors in Marketing (approximately 345 students) and International Business (approximately 118 students). The Masters of Business Administration (approximately 225 students) is a Huntsman School program involving classes from all departments that will be administered by the new Department of Marketing and Strategy.

Dividing The Management Department into two departments each with a tighter cluster of disciplines will benefit students, faculty, and the Huntsman School of Business. Faculty within the proposed departments will share more focused theoretical and conceptual space for teaching and research collaboration. Programs of study will be more manageable, enabling support for them to be more targeted and
presenting opportunities for them to develop a stronger market image. The size of each department will allow strategic planning, people and program support, and overall administrative oversight to be carried out in a more focused manner allowing the units to better support the Huntsman School and the university. It will also enable potential future growth and new initiatives to be managed more meaningfully than can be accomplished by a department that has already exceeded an efficient operating size.

All other universities in the state of Utah have already established departments focusing upon Management/Business Administration and Marketing, indeed having two departments for these functional areas is the norm nationally. The proposed change will enable the Huntsman School of Business to operate in a more effective manner and in a way that is consistent with the structure of leading business schools nationwide.

Consistency with Institutional Mission/Institutional Impact

*Explain how the unit is consistent with the institution's Regents-approved mission, roles, and goals. Describe how the existing administrative structures support the proposed unit and identify new organizational structures that may be needed. What changes in faculty and staff will be required?*

The Utah State Board of Regents’ Strategic Plan 2025 lists increasing capacity to serve 50,000 + new students by 2025 as a primary objective. It goes on to state that “it will be a significant challenge to grow capacity academically (faculty, course sections, and support staff), physically (capital facilities, infrastructure), and virtually (information technology resources) to keep pace with such rapid enrollment growth over the next decade.” In January 2015, the Board of Regents also adopted three long term objectives for higher education in Utah. They included 1. Increase the number of Utahns who decide to access, are prepared for, and succeed in higher education; 2. Increase the percentage of students who persist in and graduate from higher education; 3. Encourage innovation as a core value at each USHE institution, in keeping with its distinct mission.

The proposed division of the Management Department is consistent with positioning the Huntsman School to respond to priorities of the State Board of Regents in a manner that is consistent with the mission of the school and USU. Over the past five years the numbers of students majoring in business administration and marketing have each increased by an average annual rate of over 20% (trends shown below). This growth is expected to continue. The two degrees are both offered throughout Utah using creative live, broadcast, hybrid and on-line pedagogies. In addition, collaboration with Snow College and Salt Lake Community College have helped students completing their associate degrees at those institutions easily matriculate into the USU degree programs in Marketing and Business Administration and take USU classes on those campuses.

### Student Enrollment Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>Business Administration</th>
<th>Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>322</td>
<td>169</td>
</tr>
<tr>
<td>2013</td>
<td>431</td>
<td>207</td>
</tr>
<tr>
<td>2014</td>
<td>531</td>
<td>283</td>
</tr>
<tr>
<td>2015</td>
<td>581</td>
<td>325</td>
</tr>
<tr>
<td>2016</td>
<td>673</td>
<td>345</td>
</tr>
</tbody>
</table>
In addition to the growth and outreach opportunities described above, significant potential exists to more fully leverage other programming (minors, graduate programs, student organizations, experiential learning) and to expand support for students outside the Logan campus. The current administrative structure does not lend itself to the effective management of such opportunities.

**Finances**

*What costs or savings are anticipated with the actions proposed? What new facilities or modifications to existing facilities or equipment are needed? Describe any budgetary impact on other programs or units within the institution. If new funds are required, describe expected sources of funds.*

The proposed creation of the new department will not involve the addition of new faculty or staff merely a reallocation of existing personnel between the existing and new administrative units. Incremental expenses associated with a new department head will be met from Huntsman School Resources. A recent renovation of the Eccles Business Building, funded by the Huntsman School, created a new department suite, thus no additional resources are needed to situate the new department other than for office equipment and supplies that will be funded internally.
EPC Committee Meeting (March 1, 2018)

Updated information for the R401 request from the Jon M. Huntsman School of Business to set up a Department of Marketing and Strategy

Situation

In the February 1, 2018, EPC Committee meeting, the members of the committee voted to “table” the Huntsman School of Business R401 because they wanted to see evidence that there was broad faculty support for the new department.

Action

On 2/5/18 the chair of the EPC (i.e., interim vice provost Ed Reeve) e-mailed the Management Department Head (i.e., Dr. Jim Davis) and requested that he survey the current Department of Management Faculty to see if they supported the R401 that set up a new Department of Marketing and Strategy.

Results

On 2/13/18 the Management Department Head sent an e-mail to the EPC chair and noted that he had completed the requested survey. He stated that he had completed the poll of the Management Department Faculty and noted the following: “I met with each faculty member individually as part of their annual performance evaluation over the past 6 days. I found that of the 34 faculty in the department, 30 supported the creation of the new department and 4 were against.”

Additional Concerns

The results of the survey Dr. Davis shared with the EPC Chair were also shared by him with members of the BFW Committee. After reviewing these results, the BFW contacted the EPC chair on 2/25/18 and brought forward additional concerns (shown below) that they would like to share with the EPC Committee at the 3/1/18 meeting.

BFW’s concerns (2/25/18) related to HSB R401: Department of Marketing and Strategy

1. Faculty were not involved in the process as code suggests they should be.
2. In responding to previous BFW concerns, nothing was ever addressed about faculty involvement— the HSB has largely ignored this aspect and simply provided a vote on approval of the split.
3. The process and more detail on this vote is requested.
4. Concerns were relayed by the faculty members to the BFW regarding the way in which the department has been split (many noting that if faculty had been involved in the process, the split may make more sense).
5. Post-vote, unsolicited emails were received by the BFW regarding how their “vote” was interpreted and gathered.
NOTES

New Business

- Final Examinations and No-Test Days (John Mortensen)
  - No-Test Days and Final Examinations 2018.docx
    - History: Last year, students brought a proposal to ASC to put more weight behind no-test week policy. Students wanted committee to enforce no test week unless the teacher wasn’t going to have a final, then they could have a test during no-test week.
    - Committees came up with another version which we reviewed – everything in green writing is new. Essentially new wording includes an enforcement for instructors to actually adhere to policy, clarification on timing of finals given in the testing center, and a suggestion for faculty to refrain from having significant assignments due during no-test week.
    - Calendar Committee felt that tests in the testing center needed to have at least a 2-day window.
      - Look at expanding the final test time from 2-day window to a larger window, possibly even a 2-week window.
      - John’s suggestion: Adding the words “minimum” two-day window and scratch the table.
    - Student Concern: how will faculty be held to new suggestions?
      - Provost’s office, Faculty Senate would distribute this to faculty and encourage reminders to all faculty.
      - If students feel the need to complain, they would go through the Academic Grievance policy – eventually making it to Provost’s office.
      - Faculty could look at using Proctorio more.
    - Movement to accept new Final Examinations Policies and Suggestions: Voted On andPassed
      - Proposal for Friendly Amendment to include new wording “minimum two-day to minimize conflicts and meet demand” and to exclude the table.
  - Student Code Revision (Krystin Deschamps, Richard Inoyue)
    - NUMBER 704 Academic Integrity.docx: the new code.
• Improvements in New Code:
  - New flexibility in reporting violations. Students do not necessarily have to be on probation when first reported. Before, there were not two levels as there are now.
  - Format has changed from a number of articles to USU numbering currently used.
  - Appeal process for Academic Integrity Violations has been changed. Changed from a more difficult appeal process to now meeting with only the department head.

• Questions/Review:
  - Concern about the only level for appeals being the department head. It is possible that they are too close to the situation or may bury issue.
  - Concern about diversity of final decisions made by the department heads. If the decision was housed with the College Dean, it could be more consistent.
  - Concern of college deans and dept heads being able to discuss and exclude student from the process.

• Movement to accept new Academic Integrity Policy:
  - Proposal for amendment to include a second-level appeal beyond the department head by adding wording that guides student to the College Dean for a second review of their appeal. Change wording to Day 14 and 21 – include department head and College Dean.
  - Suggestions to change wording to clarify cross-listing courses – the dept. head and college dean that will be involved are those over the instructor.

  o Channels for Complaints and Appeals.docx: To replace current grievance section, which is Article VII, section VII-2. [http://studentconduct.usu.edu/studentcode/article7](http://studentconduct.usu.edu/studentcode/article7)

• Academic Grievance Policy: Previously process was very detailed. With the new changes, students would go through about four levels. They would first go to instructor, Dept. Head, College Dean, and then Academic Standards Committee.
  - Concerns:
    - Which body will make an adjustment when a student goes through this grievance process or who will discipline?
  - Suggestions:
    - Link this section to 403.1
    - Any level of the grievance process can make decision to reverse or change record or discipline.
    - Include Provost’s office in explanation of appropriate channels.

Next meeting

• March 21, 2018

Action Items

• Scott: Look into inviting a delegate from the testing center to consider the new testing policy.

• Scott/Richard: New wording on Academic Integrity Violation to Scott by Friday. Scott will send out changes to committee for voting before next Tuesday.

• One Action Passed:
  - New Final Examinations Policy Accepted
Final examinations in full-semester classes are compliant with University policy when administered during the Final Examination Week according to the Final Examination Schedule found in the General Catalog. Final examinations for 7-week session classes and for Summer classes are to be administered on the day of the last class meeting and are not subject to the Final Examination Schedule nor to the No-Test Days Policy.

Laboratory exams are to be given during the hour assigned on the test period schedule.

Finals for 4-credit and 5-credit classes will be given according to the MWF schedule.

If class does not start at a time designated in the final exam week schedule, the final will be given at the closest previous time.

**Broadcast and Online Course Finals**
Regional Campus daytime broadcast courses should follow the published final schedule, unless given in Campus testing centers. Finals for all evening broadcast courses beginning after 4:30 p.m. should be given during the first scheduled broadcast meeting of finals week. Online course finals should be given anytime during the finals week. All course finals are expected to be finished by 5:00 p.m. on the last day of the session/semester.

**Test Center Finals**
Finals given in campus testing centers must be submitted to Testing Services at least two (2) business days prior to the exam. Students are encouraged to schedule exams as early as possible. Exams should allow students a minimum two-day window and be scheduled as follows to minimize conflicts and meet demand. This window of time must include the time for which the final exam would be given according to the Final Examination Schedule.

<table>
<thead>
<tr>
<th>First Class Meeting Day</th>
<th>Final Exam Days</th>
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<tbody>
<tr>
<td>Monday</td>
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<tr>
<td>Online</td>
<td>Monday - Friday</td>
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</table>

**Excessive Finals on One Day**
Students who have three or more finals scheduled during one day and who desire to have one of those tests moved to another day during the final exam period must: (1) obtain a copy of their official registration that is dated no more than 7 days prior to the beginning of the first test day, and (2) seek permission from one of the instructors to change the hour of their final examination. Adverse decisions from all instructors may be appealed through the deans of the colleges involved.

**Common Finals Not Otherwise Scheduled**
These must be arranged by department heads and staff members who teach multiple sections of the same class. The college deans (who plan to use the open periods for multiple-section class tests) will assign a member or members of the applicable department to clear the time for their tests with the Scheduling Office (797-1015). Room must be cleared by midterm for multiple-section tests.

**NO-TEST DAYS POLICY FOR FALL AND SPRING SEMESTERS**
For classes that meet for a full semester, a five-day period designated as “no-test” days precedes final examinations. During this time, no major examinations, including final examinations, will be given in order that students may concentrate on classwork, the completion of special assignments, writing projects, and other preparation for duly scheduled final examinations. Approved exceptions include: final papers, weekly chapter quizzes, quizzes, projects, examinations associated with a lab that does not meet during final examinations, and final examinations for broadcast courses. The No-Test Days Policy does not apply to classes that are part of a 7-week session or to classes offered during the summer term.

Where possible, it is highly recommended that due dates for papers, projects, or assignments that are worth a significant portion of a student’s grade have deadlines that occur the week prior to No-Test Days and two weeks prior to final examinations. This will not only honor the spirit of no-test days, but will also allow faculty more flexibility to grade these assignments before final grades are due.