

**Handbook**  
for the  
**Curriculum Subcommittee**

of the  
Educational Policies Committee  
of the  
Faculty Senate

Utah State University

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# Contents

<b>Contents</b> .....	2
Preface.....	4
USHE Board of Regents Policies.....	5
Utah State University Policies .....	6
<b>Curriculum Subcommittee</b> .....	9
Charge.....	10
Curriculum Subcommittee Guidelines.....	11
Membership .....	12
Voting Members.....	12
Supporting Ex Officio) Members.....	12
Relationship to Other Committees .....	13
College Curriculum Committees.....	13
Council on Teacher Education .....	13
Graduate Council.....	14
Budget and Faculty Welfare .....	14
Educational Policies Committee.....	14
Other EPC Subcommittees .....	14
Faculty Senate.....	14
Board of Trustees .....	14
Board of Regents.....	15
Institutional Curriculum Approval Procedures Chart.....	16
Curriculum Budget & Faculty Welfare Approval Process Chart.....	17
Meetings.....	18
Submission of Agenda Items.....	18
Monthly Deadlines.....	18
Semester Deadlines.....	18
Notification .....	19
Regular Meeting Time .....	19
Conduct of Meetings.....	19
Chair.....	19
Rules .....	19
<b>Course Change Approvals</b> .....	20
Purpose.....	21
Instructions.....	21
Semester Course Approval Form .....	24
Reviewing the Course Approval Form .....	25
Adding New Courses.....	25
Changes to Existing Courses .....	25
Deleting Courses .....	25
<b>Program Change Approvals</b> .....	26
Purpose.....	27
Templates for Submitting Program Proposals .....	28
Reviewing Program Change Proposals .....	28
Process for Board of Regents Approval for New Programs.....	29
Process for Action, Consent, and Information Items at the Regents' Level.....	30
Suspension of Enrollment and Program Discontinuance .....	31
USU Faculty Code.....	31

Regents' R401 Policy .....	32
Definitions.....	33
University Entities .....	33
Certificates and Degrees .....	33
Academic Programs .....	34
Dual Majors and Composite Majors .....	35
Dual Majors .....	35
Composite Majors .....	35
Approval Policy .....	35
Institutional Reporting Issues.....	36
<b>Other Curriculum Subcommittee Policies.....</b>	<b>37</b>
Dual List Courses—Rigor .....	38
Exceptions to Academic Policies.....	38
Fractional Credits.....	38
Graduate Courses in Departments without Graduate Programs .....	38
Restrictions, Prerequisites and Special Approvals for Courses .....	39
Subtitles or Customized Titles for Courses .....	39

# 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 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.

# USHE Board of Regents Policies

The following is from the Board of Regents of the Utah System of Higher Education (USHE: [www.utahsbr.edu](http://www.utahsbr.edu)):

## 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 Statement

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.

## R312-4. Doctoral/Research Universities: Type I. (University of Utah, Utah State University)

4.1 Definition - Type I institutions offer a wide range of baccalaureate programs and are committed to graduate education through the doctorate. Doctorate-granting institutions in this category generally award 50 or more doctoral degrees per year across at least 15 disciplines.

4.1.1. Mission - The institution's mission 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.

4.1.2. Land Grant Institution - Through its extension services, a land grant institution may offer associate degrees and fulfill a community college role in areas of need pursuant to Policy R-315.

# Utah State University Policies

The following is from the Utah State University Policy Manual ([www.usu.edu/policies/](http://www.usu.edu/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.

## 103.4 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.

#### 401.9 AUTHORITY OF THE FACULTY

##### 9.1 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 401.9. 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. (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 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

(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.

(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: a representative from each college, appointed by the dean; one faculty representative from the libraries; two students, one from ASUSU executive council and one from the GSS; a faculty representative from the Graduate Council; the Chair of the General Educational Subcommittee; and a faculty representative (vice provost or designee) from Regional Campuses and Distance Education. 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 Education 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.

# Curriculum Subcommittee Guidelines

The Curriculum Subcommittee operates in support of the Educational Policy 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 decision 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 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 multiple listing of a course
  - Inactivate or reactivate course
2. The Curriculum Subcommittee approves or denies course and program changes once input is gathered from various Faculty Senate Committees and discussion at monthly meetings. 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:
  - 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.

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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

Associate Registrar (Roland Squire 7-8330)—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 (Cathy Gerber, 7-1014)—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 16 and 17.

## 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 three other subcommittees: (a) General Education, (b) Academic Standards, and (c) Distance Education and Electronic Delivery. 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.

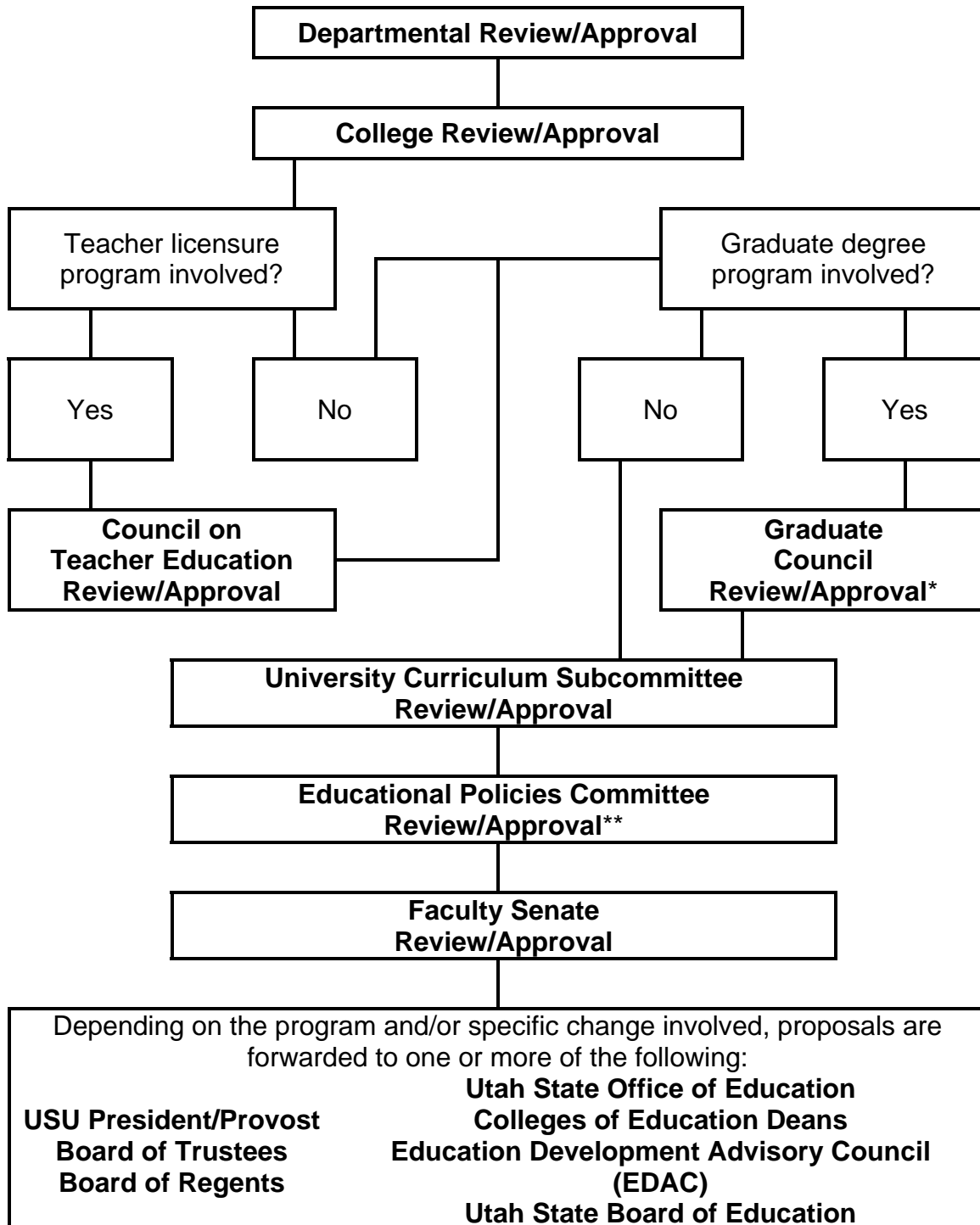
## **Board of Trustees**

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

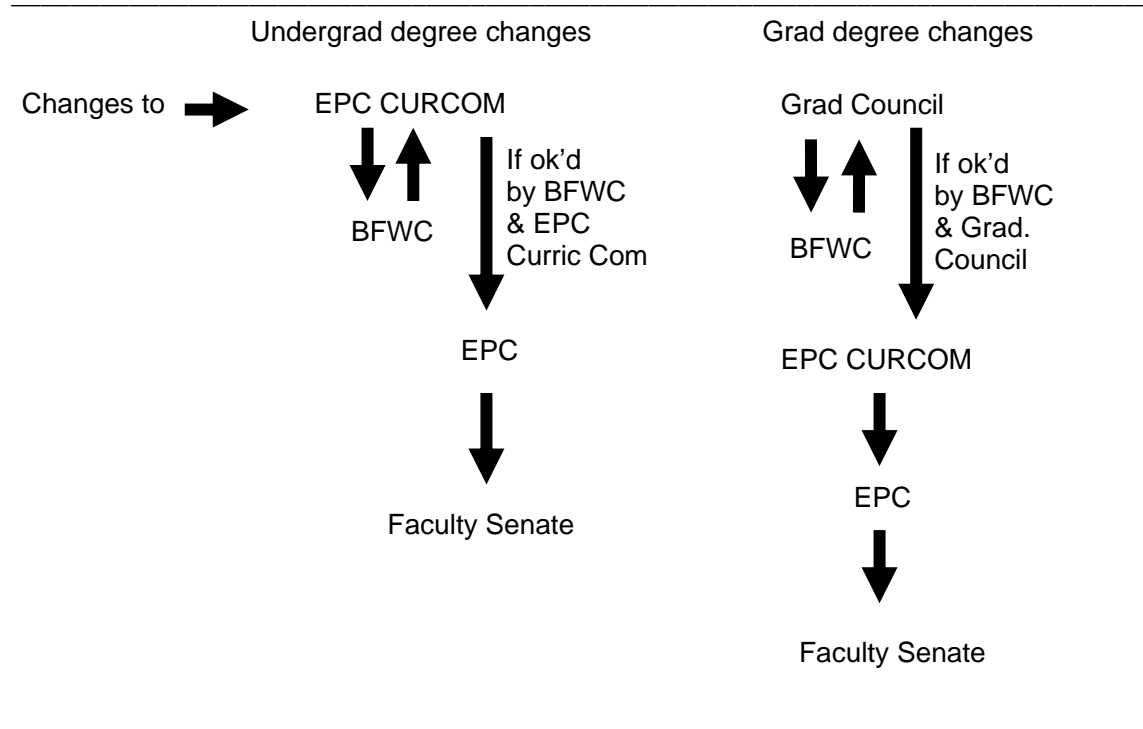


\*Course approval forms are not reviewed by the Graduate Council.

\*\*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 to the Registrar’s Office (UMC 1600) 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 (EPC, 4 September 2003). These deadlines are necessary so that the Registrar and the University Advising and Transfer Services 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	December (previous year) meeting
Fall	December (previous year) meeting
Spring	April (previous year) 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 Course Approval Form, for semester effective, indicate the desired effective term. If you would like the changes as soon as possible (see exceptions listed below), indicate ASAP.

**The following are exceptions to the course approval deadlines:**

The following Course Approval Actions can be implemented for a particular semester, if they are approved by the EPC at least three weeks prior to the earliest registration date for that semester.

- Semester Credit Hours
- Title Change
- Repeatable for credit
- Dual List designation or changes
- Multiple 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

## Notification

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

## 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 on the Course Approval Form developed by the Educational Policies Committee. A copy of that form appears on page 24. The form is also available online at <http://www.usu.edu/provost/forms>

In completing the form, please pay attention to these details that will facilitate the work of the Curriculum Subcommittee, the Registrar's 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 (both available at [www.usu.edu/provost/forms](http://www.usu.edu/provost/forms)); a syllabus; and a written explanation of how the course meets the criteria for the appropriate designation e.g., CI, BPS, etc. (available at [www.usu.edu/provost/academic\\_initiatives/geduc\\_univstud.cfm](http://www.usu.edu/provost/academic_initiatives/geduc_univstud.cfm)). 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 Registrar's 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 **Multiple List** and a **Dual List**. A **Multiple List** course is one that is listed across departments (e.g., BIOL/SOIL 6200). A total of 5 **Multiple List** courses can be proposed (Curriculum Subcommittee, 9 January 1997). Note that all multiple 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 multiple 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 multiple 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 a **New Course** is being requested, a sample syllabus for the course that includes course objectives and all standard wording regarding students with disabilities and policies on plagiarism must be submitted with the Course Approval Form. For syllabi examples and required wording, go to: <http://www1.usu.edu/aia/ACADEMIC/syllabusres.cfm>.

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 Registrar's Office if you are unsure how long a course number has been "deleted."

If a course is made **inactive**, it will remain in the catalog and the following statement will be added to the end of the course description, "This course is not currently being taught."

**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 multiple 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 multiple 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 **Multiple 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).

## SEMESTER COURSE APPROVAL FORM

Utah State University Curriculum Subcommittee of  
Educational Policies Committee

College \_\_\_\_\_ Department \_\_\_\_\_

Current Date \_\_\_\_\_ Semester Effective \_\_\_\_\_

**Proposed Action**

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Title Change                           | <input type="checkbox"/> Credit Hour Change | <input type="checkbox"/> Prerequisite Change       | <input type="checkbox"/> Course No. Change   |
| <input type="checkbox"/> Add Multiple List (Specify All)        | <input type="checkbox"/> New Course         | <input type="checkbox"/> Course Description Change | Enter Former Course Prefix and Course No. <input style="width: 100px; height: 20px;" type="text"/> |
| <input type="checkbox"/> Change Multiple List                   | <input type="checkbox"/> Delete Course      | <input type="checkbox"/> Dual List Change          |  |
| <input type="checkbox"/> Other (specify--dual list, etc.) _____ |   | <input type="checkbox"/> Inactivate Course         | <input type="checkbox"/> Reactivate Course   |

Prefix and Course No.  University Studies Designation

Semester Credit Hours   Pass/Fail Only

Semesters Course to be Taught     Fall     Spring     Summer     Taught Alternate Years     Odd Years     Even Years

If course is multiple listed, fill out the following: College and Department of Administrative Responsibility

List additional College/Department course prefixes the course is to be multiple listed under (limit of 5). Department Head and Dean of multiple listed courses should sign below.

DEPARTMENT OR DIVISION	DEPARTMENT OR DIVISION	DEPARTMENT OR DIVISION

Course Title on Transcript (30 spaces or less) \_\_\_\_\_

Full Title \_\_\_\_\_

New Course Description and Prerequisites: (40 words or less)  Repeatable for additional credit (e.g., seminars, practicums, etc.)

**Justification**

**Approved by:**

Dept. Head \_\_\_\_\_ Date \_\_\_\_\_

Dean \_\_\_\_\_ Date \_\_\_\_\_

College Representative \_\_\_\_\_ Date \_\_\_\_\_

Univ. Council on Teacher Ed. Chair \_\_\_\_\_ Date \_\_\_\_\_

General Ed. Chair \_\_\_\_\_ Date \_\_\_\_\_

**Multiple List Signatures:**

Dept. Head \_\_\_\_\_ Date \_\_\_\_\_

Dean \_\_\_\_\_ Date \_\_\_\_\_

Honors Program Director \_\_\_\_\_ Date \_\_\_\_\_

Ed. Policies Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

# 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 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

As with the course change approval process, the purpose of the program change approval process is to ensure that the curriculum offered at Utah State University is consistent with the policies of the Regents, Trustees, and the University. In addition, the program change approval process 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.

For program changes, a form designed by the Regents and the staff of the Commission on Higher Education is used. It is referred to as the "R401 Form" as it can be found in Policy 401, which addresses academic programs and policies. The form is housed on the system website at [www.utahsbr.edu/policy/r401.htm](http://www.utahsbr.edu/policy/r401.htm) as well as on the USU Provost site page at [www.usu.edu/provost/forms](http://www.usu.edu/provost/forms).

**Various templates for the R401 exist depending on the type of action being requested.**

Regents' policy (R401) establishes those program changes that require varying levels of action from the Board of Regents. These are indicated in the chart that follows.

Regents' Action	Regents' Consent	Regents' Information
<ul style="list-style-type: none"> <li>• Approval of new certificates of completion and diplomas</li> <li>• Approval of new associate degrees</li> <li>• Approval of new bachelor's degrees</li> <li>• Approval of new majors</li> <li>• Approval of new master's degrees</li> <li>• Approval of new doctoral degrees</li> <li>• Approval of new K-12 school personnel programs</li> </ul>	<ul style="list-style-type: none"> <li>• Reinstatement of previously eliminated administrative units and instructional programs</li> <li>• Discontinuation of instructional programs</li> <li>• Approval of centers, institutes, and bureaus</li> <li>• Approval of certificates of completion involving outside vendors</li> <li>• Approval of noncredit certificates</li> </ul>	<ul style="list-style-type: none"> <li>• Transfer, restructuring, or consolidation of existing programs or administrative units</li> <li>• Changes of name of existing programs</li> <li>• Approval of stand-alone minors</li> <li>• Approval of interdisciplinary minors</li> <li>• New Emphases or Specializations sharing 50% or more of the existing disciplinary core</li> </ul>

# Templates for Submitting Program Proposals

The Board of Regents has designed different templates for each level of approval it requires—**action, consent, or information**. 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. Those submitting program proposals that require approval only through the USU Board of Trustees should use the Regents template for an information item. Proposals must be submitted in both hard copy **with signatures** and electronic formats (EPC, 6 September 2001).

## 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.

### **Process for Board of Regents Approval for New Programs**

Proposals for new programs undergo intense scrutiny at the system level. Once the R401 has been approved at the Trustees' level, a shortened 3-5 page version, called a Letter of Intent (LOI), is developed, and submitted to the Office of the Provost, which then submits it to the Office of the Commissioner of Higher Education. LOIs are posted on a WebCt site for review by Chief Academic Officers (CAOs) of all state institutions; it is also reviewed by the Commissioner's staff.

The Letter of Intent follows a specific format (the template can be found in Regent's Policy R401-10.1). During this comment phase, institutions post their critiques of the proposed program. These may be shared with the sponsoring department for response. The CAOs work to provide critiques that are helpful and constructive with an appropriate tone. [When other institutions submit LOIs, the USU's CAO or designate will request reviews from the appropriate departments.]

Once the proposing institution addresses issues raised by the Commissioner's staff and the CAOs, the revised Letter of Intent and all attendant issues will be forwarded for review by the Program Review Committee (PRC). This committee is a subcommittee of the Board of Regents. Following the PRC review process, the proposing institution will be directed into one of three tracks: abbreviated track (the LOI will suffice for moving forward); condensed proposal track (a proposal of fewer than 10 pages is required); full proposal track (a proposal of 20 or fewer pages).

These proposals then move to the process that is common to Action, Consent, and Information Items for the Regents calendar.

## **Process for Action, Consent, and Information Items at the Regents' Level**

The proposals for action, consent, and information are posted on the WebCT facility for comment by the CAOs of the state's system institutions. When the proposal is from another institution, the CAO of USU will request a critique from the appropriate department, which will be posted. Comments are solicited for action and consent items but not for information items.

The Council of Chief Academic Officers meet to discuss institutional proposals regarding comments submitted by other USHE institutions, external reviews, initial evaluation from the Commissioner's Office, and comments from the PRC. This discussion is then reported to the Council of Presidents and considered by the Commissioner's staff in preparing materials and recommendations for the Board's agenda. The Commissioner's review for the Board addresses not only the readiness of the institution to offer the program and the need for the program, but also the impact of the program on other USHE institutions.

Program proposals that have been reviewed according to the procedures described in R401-5 are placed on the Board agenda for consideration by the Regents. The Board's Academic, Career and Technical Education, and Student Success Committee reviews proposals for new programs or program changes and recommends action to the Board. **Institutional representatives** are available at this time to describe in brief the proposal and address questions or concerns. For instance, a new Ph.D. in Geology was presented by the department head with the dean in attendance as well. A new Ph.D. in Technical and Professional Writing featured a faculty member who led the program development process, the department head, and the dean.

The Board then takes action on the proposed program during the meeting of the Committee of the Whole. All new associate and bachelor degree programs must be approved by a majority vote of the Board members in attendance. All new master's and doctoral degree programs require at least a two-thirds majority of the members in attendance to be approved. In general, the institutional representatives attending for the program presentation to the Academic Committee do not need to attend the Committee of the Whole.

Samples of successful Letters of Intent and other R401 proposals are available from the Curriculum Subcommittee.

**Note:** If new courses are described in a R401 document, approval of the R401 does not create these courses. They must be approved through EPC using individual course approval forms.

# Suspension of Enrollment and Program Discontinuance

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

## USU Faculty Code:

### 406.1 INTRODUCTION

This policy 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 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, or college based upon educational and academic considerations. For the purposes of 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, or college. Program discontinuance does not preclude the reallocation of resources to other academic programs with higher priority based on academic and educational reasons.

#### 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, or college of that program; the Graduate Council; the appropriate director, department head, dean, or vice-president; 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 director, department head, and 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 dean or to the Vice President for Extension or the Dean of Learning Resources. He or 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 and determination of the recommendation to be made to the Board of Trustees and the Board of Regents. The President shall submit his or her final recommendations 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 effects 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

A suspension of enrollment may be reversed by the department, upon approval of the Educational Policies Committee, the dean, and the President, at any time up to three years after suspension has been granted. If suspension has not been reversed within this three-year period, program discontinuance must be initiated.

#### **Regent's R401 Policy:**

5.2.2. Discontinuation of Instructional Programs - If an institution intends to discontinue a program, institutional officials must first notify the Commissioner who will review the request and determine if more information is needed before discontinuance may proceed. After the Commissioner reviews the requests and issues are resolved, the institution should notify the Board with the discontinuance item for the Consent Calendar.

# 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 Registrar's 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).