Minutes

Present: Paul Barr, Chair, Provost’s Office
Mateja Savoie Roskos, College of Agriculture and Applied Sciences
Nicholas Morrison, Caine College of the Arts and Curriculum Subcommittee Chair
Kat Oertle, Emma Eccles Jones College of Education and Human Services
Matt Sanders, College of Humanities and Social Sciences
Dan Coster, College of Science
Lee Rickords, General Education Subcommittee Chair
Shana Geffeney, Statewide Campuses
Robert Heaton, University Libraries
Richard Cutler, Graduate Council
Alex Braeger, Graduate Studies Senator
Fran Hopkin, Registrar’s Office
Michele Hillard, Secretary
Harrison Kleiner, GE Assessment
Sami Ahmed, President USUSA
Robyn Peterson, Catalog Editor

Absent: Timothy Taylor, College of Engineering
Chenese Boyle, Academic and Instructional Services
Lucas Stevens, USUSA Executive Vice President
Jason Marshall, USU Eastern
Renee Galliher, Academic Standards Chair
Mike Conover, S.J. & Jessie E. Quinney College of Natural Resources
Sterling Bone, Jon M. Huntsman School of Business

Guests: N/A

I. Approval of 30 July 2020 and 3 September 2020 Minutes
Minutes approved as distributed.

II. Subcommittee Reports
   a. Curriculum Subcommittee (Nicholas Morrison)
      Motion to approve the Curriculum Subcommittee report made by Nick Morrison.
Course Approvals – 131

Program Proposals

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

Request from the College of Humanities and Social Sciences to change the name of the Center for Women and Gender to the Center for Intersectional Gender Studies and Research.

Request from the Center for Intersectional Gender Studies and Research in the College of Humanities and Social Sciences to create a Certificate of Proficiency in Inclusive Leadership.

Request from the Center for Intersectional Gender Studies and Research in the College of Humanities and Social Sciences to create a Minor in Intersectional Gender Studies.

Request from the Center for Intersectional Gender Studies and Research in the College of Humanities and Social Sciences to create a Minor in Sexuality Studies.

b. Academic Standards Subcommittee (Renee Galliher)

Minutes – No meeting held.

c. General Education Subcommittee (Lee Rickords)

Minutes – September 15, 2020

Motion to approve the General Education Subcommittee report made by Lee Rickords. Seconded by Nick Morrison. Report approved.

The accreditors response to the General Education Assessment went well. An ad hoc committee focused on Gen Ed Assessment is being led by Harrison Kleiner. The committee is evaluating at what is needed by the students regarding communication skills. The communication literacy courses are not currently being assessed in the General Education assessment because they do not have outcomes articulated like other courses.

III. Other Business

T-Grade Option – Adam Gleed

Provide temporary grade option. Adam will send a list to all colleges with courses that would be appropriate for this grade. The colleges will work with their departments to review the list. The submissions will come back to Adam no later than October 23 and he will then bring this information forward to the Curriculum Committee and the EPC Committee for approval.

Robyn Peterson - Been looking at course justifications, they vary widely on the information that is provided. Is there a standard that Curriculum and EPC would like to see? Nick Morrison, Curriculum Committee Chair does not have any problem with the information that is already being provided. Are there any accreditation barriers that we need to take care of? Is the justification internal? Providing a little more input and instruction to the faculty of what is being requested/required. Uniform clarity across the board would make sense and provides more understanding of what is being requested. Have a two to three sentence approach or set a character limit in the Curriculog justification field.
Revised EPC/Curriculum Handbook
Moved to the November EPC Committee meeting. Not able to discuss at the Curriculum Committee.

Course Objectives (email - minutes)
Moved to the November EPC Committee meeting. Not able to discuss at the Curriculum Committee.

Graduate School – currently working on repairing and updating the admissions process. Working on the graduate student health insurance. Last year the university sustained a large increase in premiums for graduate student insurance. The Graduate School is currently preparing a proposal for bids and the process is well underway. One of the casualties in this change is that dependents may not be covered, however, the update may increase coverage to dental insurance for the grad student. The Graduate School is also working on communication and improving the dialogue.

Adjourn: 4:00
1. **Program Proposals**

The Department of Computer Science in the College of Science proposes offering five CARES funding certificates as follows:

1. Computer Science Teaching Certificate: Level 1
2. Computer Science Teaching Certificate: Level 2
3. Computer Science Software Development Certificate
5. Computer Science Cloud Computing Certificate
Motion to approve the five certificates made and seconded. Proposal approved pending minor revisions including adding Computer Science to the title in 3, 4, & 5.

Adjourn: 2:45 pm
EDUCATIONAL POLICIES COMMITTEE MINUTES
3 September 2020
3:00 – 4:00 p.m.
Zoom Meeting

Minutes

Present:  Paul Barr, Chair, Provost’s Office
          Mateja Savoie Roskos, College of Agriculture and Applied Sciences
          Nicholas Morrison, Caine College of the Arts and Curriculum Subcommittee Chair
          Sterling Bone, Jon M. Huntsman School of Business
          Kat Oertle, Emma Eccles Jones College of Education and Human Services
          Matt Sanders, College of Humanities and Social Sciences
          Mike Conover, S.J. & Jessie E. Quinney College of Natural Resources
          Dan Coster, College of Science
          Renee Galliher, Academic Standards Chair
          Lee Rickords, General Education Subcommittee Chair
          Shana Geffeney, Statewide Campuses
          Robert Heaton, University Libraries
          Jason Marshall, USU Eastern
          Richard Cutler, Graduate Council
          Lucas Stevens, USUSA Executive Vice President
          Alex Braeger, Graduate Studies Senator
          Fran Hopkin, Registrar’s Office
          Chenese Boyle, Academic and Instructional Services
          Michele Hillard, Secretary
          Harrison Kleiner, GE Assessment

Absent:  Timothy Taylor, College of Engineering
          Sami Ahmed, President USUSA
          Robyn Peterson, Catalog Editor

Guests:  N/A

I.  Approval of 2 April 2020 Minutes.
    Renee Galliher – Lee Rickords

II.  Subcommittee Reports

a.  Curriculum Subcommittee (Nicholas Morrison)
    Motion to approve the Curriculum Subcommittee report made by Dan Coster.
    Course Approvals – 26 (some minor revisions)
Program Proposals
Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to add Interventions for Secondary Students’ as a new specialization within the existing Master of Education in Curriculum and Instruction.

Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to add Interventions for Secondary Students as a new specialization within the existing Master of Science in Curriculum and Instruction.

Request from the Department of Languages, Philosophy and Communications Studies in the College of Humanities and Social Sciences to restructure the department. Resulting in two departments, specifically the Department of World Languages and Cultures and the Department of Communication Studies and Philosophy.

b. Academic Standards Subcommittee (Renee Galliher)
Minutes – No meeting

c. General Education Subcommittee (Lee Rickords)
Minutes – 21 April 2020

Motion to approve the General Education Subcommittee minutes made by Richard Cutler. Seconded by Nick Morrison. Minutes approved.

Great news on the accreditation front. USU has been cleared and Northwest has accepted USU’s plan as satisfactory for the previous deficiencies. USU has received a green light to move forward.

III. Other Business
Learning objectives for new course approvals. How do we put in a course description that accurately describes the course? We should have this information included in Curriculog. The syllabus requirement was taken out about two years ago. It was decided that as long as departments were reviewing the syllabi that the Curriculum/EPC committees did not need to see them. Learning objectives are required, however, for new course approvals. New syllabi do not need to be uploaded in Curriculog.

Fran Hopkin spent some time talking about the new deadline/timelines. These dates can be viewed on the home page of Curriculog. Deadlines are October for Spring semester. If the update is for Summer or Fall the deadline is February. Requests need to be at the EPC/Curriculum meetings for October and February.

Calendar committee is looking at making changes for the solution to Spring break. The Stabilization Task Force has asked to look at how we can move forward with Spring semester. We start the semester with two three-day weekends where mostly everyone travels. The equally large issue is the spring break. Concern is having students travel and then come back on campus. Working on alternatives to keep students and staff safe. The proposed solution is to start one week late. Students would not start Spring semester until after Martin Luther King Day. Starting late would eliminate spring break. Students and some faculty are distressed about not having spring break. We are nearing a point where we have enough support. It is not unanimous, but it looks like we can finalize the schedule. It is not likely to have consensus on this, but they understand that something needs to be done and there is no ideal solution.
The majors’ meetings are becoming more active and more is being asked of them. Met to discuss transfer/articulation. In particular, the goal was to try to get institutions on the same page as how they would articulate tests for incoming students and there is a lot of variation among institutions. Students are clever and will play institutions off each other. There is wisdom in getting the faculty and programs together to set guidelines for articulation. Some majors are completed and then there are still some who are having some issues. Some have been pushed out until next year when we would be able to make those decisions.

Introduction of Richard Cutler. He is the new Interim Vice Provost of the School of Graduate Studies. The office is currently working on problems with the admissions office. Currently at the last stages of interviewing candidates to help with the backlog and upcoming onslaught and focusing on communication efforts. Grad Student health insurance has taken a big hit. The students took a 27% hit on their premiums. Looking to solicit new bids for insurance. Coverage of dependents is incredibly expensive, and it is likely to go away. For the individual grad student insurance may be expanded.

We will need to look this year at transfer students and the ease with which they can transfer from one institution to another. Some of our funding comes from completion and having students transfer like this could cause problems. Two-year institutions only get credit if they get a student through completion. When a student transfers to a four-year institution our programs have 3XXX and 4XXX level classes within those first two years. Students end up having excess credits that do not count towards the degree. USHE is looking at seeing how we can help them transfer and get credit for everything they have done.

Adjourn: 4:00 pm
Proposition Information

Instructions for Completing R401:

- Writing Guidelines/Suggestions
- USHE R401 Policy

Contact Information

Paul Barr: Vice Provost (797-0718)

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

Step 2: Complete the R401 Full Template which can be downloaded from the following location: http://www.usu.edu/epc/forms/.

Step 3: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

  Select the College(s) this proposal involves.
  Select the Department(s) this proposal involves.

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Step 4: **Attach** completed R401 Full Template to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 5: **Submit**

Click on the save all changes button below.

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

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information:
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| Proposed Title* | Center for Intersectional Gender Studies and Research |

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

CIP Code (6-digits)  05.0299

Minimum Number of Credits (if applicable)*

Maximum Number of Credits (if applicable)*

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

Request

Step 4: Select the Type of Change Being Requested.

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

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

Administrative Unit Changes:
- New Administrative Units
- Administrative Unit Transfer
- Administrative Unit Restructure
- Administrative Unit Consolidation
- Reinstatement of Previously Suspended Administrative Units
Section I: The Request

R401 Purpose* We are requesting to change the name of the Center for Women and Gender to the Center for Intersectional Gender Studies and Research. This new identity was approved in 2019 following an extensive assessment of existing programs and a review of programs at peer and leading institutions by a university appointed taskforce. The re-naming of the Center will bring USU’s gender programs in line with programming at peer and leading institutions and will reflect advances in the field of gender studies. This re-naming will support an expansion of opportunities for faculty and student engagement, a reinvigorated and rigorous curriculum for students, and new outreach efforts to students and faculty across USU’s statewide campuses.

Section II: Program Proposal
The newly named Center is an academic program that will be housed in the College of Humanities and Social Sciences. The renamed academic program will include several new efforts aimed at supporting outstanding research and teaching at USU, including faculty fellowship programs and three new academic programs at the undergraduate level (detailed in related proposals).

In February 2019, USU established a taskforce to evaluate the current state of USU’s gender studies programming. The taskforce, which included faculty, staff and administrators, was charged with assessing existing programs and developing a vision for increasing the impact of gender studies and research at USU. The taskforce’s recommendations were informed by an exhaustive review of programs at peer and leading institutions and broad engagement with faculty, staff and students across USU campuses. This work guided the re-naming of the Center, the development of new programs, and the design of new curriculum.

The new identity of the Center reflects advances in the field of gender studies including a focus on interdisciplinary teaching and research centered on the concept of intersectionality. The re-energized mission of the Center is to advance interdisciplinary research, support inclusive teaching practices, and provide state-of-the-art instruction through each of our three academic programs (two minors and a Certificate of Proficiency program).

There is growing labor market demand for professionals who are able to think critically and solve complex problems. National and state-level surveys of employers reveal that these skills are more important than major or specific technical skills and know-how. Employers also increasingly seek those who can support their equity and inclusion efforts and who are able to meaningfully engage with others across demographic boundaries. In this labor market context, interdisciplinary training in intersectional gender studies will prepare students to compete for high skilled jobs across a range of sectors and professions.
Consistency with Institutional Mission & Institutional Impact

USU's mission includes cultivating diversity of thought and culture. Core curricular areas of the minors include: (1) race/ethnicity and indigenous studies; (2) gender, sexuality and the body; (3) global and transnational issues; and (4) science, technology and the environment. Core thematic areas of the Inclusive Leadership Certificate of Proficiency include: (1) community engaged leadership; (2) understanding conflict, power and difference; and (3) inclusive leadership skills and perspectives. By providing students with interdisciplinary training across these thematic areas, this program will prepare students to think critically about social, political and economic issues that they confront as citizens, workers and scholars.

USU's land-grant mission also prioritizes student-centered academic programs. All academic programs supported by the Center will be available to faculty and students on the Logan campus and across USU's statewide campuses. All required courses and a sufficient number of electives for all three programs will be available to students through face-to-face and online instructional formats, providing outstanding instruction to students across the state.

USU's mission also includes serving the public through learning, discovery and engagement. By preparing our students to think critically about social inequality, cultural forces, social relations and history, this program will support equity and inclusion across Utah's private, public and non-profit sectors.

Finances

All three academic programs housed in the Center will be created using core courses already offered through the Center for Intersectional Gender Studies and Research (formerly the Center for Women and Gender) and existing courses across a wide range of departments and colleges. No new financial resources are required.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

Curriculum for new academic programs will be submitted in separate proposals.

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

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
# CHASS - Center for Intersectional Gender Studies & Research - Inclusive Leadership - Certificate of Proficiency

## 4.1.a R401 Abbreviated Program Proposal

### Proposal Information

**Instructions for Completing R401:**

- [Writing Guidelines/Suggestions](#)
- [USHE R401 Policy](#)

**Contact Information:**

Paul Barr: Vice Provost (797-0718)

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

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

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### Step 3: Enter the Correct CIP Code Using the Following Website: [Classification](#)
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Request

**Step 4: Select** the Type of Change Being Requested.

**New Programs:**
- [ ] Certificates of Completion
- [X] Certificates of Proficiency
- [ ] Certificates of Proficiency - except Institutional Certificates
- [ ] Emphases within an Approved Degree
- [ ] Institutional Certificates of Proficiency
- [ ] K-12 Endorsements
- [ ] Minors
- [ ] Post-Baccalaureate and Post-Masters Certificates
- [ ] Other

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

**Administrative Unit Changes:**
- [ ] New Administrative Units
- [ ] Administrative Unit Transfer
- [ ] Administrative Unit Restructure
- [ ] Administrative Unit Consolidation
- [ ] Reinstatement of Previously Suspended Administrative Units
R401 Purpose* We are requesting permission to create a Certificate of Proficiency in Inclusive Leadership. The program relies on a core course (IGS 3010: Inclusive Leadership & Community Engagement) offered by the Center for Intersectional Gender Studies and Research as well as existing courses across a wide range of departments, programs and colleges. The certificate will provide students in any major with enhanced professional training in the areas of inclusion, leadership and community engagement.
Several USU programs offer courses or minors in topics related to leadership, including leadership and management, team leadership, instructional leadership, and communication and leadership. Similarly, several programs offer training in areas relevant to inclusion, diversity and equity, including social inequality, ethnic conflict, civil rights and multicultural psychology. USU currently has no programs that merge these areas to provide interdisciplinary training for students at the intersection of leadership and inclusion.

A Certificate of Proficiency in Inclusive Leadership will prepare students to lead in an increasingly diverse and global world. This program is appropriate for students planning careers in the public, private and non-profit sectors. Students will develop grounding in inclusive leadership principles, theories and research and gain valuable communication, collaboration and community engagement skills and experience. This program was developed with significant input from students and faculty across campus who believe that such a program is needed to enhance the professional skills and leadership potential of USU students.

There is growing demand among employers for professionals who can support their diversity and inclusion efforts. A majority of employers identify “working well with diverse peers” and “solving complex problems” as among the most important skills of new hires. Furthermore, recent college graduates increasingly prioritize an employers’ commitment to equity and inclusion when seeking employment. In this labor market context, interdisciplinary training in Inclusive Leadership will support our students’ commitment to inclusion and equity and prepare them to compete for high skilled jobs in the public, private and non-profit sectors. Many USU graduates will pursue careers that require inclusive leadership and community engagement skills, and a certificate that serves the needs of all majors will enhance our graduates' success in seeking jobs and sustaining careers.

USU’s mission includes cultivating diversity of thought and culture. Core curricular areas of the certificate program include: (1) community engaged leadership; (2) understanding conflict, power and difference; and (3) inclusive leadership skills and perspectives. By providing students with interdisciplinary training across these three areas, this program will prepare students for leadership in an increasingly diverse and global professional landscape. USU’s land-grant mission also prioritizes student-centered academic programs.

The Inclusive Leadership Certificate of Proficiency will provide training to students on the Logan campus and across the statewide campuses. The certificate will be available to students through face-to-face courses as well as online, providing outstanding instruction to students across the state. USU's mission also includes serving the public through learning, discovery and engagement. By preparing students for leadership and community engagement, this program will support equity and inclusion across Utah's private, public and non-profit sectors.
Finances* This certificate program will be created using a core course offered through the Center for Intersectional Gender Studies and Research (IGS 3010: Inclusive Leadership & Community Engagement) and existing courses across a wide range of departments and colleges. No new financial resources are required.

Section III: Curriculum (if applicable)

Program Curriculum Narrative The Inclusive Leadership certificate will be housed and administered by the Center for Intersectional Gender Studies and Research in the College of Humanities and Social Sciences. However, the certificate will include courses from a variety of programs and departments in CHaSS and across campus so as to provide students from any major an opportunity to pursue training through this program.

The certificate has one core course as well as two additional skill-based requirements. The core course (IGS 3010: Inclusive Leadership & Community Engagement) will provide students with breadth and depth in theories and practices related to inclusive leadership. Students must select two skills-based courses from a range of courses related to oral and written communication and analytics, including technical communication, intercultural communication, writing for the workplace, data analytics and business communication. Students must then select one course from each of three thematic clusters: (1) Community Engaged Leadership; (2) Understanding Conflict, Power and Difference; and (3) Inclusive Leadership Skills & Perspectives. Courses within each cluster are drawn from a range of disciplines, including management, communication studies, political science, sociology and environmental studies.

The structure of this certificate program will prepare students for inclusive leadership irrespective of their major or career plans. Students can build upon their major or explore courses and topics outside of their major to build a more interdisciplinary program of study. Students who have yet to declare a major can use the certificate requirements to explore programs across campus.

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

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your
proposal.
**CHASS - Center for Intersectional Gender Studies & Research - Intersectional Gender Studies - Minor**

**4.1.a R401 Abbreviated Program Proposal**

**Proposal Information**

**Instructions for Completing R401:**

- [Writing Guidelines/Suggestions](#)
- [USHE R401 Policy](#)

**Contact Information:**
Paul Barr: Vice Provost (797-0718)

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

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

- Select the College(s) this proposal involves.
- Select the Department(s) this proposal involves.

**COLLEGE (include all cross listed colleges)***

- CHASS

**DEPARTMENT (include all cross listed departments)***

- Center for Intersectional Gender Studies & Research

**Current Title (if applicable)***

- NA

**Proposed Title***

- Intersectional Gender Studies - Minor

**Step 3:** Enter the Correct CIP Code Using the Following Website: Classification
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**Request**

**Step 4: Select** the Type of Change Being Requested.

**New Programs:**
- Certificates of Completion
- Certificates of Proficiency
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- Emphases within an Approved Degree
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- Other

**Existing Program Changes:**
- Program Transfer
- Program Restructure
- Program Consolidation
- Program Suspension
- Program Discontinuation
- Program Name Change
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- Other

**Administrative Unit Changes:**
- New Administrative Units
- Administrative Unit Transfer
- Administrative Unit Restructure
- Administrative Unit Consolidation
- Reinstatement of Previously Suspended Administrative Units
Section I: The Request

R401 Purpose* We are proposing the creation of a minor in Intersectional Gender Studies (IGS). The program relies on core courses offered by the Center for Intersectional Gender Studies and Research as well as existing courses across a wide range of programs, departments and colleges. The minor will provide students with depth and breadth training in the field of gender studies.

Section II: Program Proposal
The IGS minor will replace the minor in Women and Gender Studies. On the recommendation of the gender studies taskforce, USU re-imagined its gender studies programming and renamed the Center for Women and Gender as the Center for Intersectional Gender Studies. The taskforce based its recommendations in part on a review of programs at peer and leading institutions, and this review has guided the development of the curriculum for the new IGS minor. The curriculum was developed by a curriculum committee consisting of faculty and instructors from a range of disciplines and colleges with expertise in gender studies and related fields.

An IGS minor will offer students breadth and depth training in the interdisciplinary field of gender studies. The interdisciplinary program will train students to think critically about gender inequality at the intersection of race, ethnicity, social class, gender identity/expression and sexual identity. Students completing the minor will have the opportunity to take courses across a range of disciplines, including anthropology, English, history, sociology, political science, psychology, education and biology.

A second minor within the Center’s academic programs in Sexuality Studies has also been developed and proposed. While one of the four elective clusters for the IGS minor (Cluster #2: Gender, Sexuality & the Body) overlaps with electives offered for the Sexuality Studies minor, these courses are not required to complete the IGS degree. The two minors are complementary but distinct. While the IGS minor will provide a broad overview of the field of gender studies, the Sexuality Studies minor will provide depth in a single concentrated area of study.

There is growing demand among employers for professionals who are able to think critically and solve complex problems. National and statewide employer surveys reveal that these skills are more important than major or specific technical skills and know-how. Employers also increasingly seek those who can support their equity and inclusion efforts and who are able to meaningfully engage and collaborate with individuals across demographic and social boundaries. In this context, in-depth interdisciplinary training in intersectional gender studies will prepare students to compete for high skilled jobs across a range of sectors and professions.
USU's mission includes cultivating diversity of thought and culture. Core curricular areas of the minor include: (1) race/ethnicity and indigenous studies; (2) gender, sexuality and the body; (3) global and transnational issues; and (4) science, technology and the environment. By providing students with interdisciplinary training across these four thematic areas, this program will prepare students to think critically about social, political and economic issues that they confront as citizens, workers and scholars.

USU's land-grant mission also prioritizes student-centered academic programs. The IGS minor will be available to students on the Logan campus and across USU's statewide campuses. All required courses and a sufficient number of electives will be available to students through face-to-face and online instructional formats, providing outstanding instruction to students across the state.

USU's mission also includes serving the public through learning, discovery and engagement. By preparing students to think critically about social inequality, social relations, culture and history, this program will support equity and inclusion across Utah's private, public and non-profit sectors.

The IGS minor will be created using core courses already offered through the Center for Intersectional Gender Studies and Research as well as existing courses offered across a wide range of programs, departments and colleges. No new financial resources are required.

**Section III: Curriculum (if applicable)**
The IGS minor will be housed and administered by the Center for Intersectional Gender Studies and Research in the College of Humanities and Social Sciences. However, the minor will include elective courses from a variety of programs and departments in CHaSS and in other colleges across campus so as to provide students from any major an opportunity to pursue training through this program.

To complete the minor, students must complete 18 credits of coursework, including three required core courses and one course from three out of four thematic clusters. The three required courses include an introductory, applied and theory-based course. The first required course is an introductory course (IGS 1010: Introduction to Intersectional Gender Studies) that will expose students to a broad survey of the field. The second core course (IGS 3010: Inclusive Leadership & Community Engagement) provides students with exposure to the ways in which intersectional research and theory are applied in organizational contexts. The final required course (IGS 4010: Intersectional Gender Theory) exposes students to a range of theoretical perspectives within the field of gender studies.

In addition to required courses, students must select one course from three of the four thematic clusters: (1) Race, Ethnicity & Indigenous Studies; (2) Gender, Sexuality & the Body; (3) Global & Transnational Issues; and (4) Science, Technology and the Environment. Courses within each cluster are drawn from a range of disciplines, including history, religious studies, sociology, political science and environmental studies.

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

**Step 6: Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
CHASS - Center for Intersectional Gender Studies & Research - Sexuality Studies - Minor

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information:
Paul Barr: Vice Provost (797-0718)

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

<table>
<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)*</th>
<th>CHASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Center for Intersectional Gender Studies &amp; Research</td>
</tr>
<tr>
<td>Current Title (if applicable)*</td>
<td>NA</td>
</tr>
<tr>
<td>Proposed Title*</td>
<td>Sexuality Studies - Minor</td>
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</table>

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

<table>
<thead>
<tr>
<th>CIP Code (6-digits) *</th>
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</thead>
<tbody>
<tr>
<td>Minimum Number of Credits (if applicable)*</td>
<td>18</td>
</tr>
<tr>
<td>Maximum Number of Credits (if applicable)*</td>
<td>0</td>
</tr>
<tr>
<td>Type of Degree: (BA, BS, etc.)*</td>
<td>Minor</td>
</tr>
</tbody>
</table>

**Request**

**Step 4: Select** the Type of Change Being Requested.

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

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

**Administrative Unit Changes:**
- New Administrative Units
- Administrative Unit Transfer
- Administrative Unit Restructure
- Administrative Unit Consolidation
- Reinstatement of Previously Suspended Administrative Units
Section I: The Request

**R401 Purpose** We are proposing the creation of a minor in Sexuality Studies. The program will rely on core courses offered by the Center for Intersectional Gender Studies and Research as well as elective courses across a wide range of programs, departments and colleges. The minor will provide students with depth and breadth training in the field of sexuality studies.

Section II: Program Proposal
On the recommendation of a gender studies taskforce, USU re-imagined its gender studies program and re-named the Center for Women and Gender as the Center for Intersectional Gender Studies. The taskforce based its recommendation on a review of programs at peer and leading institutions and this review has guided the development of the curriculum for the new Center. Among USU’s ten peer institutions, eight offer academic degrees in sexuality studies, queer studies and/or LGBTQ+ studies. Among the top twelve nationally ranked gender studies programs in the U.S., eleven offer degrees in sexuality studies, queer studies and/or LGBTQ+ studies. The proposed curriculum was developed by a curriculum committee consisting of faculty, instructors and students from a range of disciplines and colleges with expertise in gender and sexuality studies.

A Sexuality Studies minor will offer students interdisciplinary training in the study of sex, gender and sexuality. Students will gain mastery of the history of human sexuality and the formation of sexual identity and sexual expression across the life course. The interdisciplinary program will train students to think critically about sexuality at the intersection of race, ethnicity, social class, gender identity and gender expression. Students completing the minor will have the opportunity to take courses across a range of disciplines, including anthropology, religious studies, political science and history.

A second minor (in Intersectional Gender Studies/IGS) within the Center’s academic programs has also been developed and proposed. While one of the four elective clusters for the IGS minor (Cluster #2: Gender, Sexuality and the Body) overlaps with the electives offered for the Sexuality Studies minor, these courses are not required to complete the IGS degree. The two minors are complementary but distinct. While the IGS minor will provide a broad overview of the field of gender studies, the Sexuality Studies minor will provide depth in a single concentrated area of this field.

There is growing demand among employers for professionals who are able to think critically and solve complex problems. National and statewide employer surveys reveal that these skills are more important than major or specific technical skills and know-how. Employers also increasingly seek those who can support their equity and inclusion efforts and who are able to productively collaborate with individuals across demographic, social and identity-based boundaries. In this labor market context, in-depth interdisciplinary training in sexuality studies will prepare students to compete for high skilled jobs across a range of sectors and professions.
USU’s mission includes cultivating diversity of thought and culture. By providing students with interdisciplinary training, this minor will prepare students to think critically about social, political and economic issues that they confront as citizens, workers and scholars.

USU’s land-grant mission also prioritizes student-centered academic programs. The Sexuality Studies minor will be available to students on the Logan campus and across USU’s statewide campuses. The required courses and a sufficient number of electives will be available to students via face-to-face and online instructional formats, providing outstanding instruction to students across the state.

USU’s mission also includes serving the public through learning, discovery and engagement. By preparing our students to think critically about social inequality, history, identity and culture, this program will support equity and inclusion across Utah’s public, private and non-profit sectors.

This minor will be created using existing courses offered through the Center for Intersectional Gender Studies and Research. Elective courses will include existing courses offered across a wide range of programs, departments and colleges. No new financial resources are required.

The Sexuality Studies minor will be housed and administered by the Center for Intersectional Gender Studies and Research in the College of Humanities and Social Sciences. However, the minor will include elective courses from a variety of programs and departments in CHaSS and across campus so as to provide students from any major an opportunity to pursue a degree in this program.

To complete the minor, students must complete eighteen credits of coursework, including two required courses and four elective courses. The two required courses include an introductory and theory-based course. The first required course is an introductory course (IGS 1010: Introduction to Intersectional Gender Studies) that will expose students to a broad survey of the field of gender and sexuality studies. The second core course (IGS 5910: Intersectional Feminist Theories) will provide students with exposure to competing perspectives and ongoing debates related to gender and sexuality.

In addition to core required courses, students can select four elective courses from a broad range of disciplines, including anthropology, art history, English, human development and family studies, sociology and education.

Step 5: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.
Step 6: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
Call to Order – Lee Rickords

Approval of Minutes – April 21, 2020
Motion to approve the April 21, 2020 minutes made by Bob Mueller. Seconded by Thomas Fronk. Minutes approved as distributed.

Course Approvals/Removals/Syllabi Approvals
https://usu.curriculog.com/

ARTH 3250 (CI) APPROVED.......................... Robert Mueller
Motion to approve made by Bob Mueller. Seconded by David Wall.
ARTh 3615 (CI) APPROVED ................................................................................ Robert Mueller
Motion to approve made by Bob Mueller. Seconded by David Wall.
Course title in Curriculog was misspelled (Needs to be corrected.)

ARTh 3250 (DHA - Arts) APPROVED .......................................................... Charlie Huenemann
Motion to approve made by Charlie Huenemann. Seconded by Greg Podgorski.

ARTh 3615 (DHA - Humanities) APPROVED ............................................... Charlie Huenemann
Motion to approve made by Charlie Huenemann. Seconded by Greg Podgorski.

HIST 3350 (DHA - Humanities) APPROVED ................................................ Charlie Huenemann
Motion to approve made by Charlie Huenemann. Seconded by Greg Podgorski.

HIST 4660 (DHA - Humanities) APPROVED ................................................ Charlie Huenemann
Motion to approve made by Charlie Huenemann. Seconded by Greg Podgorski.

HIST 3660 (DHA - Humanities) APPROVED ................................................ Charlie Huenemann
Motion to approve made by Charlie Huenemann. Seconded by Greg Podgorski.

SOC 3340 (DSS) APPROVED APProved ......................................................... Ryan Bosworth
Motion to approve made by Ryan Bosworth. Seconded by Matt Sanders.

Business

Update on the Northwest Accreditation Response .......................................Harrison Kleiner

While the expectation was that USU would be on a probationary status, we actually received a clean bill of health. This was the first time this has ever occurred. Gen Ed assessment is ongoing, and they expect that USU will continue with this process. Michael Torrens and Harrison will be writing a report in preparation for the peer site visit in January. This will just need to be an update on USU's process, rather than a response to the accreditation.

Update from USHE Gen Ed Task Force ............................................................Harrison Kleiner

There is now a USHE Board Transfer Council on USHE. They are leaning in on facilitating ease of transfer throughout the USHE system. USHE uses a common course number across its system for higher education. There is also a push to make sure 3000 level courses are not in the first 2 years of a major’s plan of study to ease transfer issues from 2 years schools in the USHE system.

There will also be a push to standardize the number of credits required in General Education. USU is on the low end of the required GE credits as mandated in R470. There are requirements for graduation unique to some Utah universities. These unique requirements cause transfer headaches to students. Gen Ed Subcommittee and USU will need to be prepared for mandates to come from USHE regarding Gen Ed requirements and other standards to be added to university requirements.

This should not affect our depth requirements. It may affect other designations, however. We don't know the number of Gen Ed credits that will be required by USHE, but it may be around
the range of 33-36. These credits can be taken and completed in the first two years of the curriculum.

John Mortensen added that Gen Ed and University Studies at USU used to be interchangeable. It used to be that students couldn't transfer without completing both. USU then split out Gen Ed and University Studies. USU used to require a computer literacy component to make sure students could get to the required 30 credits of university studies. Any additional required Gen Ed courses may add to these university studies requirements. Exploratory advising was a band-aide until there was a better solution. However, it has remained a part of USU’s options for a long time.

Harrison expressed that it was beneficial to have university studies separate from Gen Ed. Having standardized requirements across the system will be good for students. It is important to keep Gen Ed as part of the quality education for students. Changes to requirements will happen sooner than later, possibly this year. No timeline was provided by USHE.

John stated that at U of U, they have a requirement that in Gen Ed, students have to take three courses in one area such as Arts and Humanities, and the university has a list of what can fulfill that requirement. They also have a credit requirement for Life and Physical Sciences with a list of courses to fulfill that requirement, some of which are 2000 and 3000 level courses.

Mykel Beorchia said that as she works with exploratory students, she finds that students have different issues, so should we ask different types of questions, such as how intentional are we about helping students choose a major? Transferring (to other universities) is not always what gets in the way of student success. Choosing a major is a real problem for students. It may be less about getting numbers (of credits) lined up but more about student development, such as identifying who they are and having experiences that help them connect to a major.

Harrison stated that transfers can slow students down but it doesn’t speak to the larger problem of students being intentional about choosing a major. Easing transfer burdens is still the focus of this USHE Transfer Committee.

John pointed out that transfer students have an advantage. Students who get a 4.0 as sophomores don’t get a scholarship at USU, but if they transfer to USU, they can get a guaranteed scholarship. Students who transfer get rewarded for transferring in, but students who stay do not. There is a disconnect in that reward system.

Harrison stated that the Gen Ed Task Force has helped Regents understand the value of General Education.

A question arose about a project started previous to Covid on using artifacts and evidence to help evaluations. Harrison explained that there was initially a drive to get artifacts from quizzes and exams to help evaluations, but that became a large technical difficulty to pull out those artifacts from courses. Last year was a learning year, but software and technological providers promised that this could happen. Harrison stated that he doesn’t believe they will make it happen. There was some effort to pull artifacts by some area committees, but the focus of the project became more about refining the process than finding the artifacts to generate assessments. He’d like to shift the timeline to January rather than May to accomplish this so that the area committees won’t lose sight of the goal.
Covid interrupted the process to pull out examples from syllabi and proposals to generate outcomes for what designations accomplish. Harrison is working with CI committees in each college to develop these items.

Adjourn 9:04 p.m.
CURRICULUM SUBCOMMITTEE MINUTES
1 March 2018

A meeting of the Curriculum Subcommittee of the Educational Policies Committee was held on 1 March 2018 at 2:00 pm in Old Main 136 (Champ Hall Conference Room).

Present: Edward Reeve for Vijay Kannan, Chair, Jon M. Huntsman School of Business
Brian Warnick, College of Agriculture and Applied Sciences
Scott Hunsaker, Emma Eccles Jones College of Education and Human Services
Dean Adams, College of Engineering
Matt Sanders, College of Humanities and Social Sciences
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Richard Mueller, College of Science
Scott Henrie, USU-Eastern
Ed Reeve, Provost’s Office, Chair, EPC
Geneva Harline, Graduate Council
Anuj Khasgiwala, Graduate Studies Senator
Jessica Hansen, Academic and Instructional Services
Fran Hopkin, Registrar’s Office
Barbara Williams, Catalog Editor
Michele Hillard, Secretary
Nicholas Morrison, Caine College of the Arts
Clint Pumphrey, Libraries
Blake Harms, USUSA Executive Vice President

Excused: Michelle Fleck, USU-Eastern
TBD, Regional Campuses

Visitors: Kenneth Larsen, Academic and Instructional Services

1. Approval of 1 February 2018 Minutes
Motion to approve the 1 February 2018 minutes made by Blake Harms. Seconded by Dean Adams. Minutes approved.

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

Motion to approve the proposal made by Nick Morrison. Seconded by Dick Mueller. Proposal approved. Remove ARTH 4845 from list and check on THEA 3555. Fix fonts. Approved pending revisions.

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

College of Agriculture and Applied Sciences
Motion to approve the business of the College of Agriculture and Applied Sciences made by Brian Warnick. Seconded by Dick Mueller. Approved.
ADVS = 1
APEC =
APPR =
ASTE = 12
LAEP =
OPDD =
NDFS = 2
PSC = 3

Caine College of the Arts
Motion to approve the business of the Caine College of the Arts made by Nick Morrison. Seconded by Dick Mueller. Motion to approve pending discussions. Approved.
ART = 5     (ART 4855/4885 – Sally Peterson approved the ART 4885 combination of courses. Frank Hopkin would rather not have courses repurposed. Best to request a new course #. Fran Hopkin come back with recommendations on how to handle this in the future.)
MUSC = 1
THEA =
CCA =

Jon M. Huntsman School of Business
Motion to approve the business of the Jon M. Huntsman School of Business made by Dick Mueller. Seconded by Anuj Khasgiwala. Approved.
ACCT =
BUS =
ECN =
MGT = 3
MIS =

Emma Eccles Jones College of Education and Human Services
Motion to approve the business of the Emma Eccles Jones College of Education and Human Services made by Scott Hunsaker. Seconded by Dean Adams. Approved.
COMD = 9
EDUC =
HDFS = 4 (HDFS 2520 – new course includes new justification. Notes have been added to comments in Curriculog.)
KHS = 1
ITLS =
NURS = 1
PSY = 2 (PSY 5400 – Syllabus?)
SPER = 2
TEAL = 49

College of Engineering
Motion to approve the business of the College of Engineering made by Dean Adams. Seconded by Anuj Khasgiwala. Approved.
BENG = 1
CEE = 3
CS =
ECE = 1
EED = 5
MAE = 9
**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 Blake Harms. Approved.*

ENGL =  
HIST = 5  
JCOM =  
LPCS = 10  
POLS = 1  
SSWA = 3  
IELI =  

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

*Motion to approve the business of the S.J. & Jessie E. Quinney College of Natural Resources made by Claudia Radel. Seconded by Dick Mueller. Approved.*

ENVS =  
WATS = 3  
WILD = 1  
NR =  

**College of Science**

*Motion to approve the business of the College of Science made by Dick Mueller. Seconded by Scott Hunsaker. Approved.*

BIOL = 2  
CHEM = 4  
GEOL = 4  
MATH =  
PHYS = 2  
PUBH = 2  
SCI =  

**Other**

*Motion to approve University business made by Blake Harms. Seconded by Dean Adams. Approved.*

UN –CAS = 3

4. **Other Business**

Syllabus updates – Kenneth Larsen

*Motion to add a section for “course objectives” in the Curriculog form in lieu of attaching a syllabus made by Scott Hunsaker. Seconded by Dick Mueller. Approved.*

What should be included on the syllabus for new courses on Curriculog? Add objectives field to Curriculog and remove the syllabus requirement and attachment. Kenneth provided an overview of Syllabus Tracker. Reviewed templates that are already built and ready to be populated. The template should include appropriate policies. It was recommended that a Fall ETE workshop be set up to discuss utilization of Syllabus Tracker.

Curriculog shutdown – Curriculog forms will be shut down on March 20. All forms in the system must be approved up through EPC/Curriculum. If they are not the forms will be deleted and can be
resubmitted when the system reopens on July 1.

R401 proposal process – Move to April meeting. No time to discuss.

*Adjourn: 3:05 pm*
CURRICULUM SUBCOMMITTEE MINUTES
1 February 2018

A meeting of the Curriculum Subcommittee of the Educational Policies Committee was held on 1 February 2018 at 2:00 pm in Old Main 136 (Champ Hall Conference Room).

Present: Vijay Kannan, Chair, Jon M. Huntsman School of Business
Brian Warnick, College of Agriculture and Applied Sciences
Scott Hunsaker, Emma Eccles Jones College of Education and Human Services
Dean Adams, College of Engineering
Matt Sanders, College of Humanities and Social Sciences
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Richard Mueller, College of Science
Scott Henrie, USU-Eastern
Ed Reeve, Provost’s Office, Chair, EPC
Geneva Harline, Graduate Council
Anuj Khasgiwala, Graduate Studies Senator
Jessica Hansen, Academic and Instructional Services
Fran Hopkin, Registrar’s Office
Barbara Williams, Catalog Editor
Amber Summers-Graham for Michele Hillard, Secretary

Excused: Nicholas Morrison, Caine College of the Arts
Clint Pumphrey, Libraries
Blake Harms, USUSA Executive Vice President
Michelle Fleck, USU-Eastern
TBD, Regional Campuses

Visitors: Charles Carpenter, Department Head, Nutrition, Dietetics and Food Sciences
Xiaojun Qi, Department Head, Computer Science

1. Approval of 4 January 2018 Minutes
Motion to approve the minutes from the 4 January meeting made by Claudia Radel. Seconded by Dean Adams. Minutes approved.

2. Program Proposal
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.
Motion to approve the proposal made by Richard Mueller. Seconded by Geneva Harline. Proposal approved.

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.
Motion to approve the proposal made by Richard Mueller. Seconded by Geneva Harline. Proposal approved.
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. 
Motion to approve the proposal made by Richard Mueller. Seconded by Geneva Harline. Proposal approved.

Request from the Jon M. Huntsman School of Business to establish a Department of Marketing and Strategy. 
Motion to approve the proposal made by Scott Hunsaker. Seconded by Richard Mueller. Proposal approved.

Request from the Department of Computer Science in the College of Engineering to offer a Master of Science in Data Science. 
(Approval subject to edits. Need a brief statement that will clarify how this degree will differ from the Master of Data Analytics.) Motion to approve the proposal made by Dean Adams. Seconded by Anuj Khasgiwala. Proposal approved pending requested edits.

3. Semester Course Approval Reviews

College of Agriculture and Applied Sciences
Motion to approve the business of the College of Agriculture and Applied Sciences made by Brian Warnick. Seconded by Matt Sanders. Business approved.
ADVS =
APEC =
APPR =
ASTE =
LAEP =
OPDD =
NDFS =
PSC = 3

Caine College of the Arts
ART =
MUSC =
THEA =
CCA =

Jon M. Huntsman School of Business
Motion to approve the business of the Jon M. Huntsman School of Business made by Scott Hunsaker. Seconded by Dean Adams. Business approved.
ACCT =
BUS = 1
ECN = 1
MGT = 4
MIS =
Emma Eccles Jones College of Education and Human Services
Motion to approve the business of the Emma Eccles Jones College of Education and Human Services made by Scott Hunsaker. Seconded by Dean Adams. Business approved as noted below.
COMD =
EDUC =
HDFS = 3 (HDFS 2520 – Tabled pending communication with department regarding reactivating the course since it hasn’t been taught in years)
KHS =
ITLS =
NURS =
PSY =
SPER =
TEAL = 6

College of Engineering
BENG =
CEE =
CS =
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 Brian Warnick. Business approved.
ENGL =
HIST =
JCOM =
LPCS =
POLS = 1
SSWA =
IELI =
USU = 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 Claudia Radel. Seconded by Dean Adams. Business approved.
ENVS = 1
WATS = 1
WILD = 1
NR =

College of Science
Motion to approve the business of the College of Science made by Richard Mueller. Seconded by Anuj Khasgiwala. Business approved.
BIOL = 1
CHEM =
GEOL =
MATH =
PHYS =
SCI =

UN = CAS-6310  (cross list course BIOL 6310 was approved – CAS 6310 is held up in committee review. BIOL will not be added until the cross-listed course is approved.)
UN = USU 4000  (rejected – prerequisite for study abroad can be obtained through other means. Fran Hopkins will follow up to assist.)

4. **Other Business**
   Removing Semesters Traditionally Taught from Catalog Descriptions – Barbara Williams

Listing traditionally taught semesters with course descriptions in the catalog is causing confusion for students and academic advisors. Due to scheduling changes within departments, the listed semesters are not always accurate. It is proposed that language referring to semester traditionally taught be removed from the catalog description for each course.

*Motion to remove this language from the catalog made by Scott Hunsaker. Seconded by Richard Mueller. Motion approved.*

Zero Credit Classes | Handbook-Continuing Education Units and Workforce Development

This committee’s policy states that zero-credit courses should not be approved. Fran Hopkin reached out to some of USU’s peer institutions where he found the same enforced policy. Zero-credit courses were initially created to give prerequisite requirements for courses before that capability was available in Banner alone. This committee will review zero-credit courses currently being offered and will work to create an updated policy that will clarify conditions under which a zero-credit course would be approved. Jessica Hansen will create a list of zero-credit courses for discussion at the March meeting.

Syllabus Update – Ed Reeve

Ed Reeve met with Kevin Shanley in Academic & Instructional Services (AIS) about the status of the Canvas course development. Kevin will attend the next Curriculum subcommittee meeting to demonstrate the progress of the course. Ed will put together the minimum set for syllabi and bring them forward for discussion at the next committee meeting in March.

Adjourn: 3:01 PM
Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Abbreviated Template

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.

1 For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?
2 “Proposed Beginning Term” refers to first term after Regent approval that students may declare this program.
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>ARTH 3850</td>
<td>Foundations in Film Studies</td>
<td>3</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>
</tbody>
</table>

Choose 3 of the following courses:

|               |               | Elective Credit Hour Sub-Total       | 9            |
|               |               | Core Curriculum Credit Hour Sub-Total| 12           |
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.
I found this email. We must have made the decision in spring 2018, to take effect for fall 2018. Claudia

Claudia A. Radel, PhD
Associate Dean, Quinney College of Natural Resources
Professor of Geography, Department of Environment and Society
Utah State University
I acknowledge this land as the ancestral territories of the Northwestern Shoshone.

she/her/hers
Subject: Information Updates

Dear Department Heads and Associate Deans,

As the semester winds down, here are some updates/items that you may find useful:

1. There is now a very simple, powerful, and easy to use tool to look at the history of a course. Please take a moment and look at the link: http://ais.usu.edu/elearning/course-reports. Thanks to AIS for setting this up.

2. Starting next year, you will not need to attach a syllabus for new course proposal in Curriculog. You will need to list objectives related to the course.

3. In CANVAS, there is a very powerful syllabus template tool to assist instructors. Also, the "syllabus tracker" (https://elearn.usu.edu/syllabus/data.php?term=201720) provides a useful repository for developed syllabi.

4. Curriculog has been shut down and will reopen July 1, 2018.

5. Remind faculty of that there is a “no test week” policy - See: http://catalog.usu.edu/content.php?catoid=12&navoid=3311 Note: After two-years discussion, this policy has been revised (see below) and will soon be posted.
Please share this information with your departments.

Thanks for all you do!

Ed

**REVISED - 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 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.

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Edward M. Reeve, PhD
Interim Vice Provost
Office of the Executive Vice President & Provost
Utah State University
1435 Old Main Hill
Logan, Utah 84322-1435

Ph: (435) 797-0718
E-Mail: ed.reeve@usu.edu
Website: www.usu.edu/provost