



CURRICULUM SUBCOMMITTEE AGENDA

5 November 2020

2:00 – 3:00 p.m.

[Zoom Meeting](#)

Agenda

1. ***Approval of 1 October 2020 Minutes***

2. ***Program Proposals***

Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to [correct the acronym from Police Officers Standards and Training to Peace Officer Standards and Training](#).

Request from the Department of Art and Design in the Caine College of the Arts to [offer an Associate of Arts in Art at the USU Eastern campus](#).

Request from the Department of Marketing and Strategy in the Jon M. Huntsman School of Business to [create a new Consulting Minor](#).

Request from the Center for Persons with Disabilities in the Emma Eccles Jones College of Education and Human Services to [change the name of the Center for Persons with Disabilities to the Institute for Disability Research, Policy and Practice](#).

Request from the Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences to [create a certificate of proficiency in Teaching English to Speakers of Other Languages](#).

Request from the Department of Biology in the College of Sciences to [discontinue the Bachelor of Arts and Science in Biology Ecology/Biodiversity as well as the Biology: Environmental Bachelor of Arts and Science emphasis](#).

Request from the Department of Biology in the College of Science to [discontinue the Biology: Environmental program](#) – current listed as “not currently offered”.

Request from the Department of Biology in the College of Science to [change the emphasis program name from Ecology/Biodiversity in the Bachelor of Arts and Bachelor of Science to Ecology and Evolutionary Biology](#).

Request from the Department of Computer Science in the College of Science to [restructure the current Master of Computer Science program to a 33-credit professional, coursework-only degree](#).

3. **Semester Course Approval Reviews**

<https://usu.curriculog.com/>

College of Agriculture and Applied Sciences

ADVS = 2

APEC = 2

APPR =

ASTE = 3

AVTE = 4

LAEP = 3

NDFS = 4

OPDD =

PSC = 2

Caine College of the Arts

ART = 1

CCA =

MUSC = 2

THEA =

Jon M. Huntsman School of Business

ACCT =

BUS =

DAIS = 2

ECN = 4

MGT =

MSLE = 3

Emma Eccles Jones College of Education and Human Services

COMD =

EDUC =

HDFS =

KHS = 1

ITLS =

NURS =

PSY =

SPED = 31

TEAL =

College of Engineering

BENG =

CEE = 1

ECE =

EED =

ENGR =

MAE = 1

College of Humanities and Social Sciences

CHSS = 1

ENGL = 1

HIST = 7

IELI =

JCOM =

LPCS = 2

POLS =

SSWA = 5

WGS =

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

ENVS =

NR =

WATS = 1

WILD =

College of Science

BIOL = 5

CHEM =

CS = 37

GEOL = 7

MATH = 1

PHYS =

PUBH = 1

SCI =

HONR =

ISTU =

UN-CAS =

USU =

4. **Other Business**

Revised [EPC/Curriculum Handbook](#)

Course Objectives ([email-minutes](#))

T-Grade Courses – Adam Gleed

Adjourn:



CURRICULUM SUBCOMMITTEE MINUTES

1 October 2020

2:00 – 3:00 p.m.

[Zoom Meeting](#)

Minutes

Present: Nicholas Morrison, Chair, Caine College of the Arts
Brian Warnick, College of Agriculture and Applied Sciences
Chad Simon, Jon M. Huntsman School of Business
Scott Hunsaker, Emma Eccles Jones College of Education and Human Services
Thomas Fronk, College of Engineering
Matt Sanders, College of Humanities and Social Sciences
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Greg Podgorski, College of Science
Rachel Wishkoski, University Libraries
Scott Henrie, USU Eastern
Mark Chynoweth, Statewide Campuses
Paul Barr, Provost's Office
Richard Cutler, Graduate Council
Alex Braeger, Graduate Senator
Adam Gleed, Registrar's Office
Chenese Boyle, Program Coordinator
Toni Gibbons, DegreeWorks
Michele Hillard, Secretary
Sami Ahmed, President USUSA
Robyn Peterson, Catalog Editor

Absent: Lucas Stevens, Executive Vice President
Harrison Kleiner, Gen Ed Assessment

Visitors: Ning Fang, Department Head
Christy Glass, Director
Janis Boettinger, Vice Provost

1. ***Approval of 30 July 2020 and 3 September 2020 Minutes***
Minutes approved as distributed.
2. ***Program Proposals***
Request from the Department of Engineering Education in the College of Engineering to [offer a Master of Science in Engineering Education](#).
Motion to approve the proposal made by Thomas Fronk. Seconded by Brian Warnick. Proposal approved.

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](#).

*Motion to approve the proposal made by Matt Sanders. Seconded by Claudia Radel.
Proposal approved.*

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](#).

*Motion to approve the proposal made by Matt Sanders. Seconded by Scott Hunsaker.
Proposal approved.*

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](#).

*Motion to approve the proposal made by Matt Sanders. Seconded by Richard Cutler.
Proposal approved.*

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](#).

*Motion to approve the proposal made by Matt Sanders. Seconded by Greg Podgorski.
Proposal approved.*

3. **Semester Course Approval Reviews**

<https://usu.curriculog.com/>

College of Agriculture and Applied Sciences

Motion to approve the business of the College of Agriculture and Applied Sciences made by Brian Warnick. Seconded by Claudia Radel. Business approved.

ADVS =

APEC = 1

APPR =

ASTE = 6

AVTE = 19

LAEP = 1

NDFS = 12

OPDD =

PSC = 1

Caine College of the Arts

ART =

CCA =

MUSC =

THEA =

Jon M. Huntsman School of Business

Motion to approve the business of the Jon M. Huntsman School of Business made by Chad Simon. Seconded by Matt Sander. Business approved. Motion to amend and accept the four course prerequisite changes made by Scott Hunsaker. Seconded by Thomas Fronk.

ACCT =

BUS =

DAIS =

ECN = 32 (FIN 5440, 5470, 5475, 6010 change pre-requisites)

MGT =

MSLE = 1

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 Thomas Fronk. Business approved.

COMD =

EDUC = 1

HDFS = 1

KHS = 10 (HEP 6020 change wording "with focused emphasis on public health applications" – add s to application)

ITLS =

NURS =

PSY = 2

SPER = 2

TEAL =

College of Engineering

Motion to approve the business of the College of Engineering made Thomas Fronk. Seconded by Greg Podgorski. Business approved.

BENG =

CEE = 5

ECE =

EED =

ENGR =

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 Richard Cutler. Business approved.

CHSS = 5

ENGL = 1

HIST = 6

IELI =

IGS = 18

JCOM = 2

LPCS = 3

POLS = 1

SSWA = 1

WGS =

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

ENVS =

NR =

WATS =

WILD =

College of Science

BIOL =

CHEM =

CS =

GEOL =

MATH =

PHYS =

PUBH =

SCI =

HONR =
ISTU =
UN –CAS =
USU =

4. **Other Business**

T-Grade Option – Adam Gleed

The college's Associate Deans have asked the Registrar's office to clean up the grade mode. Adam identified a list for this grade mode and wants recommendations from the committee how they would like to proceed. Curriculum Committee members need to talk with the colleagues in their colleges regarding the changes and then these changes will need to be brought forward to the Curriculum Committee. Looking for recommendations on how to make these changes. Do we use Curriculog? Each college could go to their departments and then develop one complete list for each college. This needs to be in place for fall grading which would be the beginning of the first seven-week semester. We should also add the T-Grade option on the form in Curriculog. Adam will provide a list of courses to each college. Colleges will review the list and make any modifications. The college lists should be returned to Adam within two weeks (October 23, 2020). The compiled lists will then be reviewed in the November Curriculum Committee.

Revised [EPC/Curriculum Handbook](#)

Move to the November Curriculum Committee meeting.

Course Objectives ([email](#) - [minutes](#))

Move to the November Curriculum Committee meeting.

Adjourn: 3:07



CURRICULUM SUBCOMMITTEE MINUTES

30 July 2020

2:00 – 3:00 p.m.

Minutes

Present: Nicholas Morrison, Chair, Caine College of the Arts
Brian Warnick, College of Agriculture and Applied Sciences
Chad Simon, Jon M. Huntsman School of Business
Scott Hunsaker, Emma Eccles Jones College of Education and Human Services
Thomas Fronk, College of Engineering
Matt Sanders, College of Humanities and Social Sciences
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Greg Podgorski, College of Science
Rachel Wishkoski, University Libraries
Scott Henrie, USU Eastern
Mark Chynoweth, Statewide Campuses
Paul Barr, Provost's Office
Richard Cutler, Graduate Council
Alex Braeger, Graduate Senator
Adam Gleed, Registrar's Office
Chenese Boyle, Program Coordinator
Toni Gibbons, DegreeWorks
Michele Hillard, Secretary
Harrison Kleiner, Gen Ed Assessment
Robyn Peterson, Catalog Editor
Lucas Stevens, Executive Vice President
Sami Ahmed, President USUSA
Robyn Peterson, Catalog Editor

Absent: N/A

Visitors: N/A

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
4. Computer Science Web & Mobile Developer 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



CURRICULUM SUBCOMMITTEE MINUTES

3 September 2020

2:00 – 3:00 p.m.

[Zoom Meeting](#)

Minutes

Present: Nicholas Morrison, Chair, Caine College of the Arts
Brian Warnick, College of Agriculture and Applied Sciences
Chad Simon, Jon M. Huntsman School of Business
Scott Hunsaker, Emma Eccles Jones College of Education and Human Services
Thomas Fronk, College of Engineering
Matt Sanders, College of Humanities and Social Sciences
Michael Conover, S.J. & Jessie E. Quinney College of Natural Resources
Greg Podgorski, College of Science
Rachel Wishkoski, University Libraries
Scott Henrie, USU Eastern
Mark Chynoweth, Statewide Campuses
Paul Barr, Provost's Office
Richard Cutler, Graduate Council
Alex Braeger, Graduate Senator
Adam Glead, Registrar's Office
Chenese Boyle, Program Coordinator
Toni Gibbons, DegreeWorks
Michele Hillard, Secretary
Harrison Kleiner, Gen Ed Assessment

Absent: Lucas Stevens, Executive Vice President
Sami Ahmed, President USUSA
Robyn Peterson, Catalog Editor

Visitors: N/A

1. **Approval of 2 April 2020 Minutes**

Motion to approve minutes made by Greg Podgorski. Seconded by Claudia Radel. Minutes approved as distributed.

2. **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](#).
Motion to approve R401 proposal made by Scott Hunsaker. Seconded by Brian Warnick. Proposal approved pending revisions.

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.](#)

Motion to approve R401 proposal made by Scott Hunsaker. Seconded by Brian Warnick. Proposal approved pending revisions.

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.](#)

Motion to approve R401 proposal made by Matt Sanders. Seconded by Chad Simon. Proposal approved.

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 Chad Simon. Business approved.

ADVS = 1
APEC =
APPR =
ASTE =
AVTE = 1
LAEP =
NDFS = 2
OPDD =
PSC =

Caine College of the Arts

Motion to approve the business of the Caine College of the Arts made by Matt Sanders. Seconded by Brian Warnick. Business approved.

ART =
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 Chad Simon. Seconded by Scott Hunsaker. Business approved.

ACCT =
BUS =
ECN = 2
DATA = 2
MSLE = 2
MIS =

Emma Eccles Jones College of Education and Human Services

COMD =
EDUC =
HDFS =
KHS =
ITLS =
NURS =
PSY =
SPED =
TEAL =

College of Engineering

Motion to approve the business of the College of Engineering made by Thomas Fronk. Seconded by Matt Sanders. Business approved.

BENG =
CEE = 6
ECE = 2
EED =
MAE = 1
ENGR =

College of Humanities and Social Sciences

Motion to approve the business of the College of Humanities and Social Sciences made by Matt Sanders. Seconded by Claudia Radel. Business approved.

ENGL =
HIST = 1
JCOM =
LPCS = 1
POLS =
SSWA = 3 (Update justification and description for ANTH 6950)
IELI =
CHSS =
WGS =

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

Motion to approve the business of the S.J. & Jessie E. Quinney College of Natural Resources made by Claudia Radel. Seconded by Greg Podgorski. Business approved.

ENVS =
WATS =
WILD = 1
NR =

College of Science

BIOL =
CHEM =
CS =
GEOL =
MATH =
PHYS =
PUBH =
SCI =

HONR =
ISTU =
UN -CAS =
USU =

4. Other Business

Learning objectives for new course approvals. A year or so ago it was decided that syllabi did not need to be attached/included in Curriculog but that a learning objectives box would be included on the Curriculog form. Michele will look for the minutes regarding this change and this item will be discussed at next month's meeting. In looking at the minutes, if there is clarity to give guidance then we could report this at the next meeting and take an initial stab at what to include in Curriculog. This item will be moved to next month's meeting to provide findings and clean things up.

One of the big discussions over the summer is based on the legislature. USHE has formed a Regents Transfer Council and was given a number of charges. Students within the USHE system who are transferring from one institution to another usually ends up having extra credits that would not transfer. This is becoming an impediment for the student's progression. As we go forward, we need to grapple with the idea of our 4-year programs and do we have classes at the 3XXX and 4XXX levels that students are not able to take at other institutions where they may be transferring. It is time to tackle this issue and be proactive rather than reactive.

Adjourn: 2:52 pm

College of Engineering - Engineering Education

4.1.b R401 Full 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: 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.

COLLEGE (include all cross listed colleges)*

College of Engineering


DEPARTMENT (include all cross listed departments)*

Engineering Education

Additional Approvals (if applicable)


Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

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.

CHASS - Center for Intersectional Gender Studies & Research - Center for Intersectional Gender Studies and Research

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)* Center for Women and Gender

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)* 0

Maximum Number of Credits (if applicable)* 0

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

- Reinstatement of Previously Suspended Administrative Units
- Other

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

Other: (explain change)

Additional Approvals (if applicable)

- Graduate Council***
- Yes
 - No

- Council on Teacher Education***
- Yes
 - No

Section I: The Request

R401 Purpose*

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

Proposed Action & Rationale*

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).

Labor Market Demand (if applicable)

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)

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* Inclusive Leadership - Certificate of Proficiency

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

Step 3: Enter the correct CIP Code using the following Webber [Classification](#)
Instructional Programs

CIP Code (6-digits) 05.0299
*

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 0

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

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

Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

New Center

New Institute

New Bureau

Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

Yes

No

Council on Teacher Education*

Yes

No

Section I: The Request

R401 Purpose*

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.

Section II: Program Proposal

Proposed Action & Rationale*

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.

Labor Market Demand (if applicable)

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.

Consistency with Institutional Mission & Institutional Impact*

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](#)

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)* 18

Maximum Number of Credits (if applicable)* 0

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

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

Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

New Center

New Institute

New Bureau

Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

Yes

No

Council on Teacher Education*

Yes

No

Section I: The Request

R401 Purpose*

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

Proposed Action & Rationale*

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.

Labor Market Demand (if applicable)

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.

Consistency with Institutional Mission & Institutional Impact*

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.

Finances*

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)

Program Curriculum Narrative

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.

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* Sexuality Studies - Minor

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)* 18

Maximum Number of Credits (if applicable)* 0

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

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
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 - Institutional Certificates of Proficiency
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 - Reinstatement of Previously Suspended Administrative Units

Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

New Center

New Institute

New Bureau

Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council*

Yes

No

Council on Teacher Education*

Yes

No

Section I: The Request

R401 Purpose*

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

Proposed Action & Rationale*

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.

Labor Market Demand (if applicable)

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.

Consistency with Institutional Mission & Institutional Impact*

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.

Finances*

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.


Section III: Curriculum (if applicable)

Program Curriculum Narrative

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.

Handbook
for the
Curriculum
Subcommittee

of the
Educational Policies Committee (EPC)
of the
Faculty Senate



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-EPC and Curriculum Subcommittee Schedule for 2020-2021

2020-2021 EPC Curriculum Subcommittee Chair:

Paul Barr (paul.barr@usu.edu)

EPC and Curriculum Subcommittee Meetings

September 3, 2020
October 1, 2020
November 5, 2020
December 3, 2020
January 7, 2021
February 4, 2021
March 4, 2021
April 1, 2021

Agenda Items Due

August 24, 2020
September 21, 2020
October 26, 2020
November 23, 2020
December 28, 2020
January 25, 2021
February 22, 2021
March 22, 2021

Preface

This handbook is designed for use by the Curriculum Subcommittee of the Educational Policies Committee (EPC), a Faculty Senate Committee that oversees curricular innovations and changes. It is also helpful to faculty members, department heads, and deans who seek approval of new programs.

Faculty members are key to the university's curriculum and programs and typically serve as the instigators for additions and revisions. The process that begins with one faculty member or one department and extends through the college, the university, the Board of Trustees (the institutional governing board), and the Board of Regents (the system governing board). The development, approval and implementation of all curricular matters are the responsibility of the faculty.

This handbook will be updated regularly by suggestion and input from the EPC Curriculum Committee, the EPC, The Faculty Senate or the Provost's Office.

Utah System of Higher Education (USHE)

Selected Policies and Procedures

The following are selected policies and procedures from the Utah System of Higher Education (USHE: <http://www.higheredutah.org>):

R310-1. Purpose: To provide vision and mission statements for the Utah System of Higher Education, the State Board of Regents, and the Office of the Commissioner of Higher Education.

R310-3. Vision Statement

3.1. Utah System of Higher Education: Utah will forge an exceptional, learner-centered educational system providing citizens with the opportunity to become enlightened, to value ethnic and cultural differences, to have a global perspective, to develop an abiding sense of ethics, and to achieve their personal potential, thereby advancing the State and its citizens intellectually, socially, economically, and culturally.

R310-4. Mission Statements

4.1. Utah System of Higher Education: The mission of the Utah System of Higher Education (USHE) is to provide high quality academic, professional, and applied technology learning opportunities designed to advance the intellectual, cultural, social, and economic well-being of the state and its people. The USHE will foster a society of lifelong learners, prepare a productive work force for a knowledge-based global marketplace, cultivate social responsibility and commitment to ethical values, improve the quality and understanding of life, and promote cultural awareness and appreciation for diversity.

4.2. Utah State Board of Regents: The mission of the Utah State Board of Regents is to ensure fulfillment of the mission of the Utah System of Higher Education through policy determination, governance, collaboration, and coordination. Well defined and differentiated institutional missions are established by the Regents to focus college and university efforts on excellence, to avoid unwise duplication of programs and effort, to serve both traditional and nontraditional students, and to promote efficiency and accountability. The Board also coordinates with non-USHE postsecondary institutions, public education, business, and government, and administers student financial aid and other programs involving statewide participation.

4.3. Office of the Commissioner of Higher Education: The mission of the Office of the Commissioner of Higher Education (OCHE) is to implement and administer policies and directives of the State Board of Regents and provide staff support to assist the Board and system institutions in fulfilling their respective missions. Under Regent direction, the OCHE works closely with college and university personnel to afford Utahans a highly efficient and economical system of public higher education. The OCHE provides statewide leadership, collaboration, coordination, strategic planning, policy development, standardized reporting procedures, information dissemination, and program administration. The office also formulates consolidated operating and capital budgets, and manages enrollments and instructional delivery systems that provide access with superior quality.

R312.1. Purpose: To recognize the distinct and unique missions and roles of the institutions in the Utah System of Higher Education (USHE); to configure a system of colleges and universities to meet the educational needs of the citizens of the State of Utah; and to maintain system integrity by defining institutional categories. The Regents will review institutional roles and missions at least every five years in light of the educational needs and resources in the State of Utah.

R312-4 Classifications

4.1 Doctorate-granting Universities: (University of Utah (U of U), Utah State University (USU)) Doctorate-granting Universities generally include institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). This classification excludes Special Focus Institutions and Tribal Colleges. Doctorate-granting Universities are further classified by their research activity. The U of U is in the very high research activity category and USU is in the high research activity category.

R312-5 Missions and Mission Statements

5.1 Doctorate-granting University: The mission of a Doctorate-granting University is to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels through research and development and through service and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development at the local, state, and national levels. Many research efforts generate grants and contracts that also impact economic development, which underwrites the cost of their products.

5.1.2 Utah State University Mission Statement (2003): The mission of Utah State University is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement.

R312.8 Land Grant Institution: When a land grant institution is acting as a community college through its extension efforts, students are granted open admission to associate's degree programs with appropriate academic preparatory support. USU fulfills this role for the state of Utah. The land grant designation makes USU responsible for statewide programs in agriculture, business, education, engineering, natural resources, sciences, family life, 4-H youth, and the traditional core of liberal learning: humanities, arts, and social sciences.

Utah State University Policies

The following are selected policies from the Utah State University Policy Manual (<http://www.usu.edu/hr/htm/policies>)

103.1 UTAH STATE UNIVERSITY MISSION STATEMENT

Utah State University integrates teaching, research, extension, and service to meet its unique role as Utah's land-grant university. Students are the focus of the University as they seek intellectual, personal, and cultural development.

The mission of Utah State University is to provide high quality undergraduate and graduate instruction, excellent general education, and specialized academic and professional degree programs. USU is committed to preparing students to serve the people of Utah, the nation, and the world.

USU provides nationally and internationally acclaimed programs of basic and applied research. USU engages in research to further the quest for knowledge and to help society meet its scientific, technological, environmental, economic, and social challenges.

Outreach to Utah's citizens through extension and service programs is central to the University's mission. The University's outreach programs provide to individuals, communities, institutions, and industries throughout the state, services that help improve technology, the environment, and quality of life.

In all its endeavors, the University is committed to developing responsible citizens through freedom of inquiry and expression, and through its best efforts in teaching, research, creative arts, extension and service, and encouraging cultural diversity.

103.2 PURPOSE OF THE UNIVERSITY

The paramount objective of the University is the continued reappraisal, enlargement, and dissemination of knowledge to improve humankind. The specific goals of the University are to:

- Maintain a strong undergraduate program which encourages the intellectual and personal development of students.
- Conduct major research programs which broaden the horizons of knowledge and seek answers to problems of importance.
- Make available to the public the benefits of modern discovery, of creative achievement, and of cultural developments.
- Maintain a strong graduate program which encourages the intellectual, research, and personal development of graduate students.
- Expand the services and educational resources offered by the University through the development of cooperative educational programs with other institutions and other local, state, federal, and international agencies.
- Provide for each student the opportunity to understand her or his relation to the human family and the natural world; the opportunity to learn and understand basic political and economic principles of democracy and the American system; and the opportunity to develop the skills of civic, social, and political participation and leadership in local, national, and international affairs.

103.3 PRIORITIES AND MISSIONS OF THE UNIVERSITY

Effective planning requires projections of expected University growth in numbers of people and revenues, faculty, physical plant, academic programs to be offered, and academic priorities and their characteristics. There are three factors to recognize in setting priorities:

- (1) the obligation of the University to seek for all programs the level of support needed to achieve acceptable quality and to accommodate projected enrollments,
- (2) the obligation of the University to facilitate the attainment of national and international leadership of programs which are at or near this level of quality and those that are distinctive to the University, and
- (3) the need to fulfill existing legal and administrative mandates and to meet the needs of the University's primary constituents.

3.1 Programmatic Priorities

The three programmatic priorities reflect the primary functions of the University as an academic community (see policy 403.1). All other ancillary programs that are not academic in nature are considered to be of lower priority, except where they are clearly and demonstrably critical to the fulfillment of the University's academic mission, as specified in the priorities below.

The priority listing is not intended to be structured so that institutional priorities that are innovative cannot be accommodated. The goals and priorities are meant to be considerations for planning. For example, there must be a critical mass of faculty and student scholars and of physical plant to support priority programs; there must be mechanisms for measuring, supporting, and encouraging extraordinary faculty achievements; and there must be recognition and continuing analysis of the University's legal and administrative mandates and the needs of the public elements served by it, including students and prospective employers.

(1) First priority. Programs with first priority are those that:

- (a) fulfill legal and legislative mandates;
- (b) have existing role assignments from the Regents;
- (c) make a substantial contribution to the general and liberal education of students;
- (d) meet the needs of a wide spectrum of students;
- (e) meet local and regional needs that cannot otherwise be provided by other institutions on an economical basis;
- (f) meet national needs of special significance to the University because of their particular capabilities; or
- (g) meet international needs through programs and projects which require specialized support and are mutually beneficial to the University and the host country.

(2) Second priority. Programs with second priority are those that:

- (a) show strength but are not part of mandated or assigned roles, do not directly address local or regional needs, and are not existing or near-potential centers of excellence;
- (b) support programs that contribute only minimally to general education and to a liberal education but have no special distinction within their national disciplines; or
- (c) programs that are neither mandated nor assigned and are not unique to the University within the state.

(3) Third priority. Programs with third priority are those:

- (a) where other state institutions have primary role assignments;
- (b) where others in the region have superior programs and/or are more cost effective;
- (c) not in the first priority which have an insufficient number of students resulting in excessive costs; or
- (d) waning because technology, science, or public needs are making them obsolete.

103.4 RESIDENT INSTRUCTION

4.1 Statement on Teaching

The Lund Act, by which the Utah Territorial Legislature established what is now Utah State University, specifies that the University shall offer instruction in such "branches of learning as are related to Agriculture and Mechanics Arts and such other scientific and classical studies as shall promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." At the University, students pursue different combinations of technical, scientific, liberal, and professional education. However, for all students a liberal education, with emphasis on the sciences, humanities, and communication, is considered essential. Successful teaching at the University depends largely upon:

- (1) employing and maintaining a superior faculty;
- (2) providing adequate classroom, laboratory, library, and other educational facilities;
- (3) giving careful attention to the curriculum; and
- (4) providing an atmosphere which encourages the fullest intellectual and moral development of students.

4.2 Goals for Student Development

Student development is one outcome of resident instruction. The goals for student development are to:

- (1) Develop skills of critical thinking and reasoning and to foster the process of intellectual discovery.

The University seeks to develop students' abilities to acquire both general and specialized knowledge, to integrate knowledge from a variety of perspectives, to apply alternative modes of reasoning and methods of problem solution, to distinguish the relevant from the irrelevant, and to derive and formulate general principles for clarification and explanation. By focusing on the creative elements of learning and the importance of fostering intellectual curiosity, the University encourages an awareness of the imaginative and creative elements of intellectual endeavor, helps students develop a familiarity with the philosophies and methods of research in a variety of academic disciplines, and promotes an attitude of individuality which results in intellectual self-awareness and personal initiative.

- 2) Develop an awareness of and interest in the breadth of human intellectual achievement and cultural experience.

A broad understanding of world cultures and of the diversity of forms in which intellectual and artistic achievements have been expressed is an important characteristic of an educated person. Students are encouraged to gain a historical and integrated perspective of the cultural, political, legal, scientific, and social components of various societies and to understand the processes, complexities, and consequences of change. The University also strives to foster a lifelong interest in intellectual and artistic endeavors as a matter of continuing personal development.

(3) Prepare students for personally satisfying careers.

The University has an obligation to develop in students the knowledge and skills required for employment and advancement in professional fields of endeavor. In those fields of study which have traditionally led to clearly defined careers, the curricula should equip students with the knowledge and skills necessary for at least entry-level employment. In those fields which have not traditionally led to clearly defined careers, students should be encouraged to develop supplementary skills which qualify them for career entry of some useful and remunerative nature. In seeking to advance these results, the University should also provide a variety of opportunities for students to gain work experiences in appropriate fields, encourage an orientation to careers that recognize a variety of employment patterns and considerations of lifestyle, provide appropriate career counseling to students, and provide direct assistance in obtaining employment.

(4) Facilitate emotional development, health, and clarification of personal values.

The University seeks to foster in students a positive self-concept and a feeling of personal worth and psychological well-being; an awareness of how emotions, attitudes, and values influence thought and behavior; clarification of personal values; and a sense of personal responsibility for one's view and actions.

(5) Facilitate physical development, health, and well-being.

The University is committed to providing a healthy, safe, and secure environment; providing physical activity, recreation, and other leisure activities necessary to the well-rounded development of students; and creating and maintaining a psychologically and physically supportive campus environment that includes appropriate medical, housing, recreational, and educational programs.

(6) Maintain a campus environment that will foster a sense of community and social responsibility, and will facilitate social development and effectiveness in interpersonal relationships.

A sense of community is critical to the achievement of all the objectives of an institution of higher learning. The University must demonstrate in its pursuit of learning a commitment to the ideals and values of social responsibility and equality of opportunity. These values must be communicated to students to effectively participate in University decision-making processes, in community activities and governmental processes, and in a broad spectrum of cultural events.

A wide range of communication and leadership skills and the ability to interact effectively with others are essential attributes of an educated person, and the University must provide for development of these skills. Exposure to a variety of cultural and ethnic backgrounds is also a hallmark of an educated person. The University shall endeavor to facilitate interaction and enhance understanding among heterogeneous elements of the University community.

4.4 Commitment to the Teaching of Students

The principle value of the University is its commitment to the teaching of students; to their growth and knowledge; and to their physical, emotional, and social development as they grow intellectually. The University is obligated to stimulate in students a genuine excitement for learning and to equip them with a variety of intellectual perspectives, in short, to provide a liberal education which aims at larger self-fulfillment for every student. This holds true regardless of the chosen field of study because specialized study without exposure of ideas, principles, and theories central to all learning can only result in

parochialism. The University also provides the specialized studies that lead to careers, particularly those of a professional nature, which are based upon advanced knowledge. The entire intellectual, recreational, and social environment of the campus is involved in giving life to such a learning experience.

103.8 OFFERING OF DEGREES

The University is committed to offer undergraduate and graduate degrees, including the most advanced graduate degrees, in a wide range of professional and liberal fields of study. Knowledge has become so vast in the twenty-first century that no single institution can be expected to flourish in every field, and financial constraints must be considered to avoid programmatic over commitment. Without a reasonably broad range of undergraduate and graduate offerings in the humanities, fine arts, sciences, social sciences, and selected professional fields, however, the University cannot lay claim to being a university.

The fields of knowledge are interrelated, and no discipline or field of study is an intellectual island. In many instances, the mutually reinforcing nature of disciplines and fields is readily apparent. For example, the humanities, natural sciences, and social sciences provide much of the theoretical underpinnings for advanced study in a variety of professional fields. In turn, the construction and testing of theories in the professional schools reinforce and add to the store of knowledge in the underlying disciplines.

401.8 AUTHORITY OF THE FACULTY

8.1 Policy Statement

(2) Faculty Responsibility for Educational Process. The faculty has primary responsibility for such fundamental areas as curriculum, subject matter, and methods of instruction, and those aspects of student life which relate to the educational process. In those exceptional circumstances when the power of review or final decision of the President is exercised adversely on these matters, it shall be communicated to the faculty. Following such communication, the faculty shall have the opportunity for further consideration and further transmittal of its view to the President. The faculty sets the requirements for the degrees offered, determines when the requirements have been met, and recommends to the President that the degrees be granted.

Curriculum Subcommittee

Charge

The charge of the Curriculum Subcommittee is drawn from Utah State University policy regarding the Faculty Senate and its committees, as follows:

402.2 AUTHORITY OF THE SENATE

The authority of the faculty is delegated to the Senate. The Senate legislates and sets policy for matters within the collective authority of the faculty. See policy 401.7. The Senate shall have the power to act for and represent the faculty in all matters of educational policy, including requirements for admission, degrees, diplomas, and certificates; and in curricular matters involving relations between colleges, schools, divisions, or departments.

The Senate shall also have the following powers: (1) to receive and consider reports from any faculty committee, and from any council, department, division, administrative officer, library, or college; and to take appropriate action; (2) to consider matters of professional interest and faculty welfare and to make recommendations to the president of the university and other administrative officers; and (3) to propose to the president amendments or additions to these policies.

402.11 SENATE COMMITTEES: AUTHORITY, ACTION AND PROCEDURES

11.1 Purpose; Reporting

The Senate appoints and discontinues such standing and ad hoc committees as it deems necessary to carry out its duties. The Senate establishes advisory committees to study and to make reports and recommendations to it on matters under faculty jurisdiction and to carry out the decisions of the Senate relating to its functions and responsibilities. Senate committees receive their authority from the Senate and shall report their work and make their recommendations to the Senate. No Senate committee may alter the reports or the recommendations of another Senate committee.

402.12 SENATE STANDING COMMITTEES

12.6 Educational Policies Committee (EPC)

(1) Duties.

The major function of this committee shall be to serve as the Senate committee on educational policy, including program discontinuance for academic reasons (policy 406.2). In addition to conducting studies and making recommendations as specifically instructed by the Senate, the committee itself may initiate such activities. Routine actions taken under established policy, such as approval for specific course changes, additions, or deletions, shall be submitted to the Senate as information items. All policy recommendations and major actions shall be referred to the Senate for approval or disapproval. Specific duties of the Educational Policies Committee shall include consideration of standards and requirements for university designated honors such as cum laude, magna cum laude, and summa cum laude.

(2) Membership.

The Educational Policies Committee consists of the executive vice president and provost or designee; one faculty representative from each academic college, Regional Campus, USU-CEU, Extension, and the Library; one faculty representative from the Graduate Council; the chairs of the EPC Curriculum Subcommittee, General Education Subcommittee, Academic Standards Subcommittee, two student officers from the elected ASUSU student government and one student officer from the GSS. The faculty representatives are elected to the committee in accordance with policy 402.11.2.

(3) Term of members.

The term of office for faculty members on the Educational Policies Committee shall be in accordance with policy 402.11.2. The term of office for student members shall be one year and shall coincide with the term of ASUSU and GSS officers.

(4) Chair.

The executive vice president and provost or his/her designated representative shall serve as chair of the Educational Policies Committee. The Committee will elect a vice chair from its members to serve in the absence of the chair. The chair or his/her designee will report to the Senate on the committee's actions.

(5) Curriculum Subcommittee.

The Curriculum Subcommittee will formulate recommendations on curricular matters, such as course changes, and forward the same to the Educational Policies Committee. This subcommittee shall consist of the chairs of the curriculum committee of each academic college, three faculty members appointed from the elected membership of the Educational Policies Committee, one faculty representative from each Regional Campus, USU-CEU, Extension, and the Library, and two students, one from the ASUSU and one from the GSS. The terms of Educational Policies Committee members on the subcommittee will correspond to their terms on the Educational Policies Committee. The term of office for student members shall be one year and shall coincide with the term of ASUSU and GSS officers. The subcommittee shall elect a chair annually, preferably at the last meeting of the academic year.

(6) General Education Subcommittee.

The General Education Subcommittee formulates and reviews policy with respect to general education. The subcommittee shall consist of three faculty members and one student appointed from the Educational Policies Committee. Their terms will correspond to their Educational Policies Committee terms. Additional members may be appointed to the subcommittee for two-year terms by the Educational Policies Committee to lend academic expertise to the areas of emphasis in the general education program of the university. Recommendations developed by the General Education Subcommittee will be submitted to the Educational Policies Committee. The subcommittee shall elect a chair annually, preferably at the last meeting of the academic year.

(7) Academic Standards Subcommittee.

The Academic Standards Subcommittee (a) recommends policy on all matters pertaining to academic evaluation of students, including admission, retention, grade assignment, and graduation; (b) recommends discipline policy regarding student academic dishonesty; and (c) approves the process for discipline regarding alleged academic violations by students and for grievance hearings in cases of alleged student academic dishonesty. The subcommittee shall consist of four faculty members and one student appointed from the Educational Policies Committee. Their terms will correspond to their Educational Policies Committee terms. Additional members may be appointed to the subcommittee for two-year terms by the Educational Policies Committee to lend expertise.

Recommendations from this subcommittee will be submitted to the Educational Policies Committee. The subcommittee shall elect a chair annually, preferably at the last meeting of the academic year.

Curriculum Subcommittee Guidelines

The Curriculum Subcommittee operates in support of the Educational Policies Committee implementing transparent policy in an expeditious manner. The Curriculum Subcommittee will review curricular matters, such as course changes, and forward the same to the Educational Policies Committee. Curriculum decisions will be made with a thorough review of the issues focusing on the curriculum goals of recruitment, retention, and time to graduation.

Recognizing the role of the Graduate Council, the Curriculum Subcommittee has greater concern with responsibility for undergraduate courses and programs. The Graduate Council has a parallel responsibility with the Curriculum Subcommittee when graduate program and course issues are presented.

The Curriculum Subcommittee will maintain a non-partisan attitude when valuing proposed program and course changes. The integrity of the university mission will be maintained by the actions of the subcommittee.

Subcommittee Procedures:

1. Course changes are routed through the Curriculum Subcommittee of the EPC. All course changes begin with the Curriculum Subcommittee. A course change includes:
 - Title change or course number change
 - Approval of a new course
 - Deletion of a course
 - A change in the number of credits for a course
 - A change in pre-requisites for a course
 - Dual or cross listing of a course
 - Inactivate or reactivate course
2. The Curriculum Subcommittee approves or denies course and program changes once they are submitted through Curriculog. The subcommittee's action is then referred to EPC.
3. A course or program change may be routed to one or more committees for review and approval. The Curriculum Subcommittee chair, in concert with committee consensus, may forward a course or program change to the:
 - Budget and Faculty Welfare Committee
 - General Education Committee
 - Academic Standards Committee
 - Distance Education and Electronic Delivery Committee
 - Council on Teacher Education
 - Graduate Council
 - College Curriculum Committees

Membership

Voting Members

USU Code:

402.12 SENATE STANDING COMMITTEES

12.6 Educational Policies Committee

(5) Curriculum Subcommittee.

The Curriculum Subcommittee will formulate recommendations on curricular matters, such as course changes, and forward the same to the Educational Policies Committee. This subcommittee shall consist of the chairs of the curriculum committee of each academic college, three faculty members appointed from the elected membership of the Educational Policies Committee, one faculty representative from each Regional Campus, USU-CEU, Extension, and the Library, and two students, one from the ASUSU and one from the GSS. It is the responsibility of the voting members to represent their unit to the subcommittee and to represent the subcommittee to their unit. This includes informing their unit of deadlines, procedures, and upcoming actions. The term of office for student members shall be one year and shall coincide with the term of ASUSU and GSS officers. The subcommittee shall elect a chair annually.

The Curriculum Subcommittee shall include at least three members from the elected membership of the Educational Policies Committee (EPC). If the Curriculum Subcommittee (as constituted above) has fewer than three members from EPC, the EPC may appoint additional members on an annual basis to the Curriculum Subcommittee from its elected membership to correct this deficiency.

Supporting (ex officio) Members

Scheduling Manager (Chenese Boyle, 7-2709)—Receives all paperwork submitted for the agenda of the subcommittee's monthly meeting and screens it to ensure that what is being requested can be done based on policy (e.g., Are course numbers already taken? Is partial credit such as 1.5 credits being requested?) and on the restrictions of the database program (e.g., are prerequisites enforceable?). Following approval of changes, builds the database for computer application and enforcement.

Secretary to Curriculum Subcommittee (Michele Hillard, 7-0121)—Under the direction of the Assistant Registrar for Curriculum, prepares agenda and minutes for Curriculum Subcommittee and Educational Policies Committee. Under direction from Curriculum Subcommittee chair and the Provost's Office, serves as clearinghouse for Curriculum Subcommittee communications.

Relationship to Other Committees

From time to time, curriculum actions are taken by other committees that are subject to review by the Curriculum Subcommittee for a recommendation to the Faculty Senate. Further actions of the Curriculum Subcommittee are submitted to the Faculty Senate, either as information items or for its approval as described in the charge above. The flow to or from each committee is described below. A graphic representation of the flow of information to and from the various committees is provided on pages 20 and 21.

College Curriculum Committees

Each college at Utah State University is to have a Curriculum Committee of its own that reviews and approves course changes, as well as other curricular matters as determined by the policies of that college. Course changes involving teacher licensure programs are endorsed by the college's curriculum committee and dean and then forwarded to the Council on Teacher Education. Other course changes approved by the college curriculum committees are endorsed by the dean and forwarded to the Curriculum Subcommittee via the Registrar's Office. Changes in undergraduate programs (e.g., degrees, majors, minors, emphases, certificates) should be submitted using the R401 template. This includes the creation of new programs and deletions of existing programs.

If the change to a program involves a teacher licensure program, the R401 proposal should first be submitted to the Council on Teacher Education. Changes in graduate programs (e.g., degrees, specializations) should first be submitted to the Graduate Council. If proposed changes to degrees or programs have a potential budgetary or workload impact on faculty, those proposals are first forwarded to the Budget and Faculty Welfare Committee. These entities must approve the proposals prior to action by the Curriculum Subcommittee.

Council on Teacher Education

The Council on Teacher Education advises the University community on teacher preparation. It develops or approves teacher education curricula, establishes admission and licensure policies (in conjunction with the State Office of Education), and works to improve the University's teacher education program. The council is concerned with: (1) the development of teacher education curricula; (2) the approval of all teacher education curricula; (3) the election, admission, and counseling procedures for students in teacher education programs; (4) the graduation requirements and the recommendation of students for professional licensure; and (5) the improvement of graduate programs in professional education (Utah State University Policy Manual 105.2.1(3)). All course approval forms and R401 proposals that affect a teacher licensure program are submitted to the CTE, which reviews and approves them and then forwards them to the Curriculum Subcommittee, except in the case of Graduate Programs, which are submitted to the Graduate Council. In addition, courses required for the "major/minor content areas" are not required to be reviewed by CTE, since individual colleges are responsible to ensure that appropriate content coverage has occurred when they recommend their students to Secondary Teacher Education Program. Courses that should be reviewed by CTE would be any courses within the colleges that focus upon pedagogy – e.g., content methods courses, classroom management, curriculum development and assessment, etc. The CTE meets the third Monday of each month. Terri Gass is the current Staff Assistant for Teacher Ed and Licensing.

Graduate Council

The Graduate Council establishes regulations and standards for graduate study with the approval of the Faculty Senate and advises the Dean of the School of Graduate Studies on exceptions or adjustments to policy (Utah State University Policy Manual 105.2.1(6)). All R401 proposals that affect graduate programs are submitted to the Graduate Council, which reviews and approves them and then forwards them to the Curriculum Subcommittee. Course approval forms for graduate-level courses need not be submitted to the Graduate Council.

Budget and Faculty Welfare

The Budget and Faculty Welfare Committee reviews the financial and budgetary implications of proposals for changes in academic degrees and programs, and reports to the Faculty Senate prior to Senate action relating to such proposals. See chart on page 17.

Educational Policies Committee

The authority of the Educational Policies Committee (EPC) was indicated in the extracts given above from the Utah State University Policy Manual. All actions of the Curriculum Subcommittee are submitted to the EPC for review and approval. The EPC meets the first Thursday of each month of the academic year.

Other EPC Subcommittees

The EPC has two other subcommittees: (a) General Education and (b) Academic Standards. Curriculum items reviewed and approved by these committees should also be reviewed and approved by the Curriculum Subcommittee.

Faculty Senate

The authority of the Faculty Senate was indicated in the extracts given above from the Utah State University Policy Manual. Routine actions of the Curriculum Subcommittee, such as course changes that are approved by the EPC, are presented to the Faculty Senate as information items only. Major changes in policies and programs are submitted to the Faculty Senate as part of its consent agenda. Any item in the consent agenda may be removed by a Senator for closer review and approval. The Faculty Senate meets the first Monday of each month of the academic year.

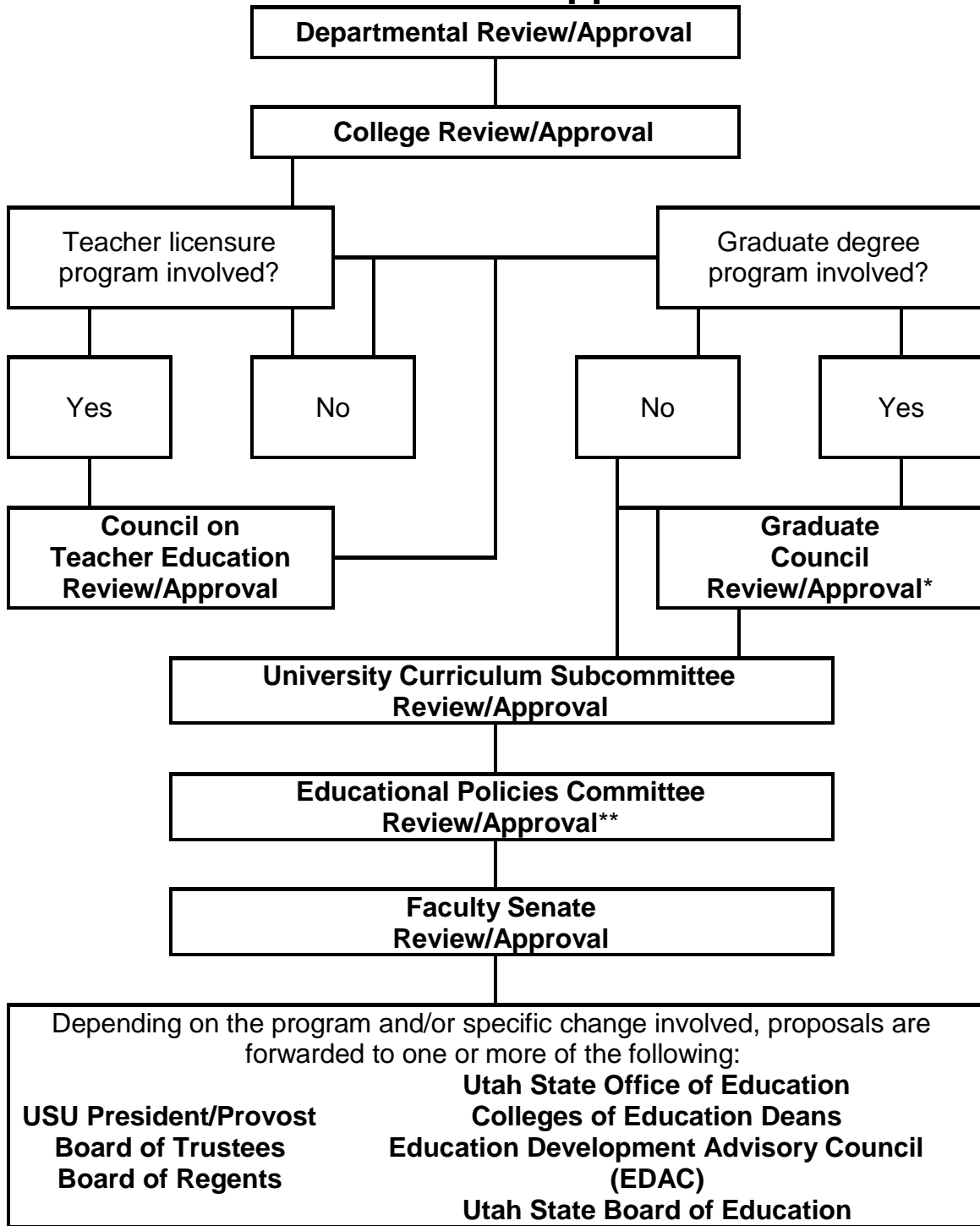
Board of Trustees

The Board of Trustees has received delegated authority from the Board of Regents to review and approve certificates, minors, emphases, options, cancellations, and name changes within existing programs (Regents' Policy R220-4.5.2.6). Such changes should be submitted using the R401 template as applicable. After approvals at the college level and in the Council of Teacher Education or Graduate Council, as appropriate, these changes are reviewed and approved by the Curriculum Subcommittee. Following approval by the Educational Policies Committee and the Faculty Senate, these changes are forwarded to the Board of Trustees, with some items moving on to the Board of Regents as action, consent or information items.

Board of Regents

The Board of Regents has authority to review and approve (as action items) new degrees, certificates, majors, and school personnel preparation programs. In addition, the Regents must give consent to Board of Trustees items; discontinuance of programs; existing program transfer, restructuring, or consolidation; stand-alone minors; and interdisciplinary minors. Such changes should be submitted using the R401 template. After approvals at the college level and in the Council of Teacher Education or Graduate Council, as appropriate, these changes are reviewed and approved by the Curriculum Subcommittee. After approval by the Educational Policies Committee, the Faculty Senate, and the Board of Trustees, these changes are forwarded to the Board of Regents as appropriate. Some items are forwarded as information items requiring no action.

Institutional Curriculum Approval Procedures

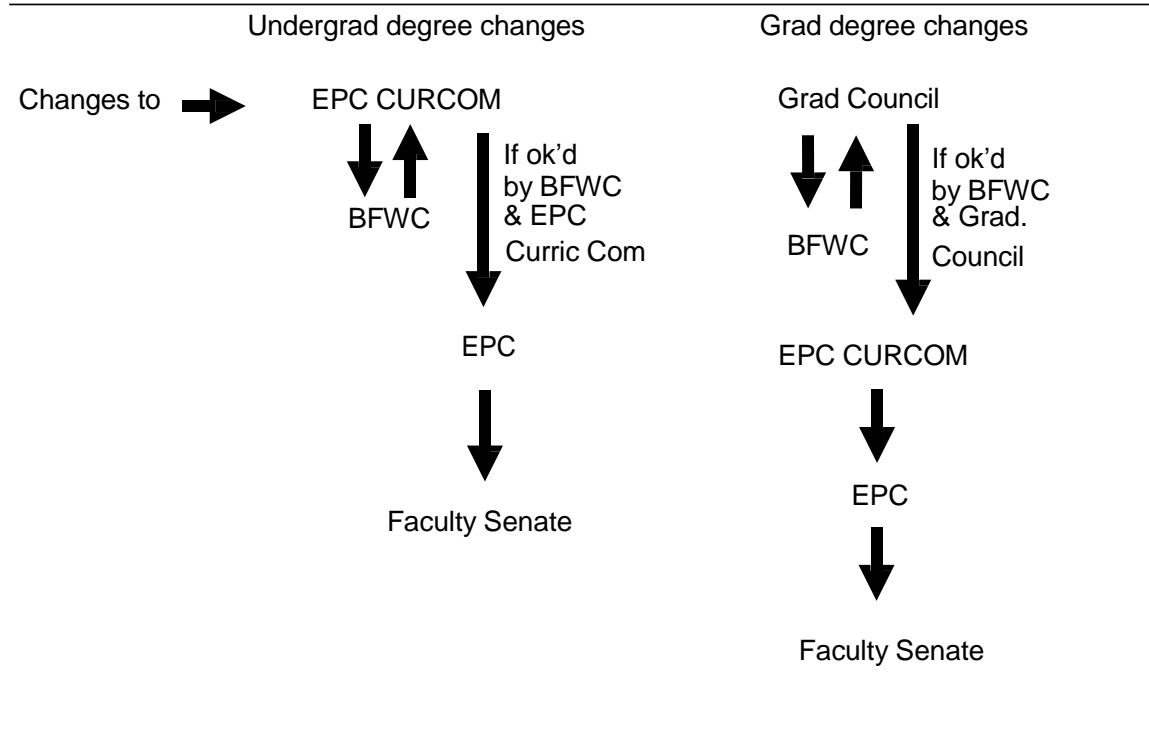


*Course approval forms are not reviewed by the Graduate Council.

**Course approval forms go beyond this level as information items only.

Curriculum Budget & Faculty Welfare Approval Process Chart

When proposed changes to degrees or programs have a potential budgetary or workload impact on faculty, those proposals are forwarded to the Budget and Faculty Welfare Committee by the Curriculum Committee prior to Consideration by EPC.



Meetings

Submission of Agenda Items

Monthly Deadlines—For an item to be placed on the agenda for the Curriculum Subcommittee, it must be submitted through Curriculog, with approval signatures up through the dean's office no later than the Thursday two weeks prior to the regular meeting of the Curriculum Subcommittee.

Semester Deadlines—Items become effective beginning with designated semesters according to the chart provided below. These deadlines are necessary so that the Registrar and the University Advising offices have sufficient time to alter databases to permit student registration, enforce prerequisites, satisfy administrative accountability requirements, and meet publication deadlines in a timely manner.

Semester Deadlines for Curriculum Changes

Effective Semester	Curriculum Subcommittee Date
Summer	November (previous year) meeting
Fall	November (previous year) meeting
Spring	April (previous year) meeting

Items that can be approved three weeks prior to registration:

- Semester Credit Hours
- Title Change
- Repeatable for credit
- Dual List designation or changes
- Dual/Cross list designations or changes
- Pass/Fail only designation
- University Studies/General Education designations

Course Approval Actions that can be acted on immediately upon EPC approval

- Delete Course
- Inactivate/Reactivate Course
- Course description
- Deletion of prerequisites
- Add new course

In preparing for these deadlines, academic units should provide sufficient time so that curriculum change proposals can be successfully conducted through the processes required prior to the Curriculum Subcommittee meeting. Such processes include departmental and college procedures, as well as those of the Council on Teacher Education, the Graduate Council, and the General Education Subcommittee. In very rare emergency instances, changes may be approved that do not meet these deadlines. Emergencies do not include a failure to do timely planning. In these emergency instances, "departments that have made changes . . . , will be responsible for dealing with any problems which occur due to the changes (EPC, 7 May 1998)."

On the Curriculog Semester Course Approval Form, for semester effective, indicate the desired effective term. If you would like the changes as soon as possible (see exceptions listed above), indicate ASAP.

Notification

One week prior to each meeting, Curriculum Subcommittee members receive electronic notification from the Secretary to the Curriculum Subcommittee. Notification includes the meeting's agenda, as well as support materials for curriculum change proposals and discussion items. Notification is also provided to deans and department heads. Agendas and minutes of previous meetings are available from links at:
<http://www.usu.edu/epc/subcommittees/curriculum/meetings/>

Regular Meeting Time

The regular meeting time of the Curriculum Subcommittee is the first Thursday of each month of the academic year. When this is changed, usually due to exigencies of the academic calendar, members will be notified in sufficient time to meet semester deadlines. The meeting begins at 2:00 p.m. and is usually held in Champ Hall (Old Main 136) just prior to the meeting of the Educational Policies Committee, which convenes at 3:00 pm.

Conduct of Meetings

Chair—The meetings of the Curriculum Subcommittee are conducted by a chair elected annually by the members of the subcommittee. In the absence of the chair, the chair designates a substitute to act in his or her stead.

Rules—The meetings of the Curriculum Subcommittee are conducted according to Robert's Rules of Order, and by the bylaws and standing rules adopted consistent with Roberts Rules of Order (402.5, 402.11, 402.12.6).

Course Change Approvals

Purpose

The purpose of the course change approval process is to ensure that the curriculum offered at Utah State University is consistent with the policies stated at the beginning of this handbook and the faculty code. This process also protects the interests of the various academic units, faculty, and students at the institution, understanding that sometimes these interests are in conflict and that a decision must be made on the basis of the cohesiveness of curricular offerings as they impact institutional health. Any change in a course that would alter its entry in the University's General Catalog requires approval by the Curriculum Subcommittee of the EPC. Changes not within the purview of the subcommittee include changes related to a course's presence within programs of study, when courses are offered, or the content of course syllabi.

Instructions

All course change approvals should be submitted through Curriculog on the Semester Course Approval Form developed by the Educational Policies Committee. The form is available online at <https://usu.curriculog.com/>.

In completing the form, please pay attention to these details that will facilitate the work of the Curriculum Subcommittee, the Academic Scheduling Office, and the General Catalog editor:

The **Semester Effective** should use the deadlines provided annually by the Registrar's office on the chart on page 18 of this handbook.

If you check **Credit Hour Change**, please indicate the proposed new credit hours in the **Semester Credit Hours** box, but also provide the former number of credits in the **Justification**. If you do not intend a credit hour change, make sure the credits listed on the form match the number of credits for which the course has been approved. If you do intend a credit hour change, the credit hour change box must be checked. Approval can be given for 0.5 credits; however, all other credit requests must be in increments of 1.

Note that new courses designated as "University Studies" must first win approval through the **General Education Subcommittee** before being considered by the Curriculum Committee. The following must be submitted to the Provost's Office for consideration of these courses; an EPC course approval form; a general education course approval form a syllabus; and a written explanation of how the course meets the criteria for the appropriate designation e.g., CI, BPS, etc. (available at <https://usu.curriculog.com/>). The Provost's office will route the forms to the appropriate disciplinary specific committee of General Education for consideration.

If a course for which any action is being proposed has been previously approved for University Studies designation(s), the designation(s) should be included on the course approval form in the **University Studies Designation** box. This will alert the Curriculum Subcommittee to the University Studies designation of the course, so they may determine whether or not the changes proposed are appropriate for a course with this designation. Having this information on the form will also alert the Academic Scheduling Office and the General Catalog editor to changes needed for listings of University Studies designated courses within the Schedule of Classes and the General Catalog.

Be aware of the difference between a **Cross List** and a **Dual List**. A **Cross List/Dual List** course is one that is listed across departments (e.g., BIOL/SOIL 6200). A course may be **Cross List/Dual Listed** with up to 5 other courses (Curriculum Subcommittee, 9 January 1997). Note that all cross list/dual listed courses have a single department as their administrative home and that all course approval forms must originate with this department. A **Dual List** course is one that is listed across levels within a department (e.g., ELED 4600/6600).

No course below the 4000 level should be dual listed with a graduate course, and no dual listing is permitted among 1000-5000 level courses (EPC, 9 January 1997). While identical numbers for all four digits of cross list/dual listed courses and identical numbers for the last three digits of dual listed courses are not now required, it is strongly recommended that the numbering be consistent across departments and levels. When proposing to cross list/dual list a course with a consistent number across departments, please check to ensure that the number chosen is available in the other departments. If a course is proposed for dual listing with an undergraduate and graduate course number, extra work must be required for students receiving graduate credit. The course approval form must include, as part of the course description, an explanation of these extra graduate assignments.

Semesters course to be taught is for catalog editorial purposes only. Changes in this category need not be approved by the Curriculum Subcommittee.

All course approval forms must list the **Full Title** of the course being considered, whether the course title is being changed or not. If you do not intend a title change, the full title must appear on the form **exactly** as it has been approved. However, if you do intend to change the title, the **Title Change** box must be checked; otherwise, it is unclear whether a title change was intended or whether a new title was filled in inadvertently.

Unless you are proposing a new course or intend a description change, there is no need to fill in the course description. However, if a description change is intended, the **Course Description Change** box must be checked; otherwise, it is unclear whether a change in description was filled in inadvertently, or whether a description change is actually intended.

If a prerequisite change is intended, the **Prerequisite Change** box must be checked. Otherwise, if a change in prerequisites appears on the form, it is unclear whether or not the change was intentional. Filling in the course description and omitting currently approved prerequisites **does not** constitute a prerequisite change, unless the **Prerequisite Change** box is checked. Also, if prerequisites are being **deleted**, the **New Course Description and Prerequisites** section should clearly state which prerequisites are being deleted, and the **Justification** section should explain why these prerequisites are no longer necessary.

If a course is being **deleted**, the **Justification** section should explain the reason for the deletion. Some reasons may include the following: course no longer needed for major, no faculty member qualified to teach course, low enrollment, or course material being included in another course. If material from the deleted course is being transferred to another course, be sure to state the course number to which the material is being moved. This information will aid faculty and staff members in advising students, and will also aid the editor of the General Catalog and the major requirement sheets in making appropriate revisions to publications.

If requesting a **New Course** or a **Course No. Change**, remember that a number which has been previously used for another course must have been 'deleted' (or unused) for **at least four years** before it may be used for a different course. Contact the Academic Scheduling Office if you are unsure how long a course number has been "deleted."

If a course is made **inactive**, it will be made inactive in the catalog. **Inactivation** is accomplished by checking the "**inactivate**" box on the course approval form. A "**reactivation**" box exists on the form to reverse this action. Such courses will remain "on the books" for possible future use. However, if the course a department desires to omit is cross list/dual listed with one or more other departments, the other department(s) must also agree to omit the course from the catalog. If one (or more) of the departments participating in the cross list/dual list desire to list the course in the catalog, the department(s) requesting that the course listing with their prefix be omitted should delete the course from their offerings. If that department administratively owns the course, they must turn over administrative ownership to one of the other departments wishing to continue the course offering.

If a department has no plans to possibly offer a course in the future, the course should be officially deleted through the Curriculum Subcommittee, rather than be placed on "inactive" status through removal from the General Catalog. Official deletion will "start the clock" on the time the course number will be "dead," thus allowing the number to be reused for a different course after the number has been "dead" for four years.

All required **signatures** must be obtained on the form before the form can be considered. Careful attention to this should be given when the request involves **CrossList/Dual Listing, University Studies** designations, or a course that affects a teacher licensure or endorsement program, which must be signed by the chair of the **University Council on Teacher Education**.

Note on minor editing of the course description: Any editing (other than errors in spelling or punctuation) of the course descriptions in the general catalog need to be forwarded to the appropriate college catalog representative who will determine if it is minor and can be done in consultation with the department or if it significantly changes the description of the course content and needs to go through EPC approval (approved Nov. 2, 2006 EPC).

Reviewing the Course Approval Form

In reviewing the form, the following items are scrutinized by the college curriculum committee and dean's office, and should be considered by members of the Curriculum Subcommittee.

Adding New Courses

1. What curriculum needs are being addressed? Is it to be required, elective, University Studies? Who is the potential consumer or clientele? Is it consistent with the mission of the department? If a new course is to be required, what impact will that have on the current major requirements, especially in terms of total number of credits required for a degree?
2. Who is going to teach the course and how often will it be offered? Is there regular faculty staffing for the course? Is the new course a replacement for an existing course?
3. What will be the financial demands of the new course on existing departmental resources? Will there be a course fee?
4. If there are prerequisite courses, is an anticipated increase in enrollment projected for these courses? Have the respective departments been consulted about their courses being included as prerequisites and about the potential impact to their enrollments? Can prerequisites be computer-enforced? If not, how will they be enforced?
5. Does the course duplicate course content offered in any similar courses in one or more other departments? Has the duplication been discussed with the other department head(s)? Some departments or programs specialize in specific course types (e.g., communication, technology, environment, etc.) and should be consulted prior to course submissions to minimize overlap and duplication of effort. It is incumbent on the proposing department to be sure new courses do not substantially overlap with existing ones.

Changes to Existing Courses

1. What is the rationale for the changes being proposed? Is there sufficient information provided in the "justification" box to know what the changes are and why they are being made?
2. What impact will the changes have on students already in the system? What impact will the changes have on departmental majors or on students in other departments or other colleges?
3. Is this course a prerequisite for any other courses in the proposing department or in other departments?

Deleting Courses

1. What is the rationale for the course deletion and is it adequately explained in the "justification" box?
2. What impact will the changes have on students already in the system? What impact will the changes have on departmental majors, as well as on students in other departments or other colleges? Is this course required by any other departments or needed as a prerequisite course by others?
3. Have all potentially impacted departments been notified of the intent to delete the course?

Program Change Approvals

Purpose

Academic programs are the center of the educational mission of Utah's state colleges and universities, and the pursuit of knowledge is the driving consideration for the students served. Additionally, the Board of Regents (Regents) and the Utah System of Higher Education universities and colleges are committed to provide students with a range of degrees and other credentials that are appropriate to the respective missions of Utah institutions and that meet, if not exceed, national standards.

The procedure of degree approval is rigorous. The idea for a new degree comes from faculty responding to changes in a specific field, accreditation standards, student demand, or market forces. Before academic programs are sent to the Regents for review, they undergo careful scrutiny by academic departments, college or division committees, academic senates, executive officers, and institutional boards of trustees. Thus, institutional and Regents' reviews hold academic programs to high standards of quality and assure that graduates who earn these degrees and credentials are prepared to live successfully in and contribute to the welfare of the State and its citizens.

R401

In the State of Utah, the "Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports" must follow the "new" Utah System of Higher Education "R401" policy manual (approved September 21, 2108). The R401 policy manual (available at https://higheredutah.org/pdf/policies/R401_Regent_Approved_2018-9-21.pdf) provides guidelines and templates related to making program changes.

The purpose of the R401 is to provide guidelines and procedures for Regents' approval and notification of new programs and programmatic and administrative changes in academic and CTE programs. Additionally, this policy includes notification of discontinued programs and other program-related items that institutions shall provide to the Commissioner of Higher Education.

R401 Requests: Proposal Templates Required

The Board of Regents has designed different templates for each level of approval it requires. More specific information is available in the Board of Regents Policy Manual R401. Those submitting program proposals should verify that they are using the correct template. The following are examples of program change requests and the type of template required for this action.

Items Requiring Regents' Approval (FULL TEMPLATE REQUIRED)

- Credit/Non-credit Certificates of Proficiency Eligible for Financial Aid
- Associate of Applied Science Degrees
- Associate of Arts and Associate of Science Degrees
- Bachelor of Arts, Bachelor of Science, and Professional Bachelor's Degrees
- K-12 School Personnel Programs'
- Master's Degrees
- Doctoral Degrees
- Fast Track Programs
- Follow-up Reports on Approved Programs

Items to Be Sent to Office of the Commissioner of Higher Education (OCHE) and Returned to Institutional Boards of Trustees If No Concerns Exist. (ABBREVIATED TEMPLATE REQUIRED)

- Certificates of Proficiency
- Out-of-Service-Area Delivery of Programs
- Name Changes of Existing Programs
- Transfer, Restructuring, or Consolidation of Existing Programs
- Discontinuation or Suspension of Programs (Abbreviated Template Required)
- Creation, Transfer, Restructuring, or Consolidation of Existing Administrative Units
- New Centers, Institutes, or Bureaus

Items Approved by Institutional Boards of Trustees with Notice to OCHE

- Reinstatement of Previously Suspended Programs (Abbreviated Template Required)
- Cyclical Institutional Program Reviews (Report Template Required)
- A List of Scheduled Program Reviews
- Programs under Development or Consideration
- Reinstatement of Previously Suspended Administrative Units (Abbreviated Template Required)

Reviewing Program Change Proposals

R401s are usually preceded by lengthy discussion within the proposing college about the need for the change or new program. **When an academic unit is considering a new program, it should be communicated to the Office of the Provost and identified as a program that will move forward for approval within a one-year timeframe or a three-year timeframe.** This information is submitted to the Commissioner's Office of Academic Affairs, which oversees a **matrix of programs** under development or consideration, which is brought to the Board of Regents for formal approval three times over the year. Departments are also urged to consult with any potentially impacted departments or colleges. If a new degree program is being proposed, it is also useful to have contacted counterparts at other state institutions to inform them of intent to seek the new degree and to evaluate the level of support or resistance.

In reviewing R401s, the college review challenges assertions made throughout the R401 proposal and tries to ensure that all impacted parties have been consulted and are aware of the potential impact of the new program. Specifically, the following items are scrutinized by the college curriculum committee and dean's office and should be considered by members of the Curriculum Subcommittee:

Has the document been proofread, and is it generally free of grammatical, typographical, and punctuation errors? Are names of any current degrees involved (to which emphases or specializations are being added or that are being renamed) clearly stated and listed as currently approved? If the document includes required or elective courses, are the prefixes, course numbers, titles, and credits listed as currently approved? If not, the document should be returned immediately for editing.

Is the proposed program consistent with the departmental and institutional mission statement? Are admission requirements consistent or extraordinary with other degrees or programs within the department?

Will the total number of credits required for the degree be compatible with other degrees or programs within the department?

Where courses are required from other academic departments, have these departments been contacted and informed of possible impact?

Is the projected enrollment realistic? Will it detract or draw from existing degree programs within the department or college?

Will additional new courses need to be added? Are there sufficient faculty members with the appropriate expertise available to offer all required courses?

Are there sufficient library resources? Has this been documented or substantiated by library staff?

Does the department have sufficient financial resources to provide for equipment and teaching materials for the new program? What will be the impact on the current budget? Will new sources of revenue or reallocation of existing revenue be required?

What will be the impact on current departmental clerical and advising staff?

Is there appropriate documentation of labor market demand, such as letters from alumni working in the field or other potential employers?

What mechanism has been used to document student demand? Is the mechanism objective and realistic? Has there been a marketing study to justify the creation of a new program?

What similar programs already exist in the state system and Intermountain West? Is there any potential collaboration among other state institutions? Has there been communication with other institutions in the system about the proposed new program. These other programs will likely be called upon to evaluate proposals for new programs during the Regents' review process.

Once all of the following guidelines have been followed and a change of program proposal has been submitted to EPC, the sponsoring department should have knowledgeable representatives attend the Curriculum Subcommittee to answer questions and address any concerns. This may be a lead faculty member as well as the department head. The shepherding of a program through the approval process continues for these representatives as they should plan to be present at the Faculty Senate Executive Committee (where the EPC agenda is presented and voted on for placement on the Faculty Senate agenda); the Faculty Senate meeting; the Board of Trustees' meeting, and (for new programs) the Board of Regents' meeting.

Suspension of Enrollment and Program Discontinuance

See complete policies for details and processes before proceeding with action.

USU Faculty Code:

406.1 INTRODUCTION

This section of the policy manual specifies the procedures for (1) discontinuing a program for academic reasons; (2) suspending enrollment; (3) determining whether at a particular moment the university faces a state of financial exigency; (4) responding to a financial exigency; (5) determining whether the university faces a major financial crisis not definable as financial exigency; (6) responding to a major financial crisis; and (7) terminating or reducing in status of faculty members due to program discontinuance, bona fide financial exigency, or major financial crisis. Reduction in status of tenured faculty members shall only occur for reasons of program discontinuance, financial crisis, or bona fide financial exigency.

406.2 PROGRAM DISCONTINUANCE FOR ACADEMIC REASONS

2.1 Definitions

(1) Program discontinuance.

Program discontinuance for academic reasons under this policy means the cessation of a program, center, institute, school, department, college, campus, or site based upon educational and academic considerations. For the purposes of Policy 406.2, educational and academic considerations do not include cyclical or temporary variations in enrollment and/or budgets, but must reflect long-range judgments that the basic teaching, research, and extension mission of the university will be strengthened by the discontinuance of the program, center, institute, school, department, college, campus, or site. Program discontinuance does not preclude the reallocation of resources to other academic programs with higher priority based on academic and educational reasons.

(2) Academic program.

An academic program is a unit within the university with an identifiable teaching, research, or other academic mission. For purposes of this code, an academic program operates within one or more academic units and includes, but is not limited to, an academic center, institute, school, department, college, campus or site. An academic program is to be determined by existing academic standards, and academic programs are never to be declared with the aim of singling out individual faculty members. An academic program must be designated as such by decision of the Educational Policies Committee and the decision must be ratified by the Faculty Senate, and approved by the president, the Board of Trustees, and the Board of Regents. For a unit to be designated as a "program," it must fulfill one or more of these criteria: (a) offer or administer a degree, certificate, or some other credential; (b) have an identifiable curriculum or be formally described in current university catalogs or other publications; or (c) be designated a "program" by specific faculty decision and have an identified group of one or more faculty.

2.2 Decision-Making Process

(1) Initiation.

Consideration of the possible discontinuance of an academic program may be initiated at any time by the faculty or a duly appointed faculty committee of that program; the faculty or an appropriate committee of the center, institute, school, department, college, or other academic unit of that program; the Graduate Council; the appropriate department head, academic dean or vice president for extension, or, where appropriate, chancellor or regional campus dean; or by the provost or president of the university. If a program discontinuance may result in the termination of faculty, the person or group initiating the consideration of discontinuance shall prepare, and

submit to the provost, a memorandum which (a) clearly identifies the program; (b) states explicit criteria by which faculty are identified with the program, (c) states the reasons, with respect to the university's mission and goals, for recommending discontinuance; (d) assesses the probable consequences for faculty, related programs, and the university in general; and (e) suggests a timetable for accomplishing discontinuance.

(2) Distribution.

The provost shall distribute copies of the memorandum, embodying an initial or an amended proposal for program discontinuance, to (a) the faculty members and faculty committee most directly involved in the academic program proposed for discontinuance; (b) the appropriate department head, academic dean or vice president for extension, and, where appropriate, chancellor or regional campus dean; (c) relevant departments and colleges; (d) relevant college committees or councils; (e) the Educational Policies Committee; (f) the Budget and Faculty Welfare Committee; and (g) the relevant student college senators.

(3) Consultation.

The groups above shall forward comments and recommendations to the appropriate academic dean, or to the vice president for extension, and, where appropriate, the chancellor or regional campus dean. He/she shall forward the comments and a recommendation to the provost, and, where appropriate, to the Graduate Council; the Graduate Council may review this material and make a recommendation to the provost. After receiving and considering the recommendations and comments, the provost shall submit the proposal, the comments, and a recommendation to the Educational Policies Committee. The Educational Policies Committee's recommendation shall be subject to review and debate by the Faculty Senate [Policy 402.12.6(1)]. All comments, recommendations, and supporting material shall be available to faculty senators for their perusal.

(4) Final recommendation.

The Faculty Senate's recommendations shall be forwarded to the president for consideration. The president shall submit a final recommendation in writing to the Board of Trustees and the Board of Regents and shall attach the written comments and recommendations of the Faculty Senate.

406.3 SUSPENSION OF ENROLLMENT

3.1 Definition

Suspension of enrollment is an action short of discontinuance which if not reversed will lead to discontinuance, and which refers to the suspension of enrollment in a major subject, a minor subject where there is no corresponding major, a certificate program, or program awarding a credential certifying completion. Suspension of enrollment does not lead to reduction in status or termination of faculty in the program.

3.2 Procedure

(1) Initiation.

A department that plans to suspend enrollment must notify the Educational Policies Committee as soon as the departmental decision has been made and approved by the dean.

(2) Review.

The Educational Policies Committee will review the proposed suspension of enrollment for its effect on other academic programs of the university. The committee will hold hearings at which all constituencies affected, including students, faculty, and representatives from other departments affected by the proposed action, have the opportunity to testify. At the conclusion of its deliberations, the Educational Policies Committee will recommend approval or disapproval of suspension of enrollment to the Faculty Senate. The Faculty Senate shall make a recommendation to the president. This process shall be concluded within 90 days following notification of the Educational Policies Committee. Suspension is granted by the president subject to the legal obligation, if any, of the university to permit students already enrolled in the program to complete their course of study.

(3) Time limitation.

At any time up to three years after suspension has been granted, a suspension of enrollment may be reversed by the department, upon approval of the Educational Policies Committee, the academic dean or vice president for extension, and, where appropriate, the chancellor or regional campus dean, and the president. If suspension has not been reversed within this three year period, program discontinuance must be initiated.

Regent's R401 Policy: Discontinuation or Suspension of Programs (Abbreviated Template Required).

If an institution intends to discontinue or suspend a program, institutional officials must first notify the Commissioner's Academic Affairs staff who will review the request and determine if more information is needed before discontinuance or suspension may proceed. After the commissioner's staff reviews the requests and issues are resolved, the institution should notify the Regents with the discontinuance or suspension item for the Regents' agenda.

Definitions

Material in this section is drawn from Regents' Policy, the USU Policies and Procedures Manual, and the USU Academic Policies and Procedures Manual.

University Entities

Center, Institute, or Bureau—Administrative entities which perform primarily research, instructional, or technology transfer functions, and are intended to provide services to students, the community, businesses, or other external audiences, or to obtain external funds.

Academic Unit—An academic unit is a group of faculty of the University with an identifiable teaching, research, or other academic mission. To be designated an academic unit, the group of faculty must fulfill all of the following criteria: (a) have an identifiable curriculum or formal description in the current University General Catalog or in other publications; (b) have a separate, identifiable budget; (c) be designated an academic unit by decision of the Educational Policies Committee and ratification of the Faculty Senate, and approved by the President, the Board of Trustees, and the Board of Regents.

Academic Department—An academic department is a group of faculty of the University with an identifiable teaching, research, or other academic mission. To be designated an academic department, the group of faculty must fulfill all of the following criteria: (a) offer or administer at least one degree, certificate, or some other official credential of the University; (b) have an identifiable curriculum and formal description in the current University General Catalog or in other publications; (c) have a separate identifiable budget; (d) be designated an academic department by decision of the Educational Policies Committee and ratification of the Faculty Senate, and approved by the President, the Board of Trustees and the Board of Regents.

Certificates and Degrees

Noncredit Certificate—A certificate offering no credit, which does not fit the definition of Certificates or Diplomas, but that is eligible for financial aid.

Certificate or Diploma—A coherent sequence of courses for which students earn at least 30 credit hours or 900 clock hours, with general education requirements. These certificates are designed for entry-level employment or subsequent completion of an associate degree.

Associate Degree—A program of study primarily intended to encourage exploration of academic options, provide a strong general education component, and prepare students to initiate upper-division work in baccalaureate programs or to prepare for employment. A minimum of 60 and a maximum of 63 credit hours, which include 30 to 39 credit hours of general education course work, and other requirements as established by USHE institutions, are required for completion of an associate degree.

Bachelor's Degree—A program of study including general education, major course work, and other requirements as established by USHE institutions and accreditation standards. Credit requirements include completion of a minimum of 120 and a maximum of 126 credit hours. However, some professional Bachelor's Degrees may have additional requirements. Other disciplines may exceed the minimum of 120 credit hours in order to meet accreditation requirements.

Master's Degree—A graduate-level program of study requiring a minimum of 30 and a maximum of 36 credit hours of course work beyond the bachelor's degree, as well as other requirements as established by USHE institutions and accreditation standards. Professional master's degrees may require additional course work or projects.

Doctoral Degree—A graduate-level program in an advanced, specialized field of study requiring competence in independent research and an understanding of related subjects. The minimum requirement for a doctoral degree is 60 approved semester credits in addition to a master's degree or 90 approved graduate semester credits with no master's degree.

Academic Programs

Major—A sequenced set of courses within a bachelor's degree program that comprises study in an academic discipline. The major is listed on the graduate's credentials and signifies that the recipient possesses the knowledge and skills expected of graduates in the discipline.

Minor—A sequenced set of courses within a degree program that comprises study in an academic discipline ancillary to the major. The minor is listed on the graduate's credentials and signifies that the recipient possesses the knowledge and skills expected of ancillary study in the discipline. USU does not require that all students complete a minor.

Stand-alone Minor—A coherent collection of courses, related to one another, that is not part of a previously approved major or degree program.

Interdisciplinary Minor—A coherent collection of courses, related to one another, from previously approved majors or programs.

Emphasis—A focused area of study within an undergraduate degree major that has an articulated curriculum and requirements, and which has gone through an official approval process with the Curriculum Subcommittee, the Educational Policies Committee, the Faculty Senate, the Board of Trustees and the Regents. Officially approved emphases are posted on student transcripts. This term is also used within graduate degree programs to identify areas of study within a specialization. To avoid confusion, graduate programs are encouraged to avoid using the term "emphasis" and instead to use terms such as "concentration" or "track."

Specialization—A focused area of study within a graduate degree program that has an articulated curriculum and requirements, and which has gone through an official approval process with the Graduate Council, the Curriculum Subcommittee, the Educational Policies Committee, the Faculty Senate, the Board of Trustees and the Regent's. Officially approved specializations may be placed on student transcripts.

Option—A degree-level program alternative, most commonly the thesis, creative project/paper, or coursework plans (Options A, B, or C, respectively) in a master's degree. Sometimes "option" is used to refer to a specialized degree program offered as an alternative to a general degree program. To avoid confusion, graduate programs should refer to such specialized degree programs as "specializations." Degree options must be approved by the Graduate Council, Curriculum Subcommittee, Educational Policies Committee, Faculty Senate, and Board of Trustees.

Concentration or Track—A concentrated area of study, often within an emphasis or specialization, that requires departmental or program approval, but does not need EPC and Board of Trustees approval. These may be listed on major requirement sheets, but are not posted on a student's transcript or graduate credential. These are sometimes referred to as emphases or options within programs. To avoid confusion, the terms "emphasis" or "option" should be avoided when referring to these areas of study within areas of study.

K-12 School Personnel Program—Endorsement and licensure programs for teacher education, counselors, administrators, and other school personnel, which are within existing major degree programs previously approved by the institutional Board of Trustees and the Board of Regents.

Dual Majors and Composite Majors

The Educational Policies Committee (EPC) has approved the following definitions for dual majors and composite majors. Effective Fall Semester 2005, all dual majors and composite majors *must* be advertised and offered in accordance with these new definitions.

Dual Majors—Students receive a *single* degree and diploma, but have *two* different majors, either within the same college *or* from two different colleges. In order to complete a dual major, students must complete *all* requirements for *both* of two previously approved majors. These true dual majors do not require any additional approval. A hybrid of two majors (in which students complete only *part* of the requirements for one or both of the majors) can no longer be considered a dual major, but must be redefined as a *composite major* (see definition of composite major below). In a dual major, *any* combination of two majors is possible and may be described in the *General Catalog* or on the major requirement sheets. The graduation form will simply list them as first and second majors. No formal statement or advertisement of potential combinations is necessary. Students can simply work with advisors to ensure that they meet *all* major requirements for *both* majors. In order for a “degree audit” system to work and to allow departments to track their advisees, students should declare *both* majors using the *Change of Matriculation* form. The first major chosen will be called *primary* in the University’s data tracking system, and the second one chosen will be called *secondary*. Students may need to accumulate credits beyond the 120 credit minimum, in order to complete all requirements for both majors. While *each* major must remain *under* the 126 credit limit, the *combined* credit total for a dual major may *exceed* the 126 credit limit.

Composite Majors—Composite majors are *single* majors that consist of *part* of the requirements for each of two previously approved stand-alone majors. The two stand-alone majors (from which a composite major is created) may be within the same college or from different colleges; they may even be within the same department. *A single* degree and major will appear on the transcript and diploma. Under this definition, students declare a single major (e.g., Composite Elementary Education and Special Education). Each of the composite majors *could* have a complement, if the two majors being combined are in different departments. For example, Composite Special Education and Elementary Education could be a complement to the example above. This would allow students the choice of which department they desire to identify with and receive advising from. In the case of complementary versions, the requirements must be *identical*, must be jointly agreed upon by both departments, and must be clearly stated in the *General Catalog* and on the major requirement sheets. It is *critical* that the requirements be *clearly stated* and *consistent*, especially when two departments are involved. A student having a composite major will graduate from the department administering the *first* major (e.g., a student with a Composite Elementary Education and Special Education major would graduate from the Elementary Education Department). Departments and advisors need to work with individual students who are currently enrolled in dual majors that actually fall under the new definition of composite majors. In the past, many of these students have been awarded two separate majors, even though some have completed only part of the requirements for one or both majors. If such students are unwilling or unable to complete all of the requirements of both majors or to move to one of the new composite majors, this practice will have to be continued until these students are gone or graduated.

Approval Policy—For dual majors (as described above), no additional approval is required. However, departments should review how these are described and advertised and ensure that, when two departments are involved, the requirements for dual majors are presented in a consistent manner. Departments are required to identify *all existing* majors that may need to be modified, renamed, or dropped under these new definitions and procedures. The Registrar's Office has been asked to prepare a list to assist in this effort. Majors that are currently described in either (or both of) the *General Catalog* and/or the major requirement sheets as dual majors, but actually fall under the new definition of composite majors, can be deleted, modified into true dual majors, or "grandfathered" in as composite majors. Existing dual majors being converted to composite majors will be grandfathered in, even if they *exceed* the 126 credit limit in their current form. To grandfather an existing dual major by converting it to a composite major, a memo from the department head(s), which clearly describes the requirements for the composite major, must be sent to the EPC Curriculum Subcommittee requesting its approval before the Fall 2005 EPC deadline. When the composite major is created from majors residing in more than one department, each department head must sign the memo. Although EPC approval *is required* to convert an existing dual major to a composite major, Board of Regents approval *is not required*. The departments must take responsibility for ensuring that the composite major will be described in a consistent manner in all handouts, publications, and websites, both current and produced in future years. If any changes are made to the requirements, they must be *jointly agreed upon* by *both* departments. Once EPC approval is granted for a composite major, the Registrar's Office will assign a major tracking code and work with the department(s) and the Office of Analysis, Assessment, and Accreditation to attach a CIP (Classification of Instructional Programs) code to the approved composite major. Deletion of a major that is currently called a "dual major" (but does not meet the new definition of a true dual major) will *only* require a memo to the EPC Curriculum Subcommittee, since such a major was never assigned a major tracking code or CIP code. After the Fall 2005 deadline, the associate registrar will provide the Provost's Office with an updated list of majors to send to the Board of Regents. The Admissions Office should also be informed of changes, so that entering students will *only* be enrolled in approved majors. In the future, any newly proposed composite major *must* be approved by the Board of Regents as a new major *before* such a major may be advertised and before enrollment of students in the new major. Unless Board of Regents' approval is given to the contrary, these majors must meet all requirements for a major and must not exceed the 126 credit limit. Although the editor of the *General Catalog* and the major requirement sheets will assist in checking the consistency of dual major and composite major descriptions, the primary responsibility for the dissemination of accurate information resides with the departments involved.

Institutional Reporting Issues—Although the current institutional reports to the Department of Education and the Board of Regents *only* count the primary major, data has been collected and reported regarding the secondary majors (number and type). Therefore, a department wanting to be recognized for their contribution to true dual majors (when they are listed as secondary for a particular student) can access and report that data. In the case of composite majors, the existence of a complementary listing (composite A and B, as well as Composite B and A) would probably result in *either* equal credit for the participating departments, *or* reflect a conscious preference by the student for priority in the listing.

Sources: EPC Curriculum Subcommittee
Dual Majors Task Force February 18, 2004
Educational Policies Committee (EPC) April 1, 2004

**Other Curriculum
Subcommittee
Policies**

Dual Listed Courses—Rigor

When courses are dual listed between undergraduate and graduate levels, a student's graduate committee should be aware of the courses being recommended for the graduate program to ensure that the courses are of the rigor required for graduate students (EPC, 14 January 1999).

Exceptions to Academic Policies

In the spirit of faculty governance, when any unit of the University seeks to negotiate with the University administration an exception to policy established through the Faculty Senate and its committee structure, the committee that initiated the policy should be given the opportunity to comment on that exception (EPC, 7 November 2002).

Fractional Credits

Variable credit courses can be offered only with whole units of credit. Fractional-credit sections of a course must be assigned a fixed fraction credit, within the range of approved credits, with a call number for each section (EPC, 6 February 2003).

Graduate Courses in Departments without Graduate Programs

When a request for a graduate course comes to the Curriculum Subcommittee from a department which does not offer graduate programs, documentation regarding the need for such a course is required (EPC, 14 January 1999).

Restrictions, Prerequisites and Special Approvals for Courses

All changes to Course Registration Restrictions and to Prerequisites require approval (using a Course Approval Form) by the Curriculum Subcommittee and the EPC.

- **Course Registration Restrictions** include College, Major, Class, Level, Degree, Program, and Campus.
- **Prerequisites** include courses, tests and GPA. It is also possible to allow a prerequisite to be met by a course being taken concurrently (co-requisites). There are many variations that can be enforced by the system. Contact the Academic Scheduling Office for specific requirements.

Special Approval codes can be used by the Colleges to control registration into courses and they do not require EPC approval. Special Approvals include Advisor, Instructor, Dean, Department, Honors, Program Chair and various other approvals. Special Approvals are assigned at the course section level and so they need to be reviewed by the Colleges in the scheduling process to ensure that the desired approval is included on each course that requires one (Curriculum Subcommittee Minutes Sept. 7, 2006).

Subtitles or Customized Titles for Courses

Subtitles or customized titles are allowed only for courses having the following designations: USU 1320-1360 (EPC Oct 2007), Independent Study, Independent Research, Special Problems, Special Topics, Seminars, Practicum, Directed Study, Readings, Conferences, Senior Seminar, and Studio (EPC, 7 February 2000).

Topics may be added to the titles of USU prefix courses (EPC, 5 February 2004).

From: [Claudia Radel](#)
To: [Michele Hillard](#); [Nicholas Morrison](#)
Subject: timing of decision re no more syllabus
Date: Thursday, September 3, 2020 4:30:23 PM

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*

From: Edward Reeve <ed.reeve@usu.edu>
Sent: Thursday, April 5, 2018 11:28 AM
To: Adrienne Moore <adrienne.moore@usu.edu>; Alan Savitzky <savitzky@usu.edu>; Alvan Hengge <alvan.hengge@usu.edu>; Andy Walker <andy.walker@usu.edu>; Anthony Peacock <anthony.peacock@usu.edu>; Ben Lignugaris-Kraft <ben.lig@usu.edu>; Bradford Hall <brad.hall@usu.edu>; Bruce Miller <bruce.miller@usu.edu>; Carole Grady <carole.grady@usu.edu>; Charles Carpenter <chuck.carpenter@usu.edu>; Christopher Corcoran <chris.corcoran@usu.edu>; Christopher Lant <clant@siu.edu>; Cindy Dewey <cindy.dewey@usu.edu>; David Britt <David.Britt@usu.edu>; David Olsen <david.olsen@usu.edu>; V. Dean Adams <dean.adams@usu.edu>; Derrik Tollefson <derrik.tollefson@usu.edu>; Dillon Feuz <dillon.feuz@usu.edu>; Dirk Vanderwall <dirk.vanderwall@usu.edu>; Frank Caliendo <frank.caliendo@usu.edu>; Gretchen Peacock <gretchen.peacock@usu.edu>; Jacob Gunther <jake.gunther@usu.edu>; James Davis <j.davis@usu.edu>; Jan Sojka <janjsojka@usu.edu>; Jeanne Davidson <jeanne.davidson@usu.edu>; Jeannie Thomas <jeannie.thomas@usu.edu>; Joel Pederson <joel.pederson@usu.edu>; Justen Smith <justen.smith@usu.edu>; Karen Munoz <karen.munoz@usu.edu>; Kevin Kesler <kevin.kesler@usu.edu>; Kim Hixson <kim.hixson@usu.edu>; Larry Walther <larry.walther@usu.edu>; Laura Gelfand <laura.gelfand@usu.edu>; Margie Memmott <margie.memmott@usu.edu>; Mike Kuhns <mike.kuhns@usu.edu>; Paul Barr <paul.barr@usu.edu>; Paul Johnson <paul.johnson@usu.edu>; Peter Wilcock <peter.wilcock@usu.edu>; Robert Spall <robert.spall@usu.edu>; Scot Allgood <scot.allgood@usu.edu>; Scott Bates <scott.bates@usu.edu>; Sean Michael <Sean.michael@usu.edu>; Tammy Proctor <tammy.proctor@usu.edu>; Timothy Slocum <tim.slocum@usu.edu>; Todd Hugie <todd.hugie@usu.edu>; Todd Welch <todd.welch@usu.edu>; Xiaojun Qi <Xiaojun.Qi@usu.edu>; Brian Warnick <brian.warnick@usu.edu>; Britt Fagerheim <britt.fagerheim@usu.edu>; Chris Terry <chris.terry@usu.edu>; Claudia Radel <claudia.radel@usu.edu>; Dave Patel <dave.patel@usu.edu>; Eric Reither <eric.reither@usu.edu>; Evelyn Funda <evelyn.funda@usu.edu>; Francine Johnson <francine.johnson@usu.edu>; Jamison Fargo <jamison.fargo@usu.edu>; Jeff Broadbent <jeff.broadbent@usu.edu>; Kevin Brewer <kevin.brewer@usu.edu>; Lisa Berreau <lisa.berreau@usu.edu>; Matthew Sanders <matt.sanders@usu.edu>; Nicholas Morrison <nicholas.morrison@usu.edu>; Richard Inouye

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Cc: Andrea Naegle <andrea.naegle@usu.edu>; Brian Joy <brian.joy@usu.edu>; Cara Brewer <cara.brewer@usu.edu>; Carmell Burns <carmell.burns@usu.edu>; Carol Hatch <carol.hatch@usu.edu>; Cora Price <cora.price@usu.edu>; Cosette Brunner <cosette.brunner@usu.edu>; Courtenae Palmer <courtenae.palmer@usu.edu>; Deborah Phillips <deb.phillips@usu.edu>; Deidri Nielson <deidri.nielson@usu.edu>; Enid Kelley <enid.kelley@usu.edu>; Geraldine Child <geri.child@usu.edu>; Haley Seiler <haley.seiler@usu.edu>; Isaiah Jones <isaiah.jones@usu.edu>; Janet Hancock <janet.hancock@usu.edu>; Jeannie Sur <jeannie.sur@usu.edu>; Judy Hendrickson <judy.h@usu.edu>; Kami McNeil <kami.mcneil@usu.edu>; Karen Zobell <karen.zobell@usu.edu>; Kathy McKee <kathy.mckee@usu.edu>; Kathy Nielsen <kathy.nielsen@usu.edu>; Keren Williams <keren.williams@usu.edu>; LaZell Allen <lazell.allen@usu.edu>; Lorie Staples <lorie.staples@usu.edu>; Mary Ann Anderson <maryann.anderson@usu.edu>; Matt Lovell <Matt.Lovell@usu.edu>; Melissa Johnson <melissa.johnson@usu.edu>; Michele Guy <michele.guy@usu.edu>; Sharon Pappas <sharon.pappas@usu.edu>; Shelly Schiess <shelly.schiess@usu.edu>; Sherie Jensen <sherie.jensen@usu.edu>; Sherri Cox <sherri.cox@usu.edu>; Susan Hammond <susan.hammond@usu.edu>; Suzette Alder <suzette.alder@usu.edu>; Taci Watterson <taci.watterson@usu.edu>; Tara Johnson <tara.johnson@usu.edu>; Teri Rasmussen <teri.rasmussen@usu.edu>; Tracy Jones <tracy.jones@usu.edu>; Tricia Brandenburg <tricia.brandenburg@usu.edu>; Vicki Jones <vicki.jones@usu.edu>; Whitney Jensen <whitney.jensen@usu.edu>

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.

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

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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
MUSC = 1 rather not have courses repurposed. Best to request a new course #. Fran Hopkin come back with
THEA = recommendations on how to handle this in the future.)
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:

<input type="checkbox"/> Certificate of Proficiency	<input type="checkbox"/> Entry-level CTE CP	<input type="checkbox"/> Mid-level CP
<input type="checkbox"/> Certificate of Completion		
<input checked="" type="checkbox"/> Minor		
<input type="checkbox"/> Graduate Certificate		
<input type="checkbox"/> K-12 Endorsement Program		
<input type="checkbox"/> NEW Emphasis for Regent-Approved Program		
<input type="checkbox"/> 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?y=55>.

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 higher.utah.org/policies/policy312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.utah.org/policies/policy315/.

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.

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

CAAS - Aviation and Technical Education - Peace Officer Standards and Training

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)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)* Police Officers Standards and Training

Proposed Title* Peace Officer Standards and Training

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

Step 3: Enter the correct CIP Code using the following Webber [Classification](#)
Instructional Programs

CIP Code (6-digits) 43.0107
*

Minimum Number of Credits (if applicable)* 23

Maximum Number of Credits (if applicable)* 23

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

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

Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

New Center

New Institute

New Bureau

Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes

No

Council on Teacher Education* Yes

No

Section I: The Request

R401 Purpose*

Editorial correction for POST acronym from Police Officers Standards and Training to Peace Officer Standards and Training

Section II: Program Proposal

Proposed Action & Rationale*

Correction of title to align with acronym.

Labor Market Demand (if applicable)


Consistency with Institutional Mission & Institutional Impact*

Provide technical education training for peace officers in the southeast region.

Finances*


POST is currently functioning as a self-support program. No financial impact.

Section III: Curriculum (if applicable)

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.

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

Institution Submitting Request: Utah State University
Proposed Program Title: Associate of Arts in Art
Are There New Emphases: Yes No
Names of New Emphases (Separated by Commas):
Sponsoring School, College, or Division: Caine College of the Arts
Sponsoring Academic Department(s) or Unit(s): Department of Art and Design
Classification of Instructional Program Code¹ : 50.0701
Min/Max Credit Hours Required of Full Program: 60 / 62
Proposed Beginning Term²: Fall 2021
Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/>	(AAS)	Associate of Applied Science Degree
<input checked="" type="checkbox"/>	(AA)	Associate of Arts Degree
<input type="checkbox"/>	(AS)	Associate of Science Degree
<input type="checkbox"/>		Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>		Other (specify award type ³ :)
<input type="checkbox"/>	(BA)	Bachelor of Arts Degree
<input type="checkbox"/>	(BS)	Bachelor of Science Degree
<input type="checkbox"/>	(BAS)	Bachelor of Applied Science Degree
<input type="checkbox"/>		Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>		Other (specify award type ³ :)
<input type="checkbox"/>	(MA)	Master of Arts Degree
<input type="checkbox"/>	(MS)	Master of Science Degree
<input type="checkbox"/>		Specialized Master Degree (specify award type ³ :)
<input type="checkbox"/>		Other (specify award type ³ :)
<input type="checkbox"/>		Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>		K-12 School Personnel Program
<input type="checkbox"/>		Out of Service Area Delivery Program <input type="checkbox"/> Attached MOU
<input type="checkbox"/>		Out of Mission Program
<input type="checkbox"/>		NEW Professional School

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following associate's degree(s): Associate of Arts in Art effective Fall of 2021. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The proposed Utah State University (USU) Associate of Arts degree in Art for its Eastern campus requires a minimum of 60 total credits, with 12-14 credits of required Art courses, 6 credits of Art History courses, 12 credits of elective Art courses, and 30 required General Education credits. An Associate of Arts degree in Art will allow Utah State University Eastern (USUE) students interested in art a practical credential for their coursework. The USU Associate of Arts degree in Art aims to give students the technical and academic knowledge and transferable skills they need to go on to employment or as a stackable credential for further study.

Utah State University was founded as Utah's land-grant university and as such the mission is to provide higher education throughout Utah. Utah State University Eastern adds to this mission by providing traditional and technical education to students throughout Eastern Utah.

Utah State University's Department of Art and Design in the Caine College of the Arts currently offers several minor, bachelor, and master's degree options within the arts. The Utah State University Eastern Art Department is part of the Caine College of the Arts and currently offers a foundation art curriculum for the first two years of study towards a Bachelor of Fine Arts degree.

The Utah State University Associate of Arts degree in Art is designed to provide students on the USUE campus with foundational artistic and scholarly skills that engage in innovative problem solving and critical thinking. The degree would be an affirmation of the Utah System of Higher Education's emphasis on providing a strong general education component to prepare students for upper-division work in baccalaureate programs or for employment and responsible citizenship.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policy312) or, for "out of mission" program requests, the rationale for the request.

The Utah State University Associate of Arts degree in Art directly supports the mission of Utah State University to be one of the nation's premier student-centered land-grant and space grant universities by fostering the principle that academics come first; cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement. The Utah State University Associate of Arts degree in Art is designed to offer students and community members in Eastern Utah the opportunity to earn a degree in fine art.

Similarly, the Associate of Arts degree in Art is consistent with the Caine College of the Arts' mission of service to the people of the state of Utah by cultivating artistic and academic excellence, by preparing students to realize their full creative potential as artists and citizens, by increasing the visibility of the college and university, and by fostering professionalism and collegial relationships in all aspects of their operations.

The Utah State University Associate of Arts degree in Art is further reflected in the commitment of the Department of Art and Design in the Caine College of the Arts to excellence in visual art, design and scholarship and cultivating artistic and scholarly work that engages in innovative problem solving and critical thinking. The Department of Art and Design represents the broadest interpretation of the arts: art as personal expression, art for art's sake, art as communication, art as an important social and political force, art for personal enjoyment, and art as a contribution to what it means to be both an individual and a part of the larger cultures that connect humanity.

Finally, the Associate of Arts degree in Art echoes Utah State University Eastern's mission of preparing the people who create and sustain the Eastern Utah region with efficiency, innovation, excellence, and a commitment to supporting students and members of the community through quality education.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

In 2010, the College of Eastern Utah joined with Utah State University to form Utah State University Eastern to serve the students and community of Eastern Utah. Following the merger, the USUE Art Department was expanded from offering two-dimensional design, photography, drawing, and painting classes to including three-dimensional design, ceramics, and sculpture. As such, the Utah State University Eastern Art Department and the student population would significantly benefit from the addition of an Associate of Arts in Art degree.

The proposed degree would offer a general program that focuses on the introductory study and appreciation of the visual arts, including instruction in 2-D and 3-D art methods, photography, and other visual communications media. The addition of an Associate of Arts in Art degree at the Utah State University Eastern campus would provide students interested in the fine arts a credential for their studio and theoretical coursework, and a valuable qualification for employment in the arts or transfer to another institution for further education. This degree would aid in the recruitment and retention of students interested in an arts education, and would be a valuable resource for the population of Eastern Utah.

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).

An Associate of Arts degree in Art is a very versatile credential, whether as a launchpad for further study in the arts, a qualification to gain employment, or as an addition of visual communication skills to another degree. The U.S. Bureau of Labor Statistics projects that employment in arts related fields as a whole will grow nationally by 3 percent yearly from 2018 to 2028, adding an estimated 96,800 new jobs. (<https://bls.gov/ooh/arts-and-design/home.htm>) Similarly, Utah's Department of Workforce Services predicts a 3.3 percent annual growth rate from 2016 to 2026. (<https://jobs.utah.gov/wi/data/library/employment/occprojections.html>) Further, as of May 2019, Utah ranks fourth nationally for employment of artists and related workers, first in concentration of jobs and location quotients in the field, and Salt Lake City ranks first of metropolitan areas in the United States with a location quotient of 12.48. (<https://bls.gov/oes/current/oes271019.htm>)

Regionally, there are many opportunities for employment that an Associate of Arts in Art degree would be valuable for. Price, Green River, and Moab each have several graphic design studios that require job candidates to have an understanding of visual communication. Carbon County is also home to several museums, including the Utah State University Prehistoric Museum, the Bryner Pioneer Museum, and the Western Mining and Railroad Museum. Many museum positions, from directing and curating to creating displays, necessitate aesthetic and material training.

Helper, Utah is a revitalized mining and railroad town which has emerged as an artistic and cultural hub for Southeastern Utah. Helper continues to grow and evolve into an arts mecca that includes an expanding number of galleries, studios, and celebratory arts events, such as the monthly First Friday Gallery Stroll and the annual Helper Arts, Music, and Film Festival. Employment opportunities are increasingly available, including positions as gallery interns, studio assistants, and exhibiting artists, for which an arts education is necessary.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

The Utah State University Eastern Art Department serves a semester average of 50 students. Following the merger of the College of Eastern Utah with Utah State University and the subsequent expansion of the Art Department's offerings, the number of students enrolled in Art Department courses has grown, as has student interest in an Associate of Arts degree in Art.

Currently, Utah State University Eastern offers an Associate of Arts degree in General Studies, which limits the number of art courses a student can take and discourages students interested in art from enrolling in art courses above their elective cap. The inclusion of an Associate of Arts degree in Art would allow students, whether they are planning to transfer or enter the job market, to receive a degree specific to their area of interest and a credential for their coursework.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Two institutions in the Utah System of Higher Education offer an Associate of Arts degree in Art: Utah Valley University and Weber State University. Snow College offers an Associate degree in Fine Arts, which requires an additional 20 credit hours. The University of Utah, Southern Utah University, and Dixie State University have no option for an art-specific associate degree, offering Bachelor of Fine Art degrees and higher.

Utah State University Eastern is uniquely positioned and prepared to offer students in Eastern Utah the opportunity to earn an Associate of Arts degree in Art.

Collaboration with and Impact on Other USHE Institutions

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

The Associate of Arts degree in Art will be offered on the Utah State University Eastern Campus only and will not impact other Utah System of Higher Education institutions. The Associate of Arts degree in Art at Utah State University Eastern is designed to expand the offerings available to students, whether they are planning to transfer to another institution to continue their education, enter the job market, or enrich and enhance their work towards another degree.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

The curricula for the Associate of Arts degree in Art at Utah State University Eastern was designed in accordance with and by the example of comparable regional and national institutions offering a similar degree. The proposed degree criteria have been reviewed and approved by the Art Faculty of Utah State University's Caine College of the Arts' Department of Art and Design.

The Caine College of the Arts' Department of Art and Design has established a curriculum committee of faculty members from every emphasis area in the department and is responsible for overseeing and approving every curricular change. The department's curriculum is designed with an awareness of the requirements for accreditation by several national accreditation organizations and other professional organizations.

These include:

- The National Association of Schools of Art & Design (NASAD)
- The Council on Interior Design Accreditation (CIDA)
- The College Art Association (CAA)
- The National Art Education Association (NAEA)
- The National Council on Education in the Ceramic Arts (NCECA)
- The Society for Photographic Education (SPE)

The Department of Art and Design at Utah State University is currently accredited by the National Association of Schools of Art and Design (NASAD), the governing body that officially oversees art and design program standards of higher education in the United States. In accordance with NASAD policy, the department will apply for Plan Approval after institutional approval is granted and before students are admitted into the program. Following approval by the Faculty Senate and the USU Board of Trustees, the department will begin the Plan Approval process.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

The Utah State University Associate of Arts degree in Art requires a minimum of 60 total credits, with 12-14 credits of required Art courses, 6 credits of Art History courses, 12 credits of elective Art courses, and 30 required General Education credits.

All courses taken to satisfy the requirements for the Utah State University Associate of Arts degree in Art must be taken for a letter grade and must be passed with a grade of “C-” or better. To remain in good standing and graduate with an Associate of Arts degree in Art, a student must maintain a minimum overall grade point average of 2.0, and a GPA of 2.75 in Art and Art History courses.

Admission Requirements

List admission requirements specific to the proposed program.

There are no admission requirements other than admission to Utah State University Eastern.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The Associate of Arts degree in Art will not require any new organizational structures. The courses required to complete the degree currently exist and are available to students on the Utah State University Eastern campus.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

The Utah State University Eastern Art Department has two full-time faculty and one adjunct faculty teaching all of the required courses for the Associate of Arts degree in Art.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

No additional staff are required to implement the Associate of Arts degree in Art at Utah State University Eastern.

Student Advisement

Describe how students in the proposed program will be advised.

Each Utah State University Eastern student is assigned an academic advisor based on their specific program. Additionally, Art Department faculty work closely with students to assist them in achieving their academic goals.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The Utah State University Eastern Art Department works closely with the USUE Library and Learning Center to ensure that reference materials remain accessible and current. The existing resources on the Utah State University Eastern campus are sufficient to meet the needs of students working towards an Associate of Arts degree in Art.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation**Program Assessment**

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The Utah State University Associate of Arts degree in Art aims to give students in Eastern Utah the opportunity to earn a degree in art that provides the technical and academic knowledge and transferable skills they need to go on to employment or further study. Through providing high quality arts education and experiences, the Utah State University Eastern Art Department strives to serve, enrich, and engage the communities of Eastern Utah by producing graduates with the aesthetic, critical, and practical tools to begin their artistic careers and a stackable credential to continue their studies.

The courses that collectively comprise the Utah State University degree programs are evaluated every semester using the IDEA instrument. The results from these evaluations are compiled by the Office of Analysis, Assessment, and Accreditation and made available to department heads who consult with individual faculty about results during mandatory annual reviews. While these evaluations are not program specific, the process and the results are used by the department head and faculty when evaluating, discussing, and modifying program curricula.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

The Utah State University Department of Art and Design has established specific learning objectives for all students enrolled in the foundation program. They are as follows:

- **Vocabulary:** Uses vocabulary of the elements and principles of art and design in critique, class discussion, and written communication.
- **Technical Proficiency:** Employs materials and tools combined with a level of proficiency demanded by their concept. The resulting work demonstrates a mastery of the techniques and processes required for the assignment.
- **Design and Composition:** Demonstrates clear understanding of formal principles of art and design appropriate to medium and assignment.
- **Critical Thinking and Creative Problem Solving:** Work engages with the terms of the assignment and examples shown in class through a synthesis of form, content, and concept, going beyond adaptation or reproduction.
- **Professionalism:** Demonstrates a high level of engagement through asking questions, making contributions, and actively participating in class, critique, and extracurricular art and design activities. Remains focused and on-task while in studio, creating a work-centered environment.

As students progress through the Associate of Arts degree in Art program at Utah State University Eastern, they will become familiar with major works, artists, schools, styles, and historical events and figures within defined periods of art history and specific art disciplines. Further, students will use visual evidence to support ideas about artworks in various media and build understanding of historical and cultural contexts for the production of works by both historical and contemporary artists. Finally, students will develop their ability to analyze relationships between formal elements (style, medium), and the thematic or ideological context of their own artworks as well as the artworks of others.

Formative assessments of student progress recur throughout each semester in formal critiques. Student work from every assignment is displayed, discussed, and evaluated by Utah State University Eastern Art Department faculty and students. Each presenting artist is given feedback on how well they have met the Art Department learning objectives and areas, if any, they need to improve.

The Utah State University Eastern Art Department holds three student-centered art exhibitions each year, and all are an opportunity for students and faculty to examine the summative outcome of their work. Annually, Utah State University Eastern art students submit works and are juried into a student art exhibition at USUE's Gallery East. Student work is also presented biannually at 182 South Main Street Gallery in Helper, where students from drawing, painting, photography, ceramics, and sculpture classes take part in the monthly First Friday Gallery Stroll.

Additionally, a required component of the Utah State University Associate of Arts degree in Art is ART 2260: Intermediate Portfolio Preparation. This course is designed for students who will transfer to a four-year program or begin professional careers as artists. The course addresses writing artist statements, cover letters, and resumes, as well as photographing and assembling a digital portfolio of the best examples of artworks created over the progression of each student's education.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

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

	Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)				
General Education Credit Hour Sub-Total				30
Required Courses				
+ -	ART 1020		Drawing 1	3
+ -	ART 1120		Two-Dimensional Design	3
+ -	ART 1130		Three-Dimensional Design	3
+ -	ART 2260		Intermediate Portfolio Preparation	2
+ -	ART 2920		Sophomore Independent Projects	1
+ -	ARTH 2710		Prehistoric to Medieval Art History	3
+ -	ARTH 2720		Renaissance to Post-Modern Art	3
+ -				
+ -				
+ -				
Add A Group of Courses				
Required Course Credit Hour Sub-Total				18
Elective Courses				
+ -	ART 1050		Introduction to Photography	3
+ -	ART 1430		Basic Illustration	3
+ -	ART 2110		Drawing 2	3
+ -	ART 2220		Watercolor Painting	3
+ -	ART 2400		Introduction to Graphic Design	3
+ -	ART 2600		Basic Sculpture	3
+ -	ART 2650		Introduction to Ceramics	3
+ -	ART 2680		Introduction to Figure Drawing	3
+ -	ART 2690		Sculpting the Human Figure	3
+ -	ART 2810		Photography 1	3
Choose of the following courses:				
+ -				
+ -				
Add A Group of Courses				
Elective Credit Hour Sub-Total				12
Core Curriculum Credit Hour Sub-Total				30

Add An Emphasis

Program Curriculum Narrative

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

ART 2920: Sophomore Independent Projects can be taken for 1-3 credits.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Toggle Cut-and-Paste

Toggle Table

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ART 1120: Two-Dimensional Design	3	ART 1020: Drawing 1 (BCA)	3
ART 1130: Three-Dimensional Design	3	ARTH 2720: Renaissance to Post-Modern Art (University Breadth Exploration Course)	3
ARTH 2710: Prehistoric to Medieval Art History (BHU)	3	ENGL 2010: Intermediate Writing: Research Writing	3
ENGL 1010: Introduction to Writing: Academic Preparation	3	Breadth Physical Science Course (BPS)	3
Social Science Course (BSS)	3	Quantitative Literacy Course (QL)	3
Add Courses Total	15	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
Elective ART Course	3	Elective ART Course	3
Elective ART Course	3	Elective ART Course	3
Breadth Life Science Course (BLS)	3	ART 2260: Intermediate Portfolio Preparation	2
Breadth American Institutions Course (BAI)	3	ART 2920 Sophomore Independent Projects	1
General Elective Course	3	General Elective Course	3
		General Elective Course	3
Add Courses Total	15	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Add Courses Total		Total	
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Add Courses Total		Total	

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate			
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters		2	
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate		1	
Teaching / Graduate Assistants	////	////	
Staff: Full Time			
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Noel	Carmack	TT	MFA	Utah State University	45	
	Christopher	Kanyusik	TT	MFA	Rochester Institute of Technology	45	
	Add Another Full Time						
Part Time Faculty							
	Jason	Huntzinger		BFA	University of Minnesota - Duluth	10	
	Add Another Part Time						

Part III: New Faculty / Staff Projections for Proposed Program

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////	////			
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	2	2	3	4	6	8
# of Majors in Proposed Program(s)	////	2	3	4	6	8
# of Graduates from Department	0	1	2	3	4	6
# Graduates in New Program(s)	////	1	2	3	4	6
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$2,859,630.00	\$0	\$0	\$0		
Operating Expenses (equipment, travel, resources)	\$98,634.00	\$0	\$0	\$0		
Other:	\$0	\$0	\$0	\$0		
TOTAL PROGRAM EXPENSES	////	\$0	\$0	\$0		
TOTAL EXPENSES	\$2,958,264.00	\$0	\$0	\$0		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$2,958,264.00					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$2,958,264.00	\$0	\$0	\$0		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The Utah State University Eastern Art Department currently offers all of the required courses for an Associate of Arts degree in Art. No increase in expenses will be required to provide a degree to students interested in attaining one.

Expenses shown represent the 2020-21 E&G budget for the USU Department of Art and Design. Money budgeted to the other line items are not broken down by department or program.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Department Revenue is a mix of several sources, including the State general fund and education fund, tuition, and other sources. Revenue is not appropriated to specific departments. Amounts shown are E&G departmental budgets.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

HSB - Marketing and Strategy - Consulting 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)*

HSB

DEPARTMENT (include all cross listed departments)*

Marketing and Strategy

Current Title (if applicable)*

N-A

Proposed Title* Consulting Minor

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

CIP Code (6-digits) 52.0201

Minimum Number of Credits (if applicable)* 12

Maximum Number of Credits (if applicable)* 12

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

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

Other

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

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose* The purpose of this proposal is to propose and launch a new consulting minor in the Marketing and Strategy Department in the Huntsman School of Business at Utah State University. This minor has been needed at Utah State University to achieve career objectives and success for students in multiple disciplines.

Section II: Program Proposal

Proposed Action & Rationale* The proposed minor in consulting prepares students to manage people, processes, and strategies in all types of organizations and to consult with organizational leaders and members on these issues. These skills are needed by students in business, engineering, agriculture, sciences, and any technological discipline to get a job in consulting and excel in any job they acquire. Students have been asking for this program of study for some time. We now have the faculty and courses needed to deliver on their request with this minor.

Labor Market Demand (if applicable) Graduates with this minor and the appropriate technical training would be attractive candidates for employment in the big consulting firms like Accenture, Ernst & Young, Deloitte, etc. They will also fit in technical consulting firms for engineering, agriculture, accounting, etc. There is a current unmet demand for qualified graduates in the consulting industry and for managers with consulting skills. This will create strong career paths for students in STEM studies, finance, accounting, and agriculture.

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

The core purpose and primary mission of the Huntsman School of Business at Utah State University is to be an engine of growth for our community, state, nation and world and to be a career accelerator for our students. This minor directly fits that purpose and mission. It will have a substantial impact on the students at the university giving them the competencies to make a positive difference in the world. Graduates from the program will help organizations overcome problems and improve performance and realize their potential. The minor in consulting will open opportunities for USU students which would not be opened without the minor.

Finances*

No additional finances are required for the minor. With one exception all of the courses required for the consulting minor exist and have the capacity for our students. We will create one class in consulting that will be taught by faculty currently in the Marketing and Strategy Department.

We anticipate great demand for this minor and there will be an admissions process. Managing this demand will be essential to the financial health of the program. The preferred students for the minor have majors in technical fields such as engineering, agriculture, science, finance, information systems, computer science, accounting, etc. We will manage the growth of the program to ensure we will have the supply of seats in the classroom to meet the demand. We also want to establish USU as a supplier of high quality, well trained graduates. If we establish that brand in the market, the companies in our network will respond well and employ our students as interns and full-time employees.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

The curriculum for this minor requires five courses and a total of 12 semester credit hours. The proposed consulting minor is designed to help students learn and execute the tools and concepts necessary to be successful, understanding human and organizational processes that facilitate or hinder work performance. Skills and tools taught in this program include:

1. Organizational behavior theory and research findings to explore causes and correlates of individual and group behavior in organizational settings.
2. Concepts and tools of project management will address issues of scope, time, and resources, and the effective management of complexity, risk, and ambiguity.
3. Tools of data-driven marketing decisions about advertising, branding, customer retention, product development, growth, pricing, promotions, and sales force management. This instruction provides hands-on experience identifying, collecting, and analyzing the information necessary to improve business decision making.
4. Concepts of consulting clients using their technical and non-technical disciplines with various enterprises and government agencies. Students will learn a systematic process to solve technical and organizational problems and manage client relations.
5. The concepts, models and tools execution through an intensive company internship. The consulting process to be proficient in leading and participating in consulting engagements. Leading consulting projects to deliver client value.

The content of the consulting minor will provide students a skill platform that is applicable across all university disciplines to be consultants in their given technical profession, e.g., engineering, nutrition, agriculture, forestry, human resources, etc.

Required courses for the consulting minor include the following :

MGT 3100 – Organizational Behavior (2 credits)


MGT 3600 – Project Management (2 credits)

MSLE 4532 – Data-Driven Decision Making (2 credits)

MSLE 4200 – Strategic Consulting (3 credits) *NEW*


MSLE 4250 – Marketing-Strategy-Leadership-
Internship (3 credits)

Entrepreneurship Internship

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

proposai.

CEHS - Center for Persons with Disabilities - Institute for Disability Research Policy and Practice

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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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Center for Persons with Disabilities

Current Title (if applicable)* Center for Persons with Disabilities

Proposed Title* Institute for Disability Research Policy and Practice

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) 000000

Minimum Number of Credits (if applicable)* 0

Maximum Number of Credits (if applicable)* 0

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
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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

Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

New Center

New Institute

New Bureau

Other

Other: (explain change) Renaming of an existing research center

Additional Approvals (if applicable)

Graduate Council* Yes

No

Council on Teacher Education* Yes

No

Section I: The Request

R401 Purpose*

The purpose of this request is to rename the Center for Persons with Disabilities. Our proposed new name is the Institute for Disability Research, Policy, and Practice. We have provided the rationale and additional justification for this request in the fields below.

Section II: Program Proposal

Proposed Action & Rationale*

The Center for Persons with Disabilities is Utah's federally designated University Center for Excellence in Developmental Disabilities (UCEDD). The CPD was established in 1972, and was the first UCEDD program in the U.S. to focus on the educational and social needs of children and adults with disabilities. Our function as a UCEDD is to support research and training that improves policies, services, and programs for people with disabilities and other at-risk populations. The CPD has grown into one of the largest UCEDD programs in the nation and is recognized as a pioneer in research, training, technical assistance, and services for children and adults with disabilities, families, and the professionals who serve them. The CPD is the only federally designated UCEDD in Utah, and is the only disability-specific research and training center in the state of Utah.

The overall CPD budget in FY 2019 was \$19.3 million. 90% of this funding comes from extramural grants, contracts, or fee for service programs that we develop and administer. Much of our recent success has come from new federal and state partnerships that build upon the reputations of our people and programs. In FY 2019, CPD staff worked on 114 different projects funded through 273 different grants or contracts, conducting research, training and providing technical assistance in every county in Utah, 46 U.S. states and territories, and 5 different countries.

Although the majority of our work would be classified as community outreach, we have also made a focused effort to increase our on-campus presence to enrich the educational experience of preservice students at our home, Utah State University. Over the past year, CPD staff taught 28 courses, reaching approximately 820 USU students in 7 departments and generating over 1,500 credits. This is a marked increase from last year's total of teaching 324 USU students. Hundreds of other students are impacted through training opportunities, research assistantships, practicum experiences, and employment opportunities in our programs. In FY 19 we spent \$537,239 on direct student support. These efforts to educate and engage preservice students from a wide variety of disciplines are essential to creating the next generation of interdisciplinary professionals and leaders in healthcare, education, and social services.

The name, Center for Persons with Disabilities, was a reasonably descriptive name in the mid-1980's (when the name was adopted), but times have changed and the CPD has grown in size and scope of programs. There are now many other programs in the state of Utah that serve people with disabilities and the CPD is no longer a good descriptor of who we are or where we want to go as an organization, and it is a confusing name for others. Although CPD is widely recognized among long-term faculty and staff in Logan, many students and new faculty at USU confuse the CPD with the Disability Resource Center (DRC), which didn't exist back in the 1980s. We receive multiple calls every week from students or staff who are confused and think that we are the DRC. Others from across the state call us thinking that we are a disability service provider, an independent living center, or some other social service agency because our current name seems to imply that we are a direct service provider instead of a research, training, and technical assistance organization.

The CPD also currently houses many other "centers" that have emerged from the various grants and contracts that we administer (e.g. the Center for IDEA Financial Reporting, the National Center on Disability and Accessibility Education, the Mental Health & Developmental Disability National Training Center, the Center for Technical Assistance for Excellence in Special Education, the Center for Employment and Inclusion, and the Center for Professions in Education). We would also like to change our overall descriptor from

“Center” to “Institute”. We believe that the Institute descriptor is more appropriate because we currently house many centers within the Center for Persons with Disabilities. It can be difficult to describe our overall scope and organizational structure in our grant writing, marketing, and outreach efforts. Changing our identity to an institute that houses multiple “centers” would help clarify our internal structure and increase our competitiveness for grants and contracts.

The CPD staff and Leadership Team have spent many months meeting and evaluating potential renaming options. In mid-2019 we finalized our potential list of names to:

- Utah Institute on Leadership & Excellence in Applied Disability Studies
- Utah Institute for Human Services Policy & Practice
- Institute for Community Inclusion and Disability Studies
- Institute for Human Services and Community Engagement
- Mountain West Institute for Leadership in the Social Services
- Utah Institute for Human & Community Development
- Utah Institute for Community Inclusion
- Utah Institute for Disability Research, Policy, & Practice

After several rounds of staff feedback we conducted a final survey and the staff response overwhelmingly favored the **Institute for Disability Research, Policy, & Practice** at Utah State University. Staff felt like this was a more accurate and descriptive name for who we currently are, and what we would like to become. We feel that this name would help clarify our role and function as a UCEDD, and would highlight our work as a leading applied research organization at USU and in the nation. We feel that renaming the CPD at this time would provide us with an opportunity to launch a new rebranding campaign in conjunction with our 50th anniversary of the founding of the CPD (2022). The renaming and rebranding campaign would highlight the immense impact that the CPD has had over its 50 year history at USU and would bring recognition to USU for its leading role in supporting the disability research, education, and policy work that has occurred under the auspices of the CPD. The CPD is currently among the top 10 UCEDD programs in the nation in terms of budget, and has the greatest national reach of any other UCEDD. Our goal is to establish the CPD as the top UCEDD program in the country over the next 5 years, which will allow us to be more competitive for extramural funding, recruit top talent, and enhance USU’s reputation as national leader in disability research, education, and service.

**Labor Market
Demand (if
applicable)**

N/A

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

The CPD's guiding values are innovation, inclusion, collaboration, and caring. These values are directly informed by USU's mission to learning, diversity, and service (see: <https://www.usu.edu/president/missionstatement/>), and the CPD is one of the leading entities on campus in the areas of community engagement and inclusive programming. The CPD's reputation for innovation and excellence are a direct reflection of the supportive campus environment here at USU and the alignment of our respective values and missions.

The CPD's programs serve as a bridge between campus and the community. On January 31, 2020, the Carnegie Foundation for the Advancement of Teaching awarded Utah State University with the Carnegie Community Engagement Classification. The core team that wrote the application for this classification leaned heavily on the CPD to obtain information about our community impact and used multiple examples of our programs to illustrate USU's commitment to community engagement. The CPD houses many nationally recognized, model programs that directly serve people with disabilities or provide research, training or technical assistance to increase the competency of professionals in the human services. The CPD is one of the leading community engagement organizations at USU and hundreds of thousands of professionals in the disability and human services field know about USU through the work of the CPD.

The CPD also embodies USU's commitment to inclusive excellence. Over the past 10 years the CPD has started to work in complementary areas related to inclusion, diversity, and underserved populations. Research has demonstrated that the incidence of disability is directly correlated with social risk factors like poverty, public health, aging, immigration status, nutrition, homelessness, and mental health. We have developed programs that directly address many of these risk factors in order to improve quality of life and prevent disability in our communities. These programs emphasize diversity and inclusion and are a direct reflection of USU's "historical land-grant tradition of partnering with communities to address critical societal issues in the interest of the public good".


Changing our name from the CPD to the Institute for Disability Research, Policy, and Practice will not require any reorganization of people or programs and will not require new organizational structures. Our current Leadership Team and division structure will continue to function as it has for the past 3 years, and there will be no need to hire additional staff or change current staff roles.

Finances*

This proposed change will not require any new facilities, personnel, or equipment. The primary costs associated with changing the name of the CPD are in the form of updated signage and marketing materials. We anticipate that we will need approximately \$20,000-\$25,000 to update the physical signage at the CPD and to launch a national rebranding campaign. The CPD has a highly competent PR & Marketing team who will manage the rebranding and PR push required for this proposed name change. We have been planning for this name change and currently have sufficient resources to cover this expense without requesting additional institutional funds. Funding for these expenses will come from our returned indirect account and other discretionary resources that we have saved for this effort.


Section III: Curriculum (if applicable)

Program Curriculum Narrative N/A

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 - Languages, Philosophy and Communication Studies - Teaching English to Speakers of Other Languages - TESOL 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 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)*

Languages, Philosophy and Communication Studies

Current Title (if applicable)* Not Applicable

Proposed Title* Teaching English to Speakers of Other Languages - TESOL Certificate of Proficiency

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

CIP Code (6-digits)* 13.1401

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 18

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

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- Certificates of Completion
 - Certificates of Proficiency
 - Certificates of Proficiency - except Institutional Certificates
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 - Institutional Certificates of Proficiency
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 - Minors
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 - Other

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 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
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 - Reinstatement of a Previously Suspended Program
 - Other

Administrative Unit Changes:

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

Creation of Non-Administrative Units:

- New Center
- New Institute
- New Bureau
- Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

We are requesting permission to create a Certificate of Proficiency in Teaching English to Speakers of Other Languages (TESOL). The proposal uses a mix of new courses developed by faculty in the Department of Languages, Philosophy and Communication Studies as well as existing courses in the college of CHASS. The program would provide certificate holders from any academic major the necessary knowledge and a set of transferable skills for pursuing a variety of different teaching opportunities with students from diverse backgrounds.

Section II: Program Proposal

Proposed Action & Rationale*

USU currently offers two different options for students who are interested in teaching English to speakers of other languages. One is for elementary and secondary education majors in the School of Teacher Education and Leadership which offers a K-12 English as a Second Language (ESL) endorsement. This option prepares students to teach K-12 in the United States. Many of the required classes for this endorsement are offered at the graduate level (6000 level). The other option is for master's level students in the Department of Languages, Philosophy, and Communication Studies which offers a Master of Second Language Teaching degree. This degree is considered a terminal degree in the field of ESOL for those interested in teaching.

Students with the proposed certificate would be able to teach locally as well as globally in contexts such as the following:

- Teaching English as part of international cultural experiences
- Teaching abroad in K-12, college, or private school settings
- Working with immigrant and refugee populations in the United States through nonprofit agencies and private language schools

In short, the certificate curriculum offers undergraduate students at USU the opportunity to explore the field of teaching English to speakers of other languages without acquiring a teacher certification or entering graduate school. This will be the only face to face TESOL certificate program in the USHE system. The University of Utah offers an online TESOL certificate and Snow College gives a Certificate of Proficiency for students who complete a TESOL major.

Labor Market Demand (if applicable)

English is currently the most studied foreign language in the world. According to the British Council, one of the largest providers of English classes in the world, approximately 1.7 billion people were learning and using English worldwide in 2015 and this number was predicted to rise to 2 billion by 2020. Those numbers are supported with data from specific countries worldwide: Chinese Vice Premier Liu Yandong stated in 2015 that more than 300 million Chinese were learning English, Mexico introduced plans for more than 12 million school children to be learning English in 2009, and Japan has made English language instruction a required subject in primary education. According to a 2013 study by GSV Advisors for Pearson English, one of the largest English language training companies in the world, English language instruction for non-native speakers is a \$63 billion a year industry.

These numbers speak to the worldwide need for English teachers. TESOL International Organization, a professional organization with 12,000 members worldwide, has recognized this demand with its recent publication of Standards for TESOL certificate programs. There are many online certificate mills that offer an inadequate teaching certificate and it's common to run into a native speaker who has travelled abroad and had experience teaching English. These untrained 'teachers' are often given conversation roles in classes or work as a teacher's aide. With our TESOL certificate, USU students will have the opportunity to work in a variety of different schools, earn a higher wage, and ultimately have a more authentic and meaningful teaching and intercultural experience.

In addition to the overseas demand, there are for opportunities for English teachers in the U.S. as the non-native speaking population rises. For example, the English Skills Learning Center (ESLC) in Logan, Utah has been awarded a \$250,000 grant by the U.S. Department of Homeland Security to help more refugees and immigrants achieve citizenship until 2021. TESOL certificate holders would be qualified to work at language centers such as the ESLC.

Beyond the labor market demand, students who teach abroad learn valuable skills that will make them stronger job candidates in the U.S. Today's labor market requires workers who can deal with ambiguous situations, communicate clearly, and take a leadership role. Being immersed in a foreign education system and working with non-native speakers from diverse backgrounds will provide certificate holders such invaluable experience. Each year approximately 500 USU students and over 340,000 students nationwide participate in a study abroad experience. There is demonstrated evidence that students at USU are interested in pursuing global experiences and this certificate would provide a means for them to engage in meaningful cross-cultural explorations.

Consistency with Institutional Mission & Institutional Impact*

The mission of Utah State University is to be a "premier student-centered land-grant and space-grant university". In order to accomplish this goal, the university emphasizes that academics come first and places importance on cultivating diversity of thought and culture and on serving the public through learning, discovery, and engagement. The TESOL Certificate of Proficiency is consistent with the mission of Utah State by offering a program which emphasizes cultivating diversity of thought and culture as it focuses on teaching students from diverse cultures, backgrounds, and languages.

Finances* This Certificate of Proficiency will be created using existing courses. Current faculty in the Department of Languages, Philosophy and Communication Studies have the expertise to teach the classes. No new financial resources are needed.

Section III: Curriculum (if applicable)

**Program Curriculum
Narrative**

This Certificate of Proficiency will be housed and administered in the College of Humanities and Social Sciences and the Department of Languages, Philosophy, and Communication Studies. The certificate adheres to the standards set out by TESOL International Organization and exceeds the hourly requirement for their standards.

The certificate consists of six classes, including a practicum. Four of the six courses were developed specifically for the certificate in order to meet the TESOL International Organization standards. These core courses focus on the structure of the English language, pedagogy, and language assessment. They provide the necessary knowledge, but more importantly focus on the application of this knowledge in the classroom. The capstone course is a practicum in which students are given the opportunity to teach and reflect on their teaching practice. These core classes include:

LANG 3100: A Linguistic Introduction to English, which course introduces students to English grammar, including topics such as phonology, morphology, syntax, pragmatics, and issues in acquisition of English by adult learners. It gives students (particularly prospective teachers) a working knowledge of English as a linguistic system.

LANG 3110: Language Learning Pedagogy, which helps students acquire basic principles of teaching English as a foreign language, including designing of lessons and materials and classroom management. Students will also learn about resources for continuous professional development.

LANG 3120: Introduction to English Language Assessment, which introduces principles of assessment in teaching the English language. Students will learn about theory and practice of language assessment, explore formative and summative forms of assessment, as well as quantitative and qualitative ways of assessing individual language ability.

LANG 3150: TEFL Practicum, which provides students the opportunity to teach in a setting of their choosing and then reflect on their performance through peer and expert reviews of their teaching, applying what they have learned from their classes. The course includes reflective observation of ESL classes, video-recorded peer teaching, and teaching non-native speakers of English in the local community.

In addition to the core courses, two other components of the certificate are required: an introductory course to linguistics and a course on cultural diversity. Students will have the opportunity to choose from different existing courses to fulfill these two certificate requirements. These classes are:

Introduction to linguistics

LING 3200: Introduction to Linguistics


LING/ANTH 4100: The Study of Language

Diversity/Culture

IELI 2475: Cross-Cultural Explorations


LING 4900: Analysis of Cross-Cultural Difference

CMST 3330: Intercultural Communication

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.

COS - Biology - Biology Ecology Biodiversity - BA BS --Discontinue Program--

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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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

COS

DEPARTMENT (include all cross listed departments)*

Biology

Current Title (if applicable)* Biology Ecology Biodiversity - BA BS

Proposed Title* Biology Ecology Biodiversity - BA BS --Discontinue Program--

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) 26.1305

Minimum Number of Credits (if applicable)* 0

Maximum Number of Credits (if applicable)* 0

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

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- New Certificates of Proficiency-except Institutional Certificates
 - New Certificates of Completion
 - New Post-Baccalaureate and Post-Masters Certificates
 - New Minors
 - New Emphases within an Approved Degree
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- Administrative Unit Changes:**
- New Administrative Units
 - Administrative Unit Transfer
 - Administrative Unit Restructure
 - Administrative Unit Consolidation
 - Reinstatement of Previously Suspended Administrative Units
 - Other

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

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose* Request discontinuance of **Biology: Ecology/Biodiversity – BA, BS** programs. The Department is discontinuing this program, as well as the **Biology: Environmental – BA, BS** emphasis in order to provide the **Ecology and Evolutionary Biology – BA, BS** emphasis which will better serve the students and is best in line with recent curriculum reform.

Section II: Program Proposal

Proposed Action & Rationale* Request formal discontinuance of program as **Ecology/Biodiversity** as a result of curriculum reform which better aligns with the **Ecology and Evolutionary Biology – BA, BS**. Both the Ecology/Biodiversity and Environmental emphasis will be discontinued and the newly revised, updated program (currently still listed as Ecology/Biodiversity) will be named Ecology and Evolutionary Biology – BA, BS. Lack of interest in the Ecology/Biodiversity emphasis further supports discontinuance of the program. Currently, two students have indicated their program as Ecology/Biodiversity. Biology Advisors are in contact with these students and are advising them toward the Ecology and Evolutionary Biology emphasis or another program that best meets their preferences and needs.

Labor Market Demand (if applicable) Current (and anticipated) employment and research opportunities better align with the term “evolutionary” than the current terms of “environment” and “biodiversity.” We support these updates (discontinuing both the environmental and biodiversity emphases and offering the Ecology and Evolutionary Biology emphasis) will best represent the degree

emphasis for USU Biology majors competing for employment or advanced educational opportunities.

Consistency with Institutional Mission & Institutional Impact*

The request to both discontinue the **Ecology/Biodiversity** and Environmental emphases and rename the Ecology/Biodiversity to Ecology and Evolutionary Biology (separate requests) is consistent with institutional mission and impact in best preparing USU undergraduates toward future employment and/or advanced educational endeavors. The newly named Ecology and Evolutionary Biology emphasis continues to align with institutional mission and impacts and global initiatives of Ecological and Evolutionary studies relevant and impactful to all aspects of life.


Finances*

In discontinuing both the environmental and biodiversity emphases, we expect increased interest in the newly developed Ecology and Evolutionary Biology emphasis as it better aligns with relevant terminology and applicable program structure. As a result of discontinuance of this program, we expect students will find the Ecology and Evolutionary Biology emphasis meets their educational, research, and employment endeavors best.

Section III: Curriculum (if applicable)


Program Curriculum Narrative

Requesting discontinuance of program.

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.

COS - Biology - Ecology and Evolutionary Biology Emphasis - BA BS

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)*

COS

DEPARTMENT (include all cross listed departments)*

Biology

Current Title (if applicable)*

Ecology Biodiversity Emphasis - BA BS

Proposed Title*

Ecology and Evolutionary Biology Emphasis - BA BS

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

CIP Code (6-digits) 26.1310

Minimum Number of Credits (if applicable)* 120

Maximum Number of Credits (if applicable)* 0

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

Request

Step 4: Select the Type of Change Being Requested.

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

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

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

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

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose* Request change of emphasis program name from Ecology/Biodiversity BA, BS to Ecology and Evolutionary Biology BA, BS to best address educational and employment trends and needs as well as recent Department of Biology curriculum reform.

Section II: Program Proposal

Proposed Action & Rationale* Propose changing the emphasis in the Department of Biology from “Ecology/Biodiversity” to “Ecology and Evolutionary Biology”. The change best aligns with current employment and research trends in Ecology emphases globally. Furthermore, the Department has recently reformed curriculum to best meet the needs of undergraduate students toward meeting employment and research opportunities beyond graduation. In preparation for this name change, the Ecology/Biodiversity emphasis’ curriculum requirements were updated to provide a seamless change in the name for students currently enrolled. The attached Program Curriculum and Degree Map detail the new Ecology and Evolutionary Biology program.

Labor Market Demand (if applicable) Current (and anticipated) employment and research opportunities better align with the term “evolutionary” than the current term of “biodiversity” for this emphasis as designed. We feel this update will best represent the degree emphasis for USU Biology majors competing for employment or advanced educational opportunities.

Consistency with Institutional Mission & Institutional Impact*

The request is consistent with institutional mission and impact in best preparing USU undergraduates in future employment and/or advanced educational endeavors. Furthermore, the change in title continues to align with institutional mission and impacts and global initiatives of Ecological and Evolutionary Biology studies relevant and impactful to all aspects of life.


Finances*

While we may see increased enrollment as this name change updates terminology to be more relevant, we do not anticipate a significant financial implication. An additional minor impact may be that we are concurrently requesting discontinuance of the Biology: Environmental Emphasis (BA/BS). As a result of discontinuance of this program, students who may have been interested in that emphasis will find this emphasis – Ecology and Evolutionary Biology – meets their educational, research, and employment endeavors best. Currently, only two students are enrolled as Ecology/Biodiversity students. Advisors are working with these students to transition to the new emphasis or another program.

Section III: Curriculum (if applicable)


Program Curriculum Narrative

Curriculum, requirements, and Degree Works were recently updated for the 2020-21 catalog in anticipation of this name change. The approved requirements for the Biology: Ecology/Biodiversity emphasis are the same as the proposed, newly named, Biology: Ecology and Evolutionary Biology BS and BA emphases. Attached is the updated curriculum and requirements.

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.

COS - Biology - Biology Environmental - BA BS --Discontinue Program--

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)*

COS

DEPARTMENT (include all cross listed departments)*

Biology

Current Title (if applicable)* Biology Environmental - BA BS

Proposed Title* Biology Environmental - BA BS --Discontinue Program--

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) 26.1305

Minimum Number of Credits (if applicable)* 0

Maximum Number of Credits (if applicable)* 0

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

Request

Step 4: Select the Type of Change Being Requested.

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

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

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

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

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose* Request formal discontinuance of **Biology: Environmental** program - currently listed as "Not Currently Offered" as it has been inactive for a period of time. Curriculum reform in the Department of Biology no longer supports required courses for the Biology: Environmental emphasis. Lack of interest in the emphasis further supports discontinuance of the program.

Section II: Program Proposal

Proposed Action & Rationale* Request formal discontinuance of **Biology: Environmental** program - currently listed as "Not Currently Offered" as it has been inactive for a period of time. Curriculum reform in the Department of Biology no longer supports required courses for the **Biology: Environmental** emphasis. Lack of interest in the emphasis further supports discontinuance of the program. Concurrently, the Department is requesting a name change from the **Ecology/Biodiversity** emphasis to an **Ecology and Evolutionary Biology** emphasis which will best serve students interested in environmental and/or biodiversity courses and careers moving forward.

Labor Market Demand (if applicable) Current (and anticipated) employment and research opportunities better align with the term "evolutionary" than the current terms of "environment" and "biodiversity." We support these updates (discontinuing both the environmental and biodiversity emphases and offering the Ecology and Evolutionary Biology emphasis) will best represent the degree emphasis for USU Biology majors competing for employment or advanced educational

opportunities.

Consistency with Institutional Mission & Institutional Impact*

The request to both discontinue the **environmental** emphasis and rename the Ecology/Biodiversity to Ecology and Evolutionary Biology (separate requests) is consistent with institutional mission and impact in best preparing USU undergraduates in future employment and/or advanced educational endeavors. The newly named Ecology and Evolutionary Biology emphasis continues to align with institutional mission and impacts and global initiatives of Ecological and Evolutionary studies relevant and impactful to all aspects of life.


Finances*

In discontinuing both the **environmental** and biodiversity emphases, we expect increased interest in the newly developed Ecology and Evolutionary Biology emphasis as it better aligns with relevant terminology and applicable program structure. As a result of discontinuance of this program, we expect students will find the Ecology and Evolutionary Biology emphasis meets their educational, research, and employment endeavors best.

Section III: Curriculum (if applicable)


Program Curriculum Narrative

Requesting discontinuance of program.

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.

COS - Computer Science - Master of Computer Science

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)*

COS

DEPARTMENT (include all cross listed departments)*

Computer Science

Current Title (if applicable)* Master of Computer Science

Proposed Title* Master of Computer Science

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

CIP Code (6-digits) 11.0701

Minimum Number of Credits (if applicable)* 33

Maximum Number of Credits (if applicable)* 33

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

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

Other

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

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose* Utah State University's Department of Computer Science requests approval to restructure its current Master of Computer Science program to a 33-credit, professional, coursework-only degree.

Section II: Program Proposal

Proposed Action & Rationale*

As it stands, the Master of Computer Science (MCS) is "a terminal degree with coursework requirements similar to the Ph.D., but lacking the Ph.D.'s requirement for publishable research" (USU Catalog). This degree requires work similar to a Ph.D. degree. Specifically, it requires at least 60 credits of graduate work beyond a B.S. degree or 30 credits of graduate work beyond an M.S. degree. It does not have a dissertation requirement. In practice, there were no admissions for the MCS, as it was offered only as an option to Ph.D. students who were unsuccessful in their Ph.D. program. Upon recent review of the department's program offerings, it was found that the MCS was not being properly utilized: with only two graduates in the last fifteen years, it no longer fulfills a need. It is proposed that this 60-credit degree be restructured to a professional, coursework-only degree to be in compliance with the School of Graduate Studies' current naming conventions for professional degrees.

To remain competitive with its peers, it is proposed that the number of credits required for the MCS be reduced to 33 credits. After a thorough review of peer schools' coursework-only programs, the following was found: of 15 peer institutions (Montana State University, Washington State University, IUPUI, Georgia Tech, University of Utah, Purdue University, Penn State, Mississippi State University, University of Mississippi, Colorado State University, Kansas State University, University of Alabama-Huntsville, University of Oklahoma, University of Texas-El Paso, Oregon State University), eight require 30 credits hours, two require 31 credit hours, four require 33 credit hours, and one institution requires 36 credit hours. Therefore, it is proposed that Utah State University's MCS require 33 credits of coursework only.

Only minor curriculum changes will be necessary. Curriculum requirements for the restructured MCS can be found in Section III: Curriculum.

If applicants for the new MCS have a bachelor's degree outside of Computer Science (or a related field), applicants will be required to pass an Algorithms Placement Exam or complete Computer Science prerequisite courses.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement. The Master of Computer Science program proposed here will advance these objectives, not only within the Department of Computer Science, but also throughout the university and across Utah. Students trained under this program will gain valuable skills that are in high demand and contribute to the growing high-tech economy in Utah, particularly across the Wasatch front.

Finances*


No financial implications are expected in the immediate future. However, a professional, coursework-only degree is expected to increase enrollment in the Master of Computer Science program, leading to the need to hire additional faculty in the future to accommodate a growing department.

Section III: Curriculum (if applicable)

Program Curriculum Narrative


All MCS students must meet the following general requirements:

- Complete four Computer Science courses numbered 6000-level and above. [CS 6250](#) is *not* accepted for these four courses. [CS 6950](#) or [CS 7950](#) can be counted as *only one* of these four courses, and in that case, must be taken for 3 credits in a single semester.
- No more than 3 total credits of [CS 5950](#), [CS 6950](#), and [CS 7950](#) may be used to satisfy the MCS degree requirements.
- [CS 6250](#) can be taken only with the advisor's prior permission and a maximum of 3 credits will be allowed on the Program of Study.
- A maximum of 15 credits of committee-approved coursework at the 5000-level may be used for the Master of Computer Science degree. No credits below 5000-level will be allowed on the Program of Study.
- [CS 6970](#), [CS 7970](#), [CS 6990](#) and [CS 7990](#) cannot be included on the Program of Study.
- A maximum of 6 credits are allowed from outside the Computer Science Department. Any outside credits must be from ECE, Math, Statistics, or one of two approved finance courses, [FIN 6320](#) and [FIN 5350](#).
- No independent study courses outside the department are allowed on the Program of Study.
- Students must complete at least 33 credits of graduate coursework. The overall GPA must be at least 3.0, and grades of C or lower will not be accepted.

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.

Handbook
for the
Curriculum
Subcommittee

of the
Educational Policies Committee (EPC)
of the
Faculty Senate



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EPC and Curriculum Subcommittee Schedule for 2020-2021

2020-2021 EPC Curriculum Subcommittee Chair:

Paul Barr (paul.barr@usu.edu)

EPC/Curriculum Subcommittee Meetings

September 3, 2020
October 1, 2020
November 5, 2020
December 3, 2020
January 7, 2021
February 4, 2021
March 4, 2021
April 1, 2021

Agenda Items Due

August 24, 2020
September 21, 2020
October 26, 2020
November 23, 2020
December 28, 2020
January 25, 2021
February 22, 2021
March 22, 2021

Preface

This handbook is designed for use by the Curriculum Subcommittee of the Educational Policies Committee (EPC), a Faculty Senate Committee that oversees curricular innovations and changes. It is also helpful to faculty members, department heads, and deans who seek approval of new programs.

Faculty members are key to the university's curriculum and programs and typically serve as the instigators for additions and revisions. The process begins with one faculty member or one department and extends through the college, the university, the Board of Trustees (the institutional governing board), and the Board of Regents (the system governing board). The development, approval and implementation of all curricular matters are the responsibility of the faculty.

This handbook will be updated regularly by suggestion and input from the EPC Curriculum Committee, the EPC, The Faculty Senate or the Provost's Office.

Utah System of Higher Education (USHE)

Selected Policies and Procedures

The following are selected policies and procedures from the Utah System of Higher Education (USHE: <http://www.higheredutah.org>):

R310-1. Purpose: To provide vision and mission statements for the Utah System of Higher Education, the State Board of Regents, and the Office of the Commissioner of Higher Education.

R310-3. Vision Statement

3.1. Utah System of Higher Education: Utah will forge an exceptional, learner-centered educational system providing citizens with the opportunity to become enlightened, to value ethnic and cultural differences, to have a global perspective, to develop an abiding sense of ethics, and to achieve their personal potential, thereby advancing the state and its citizens intellectually, socially, economically, and culturally.

R310-4. Mission Statements

4.1. Utah System of Higher Education: The mission of the Utah System of Higher Education (USHE) is to provide high quality academic, professional, and applied technology learning opportunities designed to advance the intellectual, cultural, social, and economic well-being of the state and its people. The USHE will foster a society of lifelong learners, prepare a productive work force for a knowledge-based global marketplace, cultivate social responsibility and commitment to ethical values, improve the quality and understanding of life, and promote cultural awareness and appreciation for diversity.

4.2. Utah State Board of Regents: The mission of the Utah State Board of Regents is to ensure fulfillment of the mission of the Utah System of Higher Education through policy determination, governance, collaboration, and coordination. Well-defined and differentiated institutional missions are established by the Regents to focus college and university efforts on excellence, to avoid unwise duplication of programs and effort, to serve both traditional and nontraditional students, and to promote efficiency and accountability. The Board also coordinates with non-USHE postsecondary institutions, public education, business, and government, and administers student financial aid and other programs involving statewide participation.

4.3. Office of the Commissioner of Higher Education: The mission of the Office of the Commissioner of Higher Education (OCHE) is to implement and administer policies and directives of the State Board of Regents and provide staff support to assist the Board and system institutions in fulfilling their respective missions. Under Regent direction, the OCHE works closely with college and university personnel to afford Utah a highly efficient and economical system of public higher education. The OCHE provides statewide leadership, collaboration, coordination, strategic planning, policy development, standardized reporting procedures, information dissemination, and program administration. The office also formulates consolidated operating and capital budgets and manages enrollments and instructional delivery systems that provide access with superior quality.

R312.1. Purpose: To recognize the distinct and unique missions and roles of the institutions in the Utah System of Higher Education (USHE); to configure a system of colleges and universities to meet the educational needs of the citizens of the state of Utah; and to maintain system integrity by defining institutional categories. The Regents will review institutional roles and missions at least every five years in light of the educational needs and resources in the state of Utah.

R312-4 Classifications

4.1 Doctorate-granting Universities: (University of Utah (U of U), Utah State University (USU)) Doctorate-granting universities generally include institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). This classification excludes Special Focus Institutions and Tribal Colleges. Doctorate-granting universities are further classified by their research activity. The U of U is in the very high research activity category and USU is in the high research activity category.

R312-5 Missions and Mission Statements

5.1 Doctorate-granting University: The mission of a Doctorate-granting university is to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels through research and development and through service and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development at the local, state, and national levels. Many research efforts generate grants and contracts that also impact economic development, which underwrites the cost of their products.

5.1.2 Utah State University Mission Statement (2003): The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement.

R312.8 Land-Grant Institution: When a land grant institution is acting as a community college through its extension efforts, students are granted open admission to associate's degree programs with appropriate academic preparatory support. USU fulfills this role for the state of Utah. The land-grant designation makes USU responsible for statewide programs in agriculture, business, education, engineering, natural resources, sciences, family life, 4-H youth, and the traditional core of liberal learning: humanities, arts, and social sciences.

Utah State University Policies

The following are selected policies from the Utah State University Policy Manual (<http://www.usu.edu/hr/htm/policies>):

103.1 UTAH STATE UNIVERSITY MISSION STATEMENT

Utah State University integrates teaching, research, extension, and service to meet its unique role as Utah's land-grant university. Students are the focus of the University as they seek intellectual, personal, and cultural development.

The mission of Utah State University is to provide high quality undergraduate and graduate instruction, excellent general education, and specialized academic and professional degree programs. USU is committed to preparing students to serve the people of Utah, the nation, and the world.

USU provides nationally and internationally acclaimed programs of basic and applied research. USU engages in research to further the quest for knowledge and to help society meet its scientific, technological, environmental, economic, and social challenges.

Outreach to Utah's citizens through extension and service programs is central to the university's mission. The University's outreach programs provide to individuals, communities, institutions, and industries throughout the state, services that help improve technology, the environment, and quality of life.

In all its endeavors, the university is committed to developing responsible citizens through freedom of inquiry and expression, and through its best efforts in teaching, research, creative arts, extension and service, and encouraging cultural diversity.

103.2 PURPOSE OF THE UNIVERSITY

The paramount objective of the university is the continued reappraisal, enlargement, and dissemination of knowledge to improve humankind. The specific goals of the university are to:

- Maintain a strong undergraduate program which encourages the intellectual and personal development of students.
- Conduct major research programs which broaden the horizons of knowledge and seek answers to problems of importance.
- Make available to the public the benefits of modern discovery, of creative achievement, and of cultural developments.
- Maintain a strong graduate program which encourages the intellectual, research, and personal development of graduate students.
- Expand the services and educational resources offered by the university through the development of cooperative educational programs with other institutions and other local, state, federal, and international agencies.
- Provide for each student the opportunity to understand her or his relation to the human family and the natural world; the opportunity to learn and understand basic political and economic principles of democracy and the American system; and the opportunity to develop the skills of civic, social, and political participation and leadership in local, national, and international affairs.

103.3 PRIORITIES AND MISSIONS OF THE UNIVERSITY

Effective planning requires projections of expected university growth in numbers of people and revenues, faculty, physical plant, academic programs to be offered, and academic priorities and their characteristics. There are three factors to recognize in setting priorities:

- (1) the obligation of the university to seek for all programs the level of support needed to achieve acceptable quality and to accommodate projected enrollments,
- (2) the obligation of the university to facilitate the attainment of national and international leadership of programs which are at or near this level of quality and those that are distinctive to the university, and
- (3) the need to fulfill existing legal and administrative mandates and to meet the needs of the university's primary constituents.

3.1 Programmatic Priorities

The three programmatic priorities reflect the primary functions of the university as an academic community (see policy 403.1). All other ancillary programs that are not academic in nature are considered to be of lower priority, except where they are clearly and demonstrably critical to the fulfillment of the university's academic mission, as specified in the priorities below.

The priority listing is not intended to be structured so that institutional priorities that are innovative cannot be accommodated. The goals and priorities are meant to be considerations for planning. For example, there must be a critical mass of faculty and student scholars and of physical plant to support priority programs; there must be mechanisms for measuring, supporting, and encouraging extraordinary faculty achievements; and there must be recognition and continuing analysis of the university's legal and administrative mandates and the needs of the public elements served by it, including students and prospective employers.

(1) First priority. Programs with first priority are those that:

- (a) fulfill legal and legislative mandates;
- (b) have existing role assignments from the Regents;
- (c) make a substantial contribution to the general and liberal education of students;
- (d) meet the needs of a wide spectrum of students;
- (e) meet local and regional needs that cannot otherwise be provided by other institutions on an economical basis;
- (f) meet national needs of special significance to the university because of their particular capabilities; or
- (g) meet international needs through programs and projects which require specialized support and are mutually beneficial to the university and the host country.

(2) Second priority. Programs with second priority are those that:

- (a) show strength but are not part of mandated or assigned roles, do not directly address local or regional needs, and are not existing or near-potential centers of excellence;
- (b) support programs that contribute only minimally to general education and to a liberal education but have no special distinction within their national disciplines; or
- (c) programs that are neither mandated nor assigned and are not unique to the university within the state.

(3) Third priority. Programs with third priority are those:

- (a) where other state institutions have primary role assignments;
- (b) where others in the region have superior programs and/or are more cost effective;
- (c) not in the first priority which have an insufficient number of students resulting in excessive costs; or
- (d) waning because technology, science, or public needs are making them obsolete.

103.4 RESIDENT INSTRUCTION

4.1 Statement on Teaching

The Lund Act, by which the Utah Territorial Legislature established what is now Utah State University, specifies that the university shall offer instruction in such "branches of learning as are related to Agriculture and Mechanics Arts and such other scientific and classical studies as shall promote the liberal and practical education of the industrial classes in the several pursuits and professions of life. "At the university, students pursue different combinations of technical, scientific, liberal, and professional education. However, for all students a liberal education, with emphasis on the sciences, humanities, and communication, is considered essential. Successful teaching at the university depends largely upon:

- (1) employing and maintaining a superior faculty;
- (2) providing adequate classroom, laboratory, library, and other educational facilities;
- (3) giving careful attention to the curriculum; and
- (4) providing an atmosphere which encourages the fullest intellectual and moral development of students.

4.2 Goals for Student Development

Student development is one outcome of resident instruction. The goals for student development are to:

- (1) Develop skills of critical thinking and reasoning and to foster the process of intellectual discovery.

The university seeks to develop students' abilities to acquire both general and specialized knowledge, to integrate knowledge from a variety of perspectives, to apply alternative modes of reasoning and methods of problem solution, to distinguish the relevant from the irrelevant, and to derive and formulate general principles for clarification and explanation. By focusing on the creative elements of learning and the importance of fostering intellectual curiosity, the university encourages an awareness of the imaginative and creative elements of intellectual endeavor, helps students develop a familiarity with the philosophies and methods of research in a variety of academic disciplines, and promotes an attitude of individuality which results in intellectual self-awareness and personal initiative.

- 2) Develop an awareness of and interest in the breadth of human intellectual achievement and cultural experience.

A broad understanding of world cultures and of the diversity of forms in which intellectual and artistic achievements have been expressed is an important characteristic of an educated person. Students are encouraged to gain a historical and integrated perspective of the cultural, political, legal, scientific, and social components of various societies and to understand the processes, complexities, and consequences of change. The university also strives to foster a lifelong interest in intellectual and artistic endeavors as a matter of continuing personal development.

(3) Prepare students for personally satisfying careers.

The university has an obligation to develop in students the knowledge and skills required for employment and advancement in professional fields of endeavor. In those fields of study which have traditionally led to clearly defined careers, the curricula should equip students with the knowledge and skills necessary for at least entry-level employment. In those fields which have not traditionally led to clearly defined careers, students should be encouraged to develop supplementary skills which qualify them for career entry of some useful and remunerative nature. In seeking to advance these results, the university should also provide a variety of opportunities for students to gain work experiences in appropriate fields, encourage an orientation to careers that recognize a variety of employment patterns and considerations of lifestyle, provide appropriate career counseling to students, and provide direct assistance in obtaining employment.

(4) Facilitate emotional development, health, and clarification of personal values.

The university seeks to foster in students a positive self-concept and a feeling of personal worth and psychological well-being; an awareness of how emotions, attitudes, and values influence thought and behavior; clarification of personal values; and a sense of personal responsibility for one's view and actions.

(5) Facilitate physical development, health, and well-being.

The university is committed to providing a healthy, safe, and secure environment; providing physical activity, recreation, and other leisure activities necessary to the well-rounded development of students; and creating and maintaining a psychologically and physically supportive campus environment that includes appropriate medical, housing, recreational, and educational programs.

(6) Maintain a campus environment that will foster a sense of community and social responsibility, and will facilitate social development and effectiveness in interpersonal relationships.

A sense of community is critical to the achievement of all the objectives of an institution of higher learning. The University must demonstrate in its pursuit of learning a commitment to the ideals and values of social responsibility and equality of opportunity. These values must be communicated to students to effectively participate in university decision-making processes, in community activities and governmental processes, and in a broad spectrum of cultural events.

A wide range of communication and leadership skills and the ability to interact effectively with others are essential attributes of an educated person, and the university must provide for development of these skills. Exposure to a variety of cultural and ethnic backgrounds is also a hallmark of an educated person. The university shall endeavor to facilitate interaction and enhance understanding among heterogeneous elements of the university community.

4.4 Commitment to the Teaching of Students

The principle value of the university is its commitment to the teaching of students; to their growth and knowledge; and to their physical, emotional, and social development as they grow intellectually. The university is obligated to stimulate in students a genuine excitement for learning and to equip them with a variety of intellectual perspectives, in short, to provide a liberal education which aims at larger self-fulfillment for every student. This holds true regardless of the chosen field of study because specialized study without exposure of ideas, principles, and theories central to all learning can only result in

parochialism. The university also provides the specialized studies that lead to careers, particularly those of a professional nature, which are based upon advanced knowledge. The entire intellectual, recreational, and social environment of the campus is involved in giving life to such a learning experience.

103.8 OFFERING OF DEGREES

The university is committed to offer undergraduate and graduate degrees, including the most advanced graduate degrees, in a wide range of professional and liberal fields of study. Knowledge has become so vast in the twenty-first century that no single institution can be expected to flourish in every field, and financial constraints must be considered to avoid programmatic over commitment. Without a reasonably broad range of undergraduate and graduate offerings in the humanities, fine arts, sciences, social sciences, and selected professional fields, however, the university cannot lay claim to being a university.

The fields of knowledge are interrelated, and no discipline or field of study is an intellectual island. In many instances, the mutually reinforcing nature of disciplines and fields is readily apparent. For example, the humanities, natural sciences, and social sciences provide much of the theoretical underpinnings for advanced study in a variety of professional fields. In turn, the construction and testing of theories in the professional schools reinforce and add to the store of knowledge in the underlying disciplines.

401.8 AUTHORITY OF THE FACULTY

8.1 Policy Statement

(2) Faculty Responsibility for Educational Process. The faculty has primary responsibility for such fundamental areas as curriculum, subject matter, and methods of instruction, and those aspects of student life which relate to the educational process. In those exceptional circumstances when the power of review or final decision of the president is exercised adversely on these matters, it shall be communicated to the faculty. Following such communication, the faculty shall have the opportunity for further consideration and further transmittal of its view to the president. The faculty sets the requirements for the degrees offered, determines when the requirements have been met, and recommends to the President that the degrees be granted.

Curriculum Subcommittee

Charge

The charge of the Curriculum Subcommittee is drawn from Utah State University policy regarding the Faculty Senate and its committees, as follows:

402.2 AUTHORITY OF THE SENATE

The authority of the faculty is delegated to the Senate. The senate legislates and sets policy for matters within the collective authority of the faculty. See policy 401.7. The Senate shall have the power to act for and represent the faculty in all matters of educational policy, including requirements for admission, degrees, diplomas, and certificates; and in curricular matters involving relations between colleges, schools, divisions, or departments.

The senate shall also have the following powers: (1) to receive and consider reports from any faculty committee, and from any council, department, division, administrative officer, library, or college, and to take appropriate action; (2) to consider matters of professional interest and faculty welfare and to make recommendations to the president of the university and other administrative officers; and (3) to propose to the president amendments or additions to these policies.

402.11 SENATE COMMITTEES: AUTHORITY, ACTION AND PROCEDURES

11.1 Purpose; Reporting

The senate appoints and discontinues such standing and ad hoc committees as it deems necessary to carry out its duties. The senate establishes advisory committees to study and to make reports and recommendations to it on matters under faculty jurisdiction and to carry out the decisions of the senate relating to its functions and responsibilities. Senate committees receive their authority from the senate and shall report their work and make their recommendations to the senate. No senate committee may alter the reports or the recommendations of another senate committee.

402.12 SENATE STANDING COMMITTEES

12.6 Educational Policies Committee (EPC)

(1) Duties.

The major function of this committee shall be to serve as the senate committee on educational policy, including program discontinuance for academic reasons (policy 406.2). In addition to conducting studies and making recommendations as specifically instructed by the Senate, the committee itself may initiate such activities. Routine actions taken under established policy, such as approval for specific course changes, additions, or deletions, shall be submitted to the senate as information items. All policy recommendations and major actions shall be referred to the senate for approval or disapproval. Specific duties of the Educational Policies Committee shall include consideration of standards and requirements for university designated honors, such as cum laude, magna cum laude, and summacum laude.

(2) Membership.

The Educational Policies Committee consists of the executive vice president and provost or designee; one faculty representative from each academic college, statewide campus, USU-Eastern, Extension, and the Library; one faculty representative from the Graduate Council; the chairs of the EPC Curriculum Subcommittee, General Education Subcommittee, Academic Standards Subcommittee, two student officers from the elected ASUSU student government and one student officer from the GSS. The faculty representatives are elected to the committee in accordance with policy 402.11.2.

(3) Term of members.

The term of office for faculty members on the Educational Policies Committee shall be in accordance with policy 402.11.2. The term of office for student members shall be one year and shall coincide with the term of ASUSU and GSS officers.

(4) Chair.

The executive vice president and provost or his/her designated representative shall serve as chair of the Educational Policies Committee. The committee will elect a vice chair from its members to serve in the absence of the chair. The chair or his/her designee will report to the senate on the committee's actions.

(5) Curriculum Subcommittee.

The Curriculum Subcommittee will formulate recommendations on curricular matters, such as course changes, and forward the same to the Educational Policies Committee. This subcommittee shall consist of the chairs of the curriculum committee of each academic college, three faculty members appointed from the elected membership of the Educational Policies Committee, one faculty representative from each statewide campus, USU-Eastern, Extension, and the Library, and two students, one from the ASUSU and one from the GSS. The terms of Educational Policies Committee members on the subcommittee will correspond to their terms on the Educational Policies Committee. The term of office for student members shall be one year and shall coincide with the term of ASUSU and GSS officers. The subcommittee shall elect a chair annually, preferably at the last meeting of the academic year.

(6) General Education Subcommittee.

The General Education Subcommittee formulates and reviews policy with respect to general education. The subcommittee shall consist of three faculty members and one student appointed from the Educational Policies Committee. Their terms will correspond to their Educational Policies Committee terms. Additional members may be appointed to the subcommittee for two-year terms by the Educational Policies Committee to lend academic expertise to the areas of emphasis in the general education program of the university. Recommendations developed by the General Education Subcommittee will be submitted to the Educational Policies Committee. The subcommittee shall elect a chair annually, preferably at the last meeting of the academic year.

(7) Academic Standards Subcommittee.

The Academic Standards Subcommittee (a) recommends policy on all matters pertaining to academic evaluation of students, including admission, retention, grade assignment, and graduation; (b) recommends discipline policy regarding student academic dishonesty; and (c) approves the process for discipline regarding alleged academic violations by students and for grievance hearings in cases of alleged student academic dishonesty. The subcommittee shall consist of four faculty members and one student appointed from the Educational Policies Committee. Their terms will correspond to their Educational Policies Committee terms. Additional members may be appointed to the subcommittee for two-year terms by the Educational Policies Committee to lend expertise.

Recommendations from this subcommittee will be submitted to the Educational Policies Committee. The subcommittee shall elect a chair annually, preferably at the last meeting of the academic year.

Curriculum Subcommittee Guidelines

The Curriculum Subcommittee operates in support of the Educational Policies Committee implementing transparent policy in an expeditious manner. The Curriculum Subcommittee will review curricular matters, such as course changes, and forward the same to the Educational Policies Committee. Curriculum decisions will be made with a thorough review of the issues focusing on the curriculum goals of recruitment, retention, and time to graduation.

Recognizing the role of the Graduate Council, the Curriculum Subcommittee has greater concern with responsibility for undergraduate courses and programs. The Graduate Council has a parallel responsibility with the Curriculum Subcommittee when graduate program and course issues are presented.

The Curriculum Subcommittee will maintain a non-partisan attitude when valuing proposed program and course changes. The integrity of the university mission will be maintained by the actions of the subcommittee.

Subcommittee Procedures:

1. Course changes are routed through the Curriculum Subcommittee of the EPC. All course changes begin with the Curriculum Subcommittee. A course change includes:
 - Title change or course number change
 - Approval of a new course
 - Deletion of a course
 - A change in the number of credits for a course
 - A change in prerequisites for a course
 - Dual or cross listing of a course
 - Inactivate or reactivate course
 - Prefix changes
 - Grade mode changes
 - Corequisite changes
 - General education designations
 - Repeatability changes
2. The Curriculum Subcommittee approves or denies course and program changes once they are submitted through Curriculog. The subcommittee's action is then referred to EPC.
3. A course or program change may be routed to one or more committees for review and approval. The Curriculum Subcommittee chair, in concert with committee consensus, may forward a course or program change to the:
 - Budget and Faculty Welfare Committee
 - General Education Committee
 - Academic Standards Committee
 - Distance Education and Electronic Delivery Committee
 - Council on Teacher Education
 - Graduate Council
 - College Curriculum Committees

Membership

Voting Members

USU Code:

402.12 SENATE STANDING COMMITTEES

12.6 Educational Policies Committee

(5) Curriculum Subcommittee.

The Curriculum Subcommittee will formulate recommendations on curricular matters, such as course changes, and forward the same to the Educational Policies Committee. This subcommittee shall consist of the chairs of the curriculum committee of each academic college, three faculty members appointed from the elected membership of the Educational Policies Committee, one faculty representative from each statewide campus, USU-Eastern, Extension, and the Library, and two students, one from the ASUSU and one from the GSS. It is the responsibility of the voting members to represent their unit to the subcommittee and to represent the subcommittee to their unit. This includes informing their unit of deadlines, procedures, and upcoming actions. The term of office for student members shall be one year and shall coincide with the term of ASUSU and GSS officers. The subcommittee shall elect a chair annually.

The Curriculum Subcommittee shall include at least three members from the elected membership of the Educational Policies Committee (EPC). If the Curriculum Subcommittee (as constituted above) has fewer than three members from EPC, the EPC may appoint additional members on an annual basis to the Curriculum Subcommittee from its elected membership to correct this deficiency.

Supporting (ex officio) Members

Academic Scheduling Coordinator (Chenese Boyle, 7-2709)—Receives all paperwork submitted for the agenda of the subcommittee's monthly meeting and screens it to ensure that what is being requested can be done based on policy (e.g., Are course numbers already taken? Is partial credit such as 1.5 credits being requested?) and on the restrictions of the database program (e.g., are prerequisites enforceable?). Following approval of changes, builds the database for computer application and enforcement.

Secretary to Curriculum Subcommittee (Michele Hillard, 7-0121)—Under the direction of the Assistant Registrar for Curriculum, prepares agenda and minutes for Curriculum Subcommittee and Educational Policies Committee. Under direction from Curriculum Subcommittee chair and the Provost's Office, serves as clearinghouse for Curriculum Subcommittee communications.

Relationship to Other Committees

From time to time, curriculum actions are taken by other committees that are subject to review by the Curriculum Subcommittee for a recommendation to the Faculty Senate. Further actions of the Curriculum Subcommittee are submitted to the Faculty Senate, either as information items or for its approval as described in the charge above. The flow to or from each committee is described below. A graphic representation of the flow of information to and from the various committees is provided on pages 20 and 21.

College Curriculum Committees

Each college at Utah State University is to have a Curriculum Committee of its own that reviews and approves course changes, as well as other curricular matters as determined by the policies of that college. Course changes involving teacher licensure programs are endorsed by the college's curriculum committee and dean and then forwarded to the Council on Teacher Education. Other course changes approved by the college curriculum committees are endorsed by the dean and forwarded to the Curriculum Subcommittee via the Registrar's Office. Changes in undergraduate programs (e.g., degrees, majors, minors, emphases, certificates) should be submitted using the R401 template. This includes the creation of new programs and deletions of existing programs.

If the change to a program involves a teacher licensure program, the R401 proposal should first be submitted to the Council on Teacher Education. Changes in graduate programs (e.g., degrees, specializations) should first be submitted to the Graduate Council. If proposed changes to degrees or programs have a potential budgetary or workload impact on faculty, those proposals are first forwarded to the Budget and Faculty Welfare Committee. These entities must approve the proposals prior to action by the Curriculum Subcommittee.

Council on Teacher Education

The Council on Teacher Education advises the university community on teacher preparation. It develops or approves teacher education curricula, establishes admission and licensure policies (in conjunction with the State Office of Education), and works to improve the university's teacher education program. The council is concerned with: (1) the development of teacher education curricula; (2) the approval of all teacher education curricula; (3) the election, admission, and counseling procedures for students in teacher education programs; (4) the graduation requirements and the recommendation of students for professional licensure; and (5) the improvement of graduate programs in professional education (Utah State University Policy Manual 105.2.1(3)). All course approval forms and R401 proposals that affect a teacher licensure program are submitted to the CTE, which reviews and approves them and then forwards them to the Curriculum Subcommittee, except in the case of graduate programs, which are submitted to the Graduate Council. In addition, courses required for the "major/minor content areas" are not required to be reviewed by CTE, since individual colleges are responsible to ensure that appropriate content coverage has occurred when they recommend their students to Secondary Teacher Education Program. Courses that should be reviewed by CTE would be any courses within the colleges that focus upon pedagogy – e.g., content methods courses, classroom management, curriculum development and assessment, etc. The CTE meets the third Monday of each month. Terri Gass is the current Staff Assistant for Teacher Ed and Licensing.

Graduate Council

The Graduate Council establishes regulations and standards for graduate study with the approval of the Faculty Senate and advises the Dean of the School of Graduate Studies on exceptions or adjustments to policy (Utah State University Policy Manual 105.2.1(6)). All R401 proposals that affect graduate programs are submitted to the Graduate Council, which reviews and approves them and then forwards them to the Curriculum Subcommittee. Course approval forms for graduate-level courses need not be submitted to the Graduate Council.

Budget and Faculty Welfare

The Budget and Faculty Welfare Committee reviews the financial and budgetary implications of proposals for changes in academic degrees and programs, and reports to the Faculty Senate prior to senate action relating to such proposals. See chart on page 17.

Educational Policies Committee

The authority of the Educational Policies Committee (EPC) was indicated in the extracts given above from the Utah State University Policy Manual. All actions of the Curriculum Subcommittee are submitted to the EPC for review and approval. The EPC meets the first Thursday of each month of the academic year.

Other EPC Subcommittees

The EPC has two other subcommittees: (a) General Education and (b) Academic Standards. Curriculum items reviewed and approved by these committees should also be reviewed and approved by the Curriculum Subcommittee.

Faculty Senate

The authority of the Faculty Senate was indicated in the extracts given above from the Utah State University Policy Manual. Routine actions of the Curriculum Subcommittee, such as course changes that are approved by the EPC, are presented to the Faculty Senate as information items only. Major changes in policies and programs are submitted to the Faculty Senate as part of its consent agenda. Any item in the consent agenda may be removed by a senator for closer review and approval. The Faculty Senate meets the first Monday of each month of the academic year.

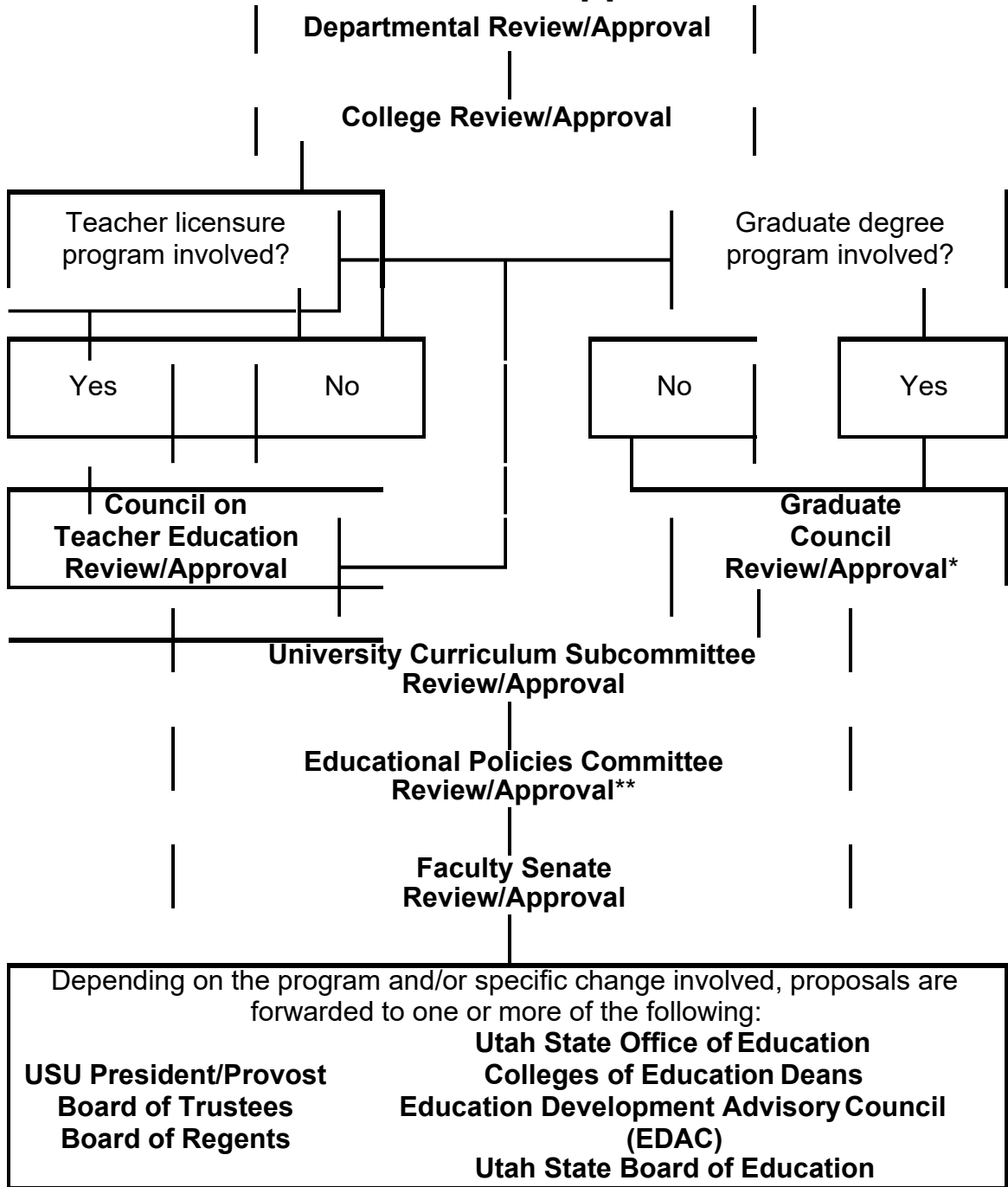
Board of Trustees

The Board of Trustees has received delegated authority from the Board of Regents to review and approve certificates, minors, emphases, options, cancellations, and name changes within existing programs (Regents' Policy R220-4.5.2.6). Such changes should be submitted using the R401 template as applicable. After approvals at the college level and in the Council of Teacher Education or Graduate Council, as appropriate, these changes are reviewed and approved by the Curriculum Subcommittee. Following approval by the Educational Policies Committee and the Faculty Senate, these changes are forwarded to the Board of Trustees, with some items moving on to the Board of Regents as action, consent or information items.

Board of Regents

The Board of Regents has authority to review and approve (as action items) new degrees, certificates, majors, and school personnel preparation programs. In addition, the Regents must give consent to Board of Trustees items; discontinuance of programs; existing program transfer, restructuring, or consolidation; stand-alone minors; and interdisciplinary minors. Such changes should be submitted using the R401 template. After approvals at the college level and in the Council of Teacher Education or Graduate Council, as appropriate, these changes are reviewed and approved by the Curriculum Subcommittee. After approval by the Educational Policies Committee, the Faculty Senate, and the Board of Trustees, these changes are forwarded to the Board of Regents as appropriate. Some items are forwarded as information items requiring no action.

Institutional Curriculum Approval Procedures

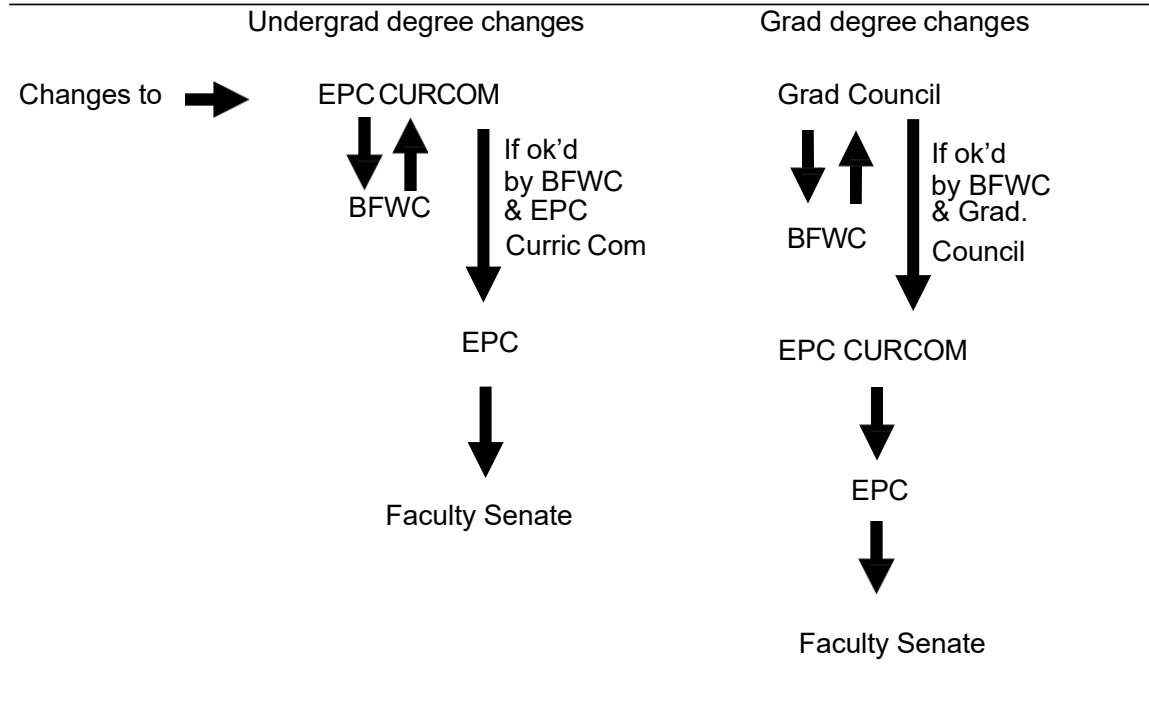


*Course approval forms are not reviewed by the Graduate Council.

**Course approval forms go beyond this level as information items only.

Curriculum Budget & Faculty Welfare Approval Process Chart

When proposed changes to degrees or programs have a potential budgetary or workload impact on faculty, those proposals are forwarded to the Budget and Faculty Welfare Committee by the Curriculum Committee prior to Consideration by EPC.



Meetings

Submission of Agenda Items

Monthly Deadlines—For an item to be placed on the agenda for the Curriculum Subcommittee, it must be submitted through Curriculog, with approval signatures up through the dean's office no later than the Thursday two weeks prior to the regular meeting of the Curriculum Subcommittee.

Semester Deadlines—Items become effective beginning with designated semesters according to the timeline below. These deadlines are necessary so that the Academic Scheduling and University Advising offices have sufficient time to alter databases to permit student registration, enforce prerequisites, satisfy administrative accountability requirements, and meet publication deadlines in a timely manner.

Changes Made Once a Year:

- Prefix changes
- Course number changes
- Prerequisite changes
- Credit hour changes
- Course title changes
- Inactivation/Deletion of a course
- Co-requisite changes
- Grade mode changes
- General Education/University Studies designation

Made once a year with publication of the new catalog (Summer)
Curriculum Subcommittee deadline – **February EPC meeting**

Changes Made Twice a Year:

- New course addition
- Course description changes
- Repeatable for credit changes
- Dual/Cross listing changes
- Reactivation of a course.

Effective Semester – Spring
Curriculum Subcommittee deadline – **October EPC meeting**

Effective Semester – Summer/Fall
Curriculum Subcommittee deadline – **February EPC meeting**

In preparing for these deadlines, academic units should provide sufficient time so that curriculum change proposals can be successfully conducted through the processes required prior to the Curriculum Subcommittee meeting. Such processes include departmental and college procedures, as well as those of the Council on Teacher Education, the Graduate Council, and the General Education Subcommittee. In very rare emergency instances, changes may be approved that do not meet these deadlines. Emergencies do not include a failure to do timely planning. In these emergency instances, “departments that have made changes . . . , will be responsible for dealing with any problems which occur due to the changes (EPC, 7 May 1998).”

On the Curriculog Semester Course Approval Form, for semester effective, indicate the desired effective term. If you would like the changes as soon as possible (see exceptions listed above), indicate ASAP.

Notification

One week prior to each meeting, Curriculum Subcommittee members receive electronic notification from the Secretary to the Curriculum Subcommittee. Notification includes the meeting's agenda, as well as support materials for curriculum change proposals and discussion items. Notification is also provided to deans and department heads. Agendas and minutes of previous meetings are available from links at: <https://www.usu.edu/epc/index>.

Regular Meeting Time

The regular meeting time of the Curriculum Subcommittee is the first Thursday of each month of the academic year. When this is changed, usually due to exigencies of the academic calendar, members will be notified in sufficient time to meet semester deadlines. The meeting begins at 2:00 p.m. and is usually held in Champ Hall (Old Main 136) just prior to the meeting of the Educational Policies Committee, which convenes at 3:00 pm.

Conduct of Meetings

Chair—The meetings of the Curriculum Subcommittee are conducted by a chair elected annually by the members of the subcommittee. In the absence of the chair, the chair designates a substitute to act in his or her stead.

Rules—The meetings of the Curriculum Subcommittee are conducted according to Robert's Rules of Order, and by the bylaws and standing rules adopted consistent with Robert's Rules of Order (402.5, 402.11, 402.12.6).

Course Change Approvals

Purpose

The purpose of the course change approval process is to ensure that the curriculum offered at Utah State University is consistent with the policies stated at the beginning of this handbook and the faculty code. This process also protects the interests of the various academic units, faculty, and students at the institution, understanding that sometimes these interests are in conflict and that a decision must be made on the basis of the cohesiveness of curricular offerings as they impact institutional health. Any change in a course that would alter its entry in the university's General Catalog requires approval by the Curriculum Subcommittee of the EPC. Changes not within the purview of the subcommittee include changes related to a course's presence within programs of study, when courses are offered, or the content of course syllabi.

Instructions

All course change approvals should be submitted through Curriculog on the Semester Course Approval Form developed by the Educational Policies Committee. The form is available online at <https://usu.curriculog.com/>.

In completing the form, please pay attention to these details that will facilitate the work of the Curriculum Subcommittee, the Academic Scheduling Office, and the General Catalog editor:

The **Semester Effective** should use the deadlines provided annually by the Registrar's office on the chart on page 22 of this handbook.

If you check **Credit Hour Change**, please indicate the proposed new credit hours in the **Semester Credit Hours** box, but also provide the former number of credits in the **Justification**. If you do not intend a credit hour change, make sure the credits listed on the form match the number of credits for which the course has been approved. If you do intend a credit hour change, the credit hour change box must be checked. Approval can be given for 0.5 credits; however, all other credit requests must be in increments of 1.

Note that new courses designated as "University Studies" must first win approval through the **General Education Subcommittee** before being considered by the Curriculum Committee. The following must be submitted to the Provost's office for consideration of these courses: an EPC course approval form; a general education course approval form; a syllabus; and a written explanation of how the course meets the criteria for the appropriate designation e.g., CI, BPS, etc. (available at <https://usu.curriculog.com/>). The Provost's office will route the forms to the appropriate disciplinary specific committee of General Education for consideration.

If a course for which any action is being proposed has been previously approved for University Studies designation(s), the designation(s) should be included on the course approval form in the **University Studies Designation** box. This will alert the Curriculum Subcommittee to the University Studies designation of the course, so they may determine whether or not the changes proposed are appropriate for a course with this designation. Having this information on the form will also alert the Academic Scheduling Office and the General Catalog editor to changes needed for listings of University Studies designated courses within the Schedule of Classes and the General Catalog.

Be aware of the difference between a **Cross List** and a **Dual List**. A **cross list/dual list** course is one that is listed across departments (e.g., BIOL/SOIL 6200). A course may be **cross list/dual listed** with up to 5 other courses (Curriculum Subcommittee, 9 January 1997). Note that all cross list/dual listed courses have a single department as their administrative home and that all course approval forms must originate with this department. A **Dual List** course is one that is listed across levels within a department (e.g., ELED 4600/6600).

No course below the 4000 level should be dual listed with a graduate course, and no dual listing is permitted among 1000-5000 level courses (EPC, 9 January 1997). While identical numbers for all four digits of cross list/dual listed courses and identical numbers for the last three digits of dual-listed courses are not now required, it is strongly recommended that the numbering be consistent across departments and levels. When proposing to cross list/dual list a course with a consistent number across departments, please check to ensure that the number chosen is available in the other departments. If a course is proposed for dual listing with an undergraduate and graduate course number, extra work must be required for students receiving graduate credit. The course approval form must include, as part of the course description, an explanation of these extra graduate assignments.

Semesters course to be taught is for catalog editorial purposes only. Changes in this category need not be approved by the Curriculum Subcommittee.

All course approval forms must list the **Full Title** of the course being considered, whether the course title is being changed or not. If you do not intend a title change, the full title must appear on the form **exactly** as it has been approved. However, if you do intend to change the title, the **Title Change** box must be checked; otherwise, it is unclear whether a title change was intended or whether a new title was filled in inadvertently.

Unless you are proposing a new course or intend a description change, there is no need to fill in the course description. However, if a description change is intended, the **Course Description Change** box must be checked; otherwise, it is unclear whether a change in description was filled in inadvertently, or whether a description change is actually intended.

If a prerequisite change is intended, the **Prerequisite Change** box must be checked. Otherwise, if a change in prerequisites appears on the form, it is unclear whether or not the change was intentional. Filling in the course description and omitting currently approved prerequisites **does not** constitute a prerequisite change, unless the **Prerequisite Change** box is checked. Also, if prerequisites are being **deleted**, the **New Course Description and Prerequisites** section should clearly state which prerequisites are being deleted, and the **Justification** section should explain why these prerequisites are no longer necessary.

If a course is being **deleted**, the **Justification** section should explain the reason for the deletion. Some reasons may include the following: course no longer needed for major, no faculty member qualified to teach course, low enrollment, or course material being included in another course. If material from the deleted course is being transferred to another course, be sure to state the course number to which the material is being moved. This information will aid faculty and staff members in advising students, and will also aid the editor of the General Catalog and the major requirement sheets in making appropriate revisions to publications.

If requesting a **New Course** or a **Course No. Change**, remember that a number which has been previously used for another course must have been “deleted” (or unused) for **at least four years** before it may be used for a different course. Contact the Academic Scheduling Office if you are unsure how long a course number has been “deleted.”

If a course is made **inactive**, it will be made inactive in the catalog. **Inactivation** is accomplished by checking the “**inactivate**” box on the course approval form. A “**reactivation**” box exists on the form to reverse this action. Such courses will remain “on the books” for possible future use. However, if the course a department desires to omit is cross list/dual-listed with one or more other departments, the other department(s) must also agree to omit the course from the catalog. If one (or more) of the departments participating in the cross list/dual list desire to list the course in the catalog, the department(s) requesting that the course listing with their prefix be omitted should delete the course from their offerings. If that department administratively owns the course, they must turn over administrative ownership to one of the other departments wishing to continue the course offering.

If a department has no plans to possibly offer a course in the future, the course should be officially deleted through the Curriculum Subcommittee, rather than be placed on “inactive” status through removal from the General Catalog. Official deletion will “start the clock” on the time the course number will be “dead,” thus allowing the number to be reused for a different course after the number has been “dead” for four years.

All required **signatures** must be obtained on the form before the form can be considered. Careful attention to this should be given when the request involves **CrossList/Dual Listing, University Studies** designations, or a course that affects a teacher licensure or endorsement program, which must be signed by the chair of the **University Council on Teacher Education**.

Note on minor editing of the course description: Any editing (other than errors in spelling or punctuation) of the course descriptions in the general catalog need to be forwarded to the appropriate college catalog representative who will determine if it is minor and can be done in consultation with the department or if it significantly changes the description of the course content and needs to go through EPC approval (approved Nov. 2, 2006 EPC).

Reviewing the Course Approval Form

In reviewing the form, the following items are scrutinized by the college curriculum committee and dean's office, and should be considered by members of the Curriculum Subcommittee.

Adding New Courses

1. What curriculum needs are being addressed? Is it to be required, elective, University Studies? Who is the potential consumer or clientele? Is it consistent with the mission of the department? If a new course is to be required, what impact will that have on the current major requirements, especially in terms of total number of credits required for a degree?
2. Who is going to teach the course and how often will it be offered? Is there regular faculty staffing for the course? Is the new course a replacement for an existing course?
3. What will be the financial demands of the new course on existing departmental resources? Will there be a course fee?
4. If there are prerequisite courses, is an anticipated increase in enrollment projected for these courses? Have the respective departments been consulted about their courses being included as prerequisites and about the potential impact to their enrollments? Can prerequisites be computer-enforced? If not, how will they be enforced?
5. Does the course duplicate course content offered in any similar courses in one or more other departments? Has the duplication been discussed with the other department head(s)? Some departments or programs specialize in specific course types (e.g., communication, technology, environment, etc.) and should be consulted prior to course submissions to minimize overlap and duplication of effort. It is incumbent on the proposing department to be sure new courses do not substantially overlap with existing ones.

Changes to Existing Courses

1. What is the rationale for the changes being proposed? Is there sufficient information provided in the "justification" box to know what the changes are and why they are being made?
2. What impact will the changes have on students already in the system? What impact will the changes have on departmental majors or on students in other departments or other colleges?
3. Is this course a prerequisite for any other courses in the proposing department or in other departments?

Deleting Courses

1. What is the rationale for the course deletion and is it adequately explained in the "justification" box?
2. What impact will the changes have on students already in the system? What impact will the changes have on departmental majors, as well as on students in other departments or other colleges? Is this course required by any other departments or needed as a prerequisite course by others?
3. Have all potentially impacted departments been notified of the intent to delete the course?

Program Change Approvals

Purpose

Academic programs are the center of the educational mission of Utah's state colleges and universities, and the pursuit of knowledge is the driving consideration for the students served. Additionally, the Board of Regents (Regents) and the Utah System of Higher Education universities and colleges are committed to provide students with a range of degrees and other credentials that are appropriate to the respective missions of Utah institutions and that meet, if not exceed, national standards.

The procedure of degree approval is rigorous. The idea for a new degree comes from faculty responding to changes in a specific field, accreditation standards, student demand, or market forces. Before academic programs are sent to the Regents for review, they undergo careful scrutiny by academic departments, college or division committees, academic senates, executive officers, and institutional boards of trustees. Thus, institutional and Regents' reviews hold academic programs to high standards of quality and assure that graduates who earn these degrees and credentials are prepared to live successfully in and contribute to the welfare of the state and its citizens.

R401

In the state of Utah, the "Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports" must follow the "new" Utah System of Higher Education "R401" policy manual (approved September 21, 2108). The R401 policy manual (available at https://higheredutah.org/pdf/policies/R401_Regent_Approved_2018-9-21.pdf) provides guidelines and templates related to making program changes.

The purpose of the R401 is to provide guidelines and procedures for Regents' approval and notification of new programs and programmatic and administrative changes in academic and CTE programs. Additionally, this policy includes notification of discontinued programs and other program-related items that institutions shall provide to the Commissioner of Higher Education.

R401 Requests: Proposal Templates Required

The Board of Regents has designed different templates for each level of approval it requires. More specific information is available in the Board of Regents Policy Manual R401. Those submitting program proposals should verify that they are using the correct template. The following are examples of program change requests and the type of template required for this action.

Items Requiring Regents' Approval (FULL TEMPLATE REQUIRED)

- Credit/Non-credit Certificates of Proficiency Eligible for Financial Aid
- Associate of Applied Science Degrees
- Associate of Arts and Associate of Science Degrees
- Bachelor of Arts, Bachelor of Science, and Professional Bachelor's Degrees
- K-12 School Personnel Programs'
- Master's Degrees
- Doctoral Degrees
- Fast Track Programs
- Follow-up Reports on Approved Programs

Items to Be Sent to Office of the Commissioner of Higher Education (OCHE) and Returned to Institutional Boards of Trustees If No Concerns Exist. (ABBREVIATED TEMPLATE REQUIRED)

- Certificates of Proficiency
- Out-of-Service-Area Delivery of Programs
- Name Changes of Existing Programs
- Transfer, Restructuring, or Consolidation of Existing Programs
- Discontinuation or Suspension of Programs (Abbreviated Template Required)
- Creation, Transfer, Restructuring, or Consolidation of Existing Administrative Units
- New Centers, Institutes, or Bureaus

Items Approved by Institutional Boards of Trustees with Notice to OCHE

- Reinstatement of Previously Suspended Programs (Abbreviated Template Required)
- Cyclical Institutional Program Reviews (Report Template Required)
- A List of Scheduled Program Reviews
- Programs under Development or Consideration
- Reinstatement of Previously Suspended Administrative Units (Abbreviated Template Required)

Reviewing Program Change Proposals

R401s are usually preceded by lengthy discussion within the proposing college about the need for the change or new program. **When an academic unit is considering a new program, it should be communicated to the Office of the Provost and identified as a program that will move forward for approval within a one-year timeframe or a three-year timeframe.** This information is submitted to the Commissioner's Office of Academic Affairs, which oversees a **matrix of programs** under development or consideration, which is brought to the Board of Regents for formal approval three times over the year. Departments are also urged to consult with any potentially impacted departments or colleges. If a new degree program is being proposed, it is also useful to have contacted counterparts at other state institutions to inform them of intent to seek the new degree and to evaluate the level of support or resistance.

In reviewing R401s, the college review challenges assertions made throughout the R401 proposal and tries to ensure that all impacted parties have been consulted and are aware of the potential impact of the new program. Specifically, the following items are scrutinized by the college curriculum committee and dean's office and should be considered by members of the Curriculum Subcommittee:

Has the document been proofread, and is it generally free of grammatical, typographical, and punctuation errors? Are names of any current degrees involved (to which emphases or specializations are being added or that are being renamed) clearly stated and listed as currently approved? If the document includes required or elective courses, are the prefixes, course numbers, titles, and credits listed as currently approved? If not, the document should be returned immediately for editing.

Is the proposed program consistent with the departmental and institutional mission statement? Are admission requirements consistent or extraordinary with other degrees or programs within the department?

Will the total number of credits required for the degree be compatible with other degrees or programs within the department?

Where courses are required from other academic departments, have these departments been contacted and informed of possible impact?

Is the projected enrollment realistic? Will it detract or draw from existing degree programs within the department or college?

Will additional new courses need to be added? Are there sufficient faculty members with the appropriate expertise available to offer all required courses?

Are there sufficient library resources? Has this been documented or substantiated by library staff?

Does the department have sufficient financial resources to provide for equipment and teaching materials for the new program? What will be the impact on the current budget? Will new sources of revenue or reallocation of existing revenue be required?

What will be the impact on current departmental clerical and advising staff?

Is there appropriate documentation of labor market demand, such as letters from alumni working in the field or other potential employers?

What mechanism has been used to document student demand? Is the mechanism objective and realistic? Has there been a marketing study to justify the creation of a new program?

What similar programs already exist in the state system and Intermountain West? Is there any potential collaboration among other state institutions? Has there been communication with other institutions in the system about the proposed new program? These other programs will likely be called upon to evaluate proposals for new programs during the Regents' review process.

Once all of the following guidelines have been followed and a change of program proposal has been submitted to the EPC, the sponsoring department should have knowledgeable representatives attend the Curriculum Subcommittee to answer questions and address any concerns. This may be a lead faculty member as well as the department head. The shepherding of a program through the approval process continues for these representatives as they should plan to be present at the Faculty Senate Executive Committee (where the EPC agenda is presented and voted on for placement on the Faculty Senate agenda); the Faculty Senate meeting; the Board of Trustees' meeting, and (for new programs) the Board of Regents' meeting.

Suspension of Enrollment and Program Discontinuance

See complete policies for details and processes before proceeding with action.

USU Faculty Code:

406.1 INTRODUCTION

This section of the policy manual specifies the procedures for (1) discontinuing a program for academic reasons; (2) suspending enrollment; (3) determining whether at a particular moment the university faces a state of financial exigency; (4) responding to a financial exigency; (5) determining whether the university faces a major financial crisis not definable as financial exigency; (6) responding to a major financial crisis; and (7) terminating or reducing in status of faculty members due to program discontinuance, bona fide financial exigency, or major financial crisis. Reduction in status of tenured faculty members shall only occur for reasons of program discontinuance, financial crisis, or bona fide financial exigency.

406.2 PROGRAM DISCONTINUANCE FOR ACADEMIC REASONS

2.1 Definitions

(1) Program discontinuance.

Program discontinuance for academic reasons under this policy means the cessation of a program, center, institute, school, department, college, campus, or site based upon educational and academic considerations. For the purposes of Policy 406.2, educational and academic considerations do not include cyclical or temporary variations in enrollment and/or budgets, but must reflect long-range judgments that the basic teaching, research, and extension mission of the university will be strengthened by the discontinuance of the program, center, institute, school, department, college, campus, or site. Program discontinuance does not preclude the reallocation of resources to other academic programs with higher priority based on academic and educational reasons.

(2) Academic program.

An academic program is a unit within the university with an identifiable teaching, research, or other academic mission. For purposes of this code, an academic program operates within one or more academic units and includes, but is not limited to, an academic center, institute, school, department, college, campus or site. An academic program is to be determined by existing academic standards, and academic programs are never to be declared with the aim of singling out individual faculty members. An academic program must be designated as such by decision of the Educational Policies Committee and the decision must be ratified by the Faculty Senate, and approved by the president, the Board of Trustees, and the Board of Regents. For a unit to be designated as a "program," it must fulfill one or more of these criteria: (a) offer or administer a degree, certificate, or some other credential; (b) have an identifiable curriculum or be formally described in current university catalogs or other publications; or (c) be designated a "program" by specific faculty decision and have an identified group of one or more faculty.

2.2 Decision-Making Process

(1) Initiation.

Consideration of the possible discontinuance of an academic program may be initiated at any time by the faculty or a duly appointed faculty committee of that program; the faculty or an appropriate committee of the center, institute, school, department, college, or other academic unit of that program; the Graduate Council; the appropriate department head, academic dean or vice president for extension, or, where appropriate, chancellor or statewide campus dean; or by the provost or president of the university. If a program discontinuance may result in the termination of faculty, the person or group initiating the consideration of discontinuance shall prepare, and

submit to the provost, a memorandum which (a) clearly identifies the program; (b) states explicit criteria by which faculty are identified with the program, (c) states the reasons, with respect to the university's mission and goals, for recommending discontinuance; (d) assesses the probable consequences for faculty, related programs, and the university in general; and (e) suggests a timetable for accomplishing discontinuance.

(2) Distribution.

The provost shall distribute copies of the memorandum, embodying an initial or an amended proposal for program discontinuance, to (a) the faculty members and faculty committee most directly involved in the academic program proposed for discontinuance; (b) the appropriate department head, academic dean or vice president for extension, and, where appropriate, chancellor or statewide campus dean; (c) relevant departments and colleges; (d) relevant college committees or councils; (e) the Educational Policies Committee; (f) the Budget and Faculty Welfare Committee; and (g) the relevant student college senators.

(3) Consultation.

The groups above shall forward comments and recommendations to the appropriate academic dean, or to the vice president for extension, and, where appropriate, the chancellor or statewide campus dean. He/she shall forward the comments and a recommendation to the provost, and, where appropriate, to the Graduate Council; the Graduate Council may review this material and make a recommendation to the provost. After receiving and considering the recommendations and comments, the provost shall submit the proposal, the comments, and a recommendation to the Educational Policies Committee. The Educational Policies Committee's recommendation shall be subject to review and debate by the Faculty Senate [Policy 402.12.6(1)]. All comments, recommendations, and supporting material shall be available to faculty senators for their perusal.

(4) Final recommendation.

The Faculty Senate's recommendations shall be forwarded to the president for consideration. The president shall submit a final recommendation in writing to the Board of Trustees and the Board of Regents and shall attach the written comments and recommendations of the Faculty Senate.

406.3 SUSPENSION OF ENROLLMENT

3.1 Definition

Suspension of enrollment is an action short of discontinuance which if not reversed will lead to discontinuance, and which refers to the suspension of enrollment in a major subject, a minor subject where there is no corresponding major, a certificate program, or program awarding a credential certifying completion. Suspension of enrollment does not lead to reduction in status or termination of faculty in the program.

3.2 Procedure

(1) Initiation.

A department that plans to suspend enrollment must notify the Educational Policies Committee as soon as the departmental decision has been made and approved by the dean.

(2) Review.

The Educational Policies Committee will review the proposed suspension of enrollment for its effect on other academic programs of the university. The committee will hold hearings at which all constituencies affected, including students, faculty, and representatives from other departments affected by the proposed action, have the opportunity to testify. At the conclusion of its deliberations, the Educational Policies Committee will recommend approval or disapproval of suspension of enrollment to the Faculty Senate. The Faculty Senate shall make a recommendation to the president. This process shall be concluded within 90 days following notification of the Educational Policies Committee. Suspension is granted by the president subject to the legal obligation, if any, of the university to permit students already enrolled in the program to complete their course of study.

(3) Time limitation.

At any time up to three years after suspension has been granted, a suspension of enrollment may be reversed by the department, upon approval of the Educational Policies Committee, the academic dean or vice president for extension, and, where appropriate, the chancellor or statewide campus dean, and the president. If suspension has not been reversed within this three-year period, program discontinuance must be initiated.

Regent's R401 Policy: Discontinuation or Suspension of Programs (Abbreviated Template Required).

If an institution intends to discontinue or suspend a program, institutional officials must first notify the Commissioner's Academic Affairs staff who will review the request and determine if more information is needed before discontinuance or suspension may proceed. After the commissioner's staff reviews the requests and issues are resolved, the institution should notify the Regents with the discontinuance or suspension item for the Regents' agenda.

Definitions

Material in this section is drawn from Regents' Policy, the USU Policies and Procedures Manual, and the USU Academic Policies and Procedures Manual.

University Entities

Center, Institute, or Bureau—Administrative entities which perform primarily research, instructional, or technology transfer functions, and are intended to provide services to students, the community, businesses, or other external audiences, or to obtain external funds.

Academic Unit—An academic unit is a group of faculty of the university with an identifiable teaching, research, or other academic mission. To be designated an academic unit, the group of faculty must fulfill all of the following criteria: (a) have an identifiable curriculum or formal description in the current University General Catalog or in other publications; (b) have a separate, identifiable budget; (c) be designated an academic unit by decision of the Educational Policies Committee and ratification of the Faculty Senate, and approved by the president, the Board of Trustees, and the Board of Regents.

Academic Department—An academic department is a group of faculty of the university with an identifiable teaching, research, or other academic mission. To be designated an academic department, the group of faculty must fulfill all of the following criteria: (a) offer or administer at least one degree, certificate, or some other official credential of the university; (b) have an identifiable curriculum and formal description in the current University General Catalog or in other publications; (c) have a separate identifiable budget; (d) be designated an academic department by decision of the Educational Policies Committee and ratification of the Faculty Senate, and approved by the president, the Board of Trustees and the Board of Regents.

Certificates and Degrees

Noncredit Certificate—A certificate offering no credit, which does not fit the definition of Certificates or Diplomas, but that is eligible for financial aid.

Certificate or Diploma—A coherent sequence of courses for which students earn at least 30 credit hours or 900 clock hours, with general education requirements. These certificates are designed for entry-level employment or subsequent completion of an associate degree.

Associate Degree—A program of study primarily intended to encourage exploration of academic options, provide a strong general education component, and prepare students to initiate upper-division work in baccalaureate programs or to prepare for employment. A minimum of 60 and a maximum of 63 credit hours, which include 30 to 39 credit hours of general education course work, and other requirements as established by USHE institutions, are required for completion of an associate degree.

Bachelor's Degree—A program of study including general education, major coursework, and other requirements as established by USHE institutions and accreditation standards. Credit requirements include completion of a minimum of 120 and a maximum of 126 credit hours. However, some professional bachelor's degrees may have additional requirements. Other disciplines may exceed the minimum of 120 credit hours in order to meet accreditation requirements.

Master's Degree—A graduate-level program of study requiring a minimum of 30 and a maximum of 36 credit hours of coursework beyond the bachelor's degree, as well as other requirements as established by USHE institutions and accreditation standards. Professional master's degrees may require additional coursework or projects.

Doctoral Degree—A graduate-level program in an advanced, specialized field of study requiring competence in independent research and an understanding of related subjects. The minimum requirement for a doctoral degree is 60 approved semester credits in addition to a master's degree or 90 approved graduate semester credits with no master's degree.

Academic Programs

Major—A sequenced set of courses within a bachelor's degree program that comprises study in an academic discipline. The major is listed on the graduate's credentials and signifies that the recipient possesses the knowledge and skills expected of graduates in the discipline.

Minor—A sequenced set of courses within a degree program that comprises study in an academic discipline ancillary to the major. The minor is listed on the graduate's credentials and signifies that the recipient possesses the knowledge and skills expected of ancillary study in the discipline. USU does not require that all students complete a minor.

Stand-alone Minor—A coherent collection of courses, related to one another, that is not part of a previously approved major or degree program.

Interdisciplinary Minor—A coherent collection of courses, related to one another, from previously approved majors or programs.

Emphasis—A focused area of study within an undergraduate degree major that has an articulated curriculum and requirements, and which has gone through an official approval process with the Curriculum Subcommittee, the Educational Policies Committee, the Faculty Senate, the Board of Trustees and the Regents. Officially approved emphases are posted on student transcripts. This term is also used within graduate degree programs to identify areas of study within a specialization. To avoid confusion, graduate programs are encouraged to avoid using the term "emphasis" and instead to use terms such as "concentration" or "track."

Specialization—A focused area of study within a graduate degree program that has an articulated curriculum and requirements, and which has gone through an official approval process with the Graduate Council, the Curriculum Subcommittee, the Educational Policies Committee, the Faculty Senate, the Board of Trustees and the Regent's. Officially approved specializations may be placed on student transcripts.

Option—A degree-level program alternative, most commonly the thesis, creative project/paper, or coursework plans (Options A, B, or C, respectively) in a master's degree. Sometimes "option" is used to refer to a specialized degree program offered as an alternative to a general degree program. To avoid confusion, graduate programs should refer to such specialized degree programs as "specializations." Degree options must be approved by the Graduate Council, Curriculum Subcommittee, Educational Policies Committee, Faculty Senate, and Board of Trustees.

Concentration or Track—A concentrated area of study, often within an emphasis or specialization, that requires departmental or program approval, but does not need EPC and Board of Trustees approval. These may be listed on major requirement sheets but are not posted on a student's transcript or graduate credential. These are sometimes referred to as emphases or options within programs. To avoid confusion, the terms "emphasis" or "option" should be avoided when referring to these areas of study within areas of study.

K-12 School Personnel Program—Endorsement and licensure programs for teacher education, counselors, administrators, and other school personnel, which are within existing major degree programs previously approved by the institutional Board of Trustees and the Board of Regents.

Dual Majors and Composite Majors

The Educational Policies Committee (EPC) has approved the following definitions for dual majors and composite majors. Effective Fall Semester 2005, all dual majors and composite majors *must* be advertised and offered in accordance with these new definitions.

Dual Majors—Students receive a *single* degree and diploma, but have *two* different majors, either within the same college *or* from two different colleges. In order to complete a dual major, students must complete *all* requirements for *both* of two previously approved majors. These true dual majors do not require any additional approval. A hybrid of two majors (in which students complete only *part* of the requirements for one or both of the majors) can no longer be considered a dual major, but must be redefined as a *composite major* (see definition of composite major below). In a dual major, *any* combination of two majors is possible and may be described in the *General Catalog* or on the major requirement sheets. The graduation form will simply list them as first and second majors. No formal statement or advertisement of potential combinations is necessary. Students can simply work with advisors to ensure that they meet *all* major requirements for *both* majors. In order for a “degree audit” system to work and to allow departments to track their advisees, students should declare *both* majors using the *Change of Matriculation* form. The first major chosen will be called *primary* in the university’s data tracking system, and the second one chosen will be called *secondary*. Students may need to accumulate credits beyond the 120-credit minimum, in order to complete all requirements for both majors. While *each* major must remain *under* the 126-credit limit, the *combined* credit total for a dual major may *exceed* the 126-credit limit.

Composite Majors—Composite majors are *single* majors that consist of *part* of the requirements for each of two previously approved stand-alone majors. The two stand-alone majors (from which a composite major is created) may be within the same college or from different colleges; they may even be within the same department. A *single* degree and major will appear on the transcript and diploma. Under this definition, students declare a single major (e.g., Composite Elementary Education and Special Education). Each of the composite majors *could* have a complement, if the two majors being combined are in different departments. For example, Composite Special Education and Elementary Education could be a complement to the example above. This would allow students the choice of which department they desire to identify with and receive advising from. In the case of complementary versions, the requirements must be *identical*, must be jointly agreed upon by both departments, and must be clearly stated in the *General Catalog* and on the major requirement sheets. It is *critical* that the requirements be *clearly stated* and *consistent*, especially when two departments are involved. A student having a composite major will graduate from the department administering the *first* major (e.g., a student with a Composite Elementary Education and Special Education major would graduate from the Elementary Education Department). Departments and advisors need to work with individual students who are currently enrolled in dual majors that actually fall under the new definition of composite majors. In the past, many of these students have been awarded two separate majors, even though some have completed only part of the requirements for one or both majors. If such students are unwilling or unable to complete all of the requirements of both majors or to move to one of the new composite majors, this practice will have to be continued until these students are gone or graduated.

Approval Policy—For dual majors (as described above), no additional approval is required. However, departments should review how these are described and advertised and ensure that, when two departments are involved, the requirements for dual majors are presented in a consistent manner. Departments are required to identify *all existing* majors that may need to be modified, renamed, or dropped under these new definitions and procedures. The Registrar's Office has been asked to prepare a list to assist in this effort. Majors that are currently described in either (or both of) the *General Catalog* and/or the major requirement sheets as dual majors, but actually fall under the new definition of composite majors, can be deleted, modified into true dual majors, or "grandfathered" in as composite majors. Existing dual majors being converted to composite majors will be grandfathered in, even if they *exceed* the 126-credit limit in their current form. To grandfather an existing dual major by converting it to a composite major, a memo from the department head(s), which clearly describes the requirements for the composite major, must be sent to the EPC Curriculum Subcommittee requesting its approval before the Fall 2005 EPC deadline. When the composite major is created from majors residing in more than one department, each department head must sign the memo. Although EPC approval *is required* to convert an existing dual major to a composite major, Board of Regents approval is *not required*. The departments must take responsibility for ensuring that the composite major will be described in a consistent manner in all handouts, publications, and websites, both current and produced in future years. If any changes are made to the requirements, they must be *jointly agreed upon* by *both* departments. Once EPC approval is granted for a composite major, the Registrar's Office will assign a major tracking code and work with the department(s) and the Office of Analysis, Assessment, and Accreditation to attach a CIP (Classification of Instructional Programs) code to the approved composite major. Deletion of a major that is currently called a "dual major" (but does not meet the new definition of a true dual major) will *only* require a memo to the EPC Curriculum Subcommittee, since such a major was never assigned a major tracking code or CIP code. After the Fall 2005 deadline, the associate registrar will provide the Provost's Office with an updated list of majors to send to the Board of Regents. The Admissions Office should also be informed of changes, so that entering students will *only* be enrolled in approved majors. In the future, any newly proposed composite major *must* be approved by the Board of Regents as a new major *before* such a major may be advertised and before enrollment of students in the new major. Unless Board of Regents' approval is given to the contrary, these majors must meet all requirements for a major and must not exceed the 126-credit limit. Although the editor of the *General Catalog* and the major requirement sheets will assist in checking the consistency of dual major and composite major descriptions, the primary responsibility for the dissemination of accurate information resides with the departments involved.

Institutional Reporting Issues—Although the current institutional reports to the Department of Education and the Board of Regents *only* count the primary major, data has been collected and reported regarding the secondary majors (number and type). Therefore, a department wanting to be recognized for their contribution to true dual majors (when they are listed as secondary for a particular student) can access and report that data. In the case of composite majors, the existence of a complementary listing (composite A and B, as well as composite B and A) would probably result in *either* equal credit for the participating departments, *or* reflect a conscious preference by the student for priority in the listing.

Sources: EPC Curriculum Subcommittee
Dual Majors Task Force February 18, 2004
Educational Policies Committee (EPC) April 1, 2004

**Other Curriculum
Subcommittee
Policies**

Dual Listed Courses—Rigor

When courses are dual listed between undergraduate and graduate levels, a student's graduate committee should be aware of the courses being recommended for the graduate program to ensure that the courses are of the rigor required for graduate students (EPC, 14 January 1999).

Exceptions to Academic Policies

In the spirit of faculty governance, when any unit of the university seeks to negotiate with the university administration an exception to policy established through the Faculty Senate and its committee structure, the committee that initiated the policy should be given the opportunity to comment on that exception (EPC, 7 November 2002).

Fractional Credits

Variable credit courses can be offered only with whole units of credit. Fractional-credit sections of a course must be assigned a fixed fraction credit, within the range of approved credits, with a call number for each section (EPC, 6 February 2003).

Graduate Courses in Departments without Graduate Programs

When a request for a graduate course comes to the Curriculum Subcommittee from a department which does not offer graduate programs, documentation regarding the need for such a course is required (EPC, 14 January 1999).

Restrictions, Prerequisites and Special Approvals for Courses

All changes to Course Registration Restrictions and to Prerequisites require approval (using a Course Approval Form) by the Curriculum Subcommittee and the EPC.

- **Course Registration Restrictions** include College, Major, Class, Level, Degree, Program, and Campus.
- **Prerequisites** include courses, tests and GPA. It is also possible to allow a prerequisite to be met by a course being taken concurrently (co-requisites). There are many variations that can be enforced by the system. Contact the Academic Scheduling Office for specific requirements.

Special approval codes can be used by the colleges to control registration into courses and they do not require EPC approval. Special approvals include advisor, instructor, dean, department, honors, program chair and various other approvals. Special Approvals are assigned at the course section level and so they need to be reviewed by the colleges in the scheduling process to ensure that the desired approval is included on each course that requires one (Curriculum Subcommittee Minutes Sept. 7, 2006).

Subtitles or Customized Titles for Courses

Subtitles or customized titles are allowed only for courses having the following designations: USU 1320-1360 (EPC Oct 2007), Independent Study, Independent Research, Special Problems, Special Topics, Seminars, Practicum, Directed Study, Readings, Conferences, Senior Seminar, and Studio (EPC, 7 February 2000).

Topics may be added to the titles of USU prefix courses (EPC, 5 February 2004).

From: [Claudia Radel](#)
To: [Michele Hillard](#); [Nicholas Morrison](#)
Subject: timing of decision re no more syllabus
Date: Thursday, September 3, 2020 4:30:23 PM

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*

From: Edward Reeve <ed.reeve@usu.edu>
Sent: Thursday, April 5, 2018 11:28 AM
To: Adrienne Moore <adrienne.moore@usu.edu>; Alan Savitzky <savitzky@usu.edu>; Alvan Hengge <alvan.hengge@usu.edu>; Andy Walker <andy.walker@usu.edu>; Anthony Peacock <anthony.peacock@usu.edu>; Ben Lignugaris-Kraft <ben.lig@usu.edu>; Bradford Hall <brad.hall@usu.edu>; Bruce Miller <bruce.miller@usu.edu>; Carole Grady <carole.grady@usu.edu>; Charles Carpenter <chuck.carpenter@usu.edu>; Christopher Corcoran <chris.corcoran@usu.edu>; Christopher Lant <clant@siu.edu>; Cindy Dewey <cindy.dewey@usu.edu>; David Britt <David.Britt@usu.edu>; David Olsen <david.olsen@usu.edu>; V. Dean Adams <dean.adams@usu.edu>; Derrik Tollefson <derrik.tollefson@usu.edu>; Dillon Feuz <dillon.feuz@usu.edu>; Dirk Vanderwall <dirk.vanderwall@usu.edu>; Frank Caliendo <frank.caliendo@usu.edu>; Gretchen Peacock <gretchen.peacock@usu.edu>; Jacob Gunther <jake.gunther@usu.edu>; James Davis <j.davis@usu.edu>; Jan Sojka <janjsojka@usu.edu>; Jeanne Davidson <jeanne.davidson@usu.edu>; Jeannie Thomas <jeannie.thomas@usu.edu>; Joel Pederson <joel.pederson@usu.edu>; Justen Smith <justen.smith@usu.edu>; Karen Munoz <karen.munoz@usu.edu>; Kevin Kesler <kevin.kesler@usu.edu>; Kim Hixson <kim.hixson@usu.edu>; Larry Walther <larry.walther@usu.edu>; Laura Gelfand <laura.gelfand@usu.edu>; Margie Memmott <margie.memmott@usu.edu>; Mike Kuhns <mike.kuhns@usu.edu>; Paul Barr <paul.barr@usu.edu>; Paul Johnson <paul.johnson@usu.edu>; Peter Wilcock <peter.wilcock@usu.edu>; Robert Spall <robert.spall@usu.edu>; Scot Allgood <scot.allgood@usu.edu>; Scott Bates <scott.bates@usu.edu>; Sean Michael <Sean.michael@usu.edu>; Tammy Proctor <tammy.proctor@usu.edu>; Timothy Slocum <tim.slocum@usu.edu>; Todd Hugie <todd.hugie@usu.edu>; Todd Welch <todd.welch@usu.edu>; Xiaojun Qi <Xiaojun.Qi@usu.edu>; Brian Warnick <brian.warnick@usu.edu>; Britt Fagerheim <britt.fagerheim@usu.edu>; Chris Terry <chris.terry@usu.edu>; Claudia Radel <claudia.radel@usu.edu>; Dave Patel <dave.patel@usu.edu>; Eric Reither <eric.reither@usu.edu>; Evelyn Funda <evelyn.funda@usu.edu>; Francine Johnson <francine.johnson@usu.edu>; Jamison Fargo <jamison.fargo@usu.edu>; Jeff Broadbent <jeff.broadbent@usu.edu>; Kevin Brewer <kevin.brewer@usu.edu>; Lisa Berreau <lisa.berreau@usu.edu>; Matthew Sanders <matt.sanders@usu.edu>; Nicholas Morrison <nicholas.morrison@usu.edu>; Richard Inouye

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Cc: Andrea Naegle <andrea.naegle@usu.edu>; Brian Joy <brian.joy@usu.edu>; Cara Brewer <cara.brewer@usu.edu>; Carmell Burns <carmell.burns@usu.edu>; Carol Hatch <carol.hatch@usu.edu>; Cora Price <cora.price@usu.edu>; Cosette Brunner <cosette.brunner@usu.edu>; Courtenae Palmer <courtenae.palmer@usu.edu>; Deborah Phillips <deb.phillips@usu.edu>; Deidri Nielson <deidri.nielson@usu.edu>; Enid Kelley <enid.kelley@usu.edu>; Geraldine Child <geri.child@usu.edu>; Haley Seiler <haley.seiler@usu.edu>; Isaiah Jones <isaiah.jones@usu.edu>; Janet Hancock <janet.hancock@usu.edu>; Jeannie Sur <jeannie.sur@usu.edu>; Judy Hendrickson <judy.h@usu.edu>; Kami McNeil <kami.mcneil@usu.edu>; Karen Zobell <karen.zobell@usu.edu>; Kathy McKee <kathy.mckee@usu.edu>; Kathy Nielsen <kathy.nielsen@usu.edu>; Keren Williams <keren.williams@usu.edu>; LaZell Allen <lazell.allen@usu.edu>; Lorie Staples <lorie.staples@usu.edu>; Mary Ann Anderson <maryann.anderson@usu.edu>; Matt Lovell <Matt.Lovell@usu.edu>; Melissa Johnson <melissa.johnson@usu.edu>; Michele Guy <michele.guy@usu.edu>; Sharon Pappas <sharon.pappas@usu.edu>; Shelly Schiess <shelly.schiess@usu.edu>; Sherie Jensen <sherie.jensen@usu.edu>; Sherri Cox <sherri.cox@usu.edu>; Susan Hammond <susan.hammond@usu.edu>; Suzette Alder <suzette.alder@usu.edu>; Taci Watterson <taci.watterson@usu.edu>; Tara Johnson <tara.johnson@usu.edu>; Teri Rasmussen <teri.rasmussen@usu.edu>; Tracy Jones <tracy.jones@usu.edu>; Tricia Brandenburg <tricia.brandenburg@usu.edu>; Vicki Jones <vicki.jones@usu.edu>; Whitney Jensen <whitney.jensen@usu.edu>

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.

Edward M. Reeve, PhD
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Office of the Executive Vice President & Provost
Utah State University
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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
MUSC = 1 rather not have courses repurposed. Best to request a new course #. Fran Hopkin come back with
THEA = recommendations on how to handle this in the future.)
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:

<input type="checkbox"/> Certificate of Proficiency	<input type="checkbox"/> Entry-level CTE CP	<input type="checkbox"/> Mid-level CP
<input type="checkbox"/> Certificate of Completion		
<input checked="" type="checkbox"/> Minor		
<input type="checkbox"/> Graduate Certificate		
<input type="checkbox"/> K-12 Endorsement Program		
<input type="checkbox"/> NEW Emphasis for Regent-Approved Program		
<input type="checkbox"/> 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?y=55>.

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 higher.utah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.utah.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.

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