



FACULTY SENATE EXECUTIVE COMMITTEE

December 13, 2010
3:00 - 4:30 p.m.
Champ Hall

Agenda

- 3:00 Call to Order**
Approval of Minutes November 15, 2010.....Vince Wickwar
- 3:05 Announcements**.....Vince Wickwar
 - Next Brown Bag Lunch w/President Friday January 21, noon Champ Hall
- 3:10 University Business**.....Stan Albrecht, President
Raymond Coward, Provost
- 3:30 Information Items**
 - 1. Council of Teacher Education Report.....Francine Johnson
 - 2. Scholarship Advisory Board Report.....Chelise Elwood
- 3:45 New Business**
 - 1. EPC Items.....Larry Smith
 - 2. PRPC Items.....Bob Parson
 - 402.10 - 402.13 The Faculty Senate and Its Committees
 - 401.4.2(1) Description of Lecturer Ranks
 - 3. ASUSU Common Hour.....Vince Wickwar
 - 4. Code Compliance Committee renewal.....Vince Wickwar
 - 5. Tenure Review Time Table.....Ed Heath
- 4:30 Adjournment**.....Vince Wickwar

FACULTY SENATE EXECUTIVE COMMITTEE MINUTES

November 15, 2010 3:00 P.M.

Champ Hall Conference Room

Present: Vincent Wickwar (Chair), Steve Burr (excused), Byron Burnham, Renee Galliher, Scott Henrie, Lyle Holmgren, Doug Jackson-Smith, Glenn McEvoy, Terry Messmer (substitute) Nick Morrison, Mike Parent (excused), Flora Shrode (excused), Nathan Straight, Blake Tullis, Dave Wallace, President Stan Albrecht (Ex-Officio) (excused), Provost Ray Coward (Ex-Officio) (excused), Ed Heath (Past President), Joan Kleinke (Exec. Sec.), Marilyn Bloxham (Assistant)

Guests: Noelle Call, David Hole, Larry Smith, Tyler Tolson

Vincent Wickwar called the meeting to order at 3:00 p.m.

Approval of Minutes

Glenn McEvoy made a motion to approve the minutes of October 18, 2010. Motion was seconded by Doug Jackson-Smith and the motion passed unanimously.

University Business - President Albrecht and Provost Coward.

No University Business was presented as both the President and Provost are out of town.

Announcements

The next Brown Bag Lunch with the President will be Monday, December 6, 12:00 noon in Champ Hall.

Information Items

ASUSU Report – Tyler Tolson. ASUSU has held several successful events over the last year. Among them, the Aggie Blue Fall Student Leadership Conference was a tremendous success. They were able to raise participation in the event from about 120 to over 300 students. The increased attendance was made possible by the reallocation of interest revenue from one of the organization's accounts, by decreasing the student's cost to attend, and by increasing advertising efforts. ASUSU also participated in the Aggie Think, Care, Act campaign to promote social responsibility, and they held a Global Picnic to promote multi-culturalism.

A question was asked by an FSEC committee member about whether or not ASUSU leaders had made contact with the student body organizations at USU-CEU. There has been extensive contact between the two organizations but they have not developed any plans to integrate the organizations or activities.

Tyler was asked to give a brief overview of the plans for the new Student Recreation Center. They have been working closely with Vice President James Morales throughout the planning phase. Tyler explained, that the Taggart Student Center is really more of a Student Services Center than an activities center. The idea is to expand the definition to include recreation, focus on community building, combine fitness and sports recreation and include other activities that will be housed in one building. The new building would be called THE ARC, The Aggie Recreation and Community Center. Possible locations are the corner of the HPER field or the old Agricultural building. The old Ag building is in the heart of campus and provides easy access to the Eccles Conference Center and the Library. There will be an administrative move to transition current student fees to the new building and, without additional state funds, there would be an additional student fee of up to \$60 per semester. The hope is to have a ground breaking in the next year.

There was a motion made by Ed Heath to place this report on the Senate agenda as an information item. The motion was seconded by Byron Burnham and passed unanimously.

Retention and Student Success Report – Noelle Call. Glenn McEvoy asked why the number of students in SOAR is higher than the number of new students. Noelle explained there are several reasons for this. The number of students who participate in SOAR each year is higher than the number of students who are in the first time, full-time, degree seeking cohort because they have some students who complete SOAR who do not ultimately fall into this cohort. Some of the groups are:

- Students admitted as a transfer with less than 24 transfer credits. If these students do not have more than 24 post-high school credits when they begin at USU they are required to complete SOAR. These students are usually counted in the transfer cohort rather than the freshman cohort.
- Students who are attending a regional campus site, or who are admitted to the 2nd IPEDS (Integrated Secondary Education Data System) RCDE program are not required to complete SOAR. Some students, however, complete SOAR anyway. There are some students who, upon attending SOAR, elect to take all online courses or all RCDE courses, even though they are admitted to the main campus and plan to ultimately get their degree from the main campus.
- Some students who attend SOAR do not register for 12 credits so they are not full-time status.

Nationally women have a higher graduation rate than men but that is not the case in Utah. BYU has had a strong re-recruitment effort for women to come back and finish their degree programs. USU regional campuses are starting to look at this and are inviting students back who leave with more than 60 credits. The daycare at the Brigham City campus has helped to bring back and retain women students as well. Retention is an important issue and it was suggested that it may, in large part, hinge on faculty connecting with and caring about the students. The tracking of student cohorts is driven by national reporting standards based on national definitions of a cohort.

A motion to place this report on the Senate agenda as an information item was made by Glenn McEvoy; a second was received and the motion passed.

Evaluation of Teaching Excellence (Quality Instruction) – Raymond Coward. In the Provost's absence Vince Wickwar presented some background information on the issue. The need for this information item came out of the Faculty Forum when some RCDE and USU-CEU faculty expressed concerns about how they should be evaluated on research when most of their role statement emphasis was on teaching. Vince suggested that once the minutes for the Forum meeting are complete and the Provost has the opportunity to review those he will be able to address the questions that were raised. There was some discussion and then Ed Heath made a motion to place this as an information item on the Senate agenda; Doug Jackson-Smith seconded, and the motion passed.

New Business

EPC Items – Larry Smith. The committee approved several curriculum items. The Academic Standards sub-committee revised language on policies regarding senior citizen audits and dropping courses. Glenn McEvoy asked what is a bachelor degree in Global Communication, which is being offered in the Languages Department. Larry explained that it is an interdisciplinary degree with cultural focus, not only language, similar to International Studies.

A motion to place this item on the consent agenda was made by Doug Jackson-Smith and seconded by Glenn McEvoy. Motion passed.

PRPC 402.10-402.13 The Faculty Senate and Its Committees – Bob Parson. Because PRPC did not have a full quorum at their last meeting, they could not bring this item forward at this meeting.

Proposed change to the description of Lecturer Ranks 401.4.2(1). The proposed change clarifies two points in the policy: that the defined course levels be consistent with the catalog and that higher level courses being taught by lecturers not be a standard procedure but should only occur under special circumstances and with faculty consultation. Colleges who do not have people to teach certain courses would be covered under the special circumstances wording in the policy. The proposal will have no change on USU-CEU practices.

Ed Heath moved to send the proposal to PRPC for review. Renee Galliher seconded and the motion passed.

Old Business

EPC Item – Explanation of new Incomplete Policy – Larry Smith. Larry invited David Hole, the chair of the Academic Standards sub-committee to explain the update on the Incomplete Policy that FSEC members had questions about at the last meeting. The policy as previously written allows undergraduate students one year after receiving an incomplete grade to complete the coursework. The only change recommended was the addition of words indicating that a majority of the course must be completed to justify giving an incomplete and that the student must be passing the class at that point. The policy is designed for extenuating circumstances. Determining what a majority of the course is will be up to the instructor. The changes would allow instructors more room to use their judgment. Students will need to be informed about this policy change.

Adjournment

Vincent Wickwar asked for a motion to adjourn the meeting. The meeting adjourned at 4:35 p.m.

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

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
Administration (1)	Vice Provost			
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**

MAJOR	2008-09	2009-10	DIFFERENC E
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
Secondary Education Majors			
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.)

MAJOR	2008-09	2009-10	DIFFERENC E
Composite Majors			
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
Teacher Education TOTAL	420	480	60
Post Bachelors Licensing Program			
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
Post BS TOTAL	222	268	44
Grand TOTAL	642	748	104

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

CATEGORY	NUMBER OF STUDENTS ADMITTED			
	2008-2009	% of Total	2009-2010	% of Total
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%
TOTAL	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**

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	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

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
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
TOTAL	480	262	5	2	213

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**

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	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

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	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
TOTAL	480	267	213	2	25.11	3.42	3.41

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

	2003	2004	2005	2006	2007	2008	2009	2010
Dual	25	29	34	34	34	44	44	31
Early Childhood	12	9	8	3	5	6	0	4
Elementary	187	175	163	151	172	156	149	112
Elementary K-6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8
Secondary	109	147	125	92	111	143	113	105
Ungraded	88	43	134	143	127	131	57	46
Art	5	2	8	3	6	3	3	2
ComD	19	28	14	11	16	26	23	13
HPER	24	21	24	24	8	22	16	20
Lib Media	8	17	17	13	6	22	11	15
Music	17	11	13	4	11	9	9	10
School Counseling	27	29	31	32	19	53	18	34
School Psychology	2	4	4	3	4	5	2	1
Special Education	109	93	119	92	123	113	120	94
TOTAL	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%)				
		TOTAL	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%)						
		TOTAL:	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%
TOTALS	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.

COLLEGE OF AGRICULTURE - undergraduate	# 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%
Total Unduplicated Recipients	*528	15%	\$ 1,981,187	13%

HUNTSMAN SCHOOL OF BUSINESS - undergrad	# 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%
Total Unduplicated Recipients	*775	-26%	\$ 3,878,513	13%

EEJ COLLEGE OF EDUCATION AND HUMAN SERVICES - undergraduate	# 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%
Total Unduplicated Recipients	*1298	10%	\$ 4,866,462	15%

COLLEGE OF ENGINEERING - undergraduate	# 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%
Total Unduplicated Recipients	*838	-3%	\$ 4,747,189	8%

COLLEGE OF HASS - undergraduate	# 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%
Total Unduplicated Recipients	*1411	-4%	\$ 5,674,038	5%

**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 page¹ and are available for review by the members of the Faculty Senate and other interested parties.

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

1. Approval of the report from the Curriculum Subcommittee meeting of December 2nd, 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 or 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>

Common hour

Last year April of 2010 ASUSU presented a proposal to the FSEC (see FSEC Minutes April 12, 2010) and the FS (see FS minutes April 26, 2010) to create a common hour between noon and 1:30 pm when special presentations of University-wide interest could be presented without conflict with regularly scheduled courses. This has since been approved by the President's Executive Committee, and is to be implemented starting in the fall of 2012.

However, I have been receiving comments about the perceived difficulty of doing this. One concern is the availability of classrooms, especially large ones, during other periods on Tuesdays and Thursdays. This leads to a concern about scheduling classes early in the morning, late in the afternoon, or possibly in the evening.

I presume that many of you are hearing similar concerns as people are beginning to think about fall 2012. As a result, this is probably the time to review the purpose of the common hour and the steps that are being taken by the Registrar and others to implement it.

Resolution

Date: April 2, 2010
Committee: Executive Council

WHEREAS the current class schedule restricts planning of daytime convocations and other educational opportunities

WHEREAS attendance at past events has demonstrated the students' unwillingness to return to campus in the evening to attend such events

WHEREAS students currently provide the funds to cover the cost of the ASUSU Arts & Lectures series and are forced to choose between going to class or attending events they have in effect paid for through the student activity fee

WHEREAS one of the purposes of ASUSU is to enhance student life through increased interaction among students and faculty

WHEREAS it is also the purpose of ASUSU to provide supplemental educational opportunities outside of the classroom at a time that is accessible to the majority of the student population

WHEREAS this resolution would call for a consistent time slot allowing ASUSU and other organizations to plan and execute convocations and other educational activities at an appropriate time accessible to students, faculty, and all who wish to attend

WHEREAS this resolution would call for a consistent time slot that would also allow for students, staff, administration, and faculty to hold meetings and other instructional opportunities outside of normal class time

WHEREAS this time allocation would aid professors and faculty in offering students credit to attend activities held at this time

BE IT THEREFORE ENACTED that a time be allocated when classes are not scheduled, every Tuesday and Thursday from twelve p.m. to one thirty p.m. for the above mentioned events,

LET IT BE KNOWN THAT this resolution will go in effect the 30th of August, 2011.

Sponsor: Jo Olsen, Arts & Lectures Director

Co-sponsor: Erin Reeder, Programming Vice President and Kayla Harris, Traditions Director

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 (Joan, please give the reference to the minutes), 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 and may also be on the agenda for this meeting. Thus the CCC has proven to be very useful.

Accordingly, I propose that we renew the ad hoc committee for another year.

Code Compliance Committee

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

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

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

Chair: Ed Heath

*Members: Rhonda Miller - BFW
Richard Jenson - AFT*

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 a 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 reviews are the deadlines.