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FACULTY SENATE EXECUTIVE COMMITTEE

December 12, 2011
3:00 - 4:30 p.m.
Champ Hall

Agenda

- 3:00 Call to Order**.....Glenn McEvoy
Approval of Minutes November 21, 2011
- 3:05 Announcements**.....Glenn McEvoy
- Next Brown Bag Lunch w/President Tuesday, January 24 noon Champ Hall
- 3:10 University Business**.....Stan Albrecht, President
Raymond Coward, Provost
- 3:30 Information Items**
1. ASUSU Report.....Erik Mikkelsen
 2. Council on Teacher Education Report.....Francine Johnson
 3. Scholarship Advisory Board Report.....Patti Kohler
- 4:00 New Business**
1. EPC Items.....Larry Smith
 2. PRPC 402.3.2; 402.3.4 Vacancies (second reading).....Terry Peak
 3. Open Access.....Richard Clement
 4. Overload Compensation.....Raymond Coward
- 4:30 Adjournment**



FACULTY SENATE EXECUTIVE COMMITTEE MINUTES
NOVEMBER 21, 2011 3:00 P.M.
Champ Hall Conference Room

Present: Glenn McEvoy (Chair), Alan Blackstock, Richard Clement, Renee Galliher, Doug Jackson-Smith (excused-Jeff Smitten sub), Yanghee Kim, Pam Miller, Mike Parent (excused), Robert Schmidt, Flora Shrode, Blake Tullis, Dave Wallace, Ralph Whitesides, President Stan Albrecht (Ex-Officio) (excused), Provost Ray Coward (Ex-Officio) (excused), Vincent Wickwar (Past President), Joan Kleinke (Exec. Sec.), Marilyn Atkinson (Assistant)
Guests: Ed Reeve, John Mortensen, Terry Peak, Norm Jones

Glenn McEvoy called the meeting to order at 3:02 p.m.

Approval of Minutes

Vince Wickwar made a motion to approve the minutes of October 17, 2011. The motion was seconded by Robert Schmidt and passed unanimously.

Announcements

Brown Bag Lunch with the President & Provost. The next Brown Bag Lunch will be Friday, December 9th at 12:00 noon in Champ Hall.

University Business - President Albrecht and Provost Coward. No University Business was presented as the President and Provost were out of town.

Information Items

ASUSU Report – Erik Mikkelsen. Erik Mikkelsen was not in attendance. The report will be added to the December FSEC agenda.

Retention and Student Success Report – John Mortensen. As a result of the recent budget cuts and restructuring, the Office of Retention and Student Success was dissolved. John Mortensen will now have the responsibility for retention and student success. The goal is to continue to build on the successful programs the Office had implemented. John highlighted many goals from the report including increasing retention to 76% by 2016. Some of the two year program data reflected in the report are not considered reliable at this time. These data largely reflect programs offered by USU Eastern and there is not enough historical data in Banner for these programs yet. There is excitement regarding a new degree audit tool that students and advisors will be able to use to help track and plan students' courses of study and help them understand what requirements are left to fill for graduation. John is also expecting to add advisor assignments in Banner so students will know immediately who their advisors are and how to contact them.

Renee Galliher moved to place the report on the consent agenda and Yanghee Kim seconded. The motion passed unanimously.

New Business

EPC Items – Ed Reeve. There was no Academic Standards Report and no General Education sub-committee report this month. There were many name change and specialization proposals for EPC to consider and approve.

A motion was made to place the report as an action item on the Faculty Senate agenda by Vince Wickwar and seconded by Flora Shrode. The motion passed unanimously.

PRPC Section 402.3.2 and 402.3.4 Faculty Senate Vacancies – Terry Peak. PRPC revised wording to make it clearer that a documented effort to locate an alternate to attend meetings would be enough to avoid being removed from the senate. Vince Wickwar asked if the words "from Faculty Senate" be added after resigns in item number (1) to eliminate confusion about resigning from the university. The FSEC members agreed to the change. With this minor change included, a motion to place this on the Senate agenda as an action item for a first reading was made by Robert Schmidt and seconded by Vince Wickwar. The motion passed unanimously.

Presidential Task Force on Curriculum – Norm Jones. Norm Jones chairs the Presidential Task Force on Curriculum which is addressing the evolving crisis in the core curriculum and how to provide the core classes to a very large and growing student body. There is a lot of pressure to see that students graduate in a timely fashion, that there is access for them, that the university provides quality degree programs, and that general education is done more cost effectively than it has been in the past. The task force has been evaluating the core curriculum and sees where the system can improve in efficiency and quality. The task force has developed recommendations to accomplish these goals and these goals are outlined in the report attached to the meeting agenda. Several questions were raised from an advisors point of view about how this will affect students' class schedules and education plans. Norm indicated that the task force is still in an information gathering stage and would like to have senators' feedback, ideas, reactions and options on their work so far.

A motion to present the report as an information item was made by Yanghee Kim and seconded by Vince Wickwar. The motion passed unanimously.

External Review Letters – Glenn McEvoy. As the code was revised last year to integrate CEU, section 405.7 of the code dealing with external review letters was postponed for review until this year. The pertinent issue is that there is a growing number of faculty for whom research is a very small part--or not a part--of their role statements. The code, in dealing with promotion and tenure reviews, currently requires external letters for research activities only. The suggestion has been made that external reviewers evaluate teaching for faculty with larger teaching than research roles. A draft proposal was forwarded to the Provost who passed it along to the Deans. The Deans have submitted a recommended revision to the Faculty Senate changing the wording to read that external reviewers evaluate "performance, record and accomplishments." The FSEC members discussed this issue and alternatives at length and decided that Glenn McEvoy and Vince Wickwar will attend the PRPC meeting on November 29th to continue the discussion.

A motion to move the discussion of external peer review letters to PRPC was made by Robert Schmidt and seconded by Yanghee Kim. The motion passed unanimously.

Open Access – Glenn McEvoy. Richard Clement asked for time in the December FSEC meeting to make a presentation on Open Access.

Results of Faculty Forum – Glenn McEvoy. The Faculty Forum was held November 7, 2011 and items from the Forum agenda below will be handled individually in the following manner:

- Five year post tenure review process. The Provost has directed that a task force be formed as quickly as possible to assess the enforcement of the policy around campus. Glenn McEvoy and Renee Galliher will both serve on the task force.
- Faculty involvement with campus design planning. The concern expressed during the Forum was in relation to the new student recreation center and its funding and loss of space for HPER faculty. Glenn suggested he would talk with the Provost about UPRPC's involvement in the planning of the center and faculty participation in UPRPC.
- Overload compensation. Faculty comments suggested considerable confusion and some angst around the university associated with the current policy on overloads. Glenn McEvoy suggested Provost Coward might come to the FS meeting in January to clarify past and current enforcement of the policy found in Section 376 of the Code and the extent to which individual colleges and units may make policy choices that are more restrictive than the Code (e.g., prohibit overload compensation altogether rather than adhere to the 20% upper limit provided in policy 376). Ralph Whitesides made a motion to invite Provost Coward to the January 9th FS meeting and Vince Wickwar seconded. The motion passed.
- Faculty compensation. There were no comments on this item from faculty during the Forum meeting.
- Effective integration of USU Eastern faculty with their home departments. Glenn McEvoy and Pam Miller will discuss this problem further, and then Glenn will follow-up with the Provost.

Adjournment

Robert Schmidt moved to adjourn the meeting, Ralph Whitesides seconded. The meeting adjourned at 5:05 p.m.

Minutes Submitted by: Joan Kleinke, Faculty Senate Executive Secretary, 797-1776

2010-2011 Annual Report

ASUSU

Compiled by: Erik Mikkelsen, President

Membership

President:	Erik Mikkelsen
Executive VP:	Kirsten Frank
Student Advocate VP:	Jason Russell
Athletics VP:	Ryan Baylis
Programming VP:	Zach Larsen
Diversity VP:	Brooke Evans
Service VP:	Maddie Busteed
Academic Senate President:	Tanner Wright
Ag Senator:	Jarvis T. Pace
Art Senator	Mary Jacobson
Business Senator:	Scot Marsden
Engineering Senator:	Riley Bradshaw
Education Senator:	Becky Checketts
HASS Senator	Erika Norton
Natural Resources Senator:	Blake Thomas
Science Senator:	Joe Watson
Grad. Student VP:	Cami Jones
Administrative Assistant:	Jordan Hunt
Public Relations Director:	Hannah Blackburn
Activities Director:	Kellen Hansen
Traditions Director:	Kylie Martinez
Arts & Lectures Director:	Marie Squyres
RCDE Representative:	Justin Watkins

Vision

To create more opportunities for more students to get **FROM** college

Purpose

The Associated students of Utah State university (ASUSU) is an organization that enhances the quality of student life and acts as the liaison with the University staff, faculty, and administration. In order to make this possible ASUSU is organized into three main bodies; Executive council, Academic Senate and Student Traditions Activities and Arts Board (STAB).

Meetings

Executive Council	Tuesdays @ 5:00 PM	TSC Senate Chambers
Academic Senate	Mondays @ 5:00 PM	TSC Senate Chambers
STAB	Wednesdays @ 5:00 PM	TSC Fireplace Room

Initiatives

Executive Council:

Aggie Recreation Center (ARC) & Student Legacy Park:

- ARC
 - Plans for the ARC having been moving forward smoothly. An architectural firm (CRSA) was chosen to complete a feasibility study for the project at the end of the spring 2011 semester. The feasibility study is now completed with digital renderings of the building sitting on the playing field directly west of the HPER building. These plans will be put to a student vote during the ASUSU elections at the end of February 2012.
- Student Legacy Park
 - Student Legacy Park is an arm of the development of the ARC plan. The park will include 250,000 square feet of artificial turf playing fields directly north of the ARC. The project will include one full size soccer field, two flag football fields, and softball fields in the north west and south east corners of the fields. The project will also include an automated lighting system allowing the fields to be used into the night. Around the fields will be other amenities including a running track, outdoor basketball court, and outdoor sand volleyball courts. This project will also be put to a student vote along with the ARC at the end of February 2012.
- Both of these projects will improve the overall experience/retention of students at Utah State.

Leadership Development Course

- In an effort to help students get more out of their involvement experience ASUSU has established a team to start a leadership development lecture series to supplement and give direction to the involvement opportunities that we offer. Students will have the opportunity to listen to professional leadership development lectures 6 -10 times per semester as well as track their service hours to receive internship credit. A pilot program has been developed and is running very smoothly with great feedback.

Education First Petition Drive

- ASUSU participated in a state wide petition drive to support higher education legislatively at the state level. USU was in a competition with the institutions throughout the state and we are proud to say that we were able to collect more petitions per student than any other campus. The final count of petitions from USU was 7,300 which accounts for about 40% of campus.

Academic Senate:

Fund Allocations

- Classroom Improvement Fund: \$74,000
- Sophomore Scholarship: \$10,000
- Academic Opportunity Fund: \$31,000

STAB

This year STAB programs have been bigger than ever. We have seen record attendance at almost every event that has been held. Along with increased attendance there has been a very large increase in demand for involvement opportunities. The STAB board has worked hard to create more positions and delegate more responsibility and are reporting much higher involvement rates

- Activities:
 - Howl:
 - This year the Howl was capped at 6,000 participants and sold out long before the night was over. With some reconfigurations of way finding and line functions the night ran much smoother.
 - Aggie Event Series
 - In an effort to provide more opportunities for students to get involved and a larger diversity of events the activities programmers developed the Aggie Events Series. The Event series has one event every month giving students a lot more to chose from.
 - Aggie Cinema Series
 - The Cinema Series was developed for the same purpose as the event series and has now had two packed out showings in the ballroom.
- Arts and Lectures:
 - Event list:
 - Thriller
 - Zombie Lecturer
 - Tom Kreiglestein; “Dance Floor Theory”
 - Poetry and a beverage
 - International Free Hugs Day

Traditions:

- Homecoming Week:
 - Mr. USU competition: Winner, Kaho Fiefia
 - Battle of the bands
 - Paint dance
 - Street painting
 - Homecoming Dance

Annual Report to the Faculty Senate

From The

University Council on Teacher Education

(One Page Summary)

Academic Year
September 1, 2010 - August 31, 2011

College of Education and Human Services

Utah State University

Activities of the Council

Program Changes

The Council approved two MEd Programs: 1) MEd in Communicative Disorders and Deaf Education, Emphasis in Deaf Education, Concentration in Listening and Spoken Language, 2) MEd in Instructional Leadership

The Council approved program changes to the Social Studies Composite program, Elementary Teacher Education, and Human Movement Sciences, PE Teaching Emphasis

The Council approved the CEU/USU articulations. This approval involves all TEAL CEU/USU, FCHD CEU/USU, and HPER CEU/USU courses. All CEU courses will be listed as lower division. Those that are upper division will be accepted towards the degree, but will retain the CEU course number.

The Council voted to approved the elimination of the Education Specialist in Elementary Education and the Education Specialist in Secondary Education. These two programs will be subsumed in a newly titled degree, Education Specialist in Curriculum and Instruction.

The Council voted to approved the renaming of the Health Education Specialist degree to be Health Education and Promotion.

Policy Changes

The Council voted to approve the removal of the CIL exam requirement as an admission requirement to all Teacher Education programs. A discussion has begun within the Council as to possible replacements for the CIL to facilitate accreditation requirements to document technology competence of our teacher education graduates.

The Council approved to require the Utah State Office of Education's Ethics Review to be completed prior to student teaching.

The Council voted to approve the proposal that Physical Education Teaching majors may waive the INST 4015 course.

The Council approved the Disability Resource Center's request to increase the accommodated time limit for the writing exam be increased from 1½ hour to 2 hours for certain students.

The Council voted to approve a statement be added to all Teacher Education admission applications to require that students self disclose university honor code violations.

Information Items

USU's teacher education programs will be nationally reviewed by the Teacher Education Accreditation Council (TEAC) on March 5-9, 2012

The Utah State Office of Education announced two changes:

- * All foreign language teachers must pass the Oral Proficiency Interview (OPI) at a minimum score of "advanced low" in order to be licensed to teach a foreign language in Utah.
- * Effective Spring 2010, conditional licenses will no longer be available

Carol Lear from the Utah Professional Practices Advisory Council (UPPAC) clarified the procedures for students to self disclose any new charges after passing the background check

Partner departments were reminded that all students must pass a background check prior to completing their clinical experience in the public schools.

Student Profile

There was an increase of 2% in total number of students admitted into Teacher Education programs during the 2010-2011 year. The mean ACT scores (23.89) of new admissions continue to remain comparable to the University's average for mean ACT scores (23.9). There was a 12.7% increase in the number of graduates recommended for educator licensure this year. The pass rate for the Praxis content tests was 84%. The placement rate for those seeking a teaching position was 87%.

Annual Report to the Faculty Senate

From The

University Council on Teacher Education

Academic Year
September 1, 2010 - August 31, 2011

Emma Eccles Jones

College of Education and Human Services

Utah State University

INTRODUCTION

During the past year, September 2010 - August 2011, 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 2010- 2011 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 following program changes:
 - * A revised Social Studies Composite program to include an increase in geography courses.
 - * The following revisions to the Elementary Teacher Education program:
 - * reduce the number of credits for ITLS 4015 from 3 credits to 1 credit.

This will allow for the integration of a two-credit assessment and differentiation course

- * THEA 3320 as an alternative to PEP 3030, which is a required course in their Elementary Education teaching support minor. The PEP 3050 course has been an extremely difficult course to register for both on and off campus
- 2. The Council voted to approve the CEU/USU articulation. This approval involves all TEAL CEU/USU, FCHD CEU/USU, and HPER CEU/USU courses. All CEU courses will be listed as lower division courses. Those that are upper division will be accepted towards the degree, but will retain the CEU course number.
- 3. The Council voted to approve the following MEd programs:
 - * MEd in Communicative Disorders and Deaf Education, Emphasis in Deaf Education, Concentration in Listening and Spoken Language. This program will service students who do or do not already have the Special Education Birth to 5 licensure.
 - * MEd in Instructional Leadership will become available Fall 2011..
- 4. The Council voted to approved the elimination of the “Education Specialist in Elementary Education’ and ‘Education Specialist in Secondary Education.’ These two programs will now be encompassed in a newly titled degree, ‘Education Specialist in Curriculum and Instruction.’
- 5. The Human Movement Sciences, PE Teaching Emphasis was approved to substitute SecEd 3100 with PE 4350 and SecEd 4210 with PEP 4400. The Council also voted to approve the following required courses to become electives: HEP 2000, PEP 3550, PEP 4000, and PEP 4500. This will reduce the current 150 credit program to be more competitive with other PE teacher education programs throughout the state and country.

6. The Council voted to approve the renaming of the Health Education Specialist degree to Health Education and Promotion.
7. The Council approved proposed curriculum changes by the Departments of Communicative Disorders and Deaf Education; Instructional Technology and Learning Sciences; Mathematics and Statistics; Psychology; Special Education and Rehabilitation; Theater; and the School of Teacher Education and Leadership. These changes involved multiple departmental course approval forms.

Policy Changes

1. The Council voted to approve the removal of the CIL exam requirement as an admission requirement to the Teacher Education programs. This change was necessitated by the university dropping it as a university graduation requirement and no longer providing funds for the CIL.
2. The Council voted to require that the new Utah State Office of Education's Ethics Review to be completed prior to student teaching.
3. The Council approved the following statement to appear on all Teacher Education applications beginning January 2011.

Have you received any honor code violations at Utah State University or any other institution of higher education? Yes No

Honor code violations are considered when admission decisions are being made. I certify that all the information submitted on this application is complete and true to the best of my knowledge. Knowingly providing false information may result in my forfeiting admission into Utah State University's Teacher Education Programs. Applicant Signature (Required)

4. The Council voted to approve that Physical Education Teaching majors may waive the INST 4015 course. The program documented that the technology skills covered in INST 4015 are covered throughout their PE teacher education course work.

5. The Council approved the Disability Resource Center's request that the accommodated time limit for students with certain disabilities be increased from 1 ½ hours to 2 hours.

The standard time limit for the writing exam is one hour.

Information Items

1. USU's teacher education programs will be nationally reviewed by the Teacher Education Accreditation Council (TEAC) on March 5-9, 2012.
2. The Council has recommended that Praxis reporting should be per student and not by the number of attempts.
3. In light of accreditation requirements, the Council is discussing options to replacing the CIL exam. Accreditation requires that all teacher education programs document the competency of their graduates in the area of technology.
4. The Secondary Teacher Education program announced the Utah Virtual Academy High School, an Ogden charter school, as a new student teaching site.
5. Announcements from the Utah State Office of Education included the following:
 - * Effective Fall 2011 the Utah State Office of Education will no longer be offering the Integrated Science endorsement. In order to teach 7th/8th grade science, students will now be required to obtain a Middle School Science endorsement. This endorsement requires the teacher to have any of the other six science endorsements (chemistry, biology, environmental, earth, physics, or physical science).
 - * New Praxis cut-off scores have been announced. These include: Psychology - 620; School Psychologist - 165; School Guidance and Counseling - 60; Physical

Science: Content Knowledge - 150; Theatre - 630; Agriculture - 520; and
Government/Political Science - 660.

- * All foreign language teachers must pass the Oral Proficiency Interview (OPI) at a minimum score of “advanced low” in order to be licensed to teach a foreign language in Utah.
 - * Effective Spring 2010, ‘conditional licenses’ for students who do not pass their Praxis II exam will no longer be available
6. Carol Lear from UPPAC clarified the procedures for students to self-disclose any new charges after passing the background check.
- * Student contacts their teacher education advisor
 - * Advisor contacts Graduation, Educator Licensing, & Accreditation office. This office will then contact Renate Mullec at the Utah State Office of Education
 - * Renata will send the student a release form, which the student signs and returns with \$69
 - * Renate will then remove the student from the background check database
 - * Student re-does background check. Once notification of failure is complete, students provides necessary information to UPPAC
7. The national ETS testing date for July is July 23, but due to the July 24th holiday in Utah, ETS has given permission for Utah to administer the tests on July 30.
8. Partner departments were reminded that before a student is admitted into a clinical course, a background check must be completed.

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 493 students were admitted into the Teacher Education Program during the period September 1, 2010 through August 31, 2011. This total represents an increase of 2 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 2009-2010 and 2010-2011. 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. Three hundred ninety-three (393) students admitted into the Teacher Education Program during the 2010-2011 academic year submitted ACT scores. The mean composite ACT score of these 393 students was 23.89. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 23.9. The 493 students admitted into the Teacher Education Program had a mean USU GPA of 3.48 and a mean cumulative GPA of 3.49. The Office of Analysis, Assessment and Accreditation at the University reported the following mean GPAs for all students at USU for the 2010-2011 academic year.

Fall Semester 2010:

Mean GPA =3.54

In addition, there were 165 students admitted to post-bachelors education licensing programs. These programs include: Administrative Supervisory Certificate (AS/C); Endorsements - Secondary Education Graduate Route to Licensure, and School Counseling.

Graduates Recommended for Certification. There were five hundred fifty-eight (558) students recommended for educator licensing and endorsements. This total is an increase of 12.7 percent in 2011 as compared to 2010 (see Table 6). Four hundred sixteen (416) students were recommended for initial licensing in 2011. This total is a decrease of 2.1 percent in the number of initial licenses granted.

Praxis Content Testing. Table 7 shows that there were 527 students who attempted the ETS Praxis II Content test in their major area. Four hundred forty-three (443) or 84% 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 50% to 100%. The following content areas had a 100% pass rate: Agricultural Education, Art, Biology, Dual Elementary/Deaf Education, Engineering Technology Education, Family and Consumer Science Education, Geography, Health, Math Level II, Physical Science, School Psychology, Spanish, Special Education and Theatre Arts.

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. Two hundred six (206) students attempted the PLT and 198 passed the exam, resulting in a 96% pass rate.

Placement of Program Graduates. The job placement rate of program graduates continues to be of interest to the Council. In 2011 a total of 536 graduates were recommended to the Utah State Office of Education for initial licensing in new concentration areas. Three hundred twenty-nine (61%) responded to our placement survey. Of these, 255 (76%) were employed in Utah and 20 (6%) accepted teaching contracts out-of-state. These percentages represent an 86 percent placement rate for those seeking teaching positions (see Table 8). The 2011 placement rate is higher than the rate achieved in 2010, which was 84 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 40% to 100%. The following majors had placement rates less than 75%: Administrative/Supervisory, Early Childhood, Engineering Technology Education, Modern Languages, Music and Psychology.

Additional statistics are as follows: twenty (6%) were still seeking a teaching position; seven (2.1%) were not seeking a teaching position; fifteen (4.5%) had secured other employment, and seven (2.1%) 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 2010-2011 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
2010-11 through 2012-2013

College and Number	Department or Area	2010-11	2011-12	2012-13
Dean, CEHS (1)	Chairman			Beth Foley
Associate Dean, CEHS (1)				Francine Johnson
Administration (1)	Vice Provost			<i>PENDING</i>
Agriculture (1)	Ag. Education, Family, Consumer Sci	Lindsey Shirley*		
Education (7)	Teacher Education and Leadership			Sylvia Read Martha Dever
	Inst Tech			Sheri Haderlie
	Com Dis & Deaf Education		Lauri Nelson	
	Special Education & Rehabilitation			Ben Lignugaris/Kraft
	HPER			Dennis Dolny
	Psychology	Donna Gilbertson*		
Engineering (1)	ETE			Gary Stewardson
Humanities and Social Sciences	English			Steve Shively
Caine College of Arts (2)	Fine Arts		Leslie Timmons	
	Theater Arts			Matt Omasta
Natural Resources (1)	Geography			<i>PENDING</i>
Science (2)	Mathematics			Jim Cangelosi/ Brynja Kohler
	Biology	Richard Mueller*		
State Department of Public Instruction (1)	Teacher Personnel			Linda Alder
University (1)	Educ. Policy Com.			Scott Hunsaker
UEA (1)	Public Schools			Tom Nedreberg
Society of Supts. (1)	Superintendents			Ron Wolff
ASUSU (1)	ASUSU	Leezanna Hill*		
RCDE	Regional Campus			Martha Archuleta

TABLE 1

**A COMPARISON OF STUDENTS ACCEPTED INTO THE TEACHER EDUCATION
PROGRAM, 2009-10 AND 2010-2011, BY TEACHING MAJOR**

MAJOR	2009-10	2010-11	DIFFERENCE
Early Childhood	9	31	22
Elementary Education (1-8)	129	133	4
Elementary Education (K-6)	33	21	-12
Dual, Elem Educ & Early Child *	8		
Composite, Elem Educ & Deaf	11	8	-3
Composite, Elem Educ & Spec Educ	18	12	-6
Composite, Spec Educ & Early Child	1	1	0
Special Education	40	80	40
Secondary Education Majors			
Chemistry	0	1	1
English	23	22	1-
Geography	4	1	-3
Health Education	2	8	6
History	15	26	11
Languages	7	2	-5
Mathematics	13	19	6
P.E.	3	15	12
Physics	1	0	-1
Political Science	0	0	0
Psychology	1	6	5
Sociology	0	0	0

TABLE 1 (cont.)

MAJOR	2009-10	2010-11	DIFFERENCE
Composite Majors			
Agricultural Education	13	8	8
Art Education	13	6	-7
Biological Science	14	4	-10
Earth Science	1	1	0
Engineering Technology Educ (ETE-TIED)	6	5	-1
Family & Consumer Sciences Education	24	23	-1
Mathematics/Statistics	19	25	6
Music	19	9	-10
Physical Science	6	2	-4
Social Studies	14	20	6
Theatre Arts	1	4	3
Teacher Education TOTAL	480	493	45
Post Bachelors Licensing Program			
Administrative Supervisory Certificate	57	57	3
Communicative Disorders (SLP)	32	20	-12
Alternative Special Education	n/a	31	31
Graduate Route Licensing SCED	41	1	-40
School Counseling	34	56	22
Post BS TOTAL	268	165	52
Grand TOTAL	748	658	97

*NOTE: Dual Elementary Education/Early Childhood Education is a dual major, student receive two degrees. These numbers have been added to each department.

TABLE 2

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY
ADMISSION CRITERIA
2010-2011**

CATEGORY	NUMBER OF STUDENTS ADMITTED			
	2009-2010	% of Total	2010-2011	% of Total
ACT Scores \geq 21 in <u>ALL</u> four areas	162	34%	222	45%
ACT Scores \geq 21 in at least one area	115	24%	127	26%
ACT Scores < 21 in <u>ALL</u> four areas	6	.01%	16	.3%
BS Degree (GPA of \geq 2.75 on last 45 credits)	2	.004%	48	.1%
No ACT Score available	195	41%	128	26%
TOTAL	480		493	

TABLE 3

**ACT SCORES OF STUDENTS ADMITTED TO TEACHER EDUCATION
BY TEST AREA
2009- 2010 AND 2010-2011**

ACT TEST AREA	NUMBER OF STUDENTS ADMITTED			
	2009-2010		2010-2011	
	ACT \geq 21	ACT <21	ACT \geq 21	ACT <21
English	235 (83%)	43 (145%)	295 (81%)	70 (19%)
Mathematics	206 (73%)	75 (27%)	277 (76%)	88 (24%)
Social Sciences	242 (86%)	37 (13%)	303 (83%)	62 (17%)
Natural Sciences	233 (82%)	50 (18%)	305 (84%)	60 (60%)
	N=283		N=365	

TABLE 4

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY
ADMISSION CRITERIA, BY MAJOR
SEPTEMBER 1, 2010 - AUGUST 31, 2011**

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
Agricultural Education	8	7	1	0	0
Art Education	6	1	0	2	5
Biological Science	4	4	0	0	0
Chemistry	1	0	0	0	1
Early Childhood	31	25	6	0	0
Earth Science	1	0	0	1	0
Elem Education (1-8)	133	130	3	1	1
Elem Education (K-6)	21	21	0	0	0
Engineering Technology Educ	5	4	0	0	1
English	22	17	0	2	5
Dual, El Ed & ECH *					
Composite, El Ed & Deaf Educ	8	7	0	0	1
Composite, El Ed & Spec Educ	12	11	1	0	0
Composite, Spec Ed & Early Child	1	1	0	0	0
FCSE	23	17	0	0	6
Geography	1	0	0	0	1
Health Education	8	3	1	1	4
History	26	15	0	1	11
Languages	2	1	0	0	1
Math	19	14	1	1	4

Teaching Major	Total # of Students Admitted	# students with ACT scores ≥ 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
Math/Stat	25	21	1	0	3
Music	9	6	0	0	3
Physical Education	15	10	1	1	4
Physical Science	2	2	0	0	0
Physics	0	0	0	0	0
Political Science	0	0	0	0	0
Psychology	6	3	0	0	3
Social Studies	20	13	1	1	6
Sociology	0	0	0	0	0
Special Education	80	35	6	37	39
Theatre Arts	4	2	1	0	1
TOTAL	493	370	23	48	120

*NOTE: Dual Elementary Education/Early Childhood Education is a dual major, student receive two degrees. These numbers have been added to each department.

TABLE 5

**STUDENTS' MEAN COMPOSITE ACT SCORES, USU GPA,
CUMULATIVE GPA BY MAJOR, AT THE TIME OF ADMISSION INTO THE TEACHER
EDUCATION PROGRAM
SEPTEMBER 2010 THROUGH AUGUST 2011**

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
Agricultural Education	8	8	0	0	21	3.26	3.26
Art Education	6	1	5	2	24.5	3.45	3.55
Biological Science	4	4	0	0	26	3.67	3.7
Chemistry	1	0	1	0	n/a	n/a	n/a
Early Childhood Education	31	31	0	0	24	3.18	3.42
Earth Science	1	0	1	1	n/a	3.73	3.64
Elem Education (1-8)	133	133	0	1	26.5	3.49	3.46
Elem Education (K-6)	21	21	0	0	24.25	3.47	3.48
Engineering Tech Ed (ETE)	5	4	1	0	20.5	3.31	3.36
English	22	17	5	2	25.75	3.46	3.44
Dual, El Ed & ECH *							
Composite, El Ed & Deaf Educ	8	7	1	0	25	3.71	3.74
Composite, El Ed & Spec Educ	12	12	0	0	22.5	3.56	3.5
Composite, Spec Educ & EC	1	1	0	0	23.5	3.56	3.5
FCSE	23	17	6	0	23.75	3.59	3.54
Geography	1	0	1	0	n/a	3.069	3.09
Health Education	8	4	4	1	20.25	3.48	3.51

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
History	26	15	11	1	19.5	3.5	3.46
Languages	2	1	1	0	28.25	3.69	3.63
Math	19	15	4	1	26.5	3.59	3.6
Math/Stat	25	22	3	0	22.75	3.47	3.5
Music	9	6	3	0	22.75	3.45	3.45
Physical Education	15	11	4	1	20.5	3.32	3.33
Physical Science	2	2	0	0	33.5	3.48	3.54
Physics	0	n/a	n/a	n/a	n/a	n/a	n/a
Political Science	0	n/a	n/a	n/a	n/a	n/a	n/a
Psychology	6	3	3	0	27.25	3.49	3.34
Social Studies	20	14	6	1	26.5	3.35	3.37
Sociology	0	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	80	41	39	37	20.28	3.45	3.46
Theatre Arts	4	3	1	0	18	3.66	3.46
TOTAL	493	393	118	48	23.89	3.48	3.49

*NOTE: Dual Elementary Education/Early Childhood Education is a dual major, student receive two degrees. These numbers have been added to each department.

TABLE 6
TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR TEACHER LICENSING
2004-2011

	2004	2005	2006	2007	2008	2009	2010	2011
Composite	29	34	34	34	44	44	31	29
Early Childhood	9	8	3	5	6	0	4	4
Elementary	175	163	151	172	156	149	112	123
Elementary K-6	n/a	n/a	n/a	n/a	n/a	n/a	8	7
Secondary	147	125	92	111	143	113	105	167
Ungraded	43	134	143	127	131	57	46	79
Art	2	8	3	6	3	3	2	8
ComD	28	14	11	16	26	23	13	20
HPER	21	24	24	8	22	16	20	17
Lib Media	17	17	13	6	22	11	15	1
Music	11	13	4	11	9	9	10	10
School Counseling	29	31	32	19	53	18	34	19
School Psychology	4	4	3	4	5	2	1	2
Special Education	93	119	92	123	113	120	94	89
TOTAL	608 (456)	694 (544)	605 (468)	642 (475)	733 (548)	565 (466)	495 (425)	558 (416)

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

Table 7

**PRAXIS RESULTS OF TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR LICENSING
2009-2011**

Program	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	620	4	#	19	18 (95%)	25	25 (96%)	44	43 (98%)		
Ag Education	0700-Agriculture	520	12	#	3	3	22	20 (91%)	8	8 (100%)		
Art Education	0133- Art: Content Knowledge	159	4	#	3	3(100%)	18	17 (94%)	7	7 (100%)		
Biology	0235- Biology: Content Knowledge	149	8	8 (100%)	8	8 (100%)	8	8 (100%)	17	17 (100%)		
Business Education Bis Comp & Info Sys	0100-Business Education	590	3	3 (100%)	5	5 (100%)	n/a	n/a	n/a	n/a		
Chemistry	0245-Chemistry: Content Knowledge	151	5	4 (80%)	7	6 (86%)	0	0	9	7 (78%)		
Composite: Early Childhood//Deaf Education*	0014/5014-Elementary Educ: Content Knowledge	150	0	0	0	0	2	2 (100%)	n/a	n/a		
Dual: Early Childhood/Elementary Education*	0014/5014-Elementary Educ: Content Knowledge	150	9	7 (78%)	24	22 (92%)	4	4 (100%)	n/a	n/a		
Composite: Elementary/Deaf Education	0014/5014-Elementary Educ: Content Knowledge	150	3	3 (100%)	6	6 (100%)	6	6 (100%)	10	10 (100%)		
Composite: Elementary/Special Education	0014/5014-Elementary Educ: Content Knowledge	150	8	8 (100%)	16	15 (94%)	9	8 (89%)	14	14 (100%)		
Early Childhood	0014/5014-Elementary Educ: Content Knowledge	150	2	2 (100%)	0	0	16	13 (81%)	21	16 (76%)		
Earth Science	0571- Earth Sci: Content Knowledge	153	1	1 (100%)	2	2 (100%)	0	0	0	0		
Elementary Education	0014/5014-Elementary Educ: Content Knowledge	150	125	109 (86%)	149	140 (94%)	130	125 (96%)	78	74 (95%)		

Program	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Engineering & Technology Education	0050-Technology Education	600	5	5 (100%)	7	7 (100%)	3	3 (100%)	4	4 (100%)		
English	0041-English Lang: Literature & Composition: Content Knowledge	168	27	20 (74%)	22	16 (73%)	44	22 (50%)	32	22 (69%)		
Family & Consumer Science	0120-Family & Consumer Sciences	159	18	#	11	11 (100%)	26	24 (92%)	19	19 (100%)		
French	0173-French: Content Knowledge	161	1	1 (100%)	0	0	0	0	0	0		
Geography	0920-: Geography	630	6	5 (83%)	2	2 (100%)	4	4 (100%)	1	1 (100%)		
German	0181-German: Content Knowledge	153	1	1 (100%)	1	1 (100%)	2	2 (100%)	0	0		
Health Education	0550-Health Educ	670	16	16 (100%)	8	8 (100%)	11	11 (100%)	1	1 (100%)		
History	0941- World & US History: Content Knowledge	156	44	23 (52%)	19	12 (63%)	45	23 (51%)	48	29 (60%)		
Integrated Science	0435-General Sci: Content Knowledge	166	0	0	0	0	0	0	0	0		
Latin	0600-Latin	610	2	1 (50%)	0	0	0	0	0	0		
Marketing Education	0100-Business Educ	#650	3	3 (100%)	n/a	n/a	n/a	n/a	n/a	n/a		
Math Level II Endorsement	0069-Middle School Mathematics	145	10	10 (100%)	15	15 (100%)	14	13 (93%)	51	50 (98%)		
Mathematics/ Math/Stats	0061-Mathematics: Content Knowledge	138	42	31 (74%)	21	20 (95%)	59	48 (81%)	34	26 (76%)		
Music	0113-Music Content Knowledge	156	4	4 (100%)	9	9 (100%)	11	11 (100%)	20	19 (95%)		
Physical Education/ PE/Coaching	0091- Physical Ed: Content Knowledge	152	8	8 (100%)	9	9 (100%)	7	6 (86%)	7	5 (71%)		
Physical Science	0070-Chemistry, Physics, General Sci	570	0	0	0	0	4	2 (50%)	0	0		
Physical Science	0481-Physical Sci: Content Knowledge	150	2	#	1	1 (100%)	3	3 (100%)	1	1 (100%)		

Program	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Physics	0265- Physics: Content Knowledge	136	4	3 (75%)	4	3 (75%)	1	0	4	2 (50%)		
Political Science	0930–Government/ Political Sci	660	6	#	2	1 (50%)	4	3 (75%)	9	7 (78%)		
Psychology	0390- Psychology	620	6	#	1	1 (100%)	2	2 (100%)	4	3 (75%)		
Sch Counseling	0420-Sch Guidance & Counseling	610	1	#	18	18 (100%)	39	38 (97%)	19	18 (95%)		
Sch Psychology	0401- School Psychologist	580	2	2 (100%)	2	2 (100%)	1	1 (100%)	7	7 (100%)		
Social Studies	0081-Social Studies: Content Knowledge	159	8	7 (86%)	6	5 (83%)	11	6 (55%)	22	17 (77%)		
Sociology	0950-Sociology	#550	1	1 (100%)	0	0	0	0	0	0		
Speech	0220-Speech Communication	#570	1	#	0	0	0	0	0	0		
Spanish	0191-Spanish: Content Knowledge	161	3	3 (100%)	13	13 (100%)	21	17 (81%)	3	3 (100%)		
Special Education	0014/5014–Elementary Educ: Content Knowledge	151	22	22 (100%)	41	38 (93%)	28	24 (86%)	22	22 (100%)		
Special Education	0353-Educ of Exceptional Students: Core Content Knowledge	155	13	13 (100%)	22	22 (100%)	17	17 (100%)	0	0		
Special Education	0511-Fundamental Subjects: Content Knowledge	150	25	24 (96%)	38	37 (97%)	n/a	n/a	n/a	n/a		
Special Education	0069-Middle School Math	145	3	3 (100%)	2	2 (100%)	16	14 (88%)	7	7 (100%)		
Special Education	0049-Middle School English/Language Arts	155	1	1 (100%)	1	1 (100%)	13	10 (77%)	2	2 (100%)		
Theatre	0640-Theatre	630	3	#	3	3 (100%)	1	1 (100%)	2	2 (100%)		
		TOTAL	472	352* (85%)	520	482 (93%)	633	530 (84%)	527	443 (84%)		

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	8	8 (100%)	10	10 (100%)				
Principles of Teaching & Learning: Grades K-6	0522	160	111	104 (94%)	33	32 (97%)	130	117 (90%)	75	72 (96%)				
Principles of Teaching & Learning: Grades 5-9	0523	160	11	9 (81%)	3	3 (100%)	4	4 (100%)	3	2 (67%)				
Principles of Teaching & Learning: Grades 7-12	0524	160	69	66 (96%)	48	48 (100%)	156	144 (92%)	118	113 (96%)				
		TOTAL:	199	186 (93%)	84	83 (99%)	298	273 (92%)	206	198 (96%)				

- 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, 2010 THROUGH AUGUST 31, 2011**

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	57	26	13	0	5	5	1	2	50%	56%
Ag Ed	14	7	6	1	0	0	0	0	100%	100%
Art Ed	8	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Biological Science	3	3	3	0	0	0	0	0	100%	100%
Chemistry	2	1	1	0	0	0	0	0	100%	100%
Com Dis	20	17	16	1	0	0	0	0	100%	100%
Earth Science	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Composite Majors	29	17	13	1	0	3	0	0	82%	100%
Early Childhood	4	3	2	0	0	0	0	1	67%	100%
Elem Educ (1-8)	123	88	746	3	5	4	0	0	90%	96%
Elem Edu (K-6)	7	4	4	0	0	0	0	0	100%	100%
English	27	13	8	2	0	0	1	1	77%	91%
ETE/ITE/TIED	3	2	1	0	1	0	0	0	50%	50%
FCSE	19	10	8	1	0	0	0	0	90%	90%
Geography	2	2	1	0	1	0	0	0	50%	90%
Health Education	9	6	4	1	1	0	0	0	83%	83%
History	21	14	9	1	0	1	1	0	71%	77%
Mod Languages	9	3	2	0	0	1	0	0	67%	67%
Math	28	15	11	2	0	1	0	0	87%	87%
Music Ed	10	5	2	0	0	1	1	1	40%	67%

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
PE	8	6	2	3	1	0	0	0	83%	83%
2Physical Science	2	1	1	0	0	0	0	0	100%	100%
Physics	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Political Science	5	1	1	0	0	0	0	0	100%	100%
Psychology	9	3	0	1	0	1	1	0	33%	50%
School Psychology	2	1	1	0	0	0	0	0	100%	100%
Social Studies	6	3	1	1	0	1	0	0	67%	67%
Special Education	38	27	22	0	0	2	2	1	81%	92%
Special Education Alternative	51	37	35	1	0	0	0	1	97%	100%
Speech/Theater	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Library Media	1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Counselor	19	13	12	0	1	0	0	0	92%	92%
TOTALS	536	329	255	20	15	20	7	7	84%	87%

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 2010-11

Undergraduate scholarships reported by college. Waivers are awarded according to legislative mandates and university policy. College and departmental awards are determined at the college/department level from endowments or cash sources.

Scholarship Type	# of Recipients	\$AMOUNT	Change from 2009/10, Recipients	Change from 2009/10, Amount
COLLEGE OF AGRICULTURE				
Resident Waivers: University In-State Tuition (10% Waivers)	133	\$ 371,399	-8%	-1%
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	63	\$ 462,314	-7%	-8%
Other Admissions Scholarships	152	\$ 375,697	1%	31%
Alumni Legacy Scholarship	34	\$ 281,579	100%	135%
Departmental Scholarships	166	\$ 231,657	-7%	13%
Other USU Scholarships	59	\$ 258,735	-2%	14%
Cash from Outside Sources	125	\$ 227,465	6%	-16%
Total Unduplicated Recipients*	518	\$ 2,208,846	-2%	11%

CAINE COLLEGE OF THE ARTS				
Resident Waivers: University In-State Tuition (10% Waivers)	134	\$ 367,020	The 2010/11 year is the first year the Caine College of the Arts was split from the College of Humanities & Social Sciences.	
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	73	\$ 654,410		
Other Admissions Scholarships	154	\$ 311,729		
Alumni Legacy Scholarship	35	\$ 301,930		
Departmental Scholarships	214	\$ 274,329		
Other USU Scholarships	159	\$ 223,141		
Cash from Outside Sources	95	\$ 235,591		
Total Unduplicated Recipients*	533	\$ 2,368,149		

EEJ COLLEGE OF EDUCATION AND HUMAN SERVICES				
Resident Waivers: University In-State Tuition (10% Waivers)	383	\$ 956,684	-2%	-2%
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	146	\$ 1,133,377	-8%	2%
Other Admissions Scholarships	389	\$ 864,040	-12%	-11%
Alumni Legacy Scholarship	110	\$ 953,393	90%	119%
Departmental Scholarships	186	\$ 438,968	-18%	-5%
Other USU Scholarships	130	\$ 245,558	-13%	-15%
Cash from Outside Sources	330	\$ 673,778	3%	9%
Total Unduplicated Recipients*	1,228	\$ 5,265,798	-5%	8%

COLLEGE OF ENGINEERING				
Resident Waivers: University In-State Tuition (10% Waivers)	264	\$ 762,625	14%	22%
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	129	\$ 1,083,617	-3%	11%
Other Admissions Scholarships	385	\$ 865,049	13%	23%
Alumni Legacy Scholarship	50	\$ 422,631	39%	51%
Departmental Scholarships	242	\$ 383,619	-13%	-20%
Other USU Scholarships	141	\$ 1,196,650	-18%	-9%
Cash from Outside Sources	181	\$ 434,386	43%	18%
Total Unduplicated Recipients*	852	\$ 5,148,577	2%	8%

COLLEGE OF HUMANITIES & SOCIAL SCIENCES				
Resident Waivers: University In-State Tuition (10% Waivers)	281	\$ 770,769	The 2010/11 year is the first year the Caine College of the Arts was split from the College of Humanities & Social Sciences, thus the figures from the 2009/10 year for comparison purposes are not accurate.	
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	94	\$ 725,948		
Other Admissions Scholarships	338	\$ 779,763		
Alumni Legacy Scholarship	73	\$ 601,373		
Departmental Scholarships	158	\$ 301,197		
Other USU Scholarships	132	\$ 426,206		
Cash from Outside Sources	227	\$ 435,511		
Total Unduplicated Recipients*	929	\$ 4,040,767		

HUNTSMAN SCHOOL OF BUSINESS				
Resident Waivers: University In-State Tuition (10% Waivers)	222	\$ 678,314	-9%	-2%
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	81	\$ 654,863	27%	44%
Other Admissions Scholarships	290	\$ 748,934	-3%	6%
Alumni Legacy Scholarship	32	\$ 290,538	33%	49%
Departmental Scholarships	254	\$ 731,406	12%	36%
Other USU Scholarships	240	\$ 1,172,451	4%	13%
Cash from Outside Sources	109	\$ 263,382	-3%	4%
Total Unduplicated Recipients*	793	\$ 4,539,888	2%	17%

Scholarship Type	# of Recipients	\$AMOUNT	Change from 2009/10, Recipients	Change from 2009/10, Amount
COLLEGE OF NATURAL RESOURCES				
Resident Waivers: University In-State Tuition (10% Waivers)	31	\$ 76,903	3%	15%
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	19	\$ 143,334	-14%	-1%
Other Admissions Scholarships	33	\$ 91,739	-8%	18%
Alumni Legacy Scholarship	8	\$ 56,078	300%	317%
Departmental Scholarships	69	\$ 161,133	1%	-4%
Other USU Scholarships	19	\$ 19,205	-5%	-21%
Cash from Outside Sources	39	\$ 115,488	26%	40%
Total Unduplicated Recipients*	151	\$ 663,880	1%	15%

COLLEGE OF SCIENCE				
Resident Waivers: University In-State Tuition (10% Waivers)	256	\$ 749,932	-2%	1%
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	83	\$ 696,378	2%	1%
Other Admissions Scholarships	323	\$ 682,384	-2%	7%
Alumni Legacy Scholarship	63	\$ 545,630	66%	87%
Departmental Scholarships	95	\$ 171,098	-8%	-21%
Other USU Scholarships	91	\$ 471,441	-17%	2%
Cash from Outside Sources	165	\$ 373,337	21%	18%
Total Unduplicated Recipients*	710	\$ 3,690,200	2%	10%

TRANSITION MAJORS**				
Resident Waivers: University In-State Tuition (10% Waivers)	249	\$ 569,408	34%	74%
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	173	\$ 1,253,583	-5%	3%
Other Admissions Scholarships	228	\$ 360,437	10%	1%
Alumni Legacy Scholarship	92	\$ 675,162	67%	80%
Departmental Scholarships	30	\$ 26,848	-21%	-35%
Other USU Scholarships	126	\$ 412,471	38%	203%
Cash from Outside Sources	239	\$ 534,241	33%	84%
Total Unduplicated Recipients*	817	\$ 3,832,150	16%	40%

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

**Transition Majors include Continuing Education and Undeclared Students.

TOTAL FOR EACH ACCOUNT PLUS GRADUATES AND ATHLETES				
Scholarship Type	# of Recipients ⁷	\$AMOUNT	Change from 2009/10, Recipients	Change from 2009/10, Amount
Resident Waivers: University In-State Tuition (10% Waivers) ²	1,953	\$ 5,303,054	3%	8%
Nonresident Waivers: ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75 ³	861	\$ 6,807,824	-3%	8%
Other Admissions Scholarships	2,292	\$ 5,079,772	-1%	4%
Alumni Legacy Scholarship ⁴	497	\$ 4,128,314	63%	80%
Departmental Scholarships ⁵	1,414	\$ 2,720,255	4%	8%
Other USU Scholarships ⁶	1,097	\$ 4,425,858	-1%	7%
Cash from Outside Sources	1,510	\$ 3,293,179	15%	19%
Subtotal of Undergraduates by Colleges ⁸	6,531	\$ 31,758,255	2%	14%

Graduate Students	1,024	\$ 5,780,136	-1%	11%
Athletes	347	\$ 3,061,144	-1%	15%

Grand Total¹	7,723	\$ 40,599,535	-1%	14%
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LEGEND FOR 2010-11 SCHOLARSHIP REPORT

¹Indicates the total unduplicated number of recipients, total scholarship expenditures, and the overall changes from the 2009/10 year.

²Resident Waivers: Legislative approval for 10% of in-state tuition to be awarded as waivers.

³Nonresident Waivers ISU/USU, 100 Mile Radius, Western Undergraduate Exchange, SB170 & HB75: \$4,824 (ISU), \$2,412 (100) and \$3,738 (WUE) per semester respectively; SB170 & HB75 do not have standard award amounts.

⁴Alumni Legacy Scholarship: Nonresident waiver for students with a parent who is Alumni which allows them to pay resident tuition (nonresident portion waived).

⁵Departmental Scholarships: Funded by endowments, cash or contracts set up by departments.

⁶Other USU Scholarships: Includes Student Support Services, Auxillaries, Special Programs and Categories and other scholarships that are not categorized as Admissions or Departmental.

⁷# of Recipients: A student may be listed in more than one category due to multiple awards.

⁸Subtotal of Undergraduates by Colleges: Recipients are unduplicated in the subtotal amount.

Report from the Educational Policies Committee December 1, 2011

The Educational Policies Committee met on December 1, 2011. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page¹ and are available for review by the members of the Faculty Senate and other interested parties.

During the December 1 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 1, 2011 which included the following notable actions:

- The Curriculum Subcommittee approved 115 requests for course actions.

2. Approval of the report from the Academics Standards Subcommittee meeting of November 11, 2011 which included the following actions (new language is in red text; deleted text is in red-text):

- **Registration Requirement**

After the first week of classes, all students attending classes **must** be registered. Students will not be allowed to register for classes after the published deadline found in the semester *Registration Calendar*. ~~Students are officially registered when all tuition and fees have been paid in full.~~ Failure to pay tuition and fees by the published fee payment deadline may result in courses being voided (see *Registration Purge*), **late fees being assessed, and a registration hold being placed on a student's record.** Students are responsible for dropping courses for which they do not wish to receive a grade.

- **No-test Days**

A five-day period designated as No-test Days precedes the five days of final examinations which are normally scheduled at the close of ~~fall and spring each academic~~ semesters. During No-test Days, no major examinations, including final examinations, will be given in order that students may concentrate on class work, the completion of special assignments, writing projects, and other preparation for duly scheduled final examinations. Approved exceptions include: final papers; weekly chapter quizzes; **and** quizzes, projects or examinations associated with a lab that does not meet during final examinations; ~~and final examinations for broadcast courses.~~

- **Auditing Classes**

Admitted students who wish to audit a class must register as auditors. Auditing is dependent on space, resource availability, and instructor approval. No credit or grade points will be granted. The regular tuition and course fees will be assessed. At no future time may students request or receive credit for the audited course by any other means than by officially registering for the course and doing the required work. Audit requests, approved by the instructor, must be submitted to the Registrar's Office and tuition and

fees must be paid before class attendance is permitted. Students are not permitted to register as auditors during Early Registration.

Students who are registered for a class and would like to change to an audit registration may do so *only up through the Adding Classes deadline, which also coincides with the Last Day to Drop without Notation on Transcript*. Students who drop after this period must receive a W (withdrawal) grade and may not register as an auditor.

House Bill 60 (1977) permits Utah residents 62 years of age or older to audit regular university classes offered during the day or offered through Regional Campuses and Distance Education. However, space in many university classes is limited. Classes which are full at the time of an audit request ~~are not available~~ **may not be audited**. Credit seeking, full-tuition paying students shall have first priority in the registration process. A flat fee of \$10 per semester, **plus any course fees or special fees that may be attached to classes** is charged for House Bill 60 registration. HB 60 audit registration is not available until the first day of classes, only if space is available.

3. Approval of the report of the General Education Subcommittee meetings of October 18 and November 15, 2011. Of note:

- The following General Education courses were approved:

ARTH 2730 (BHU)
HIST 3530 (DHA)
HIST 4650 (DHA)
ARTH 4725 (CI)
ARTH 4710 (CI)

4. Other EPC Business:

- The request from the Department of Agricultural Systems Technology and Education to eliminate the emphasis areas in the BS program in Agricultural Education was approved.
- The request from the Department of Communicative Disorders and Deaf Education to implement an American Sign Language (ASL) teaching minor was approved.
- The request from the Department of Health, Physical Education and Recreation to rename the Master of Education in Health, Physical Education and Recreation to Master of Education in Physical and Sport Education was approved.
- The request from the Department of Geology to restructure the wording of the specializations within the existing plan-A Geology MS degree and to add those same updated specializations to the existing Geology PhD was approved.

- The request from the Departments of Geology and Watershed Sciences to add a “Geomorphology and Earth Science Processes” specialization to their respective MS and PhD degrees in Geology and Watershed Science was approved.
- The request from the Department of Instructional Technology and Learning Sciences to rename the Master of Education degree (Med in Instructional Technology) to Master of Education in Educational Technology and Learning Sciences was approved.

The Department of Management in the Jon M Huntsman School of Business submitted a package of five proposals as part of a total department curriculum revision. The EPC took the following actions on the proposals in the package:

- The request to eliminate the Business Major in the Jon M. Huntsman School of Business was approved.
- The request to eliminate the Operations Management Major in the Management Department was approved.
- The request to eliminate the Human Resource Management Major in the Management Department was approved.
- The request to replace the Entrepreneurship Major with an Entrepreneurship Minor in the Management Department was approved.
- The request to create a Hospitality and Tourism Management Minor in the Management Department was withdrawn from the agenda.



Number 402

Subject: The Faculty Senate and Its Committees

Effective Date: July 1, 1997

Revision Dates: November 16, 2001, April 29, 2002, January 12, 2007, April 30, 2007, March 6, 2009, August 13, 2010

Date of Last Revision: July 8, 2011

402.3 MEMBERSHIP; ALTERNATES; TERM; VACANCIES

3.2 Alternates for Elected Members

Senate members are expected to attend its meetings regularly. In cases of unavoidable absence, including sabbatical leave, professional development leave, and unpaid leaves of absence, Senators will arrange for an elected alternate senator to attend in their place- (see policy 402.10.2). The alternate shall have full voting rights.

Senators must notify the Executive Secretary of the Senate in writing (email is acceptable) whenever alternates will replace them. If ~~an absent~~ a senator fails twice to make a documented effort to arrange for ~~a substitute more than once~~ an alternate during an academic year, then that senator's position will be considered vacant (see policy 402.3.4). ~~Senators are considered absent whenever they are replaced by designated alternates (see policy 402.3.4).~~

3.4 Vacancies

A senate seat shall be declared vacant if a senator (1) resigns from Faculty Senate, ~~(2) is terminated, (3) goes on extended medical leave, (4) will otherwise be unavailable for more than half of the academic year, (2) is no longer a member of the faculty of the academic unit from which he or she was elected, or (5 3)~~ misses two regularly scheduled senate meetings during an academic year without making a documented effort to arrange ~~arranging~~ for an alternate and keeping the Executive Secretary of the Faculty Senate informed in writing (email is acceptable)., or ~~(6) misses four regularly scheduled senate meetings during any one academic year even if he or she has arranged for alternates, or (7) is no longer a member of the faculty of the academic unit from which he or she was elected.~~ The Executive Secretary of the Senate reports all vacancies to the Committee on Committees. The Committee on Committees will then contact ~~For vacancies an alternate elected senator will be appointed by~~ the affected academic dean or vice president, who will appoint an alternate elected senator to fill the seat within 30 days ~~in accordance with policies (see policy 402.3.2).~~ Colleges whose alternates are not responsive to requests to fill in for senators with planned absences or which do not have sufficient alternates will be required to run a replacement election (see policy 402.3.1). The Faculty Senate Presidency will address other vacancies on a case-by-case basis. For vacancies among

Presidential appointees, the president shall appoint a new ~~S~~senator within 30 days (see policy 402.3.1).