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UtahState
University

EDUCATIONAL POLICIES COMMITTEE
Paul Barr, Chair

April 4, 2024
2:30 – 3:00 p.m.
Old Main-Champ Hall
[Zoom](#) (Statewide)

AGENDA

Approval of Minutes – [March 7, 2024](#)

Subcommittee Reports

Curriculum Subcommittee (Chad Simon)
Course Approvals – 0

Request from the Departments of Veterinary Clinical and Life Sciences and Animal, Dairy and Veterinary Sciences in the College of Veterinary Medicine and the College of Agriculture and Applied Sciences to [establish the Utah Veterinary Diagnostic Laboratory](#).

Academic Standards Subcommittee (Renee Galliher)
Minutes – [March 5, 2024](#)

[Adjusting Policy for Articulation of Religion Courses](#).- Fran Hopkin

- Dr. Gupta and Fran Hopkin have been working on this and have a proposal ready to distribute to the committee.
- Excluding transfer courses from academic renewal procedures – Fran Hopkin

General Education Subcommittee (Matt Sanders)
No meeting – nothing to report.

Other Business

[Graduate Student-Faculty Interactions](#) – David Feldon | Richard Cutler

Adjourn: 3:00 pm



Meeting Canceled
Electronic Vote Taken – Approved Curriculum
Subcommittee Report

March 7, 2024
3:00 – 4:00 p.m.
Old Main-Champ Hall

MINUTES

Present: Paul Barr, *Chair*, Provost's Office
Mateja Savoie Roskos, College of Agriculture and Applied Sciences
Nicholas Morrison, Caine College of the Arts
Sterling Bone, Jon M. Huntsman School of Business
David Feldon, Emma Eccles Jones College of Education and Human Services
Scott Budge, College of Engineering
Jared Colton, College of Humanities and Social Sciences
Peter Howe, S.J. & Jessie E. Quinney College of Natural Resources
Dan Coster, College of Science
Heloisa Rutigliano, College of Veterinary Medicine
Britt Fagerheim, University Libraries
Shana Geffeney, Statewide Campuses
Jason Marshall, USU Eastern
Richard Cutler, Graduate Council
Sarah Pope, Graduate Studies Senator
Aly Cinq-Mars, USUSA Executive VP
Renee Galliher, *Chair*, Academic Standards
Chad Simon, *Chair*, Curriculum Subcommittee
Matt Sanders, *Chair*, General Education Subcommittee
Toni Gibbons, Registrar's Office
Fran Hopkin, Registrar's Office
Michele Hillard, Secretary

Absent:

Guests:

Approval of Minutes – [February 1, 2024](#)

Subcommittee Reports

Curriculum Subcommittee (*Chad Simon*)
Course Approvals – 0

Program Proposals

Request from the Department of Aviation Technology in the College of Agriculture and Applied Sciences to [offer an Aviation Dispatch Minor](#).

*Motion to approve R401 proposal made by Mateja Savoie-Roskos. Seconded by Richard Cutler.
Proposal approved.*

Request from the Department of Aviation Technology in the College of Agriculture and Applied Sciences to [offer a Professional Pilot Accelerated Fixed Wing Emphasis](#).
*Motion to approve R401 proposal made by Mateja Savoie-Roskos. Seconded by Richard Cutler.
Proposal approved.*

Request from the Office of Extension in the College of Agriculture and Applied Sciences to [establish the Center for Family Life Programs](#).
*Motion to **cancel and archive** the R401 proposal made by Mateja Savoie-Roskos. Seconded by Richard Cutler. Proposal **canceled and archived**.*

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to [offer a Food Manufacturing Certificate of Proficiency](#).
*Motion to approve R401 proposal made by Mateja Savoie-Roskos. Seconded by Richard Cutler.
Proposal approved.*

Request from the Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences to [offer a Basic Corrections Officer Certificate of Proficiency](#).
*Motion to approve R401 proposal made by Mateja Savoie-Roskos. Seconded by Richard Cutler.
Proposal approved.*

Request from the Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences to [offer a Heating, Ventilation, Air Conditioning, and Refrigeration Technician Certificate of Proficiency](#).
*Motion to approve R401 proposal made by Mateja Savoie-Roskos. Seconded by Richard Cutler.
Proposal approved.*

Request from the Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences to [offer a Law Enforcement Officer Certificate of Proficiency](#).
*Motion to approve R401 proposal made by Mateja Savoie-Roskos. Seconded by Richard Cutler.
Proposal approved.*

Request from the Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences to [offer a Special Function Officer Certificate of Proficiency](#).
*Motion to approve R401 proposal made by Mateja Savoie-Roskos. Seconded by Richard Cutler.
Proposal approved.*

Request from the Department of Human Development and Family Studies in the Emma Eccles Jones College of Education and Human Services to [offer an Early Childhood Certificate of Proficiency](#).
Motion to approve R401 proposal made by Nate Trauntvein. Seconded by Erin Davis. Proposal approved.

Request from the Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services to [offer a School Library Media Administration Certificate of Proficiency](#).
Motion to approve R401 proposal made by Nate Trauntvein. Seconded by Erin Davis. Proposal approved.

Request from the Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services to [offer a School Library Media Administration Post-Baccalaureate Certificate](#).
Motion to approve R401 proposal made by Nate Trauntvein. Seconded by Erin Davis. Proposal approved.

Request from the Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services to [offer a School Library Media Administration K-12 Endorsement](#).

Motion to approve R401 proposal made by Nate Trauntvein. Seconded by Erin Davis. Proposal approved.

Request from the Departments of Instructional Technology and Learning Sciences and the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to [offer an Instructional Coaching Post-Baccalaureate Certificate](#).

Motion to approve R401 proposal made by Nate Trauntvein. Seconded by Erin Davis. Proposal approved.

Request from the Departments of Instructional Technology and Learning Sciences and the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to [offer an Instructional Coaching K-12 Endorsement](#).

Motion to approve R401 proposal made by Nate Trauntvein. Seconded by Erin Davis. Proposal approved.

Request from the Department of Psychology in the Emma Eccles Jones College of Education and Human Services to [offer a Psychology MEd](#).

Motion to approve R401 proposal made by Nate Trauntvein. Seconded by Erin Davis. Proposal approved.

Request from the Department of English in the College of Humanities and Social Sciences to [change the name of the English-General English Emphasis \(BA-BS\) to English \(BA-BS\)](#).

Motion to approve R401 proposal made by Jared Colton. Seconded by Mateja Savoie-Roskos. Proposal approved.

Request from the Departments of Computer Science, Data Analytics and Information Systems, Electrical and Computer Engineering and Mathematics and Statistics in the College of Science, College of Engineering and the Jon M. Huntsman School of Business to [establish the Data Science and Artificial Intelligence Center](#).

Motion to approve R401 proposal made by Brynja Kohler. Seconded by Richard Cutler. Proposal approved.

Request from the Department of Physics in the College of Science to [offer a Photonics Post-Baccalaureate Certificate](#).

Motion to approve R401 proposal made by Brynja Kohler. Seconded by Richard Cutler. Proposal approved.

Academic Standards Subcommittee (Renee Galliher)

No one is available to report.

General Education Subcommittee (Matt Sanders)

No designations submitted – Meeting cancelled.

Other Business

College of Agriculture and Applied Sciences [CIP Code Changes](#) – Mateja Savoie-Roskos

Worked closely with AAA with updating CIP Codes. Make sure that the codes align and meet USHE, high performance and high pay positions.

Motion to approve the College of Agriculture and Applied Sciences CIP Code Changes made by Mateja Savoie-Roskos. Seconded by Nate Trauntvein. Code changes approved.

Course Requests (Deadline) – Toni Gibbons
As of March 7, 2024:

- Course proposals still on the "Originator" step in Curriculog: 16
- Course proposals that have moved from "Originator" to "Catalog Editor-Initial Review" step in Curriculog after the January 22 agenda deadline: 6
- Course proposals still on the "Department Head" approval step in Curriculog: 2
- Course proposals still on the "College Curriculum Committee" approval step in Curriculog: 0
- Course proposals still on the "Associate Dean" approval step in Curriculog: 0
- Course proposals that have moved from "Associate Dean" to "UCC/EPC" approval step in Curriculog after the January 22 agenda deadline: 18

Total = 42

Toni's team will provide pdf copies of the proposals to the originators, and they can then resubmit the request once Curriculog opens in July.

Adjourn: 4:00 pm

CVM CAAS - Veterinary Clinical and Life Sciences Animal, Dairy and Veterinary Sciences - Utah Veterinary Diagnostic Laboratory

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CVM

CAAS

DEPARTMENT (include all cross listed departments)*

Veterinary Clinical and Life Sciences

Animal, Dairy and Veterinary Sciences

Current Title (if applicable)*

Utah Veterinary Diagnostic Laboratory

Proposed Title*

Utah Veterinary Diagnostic Laboratory

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 51.2401

Minimum Number of Credits (if applicable)* 158

Maximum Number of Credits (if applicable)* 158

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

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

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

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

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose*

This request is to change the affiliation of the Utah Veterinary Diagnostic Laboratory, currently with the USU College of Agriculture and Applied Sciences (CAAS), Department of Animal, Dairy, and Veterinary Sciences (ADVS) to a new affiliation with the College of Veterinary Medicine (CVM) Department of Veterinary, Clinical, and Life Sciences (VCLS).

The Utah Veterinary Diagnostic Laboratory (UVDL) has been a cooperative effort by Utah State University (USU) and Utah Department of Agriculture and Food (UDAF) for many years. The purpose of the laboratory is to provide timely, in-depth, cost efficient, veterinary diagnostic services to safeguard animal health, protect the agricultural economy, and shield the public against zoonoses (diseases transmissible from animals to humans). In these roles, the UVDL serves practicing veterinarians, personnel in regulatory state and federal governmental positions, public health officials and animal owners. Diagnostic services include pathology, bacteriology, virology, serology, and molecular-based assays. The main laboratory is on the campus of USU in Logan, Utah, and a branch laboratory is in Spanish Fork, Utah; together these laboratories constitute the Utah component of the national veterinary diagnostic laboratory system.

Currently, the UVDL is affiliated with the College of Agriculture and Applied Sciences (CAAS), Department of Animal, Dairy, and Veterinary Science (ADVS). This proposal is a request to change the affiliation of the UVDL to become affiliated with the Veterinary Clinical and Life Sciences Department (VCLS) in the College of Veterinary Medicine (CVM) instead. This request has been agreed upon by both departments involved.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* **Rationale**

Historically, the ADVS department has housed the Washington-Idaho-Montana-Utah Regional Program in Veterinary Medicine (WIMU), which is a 2+2 program with Washington State University (WSU), from 2012 until 2022 when the new College of Veterinary Medicine was approved and took over implementation of the WIMU program curriculum at USU.

The UVDL personnel consists of seven veterinary specialists, of which six hold faculty appointments in the VCLS department, and approximately 16 technicians/support staff divided between two laboratories, namely a main laboratory in Logan and a branch laboratory in Spanish Fork.

The six UVDL faculty, which includes the director and five clinical veterinary pathologists, were previously faculty members in the ADVS department, where all but one of them taught veterinary pathology-related courses in the WIMU program, prior to the establishment of the new CVM. Because all of these faculty are veterinarians, and have been teaching in the veterinary medical program only, their appointments were transferred from ADVS to new appointments in the VCLS department in 2023, where they have been continuing their faculty and teaching roles, which are essential to the veterinary medical curriculum.

The close relationship between the UVDL and the veterinary school has been mutually beneficial and conducive to both, USU's and the UVDL's mission, and to the advantage of the people of the State of Utah. From an educational perspective, the VCLS faculty members housed in the UVDL have been providing essential practical and theoretical expertise, as well as instruction, in clinical diagnostics, as well as anatomic, clinical and systemic pathology to all students in the veterinary curriculum. The veterinary students enrolled in the CVM therefore directly profit substantially from the instruction provided by these faculty. The UVDL also provides opportunities for practical experiences and clinical rotations to veterinary students.

The UVDL also benefits from the partnership with the veterinary program. The UVDL and its faculty have a need for scholarship and teaching, which is satisfied by their roles in the VCLS department as their academic home. The veterinary medical environment provided by the CVM and the VCLS department assures appropriate academic support for UVDL faculty members, which is important for tenure and promotion. The USU CVM also provides faculty salary support to the UVDL, as well as scientific support assisting with diagnostic assay development. The partnership with the CVM and the VCLS department therefore helps the UVDL in fulfilling its mission of health monitoring and disease detection to safekeep the agricultural industry of the state of Utah to the benefit of all of its people, whether they are producers, pet owners, or backyard poultry keepers. The missions of the UVDL and the CVM are therefore in many ways inextricably intertwined, which creates a compelling argument for the affiliation of the UVDL with the VCLS department of the CVM. Furthermore, the UVDL and the CVM are expected to both grow in their close partnership, as the CVM's distributed veterinary clinical teaching program throughout the state of Utah is being developed. As a result, diagnostic services to veterinary businesses and other stakeholders in Utah is expected to become further developed as well.

Labor Market Demand (if applicable)

N/A - this is not a proposal to create a new unit.

Consistency with Institutional Mission & Institutional Impact*

The missions of the UVDL and the CVM with its single department (VCLS) have been aligned with the mission of Utah State University as a premier land- and space-grant institution committed to excellence, access, and inclusion.

Finances*

The UVDL has been funded with monies from 7 different sources, which each contribute different percentages of the total revenue to the UVDL. In FY 2023, the funding for the UVDL was as listed below.

The CVM, with VCLS as its only department, provided 14.5% of the total funding of the UVDL in FY 2023. The corresponding amount of \$550,203 mostly supported salaries, as all veterinarians but one in UVDL are faculty members already affiliated with the VCLS department. The position of one veterinarian is funded entirely by UDAF and other sources than USU. The College of Agriculture and Applied Sciences (CAAS) and the Animal Dairy and Veterinary Sciences (ADVS) Department combined provided 1.2% to the UVDL revenue in FY2023. Of this, \$13,096 are paid by an ADVS researcher from a grant for pathology services provided by the UVDL as research support. The remaining \$34,010 are business services support funding.


Source	Amount	%	
UVDL fee-for-services	\$1,541,174.67	40.5%	
Utah Department of Agriculture & Food	\$1,202,716.00	31.6%	
College of Veterinary Medicine	\$550,203.00	14.5%	
National Animal Health Laboratory Network	\$246,743.78	6.5%	
Utah Agricultural Experiment Station	\$216,647.07	5.7%	
CAAS Business Services	\$34,010.00	0.9%	
Animal, Dairy, & Veterinary Sciences	\$13,096.00	0.3%	
	Total	\$3,804,590.52	100.0%

At this time, the transfer itself of the UVDL as an administrative unit into the VCLS department is not expected to have any further financial impact, and no additional financial commitments have been approved at this point.

SECTION III: CURRICULUM (if applicable)


Program Curriculum Narrative

Not applicable, the UVDL provides veterinary diagnostic service - it does not have an academic curriculum.

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

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

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

Academic Standards Committee Meeting
March 5, 2024

In attendance: Renee Galliher, Katie Burns, Mykel Beorchia, Fran Hopkin, Daniel Coster

Visitors: Gary Lindberg, David Feldon, Richard Cutler, Toni Gibbons

Not in attendance: Paul Barr, Alyson Cinq-Mars, Sterling Bone

- Approval of Minutes (January 30, 2024 meeting)
 - No comments on 1/30/24 minutes—approved per Renee Galliher
- Items from the School of Graduate Studies
 - **English Proficiency** (currently listed on the School of Graduate Studies catalog page)
 - Richard Cutler presented a list of countries where the language of instruction is English (<https://usu.box.com/s/mu3ugpg4jipwwxyg9oo4u63q6lkzab30>). Application currently automatically generates a request for English scores.
 - Proposal is for SGS to automatically approve admission for students from countries on the revised list. Richard confirmed that this would be a “living” document and able to be adjusted as needed.
 - The proposal is to update the list, remove the double asterisk item, update wording to clarify if the student received 2 years of instruction at any university at any country in English.
 - Mykel suggested this language: “Exemptions for the English proficiency requirement are granted for non-native speakers who have received a bachelor's or more advanced degree either from an accredited U.S. institution or from a university outside the U.S. at which English is the official language of instruction.”
 - Motion: Fran Hopkin to approve the document submitted by the SGS with the proposed edits. Second: Dan Coster. Approved.
<https://usu.box.com/s/mu3ugpg4jipwwxyg9oo4u63q6lkzab30>
 - **Academic Residency**
 - Proposal: The School of Graduate Studies will not have any academic residency requirements for graduate students, but departments and colleges may impose residency requirements in their programs as they see fit.
 - Discussion of “residency” as being present in a physical location (on campus) instead of the interpretation of credits taken from USU.
 - Fran mentioned that we need a clear definition of “residency” since undergraduate degree requirements define “credits in residency” as credits taken from USU.
 - Richard indicated that we could still ensure students completed sufficient institutional credits because the limitation of 12 transfer credits would remain in place.
 - Fran asked if there is a way a student would earn credits through Prior Learning Assessment instead of coursework? 12 transfer graduate credits + experiential credits and never in a class at USU? Richard says the 30 credits are still required, regardless of PLA.

- Renee-if the policy is not applicable to every program at USU, it should not be a School of Graduate Studies requirement.
- Proposed: Eliminate the current SGS academic residency policy. Use the transfer credit policy as sufficient.
- Motion: Dan Coster, Katie Burns – second. Approved.

Current Policy (School of Graduate Studies catalog page)

https://catalog.usu.edu/preview_entity.php?catoid=38&ent_oid=3896&hl=

(b) Residency Requirement

The purpose of the doctoral residency requirement is to ensure the student experiences at least one period of concentrated attention to study, research, and interaction with faculty. This period of immersion is an important part of preparation for future work in academic communities.

At least 33 semester credits for a doctoral (PhD) or audiology (AUD) degree must be taken from Utah State University and must be part of an approved Program of Study. At least three semesters, two of which must be consecutive, of full-time registration in residence at Utah State University is required.

The following are suggested criteria for determining when a student has met the residency requirement. They should be checked and dated as completed and noted in the Application for Candidacy form. Note that some degree programs (PhD and professional doctoral degrees) may set more intense requirements for residency.

The candidate has:

- *Directly engaged in research or creative endeavors with the major professor.*
- *Access to the required equipment and resources for the research or creative efforts.*
- *Engaged in the professional activities of the discipline.*
- *Time to concentrate and complete the research or creative activity in a reasonable period.*
- *Engaged in additional departmental residential requirements (please list).*
- *Been aware of additional departmental requirements.*

Additionally, meeting the residency requirement means doctoral students must participate in their program's academic community. Participation could include collaborative scholarship with faculty or peers, working as a research assistant or graduate instructor, attending professional meetings, being involved with student or professional organizations, and participating in colloquia or orientation programs. This participation may or may not coincide with the period of concentrated study. Departments have the responsibility to determine appropriate ways for their doctoral students to participate in the academic life of their field and to provide opportunities for this participation.

Certification of Residency

Residency is certified by the graduate supervisory committee. The required credits and the student's participation in the academic and intellectual life of the program are noted as acceptable by signatures on the Application for Candidacy form.

Residency requirement for master's degrees

At least 24 semester credits for a master's degree must be from a committee-approved and a School of Graduate Studies-approved Program of Study from Utah State University. Furthermore, any allowed transfer credits cannot replace required residency credit.

Proposed Policy (per Graduate Council Resolution on 1/18/2023):

The School of Graduate Studies will not have any academic residency requirements for graduate students, but departments and colleges may impose residency requirements in their programs as they see fit.

- **Updates from the Registrar**

- Academic Renewal (Currentl on the Student Records page in the catalog)
 - Fran: Academic Renewal discussion has been had with the Associate Deans and the colleges. There is some desire for academic leniency. Fran is hoping to get to consensus from the colleges and will bring it to the April ASC meeting for a vote.
- Fran: Change of the withdraw deadline (working with the Provost) - for April ASC meeting
- Fran: Religion Department has a proposal of how USU will receive Religious courses for credit. This will be brought to April ASC meeting. Fran will send it to the group before the meeting.

Academic Renewal

Undergraduate students who have been admitted to Utah State University after an interruption in their collegiate education of at least one year may petition to have certain credits that are older than five years removed from the calculation of the GPA and credits earned. The renewal procedure allows the student's academic records to be reviewed for the purpose of eliminating from grade point average computation all grades of D+ or below that were entered on the academic transcript five or more calendar years prior to the request, including transfer credit on the USU transcript. However, upon request, selected grades of D+ or below may remain on the student's record. Petition forms are available in the Office of the Registrar and online. A \$25 processing fee will be assessed.

Guidelines:

Academic renewal does not apply to graduate students nor to students pursuing a second undergraduate degree. Once a certificate, associate, or bachelor degree is awarded by Utah State University or received from a transfer institution, any course(s) completed prior to the completion of that certificate or associate degree will not qualify for academic renewal. However, courses completed after receiving a certificate or associate degree, but before completion of a bachelor degree, are eligible for renewal if all other requirements are met.

Academic renewal may be applied only once and is irreversible.

An absence of one or more years must have elapsed between the last enrollment at an institution of higher education and applying for academic renewal. (Note: Students must be currently enrolled at USU to apply for academic renewal.) Only credits older than five years and taken prior to the one-year gap in attendance may be considered for academic renewal.

Before application for renewal, the student must have completed a minimum of 12 semester credits with at least a 2.50 GPA at Utah State University.

Academic renewal applies only to courses having grades of D+ or below and taken prior to the one-year gap. All such courses will remain unaltered on the transcript with the appropriate notation added to the transcript to indicate academic renewal. Courses designated in the petition will not count for computation of GPA for earned credits, nor for satisfying any graduation requirements. Courses with a grade of C- (or P) or better will be carried forward.

Students may apply for this renewal after they have met the guidelines listed above.

They are strongly encouraged to meet with their academic advisor prior to submitting their request.

- Transfer Credit (Currently on the Student Records page in the catalog)
 - (Part of Academic Renewal)

Transfer Credit

The grades which may be transferred and recorded for transfer students shall include A, A-, B+, B, B-, C+, C, C-, D+, D, and F, as well as P (Pass). Only grades earned at USU will be used in calculating USU grade point averages. Decisions concerning academic standing, once the student is admitted to USU, will be based solely on USU grades.

Adjusting policy for articulating Religious Studies (RELS) courses from regionally accredited institutions

Sponsors:

Religious Studies Program in the Department of History – Ravi Gupta, Department Head
Registrar's Office – Fran Hopkin, University Registrar

Background:

“The academic study of religion rests on the basic distinction between *studying about* religion as a field of inquiry and *being religious* or a religious practitioner. This distinction is central to the U.S. Supreme Court case *Abington vs. Schempp* (1963), . . . [where] the Court drew a distinction between *religious instruction* and *instruction about religion*, noting that while the former was unconstitutional, the latter was not, and indeed should be encouraged in public education.”¹

The USU Religious Studies Program (like Religious Studies programs across the country) pays close attention to this distinction in the classroom, taking care only to teach *about* religion, without inculcating (or disparaging) any religious faith. By the same token, the program only accepts those transfer courses that are non-confessional in nature. Courses that inculcate commitment to a particular faith are not acceptable for transfer credit.

In an attempt to maintain this distinction, current USU policy in the catalog states that “Religion courses are generally not-transferable. These courses will be evaluated based on the particular orientation of the course.” However, this has often led to inconsistent application of transfer requests, without clear policy guidelines. When a course is considered ineligible for RELS credit, the student often receives no transfer credit at all, including general USU elective credit.

After much conversation and deliberation, the History Department and Registrar's Office recommend that Religious Studies courses ought to work like any other USU transfer courses: The subject matter experts (department-designated faculty member) should determine whether a course can count toward Religious Studies credit (with the above distinction as one of the relevant criteria). Should the course not be suitable for Religious Studies credit, at that point, the Registrar's office can decide whether the course should count toward general university elective credit (USU xxxx). In this case, it would not fulfill major requirements, but it can be applied toward overall USU credit requirements.

This approach recognizes departments as the subject matter experts for curriculum related to their field. Maintaining the autonomy of departments to determine articulation equivalencies is fundamental to the overall transfer process. At the same time, this approach allows students to transfer credits from accredited institutions with consistency across departments.

¹ “The Academic Study of Religion.” <https://www.colorado.edu/rlst/about-us/academic-study-religion>

Proposed policy adjustment:

To better maintain consistency in the articulation process as well as determining transferability for religion courses, it is proposed to remove the following terminology from the current policy:

Religion Credit

Religion courses are generally not transferable. These courses will be evaluated based on the particular orientation of the course. In order to be considered, courses in religion must be listed on an official transcript from a regionally accredited institution.

<https://catalog.usu.edu/content.php?catoid=39&navoid=30168>

There will be no special policy regarding Religious Studies courses in the catalog, since we will be following the general USU policy for credit transfer. However, to create additional clarity (given past practice), the following internal protocols will be followed to determine the applicability of religion courses received from transfer institutions:

Requests for transfer of RELS credit from other institutions will be reviewed by a designated faculty member from the Religious Studies program. There are four possible pathways in response to these requests:

1. Approve **direct (automatic) transfer of credit** for courses that are roughly parallel to an existing USU RELS course. Most commonly this will be a Religious Studies 1XXX course that is basically similar in content to our RELS 1010 Introduction to Religious Studies course. By "direct transfer" we mean that, once it is approved, an articulation agreement would be in place so that future requests of the same course from the same institution would transfer automatically. The RS faculty member responsible for articulations will make this determination.
2. Approve **RELS elective credit on a case-by-case basis** for courses that are deemed to be appropriate to the methods and content of the USU Religious Studies program but which either do not have a direct equivalent in our catalog or are offered at a different level. In this case, RELS elective credit will be granted at the same level as the original course (e.g. RELS 1xxx, 2xxx, 3xxx, or 4xxx). The RS faculty member responsible for articulations will make this determination.
3. For courses that are deemed by the Religious Studies faculty member to be incompatible with USU Religious Studies methods and content but which are being transferred from another accredited university, the faculty member will decline to grant RELS credit. The request will then go to the Registrar's Office, which may approve the course for **USU elective credit** at the appropriate level, at the Registrar's discretion. In most cases this will occur when a course was taken at a denominationally affiliated school in which the course content was explicitly confessional in nature. Note: Not all courses from denominational institutions will automatically be rejected for RELS credit. Only those in which the course description states that faith inculcation is an express goal of the course or in which the material

is being studied explicitly through the lens of faith will be rejected for RELS credit under this criterion.

4. Rejection of transfer request, if the course meets neither RELS nor general USU standards.

To make a fresh start in applying the above protocol, we will clear the current RELS automatic articulation database and starting from scratch with this new policy.

USU Policy Statements

USU faculty code does not directly address the relationship between graduate students and their faculty advisors, but there are sections in Policy 403, notably section 403.2, that are relevant. Emphasis has been added to these excerpts from Policy 403.2. **It is important to note that as of the 2023-2024 academic year, these policies apply not only to traditional courses, but to “graduate committee decisions, practicum or internship placements or evaluations, and other discipline-specific activities that impact the students’ academic record or progress,”** (see the [Academic Grievances section](#) from the 2023-2024 General Catalogue, which details the grievance process if a concern arises). *The mentoring relationship between faculty and graduate students* **does** constitute a discipline-specific activity that impacts students’ academic progress. Accordingly, for any of the language below, when the word “course” is used, it can be read as any of the above activities.

403.2.3.1.3

Faculty members will select course requirements based on the legitimate pedagogical goals of the course and discipline and **inform students of the general content and evaluation criteria in the syllabus or comparable documentation at the beginning of any course** they teach. Faculty **members evaluate student course work promptly, conscientiously, without prejudice or favoritism, and consistently with the criteria stated** at the beginning of the course in the course documentation and related to the legitimate pedagogical goals of the course. The documentation for the course should identify, to the extent possible, the writings, lectures, films, presentations, performances, or other course requirements in sufficient detail to allow the student to identify requirements that may conflict with the student's sincerely held core beliefs. Faculty will not always be able to predict in advance requirements that may conflict with the sincerely held core beliefs of a given student or group of students. If conflicts arise, Policy 403.4, Procedures for Alternative Course Requirements due to Conflicts with Sincerely Held Core Beliefs, provides guidance to students and faculty for the resolution of conflicts.

403.2.3.1.4

Faculty members with teaching responsibilities **maintain regular office hours for consultation with students, or they otherwise assure accessibility to students.**

403.2.3.1.5

Faculty members do not plagiarize the work of students. When faculty members and students work together, **appropriate credit is given to the students. Faculty members do not limit or curtail the right of any student to publish or otherwise communicate the result of the student's own independent scholarly activities.**

403.2.3.1.8

Faculty members **create and maintain environments** in which students are provided the opportunity to do original thinking, research, creative work, and writing.

403.2.3.2.5

Faculty members exercise **Reasonable Care** in meeting their obligations to their associates when they are engaged in joint research or other professional effort.

403.2.3.2.7

Faculty members exercise **Reasonable Care in meeting their commitments to the institution** and to funding agencies where appropriate in research, publication, or other professional endeavors.

403.2.3.2.9

Faculty members do not engage in the sexual harassment or any other form of harassment prohibited by USU Policies 303, Affirmative Action/Equal Opportunity, or Policy 339, Sexual Misconduct in an Employment or Education Program or Activity and its sub-policies, of other faculty members or any employee of the university.

403.2.3.3.1

Faculty members conduct themselves in an **open, fair, civil, and humane manner** both in general and **when making decisions or recommendations** concerning admissions, employment, promotion, retention, tenure, and other professional matters. Faculty members do not harass or discriminate against anyone on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, veteran status, or marital or parental status; the presence of any sensory, physical or mental disability or handicap; or for any other reason impermissible under applicable constitutional or statutory provisions.

403.2.3.5

Definition of Reasonable Care: This term, which is familiar to the law, means that the level of performance required of a faculty member is that which is recognized in the profession **as reasonable in the light of the obligations which the faculty member has assumed**, competing demands upon their energy and time, nature and quality of their work, and all other circumstances which the academic community would properly take into account in determining whether the faculty member was discharging their responsibilities at an acceptable level.