

HANDBOOK FOR THE

Curriculum Subcommittee

of the Educational Policies Committee (EPC)
of the Faculty Senate — Utah State University

The USU Curriculum Handbook provides guidance for proposing and updating academic coursework, programs, and degrees at Utah State University. Academic proposals originate at the department level and progress through college, university, institutional, and state review bodies. This handbook serves as the standard reference to ensure proposals move smoothly through each stage of the approval process.

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1.1 Add a New Course

A new course proposal must be submitted through Coursedog Curriculum Management. The proposal should clearly identify the curriculum need being addressed and demonstrate alignment with departmental and institutional mission.

What to Submit

- Completed Semester Course Approval Form
- Course syllabus

Questions to be Considered

- What curriculum needs are addressed?
- Is the course required or optional for a specific program?
- Before proposing a new course, ensure you can clearly articulate why the course is needed, who the intended audience is, and what specific role it will serve within your curriculum.
- Is it replacing an existing course? Has the existing course been retired?
- What financial demands will the course place on departmental resources?
- Will there be a course fee?
- If there are prerequisites, is enrollment in those prerequisite courses expected to increase? What about other departments?
- Have impacted departments been consulted?
- Does this course duplicate content in other departments?
- Has the USHE common-course numbering table been consulted when selecting the course number?
- Will the course be cross or dual-listed?

Cross Listing vs. Dual Listing

A **Cross Listed** course is listed across departments (e.g., BIOL/PSC 6200).

- Cross-listed courses represent the same course offered by multiple departments and must therefore be identical in all respects. This includes the course title, description, grade mode, credit hours, repeatability, prerequisites, registration

restrictions, and special approval requirements. The only allowable differences are the course prefix and the administrative department.

- A course may be cross listed with up to five others.
- All courses must have a single administrative department designated as the primary department, and all proposal forms must originate from that department.

A **Dual -Listed** course is listed across levels within a department (e.g., HIST 5600/6600).

- Dual-listed courses represent the same course offered by the same department at both the undergraduate and graduate levels. As such, they must be identical in course title, description, grade mode, credit hours, and repeatability.
- No course below the 5000 level may be dual listed- with a graduate course.
- No dual listing is permitted among 1000–5000 level courses.
- The graduate level course must require additional required work, as noted in the course description.
- While not required, it is strongly recommended that dual-listed courses be numbered across course levels within the same department (e.g., HIST 5600/6600) and share the same last three digits whenever possible.

Credit Hours

If requesting a credit hour change as part of a new course sequence, note:

- Approval may be granted for **0.5 credits**
- All other credits must be in whole increments of **1**

Course Numbering

A course number that was previously used must have been deleted for at least **six (6) years** before it may be reused. Contact the Curriculum team in the Office of the Registrar if unsure. See Overview of Course Numbering System:

catalog.usu.edu/pages/jXYCHxurOSKR5Vy76v5m

Common Course Numbering

Common Course Number Designation” (“CCN”) means common numbers assigned to courses the USHE faculty majors committees have identified as having the same course quality, content, competencies, and credit earned at all USHE institutions. CCN designated courses transfer as equivalent credit. ([R475 Common Course Numbering](#))

1.2 Change an Existing Course

Changes to existing courses must be submitted through **Coursedog Curriculum Management** using the Semester Course Approval Form. Each type of change requires clear justification and must follow the deadlines.

Below are the major types of course changes, organized by the action a user may want to take.

Departments should evaluate whether proposed revisions fundamentally change the nature of an existing course.

Significant changes to a course's description, learning outcomes, or core content may warrant creating a new course rather than modifying an existing one. Before proceeding, consider why the new course is needed and whether it will serve a substantially different role in your program requirements.

Departments should consult with the Office of the Registrar when there is uncertainty about whether a proposal should be submitted as a course modification or as a new course.

1.2.1 Change a Course Title

When changing a course title:

- Check the **Title Change** box.
- Enter the new title in the title field
- Provide justification explaining the need for the new title.

1.2.2 Change a Course Number

A course number may only be reused if it has been deleted for at least **six (6) years**.

If proposing a number change:

- Check the **Course Number Change** box.
- Ensure the previous number is eligible for reuse and provide justification for the change.
- Course number changes should be requested only when there is a clear academic or curricular reason for the change. Before submitting a proposal, departments should consider:

- Whether the change affects prerequisite relationships, degree requirements, or transfer equivalencies.
- Potential impacts on historical enrollment data, reporting, and degree audits.
- Whether the proposed change will create confusion for current students or advisors.
- The administrative effort required to update curriculum, schedules, catalogs, and related systems.
- Has the USHE common-course numbering table been consulted when selecting the new course number?

1.2.3 Change Prerequisites

- Check the **Prerequisite Change** box.
- Clearly identify which prerequisites are being added or deleted.
- Provide justification explaining why the change is necessary.
- You must review the dependencies section of the course proposal and reach out to impacted departments to identify and work through impacts of this change.

1.2.4 Change Co-requisites

- Check the **Co-requisite Change** box.
- Provide justification for the change.
- Ensure the change aligns with program requirements and student progression.

1.2.5 Change Grade Mode

- Check the **Grade Mode Change** box.
- Provide justification explaining why the new grade mode is appropriate.

1.2.6 Change Credit Hours

- Enter the **new credit hours** in the Semester Credit Hours box.
- Check the **Credit Hour Change** box.
- Approval may be granted for **0.5 credits**; all other credits must be whole numbers.

- You must review the dependencies section of the course proposal and reach out to impacted departments to identify and work through impacts of this change.

1.2.7 Change Course Description

- Check the **Course Description Change** box.
- Provide justification for the change
- Minor spelling/punctuation corrections do **not** require EPC approval.
- 40-character limit
- Abbreviations should be written out in full whenever practical.
- Course descriptions should avoid stating course objectives and must use gender-neutral language.

1.2.8 Change Repeatability

- Check the **Repeatable for Credit Change** box.
- Provide justification explaining the academic need.

1.2.9 Change Course Prefix

Prefix changes are considered **Fall only** changes.

- Check the **Prefix Change** box and provide justification explaining the need for the new prefix.
- Requests for a new course prefix should be submitted to the Assistant Registrar for Curriculum in the Office of the Registrar by email prior to submission of the course modification proposal.
- You must review the dependencies section of the course proposal and reach out to impacted departments to identify and work through impacts of this change.
- Because course prefix changes have significant impacts on curriculum, scheduling, reporting, and student records, they should be requested only when there is a compelling academic rationale. Departments should consider the following before requesting a prefix change:
 - Impact on historical enrollment trends, course demand analysis, and institutional reporting.

- Potential effects on degree requirements, transfer applicability, and course repeatability.
- Administrative effort required to implement the change, including modifying all affected courses, deleting and rebuilding future course sections, and updating institutional reporting.
- To be considered, creation of a new course prefix or a course prefix change must:
 - Be associated with a bachelor's, master's, or doctoral program.
 - Use a prefix that has not previously been used in Banner.
 - Support transfer applicability within the Utah System of Higher Education (USHE), when applicable.
 - Include a clear justification demonstrating how the change benefits students and why those benefits outweigh the administrative and reporting impacts.

1.3 Inactivate or Delete a Course

Departments may choose to **inactivate** or **delete** a course depending on whether they intend to offer it again.

1.3.1 Inactivate a Course

Inactivation removes a course from the catalog but keeps it in the system for potential future use.

- Check the **Inactivate** box on the form.
- If this is a cross-listed or dual-listed, **all participating departments must submit a separate form for each course.**
- You must review the dependencies section of the course proposal and reach out to impacted departments to identify and work through impacts of this change.

1.3.2 Reactivate a Course

To reactivate an inactivated course:

- Check the **Reactivation** box.
- Ensure the course content and outcomes are still appropriate.
- Departments may not reactivate an inactive course to introduce substantive changes. If a course's content, structure, learning outcomes, or overall intent are

being substantially altered, submit it as a new course proposal rather than a reactivation.

1.3.3 Delete a Course

Deletion permanently removes a course from the catalog and starts the six-year clock for reuse of the course number.

The justification should explain:

- Why the course is no longer needed
- Whether the course is required or used as a prerequisite elsewhere
- Whether impacted departments have been notified
- You must review the dependencies section of the course proposal and reach out to impacted departments to identify and work through impacts of this change.

1.4 Course Related Policies

This section includes other Curriculum Subcommittee policies related to courses

1.4.1 Restrictions, Prerequisites, and Special Approvals

Departments may set registration restrictions such as:

- Major restrictions
- Class standing restrictions
- Special approvals (e.g. instructor or advisor permission)
 - Special approvals are assigned only at the section level and only when the corresponding restriction is already listed for the course in the catalog. Requests for special approvals that are not supported by an existing catalog-level restriction will not be permitted.
- Registration restrictions must be listed in the catalog to be enforced at registration.

Departments may set course enrollment **prerequisites**, which may include:

- A specific course
- Minimum grade point average (GPA)
- A qualifying test score.

- Prerequisites must be listed in the catalog to be enforced at registration.

All prerequisites and registration restrictions must be clearly stated in the course proposal and enforceable in Banner.

1.4.2 Section-Level Titles

- Subtitles may be used for variable topic courses.
- Customized titles must be consistent with catalog standards.

1.4.3 Course Prefix Requests

Requests to create or modify course prefixes must:

- Be justified by curricular need
- Follow the same deadlines as other Fall only changes

PART 2 - Program Actions

Guidance for creating, changing, suspending, or discontinuing academic programs.

2.1 How Program Approvals Work

Program changes must follow R401 and R402 guidelines. USHE/OCHE policy manuals:

<https://public.powerdms.com/Uta7295/tree>

Approval Flow for New Program Actions Depending on the type of program action, proposals may require approval from:

- Registrar's Office (review only)
- Office of the Provost
- Library
- Department
- Graduate Council (if graduate program)
- Council on Teacher Education (if licensure program)
- College Curriculum Committee
- Dean
- University Curriculum Subcommittee
- Educational Policies Committee
- USHE Peer Review
- Board of Trustees Academic Approval Committee
- Board of Trustees
- Northwest Commission on Colleges and Universities

Departments should consult with any potentially impacted units early in the process.

2.2 Creating a New Program

2.2.1 USHE 3-Year Plan

USHE now has a rolling 3-year plan for new programs. USU's updated plan is expected to be due on the first working day of April. Programs not on the docket require an exception, and exceptions are expected to be rare. The Office of the Provost will share updates on the deadlines for colleges as soon as the information is available.

You will be notified by the Office of the Provost if you may proceed with the program proposal.

2.2.2 Required Template

New programs requiring full Board approval include:

- Academic certificates eligible for financial aid
- Associate degrees
- Bachelor's degrees
- Master's degrees
- Doctoral degrees
- Fast Track programs
- Follow-up reports on approved programs

These must use the full R401 template.

2.2.3 Required Documentation

Reviewers will ask:

- Has the document been proofread?
- Are all degree names, prefixes, course numbers, titles, and credits accurate?
- Is the program consistent with departmental and institutional mission?
- Are admission requirements appropriate?
- Are total credits compatible with similar degrees?
- Have impacted departments been consulted?
- Is projected enrollment realistic?
- Are sufficient faculty available?
- Are library resources adequate?
- What is the budget impact?
- What is the impact on advising and clerical staff?
- Is there documentation of labor market demand?
- Is there evidence of student demand?
- What similar programs exist in Utah or the region?

2.3 Changing an Existing Program

Program changes vary in scope and may require different levels of approval. All changes must follow R401/R402 guidelines.

2.3.1 Change a Program Name

Requires: Abbreviated R401 template.

2.3.2 Change Curriculum Requirements

Examples include:

- Adding or removing required courses
- Changing credit hour totals
- Modifying emphases or options

2.4 Program Modifications

2.4.1 Minor Catalog Updates

Minor program modifications can be made annually for the new Catalog, subject to Registrar review.

2.4.2 Substantive Program Changes

Substantive changes require an R401 proposal. A program revision is substantive if:

1. Program credits change by more than 25% or more. *Example: A program with 66 credits of major requirements is revised to 83+ or -49 credits of major coursework.*
2. More than 25% or more of mandatory (“must take”) courses within the major coursework requirements change. *Example: Changing 4+ of 12 required 3-credit courses.*

For programs less than one year, the threshold is changes of more than 50%. All changes must address any course dependencies.

If you are not sure if your planned changes are substantive or not, please reach out to the University Curriculum Committee Chair early in the process.

2.5 Additional Program Actions

2.5.1 Add or Remove Emphases

Requires: Abbreviated R401 template.

2.5.2 New Certificates

Depending on certificate type:

- Technical Certificates → R401 Technical Certificate: New Certificate
- Academic Undergraduate/Post-Bachelor/Post-Master Certificates → R401 New Certificate Program

2.6 Suspend or Discontinue a Program

- Requires: Abbreviated R401 template
- Teach-out documentation required

Discontinued programs will have a teach-out period of two years (six semesters) for bachelors programs and one year (three semesters) for associate programs. Certificates will have a teach-out period of one year (three semesters). A teach-out plan must be included as part of the R401 proposal to discontinue an existing program.

Once final approval for discontinuation has been received, no new students may be admitted to the program, and the program will be removed from the catalog.

The teach-out period begins in the semester following receipt of official notice of program discontinuance and ends at the conclusion of the sixth semester of the teach-out period. Within 30 days of a program receiving official notice of program discontinuance, the program must inform all students enrolled in the program of the teach-out period and associated completion deadline.

PART 3 — CURRICULUM SUBCOMMITTEE OVERVIEW AND REFERENCES

Governance, committee structure, and procedural information.

3.1 Mission and Guidelines

The University Curriculum Committee is a subcommittee of the Educational Policies Committee (EPC).

The subcommittee has responsibility for undergraduate courses and programs.

The Graduate Council has parallel responsibility for graduate programs.

3.2 Membership

3.2.1 Voting Members

Per USU Policy 4001 2.12.6.5, the Curriculum Subcommittee consists of:

- Chairs of each college curriculum committee of each academic college
- Three faculty members from the elected membership of the Educational Policies Committee
- One Library faculty representative
- Two students (one appointed by USUSA and one elected graduate student representative)
- Additional non-voting members may be appointed by the chair as needed to support committee operations.

Faculty terms on the subcommittee align with their terms on the Educational Policies Committee. Student members serve one-year terms.

The subcommittee elects a chair to serve a two-year term, typically at the final meeting of the academic year.

Voting members are responsible for:

- Representing their unit to the subcommittee
- Communicating deadlines, processes, and approved actions back to their unit

3.2.2 Supporting (Ex Officio) Members

Role	Responsibilities
Assistant Registrar for Curriculum	Screens submitted items for policy compliance. Oversees the team that builds the student information system and catalog after proposals are approved. Provides guidance on policies and practices.
Administrative Assistant to University Curriculum Subcommittee	Prepares agendas and minutes for the University Curriculum Subcommittee and EPC. Serves as a clearinghouse for communications under the direction of the Assistant Registrar for Curriculum and the Office of the Provost.

3.3 Curriculum Committee Processes

3.3.1 Relationship to Other Committees

Curriculum review and approval flow through multiple committees depending on the nature of the change.

3.3.2 College Curriculum Committees

Each college has its own curriculum committee that reviews and approves course and program proposals. Approved changes are endorsed by the Dean (or Academic Associate Dean) and forwarded to the Curriculum Subcommittee via Coursedog Curriculum Management workflows.

3.3.3 Council on Teacher Education (CTE)

The Council on Teacher Education advises the University on teacher preparation. It develops and approves teacher education curricula, establishes admission and licensure policies in coordination with the State Office of Education, and supports continuous improvement of teacher education programs.

All course approval forms and R401 proposals affecting a teacher licensure program are reviewed by the CTE as part of the approval workflow.

3.3.4 Graduate Council

The Graduate Council:

- Establishes regulations and standards for graduate study
- Reviews all R401 proposals affecting graduate programs

Note: Course approval forms for graduate level courses are *not* reviewed by the Graduate Council.

3.3.5 Educational Policies Committee (EPC)

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.

3.3.6 Course Approval Workflows

1. Department Review/Approval
2. College Review/Approval
 - If teacher licensure involved → CTE Review/Approval
 - If graduate degree involved → Graduate Council Review/Approval*
3. University Curriculum Subcommittee Review/Approval
4. Educational Policies Committee Review/Approval
 - Faculty Senate Notification

3.4 Meetings and Procedures

3.4.1 Regular Meeting Time

The Curriculum Subcommittee meets the **first Thursday** of each month at **2:00 p.m.** in Champ Hall (Old Main 136), immediately before the EPC meeting at 3:00 p.m.

3.4.2 Notification

One week before each meeting, members receive electronic notification including:

- Agenda
- Support materials
- Discussion items

Agendas and minutes are available at: <https://www.usu.edu/epc/index>

3.4.3 Conduct of Meetings

Meetings of curriculum bodies that report through the Faculty Senate follow established parliamentary procedure consistent with Robert's Rules of Order. These rules guide how motions are introduced, discussed, and decided, ensuring orderly and consistent decision

making. Curriculum committees operate within this Faculty Senate framework, which provides structure, transparency, and continuity across academic governance.

3.4.4 Submission of Agenda Items

To appear on the agenda:

- Items must be submitted through Coursedog Curriculum Management
- Must have dean's office approval by the close of business on the posted agenda deadline

Dates and deadlines are posted at www.usu.edu/fsenate/epc/subcommittees/curriculum

3.4.5 Semester Deadlines

Deadlines ensure:

- Database updates
- Prerequisite enforcement
- Administrative accountability
- Catalog publication

3.5 Definitions

3.5.1 University Entities

Center, Institute, or Bureau

Administrative entities that perform research, instructional, or technology transfer functions. These units provide services to students, the community, businesses, or other external audiences, and often exist to obtain external funds.

Academic Unit

An academic unit is a group of university faculty with an identifiable teaching, research, or academic mission. To be designated an academic unit, the group must meet all of the following criteria:

- Have an identifiable curriculum or formal description in the University General Catalog or other official publications.
- Have a separate, identifiable budget.

- Be designated an academic unit by the Educational Policies Committee, ratified by 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 university faculty with an identifiable teaching, research, or academic mission. To be designated an academic department, the group must meet all of the following criteria:

- Offer or administer at least one degree, certificate, or other official university credential.
- Have an identifiable curriculum and formal description in the University General Catalog or other official publications.
- Have a separate, identifiable budget.
- Be designated an academic department by the Educational Policies Committee, ratified by the Faculty Senate, and approved by the President, the Board of Trustees, and the Board of Higher Education.

3.5.2 Certificates and Degrees

Academic Certificate - An academic certificate may be an undergraduate, post-bachelor's or post-master's-level award. An academic certificate must offer 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.

Certificate Type	Program Semester Credit Hours	Special Curricular Conditions	Unique Conditions
Undergraduate Academic Certificate	Minimum 9 credits; maximum 36 credits	May include general education courses as appropriate	May only be offered by degree-granting institutions Must use an appropriate academic CIP Code as outlined in the OCHE table
Post-Bachelor's Certificate	Requires fewer than 30 credits	Not applicable	Requires completion of a bachelor's degree

Post-Master's Certificate	Requires fewer than 30 credits	Not applicable	Requires completion of a master's degree
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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

Certificate Type	Program Semester Credit Hours	Special Curricular Conditions	Unique Conditions
Technical Certificate	Minimum 3 credits; maximum 51 credits	Defined under Utah Code §§ 53B-1-101.5(8)(b) and 53B-2a-106(2)(b) for technical education	May only be offered by institutions with a technical college role

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.

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.

Transfer Associate of Arts/Associate of Science (AA/AS) Degree: 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.

Program	Semester Credit Hours	Special Curricular Conditions	Unique Conditions
Applied Associate of Science (AAS)	Minimum 60 credits; maximum 69 credits	May include only a portion of the general education requirements (minimum 9 credits) outlined in Board Policy R470, in keeping with accreditation requirements.	Must use an appropriate academic CIP Code as outlined in the OCHE table
Transfer Associate Degree	Minimum 60 credits; maximum 63 credits	Must meet all general education requirements as outlined in Board Policy R470.	Where a bachelor's degree exists in the same discipline, there must be at least one articulation agreement with a four-year institution for transfer with junior standing. Must align with the appropriate lower-division major if a USHE faculty major committee has established one.

Bachelor's Degree - 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.

Degree-granting institutions that offer a bachelor's degree that exceeds 120 total credit hours are required to obtain Board approval to offer the degree. A degree-granting

institution may not offer a degree with a credit-hour requirement, comprising general education and degree-

specific requirements, that exceeds 120 total credit hours unless: The relevant degree is required for professional licensure; or the relevant degree has a nationally recognized accreditation standard that mandates a higher credit-hour minimum, including circumstances where additional coursework is necessary to protect public health, safety, and welfare.

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 bachelor's degree should be part of the systemwide articulation processes of lower-division majors where faculty major committees have developed those. A bachelor's degree uses common course numbers outlined in Board policies R471 and R475.

A BA degree may require competence in a world language besides English. A BS degree may have additional science, mathematics, or technical requirements.

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.

Master of Arts ("MA") and Master of Science ("MS") Degrees – Graduate degrees based on academic subjects that require original student research or a creative project and may be designed to lead to a doctoral degree.

Do we need to add any guidance or guardrails for “accelerated” master’s degrees??

Professional Master's Degree: A master's degree that prepares students for entry into a particular occupation and may lead to third-party licensure. Specialty accreditation may dictate coursework and the number of required credits. Programs must meet U. S. Department of Education regulations to notify students whether they meet the educational requirements for licensure.

Doctoral Degree: A graduate-level degree in an advanced, specialized field of study.

Research 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.

Professional Practice or Clinical Doctoral Degree - 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
Bachelor of Arts, Bachelor of Science	Requires 120 credits (up to 126 if approved by the Board and required by accreditation/licensure).	Must meet all general education requirements as outlined in Board Policy R470.	Must align with the appropriate lower-division major if a USHE faculty major committee has established one.
Bachelor of Applied Science (BAS) / Bachelor of Applied Studies (BAP)	Minimum 90 credits; maximum 120 credits (up to 126 if approved by the Board and required by accreditation or licensure).	May be incomplete prior to transfer per articulation agreements and baccalaureate major maps.	Formal articulation agreements must be made for affiliated bachelor's degrees. Must meet all general education requirements as outlined in Board Policy R470. Must align with the appropriate lower-division major if a USHE faculty major committee has established one. May be designed to build upon AAS or academic/technical certificate programs.
Master's Degree	Requires 30–36 credits (professional master's programs may require additional coursework or	Requires completion of a bachelor's degree; may require a master's degree	

	projects for accreditation).	depending on discipline.	
Doctoral Degree	Determined by disciplinary standards.	Generally requires completion of a bachelor's degree; may require a master's degree depending on discipline.	

3.5.3 Course Levels

R475: Common Course Numbering

<https://public.powerdms.com/Uta7295/tree/documents/2729839>

Number Range	Level Description	Key Features
0010–0999	Remedial / Pre-college	No degree-applicable credit; prepares students for college-level learning outcomes.
1000–2999	Lower Division	Introductory coursework providing breadth, foundations, general education, or preparation for advanced study; may serve as prerequisites; cannot be cross-listed with upper-division courses.
1900–1999 / 2900–2999	Special Lower Division	Directed reading, individual projects, seminars, special topics, workshops, tutoring.
3000–4999	Upper Division	Advanced undergraduate coursework offering depth, specialization, and integration of prior learning; 4000-level courses often include independent study, research, or capstone experiences.
4800–4999	Special Upper Division	4800: Individual research (1–6 cr.) 4830: Directed reading (1–6 cr.) 4860: Practicum (1–12 cr.) 4890: Internship (1–12 cr.) 4920: Workshops/festivals/institutes (1–6 cr.) 4950: Field trips (1–6 cr.) 4990: Seminars (1–6 cr.)
5000–5999	Advanced Upper Division	Extends beyond bachelor's requirements; bridges to graduate study; emphasizes independent thinking, research, and specialized seminars.
5800–5999	Special 5000-Level	Directed reading, individual projects, festivals, institutes, workshops, seminars.

6000–7999	Graduate Level	Restricted to graduate students.
Graduate Special Numbers	Graduate Designations	6800–6899: Graduate seminars 6900–6999: Directed reading/projects/thesis 6970–6979: Master’s thesis research 6980–6989: Master’s thesis consultation 6990: Master’s thesis continuing registration 7600–7899: Advanced graduate seminars 7900–7969: Doctoral independent study/special topics 7970–7979: Doctoral dissertation research 7980–7989: Doctoral dissertation consultation 7990: Doctoral dissertation continuing registration

3.5.4 Academic Programs Definitions

Major: A sequenced set of courses within a bachelor’s degree that provides in-depth study in an academic discipline. It appears on the graduate’s credentials and indicates mastery of the knowledge and skills expected in that field.

Minor: A sequenced set of courses in a secondary academic discipline that complements the major. It appears on the graduate’s credentials and reflects competency in ancillary study. USU does not require students to complete a minor.

Emphasis or Concentration: A focused area of study within an undergraduate major, with a formally approved curriculum. Approved emphases appear on transcripts. In graduate programs, similar focused areas are typically called concentrations or tracks to avoid confusion.

Specialization: A focused area of study within a graduate degree program, formally approved through the Graduate Council and institutional governance. Approved specializations may appear on transcripts.

Track: A concentrated area of study within an emphasis or specialization that requires departmental approval but not higher-level governance approval. Tracks may appear on major requirement sheets but are not listed on transcripts or credentials and are not programmed in the degree audit system.

K–12 School Personnel Program: Endorsement and licensure programs for teachers, counselors, administrators, and other school personnel, offered within existing major programs previously approved by the Board of Trustees and Board of Regents.