



**FACULTY SENATE MEETING**

January 10, 2011

Merrill-Cazier Library, Room 154

**Agenda**

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- 3:00 Call to Order**.....Vince Wickwar  
Approval of Minutes December 6, 2010
- 3:05 Announcements**.....Vince Wickwar
- Roll Call
- 3:10 University Business**.....Stan Albrecht, President  
Raymond Coward, Provost
- 3:40 Consent Agenda**.....Vince Wickwar
- Council on Teacher Education Report
  - Scholarship Advisory Board Report
  - EPC Items (may want to discuss Computer and Information Literacy [CIL] recommendation)
- 3:55 Action Items**
1. Code Compliance Committee Renewal.....Vince Wickwar
  2. PRPC 405.11.4(1) Tenured and Term Appointments: Evaluation, Promotion, and Retention (Second Reading).....Bob Parson
- 4:10 New Business**
1. Tenure-Review Timetable Discussion.....Ed Heath
- 4:30 Adjournment**.....Vince Wickwar



**USU FACULTY SENATE  
MINUTES  
DECEMBER 6, 2010  
Merrill-Cazier Library, Room 154**

Vince Wickwar called the meeting to order at 3:03 pm.

**Approval of Minutes**

Doug Jackson-Smith made a motion to approve the minutes of October 4, 2010. The motion was seconded and passed.

**Announcements – Vince Wickwar**

**Roll Call.** Members are reminded to sign the role sheet at each meeting.

**Faculty Forum Minutes.** Minutes from the November Faculty Forum are posted on the Faculty Senate Website.

**University Business – President Stan Albrecht.**

Provost Coward distributed a new booklet produced by his office entitled "Promotion to the Rank of Associate Professor with Tenure - Frequently Asked Questions". All faculty members on all campuses will receive one. Feedback on the document is requested.

Neil Abercrombie was appointed to replace Michael Kennedy, who was VP of Federal and State Relations until he left to become Chief of Staff for Utah Senator Orrin Hatch. Neil is a USU graduate and has an impressive record and experience. His title will be Director of Government Relations.

The external search has begun for a new VP of Research and Dean of Graduate Studies. These two functions will be combined in one office. Noelle Cockett will chair the search committee. A senate member raised a concern about access and responsiveness in the combined position. Also, there might be an imbalance of attention to only aspects of one or the other roles of the office. President Albrecht responded that the office will be structured to assure that this issue is addressed. A second person will probably be brought into the office to assist as well.

The Comprehensive Campaign has passed the \$310 million mark. There are a number of key gifts that will benefit entities across the entire campus.

Because of the political climate, there have been concerns about the Agricultural Research Service (ARS) building project. There is funding in the current Ag appropriations bill, which is included in the Omnibus Appropriations Bill, that should allow the project to continue.

The proposal for the new Doctor of Veterinary Medicine degree goes to the Regents this week for final approval, and pending that approval will go to the legislature in the next session.

The President's office has been sending out emails to the university community and President Albrecht asked for feedback to help determine their helpfulness. A few senators said that they

were informative and hoped they would continue. Please forward comments or suggestions to the President about issues that should be covered in these memos.

**Medicare Credible Prescription Coverage Clarification – Dave Cowley.** There has been some confusion in the last few days about the Credible Prescription Coverage for Medicare acceptance. Dave Cowley clarified that there has been no changes to the Blue or White insurance plans. Both plans are considered credible coverage which means when an employee turns 65 they may delay the decision to join Medicare for drug coverage if they continue to work. The university insurance plans will pay as much as Medicare does for prescriptions. However, USU's High Deductible Health Plan is not considered credible coverage. There are only 59 people through-out the university that have selected the High Deductible plan and they should have been the only employees who received different information regarding coverage.

### **Consent Agenda Items – Vince Wickwar.**

A motion to approve the consent agenda was made by Tami Pyfer, a second was received and the motion passed.

### **Information Items**

**ASUSU Annual Report – Tyler Tolson.** ASUSU reports a busy and successful year. Highlights include: increased number of students serviced by the Aggie Blue Fall Leadership seminar which is geared to incoming freshman, the global picnic that focused on diversity, and the Institute for Communication and Leadership, which is a new certificate program aimed at giving USU students a competitive edge as they enter the workforce. ASUSU is in the process of developing plans for the Aggie Recreation Center (ARC), which would provide more recreation resources and other facilities for students. Funding options are being explored including an increase in student fees, some state funding, and the possibility of gifts. Tyler was asked about the proposed Common Hour and scheduling issues. There will be a meeting with department heads and student leadership to discuss the scheduling challenges on January 25, 2011.

**Retention and Student Success Annual Report – Noelle Call.** Noelle briefly summarized the report for Senate members. Overall retention numbers stay steady. They are working extensively with underrepresented populations and have added a section in the Connections program for non-traditional students. The Parent's Program has more than tripled in size. Initiatives to get students involved on campus, such as the Passport Program, have been very successful. Ninety-five percent of the students who go through the leave-of-absence process return to the university. Efforts are being made to obtain better data in order to work on increasing retention at the department level. They are working with students whose faculty members have identified them as having academic concerns. They also hope to work more with faculty to help faculty realize the impact they have on student retention.

**Evaluation of Teaching Excellence (Quality Instruction) – Raymond Coward.** Provost Coward was asked to address the evaluation of teaching and role statements. As per section 405 of the faculty code, role statements must clearly identify the area of emphasis that the faculty member is to be evaluated on. You can only have emphases in certain areas. For faculty promotions you can only have one major area of emphasis: teaching, research and creative endeavors, extension or librarianship. The code talks about the need for evidence or documentation of your performance. Many institutions struggle with how one moves from performance to documentation. There are many resources and tools available to help faculty. Recent actions on campus to help faculty document teaching performance include changes to the Faculty/Course Evaluations. Time is spent in the Teaching Academy addressing documentation of teaching. There are Teaching Coaches to help new faculty. Several workshops on developing teaching portfolios have been conducted on the USU campus. Provost Coward indicated that some senior faculty were included in an intensive training program on portfolio building and those who participated are now available on campus as mentors to assist other faculty. A question was

asked about the availability of help for senior faculty members. There are a number of teaching excellence workshops on campus that are open to everyone as well as the mentors that were just mentioned. The Provost estimates that 175 out of our 1000 faculty members have teaching as their major area of emphasis. And, several faculty from the College of Natural Resources and the Emma Eccles Jones College of Education and Human Resources, with teaching as their major emphasis, were promoted to full professors last year. In the future, as funds become available, the FACT Center will be combined with the New Teaching Academy and restructured to better serve the faculty and create new resources on campus.

### **Action Items**

**PRPC Section 402.3-402.9 The Faculty Senate and Its Committees (Second Reading) – Bob Parson.** PRPC is not recommending changes to 402.8.

Mike Parent moved to accept the second reading, Ed Heath seconded and the motion passed unanimously.

**PRPC Section 405.11.4(1) Tenured and Term Appointments: Evaluation, Promotion, and Retention (First Reading) – Bob Parson.** PRPC recommends that the final sentence be removed and included as a parenthetical clause at the beginning of the section.

Glenn McEvoy moved to accept the first reading, Ed Heath seconded and the motion passed.

### **Adjournment**

Motion to adjourn at 4:20 p.m.

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, 2009 - August 31, 2010

Emma Eccles Jones

College of Education and Human Services

Utah State University

## **INTRODUCTION**

During the past year, September 2009 - August 2010, 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 2009- 2010 academic year is identified on page 11 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 Department of Health, Physical Education, and Recreation's R401: Human Movement Science Teaching Emphasis Change. In the past, a BS in Physical Education had three emphasis – teaching, exercise science, and pre-physical therapy. With the name of the major changing from Physical Education to Human Movement Science, the faculty recommended that the newly formed Human Movement Teaching be renamed Physical Education Teaching. This title will better align the Utah State Office of Education's subject matter endorsement areas.
2. The Council approved the School of Teacher Education and Leadership's proposal to modify the requirements of their Gifted and Talented (G/T) Endorsement. Because of market demands and to better align program standards to national G/T standards, a new

course focusing on the Social/Emotional Needs of Gifted/Talented Children will replace the creativity course.

3. The Council approved a proposal from the School of Teacher Education and Leadership for a new Graduate Route to Licensure program. This will be a study option in its M.Ed Plan C. The GRL offers teaching options in Science, English as a Second Language (ESL), and Mathematics. The GRL is designed for persons holding a bachelor's degree in a science, math, or undergraduate work supportive of ESL who desire to become secondary teachers.
4. The Council voted to approve a motion to waive the Secondary Teaching Minor requirement for the GRL because each of the program of study options are areas of critical need and the teaching minor was required to enhance marketability of major teaching areas not in high demand.
5. The Council approved proposed curriculum changes by the Departments of Communicative Disorders and Deaf Education; Health, Physical Education, and Recreation; Instructional Technology and Learning Sciences; Mathematics and Statistics; Psychology; Special Education and Rehabilitation; and the School of Teacher Education and Leadership. These changes involved multiple departmental course approval forms.

### ***Policy Changes***

1. The Council approved the Department of Psychology's recommendation to not articulate SLCC's EDU 2100 Educational Psychology course to USU's PSY 3660 Educational Psychology course. The Council determined that a lower division (2000 level) course could not articulate to an upper division (3000 level) course. They also felt strongly that the USOE policy should be adhered to – *that professional education courses are offered by colleges and universities who have USOE approval to offer teacher education programs.*

2. The Council voted to approve the School of Teacher Education and Leadership's request to change the out-of-state student teaching fee for Secondary Education to \$350. This amount will now align with the Elementary Education out-of-state student teaching fee.

### **Information Items**

1. USU's teacher education programs will be nationally reviewed by the Teacher Education Accreditation Council (TEAC) on November 7-8, 2011. In preparation for this accreditation visit, a new database is being developed. The development will be completed by Nifty Technologies.
2. The Council on Teacher Education's Faculty Senate Report will now be sent to University Archives. All university reports will now be saved.
3. TEACH Grant procedures no longer require EEJ CEHS counseling. All counseling will now be done online directly on the federal government's TEACH Grant website.
4. The processing of USOE endorsements and certificates has been modified to eliminate the university receipt of licensing fees. The new process will now be as follows: USU will accept the application, approve the application once all documentation is received, and complete the institutional recommendation letter. These will all be returned to the student with instructions on how to forward their application to the USOE with their payment. If any checks or money orders are received from students, USU will return them to the student when the institutional recommendation is made.
5. Title II - Higher Education Opportunity Act has added new teacher competency requirements in gifted/talented education. The Council recommended that these new competencies be reviewed by the School of Teacher Education and Leadership to determine how to incorporate them into their programs.

6. The GPA for students entering teacher education has been questioned by Utah legislators. Howard Stevenson noted that all universities require a 3.0 GPA to enter their teacher education programs, except USU (2.75) and BYU (2.85). The Council concluded that USU's GPA should remain at 2.75 so not to discourage students who tend to improve their GPA once they begin their major course work. Also, it was noted that although USU's admission GPA is 2.75, most students admitted into teacher education have GPAs far above 2.75.
7. The Department of Risk Management has recommended that we add the following statement to our writing examination information sheet. "This exam provides an opportunity for you to demonstrate your ability to *read, understand, and articulate a written response* to a written prompt which focuses on an education-related context. Competency in *reading and writing* is required for admission to all Teacher Education programs at USU. We urge you to take the exam seriously."
8. The USOE has announced that they are designing a plan where cooperating teachers will be able to receive re-licensing points.

## **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 483 students were admitted into the Teacher Education Program during the period September 1, 2009 through August 31, 2010. This total represents an increase of 1.4 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 2008-2009 and 2009-2010. 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 eighty-three (283) students admitted into the Teacher Education Program during the 2009-2010 academic year submitted ACT scores. The mean composite ACT score of these 283 students was 25.1. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 23.6. The 483 students admitted into the Teacher Education Program had a mean USU GPA of 3.42 and a mean cumulative GPA of 3.41. The Office of Analysis, Assessment and Accreditation at the University reported the following mean GPAs for all students at USU for the 2009-2010 academic year:

Fall Semester 2009: Mean GPA = 3.48

Spring Semester 2010: Mean GPA = 3.54

In addition, there were 102 students admitted to post-bachelors education licensing programs [Administrative Supervisory Certificate (AS/C); Endorsements - Secondary Education Graduate Route to Licensure, and School Counseling].

***Graduates Recommended for Certification.*** There were four hundred ninety-five (495) students recommended for educator licensing and endorsements. This total is a decrease of 12.3 percent in 2010 as compared to 2009 (see Table 6). Four hundred twenty-five (425) students were recommended for initial licensing in 2010. This total is a decrease of 8.6 percent in the number of initial licenses granted.

***Praxis Content Testing.*** Table 7 shows that there were 633 students who attempted the ETS Praxis II Content test in their major area. Five hundred thirty (530) or 83.9% 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: Biology, Dual Elementary/Deaf Education, Geography, German, Health, Math Level II, Music, Physical Science, Psychology, School Psychology, 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 ninety-eight (298) students attempted the PLT and 273 passed the exam, resulting in a 92% pass rate.

***Placement of Program Graduates.*** The job placement rate of program graduates continues to be of interest to the Council. In 2010 a total of 495 graduates were recommended to the Utah State Office of Education for initial licensing in new concentration areas. Two hundred fifty-eight students (52%) responded to our placement survey. Of these, 198 (76%) were employed

in Utah and 11 (4%) accepted teaching contracts out-of-state. These percentages represent an 86 percent placement rate for those seeking teaching positions (see Table 8). The 2010 placement rate is lower than the rate achieved in 2009, which was 88 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 33% to 100%. The following majors had placement rates less than 75%: English, Family Consumer Science Education, History, and Physical Education.

Additional statistics are as follows: twenty-seven (10.3%) were still seeking a teaching position; ten (3.8%) were not seeking a teaching position; eleven (4.2%) had secured other employment, and four (1.6%) 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 2009-2010 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  
2009-10 through 2011-2013**

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, Family, Consumer Sci		Lindsey Shirley	
Education (7)	Teacher Education and Leadership		Parker Fawson Martha Whitaker	
	Inst Tech	Sheri Haderlie*		
	Com Dis & Deaf Education			Debbie Golos (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			Leslie Timmons
	Theater Arts			Colin Johnson
Natural Resources (1)	Geography			Nancy Mesner
Science (2)	Mathematics	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	Erik Wynn*		
RCDE	Regional Campus			Jim Barta

**TABLE 1****A COMPARISON OF STUDENTS ACCEPTED INTO THE TEACHER EDUCATION PROGRAM, 2008-09 AND 2009-2010, BY TEACHING MAJOR**

<b>MAJOR</b>	<b>2008-09</b>	<b>2009-10</b>	<b>DIFFERENC E</b>
Early Childhood	7	9	2
Elementary Education (1-8)	114	129	15
Elementary Education (K-6)	20	33	13
Dual, Elem Educ & Early Child	23	8	-15
Dual, Elem Educ & Deaf	5	11	6
Dual, Elem Educ & Spec Educ	17	18	1
Dual, Spec Educ & Early Child	0	1	1
Special Education	30	40	10
<b>Secondary Education Majors</b>			
Chemistry	1	0	-1
English	28	23	-5
Geography	1	4	3
Health Education	3	2	-1
History	20	15	-5
Languages	14	7	-7
Mathematics	10	13	3
P.E.	9	3	-6
Physics	0	1	1
Political Science	0	0	0
Psychology	2	1	-1
Sociology	0	0	0
Theatre Arts	2	1	-1

**TABLE 1 (cont.)**

<b>MAJOR</b>	<b>2008-09</b>	<b>2009-10</b>	<b>DIFFERENC E</b>
<b>Composite Majors</b>			
Agricultural Education	21	13	-8
Art Education	4	13	9
Biological Science	1	14	13
Earth Science	1	1	0
Engineering Technology Educ (ETE-TIED)	2	6	4
Family & Consumer Sciences Education	27	24	-3
Mathematics/Statistics	22	19	-3
Music	19	19	0
Physical Science	5	6	1
Social Studies	9	14	5
<b>Teacher Education TOTAL</b>	<b>420</b>	<b>480</b>	<b>60</b>
<b>Post Bachelors Licensing Program</b>			
Administrative Supervisory Certificate	29	57	28
Communicative Disorders (SLP)	5	32	27
Graduate Route Licensing SCED	n/a	41	41
School Counseling	18	34	16
<b>Post BS TOTAL</b>	<b>222</b>	<b>268</b>	<b>44</b>
<b>Grand TOTAL</b>	<b>642</b>	<b>748</b>	<b>104</b>

**TABLE 2****STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY  
ADMISSION CRITERIA  
2009-2010**

<b>CATEGORY</b>	<b>NUMBER OF STUDENTS ADMITTED</b>			
	<b>2008-2009</b>	<b>% of Total</b>	<b>2009-2010</b>	<b>% of Total</b>
ACT Scores $\geq$ 21 in <u>ALL</u> four areas	140	33%	162	34%
ACT Scores $\geq$ 21 in at least one area	119	28%	115	24%
ACT Scores < 21 in <u>ALL</u> four areas	5	.5%	6	.01%
BS Degree (GPA of $\geq$ 2.75 on last 45 credits)	9	1%	2	.004%
No ACT Score available	147	35%	195	41%
<b>TOTAL</b>	420		480	

**TABLE 3**

**ACT SCORES OF STUDENTS ADMITTED TO TEACHER EDUCATION  
BY TEST AREA  
2008- 2009 AND 2009-2010**

ACT TEST AREA	NUMBER OF STUDENTS ADMITTED			
	2008-2009		2009-2010	
	ACT $\geq$ 21	ACT <21	ACT $\geq$ 21	ACT <21
English	213 (81%)	43 (16%)	235 (83%)	43 (14.5%)
Mathematics	184 (70%)	70 (27%)	206 (73%)	75 (27%)
Social Sciences	220 (83%)	30 (11%)	242 (86%)	37 (13%)
Natural Sciences	215 (81%)	36 (14%)	233 (82%)	50 (18%)
	N=264		N=283	

**TABLE 4**

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY  
ADMISSION CRITERIA, BY MAJOR  
SEPTEMBER 1, 2009 - AUGUST 31, 2010**

<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	13	0	0	0	13
Art Education	13	0	0	0	13
Biological Science	14	0	0	0	14
Chemistry	0	0	0	0	0
Communicative Disorders	32	0	0	0	32
Early Childhood	9	9	0	0	0
Earth Science	1	0	0	0	1
Elem Education (1-8)	129	123	4	0	2
Elem Education (K-6)	33	33	0	0	0
Engineering Technology Educ	6	2	0	0	4
English	23	4	0	0	19
Dual, El Ed & ECH	8	7	0	0	1
Dual, El Ed & Deaf Educ	11	11	0	0	0
Dual, El Ed & Spec Educ	18	17	0	0	1
Dual, Spec Ed & Early Child	1	1	0	0	0
FCSE	24	3	0	0	21
Geography	4	2	0	0	2
Health Education	2	0	0	0	2
History	15	1	0	0	14

<b>Teaching Major</b>	<b>Total # of Students Admitted</b>	<b># students with ACT scores <math>\geq 21</math> in at least one area</b>	<b># of students with ACT scores <math>&lt; 21</math> in all areas</b>	<b># students with B.S. degree</b>	<b># of students with no ACT scores</b>
Languages	7	0	0	0	7
Math	13	8	0	0	5
Math/Stat	19	14	0	0	5
Music	19	4	0	0	15
Physical Education	3	0	0	0	3
Physical Science	6	4	0	0	2
Physics	1	0	0	0	1
Political Science	0	0	0	0	0
Psychology	1	0	0	0	1
Social Studies	14	0	0	0	14
Sociology	0	0	0	0	0
Special Education	40	19	1	2	20
Theatre Arts	1	0	0	0	1
<b>TOTAL</b>	<b>480</b>	<b>262</b>	<b>5</b>	<b>2</b>	<b>213</b>

**TABLE 5**

**STUDENTS' MEAN COMPOSITE ACT SCORES, USU GPA,  
CUMULATIVE GPA BY MAJOR, AT THE TIME OF ADMISSION INTO THE TEACHER  
EDUCATION PROGRAM  
SEPTEMBER 2009 THROUGH AUGUST 2010**

<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	13	0	13	0	25	3.25	3.24
Art Education	13	0	13	0	28.25	3.47	3.43
Biological Science	14	0	14	0	n/a	3.12	3.28
Chemistry	0	0	0	0	n/a	n/a	n/a
Communicative Disorders	32	0	32	0	20	3.3	3.31
Early Childhood Education	9	9	0	0	24.56	3.32	3.32
Earth Science	1	0	1	0	n/a	3.55	3.67
Elem Education (1-8)	129	127	2	0	24.03	3.46	3.45
Elem Education (K-6)	33	33	0	0	24.44	3.51	3.48
Engineering Tech Ed (ETE)	6	2	4	0	30	3.41	3.35
English	23	4	19	0	27.25	3.48	3.5
Dual, El Ed & ECH	8	7	1	0	22.5	3.3	3.3
Dual, El Ed & Deaf Educ	11	11	0	0	24	3.45	3.44
Dual, El Ed & Spec Educ	18	17	1	0	25.26	3.71	3.74
Dual, Spec Educ & EC	1	1	0	0	n/a	3.12	3.36
FCSE	24	3	21	0	26.7	3.4	3.39
Geography	4	2	2	0	26	3.48	3.25
Health Education	2	0	2	0	19	3.21	3.23

<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>
History	15	1	14	0	24	3.34	3.4
Languages	7	0	7	0	n/a	3.52	3.4
Math	13	8	5	0	27.83	3.58	3.51
Math/Stat	19	14	5	0	27.3	3.58	3.65
Music	19	4	15	0	22.5	3.63	3.65
Physical Education	3	0	3	0	n/a	3.43	3.5
Physical Science	6	4	2	0	29.5	3.38	3.27
Physics	1	0	1	0	n/a	3.28	3.28
Political Science	0	0	0	0	n/a	n/a	n/a
Psychology	1	0	1	0	n/a	3.49	3.47
Social Studies	14	0	14	0	n/a	3.36	3.36
Sociology	0	0	0	0	n/a	n/a	n/a
Special Education	40	20	20	2	2.22	3.52	3.52
Theatre Arts	1	0	1	0	n/a	3.61	3.2
<b>TOTAL</b>	<b>480</b>	<b>267</b>	<b>213</b>	<b>2</b>	<b>25.11</b>	<b>3.42</b>	<b>3.41</b>

**TABLE 6**  
**TEACHER EDUCATION PROGRAM GRADUATES**  
**RECOMMENDED FOR TEACHER LICENSING**  
**2003-2010**

	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Dual</b>	25	29	34	34	34	44	44	31
<b>Early Childhood</b>	12	9	8	3	5	6	0	4
<b>Elementary</b>	187	175	163	151	172	156	149	112
<b>Elementary K-6</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8
<b>Secondary</b>	109	147	125	92	111	143	113	105
<b>Ungraded</b>	88	43	134	143	127	131	57	46
<b>Art</b>	5	2	8	3	6	3	3	2
<b>ComD</b>	19	28	14	11	16	26	23	13
<b>HPER</b>	24	21	24	24	8	22	16	20
<b>Lib Media</b>	8	17	17	13	6	22	11	15
<b>Music</b>	17	11	13	4	11	9	9	10
<b>School Counseling</b>	27	29	31	32	19	53	18	34
<b>School Psychology</b>	2	4	4	3	4	5	2	1
<b>Special Education</b>	109	93	119	92	123	113	120	94
<b>TOTAL</b>	632 (490)	608 (456)	694 (544)	605 (468)	642 (475)	733 (548)	565 (466)	495 (425)

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

**Table 7**

**PRAXIS RESULTS OF TEACHER EDUCATION PROGRAM GRADUATES  
RECOMMENDED FOR INITIAL LICENSING  
2009-2010**

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 &	620	4	#	19	18 (95%)	25	25 (96%)				
Art Education	0133- Art: Content Knowledge	159	4	#	3	#(100%0	18	17 (94%)				
Biology	0235- Biology: Content Knowledge	149	8	8 (100%)	8	8 (100%)	8	8 (100%)				
Business Education Bis Comp & Info Sys	0100-Business Education	590	3	3 (100%)	5	5 (100%)	n/a	n/a				
Chemistry	0245-Chemistry: Content Knowledge	151	5	4 (80%)	7	6 (86%)	0	0				
Dual: Early	0014-Elementary	150	0	0	0	0	2	2				
Dual: Early Childhood/ Elementary Education	0014-Elementary Educ: Content Knowledge	150	9	7 (78%)	24	22 (92%)	4	4 (100%)				
Dual: Elementary/Deaf Education	0014-Elementary Educ: Content Knowledge	150	3	3 (100%)	6	6 (100%)	6	6 (100%)				
Dual: Elementary/Special Education	0014-Elementary Educ: Content Knowledge	150	8	8 (100%)	16	15 (94%)	9	8 (89%)				
Early Childhood	0014-Elementary Educ: Content Knowledge	150	2	2 (100%)	0	0	16	13 (81%)				
Earth Science	0571- Earth Sci: Content Knowledge	153	1	1 (100%)	2	2 (100%)	0	0				
Elementary Education	0014-Elementary Educ: Content Knowledge	150	125	109 (86%)	149	140 (94%)	130	125 (96%)				
Engineering & Technology	0050-Technology	600	5	5	7	7	3	3				
English	0041-English Lang: Literature & Composition:	168	27	20 (74%)	22	16 (73%)	44	22 (50%)				

Program	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
	Content Knowledge											
Family & Consumer	0120-Family &	159	18	#	11	11	26	24				
French	0173-French: Content Knowledge	161	1	1 (100%)	0	0	0	0				
Geography	0920-: Geography	630	6	5 (83%)	2	2 (100%)	4	4 (100%)				
German	0181-German:	153	1	1	1	1	2	2				
Health Education	0550-Health Educ	670	16	16 (100%)	8	8 (100%)	11	11 (100%)				
History	0941- World & US	156	44	23	19	12	45	23				
Integrated Science	0435-General Sci:	166	0	0	0	0	0	0				
Latin	0600-Latin	610	2	1 (50%)	0	0	0	0				
Marketing Education	0100-Business Educ	#650	3	3	n/a	n/a	n/a	n/a				
Math Level II Endorsement	0069-Middle School	145	10	10	15	15	14	13				
Mathematics/	0061-Mathematics:	138	42	31	21	20	59	48				
Music	0113-Music	156	4	4	9	9	11	11				
Physical Education/	0091- Physical Ed:	152	8	8	9	9	7	6				
Physical Science	0070-Chemistry,	570	0	0	0	0	4	2				
Physical Science	0481-Physical Sci:	#150	2	#	1	1	3	3				
Physics	0265- Physics:	136	4	3	4	3	1	0				
Political Science	0930-Government/	#660	6	#	2	1	4	3				
Psychology	0390- Psychology	#580	6	#	1	1 (100%)	2	2 (100%)				
Sch Counseling	0420-Sch Guidance	#580	1	#	18	18	39	38				
Sch Psychology	0401- School	#580	2	2	2	2	1	1				
Social Studies	0081-Social Studies:	159	8	7	6	5	11	6				
Sociology	0950-Sociology	#550	1	1 (100%)	0	0	0	0				
Speech	0220-Speech	#570	1	#	0	0	0	0				
Spanish	0191-Spanish:	161	3	3	13	13	21	17				
Special Education	0014-Elementary	151	22	22	41	38	28	24				
Special Education	0353-Educ of	155	13	13	22	22	17	17				

Program	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Special Education	0511-Fundamental	150	25	24	38	37	n/a	n/a				
Special Education	0069-Middle School	145	3	3	2	2	16	14				
Special Education	0049-Middle School	155	1	1	1	1	13	10				
Theatre	0640-Theatre	#660	3	#	3	3 (100%)	1	1 (100%)				
		<b>TOTAL</b>	472	352* (85%)	520	482 (93%)	633	530 (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%)						
Principles of Teaching & Learning: Grades K-6	0522	160	111	104 (94%)	33	32 (97%)	130	117 (90%)						
Principles of Teaching & Learning: Grades 5-9	0523	160	11	9 (81%)	3	3 (100%)	4	4 (100%)						
Principles of Teaching & Learning: Grades 7-12	0524	160	69	66 (96%)	48	48 (100%)	156	144 (92%)						
		<b>TOTAL:</b>	199	186 (93%)	84	83 (99%)	298	273 (92%)						

# - 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, 2009 THROUGH AUGUST 31, 2010**

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	56	13	8	0	0	3	1	1	62%	100%
Ag Ed	22	13	10	3	0	0	0	0	100%	100%
Art Ed	2	2	2	0	0	0	0	0	100%	100%
Biological Science	1	0	0	0	0	0	0	0	n/a	n/a
Chemistry	0	0	0	0	0	0	0	0	n/a	n/a
Com Dis	13	1	1	0	0	0	0	0	100%	100%
Earth Science	0	0	0	0	0	0	0	0	n/a	n/a
All Dual Majors	31	31	25	1	3	1	1	0	84%	90%
Early Childhood	4	1	1	0	0	0	0	0	100%	100%
Elem Educ (1-8)	112	69	54	2	2	9	2	1	81%	85%
Elem Edu (K-6)	8	3	1	1	1	0	0	0	67%	67%
English	19	13	9	0	0	3	1	0	69%	100%
ETE/ITE/TIED	3	2	2	0	0	0	0	0	100%	100%
FCSE	15	10	5	1	1	2	1	0	60%	86%

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
Geography	0	0	0	0	0	0	0	0	n/a	n/a
Health Education	10	2	2	0	0	0	0	0	100%	100%
History	15	10	3	0	0	6	1	0	30%	33%
Mod Languages	1	1	1	0	0	0	0	0	100%	100%
Math	20	10	10	0	0	0	0	0	100%	100%
Music Ed	10	4	0	0	1	0	1	2	n/a	n/a
PE	10	3	1	0	0	1	1	0	33%	50%
Physical Science	3	2	1	1	0	0	0	0	100%	100%
Physics	0	0	0	0	0	0	0	0	n/a	n/a
Political Science	0	0	0	0	0	0	0	0	n/a	n/a
Psychology	1	1	1	0	0	0	0	0	100%	100%
School Psychology	7	5	5	0	0	0	0	0	100%	100%
Social Studies	5	1	1	0	0	0	0	0	105%	100%
Special Education	31	13	13	3	0	0	0	0	100%	100%
Special Education Alternative	63	30	30	0	0	0	0	0	100%	100%
Speech/Theater	0	0	0	0	0	0	0	0	n/a	n/a
Library Media	15	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Counselor	34	18	12	0	3	2	1	0	67%	71%
<b>TOTALS</b>	495	258	198	11	11	27	10	4	81%	86%

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 2009-10

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>	# of Recipients	Change from 2008/09, Students	\$AMOUNT	Change from 2008/09, Amount
University In-State Tuition (10% Waivers)	144	62%	\$ 373,530	56%
ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	68	-15%	\$ 500,672	-8%
Other Admissions Scholarships	165	10%	\$ 406,397	19%
Departmental Scholarships	178	-4%	\$ 204,638	-30%
Other USU Scholarships	60	46%	\$ 226,325	48%
Cash from Outside Sources	118	49%	\$ 269,624	49%
<b>Total Unduplicated Recipients</b>	<b>*528</b>	<b>15%</b>	<b>\$ 1,981,187</b>	<b>13%</b>

<b>HUNTSMAN SCHOOL OF BUSINESS - undergrad</b>	# of Recipients	Change from 2008/09, Students	\$AMOUNT	Change from 2008/09, Amount
University In-State Tuition (10% Waivers)	243	-3%	\$ 694,327	-19%
ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	64	2%	\$ 456,325	-8%
Other Admissions Scholarships	313	28%	\$ 903,252	107%
Departmental Scholarships	227	14%	\$ 539,443	5%
Other USU Scholarships	231	-59%	\$ 1,033,060	10%
Cash from Outside Sources	112	22%	\$ 252,105	22%
<b>Total Unduplicated Recipients</b>	<b>*775</b>	<b>-26%</b>	<b>\$ 3,878,513</b>	<b>13%</b>

<b>EEJ COLLEGE OF EDUCATION AND HUMAN SERVICES - undergraduate</b>	# of Recipients	Change from 2008/09, Students	\$AMOUNT	Change from 2008/09, Amount
University In-State Tuition (10% Waivers)	389	45%	\$ 979,258	46%
ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	158	-13%	\$ 1,116,462	-14%
Other Admissions Scholarships	480	1%	\$ 1,403,104	36%
Departmental Scholarships	226	-12%	\$ 460,967	-27%
Other USU Scholarships	149	21%	\$ 290,011	100%
Cash from Outside Sources	319	26%	\$ 616,659	34%
<b>Total Unduplicated Recipients</b>	<b>*1298</b>	<b>10%</b>	<b>\$ 4,866,462</b>	<b>15%</b>

<b>COLLEGE OF ENGINEERING - undergraduate</b>	# of Recipients	Change from 2008/09, Students	\$AMOUNT	Change from 2008/09, Amount
University In-State Tuition (10% Waivers)	232	-17%	\$ 627,200	-20%
ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	133	0%	\$ 977,323	1%
Other Admissions Scholarships	370	21%	\$ 985,275	67%
Departmental Scholarships	278	-9%	\$ 478,262	32%
Other USU Scholarships	172	2%	\$ 1,310,552	-8%
Cash from Outside Sources	127	10%	\$ 368,578	35%
<b>Total Unduplicated Recipients</b>	<b>*838</b>	<b>-3%</b>	<b>\$ 4,747,189</b>	<b>8%</b>

<b>COLLEGE OF HASS - undergraduate</b>	# of Recipients	Change from 2008/09, Students	\$AMOUNT	Change from 2008/09, Amount
University In-State Tuition (10% Waivers)	416	-9%	\$ 1,102,698	-8%
ISU/USU, 100 Mile Radius, WUE, SB170 , & HB75	178	-20%	\$ 1,188,585	-25%
Other Admissions Scholarships	568	-9%	\$ 1,748,860	35%
Departmental Scholarships	247	-17%	\$ 400,062	-12%
Other USU Scholarships	270	38%	\$ 658,667	79%
Cash from Outside Sources	295	21%	\$ 575,166	10%
<b>Total Unduplicated Recipients</b>	<b>*1411</b>	<b>-4%</b>	<b>\$ 5,674,038</b>	<b>5%</b>



**Report from the Educational Policies Committee  
December 2, 2010**

**Submitted by L. Smith, EPC Chair, on December 6, 2010**

The Educational Policies Committee met on December 2, 2010. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page<sup>1</sup> and are available for review by the members of the Faculty Senate and other interested parties.

During the December 2<sup>nd</sup> meeting of the Educational Policies Committee, the following actions were taken:

1. Approval of the report from the Curriculum Subcommittee meeting of December 2<sup>nd</sup>, 2010 which included the following notable actions:
  - The Curriculum Subcommittee approved 34 requests for course actions.
  - A motion to change the “ELEC” prefix for CEU courses to “ELET” was approved.
  - A motion to change the CEU Cooperative Education course number to 2977 was approved.
  
2. Approval of the report from the Academics Standards Subcommittee meeting of November 18, 2010. Actions of note:
  - A motion to recommend a change to the calculation of GPA and accept the highest grade and GPA hours for repeated courses was approved. USU currently counts the most recent grade for a repeated course, but that is inconsistent with other state institutions and peer institutions. The suggested new language for the “Repeated Courses Policy” is attached below with changes in bold:

**Repeating Courses Policy**

Students may repeat any course at USU for which they have previously registered. They may also retake a course originally taken at an institution where USU has an articulation agreement, if the agreement identifies a specific USU course as being equivalent to the one the student desires to replace. All other decisions dealing with retaking courses, including courses taken under the quarter system, will be determined by the department in which the course is offered.

The number of times a student can take the same class is limited to a total of three times (once, plus two repeats). Beyond three attempts, the student’s dean must approve additional registration for the class.

The total number of repeats allowed is limited to ten. Students who exceed this limit will have an academic hold placed on their registration. Beyond ten repeats, the student’s academic dean must approve additional registration.

The policy does not apply to courses repeatable for credit. When a course listed in the *General Catalog* is identified as repeatable for credit, the course may be taken more than once for credit. When a course not designated as repeatable for credit is repeated, **the highest grade and GPA hours are used to recalculate the student's grade point average**. The lower grade and GPA hours for the same course will remain on the student's academic record, but will *not* be calculated in the grade point average or total GPA hours completed, and will be designated on the student's transcript with an *E* (exclude). With the approval of the college dean, a course designated as repeatable for credit may be repeated to receive a higher grade, with only the highest grade and GPA hours being used in recalculating the student's grade point average.

- A motion to change policy regarding letters of completion to require transfer students to complete at least 9 credit hours of the general education requirements or a minimum of 20 total credit hours from USU to qualify for a letter of completion was approved. Currently there is not a minimum requirement for resident credits listed for a letter of completion and the Regents policy (R470.7.1.2.1) requires students who enter a USHE school with most of their General Education credits from a non-USHE regionally-accredited institution, and who want a Letter of Completion from the USHE institution, to complete at least nine credit hours of meet the minimum residency and grade point average requirements of the institution from which the Letter of Completion is requested.

The suggested new language for the policy on "Letters of Completion" is attached below with additions in bold and deletions in strikethrough:

### Letter of Completion

Students who have completed the General Education portion of the University Studies Requirements at Utah State University, and who transfer to another institution, may receive a Letter of Completion from USU. If a student does not intend to return to USU for a bachelor's degree, the requirement of two USU breadth courses may be waived, since the USU course requirement is unique to USU. **In order to qualify for a Letter of Completion, students must: 1) are still required to complete ~~at least one~~ breadth course in each of the six breadth areas, as well as the Communications Literacy (CL1 and CL2), Quantitative Literacy (QL), and Computer and Information Literacy (CIL) all of the General Education requirements, 2) earn at least 9 of the General Education credits or a minimum of 20 total credits from Utah State University, and 3) earn a USU GPA of 2.0 or higher and a cumulative GPA of 2.0 or higher.**

It is the student's responsibility to initiate a request for this letter. The student's advisor will determine whether or not the student has indeed satisfied all of the requirements. If so, the advisor may go to <http://www.usu.edu/advising/forms/> and select the Letter of Completion Form. The advisor should complete the form, indicating how the student has met the requirements. The advisor should also indicate where the letter should be sent. Letters are typically sent to the Admissions Office at the transfer institution. After the advisor has completed the form, he or she should send the form to the Registrar's Office. The Registrar's Office will then generate an official letter and send the letter to the transfer institution.

On occasion, there may be circumstances in which a student has completed *most* of the General Education requirements at Utah State University, transferred to another institution where he or she has completed the last of the courses needed to complete the USU General Education

requirements, and then requested a Letter of Completion from USU. Since the coursework was not completed at USU, USU *may not* submit a Letter of Completion, *unless* the coursework is posted to a USU transcript. To have this coursework posted to a USU transcript, a student should submit his or her transcript and a \$15 posting fee to the Registrar's Office, 1600 Old Main Hill, Logan UT 84322-1600. The Registrar's Office will then post and evaluate the credit. If all requirements have been satisfied, the Letter of Completion will be generated.

3. Approval of the report of the General Education Subcommittee meeting of November 16, 2010.  
Of note:

- The following General Education courses and changes were approved:

APEC 5015 (QI) (Course dropped)  
THEA 3240 (CI/DHA)  
ECN 5500 (CI)  
ID 1790 (BCA) (BCA designation removed)

- The following General Education syllabi were approved:

USU 1300 (BAI)  
USU 1350 (BLS)

- A motion to require students to take a Quantitative Literacy course rather than allowing the substitution of ACT/SAT Scores was approved.
- A motion to drop the Computer Information Literacy Exam as a General Education graduation requirement was approved.

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

## **Renewal of the Code Compliance Committee**

The Code Compliance Committee (CCC) is an ad hoc Faculty Senate committee that was created in January 2010 (see Faculty Senate Minutes January 11, 2010). Its charge and membership are given below. As an ad hoc committee, it has a one-year lifetime, unless it is renewed. In September 2010, Ed Heath reported on the case that it handled last year. In addition to that case, the work of the committee led to a suggested code change involving term faculty that is currently being reviewed by PRPC. Thus the CCC has proven to be very useful.

Accordingly, in their meeting on December 13, 2010, the Faculty Senate Executive Committee proposed that we renew the ad hoc committee for another year. What follows is a slight modification of the text that was sent to the Faculty Senate last year and that was adopted. The change is from having the “annual” report given at the last meeting of the academic year to having it given 12 months or less after approval of the committee by the Faculty Senate.

### **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 noncompliance. 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, prior to the end of its one- year lifetime, the committee will report a summary of its activities, in general terms to protect confidentiality, to the Faculty Senate Executive Committee.*

*The following change, striking the last sentence in the first paragraph, and inserting the parenthetical clause following 405.11.4(1), was brought forward and voted on by PRPC at its October 12, 2010 meeting. The change was unanimously sustained.*

#### 11.4 Events During the Year in which a Promotion Decision is to be Made

- (1) External peer reviews (not required for lecturer ranks).

Prior to September 15, the department head or supervisor will make a single solicitation of letters from at least four peers of rank equivalent to or higher than that sought by the candidate. If less than four letters arrive, additional letters will be solicited to attain the minimum of four letters. The reviewers must be external to the University and must be respected in their fields. The candidate will be asked to submit the names of potential reviewers and to state the nature of his or her acquaintance with each of them. The number of names should be at least equal to the number of letters to be solicited. At least one-half of the reviewers must be selected from candidate's list. The department head or supervisor and the promotion advisory committee shall mutually agree to the peer reviewers from whom letters will be solicited. A summary of the pertinent information in his or her file initially drafted by the department head or supervisor, with final drafts agreed upon by the candidate, the promotion advisory committee, and the department head or supervisor, shall be sent to each reviewer by the department head or supervisor. Each reviewer should be asked to state at the very least the nature of his or her acquaintance with the candidate, and to evaluate the candidate's work, recognition, and standing among his or her peers. Copies of these letters will become supplementary material to the candidate's file. ~~The external review process is not required for those seeking promotion in the lecturer ranks.~~

A waiver of the external review process may be granted by the President when such a process is operationally not feasible for a particular set of term appointment academic titles and ranks.

**Comment [A1]:** Level 2 add in parens not required for lecturer ranks.

**Comment [JK2]:** This got removed in level 1 and somehow the parens mentioned above got into an approved copy but not this copy. We need to officially take the parens above through the system.

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## **Proposal to Consider Changing the Code (405.1.4(1), 405.7.1(2), and 405.7.1(3))**

### **Consider Changing the Promotion and Tenure Process from a Third-Year Review to Second and Fourth-Year Review Checkpoints**

Currently, the P&T Committees meet every year with the candidates and the third-year review has special emphasis because of the earlier deadlines for committee, department head, and dean letters – for the purpose of this proposal, the word checkpoint will be used for these reviews of special emphasis. The concern is that the P&T Committee’s evaluative role for the third-year review checkpoint is sometimes difficult because the candidate only has 2 years to establish a record. Switching the third-year review checkpoint to a fourth-year review checkpoint affords the candidate an extra year to establish his/her record and allows the P&T Committee a larger body of work upon which to base their decision. Further, the proposal is to add a second-year review checkpoint to strengthen both the mentoring and evaluative role of the committee. This second-year review checkpoint affords the committee an initial look at the trajectory of the candidate and serves as a platform that could lead the candidate toward a successful fourth-year review checkpoint.

Note: The Code Review Committee identified a Level 3 change with the purpose of further explaining the third-year review. Right now the only difference between the third-year review and the first-, second- and fourth-year reviews are the deadlines.

Consideration for discussion in Faculty Senate

#### Pros

1. Allows an extra year for the candidate to establish his/her record for a 4<sup>th</sup> year review checkpoint.
2. Enhances the evaluative and mentoring role of the committee by having a review of additional importance after the 1<sup>st</sup> year and after the 3<sup>rd</sup> year.
3. Does not really increase the workload of the committee.
4. Proposal appears to be similar to a number of other institutions (e.g., Ohio State University, Penn State University, University of Kentucky, University of Colorado at Boulder, Western Michigan University).

#### Cons

1. Creates earlier timetable for 2<sup>nd</sup> and 4<sup>th</sup> years.
2. Cannot establish much of a record for 2<sup>nd</sup> year.
3. Changes something that may be working.
4. Creates problems in other places in the code (e.g., 407.3(2))