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1-11-2010

## Faculty Senate Agenda, January 11, 2010

Utah State University

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## **FACULTY SENATE MEETING**

January 11, 2010

3:00 – 4:30 p.m.

Merrill-Cazier Library, Room 154

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### **Agenda**

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- 3:00 Call to Order**.....Ed Heath  
Approval of Minutes November 30, 2009
- 3:05 Announcements**.....Ed Heath  
1. Roll Call  
2. BFW – Faculty Input on Furloughs (Vance Grange, BFW Chair)
- 3:10 University Business**.....Stan Albrecht, President  
Raymond Coward, Provost
- 3:30 Information Items**  
1. Information on Administrators Reviews.....Ed Heath  
2. Budget Advisory Committee Report.....John Kras & Vince Wickwar
- 3:45 Consent Agenda**.....Ed Heath  
1. Council on Teacher Education Report  
2. Scholarship Advisory Board Report  
3. EPC Items
- 3:50 Proposal to form Ad Hoc Committee - Code Compliance Committee**.....Ed Heath
- 4:30 Adjournment**



**USU FACULTY SENATE  
MINUTES  
NOVEMBER 30, 2009  
Merrill-Cazier Library, Room 154**

Ed Heath called the meeting to order at 3:01 p.m.

**Approval of Minutes**

Steve Burr moved to approve the minutes of September 14, 2009. Motion was seconded by Vince Wickwar and carried.

**Announcements**

**Roll Call.** Senators, alternates and guests are reminded to sign the roll call sheet.

**Faculty Forum minutes posted on FS webpage.** Forum minutes are available on the Faculty Senate webpage.

**University Business – President Stan Albrecht, Chief of Staff Sydney Peterson.**

President Albrecht addressed the concerns raised in the Faculty Forum regarding administrators' performance reviews and faculty input on the budget committee. By code all executive officers are subject to a comprehensive review of their performance at least every five years. Provost Coward is entering his fifth year of service and his review will be conducted during Spring Semester and will include input from the faculty.

The Budget Advisory Committee was organized to reflect balance of all employee groups on campus and was co-chaired by Provost Coward and Vice President of Business and Finance Fred Hunsaker. Membership included one vice president, one dean, two members of faculty; one past president of the Faculty Senate and the incoming president of the Faculty Senate, and one staff member. All cuts that were enacted came to the committee from the vice presidents and deans, who were given great flexibility in determining the strategic cuts for their units. The purpose of the committee was four fold;

1. To assess how cuts would affect other units
2. To evaluate the potential impact on revenue opportunities
3. To challenge administrators to be innovative and thoughtful in making cuts
4. To challenge administrators to provide new ideas for strategic investment.

Where there may be concerns about lack of faculty involvement in the process, those concerns are better addressed with individual deans and department heads as all recommendations came to the committee from that level.

Nationwide, higher education is suffering from the effects of the economy. In Utah, the state has lost nearly \$1 billion in revenue from 2007-2010. The rainy day fund has grown to about \$418 million over the last 5 years. These funds will be used once the economy shows signs of growth so as to not deplete the fund completely. New revenue sources, including tax increases, are being considered. Approximately \$180 million in new revenue could be generated by

implementing the sales tax on food, and \$100 million by a motor fuel tax as well as other one-time options. The issue is that the Governor will not approve any increase in taxes.

The faculty and administration of Utah State need to look to the future. The economic turn-around is possibly 5 to 10 years in coming. While the state will likely continue to fund the undergraduate teaching operations of the university at a level that will still allow us to attract a good undergraduate community, many parts of our operation as a research university will not be covered with enhanced revenue. This could include graduate education, graduate student stipends, libraries, advanced computing, research equipment, and salary supplementation for researchers and so on. USU will have to find new solutions to fund these basic parts of our research operations.

Additional grant and contract funding must be secured. The faculty has been very aggressive in this area, submitting 602 proposals compared to 479 at this time last year. Even in a difficult economy the Comprehensive Campaign is moving forward and more announcements are forthcoming. Other possible avenues to increase revenues may be expanding the summer school option as well as evening school and distance education.

Faculty asked if more furloughs are being considered. Furloughs may be considered again, especially if the legislature takes an additional cut of 1-5% in this year's budget.

The CEU draft of the Memorandum of Understanding has been completed and will be posted on the USU webpage.

As a cost saving measure, several traditional holiday events will not be held this year. In their place, Craig Jessop has agreed to present a concert December 18 and 19 and various groups and organizations will be invited to attend as guests of the university.

Chief of Staff Sydney Petersen informed the Faculty Senate of the upcoming Commencement activities. The Graduate Hooding and Commencement ceremony will be Friday, December 11. The procession begins at 1:00 and the ceremony begins at 1:30. The undergraduate ceremony will be Saturday, December 12. Students are to line up in the Field House at 9:30 the procession begins at 10:00 and the ceremony at 10:30. This will be the final December Commencement due to declining participation and budget issues.

### **Information Items**

**Faculty Evaluation Committee Report – Greg Podgorski.** A pilot test is being conducted this semester of the nationally normed IDEA instrument. Advantages to the form are that it is research based, it is field tested, and has been in existence for 30 years. There are a number of published studies on the reliability and validity of the form. This form allows faculty to choose the teaching objectives on which they will be rated. Two scores are provided, a raw score and an adjusted score that factors in uncontrollable elements, such as class size, is the class required or elective, etc. The report results provide specific suggestions for improvement of instruction. Some disadvantages to this instrument are that the results reports are quite complex and the form is substantially longer than the current evaluation. There is also significant increased cost. None of USU's peer institutions use a nationally normed instrument and there are few if any similar universities using this form. [It was later discovered that one peer institution, New Mexico State University, uses the IDEA form.] The committee will conduct focus groups of students to gauge the reaction to this form and will also revisit the issue of moving evaluations online. Pilot faculty and department heads will be contact for their reactions to the IDEA form.

### **Consent Agenda Items**

ASUSU representative Spencer Lee informed the senate that ASUSU will be encouraging students to write their legislative representative concerning the budget impacts on higher

education. He asked that faculty of chosen classes allow a student representative to give a 3-5 minute presentation in class.

A motion was made and seconded to approve the consent agenda. Motion carried.

### **Key Issues and Action Items**

**PRPC Code Changes Section 401.3 & 401.4, First Reading – John Engler.** PRPC proposes to eliminate the distinction between resident and non-resident faculty and suggests that role statements should be followed for promotion and tenure issues. The phrase “as determined by professional colleagues” was added in several places for clarification. Senate members question exactly what the phrase means, if it is necessary, and if it is in conflict with other parts of code. John indicated that PRPC also suggested removing the phrase “evidence of scholastic promise” because it is unknown what that means. There was some discussion that in 401.3.4 (1) the phrase role assignment should be changed to role statement. Regarding the rank of extension agents, feedback from Noelle Cockett is that the title of Extension Agent is not used; therefore, PRPC recommends striking this from the code. A number of issues and concerns were expressed that PRPC consider when they bring this section back to the Senate for a second reading.

A motion was made to accept this as a first reading and send it back to the committee for further changes and they will bring it back for a second reading. Motion carried.

**Recommendation to form an Ad Hoc Committee to review university reports of non-adherence to the Faculty Code – Ed Heath.** Ed Heath brought forward a proposal from the Faculty Senate Executive Committee that an ad hoc committee be formed. The membership would consist of the Faculty Senate Past President, an elected member from a college of the BFW and AFT committees. The purpose of the committee would be to receive reports of instances where there was non-compliance to the code and then refer it to upper administration for appropriate action. Instances could also be reported to the Faculty Senate President who could then refer it to the ad hoc committee to take forward.

Senate members raised questions as to whether or not this would involve disciplinary action. The feeling is that it would not. It would serve as a nonbinding mechanism of raising awareness and correcting issues without invoking the grievance process. No one would be obligated to report violations. Discussion continued regarding the advantages and disadvantages of an ad hoc committee versus amending the code and creating a new senate committee. Creation of an ad hoc committee could be completed very quickly where as the creation of an official senate committee would not be completed until July 2010.

A motion was made to form an ad hoc committee consisting of the three mentioned individuals to take referrals of possible code violations and report them to upper administration for appropriate corrective action. Mike Parent made a substitute motion to send the issue back to the Faculty Senate Executive Committee to draft a written motion to establish an ad hoc committee and bring the issue back to the senate for a vote at the next meeting. Motion with amendment was seconded and carried.

### **Adjournment**

Motion to adjourn at 4:40 p.m.

### Recent USU Deans Reviews, Current Deans

Dean		Start Date	Last Review Date	Type of Review	Number of Faculty who Responded
Scott	Hinton	6/1/2002	Spring 2006	Upward Paper Evaluation Form	5
Carol	Strong	4/15/2005	Spring 2006	Upward Paper Evaluation Form	5
Noelle	Cockett	1/1/2006	Spring 2004 (previous appointment)	Upward Paper Evaluation Form	unknown
Nat	Frazer	1/1/2006	Spring 2009	Paper Evaluation Survey	16
Doug	Anderson	7/1/2006	Spring 2009	360 degree performance evaluation sponsored by AACSB	23
Yolanda	Flores-Niemann	6/15/2008	None	NA	NA
Rick	Clement	7/1/2008	None	NA	NA
James	MacMahon	10/1/2009	None	NA	NA
<b>Total:</b>					<b>49</b>

Department Head Review Summary, Current Department Heads									
Reviewed in 2006 only		Reviewed in 2008 only		Reviewed in 2006 & 2008		New, Not yet reviewed		Not New, Not Reviewed	
#	%	#	%	#	%	#	%	#	%
3	7%	8	20%	11	27%	19	46%	0	0
Rahmeyer, William	Engineering	Cardenas, Carolyn	HASS	Becker, Kurt	Engineering	Bowles, Tyler	Business		
Sims, Ron	Engineering	DeWald, Daryll	Science	Carpenter, Charles	Agriculture	Brunson, Mark	Natural Resources		
Wood, Byard	Engineering	DuToit, Johan	Natural Resources	Cooley, Don	Science	Cutler, Richard	Science		
		Hall, Brad	HASS	Foley, Beth	Education and Human Services	Dever, Martha	Education and Human Services		
		Herzberg, Roberta	HASS	Jones, Norm	HASS	Dolny, Dennis	Education and Human Services		
		Johnson, John	Business	Krannich, Richard	HASS	Hengge, Alvan	Science		
		Luecke, Chris	Natural Resources	Lee, Tom	Education and Human Services	Jakus, Paul	Agriculture		
		Roemer, Ann	HASS	Lignugaris/Kraft, Ben	Education and Human Services	Jessop, Craig	HASS		
				Miller, Bruce	Agriculture	Michael, Sean	HASS		
				Shervais, John	Science	Moon, Todd	Engineering		
				Sojka, Jan	Science	Peacock, Gretchen	Education and Human Services		
						Pease, Ted	HASS		
						Recker, Mimi	Education and Human Services		
						Roper, Teryl	Agriculture		
						Skousen, Clifford	Business		
						Thomas, Jeannie	HASS		
						Walther, Larry	Business		
						White, Ken	Agriculture		
						Wilson, JoAnn	HASS		

# Recent USU Department Head Reviews

Department Head	College	Review Date	Number of Faculty Surveyed	Number of Faculty who Responded	Number of Faculty Surveyed 2008	Number of Faculty who Responded
			2006	2006		2008
Bunch, Tom	Agriculture	none	not yet DH		interim DH	
Carpenter, Charles	Agriculture	2006, 2008	21	20	24	20
Healey, Mark	Agriculture	2006	34	25	no longer DH	
Kjelgren, Roger	Agriculture	none	not yet DH		interim DH	
Miller, Bruce	Agriculture	2006, 2008	10	10	13	9
Rupp, Larry	Agriculture	2006	32	26	no longer DH	
Bailey, DeeVon	Agriculture/Business	none	not yet DH		leaving as DH	
Chandler, Gaylen	Business	2006	14	12	no longer DH	
Fawson, Chris	Business	2006	20	14	no longer DH	
Forcht, Karen	Business	2006	16	15	no longer DH	
Jenson, Richard	Business	2006, 2008	14	12	14	12
Johnson, John	Business	2008	not yet DH		15	14
Stephens, Alan	Business	2006	15	12	leaving as DH	
Warnick, Alan	Business	2008	not yet DH		15	12
Burnham, Byron	Education and Human Services	2006	10	8	no longer DH	
Dever, Martha	Education and Human Services	none	not yet DH		interim DH	
Dorward, James	Education and Human Services	none	not yet DH		interim DH	
Foley, Beth	Education and Human Services	2006, 2008	16	16	24	23
Freeman, Michael	Education and Human Services	none	not yet DH		interim DH	
Kelsey, Craig	Education and Human Services	2006	11	9	no longer DH	
Lee, Tom	Education and Human Services	2006, 2008	25	25	28	26
Lignugaris/Kraft, Ben	Education and Human Services	2006, 2008	12	12	19	16
Nelson, Dennis	Education and Human Services	none	not yet DH		interim DH	
Stein, David	Education and Human Services	2006, 2008	24	22	24	19
Becker, Kurt	Engineering	2006, 2008	10	8	9	5
Bose, Tamal	Engineering	2006	17	14	no longer DH	
Moon, Todd	Engineering	none	not yet DH		interim DH	
Rahmeyer, William	Engineering	2006	30	21	dean chose not to review	
Sims, Ron	Engineering	2006	13	11	dean chose not to review	
Wood, Byard	Engineering	2006	14	13	dean chose not to review	
Brabec, Elizabeth	HASS	2006	8	7	no longer DH	
Cardenas, Carolyn	HASS	2008	not yet DH		18	14
Cole, Glenda	HASS	2006	6	6	no longer DH	
Hall, Brad	HASS	2008	not yet DH		24	20
Herzberg, Roberta	HASS	2008	not yet DH		17	14
Hueneman, Charlie	HASS	2006	23	16	no longer DH	
Johnson, Colin	HASS	none	reason for no review unknown		leaving as DH	
Jones, Norm	HASS	2006, 2008	16	16	18	17
Krannich, Richard	HASS	2006, 2008	24	24	26	23
Morrison, Nicholas	HASS	none	not yet DH		interim DH	
Neely, John	HASS	2006	13	13	no longer DH	
Roemer, Ann	HASS	2008	not yet DH		6	5
Saperston, Bruce	HASS	2006	20	19	no longer DH	
Simmons, Randy	HASS	2006	10	9	no longer DH	
Smitten, Jeffrey	HASS	2006, 2008	30	25	50	38
Sweeney, Mike	HASS	2006, 2008	7	7	8	6
Thomas, Jeannie	HASS	none			interim DH	
Timmons, Michael	HASS	none			interim DH	
DuToit, Johan	Natural Resources	2008	less than 1-year as DH		32	25
Luecke, Chris	Natural Resources	2008	just returned to DH position		12	11
Tainter, Joseph	Natural Resources	none			only there one year	
Cooley, Don	Science	2006, 2008	16	11	18	13
DeWald, Daryll	Science	2008	not yet DH		48	33
Scheiner, Steve	Science	2006, 2008	18	16	18	16
Shervais, John	Science	2006, 2008	8	7	7	7
Sojka, Jan	Science	2006, 2008	15	11	24	17
Thompson, Russell	Science	2006	31	24	leaving as DH	
Totals:			603	516	511	415



Annual Report to the Faculty Senate

From The

University Council on Teacher Education

(One Page Summary)

Academic Year  
September 1, 2008 - August 31, 2009

College of Education and Human Services

Utah State University

## ***Activities of the Council***

### **Program Changes**

The Council approved the recommended changes to the English as a Second Language (ESL) Endorsement/minor.

The Council approved the Department of History's recommended changes to the History Teaching Major. These changes will better prepared students for the Praxis II History Content exam.

The Council approved the Department of Health, Physical Education, and Recreation's request to rename their BS in Physical Education to BS in Human Movement Sciences.

The Council approved the School of Teacher Education and Leadership's proposed Masters Degree Specialization in Instructional Leadership.

### **Policy Changes**

The Elementary and Secondary Teacher Education programs will now require the fingerprint application to be completed as part of their admission process into teacher education.

The English Department will now accept MATH 1030 for English Teaching Majors in place of MATH 1050 or STAT 1040.

Second bachelors students requesting admission into teacher education will be admitted based on their GPA for the last 60 credits on the first BS.

Students who score high enough on the USU Math Placement Test for calculus will not be required to complete MATH 1050 to be admitted into teacher education.

### **Information Items**

USU's teacher education programs will be nationally reviewed by the Teacher Education Accreditation Council (TEAC) on November 7-8, 2011.

The Teacher Education Assistance for College and Higher Education (TEACH) "Grant" provides \$4,000 per year in grants for graduate and undergraduate students who intend to teach full time in a high-need area (ESL, Speech/Language Pathology, Foreign Language, Mathematics, Reading Specialist, Science, and Special Education) for at least four years in schools that serve students from low-income families. Undergraduates may receive a maximum of \$16,000 and graduate students may receive a maximum of \$8,000.

Students who have had infractions since their initial background clearance will be required to complete a second background check at their expense.

The Utah State Office of Education has set cut-off scores for the following Praxis Tests: Administrative/Supervisory Certificate, Business, and Family Consumer Sciences.

Students who register with ETS online will receive their Praxis Test scores online.

## ***Student Profile***

There was a decrease of 6% in total number of students admitted into Teacher Education programs during the 2008-09 year. The mean ACT scores (24.40) of new admissions continue to remain above the University's average for mean ACT scores. There was a 22.9% decrease in the number of graduates

recommended for educator licensure this year. The pass rate for the Praxis content tests was 93.3%. The placement rate for those seeking a teaching position was 88%.

Annual Report to the Faculty Senate

From The

University Council on Teacher Education

Academic Year

September 1, 2008 - August 31, 2009

Emma Eccles Jones

College of Education and Human Services

Utah State University

## **INTRODUCTION**

During the past year, September 2008 - August 2009, the University Council on Teacher Education has continued to exercise its responsibility for the coordination and regulation of the Teacher Education Program at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

1. development of teacher education curricula.
2. approval of all teacher education curricula.
3. admission and counseling procedures for students desiring to enter teacher education programs.
4. graduation requirements and the recommendation of graduates for professional licensure.

## **MEMBERSHIP**

The University Council on Teacher Education is composed of 25 voting members consisting of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the Vice Provost for Undergraduate Studies and Research, representatives from the departments within the Emma Eccles Jones College of Education and Human Services involved in the preparation of teachers, and representatives of the colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their staffs, and appointed by the Senate. The term of office is for three years with staggered appointments. The faculty member from the Emma Eccles Jones College of Education and Human Services selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the Emma Eccles Jones College of Education and Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any

teacher licensure program should receive consideration by the Council prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the State Department of Public Instruction, the Utah Education Association, and the Society of Superintendents are represented on the Council by one voting member from each respective organization. Students at the University are represented by the Senator from the Emma Eccles Jones College of Education and Human Services who has the privilege of one vote. An alternate student is designated to attend in the absence of the College's Senator. The membership of the Council for the 2008- 2009 academic year is identified on page 12 of the report.

The Council meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of Council members in the affairs of the Council. During the past year, approximately 65 percent of the membership was in attendance at all meetings.

## **ACTIVITIES OF THE COUNCIL**

### **Action Items**

#### ***Program Changes***

1. The Council approved the changes to the English as a Second Language (ESL) Endorsement and minor. The proposed changes include: Secondary education students will take LING 4400, and elementary students will take TEAL 4740/6760. Student will now receive the information that best matches their grade level teaching assignment. In addition, secondary education minor students will be required to take additional field work, TEAL 3300/4300 and 5600.

2. The Council approved the Department of History's changes to the History Teaching Major. The History Teaching Major will still require 39 credits but will require students to complete the following: 1) Take both halves of the American History Survey courses (HIST 2700 and HIST 2710); 2) Take POLS 1100 - United States Government and Politics; and 3) Reduce the number of required upper division history credits from 24 to 21.
3. The Council approved a request from the Department of Health, Physical Education, and Recreation to rename their BS in Physical Education to BS in Human Movement Sciences.
4. The Council approved a proposal from the School of Teacher Education and Leadership for a new Masters Degree Specialization in Instructional Leadership. This program will streamline the process for prospective administrators.
5. The Council approved proposed curriculum changes by the Departments of Communicative Disorders and Deaf Education; Health, Physical Education, and Recreation; Psychology; Special Education and Rehabilitation; and the School of Teacher Education and Leadership. These changes involved multiple departmental course approval forms.

### ***Policy Changes***

1. Elementary and Secondary Teacher Education programs will now require that the fingerprint application be completed as part of their admission process into teacher education. This requirement will ensure that students are cleared prior to their early field experiences. Students will also be expected to inform their advisors in the School of Teacher Education and Leadership of any arrest or conviction which may occur after the

initial background check. Students will be required to sign a form stating that they understand and comply with the self reporting requirement. In addition, once the semester has begun students who receive notification about not passing their background will be allowed to continue their current courses. The teacher education block will be placed back on the student's record in Banner once UPPAC notification has been received and will be removed off the student's record in Banner once UPPAC approval has been received.

2. The Higher Education Opportunity Act - Title II Teacher Education Requirements have been modified to include competencies in working with gifted and talented students. A discussion was initiated to determine how USU's teacher education programs will meet the new standards. Plans are being drafted by the School of Teacher Education and Leadership as to how these new standards will be met. These plans will be acted upon during the 2009-2010 academic year.
3. The Council approved a request from the English Department to accept MATH 1030 for English Teaching Majors in place of MATH 1050 or STAT 1040.
4. The Council voted to retain the same admission criteria for licensed teachers entering a new teacher education program that are currently being required for initial licensure students.
5. The Council approved a motion for second bachelors students in secondary education to be admitted based on their GPA for the last 60 credits rather than the most recent 30 credits. This procedure will be effective Fall 2010.
6. The Council approved that students who score high enough for admission into calculus on the USU Math Placement Test, do not have to take MATH 1050 in order to be



admitted into Teacher Education. Currently students who receive an ACT 25 in math do not have to complete Math 1050.

7. The Council voted to continue to require a teaching minor for all secondary education teaching majors with the exception of composite teaching majors.

### **Information Items**

1. USU's teacher education programs will be nationally reviewed by the Teacher Education Accreditation Council (TEAC) on November 7-8, 2011.
2. Advisors were reminded of ETS's reporting options for Praxis scores. 1) If students register by mail or phone, scores are sent in the mail. 2) If students register online, scores will be available online for 30 days and then removed off their website. A student who needs a copy of his/her score after this 30-day period, will be assessed a fee.
3. The Teacher Education Assistance for College and Higher Education (TEACH) "Grant" provides \$4,000 per year in grants for graduate and undergraduate students who intend to teach full time, in a high-need area (ESL, Speech/Language Pathology, Foreign Languages, Mathematics, Reading Specialist, Science, and Special Education) for at least four years at schools that serve students from low-income families. Undergraduate students may received \$16,000 and graduate students may receive \$8,000.
4. The Utah State Office of Education has set cut-off scores for Administrative/Supervisory (10410) - 620; Business (20100) - 590; and Family Consumer Sciences (10120) - 590.
5. Students who have had infractions since their initial background clearnce, will be required to complete a second background check at their expense.

6. Concern was expressed that with the upcoming budget cuts, teacher education programs may not be viewed as “essential to the university’s mission” because enrollments may be low. Council members were reminded to share with their departments that there is a nationwide shortage of teachers, and these programs are extremely important to both the state and the nation.
7. Student teachers who complete their student teaching out-of-state are not required to obtain a student teaching license from the Utah State Office of Education (USOE). Because these students will not be in the USOE CACTUS database, these students will not be permitted to complete their licensing application on-line. Students need to be made aware that their licensing approval process may take 6-8 weeks.
8. The Utah State Office of Education’s Student Teaching/Internship License is required for all students completing internships in the public schools including School Counseling and Communicative Disorders programs.
9. Educational Testing Service (ETS) announced that low volume Praxis exams are not offered during every Praxis testing date. The limited testing schedule is as follows:  
September, January, April and July – Agriculture 0700, Education of Deaf and Hard of Hearing 0271, French 0173, Geography 0920, Political Science 0930, Physical Science 0481, Speech 0220, Theater 0640. November, March, and June – German 0181, Latin 0600, Psychology 0390, Sociology 0950.
10. The Utah State Office of Education encourages graduates to use the online application at [www.teachers-teachers.com](http://www.teachers-teachers.com) to apply for all teaching jobs within Utah.
11. The Utah State Office of Education now requires that universities submit a written notification to them when new teaching majors/minors/endorsements will be offered.

This notification should include: 1) verification that the university's curriculum approval process has been completed; 2) documentation that the institution has notified its accrediting agency (NCATE or TEAC) of the addition to its teacher preparation programs; and 3) inclusion of the program description.

12. Engineering and Technology Education is considering changes to their composite teaching major. Proposed new course requirements would include a common core for all engineering majors. Feedback was sought from the Council to determine the feasibility of this new program.

## **STUDENT PROFILE**

***Students in the Teacher Education Program.*** Admission into the Teacher Education Program at Utah State University requires formal application to the Office of the Associate Dean for Graduation, Educator Licensing and Accreditation in the Emma Eccles Jones College of Education and Human Services as well as the department where the major work is being offered. Students are not permitted to enroll in professional courses in education until they have been admitted to the Teacher Education Program. The current admission guidelines require that an applicant have a cumulative 2.75 GPA and a minimum score of 21 in each of three areas (English, Social Sciences, and Natural Sciences) and 25 in Mathematics of the American College Test (ACT). In those areas where the ACT score is below the minimum, the applicant must complete the required General Education course work with a pre-established GPA.

A total of 420 students were admitted into the Teacher Education Program during the period September 1, 2008 through August 31, 2009. This total represents a decrease of six percent from the previous year. Table 1 presents a comparison of the students admitted into the Teacher Education Program by teaching major for the two-year period 2007-2008 and 2008-

2009. Tables 2, 3, and 4 provide comparative data related to the criteria upon which students were admitted into the program and ACT scores of the applicants. Table 5 provides data related to the mean ACT scores, USU GPA, and cumulative GPA. A review of these data indicate that ACT scores and GPAs of students admitted into the Teacher Education Program continue to compare favorably with the ACT scores and GPAs of their counterparts at the University. Two hundred sixty-four (264) students admitted into the Teacher Education Program during the 2008-2009 academic year submitted ACT scores. The mean composite ACT score of these 264 students was 24.4. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 23.6. The 420 students admitted into the Teacher Education Program had a mean USU GPA of 3.42 and a mean cumulative GPA of 3.44. The Office of Analysis, Assessment and Accreditation at the University reported the following mean GPAs for all students at USU for the 2008-2009 academic year:

Fall Semester 2008:                      Mean GPA = 3.53

Spring Semester 2009:                      Mean GPA = 3.50

In addition, there were 222 students admitted to post-bachelors education licensing programs [Administrative Supervisory Certificate (AS/C); Endorsements - Early Childhood, English as a Second Language, Gifted and Talented, Reading, Library Media, Counseling; and Alternative Special Education].

***Graduates Recommended for Certification.*** There were five hundred sixty-five (565) students recommended for educator licensing and endorsements. This total is a decrease of 22.9 percent in 2009 as compared to 2008 (see Table 6). Four hundred sixty-six (466) students were recommended for initial licensing in 2009. This total is an decrease of 14.9 percent in the number of initial licenses granted.

***Praxis Content Testing.*** Table 7 shows that there were 520 students who attempted the ETS Praxis II Content test in their major area. Four hundred eight-five (485) or 93.3% passed and thus will receive NCLB “highly qualified status” when they receive their Utah Level I teaching license. Pass rates for each content area ranged from 63% to 100%. The following content areas had a 100% pass rate: Biology, Business, Dual Elementary/Deaf Education, Earth Sciences, Engineering and Technology Education, Family Consumer Science Education, Geography, German, Health, Math Level II, Physical Education, Physical Science, Spanish, and Special Education.

Although students are not required to take the Praxis Principles of Learning and Teaching Test (PLT) until they have received their Level 1 teaching license, USU strongly encourages students to take the exam prior to graduation to enhance their marketability with school districts. Eight-four (84) students attempted the PLT and 83 passed the exam, resulting in a 99% pass rate.

***Placement of Program Graduates.*** The job placement rate of program graduates continues to be of interest to the Council. In 2009 a total of 536 graduates were recommended to the Utah State Office of Education for initial licensing in new concentration areas. Three hundred eighty-eight students (72%) responded to our placement survey. Of these, 337 (87%) were employed in Utah and 16 (4%) accepted teaching contracts out-of-state. These percentages represent an 88 percent placement rate for those seeking teaching positions (see Table 8). The 2009 placement rate is higher than the rate achieved in 2008 which was 82 percent. Some teaching majors have a much higher placement rate than others, and students seeking admission into the pre-service teacher preparation program should be informed that the probability for employment in some majors may not be as favorable as in other teaching areas. Placement rates

for each major ranged from 67% to 100%. The following majors had placement rates less than 75%: Business, Family Consumer Science Education, and Social Studies.

Additional statistics are as follows: eight (2.1%) were still seeking a teaching position; twenty-one (5.4%) were not seeking a teaching position; six (1.6%) had secured other employment, and three (.78%) were continuing their education.

## **SUMMARY**

This report provides the Faculty Senate with an account of the activities of the University Council on Teacher Education and the status of the Teacher Education Program for the 2008-2009 academic year. The Council's primary activities during this period have been directed at maintaining a quality program.

The membership of the Council is cognizant of the need for improving the quality of education offered by our public, private, and charter schools. This need, as a minimum, requires the preparation of highly motivated, well-trained professionally competent teachers. In response to this challenge, the University Council on Teacher Education will continue with its efforts to provide leadership, service, and control for the Teacher Education Program at Utah State University. The intent is to maintain a high quality pre-service teacher preparation program that will attract the "best and brightest" potential teachers. The information in this report provides evidence that the academic performance of students in the pre-service teacher education program compares favorably with and, in some instances, exceeds the performance of their peers in other academic programs.

**UTAH STATE UNIVERSITY**  
**COUNCIL ON TEACHER EDUCATION MEMBERSHIP**  
**2008-09 through 2010-2011**

College and Number	Department or Area	2007-08	2008-09	2009-10
Dean, CEHS (1)	Chairman			Carol Strong
Associate Dean, CEHS (1)				Francine Johnson
<b>Administration (1)</b>	<b>Vice Provost</b>			
Agriculture (1)	Ag. Education			Rudy Tarpley
	Family, Consumer Sci			Lindsey Shirley
Education (7)	Teacher Education and Leadership			Parker Fawson Martha Whitaker
	Inst Tech		Sheri Haderlie	
	Com Dis & Deaf Education			Dee Child (Beth Foley)
	Special Education & Rehabilitation			Ben Lignugaris/Kraft
	HPER			Dennis Dolny
	Psychology			Donna Gilbertson
Engineering (1)	ETE		Gary Stewardson	
Humanities, Arts & Social Sciences (3)	English		Steve Shively	
	Fine Arts			Carolyn Cardenas
	Theater Arts	Robbin Black		
Natural Resources (1)	Geography		Ted Alsop	
Science (2)	Mathematics		Brynja Kohler (Jim Cangelosi)	
	Biology			Richard Mueller
State Department of Public Instruction (1)	Teacher Personnel			Linda Alder
University (1)	Educ. Policy Com.		Scott Hunsaker	
UEA (1)	Public Schools			Kimilee Campbell
Society of Supts. (1)	Superintendents		Marshall Garrett	
ASUSU (1)	ASUSU	Jonathan Kidd		

**TABLE 1**

**A COMPARISON OF STUDENTS ACCEPTED INTO THE TEACHER EDUCATION  
PROGRAM, 2006-07 AND 2007-2008, BY TEACHING MAJOR**

<b>MAJOR</b>	<b>2007-08</b>	<b>2008-09</b>	<b>DIFFERENCE</b>
Communicative Disorders (SLP)*	47	5	-42
Early Childhood	6	7	1
Elementary Education (1-8)	137	114	-23
Elementary Education (K-6)	2	20	18
Dual, Elem Educ & Early Child	45	23	-22
Dual, Elem Educ & Com Dis	0	0	0
Dual, Elem Edu & Deaf Educ	5	2	-3
Dual, Elem Educ & Spec Educ	10	17	7
Dual, Spec Educ & Early Child	1	0	-1
Special Education	36	30	-6
<b>Secondary Education Majors</b>			
Chemistry	0	1	1
English	21	28	7
Geography	1	1	0
Health Education	11	3	-8
History	23	20	-3
Languages	4	14	10
Mathematics	4	10	6
P.E.	8	9	1
Physics	1	0	-1
Political Science	0	0	0
Psychology	1	2	1
Sociology	0	0	0
Theatre Arts	4	2	-2



**TABLE 1 (cont.)**

<b>MAJOR</b>	<b>2007-08</b>	<b>2008-09</b>	<b>DIFFERENCE</b>
<b>Composite Majors</b>			
Agricultural Education	7	21	14
Art Education	12	4	-8
Biological Science	5	1	-4
Business Education	3	1	-2
Earth Science	0	1	1
Engineering Technology Educ (ETE-TIED)	2	2	0
Family & Consumer Sciences Education	20	27	7
Marketing Education	n/a	n/a	n/a
Mathematics/Statistics	20	22	2
Music	7	19	12
Physical Science	4	5	1
Social Studies	1	9	8
<b>Teacher Education TOTAL</b>	448	420	-28
<b>Post Bachelors Licensing Program</b>			
Administrative Supervisory Certificate	50	29	-21
Alternative Secondary Education	16	0	-16
Alternative Special Education	52	87	35
Early Childhood Endorsement	2	2	0
English as a Second Language Endorsement	27	24	-3
Gifted & Talented Endorsement	60	48	-12
Reading Endorsement	21	2	-19
Library Media Certificate	16	12	-4
School Counseling	54	18	-36

**TABLE 1 (cont.)**

<b>MAJOR</b>	<b>2007-08</b>	<b>2008-09</b>	<b>DIFFERENCE</b>
<b>Post BS TOTAL</b>	282	222	-57
<b>Grand TOTAL</b>	727	642	-85

\* Graduate Teacher Education Program

**TABLE 2**

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY  
ADMISSION CRITERIA  
2008-2009**

CATEGORY	NUMBER OF STUDENTS ADMITTED			
	2007-2008	% of Total	2008-2009	% of Total
ACT Scores $\geq$ 21 in <u>ALL</u> four areas	167	32%	140	33%
ACT Scores $\geq$ 21 in at least one area	117	23%	119	28%
ACT Scores < 21 in <u>ALL</u> four areas	4	.5%	5	.5%
BS Degree (GPA of $\geq$ 2.75 on last 45 credits)	34	1%	9	1%
No ACT Score available	197	38%	147	35%
<b>TOTAL</b>	519		420	

**TABLE 3**

**ACT SCORES OF STUDENTS ADMITTED TO TEACHER EDUCATION  
BY TEST AREA  
2007- 2008 AND 2008-2009**

<b>ACT TEST AREA</b>	<b>NUMBER OF STUDENTS ADMITTED</b>			
	<b>2007-2008</b>		<b>20087-2009</b>	
	<b>ACT <math>\geq</math> 21</b>	<b>ACT &lt;21</b>	<b>ACT <math>\geq</math> 21</b>	<b>ACT &lt;21</b>
English	147 (51%)	32 (11%)	213 (81%)	43 (16%)
Mathematics	124 (43%)	55 (19%)	184 (70%)	70 (70%)
Social Sciences	159 (55%)	21 (7%)	220 (83%)	30 (11%)
Natural Sciences	140 (140%)	36 (13%)	215 (81%)	36 (14%)
	N=288		N=264	

**TABLE 4**

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY  
ADMISSION CRITERIA, BY MAJOR  
SEPTEMBER 1, 2008 - AUGUST 31, 2009**

<b>Teaching Major</b>	<b>Total # of Students Admitted</b>	<b># students with ACT scores <math>\geq</math> 21 in at least one area</b>	<b># of students with ACT scores &lt; 21 in all areas</b>	<b># students with B.S. degree</b>	<b># of students with no ACT scores</b>
Agricultural Education	21	14	0	1	7
Art Education	4	1	0	0	3
Biological Science	1	0	0	0	1
Business Education	1	1	0	1	0
Chemistry	1	1	0	0	0
Communicative Disorders	5	1	0	0	4
Early Childhood	7	6	0	0	1
Earth Science	1	0	0	0	1
Elem Education (1-8)	114	109	0	2	5
Elem Education (K-6)	20	19	0	0	1
Engineering Technology Educ (TIED)	2	0	0	0	2
English	28	4	0	0	24
Dual, El Ed & ECH	23	22	1	0	0
Dual, El Ed & ComD	0	0	0	0	0
Dual, El Ed & Deaf Educ	2	2	0	1	0
Dual, El Ed & Spec Educ	17	15	0	0	2
Dual, Spec Ed & Early Child	0	0	0	0	0
FCSE	27	6	0	0	21
Geography	1	1	0	0	0
Health Education	3	0	0	0	3

Teaching Major	Total # of Students Admitted	# students with ACT scores $\geq 21$ in at least one area	# of students with ACT scores $< 21$ in all areas	# students with B.S. degree	# of students with no ACT scores
History	20	5	0	0	15
Languages	14	3	0	0	11
Marketing Education	n/a	n/a	n/a	n/a	n/a
Math	10	6	0	0	4
Math/Stat	22	12	0	0	10
Music	19	13	0	0	6
Physical Education	9	1	0	0	8
Physical Science	5	2	0	0	3
Physics	0	0	0	0	0
Political Science	0	0	0	0	0
Psychology	2	1	0	0	1
Social Studies	9	4	0	0	5
Sociology	0	0	0	0	0
Special Education	30	18	3	3	9
Theatre Arts	2	0	0	0	2
<b>TOTAL</b>	420	267	4	9	149

\*does not include Alternative Secondary Education, Reading Endorsement, School Counseling

**TABLE 5**

**STUDENTS' MEAN COMPOSITE ACT SCORES, USU GPA,  
CUMULATIVE GPA BY MAJOR, AT THE TIME OF ADMISSION INTO THE TEACHER  
EDUCATION PROGRAM  
SEPTEMBER 2008 THROUGH AUGUST 2009**

<b>Teaching Major</b>	<b>No. of Students Admitted</b>	<b>Students with ACT Scores</b>	<b>Students w/o ACT Scores</b>	<b>No. of Students with BS</b>	<b>Mean ACT Score</b>	<b>Mean USU GPA</b>	<b>Mean Cum GPA</b>
Agricultural Education	21	14	7	1	24.38	3.42	3.21
Art Education	4	1	3	0	20.75	3.53	3.71
Biological Science	1	0	1	0	n/a	3.3	3.3
Business Education	1	1	0	1	26	3.3	3.3
Chemistry	1	1	0	0	31.5	3.87	3.87
Communicative Disorders	5	1	4	0	20	3.3	3.3
Early Childhood Education	7	6	1	0	26	3.8	3.77
Earth Science	1	0	1	0	n/a	3.06	2.59
Elem Education (1-8)	114	109	5	2	24.11	3.52	3.49
Elem Education (K-6)	20	19	1	0	25.11	3.53	3.46
Engineering Tech Ed (ETE)	2	0	2	0	n/a	3.17	2.73
English	28	4	24	0	23.25	3.59	3.53
Dual, El Ed & ECH	23	23	0	0	24.63	3.64	3.55
Dual, El Ed & ComD	0	0	0	0	n/a	n/a	n/a
Dual, El Ed & Deaf Educ	2	2	0	0	23	3.6	3.74
Dual, El Ed & Spec Educ	17	15	2	1	24.08	3.49	3.54
Dual, Spec Educ & EC	0	0	0	0	n/a	n/a	n/a
FCSE	27	6	21	0	25.9	3.41	3.44

Teaching Major	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Geography	1	1	0	0	26	3.8	3.8
Health Education	3	0	3	0	n/a	3.17	3.06
History	20	5	15	0	22.2	3.31	3.31
Languages	14	3	11	0	25	3.49	3.45
Marketing Education	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math	10	6	4	0	27.5	3.59	3.8
Math/Stat	22	12	10	0	24.52	3.53	3.43
Music	19	13	6	0	25.79	3.61	3.63
Physical Education	9	1	8	0	29.75	3.26	3.12
Physical Science	5	2	3	0	29.63	3.13	3.29
Physics	0	0	0	0	n/a	n/a	n/a
Political Science	0	0	0	0	n/a	n/a	n/a
Psychology	2	1	1	0	28	3.82	3.65
Social Studies	9	4	5	0	23.81	3.5	3.27
Sociology	0	0	0	0	n/a	n/a	n/a
Special Education	30	21	9	3	22.63	3.25	3.24
Theatre Arts	2	0	2	0	n/a	3.1	3.5
<b>TOTAL</b>	<b>420</b>	<b>271</b>	<b>149</b>	<b>9</b>	<b>25.34</b>	<b>3.45</b>	<b>3.42</b>



**TABLE 6**  
**TEACHER EDUCATION PROGRAM GRADUATES**  
**RECOMMENDED FOR TEACHER LICENSING**  
**2002-2009**

	2002	2003	2004	2005	2006	2007	2008	2009
<b>Dual</b>	33	25	29	34	34	34	44	44
<b>Early Childhood</b>	10	12	9	8	3	5	6	0
<b>Elementary</b>	162	187	175	163	151	172	156	149
<b>Elementary K-6</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Secondary</b>	125	109	147	125	92	111	143	113
<b>Ungraded</b>	83	88	43	134	143	127	131	57
<b>Art</b>	4	5	2	8	3	6	3	3
<b>ComD</b>	16	19	28	14	11	16	26	23
<b>HPER</b>	n/a	24	21	24	24	8	22	16
<b>Lib Media</b>	23	8	17	17	13	6	22	11
<b>Music</b>	10	17	11	13	4	11	9	9
<b>School Counseling</b>	51	27	29	31	32	19	53	18
<b>School Psychology</b>	5	2	4	4	3	4	5	2
<b>Special Education</b>	81	109	93	119	92	123	113	120
<b>TOTAL</b>	603 (452)	632 (490)	608 (456)	694 (544)	605 (468)	642 (475)	733 (548)	565 (466)

\*Numbers in parenthesis indicate the number of **first** certificates for that year.

**Table 7**

**PRAXIS RESULTS OF TEACHER EDUCATION PROGRAM GRADUATES  
RECOMMENDED FOR INITIAL LICENSING  
2008-2013**

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Administrative/ Supervisory Certificate	0410-Educational Leadership & Supervision	#690	4	#	19	18 (95%)						
Ag Education	0700-Agriculture	#580	12	#	3	#						
Art Education	0133- Art: Content Knowledge	#170	4	#	3	#						
Biology	0235- Biology: Content Knowledge	149	8	8 (100%)	8	8 (100%)						
Business Education Bis Comp & Info Sys	0100-Business Education	#650	3	3 (100%)	5	5 (100%)						
Chemistry	0245-Chemistry: Content Knowledge	151	5	4 (80%)	7	6 (86%)						
Deaf Education	0271-Educ of Deaf & Hard of Hearing Students	#173	0	0	n/a	n/a						
Dual: Early Childhood//Deaf Education	0014-Elementary Educ: Content Knowledge	150	0	0	0	0						
Dual: Early Childhood/ Elementary Education	0014-Elementary Educ: Content Knowledge	150	9	7 (78%)	24	22 (92%)						
Dual: Elementary/Deaf Education	0014-Elementary Educ: Content Knowledge	150	3	3 (100%)	6	6 (100%)						
Dual: Elementary/Special Education	0014-Elementary Educ: Content Knowledge	150	8	8 (100%)	16	15 (94%)						
Early Childhood	0014-Elementary Educ: Content Knowledge	150	2	2 (100%)	0	n/a						
Earth Science	0571- Earth Sci: Content Knowledge	153	1	1 (100%)	2	2 (100%)						

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Economics	0910- Economics	560	0	0	0	0						
Elementary Education	0014–Elementary Educ: Content Knowledge	150	125	109 (86%)	149	140 (94%)						
Engineering & Technology Education	0050-Technology Education	600	5	5 (100%)	7	7 (100%)						
English	0041-English Lang: Literature & Composition: Content Knowledge	168	27	20 (74%)	22	16 (73%)						
Family & Consumer Science	0120-Family & Consumer Sciences	#640	18	#	11	11 (100%)						
French	0173-French: Content Knowledge	161	1	1 (100%)	0	0						
Geography	0920-: Geography	#680	6	5 (83%)	2	2 (100%)						
German	0181-German: Content Knowledge	153	1	1 (100%)	1	1 (100%)						
Health Education	0550-Health Educ	670	16	16 (100%)	8	8 (100%)						
History	0941- World & US History: Content Knowledge	156	44	23 (52%)	19	12 (63%)						
Integrated Science	0435-General Sci: Content Knowledge	166	0	0	0	0						
Latin	0600-Latin	610	2	1 (50%)	0	0						
Marketing Education	0100-Business Educ	#650	3	3 (100%)	n/a	n/a						
Math Level II Endorsement	0069-Middle School Mathematics	145	10	10 (100%)	15	15 (100%)						
Mathematics/ Math/Stats	0061-Mathematics: Content Knowledge	138	42	31 (74%)	21	20 (95%)						
Music	0113-Music Content Knowledge	#165	4	4 (100%)	9	#						
Physical Education/ PE/Coaching	0091- Physical Ed: Content Knowledge	152	8	8 (100%)	9	9 (100%)						

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Physical Science	0070-Chemistry, Physics, General Sci	570	0	0	0	0						
Physical Science	0481-Physical Sci: Content Knowledge	#640	2	#	1	1 (100%)						
Physics	0265- Physics: Content Knowledge	136	4	3 (75%)	4	3 (75%)						
Political Science	0930-Government/ Political Sci	#710	6	#	2	#						
Psychology	0390- Psychology	#670	6	#	1	#						
Sch Counseling	0420-Sch Guidance & Counseling	#660	1	#	18	#						
Sch Psychology	0401- School Psychologist	#700	2	2 (100%)	2	#						
Social Studies	0081-Social Studies: Content Knowledge	159	8	7 (86%)	6	5 (83%)						
Sociology	0950-Sociology	#670	1	1 (100%)	0	0						
Speech	0220-Speech Communication	#660	1	#	0	0						
Spanish	0191-Spanish: Content Knowledge	161	3	3 (100%)	13	13 (100%)						
Special Education	0014-Elementary Educ: Content Knowledge	150	22	22 (100%)	41	38 (93%)						
Special Education	0353-Educ of Exceptional Students: Core Content Knowledge	155	13	13 (100%)	22	22 (100%)						
Special Education	0511-Fundamental Subjects: Content Knowledge	150	25	24 (96%)	38	37 (97%)						
Special Education	0069-Middle School Math	145	3	3 (100%)	2	2 (100%)						
Special Education	0049-Middle School English/Language Arts	155	1	1 (100%)	1	1 (100%)						

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Theatre	0640-Theatre	#700	3	#	3	#						
		<b>TOTAL</b>	472	3 52* (85%)	520	485* (93.3%)						

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012		2013	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Principles of Teaching & Learning: Early Childhood	0521	160	8	7 (86%)	0	0								
Principles of Teaching & Learning: Grades K-6	0522	160	111	104 (94%)	33	32 (97%)								
Principles of Teaching & Learning: Grades 5-9	0523	160	11	9 (81%)	3	3 (100%)								
Principles of Teaching & Learning: Grades 7-12	0524	160	69	66 (96%)	48	48 (100%)								
		<b>TOTAL:</b>	199	186 (93%)	84	83 (99%)								

# - No Utah cut-off score established

\* - Percent does not include tests with no cut-off score

**TABLE 8**

**PLACEMENT OF TEACHER EDUCATION PROGRAM GRADUATES  
RECOMMENDED FOR INITIAL LICENSING FOR THE PERIOD  
SEPTEMBER 1, 2008 THROUGH AUGUST 31, 2009**

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Ad/Supervisory	28	27	22	0	0	0	5	0	81%	100%
Ag Ed	3	3	3	0	0	0	0	0	100%	100%
Art Ed	3	2	2	0	0	0	0	0	100%	100%
Biological Science	8	6	6	0	0	0	0	0	100%	100%
Business	4	3	0	1	0	0	0	0	75%	75%
Chemistry	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Com Dis	23	16	16	0	0	0	0	0	100%	100%
Earth Science	2	2	1	0	0	0	0	1	50%	100%
All Dual Majors	44	35	29	5	0	0	1	0	97%	100%
Early Childhood	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Elem Educ (1-8)	149	103	88	7	1	3	4	0	92%	96%
Elem Edu (K-6)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
English	18	10	9	0	0	1	0	0	90%	90%
ETE/ITE/TIED	7	5	4	0	1	0	0	0	80%	80%
FCSE	11	7	5	0	1	1	0	0	71%	71%
Geography	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Health Education	7	3	1	1	0	0	0	1	67%	100%
History	19	10	8	0	2	0	0	0	89%	89%
Marketing Ed	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mod Languages	8	4	3	0	0	0	1	0	75%	100%
Math	21	17	14	2	0	0	0	1	94%	100%

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Music Ed	9	5	2	1	0	0	2	0	60%	100%
PE	9	3	3	0	0	0	0	0	100%	100%
Physical Science	1	1	1	0	0	0	0	0	100%	100%
Physics	1	1	1	0	0	0	0	0	100%	100%
Psychology	1	1	1	0	0	0	0	0	100%	100%
Political Science	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Psychology	2	2	2	0	0	0	0	0	100%	100%
Social Studies	5	3	2	0	0	1	0	0	67%	67%
Special Education	33	25	21	0	0	2	2	0	84%	91%
Special Education Alternative	87	79	79	0	0	0	0	0	100%	100%
Speech/Theater	3	3	3	0	0	0	0	0	100%	100%
Library Media	11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Counselor	18	11	8	0	0	0	3	0	73%	100%
TOTALS	536	388	337	16	6	8	18	3	88%	98%

NOTES: Percent (Column 10) =  $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3}}$

Percent (Column 11) =  $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3} - \text{Column 8} - \text{Column 9}}$

- No data available

\*graduate may be teaching in major or minor content area

# SCHOLARSHIP YEAR END REPORT FOR 2008-09

Undergraduate scholarships are reported by college. There are 13 types of undergraduate waivers, awarded by the Admissions office according to legislative mandates and university policy.

College and departmental awards are awarded at the college/departmental level from college cash accounts or endowments.

Cash from outside sources is not awarded by the university, but is generally given to students chosen by employers and other outside donors.

The graduate and athletic scholarships are reported on the second page of this report.

<b>COLLEGE OF AGRICULTURE - undergraduate</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>	<b>Change from 2007/08, Students</b>	<b>Change from 2007/08, Amount</b>
University In-State Tuition (10% Waivers)	89	\$ 239,827	11%	7%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	80	\$ 546,435	11%	24%
Other Admissions Scholarships	150	\$ 341,353	-11%	-12%
Departmental Scholarships	186	\$ 292,164	-1%	-1%
Other USU Scholarships	41	\$ 152,693	24%	141%
Cash from Outside Sources	79	\$ 181,478	-1%	20%
<i>Total Unduplicated Recipients</i>	<i>*461</i>	<i>\$ 1,753,949</i>	<i>2%</i>	<i>12%</i>

<b>HUNTSMAN SCHOOL OF BUSINESS - undergrad</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>	<b>Change from 2007/08, Students</b>	<b>Change from 2007/08, Amount</b>
University In-State Tuition (10% Waivers)	251	\$ 852,083	34%	70%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	63	\$ 498,055	26%	72%
Other Admissions Scholarships	244	\$ 436,217	-23%	-42%
Departmental Scholarships	200	\$ 515,481	13%	41%
Other USU Scholarships	562	\$ 937,478	105%	28%
Cash from Outside Sources	92	\$ 205,941	8%	-3%
<i>Total Unduplicated Recipients</i>	<i>*1054</i>	<i>\$ 3,445,256</i>	<i>38%</i>	<i>21%</i>

<b>EEJ COLLEGE OF EDUCATION AND HUMAN SERVICES - undergraduate</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>	<b>Change from 2007/08, Students</b>	<b>Change from 2007/08, Amount</b>
University In-State Tuition (10% Waivers)	268	\$ 670,733	22%	23%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	181	\$ 1,303,364	3%	25%
Other Admissions Scholarships	473	\$ 1,032,863	-17%	-18%
Departmental Scholarships	258	\$ 627,881	15%	7%
Other USU Scholarships	123	\$ 144,836	-18%	-3%
Cash from Outside Sources	254	\$ 461,298	-8%	-8%
<i>Total Unduplicated Recipients</i>	<i>*1176</i>	<i>\$ 4,240,975</i>	<i>-7%</i>	<i>4%</i>

<b>COLLEGE OF ENGINEERING - undergraduate</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>	<b>Change from 2007/08, Students</b>	<b>Change from 2007/08, Amount</b>
University In-State Tuition (10% Waivers)	281	\$ 787,660	7%	10%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	133	\$ 964,945	6%	28%
Other Admissions Scholarships	305	\$ 590,397	-9%	-32%
Departmental Scholarships	304	\$ 362,774	-3%	21%
Other USU Scholarships	168	\$ 1,418,975	12%	9%
Cash from Outside Sources	115	\$ 273,053	6%	15%
<i>Total Unduplicated Recipients</i>	<i>*865</i>	<i>\$ 4,397,804</i>	<i>2%</i>	<i>5%</i>

<b>COLLEGE OF HASS - undergraduate</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>	<b>Change from 2007/08, Students</b>	<b>Change from 2007/08, Amount</b>
University In-State Tuition (10% Waivers)	458	\$ 1,196,497	8%	15%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	223	\$ 1,577,337	23%	48%
Other Admissions Scholarships	621	\$ 1,293,754	-11%	-16%
Departmental Scholarships	297	\$ 455,308	-4%	2%
Other USU Scholarships	196	\$ 368,465	8%	-6%
Cash from Outside Sources	244	\$ 521,525	19%	40%
<i>Total Unduplicated Recipients</i>	<i>*1463</i>	<i>\$ 5,412,886</i>	<i>3%</i>	<i>11%</i>



<b>COLLEGE OF NATURAL RESOURCES - undergrad</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>	<b>Change from 2007/08, Students</b>	<b>Change from 2007/08, Amount</b>
University In-State Tuition (10% Waivers)	25	\$ 64,658	79%	78%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	15	\$ 101,921	25%	50%
Other Admissions Scholarships	37	\$ 70,245	42%	8%
Departmental Scholarships	55	\$ 157,216	12%	17%
Other USU Scholarships	31	\$ 26,269	24%	17%
Cash from Outside Sources	19	\$ 54,216	19%	26%
Total Unduplicated Recipients	*125	\$ 474,525	18%	29%

<b>COLLEGE OF SCIENCE - undergraduate</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>	<b>Change from 2007/08, Students</b>	<b>Change from 2007/08, Amount</b>
University In-State Tuition (10% Waivers)	208	\$ 562,445	5%	3%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	128	\$ 983,969	17%	49%
Other Admissions Scholarships	317	\$ 636,227	0%	-13%
Departmental Scholarships	111	\$ 214,186	73%	77%
Other USU Scholarships	127	\$ 498,412	5%	10%
Cash from Outside Sources	124	\$ 217,489	5%	-9%
Total Unduplicated Recipients	*700	\$ 3,112,728	0%	13%

<b>TRANSITION MAJORS** - undergraduate</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>	<b>Change from 2007/08, Students</b>	<b>Change from 2007/08, Amount</b>
University In-State Tuition (10% Waivers)	158	\$ 393,318	8%	18%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	221	\$ 1,446,011	73%	23%
Other Admissions Scholarships	350	\$ 617,648	16%	0%
Departmental Scholarships	36	\$ 57,749	-	-
Other USU Scholarships	270	\$ 502,234	-64%	-31%
Cash from Outside Sources	172	\$ 355,954	225%	41%
Total Unduplicated Recipients	*950	\$ 3,372,913	-31%	9%

\* Indicates the total unique number of students in each college that received an award.

**LEGEND FOR 2008-2009 SCHOLARSHIP REPORT:**

- ♦ 10% Legislative approval for 10% of in-state tuition to be awarded to students
- ♦ ISU/USU, 100 Mile Radius, Western Undergraduate Exchange, SB170 & HB75  
\$4,253.13 (ISU), \$2,126.57 (100) and \$3,295.18 (WUES) per semester respectively.
- ♦ Other Admissions Scholarships include waivers that are not 10%, and cash.
- ♦ Departmental Scholarship – Funded by endowments or contracts set up by departments
- ♦ Other USU Scholarships - Includes Student Support Services, Auxillaries, Special Programs and Categories and other scholarships that are not categorized as Admissions or Departmental.
- ♦ # of Recipients - A student may be listed in more than one category due to multiple awards.
- ♦ \*\*Transition Majors include Continuing Education and Unclassified Students.

<b>TOTAL FOR EACH ACCOUNT PLUS GRADUATES AND ATHLETES</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>	<b>% Difference from 2007/08 for # of Recipients</b>	<b>% Difference from 2007/08 for \$AMOUNT</b>
University In-State Tuition (10% Waivers)	1738	\$ 4,767,221	13.52%	20.91%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	1044	\$ 7,422,037	22.39%	35.06%
Other Admissions Scholarships	2497	\$ 5,018,704	-8.53%	-19.43%
Departmental Scholarships	1447	\$ 2,625,011	9.46%	16.68%
Other USU Scholarships	1518	\$ 4,049,361	-9.86%	5.29%
Cash from Outside Sources	1099	\$ 2,270,954	16.54%	13.02%
Graduate Students	1039	\$ 4,872,466	-2.99%	-10.61%
Athletes	309	\$ 2,633,719	-5.50%	8.38%

**Grand Total** **\*\*\*8142 \$ 33,659,473** **1.18%** **6.34%**

\*\*\*Indicates the total unduplicated amount of students (including students receiving graduate and athletic awards).

## **Report from the Educational Policies Committee December 7, 2009**

The Educational Policies Committee met on December 3, 2009. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page and are available for review by the members of the Faculty Senate and other interested parties.

During the December 3<sup>rd</sup> meeting of the Educational Policies Committee, the following discussions were held and key actions were taken.

1. Approval of the report from the Curriculum Subcommittee meeting of December 3, 2009 which included the following notable actions:
  - The Curriculum Subcommittee approved 80 requests for course actions
  - The request from the Department of Family, Consumer and Human Development to offer a Master's degree in Marriage and Family Therapy was approved.
  - It was the decision of the Curriculum Subcommittee to list inactive courses in the General Catalog at the end of the course descriptions under a separate heading titled "Inactive Courses". Presently, they are listed among a department's course offerings with the language "This course is not currently being taught" in the description, causing confusion. The "Inactive Courses" heading will include the statement, "these courses are not currently being taught".
2. Approval of the report from the Academics Standards Subcommittee meeting of November 19, 2009. Of note:
  - Repeated Course Grades: For information only, the committee reaffirmed that USU should continue its practice of using the most recent course grade when a course is repeated rather than the best course grade, thus no change in policy was made.
  - Current Academic Standing: The committee approved a motion to use attempted hours rather than earned hours in the calculation of a student's academic standing. Briefly, the change is that a student will be allowed up to 36 attempted credit hours rather than 30 earned hours before a GPA of less than 2.00 triggers an official academic warning. The rationale for this proposed change is to give students more warning when they are in academic trouble so they have a greater chance of recovering. (The entire proposed academic policy language change can be found on the Academic Subcommittee website).

3. Approval of the report of the General Education Subcommittee meeting of November 17, 2009. Of note:

- The following General Education courses were approved:  
**SPCH 4200 (DSS)**  
**USU 1300 (BAI)**  
**PRP 3050 (QI)**

For information only:

- Enrollment Report: The near future of general education enrollment was discussed in the context of seat availability vs. staffing in light of budget reduction actions. Academic units are encouraged to examine their general education seat offerings next year in comparison to past years to reveal problem areas that will need to be addressed.
- CIL Faculty Survey: The ad hoc committee of the General Education Subcommittee charged with conducting a faculty survey reported that they received over 200 faculty responses to the survey on the applicability of the CIL exam as it currently is structured. The ad hoc committee will report on the findings of the survey at the next meeting.

## Code Compliance Committee

The Executive Committee of the Utah State University Faculty Senate proposes the formation of an ad hoc committee to oversee reviewing issues of non-compliance to the University Policies Manual (Code). The ad hoc committee will consist of the Past President of the Faculty Senate (Committee Chair) and one elected member of the Academic Freedom and Tenure Committee and one elected member of the Budget and Faculty Welfare Committee who shall be appointed by the President of the Faculty Senate. The charge of the committee will be to receive reports of possible non-compliance to the University Policy Manual, to discuss and investigate these reports, and by vote of the committee, determine if there appears to have been a violation of the code and forward evidence of such violations to the appropriate administrator (Dean, Director, Provost, or President) as needed.

The process for reporting issues of potential non-compliance of the code is outlined in the following paragraph.

Faculty members may contact the Faculty Senate President to report instances of suspected non-compliance. If requested, the Faculty Senate President will hold in confidence the name of the faculty member bringing the issue forward. The Faculty Senate President then turns the report of possible non-compliance over to the committee who will investigate and discuss the issue and vote on whether or not they think the code has been violated. If the committee believes that the code has not been followed, it will meet with the individual or unit who allegedly did not follow the code and try to resolve the problem. If the problem is not resolved as a result of this discussion, the committee will proceed up the administrative ladder until the problem is resolved. The committee will inform the Faculty Senate President of its progress, who will then inform the faculty member who initiated the complaint. Finally, at the end of the academic year the committee will report a summary of its activities, in general terms to protect confidentiality, to the Faculty Senate Executive Committee at their last meeting.