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FACULTY SENATE MEETING

February 4, 2008, 3:00 p.m.

Merrill-Cazier Library, Room 154

Agenda

- 3:00 Call to Order**Doug Ramsey
Approval of [Minutes of January 7, 2008](#)
- 3:01 Announcements**Doug Ramsey
1. Roll Call
- 3:05 Consent Agenda**Doug Ramsey
1. [EPC Business](#)
- 3:15 Key Issues and Action Items**
1. PRPC ItemsBritt Fagerheim
a. [Reasons for Non-Renewal 407.7.2](#) (*2nd reading*)
b. [Membership; Alternates; Term; Vacancies 402.3](#) (*1st reading*)
2. [LEED Resolution](#)Doug Ramsey
- 3:45 New Business**
- 3:55 Adjournment**

UtahState UNIVERSITY

FACULTY SENATE

MINUTES
January 7, 2008
Merrill-Cazier Library Room 154

Doug Ramsey called the meeting to order at 3:00 p.m.

Approval of Minutes from December 3, 2007

John Kras motioned to approve the minutes of December 3, 2007. Byron Burnham seconded the motion; motion carried unanimously.

Announcements – Doug Ramsey

1. Doug Ramsey asked for the roster to be passed around for roll call.
2. Doug provided an updated website for the Information Technologies policies that IT brought to the Senate last month. The wiki site is no longer working properly. Use: <http://it.usu.edu/policies/>.
3. Doug announced that the Faculty Forum minutes were on the Faculty Forum website: http://www.usu.edu/fsenate/FS/Minutes/Minutes_FF_Nov05_2007.pdf.

University Business – President Stan Albrecht

1. President Albrecht announced that we have received more commitments on the capital campaign from foundations and private sources. The majority of the walk-in contributions to Development have been faculty and staff. There have been 995 people on campus contributing monthly through payroll deductions. The George Eccles Foundation sent a check in December for the new childcare center. President Albrecht expressed his compliments and thanks to all who put in time for this.
2. As we look to begin a new legislative session, there is a little uncertainty in the capital projects side. The large building projects this year includes a \$77 million for a new prison project and there are no higher education projects built into governor's budget.
3. Provost Coward was asked by the Faculty Senate Executive Committee to report the actions taken by administration regarding salary compression since the Faculty Forum. He said that during the Deans Council Retreat this Friday, they will spend half of the day discussing this issue. Then, on February 6, at an afternoon department heads workshop, he will bring the outcome from the dean's retreat to engage the department heads in more discussion. Lastly, as part of a national consortium – the University Leadership Council – we have commissioned a customized research on faculty salary compression and we should get the results of that by end of January.

Consent Agenda Items

1. Council on Teacher Education
2. Retention and FYE Report
3. Scholarship Advisory Board Report

John Kras motioned to accept the Consent Agenda. Sylvia Read seconded the motion; motion passed unanimously.

Key Issues and Action Items

1. **Budget and Faculty Welfare Committee Items**
 - a. **Conflict of Interest Recommendations** – Jenny Norton stated that BFW was charged to look at this issue and recommended that any substantial changes go through the entire senate. No action was taken.

Old Business

1. **LEEDS Resolution Proposals** – Larry Hipps presented to options for the proposed resolution Leeds Resolution Proposals. After much discussion, Mike Parent motioned to accept option #1 with the addition of the words "LEED or LEED equivalent". John Kras seconded the motion. Larry Hipps expressed concern with the words 'or equivalent'. Steve Burr motioned to amend the original motion to add the academic program and last paragraph of the second option. Daren Cornforth

seconded the motion. Will Pependorf motioned to add text to state, as background literature, that President Albrecht has already signed the Presidents Climate Commitment. Steve Burr seconded Will Pependorf's motion to amend. Back to original motion: the motion is basically to accept option #2 with the additional text as stated by Will Pependorf. Motion passed unanimously. This will be finalized in FSEC and Doug Ramsey will draft new language.

New Business

1. **Ombudsperson Code** – This new business was presented by Mike Parent. It is a suggested change to code 405.6.5(2) to add the text in red italics: "An ombudsperson will be present at all meetings of a promotion committee or a tenure committee *if requested by either the candidate or any member of the promotion or tenure committee*. Ombudspersons must receive adequate advance notice of a committee meeting from the chairperson." One of the reasons this has come up is because there is a lack of available ombudspersons to serve. The problem is that a candidate might not even know if or when to request an ombudsperson, so may not be protected when needed. Steve Burr motioned to accept the proposal as written. Ed Heath seconded the motion; motion failed.
2. John Kras encouraged all senators to read the faculty code.

Adjournment

Ronda Galliher motioned to adjourn the meeting. The meeting adjourned at 4:05 p.m.

Minutes Submitted by: Andi McCabe, Faculty Senate Executive Secretary, 797-1166

Report of the Educational Policy Committee

January 14, 2008

The Educational Policy Committee (EPC) met on December 6, 2007 and January 10, 2008. This document contains a summary of key actions of the committee. Complete minutes of each of these meetings may be viewed on the Educational Policies Committee Website:

<http://www.usu.edu/fsenate/epc/index.html>.

The Educational Policies Committee recommends approval of the following actions approved by the EPC in its December 6 and January 10 meetings:

Change in General Education Requirements. A recent internal review revealed that Utah State University General Education Requirements are out of compliance with the Utah State Board of Regents policy R470.3.1. The Board of Regents policy specifies that “the number of credits required in General Education for each institution shall range from at least 30 to 39 credits...” Presently Utah State University general education requirements mandate 27-31 credits. The Educational Policy Committee therefore recommends that students be required to take one additional 3-hour course outside their major from the list of designated General Education courses. This policy change will bring USU in compliance with Board of Regents Policy, while not extending the total number of courses required for graduation in highly structured majors such as those in the Sciences, Music and Engineering. A revised USU Catalog proof of General Education Requirements is attached (see attachment).

Recommendation to Establish a Master Degree of Music. The Department of Music seeks authorization to offer a Master of Music (MM) with an emphasis in Piano Performance and pedagogy, effective Fall Semester 2008. This proposal was reviewed and approved by the Educational Policies Committee (see attachment).

Recommendation to Suspend Enrollment in the graduate Certificate Program in Natural Resource and Environmental Policy. This proposal (see attachment), prepared by the College of Natural Resources and the College of Humanities, Arts and Social Sciences proposes suspension of enrollment for the Certificate Program in Natural Resource and Environmental Policy due to low student enrollment. Upon receiving the recommendation, the EPC scheduled a public hearing for its December 6, 2007 meeting. Following the public hearing, the EPC voted in favor of the suspension. Therefore, the Educational Policies Committee recommends to the Faculty Senate that enrollment in the Certificate Program in Natural Resource and Environmental Policy be suspended. Students presently enrolled in the certificate program will be allowed to complete and receive the certificate.

Recommendation to Establish the School of Teacher Education and Leadership. The Educational Policies Committee voted to support a proposal from the College of Education and Human Services to reorganize its departments of Elementary Education and Secondary Education and form the School of Teacher Education and Leadership (TEAL). See attached proposal and organization chart.

Course Approvals. Numerous courses were approved for delivery. These may be reviewed in the minutes of the Educational Policies Committee for December 1, 2007 and January 6, 2008. The minutes may be found at the following link:

<http://www.usu.edu/fsenate/epc/index.html>.

Changes in the Curriculum Subcommittee Handbook. The Curriculum Subcommittee Handbook provides guidelines to departments and colleges guiding proposals for changes in curricular programs and courses. Two minor changes in the handbook were proposed and approved. First, the Curriculum Subcommittee proposed that the Curriculum Subcommittee Handbook be revised to clarify guidelines for multiple listed courses:

“Multiple listed courses must have the same credit hours, prerequisites, titles and course descriptions.” Second, the Curriculum Subcommittee proposed the following guidelines for changes in abbreviated course titles to be printed on student transcripts: “Curriculum Subcommittee approval is not needed for changing the course title on the transcript when the full title is not being changed. Requests for changes in **transcript title only** should be communicated directly to the Registrar’s Office.”

The next meeting of the Educational Policies Committee will be February 7, 2008 at 3:00 p.m. in the Champ Hall Conference Room.

General Education Requirements

The General Education program, along with study in the major, is designed to assist students in achieving the Citizen Scholar Objectives (see page 53).

Transfer Students

Students who have received an AA or AS degree at any institution within the Utah System of Higher Education, or at another institution with which USU has an articulation agreement, will be considered to have fulfilled the General Education Requirements, but must still complete the University Studies Depth Education Requirements.

Students who transfer to Utah State University with less than an Associate Degree (and have not completed General Education requirements) or with an Associate of Applied Science Degree will have their General Education courses evaluated on a course-by-course basis and may be required to take any additional courses necessary to satisfy the General Education requirements at Utah State University. However, if these students have taken equivalent General Education courses at the sending institution, these courses will be accepted toward satisfying General Education requirements at Utah State University.

Courses approved as fulfilling General Education requirements at a Utah System of Higher Education (USHE) institution will be acceptable to Utah State University as satisfying comparable General Education requirements. Coursework acceptability at other institutions will be determined by the student's major department at Utah State University.

General Education Requirements (30-34 credits)

USU's General Education program consists of two sets of requirements: Competency and Breadth.

Competency Requirements (9-10 credits)

The Citizen Scholar Objectives (see page 53) propose that students should be able to communicate effectively, utilize quantitative methods, make appropriate use of technology, and function effectively in groups. The competency requirements are structured to develop these skills.

Communications Literacy (CL1 and CL2) (6 credits)

ENGL 1010 (CL1) Introduction to Writing: Academic Prose3

Or one of the following exams:

ACT English Test: Score of 29 or higher
SAT Verbal Test: Score of 640 or higher
AP English Language Test: Score of 3 or higher
CLEP English Composition Test: Score of 50 or higher
CLEP Freshman College Composition Test: Score of 53 or higher
IBO English A1 Test: Score of 5 (satisfies *both* CL1 and CL2)

And

ENGL 2010 (CL2) Intermediate Writing: Research Writing in a Persuasive Mode.....3

Or the following exam:

IBO English A1 Test: Score of 5 (satisfies *both* CL1 and CL2)

Quantitative Literacy (QL) (3-4 credits)

One of the following courses:

MATH 1030 (QL) Quantitative Reasoning.....3
MATH 1050 (QL) College Algebra.....4
STAT 1040 (QL) Introduction to Statistics3

Or

One Mathematics or Statistics course requiring MATH 1050 as a prerequisite, such as MATH 1100, 1210, 1220; or STAT 2300

Or one of the following exams:

ACT Math Test: Score of 25 or higher
SAT Math Test: Score of 580 or higher
AP Calculus AB Test: Score of 3 or higher
AP Calculus BC Test: Score of 3 or higher
CLEP Calculus Test: Score of 50 or higher
CLEP College Algebra Test: Score of 50 or higher
IBO Mathematics Test: Score of 5

Computer and Information Literacy (CIL) (0 credits)

Students must pass competency exams in computer and information literacy. Communications Literacy, Quantitative Literacy, and Breadth courses associated with General Education are intended to further develop these skills.

The Computer and Information Literacy requirement includes six exams:

1. Information Law and Ethics
2. Information Resources
3. Document Processing
4. Operating Systems
5. Spreadsheets
6. Electronic Presentations

Students must score 70 percent or higher on each exam to pass. A student has met the requirement only after he or she has passed all six examinations. There is no college credit associated with this requirement. While some college credit classes teach the required skills for the CIL exams, simply passing any class does not meet the requirement. Only by passing all of the six CIL tests is the CIL requirement met. It is *strongly suggested* that students complete the CIL requirement during their freshman year.

There is a \$30 fee associated with this exam. There is no limit to the number of times a student can take each test. Once a test is passed, a student may not retake that test. After all tests are passed and the fee is paid, the CIL requirement will be posted to the student's transcript.

To learn more about the CIL requirement, visit the following website:
<http://cil.usu.edu>

Breadth Requirements (18-20 credits)

General Education breadth requirements are intended to introduce students to the nature, history, and methods of different disciplines; and to help students understand the cultural, historical, and natural contexts shaping the human experience. Breadth courses also focus on the important cultural, socio-economic, scientific, and technological issues of today's global community.

General Education Requirements

Students must take a minimum of 18 total credits, including at least one course from each of the six categories shown below.

At least two of the six breadth courses must be University Studies courses (USU 1300, 1320, 1330, 1340, 1350, and 1360). Students enrolled in the Honors Program may substitute HONR 1300H, 1320H, 1330H, 1340H, 1350H, and 1360H for USU 1300, 1320, 1330, 1340, 1350, and 1360.

Prerequisites are required for breadth courses having titles followed by (prereq.). For details, see course listings in the Course Descriptions section of this catalog.

Breadth American Institutions (BAI) (3 credits)

One of the following courses:

USU 1300 (BAI) U.S. Institutions	3
ECON 1500 (BAI) Introduction to Economic Institutions, History, and Principles	3
HIST 1700 (BAI) American Civilization	3
HIST 2700 (BAI) United States to 1877	3
HIST 2710 (BAI) United States 1877-Present	3
HONR 1300H (BAI) U.S. Institutions	3
POLS 1100 (BAI) United States Government and Politics	3

Or one of the following exams:

AP Macroeconomics Test: Score of 3 or higher
 AP U.S. Government and Politics Test: Score of 3 or higher
 AP U.S. History Test: Score of 3 or higher
 CLEP American Government Test: Score of 60 or higher
 CLEP History of the U.S. I: Early to 1877 Test: Score of 50 or higher
 CLEP History of the U.S. II: 1865 to Present Test: Score of 50 or higher
 CLEP Principles of Macroeconomics Test: Score of 53 or higher
 IBO History—United States Test: Score of 5

Breadth Creative Arts (BCA) (3 credits)

One of the following courses:

USU 1330 (BCA) Civilization: Creative Arts	3
ART 1010 (BCA) Exploring Art	3
(formerly ART 1100 BCA)	
HONR 1330H (BCA) Civilization: Creative Arts	3
ID 1750 (BCA) Design in Everyday Living	3
ID 1790 (BCA) Interior Design Theory	3
LAEP 1030 (BCA) Introduction to Landscape Architecture	3
MUSC 1010 (BCA) Introduction to Music	3
MUSC 1100 (BCA) Fundamentals of Music	3
(formerly MUSC 1020 BCA)	
THEA 1013 (BCA) Understanding Theatre	3
(formerly THEA 1010 BCA)	
THEA 1023 (BCA) Introduction to Film	3
(formerly THEA 1020 BCA)	

Or one of the following exams:

AP Music Theory Test: Score of 3 or higher
 AP Studio Art: Drawing: Score of 3 or higher
 AP Studio Art: 2-D Design: Score of 3 or higher
 AP Studio Art: 3-D Design: Score of 3 or higher
 IBO Theatre Arts Test: Score of 5

Breadth Humanities (BHU) (3 credits)

One of the following courses:

USU 1320 (BHU) Civilization: Humanities	3
ANTH 2210 (BHU) Introduction to Folklore	3
(formerly ANTH 1710 BHU)	
ARTH 2710 (BHU) Survey of Western Art: Prehistoric to Medieval	3
(formerly ART 2710 BHU)	
ARTH 2720 (BHU) Survey of Western Art: Renaissance to Post-Modern	3
(formerly ART 2720 BHU)	
ENGL 2200 (BHU) Understanding Literature	3
(formerly ENGL 1030 BHU)	
ENGL 2210 (BHU) Introduction to Folklore	3
(formerly ENGL 1710 BHU)	
ENGL 2300 (BHU) Introduction to Shakespeare	3
(formerly ENGL 2030 BHU)	
ENGL 2630 (BHU) Survey of American Culture	3
HIST 1060 (BHU) Introduction to Islamic Civilization	3
HIST 1100 (BHU) Foundations of Western Civilization: Ancient and Medieval	3
(formerly HIST 1040 BHU)	
HIST 1110 (BHU) Foundations of Western Civilization: Modern	3
(formerly HIST 1050 BHU)	
HIST 1500 (BHU) Cultural and Economic Exchange in the Pre-Nineteenth Century World	3
(formerly HIST 1020 BHU)	
HIST 1510 (BHU) The Modern World	3
(formerly HIST 1030 BHU)	
HIST 2210 (BHU) Introduction to Folklore	3
(formerly HIST 1710 BHU)	
HONR 1320H (BHU) Civilization: Humanities	3
PHIL 1000 (BHU) Introduction to Philosophy	3
(formerly PHIL 1010 BHU)	
PHIL 1120 (BHU) Social Ethics	3
(formerly PHIL 2500 BHU)	
PHIL 1200 (BHU) Practical Logic	3
PHIL 2400 (BHU) Ethics	3
THEA 1030 (BHU) Exploring Performance Through Aesthetic Texts	3

Or one of the following exams:

AP Art History Test: Score of 3 or higher
 AP English Literature Test: Score of 3 or higher
 AP European History Test: Score of 3 or higher
 AP World History Test: Score of 3 or higher
 CLEP Analyzing and Interpreting Literature Test: Score of 52 or higher
 CLEP Western Civilization I: Ancient to 1648 Test: Score of 50 or higher
 CLEP Western Civilization II: 1648 to Present Test: Score of 50 or higher
 IBO History—European Test: Score of 5
 IBO History of the Americas Test: Score of 5
 IBO History of the Islamic World Test: Score of 5
 IBO Philosophy Test: Score of 5

Breadth Life Sciences (BLS) (3-4 credits)

One of the following courses:

USU 1350 (BLS) Integrated Life Science	3
ANTH 1020 (BLS) Biological Anthropology	3
BIOL 1010 (BLS) Biology and the Citizen	3
BIOL 1300 (BLS) Of Maggots, Mites, and Men	3

General Education Requirements

BIOL 1610 (BLS) Biology I (4 cr) and	
BIOL 3300 (BLS) General Microbiology (prereq.) (4 cr)	8
(formerly BIOL 1210 BLS and BIOL 3300 BLS)	
<i>(Both BIOL 1610 and 3300 must be taken. This option is available only to students majoring in Biological Engineering or Environmental Engineering.)</i>	
BIOL 1620 (BLS) Biology II (prereq.)	4
(formerly BIOL 1220 BLS)	
HONR 1350H (BLS) Integrated Life Science	3
NFS 1020 (BLS) Science and Application of Human Nutrition	3
PLSC 2100 (BLS) Introduction to Horticulture	3
WATS 1200 (BLS) Biodiversity: Its Conservation and Future	3
WILD 2200 (BLS) Ecology of Our Changing World	3

Or one of the following exams:

AP Biology Test: Score of 3 or higher
 AP Environmental Science Test: Score of 3 or higher
 CLEP Biology Test: Score of 50 or higher
 IBO Biology Test: Score of 5

Breadth Physical Sciences (BPS) (3-4 credits)

One of the following courses:

USU 1360 (BPS) Integrated Physical Science	3
CHEM 1010 (BPS) Introduction to Chemistry	3
CHEM 1110 (BPS) General Chemistry I	4
CHEM 1120 (BPS) General Chemistry II (prereq.)	4
CHEM 1220 (BPS) Principles of Chemistry II (prereq.)	4
CLIM 2000 (BPS) The Atmosphere and Weather	3
CS 1030 (BPS) Foundations of Computer Science	3
(formerly CS 1010 BPS)	
CS 1060 (BPS) Cyber Security: Threats, Analysis, and Defense	3
GEO 1010 (BPS) Geology of National Parks:	
Introduction to Geology	3
(formerly GEOL 1100 BPS)	
GEO 1060 (BPS) Introduction to Environmental Geoscience	3
(formerly GEOL 1200 BPS)	
GEO 1110 (BPS) The Dynamic Earth: Physical Geology	4
(formerly GEOL 1150 BPS)	
GEOG 1000 (BPS) Physical Geography	3
(formerly GEOG 1130 BPS)	
HONR 1360H (BPS) Integrated Physical Science	3
PHYS 1020 (BPS) Energy	3
(formerly PHYX 1020 BPS)	
PHYS 1040 (BPS) Introductory Astronomy	3
(formerly PHYX 1000 BPS)	
PHYS 1080 (BPS) Intelligent Life in the Universe	3
(formerly PHYX 1030 BPS)	
PHYS 1100 (BPS) Great Ideas in Physics	3
(formerly PHYX 1100 BPS)	
PHYS 1200 (BPS) Introduction to Physics by Hands-on Exploration ...	4
(formerly PHYX 1200 BPS)	
PHYS 1800 (BPS) Physics of Technology (prereq.)	4
(formerly PHYX 1800 BPS)	
PHYS 2120 (BPS) The Physics of Living Systems II (prereq.)	4
(formerly PHYX 2120 BPS)	
PHYS 2220 (BPS/QI) General Physics—Science and Engineering II ...	4
(formerly PHYX 2220 BPS/QI)	
SOIL 2000 (BPS) Soils, Waters, and the Environment	3

Or one of the following exams:

AP Chemistry Test: Score of 3 or higher
 AP Physics B Test: Score of 3 or higher
 AP Physics C: Electricity and Magnetism Test: Score of 3 or higher
 DSST Astronomy Test: Score of 48 or higher
 DSST Introduction to Computing Test: Score of 50 or higher
 DSST Principles of Physical Science I Test: Score of 47 or higher
 IBO Applied Chemistry Test: Score of 5
 IBO General Chemistry Test: Score of 5
 IBO Geography Test: Score of 5
 IBO Physics Test: Score of 5

Breadth Social Sciences (BSS) (3 credits)

One of the following courses:

USU 1340 (BSS) Social Systems and Issues	3
ANTH 1010 (BSS) Cultural Anthropology	3
ANTH 2010 (BSS) Peoples of the Contemporary World	3
(formerly ANTH 2100 BSS)	
ANTH 2030 (BSS/CI) World Archaeology	3
(formerly ANTH 1030 BSS/CI)	
ASTE 2900 (BSS) Humanity in the Food Web	3
ECON 2010 (BSS) Introduction to Microeconomics (prereq.)	3
ENVS 2340 (BSS) Natural Resources and Society	3
FCHD 1500 (BSS) Human Development Across the Lifespan	3
FCHD 2400 (BSS) Marriage and Family Relationships	3
FCHD 2450 (BSS) The Consumer and the Market	3
GEOG 1300 (BSS) World Regional Geography	3
(formerly GEOG 1030 BSS)	
GEOG 1400 (BSS) Human Geography	3
(formerly GEOG 2030 BSS)	
HONR 1340H (BSS) Social Systems and Issues	3
JCOM 1500 (BSS) Introduction to Mass Communication	3
(formerly JCOM 1000 BSS)	
JCOM 2010 (BSS) Media Smarts: Making Sense of the	
Information Age	3
(formerly JCOM 2000 BSS)	
NR 1010 (BSS) Humans and the Changing Global Environment	3
POLS 2200 (BSS) Comparative Politics	3
PSY 1010 (BSS) General Psychology	3
REH 1010 (BSS) Disability and Society	3
SOC 1010 (BSS) Introductory Sociology	3
SPED 1010 (BSS) Disability and Society	3

Or one of the following exams:

AP Government and Politics: Comparative Test: Score of 3 or higher
 AP Human Geography Test: Score of 3 or higher
 AP Microeconomics Test: Score of 3 or higher
 AP Psychology Test: Score of 3 or higher
 CLEP Introductory Psychology Test: Score of 55 or higher
 CLEP Introductory Sociology Test: Score of 55 or higher
 DSST Environment and Humanity Test: Score of 46 or higher
 DSST Human/Cultural Geography Test: Score of 48 or higher
 IBO Economics Test: Score of 5
 IBO Geography Test: Score of 5
 IBO Psychology Test: Score of 5
 IBO Social Anthropology Test: Score of 5

Exploration Requirement (3-4 credits)

Choose an additional class from one of the following General Education categories: QL, BAI, BCA, BHU, BLS, BPS, or BSS.

General Education Requirements

Designation of Courses that Satisfy General Education Requirements

All courses approved for the General Education Requirements are clearly designated in this catalog and in the current *Schedule of Classes*. The designations used for General Education courses are as follows:

Competency Courses

Communications Literacy, **CL1** and **CL2**
Quantitative Literacy, **QL**

Breadth Courses

American Institutions, **BAI**
Creative Arts, **BCA**
Humanities, **BHU**
Life Sciences, **BLS**
Physical Sciences, **BPS**
Social Sciences, **BSS**

SECTION I: The Request

Utah State University requests approval to offer a Master of Music degree (M.M.) with an emphasis in Piano Performance and Pedagogy, effective fall 2008. This program has been approved by the institutional Board of Trustees on [date of approval].

SECTION II: Program Description

Complete Program Description

A natural extension of an internationally esteemed undergraduate piano program, the Master of Music degree with an emphasis in Piano Performance and Pedagogy will prepare students either for admission into a program of doctoral study, or for a professional career in music as a performer or teacher. Unlike the programs at other institutions in the state (such as those at the University of Utah and Brigham Young University), which award Master of Music degrees in Piano Performance, the proposed program at Utah State University will emphasize teaching in addition to performance. The additional training in advanced pedagogy will serve students who are seeking careers as professional musicians, since the majority of active pianists not only perform, but also earn a living teaching in either a university or a private studio.

Students in the program will complete a minimum of 36 approved semester credits. The distribution of credit hour subjects is in accordance with the guidelines outlined in the 2007–2008 handbook of the National Association of Schools of Music (NASM), and fulfills the minimum requirements for a Master of Music degree with a dual emphasis of Piano Performance and Piano Pedagogy:

Performance	12 credits
Pedagogy	12 credits
History and Theory Electives	12 credits
Total	36 credits

All of the required coursework will be offered by full-time faculty on the campus of Utah State University while students are in residency.

Graduate piano students would also have opportunities to engage in collaborative activities by offering vital services to the Music Department. As accompanists to vocalists, instrumentalists, and choirs, the piano students are essential to the success of multiple areas of musical study. Also, their participation in various ensembles (including chamber music, Symphony Orchestra, Symphonic Band, and the Contemporary Music Ensemble) greatly increases the variety of repertoire available for instrumentalists and, subsequently, audiences. As an integral part of the graduate program, these activities would come at no extra cost to the Department.

Selected M.M. students will be offered department funded Graduate Instructorship positions under faculty supervision. After completing departmental requirements, these students will be eligible to teach courses in the undergraduate curriculum for music majors and minors (including Music Theory, Aural Skills, and Keyboard Harmony). With appropriate experience, one of these Graduate Instructors may also be able to assist in the department's University Studies courses. All graduate students, including those who do not receive an Instructorship position, will also have the

opportunity to provide private piano instruction to non-majors. These teaching opportunities will be invaluable components to the graduate program, which is specifically designed to prepare students for teaching music at various levels.

The Department of Music currently has the necessary resources to launch a graduate program that fosters the highest standards of pedagogy. The Youth Conservatory provides an ideal setting for graduate piano students to acquire practical skills in both classroom and private instruction. Recognized by the National Association of Schools of Music, the Youth Conservatory has been operative for almost thirty years and currently accommodates over 200 pre-college pianists. To this point, selected undergraduate students have assisted in the program, but the addition of four graduate students would allow the piano faculty to supervise the students' work more readily and concentrate on advanced instruction.

In addition to the number of students generated by the Youth Conservatory, the Department of Music consistently receives over 100 requests per semester from non-majors for private piano instruction, some of which have been denied due to a lack of qualified instructors. These instructional hours would be assigned to graduate students, who will earn up to \$1,500 per semester from private instruction fees and gain practical experience in teaching at a higher level. The additional revenue would offer financial assistance to graduate students and greatly reduce the financial burden of hiring adjunct instructors or part-time lecturers.

The piano faculty at Utah State University maintains high visibility and exerts a strong influence in the fields of both performance and pedagogy. Students of Professors Gary Amano and Dennis Hirst have been awarded the highest honors in national and international performance competitions. Active members of the Music Teachers National Association, the members of the piano faculty contribute regularly to regional, state, and national functions, they have published articles in the *American Music Teacher* journal, and they have given presentations at the World Pedagogy Conference.

Purpose of Degree

The primary purpose of this degree is to integrate instruction in piano pedagogy with high-level piano performance, preparing graduates who will offer piano instruction from private studios as well as those who will teach in a college environment. Graduates of this program will also be equipped to pursue Doctor of Musical Arts (D.M.A.) degrees at other institutions.

Institutional Readiness

The Department of Music is currently prepared to offer the Master of Music program without additional resources. Graduate Instructors will assume teaching responsibility of selected undergraduate coursework, which will allow faculty members to provide the necessary instruction in the graduate program. The faculty course load, in other words, will be redistributed; it will not increase. (See Appendix E: Redistribution of Faculty Workload.)

Faculty

It will not be necessary to hire additional faculty during the first five years of this program.

Staff

Staff support for the proposed program will be handled with resources in the Department of Music.

Library and Information Resources

The music collection of the Merrill-Cazier Library has been growing steadily since fall 2004. Over the last three years, faculty musicologist Eric Smigel has been working closely with library acquisitions personnel to ensure that the library collection can support the research and performance needs of both undergraduate and graduate students. Over 600 titles of books, scores, and CD and DVD recordings have been added to the catalog during this period, and more have been and will continue to be ordered. In 2006 the Music Department procured a \$10,000 grant from the Marie Eccles Caine Foundation, which facilitated the acquisition of over 200 study and performance scores, and over 100 CD recordings. These materials were individually selected by the members of the piano faculty with the express intention of accommodating the needs of graduate piano students.

Additionally, the university currently subscribes to several professional journals that will be important to students in the proposed program, including *American Music Teacher*, *Clavier*, *Journal of the American Musicological Society*, *Keyboard Companion*, *Music Educators Journal*, *Musical Quarterly*, *Nineteenth-Century Music*, and *Perspectives of New Music*. The electronic resources available to students at Utah State University are excellent, including reference to online databases, full-text articles in dozens of professional journals, and access to interlibrary loan.

Admission Requirements

Applicants for admission to the M.M. program must have a Bachelor's degree in any field of study, with a GPA of at least 3.0. Students must have scores on the verbal and either the quantitative or analytical portions of the Graduate Record Examination (GRE) at or above the 40th percentile. International applicants must take the Test of English as a Foreign Language (TOEFL) and earn a minimum score of 213. Three satisfactory letters of recommendation are also required.

In addition to established School of Graduate Studies requirements, the Department requires students to audition in front of an Entrance Committee comprised of members of the piano faculty, who will determine the appropriate repertoire. If a live audition at the Utah State University campus is impractical, applicants may send an audio-visual recording that demonstrates their level of proficiency with regard to both piano performance and teaching. Candidates will also be required to pass diagnostic examinations in music theory and music history that ensure their preparation for graduate-level study in these fields.

Student Advisement

The Director of Student Advisement will be Associate Professor Dennis Hirst, who will meet with each candidate to establish an appropriate course of study.

Justification for Number of Credits

In accordance with policies established by the School of Graduate Studies at Utah State University, the number of required credits is sufficient for ensuring that students will have formal learning experiences in a range of theory, research, and applied studies related to the field. In the proposed program, as specified by NASM requirements, areas of Performance, Pedagogy, and Research will each account for one-third of the total credit hours.

External Review and Accreditation

The Department of Music at Utah State University is currently accredited by the National Association of Schools of Music (NASM), the governing body that officially oversees music program standards of higher education in the United States. In accordance with NASM policy, the Music Department will apply for Plan Approval after institutional approval is granted and before students are admitted into the program.

Projected Enrollment

Below are the number of student FTE enrollments and the mean student FTE to faculty FTE ratio for each of the first five years of the program.

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Number of Students:	4	6	8	10	10
Student to Faculty Ratio:	2:1	3:1	4:1	5:1	5:1

Expansion of Existing Program

The M.M. program will not require an expansion in the size of pre-existing classes.

SECTION III: Need

Program Need

The proposed degree program is designed to fill an increasing demand for piano instructors who not only perform at a high level, but who also hold advanced credentials in teaching. Most professional pianists operate private studios for students of various ages and abilities, and this program will offer the instruction and applied experience necessary to address these professional needs. In addition to providing instruction in high-level performance, the M.M. degree will prepare graduates to teach either in private studios or in a college environment.

Labor Market Demand

In the past, it has been necessary for students to travel out-of-state to gain the requisite education in advanced pedagogy that the increasingly competitive market demands. The overwhelming majority of professional pianists earn a substantial amount of their income through teaching, and according to a recent survey conducted by the Music Teachers National Association (the leading organization of piano teachers in the country), 77% of its 24,000 members teach piano in an independent studio. This is especially relevant to residents of Utah, where the demand for private piano instruction per capita is among the highest in the country. Also, the majority of searches for tenure-track positions in piano at universities and conservatories indicate a preference not only for candidates who demonstrate high-level performance, but also for those who have received academic and applied training in advanced pedagogy.

Student Demand

Given the expressed interest by current and former students, and the encouragement by professionals in the field, enrollment in the proposed graduate program is virtually a certainty at the outset. Based on surveys conducted over the last two years, 79% of the 40 current undergraduate piano students at Utah State University would continue studies toward a graduate degree in this department if they were given the opportunity. There is also documentation of support from several

colleagues working at music schools of international repute (including the Eastman School of Music, the Juilliard School, and the University of Southern California), who would recommend that their graduating students pursue an advanced degree at Utah State University should the Department of Music offer such a program.

Similar Programs

There are numerous programs across the country that offer Master of Music degrees in Piano Performance, but in the Utah System of Higher Education only the University of Utah offers this degree. No other university in the state, however, including Brigham Young University, offers the graduate degree with an emphasis in Piano Pedagogy. Among schools in the Western Interstate Commission for Higher Education, there are only a few programs that offer an M.M. degree with an emphasis in Piano Pedagogy (such as the University of Denver, and the University of Oregon), and fewer that grant M.M. degrees with a dual emphasis of Piano Performance and Pedagogy (including the University of Colorado at Boulder, the University of Idaho, and Central Washington University). Outside the Western United States the following institutions have graduate programs with a dual emphasis in Piano Performance and Pedagogy: University of Northern Iowa, Northwestern University, University of Michigan at Ann Arbor, Westminster Choir College, Penn State University at University Park, and the University of Texas at San Antonio.

Collaboration with and Impact on Other USHE Institutions

In Utah the proposed program is unique in its dual focus on Piano Performance and Pedagogy. The Music Departments at Brigham Young University and the University of Utah, for example, offer a Master of Music degree with an emphasis in Piano Performance, but the programs do not include the advanced pedagogical training required to warrant an emphasis in Piano Pedagogy. While there is overlap in the core coursework (Introduction to Music Research, and the Elective Seminars in Music History and Music Theory) and the performance requirements (Private Instruction, Piano Literature, and Recital), the pedagogy component at Utah State University is unique.

Given this primary difference, there will be minimal negative impact on the performance oriented programs at either Brigham Young University or the University of Utah when the graduate program in Piano Performance and Pedagogy is offered at Utah State University. Because of the overlap in certain requirements, however, there may be opportunities for collaboration: since a limited number of credit hours can be transferred into any of these programs, individual students may wish to complete a course at an alternate institution with approval from their supervisory committees.

Benefits

A graduate program in Piano Performance and Pedagogy will enhance the Caine School of the Arts, the College of Humanities, Arts, and Social Sciences, and attract a greater number of exceptional piano students to Utah State University, thereby increasing its national and international reputation. The presence of graduate students in the piano program will have an immediate impact on the entire Music Department: more experienced performers will provide a higher level of collaborative artistry for instrumentalists, vocalists, chamber groups, and larger ensembles, which will subsequently raise the standards of performance and scholarship. Shortly after its implementation, the program will produce recruitment benefits that will be evident in the increased number and quality of applicants at both the graduate and undergraduate levels, which will contribute to the academic, professional, and financial success of the university.

Consistency with Institutional Mission

In accordance with the mission statement of the School of Graduate Studies, the proposed program will offer graduate students the opportunity to acquire comprehensive knowledge of piano performance and pedagogy through research and both classroom and individualized instruction, to develop and practice professional skills, and to gain leadership experience. Master of Music candidates will also directly serve the community through the Youth Conservatory's curriculum of individual and group piano instruction.

SECTION IV: Program and Student Assessment

Program Assessment

The goals for the program and the means of assessment are described in the table below.

Program Goals	Assessment Processes
Provide quality instruction for M.M. students	<ul style="list-style-type: none">• Student course evaluations for every class will administered, with results to be formally reviewed by a faculty committee• Peer classroom observation and review will be conducted on a yearly basis
Ensure timely progress of students through the program	<ul style="list-style-type: none">• M.M. students will be reviewed and mentored annually by a faculty advisor
Provide students with a solid understanding of current literature, theory, and practice in the field	<ul style="list-style-type: none">• M.M. students must pass a comprehensive examination before they graduate
Support the development of teaching excellence by M.M. students	<ul style="list-style-type: none">• Graduate Assistants will be reviewed each semester by a designated faculty member• Private and group piano instruction by M.M. candidates will be observed and reviewed on a regular basis by a piano faculty member

Prepare students for high-level musical performance	<ul style="list-style-type: none"> • Performance juries comprised of the entire piano faculty will be required of all M.M. students at the end of each semester • During the final semester of study, M.M. students must perform a solo recital or lecture-recital, which must be approved by the entire piano faculty
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Expected Standards of Performance

Upon successfully completing the M.M. program, graduates will

- have earned a minimum of a 3.0 GPA in 36 credits of graduate coursework
- have passed a comprehensive examination
- have performed a solo recital or lecture-recital of 60-minute duration
- be qualified to be hired as an applied instructor at an institution of higher education
- be eligible to apply for admission into a Doctoral program of study in music
- be prepared to establish and operate a private teaching studio

These standards of performance reflect the expectations of M.M. graduates from programs comparable to that being proposed.

SECTION V: Finance

Budget

It will not be necessary to increase the operating budget of the Music Department or the Youth Conservatory in order to launch the proposed program.

Funding Sources

The Music Department could implement the proposed curriculum for the Master of Music degree with few additional resources. Funds accrued by the Youth Conservatory, supplemented by those from the Music Department and private donors, will fund Graduate Instructorship positions for four M.M. candidates each year in the minimum amount of \$350/month per student. In accordance with the policies of the Graduate School, each resident student who qualifies for a Graduate Instructorship position will also be eligible to receive annual health insurance in the amount of \$1,000 per student, and to apply for a full-tuition waiver. (In order to receive tuition remission, applicants must be nominated for in-state awards, which are distributed by the college office. Out-of-state applicants must establish residency to be eligible for the award.) Graduate students will also have the opportunity to earn collectively up to \$9,000 per year for private piano instruction of non-majors.

ANNUAL COST PER GRADUATE INSTRUCTOR

Instruction fee (\$350/month)	\$3,150.00
Health Insurance	\$1,000.00
TOTAL	\$4,150.00

ANNUAL REVENUE SOURCES FOR GRADUATE INSTRUCTORSHIPS

Youth Conservatory	\$6,000.00
Department of Music	\$5,600.00
Axtell Instructorship (private donor)	\$5,000.00
TOTAL REVENUE	\$16,600.00
TOTAL COST (Four Graduate Instructors)	\$16,600.00

Reallocation

Each year an Admissions Committee comprised of members of the piano and theory faculty will select four graduate applicants possessing the requisite skills to teach courses in the first-year curriculum for undergraduate music majors (including Music Theory, Aural Skills, and/or Keyboard Harmony) and also a general education course in the humanities for non-majors (such as Masterpieces of Music). The delegation of teaching responsibilities to graduate students will not only enable the appropriate faculty to teach graduate courses with a lower student-to-faculty ratio and without additional compensation, but will also provide M.M. students with classroom experiences that are necessary to the pedagogical emphasis of the degree program. In its initial stages the program will admit four candidates of the highest quality, which the current faculty can accommodate. As the national and international reputation of the program grows, it will be necessary to augment the faculty in order to admit more applicants.

Impact on Existing Budgets

The impact on the Department's existing budget will be minimal. Funds presently used to pay part-time teachers, generated by development efforts or generated through Youth Conservatory tuition will be reallocated to support the Graduate Instructorship positions.

Appendix A: Program Curriculum

All Program Courses

No new courses will be added to the following curriculum in the next five years.

Course Number	Title	Credit Hours
MUSC xxxx	Introduction to Music Research	3
MUSC 6630	Private Instruction	2
MUSC xxxx	Advanced Piano Pedagogy	2
MUSC xxxx	Pedagogy Practicum	2

MUSC xxxx	Music History Seminar	3
MUSC xxxx	Piano Literature I	2
MUSC xxxx	Piano Literature II	2
MUSC 6130?	Music Theory Seminar	3
MUSC xxxx	Collaborative Artistry	2
MUSC 6910	Recital or Lecture-Recital	2

Appendix B: Program Schedule

Program Schedule for Master of Music with an emphasis in Piano Performance and Pedagogy

Term	Suggested Schedule	Total Credits Earned
Fall 2008	Introduction to Music Research (3) Private Instruction (2) Advanced Piano Pedagogy (2) Pedagogy Practicum (2)	9
Spring 2009	Private Instruction (2) Advanced Piano Pedagogy (2) Music History Seminar (3) Pedagogy Practicum (2)	9
Fall 2009	Private Instruction (2) Piano Literature I (2) Music Theory Seminar (3) Collaborative Artistry (2)	9
Spring 2010	Private Instruction (2) Piano Literature II (2) Music History/Theory Seminar (3) Recital or Lecture Recital (2)	9

Appendix C: Faculty

In addition to the following current faculty members who will contribute to the proposed graduate program, the Department of Music has been approved to search for two additional positions: Assistant Professor of Music Theory (Ph.D.) and Assistant Professor of Piano (D.M.A).

Gary Amano (1974): Professor and Assistant Department Head, M.M. Juilliard School of Music; Director of Piano Program and Piano Instruction.

Sergio Bernal (2001): Associate Professor, M.M. University of Michigan & Yale University; Music Theory Instruction.

R. Dennis Hirst (1993): Associate Professor, M.M. University of Oklahoma; Advisor and Piano Instruction.

Bruce Saperston (1987): Associate Professor, Ph.D. University of Texas at Austin; Music Research Instruction.

Eric Smigel (2004): Assistant Professor, Ph.D. University of Southern California; Music History and Music Theory Instruction.

Appendix D: Description of Courses

Course Number	Title	Credit Hours	Description
MUSC xxxx	Introduction to Music Research	3	Introduction to music research, information science, and technical writing.
MUSC 6630	Private Instruction	2	Individual instruction in the technical and musical aspects of piano performance.
MUSC xxxx	Advanced Piano Pedagogy	2	Pedagogy of beginning, intermediate, and advanced methods of teaching piano, strategies for developing a private studio.
MUSC xxxx	Pedagogy Practicum	2	Observation of master instructors, practice teaching (private and classroom), and supervised studio instruction.
MUSC xxxx	Music History Seminar	3	Close study and discussion of a special topic of music history, with an emphasis on individual research and presentation.
MUSC xxxx	Piano Literature I & II	2	Comprehensive examination of piano literature, history of the instrument, and performance practice.

MUSC xxxx	Music Theory Seminar	3	Close study and discussion of a special topic of music theory, with an emphasis on individual analysis and presentation.
MUSC xxxx	Collaborative Artistry	2	Applied performance techniques of vocal and instrumental accompaniment.
MUSC 6910	Recital or Lecture Recital	2	Solo performance and presentation, culmination of graduate studies.

Appendix E: Redistribution of Faculty Workload

The workload for each faculty member contributing to the graduate program will not increase. Each Graduate Instructor will teach one of each of the following core undergraduate courses: Music Theory (MUSC 1110 and 1120), Aural Skills (MUSC 1130, 1140, 2130, 2140), and Keyboard Harmony (MUSC 1170 and 1180). The redistribution of these courses, which are currently taught by either faculty members or part-time lecturers, is listed below.

Fall Semester

Faculty	Courses to be taught by GIs	New assignment	+/-
Gary Amano	MUSC 3400 MUSC 1110 (3)	MUSC 6630 Adv. Piano Ped (2)	0
Dennis Hirst	MUSC 1110 (3) MUSC 3400	MUSC 6630* Pedagogy Practicum (2) Piano Lit. I (2)**	0
Theory Professor	MUSC 1130 (3)	Music Theory Seminar (3)	0
Piano Professor	MUSC 3400 MUSC 1110 (3)	MUSC 6630* Collaborative Artistry (2)	0
Eric Smigel	MUSC 1110 (3)	Intro to Music Research (3)	0
Lecturers	MUSC 1130 (9) MUSC 1170 (18) MUSC 2130 (3) MUSC 1480 (PI non) MUSC 2490 (PI 2 nd)		

Spring Semester

Faculty	Courses to be taught by GIs	New assignment	+/-
Gary Amano	MUSC 3400 MUSC 1140 (3)	MUSC 6630 Adv. Piano Ped (2)	0
Dennis Hirst	MUSC 1120 (3) MUSC 3400	MUSC 6630* Pedagogy Practicum (2) Piano Lit. II (2)**	0
Theory Professor	MUSC 1140 (3)	Music Theory Seminar (3)	0
Piano Professor	MUSC 3400	MUSC 6630*	0
Eric Smigel	MUSC 1120 (3)	Music History Seminar (3)	0
Lecturers	MUSC 1140 (6) MUSC 1180 (18) MUSC 2140 (3) MUSC 1480 (PI non) MUSC 2490 (PI 2 nd)		

* Initially, only Professor Gary Amano will provide private instruction to graduate students. As enrollment increases in the program, Professor Dennis Hirst and "Piano Professor" will gradually assume this responsibility as well.

** The assignment for teaching the Piano Literature courses will alternate among all three members of the piano faculty. When a given instructor teaches the class, a proportionate number of his or her private instruction hours will be redistributed to the two other faculty members for the duration of the semester.

DOCUMENT APPROVAL HISTORY

This document was approved by:

Music Department Curriculum Committee
Music Department Faculty
Professor Nicholas Morrison, Interim Chair, Music Department

September 26, 2007
October 2, 2007
October 5, 2007

Request to Suspend Certificate Program in Natural Resource and Environmental Policy

Requested by the College of Humanities, Arts, and Social Sciences and the College of Natural Resources, September, 2007

SECTION I: Request

Currently there are only two students pursuing this graduate certificate program. The two colleges that administer the program do not see any advantage to continuing a program that seems to have lost momentum and that has declined significantly in enrollment. Suspending the certificate will not impact any instructional activities because the certificate is currently constructed by choosing a menu of courses from both colleges' curricula (see Appendix A) rather than through courses specifically designed for the certificate program.

SECTION II: Need

This certificate program does not seem to be serving any immediate needs for students that can not already be accomplished through advising.

SECTION III: Institutional Impact

The impact of suspending this program is minimal. The two students currently enrolled would be allowed to complete their certificates. If the program suspension is approved by EPC, no additional students would be admitted to the certificate program.

SECTION IV: Finances

Suspending this program would save the colleges \$8000 annually in program administration fees. The current faculty coordinator also supports suspension of the program.

Submitted by:

Utah State University Colleges of HASS and NR.
Department of Political Science

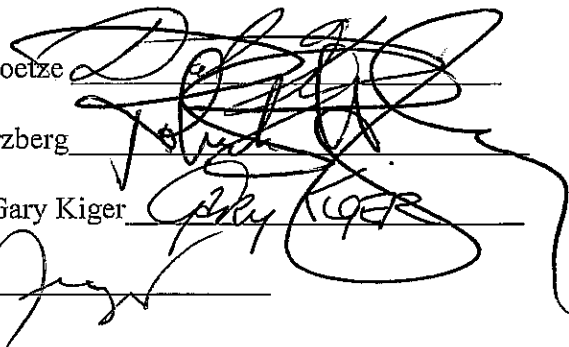
Institutional Signatures:

Program Coordinator, Political Science, David Goetze

Department Head, Political Science, Roberta Herzberg

Dean of Humanities, Arts, and Social Sciences, Gary Kiger

Dean of Natural Resources, Nat Frazer



Appendix A

Certificate Program in Natural Resource and Environmental Policy

Utah State University 2007-2009 General Catalog 437

Coordinator: David B. Goetze

Location: Main 328D

Phone: (435) 797-1316

E-mail: dgoetze@hass.usu.edu

Lead Department: Political Science

Staff Assistant: Shelly K. Schiess

Location: Main 320

Phone: (435) 797-1306

FAX: (435) 797-3751

Graduate Program Description

The Natural Resource and Environmental Policy Graduate Certificate is an interdisciplinary program designed for students seeking graduate degrees in fields related to environmental and natural resource policy analysis. The program introduces students to complementary scientific and social scientific perspectives on environmental and natural resource policy, linking the scientific dimensions of policy to its social context and to the operation of political and economic institutions. Courses that satisfy program requirements are currently offered by the departments of Agricultural Systems Technology and Education; Business Administration; Economics; Environment and Society; Wildland Resources; History; Landscape Architecture and Environmental Planning; Political Science; and Sociology, Social Work and Anthropology. The program helps to prepare students for careers in public or private sector policy analysis, environmental planning, environmental program assessment, natural resource policy administration, environmental and natural resource consulting, and environmental and natural resource policy advocacy.

Certificate

Students who complete the Policy Program receive a certificate in Natural Resource and Environmental Policy. Notification of this certificate appears on the student's transcript.

Admission Requirements

Admission to the Certificate Program is open to students accepted into a master's degree program or a doctoral degree program at Utah State University, provided their degree program requirements include development of a written research paper or project defended before the student's graduate committee. In all cases, the thesis, research report, or dissertation must contain a significant component addressing natural resource or environmental policy.

Prerequisites

Prior to admission into the Natural Resource and Environmental Policy Graduate Certificate Program, a student must complete at least one upper-division or graduate course in ecology, biological systems, earth processes, or ecosystem management. In addition, each student must also complete at least one upper-division or graduate course in economics, political science, history, or sociology. With the approval of the program coordinator, appropriate professional experience can serve as a substitute for either one of these prerequisites.

Graduate Committee

The student's graduate committee must include one faculty member affiliated with the Policy Program to advise the student on meeting the program requirements and in selecting core courses.

Course Requirements (14 credits)

Courses taken to satisfy requirements in a student's major or minor area of study can also be used to satisfy Natural Resource and Environmental Policy Graduate Certificate requirements.

Required Courses (5-6 credits)

NR 6430 Natural Resource and Environmental Policy

Cornerstone Seminar (3 cr) or

POLS 5180 Natural Resource Policy (3 cr)3

And

ENVS 5300 Natural Resources Law and Policy (2 cr) or
ENVS 5320 Water Law and Policy in the United States (3 cr)2 or 3
Elective Courses (8-9 credits)

Because of ongoing changes in the curricular offerings of the participating departments, the list of Natural Resource and Environmental Policy Graduate Certificate elective courses is updated annually. Students entering the program should immediately obtain a current list of electives from the program coordinator or staff assistant. Students may petition the program coordinator to use as electives courses not included on the current list; however, to gain approval as an elective, a course must have significant environmental or natural resource policy content.

Approved elective courses include the following:

ASTE 6260 Environmental Impacts of Agricultural Systems3
ECON 6500 Introduction to Natural Resource Economics3
ECON 6510 Introduction to Environmental Economics3
ENVS 5640/6640 Conflict Management in Natural Resources3
ENVS 6000/7000 Theoretical Foundations in Human
Dimensions of Ecosystem Science and Management3
ENVS 6130 Policy Aspects of Wildland Recreation3
ENVS 6530 Natural Resources Administration2
HIST 6460 Seminar in Environmental History3
POLS 5200 Global Environment3
SOC 6620 Environment, Technology, and Social Change3
SOC 6630 Natural Resources and Social Development3
SOC 7620 Sociology of Environmental Hazards and Risks3
WATS 6330 Large River Management3

**•Request to Restructure
the Elementary Education and Secondary Education Departments
at Utah State University
into a School of Teacher Education and Leadership**

**College of Education and Human Services
Utah State University
January 1, 2008**

**Request to Restructure
the Elementary Education and Secondary Education Departments
at Utah State University
into a School of Teacher Education and Leadership**

**College of Education and Human Services
Utah State University**

Section I: The Request

Utah State University requests approval to restructure its Elementary Education and Secondary Education departments into a School of Teacher Education and Leadership. This request is not for a new program or department; instead, the request is to reorganize two existing departments into one unit which can more effectively address the shared mission of K-12 teacher education at undergraduate and graduate levels. Restructuring would be effective in Fall Semester, 2008.

At the undergraduate level, the Elementary Education Department prepares students for licensure in early childhood (K-3), elementary (1-8), and middle level education (5-9), and the Secondary Education Department prepares students for both middle level and secondary education (6-12). At the graduate level, the two departments offer separate master's and specialist's degrees, but collaborate extensively in offering dual-listed courses, state-approved teaching endorsements, the administrative/supervisory certificate, and doctoral (EdD and PhD) programs.

The proposed School of Teacher Education and Leadership would unify the undergraduate and graduate teacher education programs into a single K-12 structure with one administrative head. The overarching aim of reorganization is to improve the effectiveness and efficiency of Utah State's K-12 teacher preparation as well as its preparation of education leaders.

Section II: Need

Our rationale for restructuring the two departments into a School of Teacher Education and Leadership includes the following goals:

- ***To elevate the coherence and quality of Utah State's teacher education programs statewide.*** To better address Utah's critical teacher shortage and to respond effectively to the increased scrutiny of teacher preparation at state and national levels, we seek to emphasize and promote the stature of teacher education at Utah State University.
- ***To enhance K-12 partnerships with local educational agencies.*** Currently, school district leaders must negotiate and coordinate with two independent departments in order to carry out K-12 district-university partnerships to improve teacher preparation.
- ***To realign K-12 teacher preparation with Utah State Office of Education licensure and with national directions.*** Middle-level education presently resides in both Elementary and Secondary Education Departments. Unifying the two departments' efforts in middle

level education should result in a better program, with more efficient use of faculty.

- ***To increase the efficiency of K-12 advising and field experiences.*** The two departments now maintain separate units for advising and field experiences. Through restructuring, a single K-12 advising unit and a K-12 field experiences unit can better meet student needs.
- ***To advance interdisciplinary K-12 external funding proposals and research.*** Currently, external funding proposals tend to be narrowly associated with either elementary or secondary education. Through restructuring, K-12 faculty can more easily collaborate with faculty in other colleges on interdisciplinary proposals. In addition, the restructuring will likely result in an increased focus on K-12 teacher education research specifically.
- ***To streamline administration of K-12 graduate degree programs and endorsements.*** The two departments presently offer many dual-listed courses for their graduate degrees; however, because these degrees differ in their processes for admissions and advising, graduate students are sometimes confused by differing expectations. Restructuring will allow faculty to revisit graduate degree and endorsement requirements.
- ***To streamline administration of K-12 offerings through our Regional Campuses and Distance Education (RCDE).*** Unifying the two departments' efforts in distance delivery of programs and in the hiring of HB185 faculty for regional campus program delivery will enable RCDE to more efficiently budget for teacher education in rural Utah.
- ***To foster K-12 faculty subgroups of shared professional interest.*** Faculty expertise resides in both departments in such disciplines as literacy, English as a Second Language (ESL), science and math, and foundations and curriculum. Restructuring will allow for faculty with shared professional interests to better collaborate.
- ***To enhance the recruitment of high quality faculty and leadership candidates.*** Given a national trend toward K-12 teacher preparation within a single organizational unit, most new PhDs have been prepared within a College of Education that has such an organizational structure. Furthermore, experienced leadership candidates seek positions in departments with a K-12 organizational structure.
- ***To foster ongoing program evaluation and increase the efficiency of accreditation reviews.*** Currently, program evaluation and accreditation reviews are managed within each separate department. Through restructuring into a single K-12 unit, redundancy will be reduced.

The current organizational structure that separates elementary from secondary education is out of the national mainstream. For 2008, *U.S. News and World Report* ranked Utah State's College of Education and Human Services in the top 2% of all colleges nationally (26th among 1200 colleges). However, for the 25 top-ranked colleges of education, only one separates elementary and secondary education into two separately administered units.

Section III: Institutional Impact

Enrollments: The proposed restructuring will not affect current enrollments in the two programs. Increasing efficiency and a mainstream organizational structure may result in increased enrollments.

Administrative Structure: The proposed restructuring will result in a single administrative unit named the School of Teacher Education and Leadership (TEAL), with a single Department Head who will also carry the title of Associate Dean for Teacher Education and Leadership. See attached organizational chart. The shaded area of the chart indicates the proposed changes. As shown on the chart, the Department of Special Education and Rehabilitation (SPER) will be affiliated with the School of TEAL; however, the SPER Department will remain an independent department because of its highly specialized mission.

Facilities: No new physical facilities or equipment will be required. Many faculty and staff will relocate within the third-floor space currently allocated to the two departments in the Emma Eccles Jones Education Building. For example, advising and field experience personnel from the two departments will occupy a single space on the third floor to integrate services, rather than two separated spaces. And faculty with a shared professional interest will be located in proximity to one another.

Faculty: The number of faculty and professional staff will not change. Because senior faculty will assume the roles of the three Program Chairs (see organizational chart), these faculty will have role statements that include administrative functions. The current staffing numbers are:

	<u>Elementary</u>	<u>Secondary</u>
Department Head	1 (interim DH)	1 (interim DH)
Tenure-track Faculty	15 (plus 1 in RCDE)	9 (plus 1 in RCDE)
Clinical Faculty	3	1
Lecturers	4	2 (plus 3 in RCDE)
Field Experience	1	1
Advisors	3	1
TOTAL	<hr/> 28	<hr/> 19

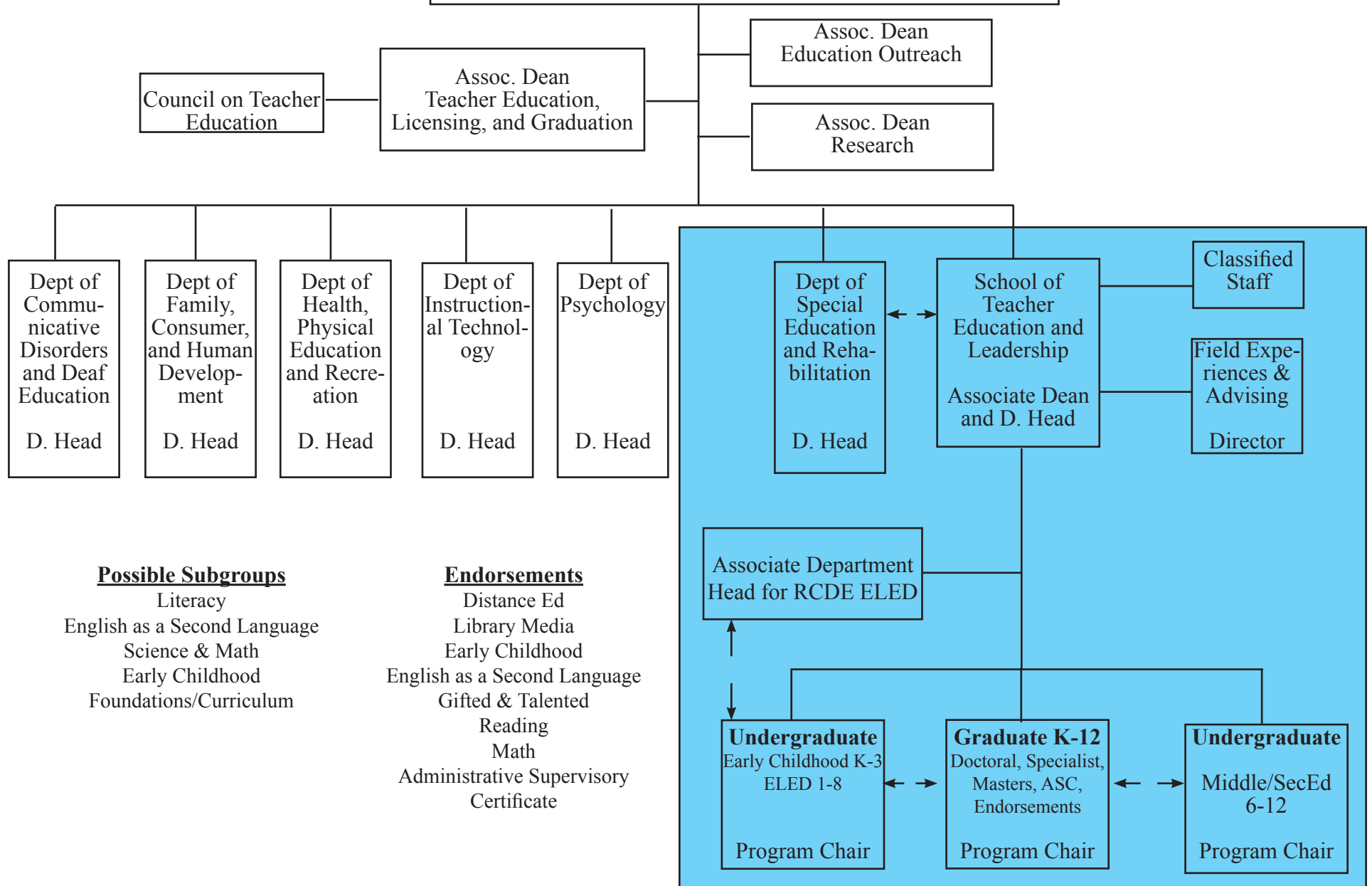
Section IV: Finances

Costs Anticipated: No additional costs are anticipated.

Budgetary Impact: With the current structure, 12-month salaries for two department heads are required. The proposed restructuring will require a single 12-month department head salary. The salary savings from the reduction of one department head will be used to enhance the salaries of the individuals who will assume increased responsibilities as program chairs within the School of TEAL and to enhance the salary of an individual who will coordinate K-12 advising and field experiences personnel. No cost savings are anticipated.

College of Education and Human Services

(Relationship between School of Teacher Education and Leadership and other Six Academic Departments)



Number 407

Subject: Academic Due Process: Sanctions and Hearing Procedures

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407.7 NONRENEWAL

7.1 Definition of NonRenewal

Nonrenewal is the ending of employment of tenure-eligible or term appointment faculty, other than by dismissal (policy 407.2.1(5)) or by termination (policy 406.2.3(2)). When nonrenewal occurs at the end of the pretenure probationary period for tenure-eligible faculty (policy 405.1.4), it is a denial of tenure.

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7.2 Reasons for NonRenewal

There are only three reasons for nonrenewal: ~~cessation of extramural funding that is required for a substantial portion of the salary support of the faculty member,~~ unsatisfactory performance of the faculty member's assigned role (policies 405.6.1 and 11.1), ~~or~~ failure to satisfy the criteria for the award of tenure; or cessation of extramural funding that is required for a substantial portion of the salary support of the faculty member. A denial of tenure shall be based upon tenure advisory committee review (policy 405.7.2). Nonrenewal prior to the end of the pre-tenure probationary period for tenure eligible faculty is an administrative decision of the department head, director, dean, or vice president and must be approved by the Provost and President. In making this decision regarding non-renewal, the department head, director, dean, or vice presidents is to take into consideration the most current and all previous reports from the tenure advisory committee. ~~Nonrenewal prior to the end of the pre-tenure probationary period may be based on tenure advisory committee review (policy 405.6.2(1)).~~ Tenure-eligible and term appointment faculty members may not have their appointments non-renewed for reasons which violate their academic freedom or legal rights.

PRPC requests clarification or guidance from Faculty Senate whether the statement "A denial of tenure shall be based upon tenure advisory committee review" should be placed in section 405.7.2.

402.3 MEMBERSHIP; ALTERNATES; TERM; VACANCIES

3.1 Membership

The Senate shall be composed of the following members: (1) Fifty-five faculty members elected by and from faculty members eligible to vote in Senate elections (see policy 401.6.3(2)(d)); (2) the President and the Provost of the University or their designees; (3) eight appointees of the President of the University who shall be vice presidents and/or deans, six of whom must hold faculty appointments and must be designated annually preceding elections to the Senate; (4) the four chairs of the Academic Freedom and Tenure Committee, the Budget and Faculty Welfare Committee, the Professional Responsibilities and Procedures Committee, and the Faculty Diversity, Development and Equity Committee, if they are not one of the faculty members elected to the Senate; and (5) three students, who shall include the Associated Students of Utah State University (ASUSU) President or a designee, the ASUSU Academic Senate President or a designee, and the Graduate Student Senate (GSS) President or a designee.

With the exception of faculty holding special or emeritus appointments, any member of the faculty who is not designated as a presidential appointee is eligible for election to the Senate.

For purposes of Faculty Senate elections and apportionment, USU faculty members with joint or multiple academic affiliations will only be counted in one unit. For example, faculty members on the Logan campus with appointments or affiliations with more than one academic unit will be counted in the academic department that administers their tenure. In a similar manner, faculty members on the regional campuses will be aggregated and counted into a single category (referred to as the Regional Campus and Distance Education unit) and will not be counted in the Logan campus academic departments to which they are affiliated. Any questions or disputes about where a faculty member is counted will be adjudicated by the Executive Committee of the Faculty Senate.

LEED Resolution

- Whereas:** President Stan Albrecht is a charter signatory to the American College & University Presidents Climate Commitment.
- Whereas:** This action is indicative of Utah State University's commitment to reduce greenhouse gas emissions and improving the sustainability of the University's operations.
- Whereas:** Energy costs continue to increase, placing a burden on Utah State University's operational budgets.
- Whereas:** The faculty of Utah State University has shown support to President Stan Albrecht's signing of the American College & University Presidents Climate Commitment.
- Whereas:** The faculty of Utah State University understands that there is a compelling case for imminent climate change and a resulting movement towards a new paradigm for the use of energy and other natural resources.
- Therefore:** The faculty urges Utah State University to grasp the opportunity to provide leadership in these key early years of the 21st Century, by both altering our consumption of natural resources and creating new academic programs integrating key knowledge and issues that will define the future.

We strongly encourage USU to take the following actions:

1. Reduce future energy consumption and the associated financial resources, by requiring that all new USU buildings be designed and constructed to meet the *Leadership in Energy and Environmental Design (LEED) Green Building Rating System™* silver certification or equivalent.
2. Encourage and support the faculty to design new academic programs that will integrate knowledge and ideas that connect climate change to energy, natural resources, sustainability, economics, and various cultural and social issues.