

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

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



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**EPC and Curriculum Subcommittee Schedule for 2024-2025**

20

EPC and Curriculum  
Subcommittee Meetings

Agenda Items Due

September 5, 2024  
October 3, 2024  
November 7, 2024  
December 5, 2024  
January 2, 2025  
February 6, 2025  
March 6, 2025  
April 3, 2025

August 26, 2024  
September 23, 2024  
October 28, 2024  
November 25, 2024  
December 23, 2024  
January 27, 2025  
February 24, 2025  
March 24, 2025

# Preface

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

Faculty members are key to the university's curriculum and programs and typically serve as the instigators for additions and revisions. The process begins at the faculty member or department level and extends through the college, the university, the Board of Trustees (the institutional governing board), and the Utah Board of Higher Education (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.

# **Curriculum Subcommittee**

# Curriculum Subcommittee Guidelines

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

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

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

## Subcommittee Procedures:

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

# Membership

## Voting Members

USU Code:

402.12 SENATE STANDING COMMITTEES

12.6 Educational Policies Committee

(5) Curriculum Subcommittee.

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

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

## Supporting (ex officio) Members

Academic Scheduling Coordinator — 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.

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

## **Relationship to Other Committees**

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

### **College Curriculum Committees**

Each college at Utah State University is to have a Curriculum Committee of its own that reviews and approves course changes, as well as other curricular matters as determined by the policies of that college. 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. 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.

Changes in graduate programs (e.g., degrees, specializations) should first be submitted to the Graduate Council.

If proposed changes to degrees or programs have a potential budgetary or workload impact on faculty, those proposals are first forwarded to the Budget and Faculty Welfare Committee. These entities must approve the proposals prior to action by the Curriculum Subcommittee.

### **Council on Teacher Education**

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

## **Graduate Council**

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

## **Budget and Faculty Welfare**

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

## **Educational Policies Committee**

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

## **Other EPC Subcommittees**

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

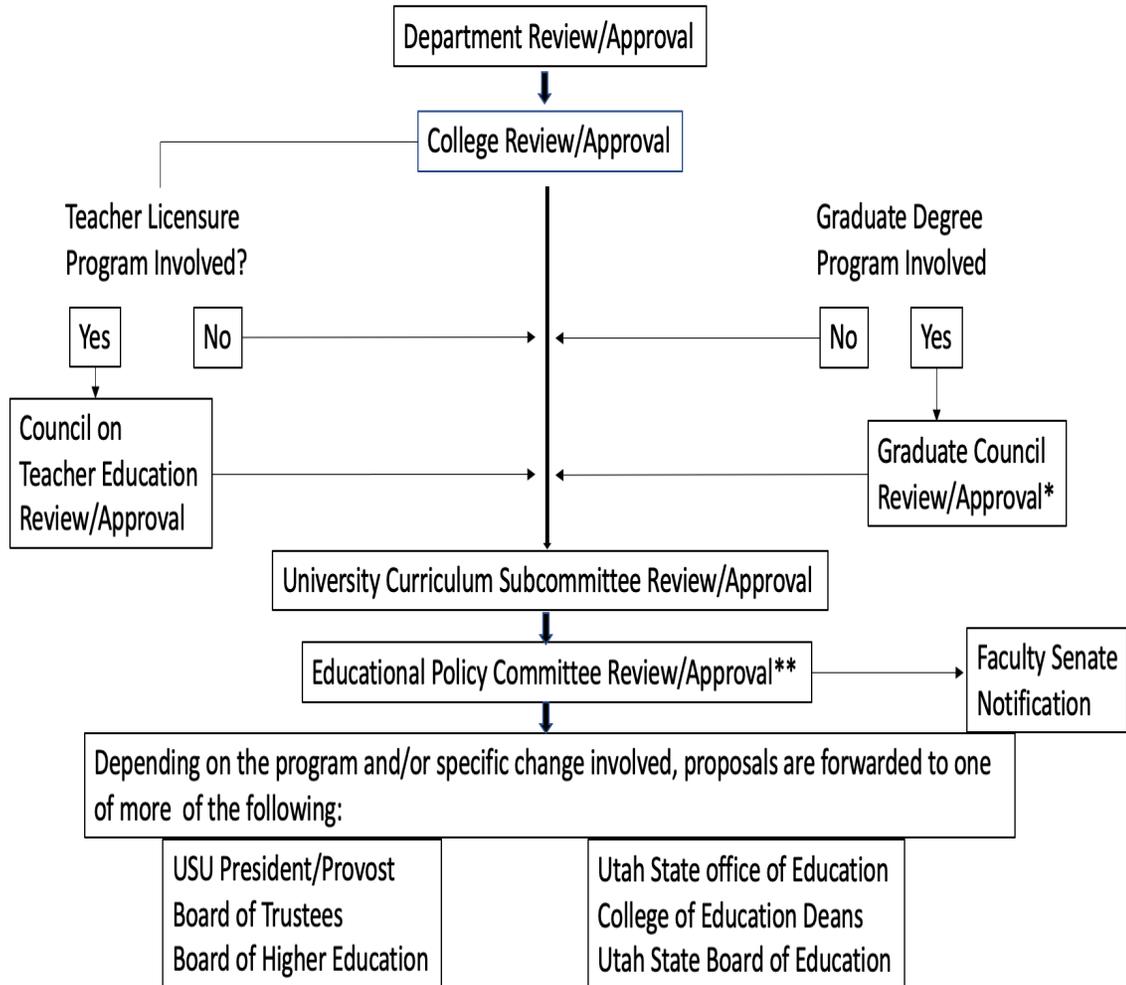
## **Faculty Senate**

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

## **Board of Trustees**

The Board of Trustees has received delegated authority from the Utah Board of Higher Education 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 and/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 Utah Board of Higher Education as action, consent or information items.

## 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**

# Meetings

## Submission of Agenda Items

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

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

### **Changes Made Once a Year:**

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

Made once a year with publication of the new catalog Fall  
Curriculum Subcommittee Deadline – **February EPC meeting**

### **Changes Made Twice a Year:**

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

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

Effective Semester – Fall  
Curriculum Subcommittee Deadline – **February EPC meeting**

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

On the Curriculog Semester Course Approval Form, for semester effective, indicate the desired effective term.

## Notification

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

## Regular Meeting Time

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

## Conduct of Meetings

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

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

# **Course Change Approvals**

# Purpose

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

# Instructions

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

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

The **Semester Effective** should use the deadlines provided annually by the Registrar's office and posted on the EPC website (<https://www.usu.edu/fsenate/epc/>).

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

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

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

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

A **Dual List** course is one that is listed across levels within a department (e.g., ELED 5600/6600).. No course below the 5000 level should be dual listed with a graduate course, and no dual listing is permitted among 1000-5000 level courses (EPC, 9 January 1997). While identical numbers for all four digits of cross listed courses and identical numbers for the last three digits of dual-listed courses are not now required, it is strongly recommended that the numbering be consistent across departments and levels. When proposing to cross list/dual list a course with a consistent number across departments, please check to ensure that the number chosen is available in the other departments. If a course is proposed for dual listing with an undergraduate and graduate course number, extra work must be required for students receiving graduate credit. The course approval form must include, as part of the course description, an explanation of these extra graduate assignments.

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.

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 Prerequisites** section should clearly state which prerequisites are being deleted, and the **Justification** section should explain why these prerequisites are no longer necessary.

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

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

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

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

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

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

# Reviewing the Course Approval Form

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

## Adding New Courses

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

## Changes to Existing Courses

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

## Deleting Courses

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

## **Precollege or Developmental Courses (0001- 0999)**

These courses carry no credit applicable to a postsecondary certificate or degree, develop basic precollege concepts and principles related to an area of study, and are designed to lead to mastery of precollege learning outcomes.

## **Lower Division Courses (1000- 2999)**

These courses are for students beginning in the study of a discipline. Lower division courses offer breadth, foundation, general education, preparation for employment, or preparation for continued study and may serve as prerequisites for upper division courses. Within the same institution, a lower division course may not be cross listed with an upper division course.

## **Upper Division Courses (3000- 4999)**

These courses are for students usually beyond their first two years of study in college and integrate and build upon learning outcomes from earlier studies. In general, upper division courses offer specialized learning outcomes for a specific degree and provide depth, specialization, refinement, and preparation for employment or graduate study. Upper division courses are directed toward the more central concepts of a discipline. Most 4000-level courses are more concentrated, narrower in scope, and involve more independent study, research, and projects outside of class than 3000-level courses. 4000-level courses may also be designed as capstone courses that integrate a broad array of learning outcomes from previous courses.

## **Honors Program Courses**

Honors courses will be clearly designated in institutional catalogs and meet the institution's expectations for honors designation.

## **Advanced Upper Division Courses (5000- 5999)**

These courses allow for extension beyond bachelor's degree requirements, preparation for a graduate degree, or a natural connection between the two. Content requires significant independent thinking on the student's part and offers opportunity for specialized seminars, directed reading, independent study, and research. Be supported by a substantial body of 3000-4000-level course offerings from which a student could normally be expected to gain adequate background for a 5000-level course.

Credit from 5000-level course work shall not be used to fulfill master's degree or graduate certificate requirements, except for specific and unusual 5000-level courses identified and approved by the institution for such purposes, e.g., courses offered by education units for the professional development of K-12 teachers.

For purposes of efficiency, an institution may offer a 5000-level course concurrently with a 6000-level graduate course, with the two sections meeting together under the same instructor. In such cases, students enrolled in the 6000-level course shall be required to complete additional and substantive learning objectives and assignments approved for graduate-level work beyond those required of students enrolled at the 5000 level.

## **Graduate Courses (5000- 5999)**

These courses are limited to graduate students and graduate degrees and certificates. Graduate courses may only be offered at USHE institutions with a Board-approved mission to offer graduate-level programs.

# **Program Change Approvals**

# Purpose

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

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

## **R401**

In the state of Utah, the "Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports" must follow the Utah System of Higher Education "R401" and "R402" policy manuals (approved September 21, 2018). The R401 and R402 policy manuals (available at <https://public.powerdms.com/Uta7295/tree>) provide guidelines and templates related to making program changes.

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

## **R401 Requests: Proposal Templates Required**

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

### **Items Requiring Board of Higher Education Approval (FULL TEMPLATE REQUIRED)**

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

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

- Technical Certificates
- Academic Undergraduate, Post-Bachelor's and Post-Master's Certificates
- Out-of-Service-Area Delivery of Programs
- Name Changes of Existing Programs
- Transfer, Restructuring, or Consolidation of Existing Programs
- Discontinuation or Suspension of Programs (Abbreviated Template Required)
- Creation, Transfer, Restructuring, or Consolidation of Existing Administrative Units
- New Centers, Institutes, or Bureaus

**Items Approved by Institutional Boards of Trustees with Notice to OCHE**

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

# Reviewing Program Change Proposals

R401s are usually preceded by lengthy discussion within the proposing college about the need for the change or new program. **When an academic unit is considering a new program, it should be communicated to the Office of the Provost and identified as a program that will move forward for approval within a one-year timeframe or a three-year timeframe.** This information is submitted to the Commissioner's Office of Academic Affairs, which oversees a **matrix of programs** under development or consideration, which is brought to the Board of Higher Education 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 Boards' review process.

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

# Suspension of Enrollment and Program Discontinuance

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

## Faculty Code:

### 406.1 INTRODUCTION

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

### 406.2 PROGRAM DISCONTINUANCE FOR ACADEMIC REASONS

#### 2.1 Definitions

##### (1) Program discontinuance.

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

##### (2) Academic program.

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

#### 2.2 Decision-Making Process

##### (1) Initiation.

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

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

(2) Distribution.

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

(3) Consultation.

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

(4) Final recommendation.

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

### **406.3 SUSPENSION OF ENROLLMENT**

#### **3.1 Definition**

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

#### **3.2 Procedure**

(1) Initiation.

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

(2) Review.

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

(3) Time limitation.

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

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

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

# Definitions

Material in this section is drawn from Board of Higher Educations’ 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 Higher Education.

**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 Higher Education.

## 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.

**Academic Certificate**— An academic certificate may be an undergraduate, post-bachelor's, master's, or post-master's-level award. An academic certificate must offer an appropriate breadth, depth, sequencing, and synthesis of learning. An academic certificate must reflect a structured program and may not simply indicate the completion of a minimum number of credits.

Program	Semester Credit Hours	Special Curricular Conditions	Unique Conditions
Academic Undergraduate Certificate	Must be a minimum of 9 credits and a maximum of 36 credits	May include general education courses as appropriate	<ul style="list-style-type: none"> <li>• May only be offered by degree-granting institutions</li> <li>• Must use an appropriate academic CIP Code as outlined in the OCHE table</li> </ul>
Post-Bachelor’s Certificates	Requires less than 30 credits	Not Applicable	Requires completion of a bachelor’s degree
Post-Master’s Certificate	Requires less than 30 credits	Not Applicable	Requires completion of a master’s degree.

**Technical Certificate** - coherent sequence of courses that meets a documented need of Utah employers within the service region and fully prepare a student for related employment in the occupational Field., These certificates are designed for entry-level employment and may be designed to enhance student transfer into associate or bachelor's degrees associated with credential and career progression.

Program	Semester Credit Hours	Special Curricular Conditions	Unique Conditions
Technical Certificate	Must be a minimum of 3 credits and maximum of 51 credits.	Under Utah Code sections 53B-1-101.5(8)(b) and 53B-2a-106(2)(b). technical education	<ul style="list-style-type: none"> <li>May only be offered by institutions with a technical college role</li> </ul>

**Applied Associate of Science Degree (AAS)** - An AAS degree prepares students for entry into a particular occupation that requires more than a certificate and less than a bachelor's degree. Wherever possible, AAS degrees should include transfer articulations for technical college programs. In those circumstances, the AAS degree should expand competencies acquired through technical certificates with additional advanced instruction in the subject and general education requirements added by the degree-granting institution. Institutions shall encourage students to begin with the technical certificate where such articulations exist. Depending on occupation needs and possible transfer into an affiliated Bachelor of Applied Science degree, an AAS degree may require partial completion of the general education program and general education learning outcomes may be embedded within discipline courses needed in the program as outlined in Board Policy R470, General Education.

Program	Semester Credit Hours	Special Curricular Conditions	Unique Conditions
Applied Associate Degree	Must be a minimum of 60 credits and a maximum of 69 credits	May include only a portion of the general education requirements (minimum of 9 credits) outlined in Board Policy R470, General Education in keeping with accreditation requirements.	Must use an appropriate academic CIP Code as outlined in the OCHE table.

**Transfer Associate Degree (AA/AS)**—A degree that prepares students for upper-division work in baccalaureate programs. Upon completion, students should be able to transfer to a four-year institution with junior status and complete a bachelor's degree with only 60 additional credits of study. Transfer associate degree requirements should include completing all general education requirements. A transfer AA/AS degree in a particular subject must be structured around the USHE-aligned lower-division major if a faculty major committee has determined one. Institutions must use the same CIP Code as the four-year program to which the student will transfer wherever possible.

Program	Semester Credit Hours	Special Curricular Conditions	Unique Conditions
Transfer Associate Degree	Must be a minimum of 60 credits and a maximum of 63 credits.	Must meet all general education requirements as outlined in Board Policy R470, General Education.	<ul style="list-style-type: none"> <li>Where a bachelor's degree exists in the same discipline, there must be at least one articulation agreement with a four-year</li> </ul>

			institution for transfer with junior standing. (See Board Policy R470, General Education.) • Must align with the appropriate lower-division major if a USHE faculty major committee has established one. (See Board Policy R470, General Education.)
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**Specialized Associate Degree** - A transfer degree that includes extensive specialized coursework and prepares students to initiate upper-division work in a particular baccalaureate program. General education requirements may be less extensive in this degree than in AA or AS degrees to meet the requirements for lower-division major preparation. Students must satisfy the receiving institution's remaining general education and upper-division baccalaureate requirements post-transfer. Specialized associate degrees have formal articulation agreements for course transfer; in some cases, articulation may be systemwide.

Program	Semester Credit Hours	Special Curricular Conditions	Unique Conditions
Specialized Associate Degree	Must be a minimum of 60 credits and a maximum of 85 credits. Includes a minimum of 28 credit hours of specialized coursework.	May be incomplete prior to transfer, per articulation agreements and transfer baccalaureate major maps.	Formal articulation agreements must be made for affiliated bachelor's degrees.

**Bachelor's Degree**—Includes Bachelor of Arts (BA), Bachelor of Science (BS) and Professional Bachelor Degrees. The highest level of undergraduate degree, a bachelor's degree comprises a disciplinary major or majors to develop specialized skills and knowledge and cross-disciplinary general education to develop critical thinking, analytical and ethical skills, and broad-based foundational knowledge. It includes upper-division and lower-division coursework. A bachelor's degree consists of undergraduate courses and should be designed so that upper division courses are not required in the first 60 credits. Courses identified as preparatory should be the same or similar to courses offered by two-year programs in the same discipline. A BA degree may require competence in a world language besides English. A BS degree may have additional science, mathematics, or technical requirements. 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.

Program	Semester Credit Hours	Special Curricular Conditions	Unique Conditions
Bachelor of Arts, Bachelor of	Must be a minimum of 120	Must meet all general education	Must align with the appropriate

Science, and Professional Bachelor Degrees	credits and a maximum of 126 credits.	requirements as outlined in Board Policy R470, General Education.	lower-division major if a USHE faculty major committee has established one. (See Board Policy R470, General Education.)
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**Bachelor of Applied Science (BAS)** - A bachelor's degree focusing on workforce preparation and links to industry or organizations where opportunities for applied learning are available to students. A BAS degree may be designed as a completion program that builds upon an Associate of Applied Science degree or technical or academic certificates. The BAS must be structured to allow for completion of the general education requirements that were not included in the AAS degree.

**Bachelor of Applied Studies (BAP)** - A bachelor's degree for which the major requirements plus the General Education and institutional requirements are fewer than 120 credits. A BAP degree must have a minimum of 90 credits and must measurably demonstrate disciplinary competencies, mastery of subject matter, and student learning outcomes comparable to and mapped to those of 120-credit degree programs in the same subject, with the elimination only of unstructured, non-essential electives from outside the major resulting in fewer credits.

Program	Semester Credit Hours	Special Curricular Conditions	Unique Conditions
Bachelor of Applied Science (BAS)/Bachelor of Applied Studies (BAP)	Must be a minimum of 90 and a maximum of 126 credits.	Must meet all general education requirements as outlined in Board Policy R470, General Education.	<ul style="list-style-type: none"> <li>• Must align with the appropriate lower-division major if a USHE faculty major committee has established one.</li> <li>• May be designed to build upon AAS or academic or Technical certificate programs.</li> </ul>

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

Program	Semester Credit Hours	Special Curricular Conditions	Unique Conditions
Master’s Degree	Requires 30 to 36 credits.  Professional master's programs may require additional coursework or projects to meet accreditation requirements.	Not Applicable	Generally requires completion of a bachelor's degree.

**Doctoral Degree**—A graduate-level degree in an advanced, specialized field of study. Includes a Research Doctoral Degree and Professional Practice or Clinical Doctoral Degree. A research doctoral degree generally requires study, preparation, and defense of original research or execution of an original project demonstrating substantial artistic or scholarly achievement. A professional or clinical doctoral degree provides knowledge and skills for credentials or licenses required for professional practice. It generally does not require the same level of original research as a research doctoral degree and may require extensive clinical practice. Programs must meet U. S. Department of Education regulations to notify students whether they meet the educational requirements for licensure.

Program	Semester Credit Hours	Special Curricular Conditions	Unique Conditions
Doctoral Degree	Determined by disciplinary standards	Not Applicable	Requires completion of a bachelor's degree and may require a master's degree where appropriate for the discipline.

## 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 Board of Higher Education. 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 Board of Higher Education’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 can earn multiple degrees and majors either within the same college or from two different colleges. They will then receive a diploma for each major. In order to complete a dual major, students must complete all requirements for both of the 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. Exceptions to this policy include the Interdisciplinary Studies degree, which may not be combined with another major in a dual major, and any combination of majors specifically prohibited by a departmental or college policy. They will be listed as first and second majors. No formal statement or advertisement of potential combinations is necessary. Students work with advisors to ensure they meet all major requirements for both majors. Students should declare both majors by meeting with the academic advisor of each major. 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 allows 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. 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).

**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. 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. 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 Utah Board of Higher Education 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 Band 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**

## **Cross and Dual Listed Courses**

**Cross listed courses must have the same title, course description, and course prerequisites. Dual listed courses must have the same title and course description (with the exception of the addition of the statement requiring extra work for students receiving graduate credit).**

### **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**

Approval for fractional credits can be given for 0.5 or 1.5 credits; however, all other credit requests must be in increments of 1 (EPC, 2023).

### **Graduate Courses in Departments without Graduate Programs**

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

# Restrictions, Prerequisites and Special Approvals for Courses

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

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

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

## Subtitles or Customized Titles for Courses

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

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

## Course Prefix

Requests for new course prefixes should be submitted to the Assistant Registrar for Curriculum in the Office of the Registrar. To be considered, the following criteria must be met:

- The prefix must be associated with a bachelor's program or higher.
- The prefix must not have been previously used in Banner.
- The proposed prefix should ensure transfer applicability within the Utah System of Higher Education (USHE).