ACADEMIC SENATE AGENDA
January 7, 2013

1. CALL TO ORDER: 3:00 p.m. in CRCC 115
2. MINUTES: December 3, 2012 1
3. REQUEST FOR NEW BUSINESS:
4. CONSENT CALENDAR
    a. Appendix I: Resignations, Administrative and Faculty Appointments
    b. Appendix II: Auxiliary and Limited Term Appointments
    c. Appendix III: Emeritus Appointments
5. EXECUTIVE COMMITTEE REPORT:
6. REPORT FROM ADMINISTRATION:
7. REPORT FROM ASUU:
8. NOTICE OF INTENT:
9. DEBATE CALENDAR:
    a. Proposal for Gerontology Minor 4
10. INFORMATION CALENDAR:
    a. New Information Technology Security Rules 4-004B, 4-004C 13
    b. Proposal for Emphases within the Education Psychology Program 21
    c. Proposal for an addition of the Care Management Emphasis 32
    d. Proposal for new undergraduate emphases in Political Science 38
    e. Graduate Council Review Follow-up Report Department of Ballet 48
11. NEW BUSINESS:
    a. IT Governance Committee
    b. December 2012 President's Report 84
12. ADJOURNMENT:

ACADEMIC SENATE MINUTES
December 3, 2012

Call to Order
The regular meeting of the Academic Senate, held on December 3, 2012, was called to order at 3:04 p.m. by Robert Fujinami, Senate President. The meeting was held in room 215 C. Roland Christensen Center.

Present: David Ailion, Stephen Alder, Lisa Aspinwall, Keith Bartholomew, Clayton Beckett, Barton Blackburn, Tully Cathey, Reaz Chaudhuri, Thomas Cheatham, Kuan Chen, Miguel Chuaqui, Ronald Coleman, Kevin DeLuca, Marianna Di Paolo, Lee Dibble, Richard Dorsky, Kristina Evans, Aria Flatau, Leslie Francis, Sabine Fuhrmann, Michael Gardner, William Gershan, Franz Goller, James Graves, Joan Gregory, Gary Grikscheit, Charles Grissom, Thad Hall, Mary Elizabeth Hartnett, Leanne Hawken, Tom Henderson, Howard Horwitz, L. Eric Huang, Eric Hutton, William Johnson, Bradley Katz, Sharee Lane, Anthea Letsou, Karl Lins, John Longino, Kim Martinez, Theresa Martinez, Melissa Meeks, Heather Melton, McKenna Menees, Duncan Metcalf, Harvey Miller, Tatiana Mixco, Alfred Mowdood, Patricia Murphy, Chris Myers, Ingrid E. Nygaard, Lester Partlow, Matthew Potolsky, Hannah Pratt, Alison Regan, Stephanie Richardson, Gerald Root, Gary Rose, Sonia Salari, Paul Shami, Janet Shaw, Clough Shelton, Gregory Smoak, Jeff Stratman, Orest Symko, Geneva Thompson, Taylor Thompson, Norm Waitzman, Li Wang, Molly Wheeler, Wynchester Whetten, Joanne Yaffe, Angela Yetman, Jingyi Zhu

Absent: Anne Mooney, Marlene Plumlee, Kristin Smith – Crowe, David Rudd, Bruce Gale, Evert Lawton, Justin Diggle, Kathy Chapman, Thunder Jalili, M. Pollie Price, Steven Sternfeld, Christian Johnson, Martin Rechsteiner, Timothy Garrett, John Conboy, Dragan Milicic, Michael Hawkins, Patrick Panos, Charlotte Conerly, Alicia De Leon, Trevor Myrick, Orine Shine, Bryce Williams, Aaron Young

Excused: Vivian Lee

Ex-officio: Robert Flores, Robert Fujinami, Pat Hanna, Paul Mogren, Allyson Mower, David Pershing, Amy Wildermuth, Shawnee Worsley

Excused with Proxy:

Approval of Minutes
The minutes of the Academic Senate meeting on November 5, 2012 were approved following a motion from Joanne Yaffe which was seconded by Steve Alder.

Request for New Business
No new business to address

Consent Calendar
The resignations retirements, faculty appointments, auxiliary and limited term appointments, appearing in the Appendices dated December 3, 2012, received approval to forward to the Board of Trustees on motion by Eric Hutton and seconded by Joan Gregory.

Executive Committee Report

Allyson Mower, Executive Committee Secretary, provided a summary of the Executive Committee meetings held November 19, 2012.

Report from Administration

President David Pershing congratulated Chuck Wight on his new position as President of Weber State University. Donna White has been appointed as Interim Dean for the Graduate School and the search for the new Dean will start in January.

President Pershing spoke to the senate about his goal of excellence. He believes that to be competitive in our current environment we have to be sure to deliver a quality education to the students we are attracting. Part of this is focusing on the students and looking closely at what the students are doing; what courses they are taking and how to support the student. President Pershing has also asked a focus group to review our current commencement ceremonies and to bring the focus back on the students. Currently the schedule for commencement has included some colleges holding their convocations Thursday night and Friday the commencement followed by the remaining college convocations. The focus group has recommended shifting the schedule with the commencement ceremony being held on Thursday night and the convocations on Friday. They believe this will draw more attendance and focus more on the students. It has been proposed that we try this for one year and the students have given their support. With the support of the faculty we will be changing the schedule for the next year and then revisiting the issue after the commencement.

Report from ASUU

Geneva Thompson gave an update on the changes to the ASUU Constitution and the elections of the officials. Reusable utensils are now available through the Reduce, Reuse and Recycle program with the campus food service vendor Chartwells. They cost two dollars and then you save 5% on purchases with Chartwells. Geek Week will be held again finals week this semester.

Debate Calendar

No Items for Debate

Information Calendar

Kevin Perry presented the Interim Rule 6-404B Undergraduate Admission Deferment. Before this Rule was signed by President Pershing, the University did not have any rules or policy on admission deferment. Any student that was accepted to the U and then decided not to begin attending during the semester for they had been admitted would be dropped from the University and would lose all scholarships and/ or financial aid. The admission deferment regulation which is encompassed within this Interim Rule will be incorporated in the revision of the parent Policy 6-404 which will be brought to the Senate for full consideration within the next two months. No recommendations were made and Rule 6-404B was accepted.

The 2012 University Distinguished Teaching Awards were presented. No recommendations were made and the award selections will be forwarded to the Board of Trustees. Bob Flores pointed out that one of the awards for this year is to Carolyn Ownby, who holds a "Lecturer" faculty appointment in the LEAP Program, and explained that this recognition of a LEAP faculty member as a distinguished teacher is only possible because of the decision made by the Senate in 2010, approving University Rule 6-310, which authorized the LEAP Program and four other Interdisciplinary Programs to begin making appointments of Lecturer faculty. The approval of Rule 6-310 was an important step in the University's improved integration of auxiliary faculty. The current recognition of Prof. Ownby as a distinguished teacher is a testament to the appropriateness of that decision.

A Resolution of Appreciation was presented to Chuck Wight for his service to the University of Utah.

Adjournment

The meeting adjourned at 4:17 p.m.

Respectfully submitted,

Shawnee Worsley

Cover/Signature Page - Abbreviated Template

Institution Submitting Request: University of Utah
Proposed Title: Gerontology Minor
Currently Approved Title: NA
School or Division or Location: College of Nursing
Department(s) or Area(s) Location: Gerontology Interdisciplinary Program
Recommended Classification of Instructional Programs (CIP) Code[1] (for new programs): 30.1101
Current Classification of Instructional Programs (CIP) Code (for existing programs): n/a
Proposed Beginning Date (for new programs): Fall 2013
Institutional Board of Trustees' Approval Date:
Proposal Type (check all that apply):

R401-5 *Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.*			R401-6 *Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.*		
Section #		**Item**	**Section #**		**Item**
4.1.5.2	☒	Minor*	6.1.1	☐	Reinstatement of Previously Suspended Program
5.1.1.1	☐	New Emphasis on an Existing Degree*	6.1.5	☐	Reinstatement of Previously Suspended Unit
5.1.2	☐	Certificate of Proficiency Not Eligible for Financial Aid			
5.1.3	☐	Out-of-Service Area Delivery of Programs			
5.1.4	☐	Name Change of Existing Programs			
5.1.5	☐	Program Transfer			
	☐	Program Restructure			
	☐	Program Consolidation			
5.1.6	☐	Program Discontinuation			
	☐	Program Suspension			
5.1.7	☐	Administrative Unit Creation			
	☐	Administrative Unit Transfer			
	☐	Administrative Unit Consolidation			
5.1.8	☐	New Center			
	☐	New Institute			
	☐	New Bureau			
5.1.9	☐	Graduate Certificate			

*Requires "Section VI: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature **Date:** 12/7/12

Printed Name: Michael L. Hardman

[1] CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

THE UNIVERSITY OF UTAH

Office of Undergraduate Studies
195 S. Central Campus Drive Salt Lake City, UT 84112-0511 (801) 581-3811 FAX (801) 585-3581

December 6, 2012

TO: Michael Hardman
Interim Senior Vice President for Academic Affairs

FR: Ann Darling
Chair, Undergraduate Council

RE: Gerontology Minor

At is meeting on Thursday, November 29, the Undergraduate Council voted to approve a proposal from the College of Nursing for a new undergraduate minor in Gerontology. The proposal, with supporting materials, is attached.

We ask, if you also approve of the proposal, that it be forwarded on to the Executive Committee of the Academic Senate for their consideration.

Program Request - Abbreviated Template
University of Utah
Minor, Gerontology
11/15/12

Section I: Request and Faculty Consultation

The University of Utah College of Nursing Gerontology Interdisciplinary Program requests approval to offer an undergraduate Minor in Gerontology, effective Fall 2013. This request originated in the Gerontology Interdisciplinary Program Committee. The Gerontology Interdisciplinary Program Committee reviewed, recommended, and approved the proposal of an undergraduate Minor in Gerontology. The request was subsequently presented to the College of Nursing's College Council at its November 9, 2012 meeting and was unanimously approved for submission to Undergraduate Studies. The Gerontology Interdisciplinary Program supports the mission and vision of the University of Utah and is an integral part of the University's Health Sciences Center. Additionally, the Gerontology Interdisciplinary Program's first action item in the College of Nursing's Strategic Plan calls for the development and implementation of a minor. This proposal addresses that action item. Dean Maureen Keefe's letter of support accompanies this proposal as well as a letter of support from Sr. Vice President for Health Sciences, Dr. Vivian Lee.

Section II: Need

The Gerontology Interdisciplinary Program (GIP) currently offers a Master of Science degree, a graduate certificate degree, and an undergraduate certificate degree. While the undergraduate certificate meets the needs of some students within and outside the University, an undergraduate Minor in Gerontology would provide additional breadth and depth of knowledge in an academic area. A Minor would allow students to accrue increasingly important gerontological knowledge to serve themselves, and those they interact with, throughout their lives. In alignment with the President's renewed emphasis on undergraduate studies, the Gerontology Interdisciplinary Program seeks to support this initiative through the development of a Gerontology Minor. Increasingly the field of aging intersects with many other disciplines as those fields prepare their graduates. With the impressive projected growth in older adults in Utah, a 155% increase between 2000 and 2030, it is imperative that a broader range of students have the opportunity to receive a foundation in aging issues. Students from a diverse array of colleges and departments at the University of Utah, such as architecture, social work, accounting and theater, could benefit from a stronger understanding of the aging process, the physical, mental and social changes in people as they age.

Offering the option of a Minor will serve University of Utah students who wish to understand the affect of aging and related issues on their primary major area of study. While BYU and Weber offer minors in gerontology, the highly relevant research interests and cutting edge coursework that GIP faculty provides, justify this addition at the University of Utah. The suggested Minor creates a unique conceptual, theoretical framework for students studying gerontology at the University of Utah.

The Gerontology Interdisciplinary Program prepares all levels of professionals and scholars for diverse leadership roles. The faculty are committed to developing and disseminating knowledge that leads to improved health and quality of life among individuals, families, and communities throughout the life course. Offering a Minor in Gerontology will allow the Program to fulfill this commitment – more students gaining this knowledge translates into improved health and quality of life for themselves, their families, their patients and clients and associates, and the communities in which they work and live.

Section III: Institutional Impact

The widening of student opportunity and participation that would be created by this Minor is considered an effective aid in student recrutiment. It is anticipated that the implementation of a Gerontology Minor will positively affect enrollments for the Gerontology Interdisciplinary Program. It is likely that future enrollment in the GIP MS degree, the MS in Care Management degree currently in development by the College of Nursing, and even the PhD degree offered by the College of Nursing would be positively impacted, as some students who come to gerontology for the proposed Minor may continue in their academic pursuit of this discipline throughout their graduate studies.

The audience for the undergraduate Gerontology Minor is slightly yet significantly different than the current undergraduate Gerontology certificate. A student may come, non-matriculated, to complete a certificate in order to communicate their additional skill set to potential employers and others outside the institution. For this reason, the GIP certificate includes Practicum and Service Agencies and Programs for the Elderly coursework. The Gerontology Minor would address the student who is working toward an undergraduate degree from literally any one of the colleges across campus, providing them an opportunity to supplement their program of study with an understanding of the burgeoning adult population.

The proposed curricular offerings within the Gerontology Minor give students the ability to complete the following University undergraduate required designations: Diversity, International, Intellectual Exploration - Fine Arts, Intellectual Exploration - Social and Behavioral:

GERON 3005 Race, Ethnicity, & Aging (DV)
GERON 5280 Int'l Dimensions of Lifelong Learning (IR) – pre-approved course substitution as shown in Section V
GERON 5240 Aging and the Arts (FF) – pre-approved course substitution as shown in Section V
GERON 2050 Aging: Concepts & Controversies (BF)
GERON 3001 Experiences of Aging (BF)

Section IV: Finances

No additional costs are anticipated from this change; rather, cost efficiencies are expected from anticipated higher enrollment s in courses related to the Gerontology Minor as well as subsequent enrollment into graduate level MS in Gerontology degree program. No change will be made to administrative structures; it is anticipated that additional advisement roles would be absorbed by current student service (staff) and program director (faculty) positions. No new physical facilities, or modification to existing facilites, will be needed; no equipment commitment is necessary to initiate the change.

As the College of Nursing is engaging in developing new recruitment and marketing materials for the college, this proves an excellent time to propose a Gerontology Minor beginning next Fall (2013). Its existence, upon approval, could be used to enhance recruitment and increase enrollment in the Gerontology Interdisciplinary Program. No budgetary impact on other programs or units within the institution is foreseen.

Section V: Gerontology Minor Curriculum

Course Prefix & Number	Title	Credit Hours
Required Courses (all listed) GERON 2050 GERON 3001 GERON 5370	 Aging: Concepts &Controversies (BF) Experiences of Aging (BF) Health and Optimal Aging	 3 3 3
	Sub-Total	9
Elective Courses GERON 3005 GERON 3220 GERON 5320	 Race, Ethnicity & Aging (DV) Caregiving & Aging Families Death, Dying & Bereavement	 3 3 3
	Sub-Total	9
	Total Number of Credits	18

Other GERON courses, as well as courses from other departments, may be substituted here with the approval of the Gerontology program director. Below are examples of such courses.

Pre-approved Course Substitutions:
GERON 5240 Aging and the Arts (FF) (3)
GERON 5280 International Dimensions of Lifelong Learning (IR) (3)
GERON 5225 Evaluation of Long Term Services and Supports (3)
GERON 5235 Successful Cognitive and Emotional Aging (3)
GERON 5245 Leisure and the Aging Experience (3)
GERON 5100 Applications of Research in Aging (3)
GERON 5250 Women and Aging (3)
FCS 5240 Family Relationships in Middle and Later Life (3)
FC 5430 Families, Consumers and Health (3)
H EDU 5100 Health Care in the United States (3)
H EDU 5450 Health Care Financial Management (3)
MGT 5510 Human Resource Management (3)
MGT 5770 Business Discovery (3)

Students will be advised through the College of Nursing Student Services Gerontology representative as well as the Gerontology Interdisciplinary Program director.

New Courses to Be Added in the Next Five Years

No new courses are planned for this Minor; current courses and existing faculty are intended to be more fully utilized with this proposed Minor. No additional financial or developmental burden will be placed on the program and its supports. Curriculum has been reviewed and recently updated this fall, as the Gerontology Interdisciplinary Program has prepared for Graduate Council Review.

Sample Program of Study (Sample class schedule: this could differ in the last three courses, as they are electives.)

Semester 1	Course Prefix and Number	Course Title	Semester Hours
	GERON 2050	Aging: Concepts and Controversies	3
	GERON 5370	Health and Optimal Aging	3
Semester 2			
	GERON 3001	Experiences of Aging: Challenges and Promise	3
	GERON 3220	Caregiving and Aging Families	3
Semester 3			
	GERON 3005	Race, Ethnicity, & Aging	3
	GERON 5320	Death, Dying and Bereavement	3

UNIVERSITY OF UTAH
HEALTH SCIENCES

Vivian S. Lee, M.D., Ph.D., M.B.A.
Senior Vice President for
Health Sciences
Dean, School of Medicine
CEO, University Health Care

November 9, 2012

Katarina Friberg Felsted, MS
Director, Gerontology Interdisciplinary Program
College of Nursing
University of Utah
Salt Lake City, UT 84112

Dear Ms. Felsted:

I am writing to express my strong support for the College of Nursing Gerontology Interdisciplinary Program's proposal for a new gerontology minor. I am pleased that the College of Nursing is committed to a solid presence in gerontological education across disciplines, particularly among the health sciences. Gerontology is a vital component and key resource in providing students with cutting-edge information in gerontology and ensuring the future of professionals in geriatrics.

I value the collaborations evident at the University of Utah and find this gerontology minor proposal to be another effective way of increasing visibility for the needs of older adults across the entire campus. As all gerontology courses considered for the minor proposal are offered online, this plan will extend theses learning opportunities statewide and across the country.

This gerontology minor would provide additional amplification of the value of health sciences contributions, not only strengthening undergraduate education but also drawing undergraduates into the health sciences and other University programs for possible subsequent graduate work.

Clinical Neurosciences Center 5201
175 North Medical Drive East
Salt Lake City, Utah 84132-5901

Phone: (801) 581-7480
Fax: (801) 585-3109
vivian.lee@hsc.utah.edu

The preparation of professionals with an understanding of the human aging process will serve our burgeoning adult population well. I look forward to the Gerontology Interdisciplinary Program educating a wider pool of qualified students by the offering of a minor, and anticipate our aging society to be better cared for through future innovations that this partnership can create.

Sincerely,

Vivian S. Lee, M.D., Ph.D., M.B.A.
Senior Vice President for Health Sciences
Dean, School of Medicine
CEO, University Health Care

UNIVERSITY OF UTAH
COLLEGE OF NURSING

November 5, 2012

Katarina Friberg Felsted
Director, Gerontology Interdisciplinary Program
College of Nursing
University of Utah
Salt Lake City, UT 84112-5880

Dear Katarina:
I strongly support the College of Nursing Gerontology Interdisciplinary Program's request for an undergraduate minor in gerontology. The program has been a strong, positive force in gerontology locally, regionally and nationally since its inception in 1972, and can be an even stronger influence with the addition of a minor to its program offerings.

Within the College of Nursing's Strategic Plan, the number one goal in the Gerontology Interdisciplinary Program's Action Plan is to "d*evelop and implement an undergraduate minor in gerontology"*. This proposal seeks to actualize and implement this goal. A minor in gerontology will increase the opportunity for students to work with the Gerontology Interdisciplinary Program's strong faculty cadre, which includes our Endowed Chair of Healthy Aging, as well as several fellows of the Gerontological Society of America and the Association for Gerontology in Higher Education.

The ability for students across campus to earn a minor in gerontology is further proof of our commitment to our aging society, preparing leaders to care for older adults and help them navigate their later years. A Gerontology minor will allow the Gerontology Interdisciplinary Program to more fully recruit students from various professional backgrounds and interests. This proposal will help expand understanding and awareness of the issues facing older adults, and furthers our inter-campus collaboration.

Sincerely,

Maureen R. Keefe, RN, PhD, FAAN
Dean and Professor
Louis H. Peery Endowed Chair

Office of the Dean
10 South 2000 East
Salt Lake City, UT 84112-5880
801581-8262 – Office
801-587-9816 – Fax

Coversheet & Checklist form—for submitting to Academic Senate Executive Committee
Proposal for addition/revision of University Regulation.
(Rev.2011-9) http://www.regulations.utah.edu/info/IPCresources.html

1. Regulation(s) involved (type, number, subject): new **Rule 4-004B Information Security and Privacy Training and Awareness**; and new Rule 4-004C Information Security Incident Response Rule; (in conjunction with existing **Information Security Policy 4-004).**

2. Responsible Policy Officer (name & title): **Eric Denna, Chief Information Officer**

3. Contact person(s) for questions & comments (name, email, phone#): **Chris Kidd, chris.kidd@utah.edu, 801-585-7483**

4. Presenter to Senate Exec (if different from contact person. name, phone#): **Kevin Taylor, kevin.taylor@utah.edu, 801-585-3314**

5. Approvals & consultation status.
   a. Administrative Officers who have approved (VP/President, name & date): **Eric Denna, Chief Information Officer 9/26/2012**
   b. Committees/Councils/other Officers consulted:
   Office of General Counsel
   Security and Privacy Advisory Team
   Information Technology Council
   Institutional Policy Committee

6. Check YES or NA (not applicable) of documents submitted--- (In digital form. Preferred file format MS Word doc. Special exception allowed for PDF format if previously arranged.)

   YES Explanatory memorandum (key points of proposal, rationale).

   YES VP/Presidential approval signatures (separate sheet, or affixed to memo cover).

   YES Text of proposed Regulation addition/revision.

   NA (If revision of existing Regulation) text changes are clearly marked, using permanent font markings (not MS Word 'Track' Changes non-permanent markings).

Date submitted to Senate Office:

The Executive Committee will consider whether the proposal is ready for presentation to the full Senate, and if so will schedule it for a subsequent Senate meeting either as i) a matter of academic significance-- set on the "Intent" & "Debate" Calendars over two monthly meetings with final "approval" voting at the second, or ii) not academically significant—set on the "Information" Calendar for a single monthly meeting, with opportunity for questions and recommendations. See Policy 1-001 http://www.regulations.utah.edu/general/1-001.html ; Rule 1-001 http://www.regulations.utah.edu/general/rules/R1-001.html ; Senate procedures http://www.admin.utah.edu/asenate/index.html .

MEMORANDUM

To: Eric Denna, CIO

From: Kevin Taylor

Date: December 12, 2012

Subject: Executive Summary – Proposed new Rules 4-004B and 4-004C, attached to existing Information Security Policy 4-004

This is a proposal to adopt two new University Rules in conjunction with existing University Policy 4-004 Information Security Policy.

The first is Rule 4-004B Information Security and Privacy Training and Awareness. This proposed Rule has been developed to ensure those involved in managing Information Technology are apprised of the security policies and best-practices required to secure those devices from unauthorized access. The Rule requires those in IT positions to take on-line training once per year.

The second is Rule 4-004C Information Security Incident Response. This proposed Rule has been developed to ensure that security issues are reported centrally to ensure the University responds appropriately and consistent with legal requirements. Examples of a security issue would include unauthorized access, loss of a laptop with University data, etc.

If you approve of the proposal, with your signature of approval it should then be forwarded for the approval and signature of President Pershing, and subsequently submitted for processing through the Academic Senate.

It is recommended that the effective date of the amended version be immediately upon completion of processing through the Academic Senate.

Please contact me at 5-3314 if you have any questions. Thank you.

Approved Date December 12, 2012

Eric Denna, CIO

{Proposal for new Rule 4-004B. DRAFT 2012-11-15}

Rule 4-004B Information Security and Privacy Training and Awareness. Revision 0. Effective date [upon final approval]

I. PURPOSE AND SCOPE

A. The University of Utah's information and information resources are best protected by those who access, use, and disclose them. This Rule implements Information Security Policy 4-004, which requires the University to provide information security training and awareness.

B. This Rule's scope is the same as University Information Security Policy 4-004.

II. DEFINITIONS The definitions provided in Policy 4-004 apply for purposes of this Rule.

III. RULE

A. University employees are encouraged to take the on-line training annually to ensure they are aware of campus information security regulations. It is the responsibility of each employee to understand these regulations.

B. Mandatory Annual Training for Information Technology Personnel

1. All employees whose job titles are classified as 'Information Technology' by Human Resources must complete annual information security and privacy training.
2. The Information Security and Privacy Office will track on-line training completion for compliance. It is the responsibility of the department to address issues of non-compliance, upon notification.
3. Violation of this Rule by an Information Technology employee may result in disciplinary action in accordance with pertinent University policies, including those referenced in Section IV of this Rule.

[Note: Parts IV-VII of this Rule (and all other University Regulations)are Regulations Resource Information--the contents of which are not approved by the Academic Senate or Board of Trustees, and are to be updated from time to time as determined appropriate by the cognizant Policy Officer and the Institutional Policy Committee, as per Policy 1-001 and Rule 1-001.]

IV. REFERENCES

A. 45 C.F.R. 164: Health Insurance Portability and Accountability Act (HIPAA): Security and Privacy

B. ISO 27002:2005, Information Technology – Security Techniques – Code of Practice for Information Security Management
C. NIST 800 Series, Federal Information Security Standards
D. Policy 4-001, University Institutional Data Management
E. Policy 4-002, Information Resources Policy
F. Policy 4-003, World Wide Web Resources Policy
G. Policy 5-111, Disciplinary Actions and Dismissal of Staff Employees
H. Policy 6-400, Code of Student Rights and Responsibilities
I. Policy 6-316, Code of Faculty Rights and Responsibilities
J. Pub. L. 111-5, Division A, Title XIII, Subtitle D: Health Information Technology for Economic and Clinical Health Act (HITECH Act)

V. CONTACTS

A. Policy Officer: Chief Information Officer, 801-581-3100
B. Policy Owner: Chief Information Security and Privacy Officer, 801-587-9241
C. It_policy@utah.edu

VI. HISTORY

A. Revision History:

1. Date approved by
2. Effective date:

{Proposal for new Rule 4-004B. DRAFT 2012-11-15}

Rule 4-004C Information Security Incident Response Rule.

Revision 0. Effective date [upon final approval]

I. PURPOSE AND SCOPE

A. The purpose of this Rule is to implement Policy 4-004 Information Security by helping mitigate the effects caused by information security incidents, protect information resources from unauthorized access, use, disclosure, or damage, and ensure compliance with federal and state laws with respect to information security incidents.

B. This Rule's scope is the same as University Information Security Policy 4-004.

C. Note: Information Technology departments are expected to have processes in place to prevent, detect, contain, and eradicate threats and ultimately return services to normal - should there be an information security incident. This Rule is not meant to supersede those processes, but to complement and manage the business (or administrative) aspects of responding upon the occurrence of an information security incident.

II. DEFINITIONS

The definitions provided in Policy 4-004 apply for purposes of this Rule. In addition, the following definitions apply.

A. Electronic Information Security Incident — An Electronic Information Security Incident is defined as any real or suspected significant adverse event in relation to the security of computer systems, computer networks, electronic sensitive information or electronic restricted information. Examples of such incidents include:

1. Attempts to gain unauthorized access to a computer system or its data.
2. Theft or other loss of a laptop, desktop, smartphone, or other device that contains "sensitive" or "restricted" Information (as defined in Policy 4-004), whether or not such device is owned by the University of Utah.
3. Unwanted significant disruption or denial of service.
4. The unauthorized use of a computer system for the processing or storage of data.
5. Changes to system hardware, firmware, or software characteristics without the owner's knowledge, instruction, or consent.

B. Information Security Incident – An Electronic Information Security Incident or a Non-electronic Information Security Incident.

C. Non-electronic Information Security Incident – Real or suspected theft, loss or other unauthorized access to sensitive or restricted information stored in non-electronic form, such as printed documents and files.

III. RULE

A. A member of the University Community who becomes aware of an Information Security Incident must immediately report it to the appropriate information technology contact person (as appropriate, either their local IT Manager, the Campus Help Desk [801-581-4000] email _____, or the Hospital Help Desk [801-587-6000] email _____).

B. When an information security incident occurs, the information technology contact person to whom the incident is initially reported shall then notify the Information Security and Privacy Office ("ISPO", as described in Policy 4-004), as soon as possible but no later than one calendar day. The ISPO will then investigate the incident. If necessary to complete the investigation, the ISPO may convene a preliminary fact-finding working group comprised of relevant business and technical personnel. The ISPO shall be given access to all relevant records required to conduct the investigation.

C. If a violation of law or University Regulations is identified through an ISPO investigation, the ISPO will generate a report outlining the conclusions of the investigation and provide it to the appropriate oversight authority.

D. Information Security Incident Response Team

1. Based on the information provided to ISPO and, as directed by and in consultation with the CIO and the Office of General Counsel, the ISPO may convene an Information Security Incident Response Team (ISIRT) to respond to a significant issue. The Chief Information Officer shall chair the ISIRT until a formal hand-off has been made to the Chief Information Security Officer, or other designee. Depending on the circumstances of each situation, the ISIRT may include representatives of some or all of the following offices:

    a) Chief Information Officer
    b) Information Security and Privacy Office
    c) Office of Public Affairs / Marketing and Communications
    d) Office of General Counsel
    e) Internal Audit
    f) University Information Technology (UIT) and/or University of Utah Hospital and Clinics Information Technology Services (UUHC-ITS).
    g) Information Security Operations

h) Departments, colleges or schools directly affected by the Information Security Incident (including both the appropriate business and technical personnel).
i) Other stakeholders, as appropriate.

2. The ISIRT will develop and execute communication and other action plans to ensure appropriate action is taken in a timely manner, including reporting, notification and other communication of the Information Security Incident, as required by law or otherwise deemed appropriate.
3. In carrying out this responsibility, the ISIRT will ensure that important operational decisions are elevated to the appropriate levels to protect the fundamental interests of the University and others impacted by the incident.

E. Violation of this Rule may result in disciplinary action in accordance with pertinent University Regulations, including those referenced in Section IV of this Rule.

F. See University of Utah Information Security Policy 4-004 for the process to request exceptions to this Rule.

[Note: Parts IV-VII of this Rule (and all other University Regulations) are Regulations Resource Information--the contents of which are not approved by the Academic Senate or Board of Trustees, and are to be updated from time to time as determined appropriate by the cognizant Policy Officer and the Institutional Policy Committee, as per Policy 1-001 and Rule 1-001.]

IV. REFERENCES

A. Rule 4-004A, Protected Health Information Data Breach Notification Rule
B. 45 C.F.R. 164: Health Insurance Portability and Accountability Act (HIPAA): Security and Privacy
C. ISO 27002:2005, Information Technology – Security Techniques – Code of Practice for Information Security Management
D. NIST 800 Series, Federal Information Security Standards
E. Policy 4-001, University Institutional Data Management
F. Policy 4-002, Information Resources Policy
G. Policy 4-003, World Wide Web Resources Policy
H. Policy 4-004, Information Security Policy
I. Policy 5-111, Disciplinary Actions and Dismissal of Staff Employees
J. Policy 6-400, Code of Student Rights and Responsibilities
K. Policy 6-316, Code of Faculty Rights and Responsibilities
L. Pub. L. 111-5, Division A, Title XIII, Subtitle D: Health Information Technology for Economic and Clinical Health Act (HITECH Act)
M. Privacy and Data Security Incident Response Plan

V. CONTACTS:

A. Policy Officer: Chief Information Officer, 801-581-3100
B. Policy Owner: Chief Information Security and Privacy Officer, 801-587-9241
C. it_policy@utah.edu

VI. HISTORY

A. Revision History:

1. Current version: Revision 1
2. Date approved by:
3. Effective date:

B. Earlier revisions:
C. Effective dates:

THE UNIVERSITY OF UTAH

04 December 2012

Michael Hardman
Interim Senior Vice President for Academic Affairs
205 Park
Campus

Dear Interim Vice President Hardman,

Enclosed is proposal for Emphases within the Educational Psychology Program which was approved by the Graduate Council on November 26, 2012. Included in this proposal packet are the signature page and proposal.

Please forward this proposal to the Academic Senate to be placed on the information calendar for the next meeting of the Senate.

Sincerely,

Charles A. Wight
Dean, The Graduate School

The Graduate School
201 Presidents Circle, Room 302
Salt Lake City, Utah 84112-9016
(801)581-7642
FAX (801)581-6749
http://www.gradschool.utah.edu

Cover/Signature Page - Abbreviated Template

Institution Submitting Request: University of Utah
Proposed Title:

- Master of Education (Clinical Mental Health Counseling)
  Master of Education (School Counseling with Emphasis in College and Career Readiness)
- Master of Education (School Psychology)
- Master of Science (School Psychology)
- Master of Education (Instructional Design and Educational Technology)
- Master of Science (Instructional Design and Educational Technology)
- Master of Science (Reading and Literacy)
- Doctor of Philosophy (School Psychology)
- Doctor of Philosophy (Counseling Psychology)
- Doctor of Philosophy (Reading and Literacy)

Currently Approved Title: Master of Education, Master of Science, Doctor of Philosophy
School or Division or Location: College of Education
Department(s) or Area(s) Location: Educational Psychology
Recommended Classification of Instructional Programs (CIP) Code (for new programs): NA
Current Classification of Instructional Programs (CIP) Code (for existing programs): 42.2806
Proposed Beginning Date (for new programs): 01/01/2013
Institutional Board of Trustees' Approval Date:
Proposal Type (check all that apply):

R401-5 *Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.*		
Section		Item
4.1.5.2	☐	Minor*
5.1.1.1	☒	New Emphasis on an Existing Degree*
5.1.2	☐	Certificate of Proficiency Not Eligible for Financial Aid
5.1.3	☐	Out-of-Service Area Delivery of Programs
5.1.4	☐	Name Change of Existing Programs
5.1.5	☐	Program Transfer
	☐	Program Restructure
	☐	Program Consolidation
5.1.6	☐	Program Discontinuation
	☐	Program Suspension
5.1.7	☐	Administrative Unit Creation
	☐	Administrative Unit Transfer
	☐	Administrative Unit Consolidation
5.1.8	☐	New Center
	☐	New Institute
	☐	New Bureau
5.1.9	☐	Graduate Certificate

R401-6 *Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.*		
Section		Item
6.1.1	☐	Reinstatement of Previously Suspended Program
6.1.5	☐	Reinstatement of Previously Suspended Unit

Signature **Date:** 12/10/12

Printed Name: Michael Hardman

Program Request – Abbreviated Template
University of Utah
Masters Emphases
11/16/2012

Section I: Request

The Department of Educational Psychology offers graduate degrees in almost a dozen different specialty areas preparing graduates for distinct careers but offers only three distinct degrees, MEd, MS, and PhD making differentiation between graduates by licensure boards and other credentialing entities difficult. Therefore, the Department now seeks to promote the differentiation of 10 of these training programs through the use of Emphasis Area Designations under R 401 of the Utah System of Higher Education Rules. The faculty of the Department of Educational Psychology voted unanimously in favor of the EDPS emphases. Specifically we request the following specialty track (emphasis) areas be duly recognized on student's official academic record.

1. Master of Education (School Counseling with an Emphasis in College and Career Readiness)
2. Master of Education (Clinical Mental Health Counseling)
3. Master of Education (School Psychology)
4. Master of Science (School Psychology)
5. Master of Education (Instructional Design and Educational Technology)
6. Master of Science (Instructional Design and Educational Technology)
7. Master of Science (Reading and Literacy)
8. Doctor of Philosophy (School Psychology)
9. Doctor of Philosophy (Counseling Psychology)
10. Doctor of Philosophy (Reading and Literacy)

The designation of emphasis area will have no impact on existing program requirements, curriculum, or teaching obligations. The following is a brief description of each of the proposed emphasis areas

Master of Education (Clinical Mental Health Counseling). The mission of the Master's in Clinical Mental Health Counseling specialty is to educate and train those counselors who will promote the optimal functioning of individuals, families, groups, and communities. Built upon a sound foundation of knowledge, skills, and dispositions inherent to counseling those from diverse backgrounds, program graduates will be able to translate research-validated practices into effective strategies for individuals, groups, and families. This 60 credit-hour master's program prepares graduates for licensure in the State of Utah as a Clinical Mental Health Counselor (formally known as Licensed Professional Counselor). No changes are proposed to this program other than an emphasis designation.

Master of Education (School Counseling with Emphasis in College and Career Readiness). The mission of the Department of Educational Psychology School Counseling Specialization is to prepare counselors for work and leadership roles in K-12 educational settings. It primarily serves post-baccalaureate students in the State of Utah who want to prepare themselves to provide career, academic, and counseling services in the public schools This 48 credit-hour master's program prepares graduates for immediate certification as a School Counselor by the Utah State Office of Education. No changes are proposed to this program other than an emphasis designation.

Master of Education and Master of Science (School Psychology) These Master's degrees are designed to prepare qualified and effective school psychologists who will practice in schools or school-related settings. These programs require 73 semester hours for the degree which includes a 1,500-hour supervised internship. Graduates of these programs are license eligible as School Psychologists in the state of Utah as well as most other states. The MS degree requires students to complete a thesis, whereas the MEd degree substitutes an applied research assessment practicum for this experience. No changes are proposed to these programs other than an emphasis designation.

Master of Education and Master of Science (Instructional Design and Educational Technology). The mission of the Instructional Design and Educational Technology programs is to prepare students to analyze, design, develop, implement, and evaluate technology-based instruction for educational contexts. Students pursuing these programs learn the theoretical issues associated with technology-supported instruction and the applications of technology to support best-teaching practices. The MEd program requires 30 hours of course credit, whereas the MS program requires students to complete an additional 6 hours of thesis credit. No changes are proposed to these programs other than an emphasis designation.

Master of Education (Reading and Literacy). The Reading and Literacy Program is a research-based professional degree that involves students working to become exemplary practitioners. The emphasis is on powerfully integrating research-based theory and practice. As accomplished professionals, graduates with this degree are prepared to be leaders in their educational settings. Through this degree, the Department of Educational Psychology develops educators who are committed to excellence in learning for all students, knowledgeable in the various disciplines that support research-informed teaching practice, effective in assessing and engaging students' developing understandings, and aware of and committed to addressing issues of diversity through their practices. No changes are proposed to these programs other than an emphasis designation.

Doctor of Philosophy (School Psychology). The doctoral program in School Psychology is designed to prepare doctoral school psychologists and psychologists who will practice in schools and other psychologically- and educationally-related settings, such as clinics, health centers, hospitals, research and academic settings, and mental health agencies. The program adheres to a scientist-practitioner model of graduate education and requires a total of 108 semester hours of coursework, which includes a 2,000-hour internship in school psychology. The School Psychology doctoral program is currently accredited by the American Psychological Association and approved by the National Association of School Psychologists (NASP). No changes are proposed to this program other than an emphasis designation.

Doctor of Philosophy (Counseling Psychology). The Counseling Psychology doctoral program is an organized sequence of study in scientific and professional psychology that has received continuous accreditation from the American Psychological Association since 1957. Graduates of this program are eligible to pursue licensure as doctoral psychologists in all 50 states. Counseling psychology is a professional specialty area within the science and profession of psychology encompassing concepts and procedures from the vocational guidance, mental hygiene, and mental measurement movements. Students who complete the counseling psychology program develop comprehensive knowledge and skills in core areas of scientific psychology, psychological inquiry, and the professional practice of psychology. No changes are proposed to this program other than an emphasis designation.

Doctor of Philosophy (Reading and Literacy). The Reading/Literacy Doctoral Program combines basic research in reading and writing processes and applied research in education along with opportunities to engage in rigorous laboratory and field-based research. Students participate in discussions and study of important educational problems for two important purposes, 1) pursuing cutting edge research and generating new knowledge for the reading/literacy field and 2) asking better questions and finding better answers to today's pressing issues in literacy education. No changes are proposed to this program other than an emphasis designation.

Section II: Need

The Department of Educational Psychology currently offers these separate and distinct programs under the three degree programs (MEd, MS, and PhD). Graduates from these programs are prepared for different careers and seek licensure or certification in the State of Utah and elsewhere from distinct credentialing agencies. Graduates who leave Utah and pursue licensure in other states often face particular difficulty when licensure boards and credentialing agencies aren’t sure of the nature of their professional training. Currently, these programs are differentiated only at the curriculum level.

In rare circumstances, a student may elect to complete more than one program (e.g., School Counseling and Clinical Mental Health Counseling). In these circumstances, a current student would receive only one degree. An emphasis area designation would permit the acknowledgement that such students have completed both shared coursework as well as the unique courses associated with each specialty track.

Section III: Institutional Impact

We don't anticipate any change in the administration of our existing programs or in the level of student enrollments. Emphases are already informally described in program literature and websites to help prospective students understand the differences in existing programs. Admissions are handled separately for existing programs. Similarly, we don't anticipate and changes in facilities or personnel as a result of emphases designation.

Section IV: Finances

Emphasis designation will result in no change in anticipated budget changes.

Section VI: Program Curriculum

The following is a list of current program curricula. Note: no changes are proposed to existing program curricula as a result of emphasis area designation.

Emphasis: School Counseling with Emphasis in College and Career Readiness
Degree: M.ED.

Course Prefix & Number	Title	Credit Hours
EDPS 6821	Professional Issues in School Counseling	2
EDPS 6120	Comprehensive Counseling and Guidance	2
EDPS 6330	Career Development and Assessment	3
EDPS 6200	Counseling Theories and Procedures	3
EDPS 6210	Counseling Skills	3
EDPS 6340	Substance Abuse Counseling	3
EDPS 6050	Life Span Development	3
EDPS 6709	Practicum in School Counseling	2
EDPS 6300	Introduction to Measurement	3
EDPS 6360	Multicultural Counseling	3
EDPS 6010	Introduction to Statistics and Research Design	3
EDPS 6350	Group Counseling Theory and Application	3
EDPS 7450	Child and Adolescent Psychopathology	3
EDPS 6900	Internship in School Counseling	6
EDPS 6470	Consultation and Supervision in Applied Settings	3
EDPS 6390	Interventions in the Schools	3
	Sub-Total	48
Total Number of Credits	48	

Emphasis: Clinical Mental Health Counseling
Degree: M.ED.

Course Prefix & Number	Title	Credit Hours
EDPS 6822	Ethics in Mental Health Counseling	2
EDPS 6821	Professional Issues in School Counseling	2
EDPS 6330	Career Development and Assessment	3
EDPS 6200	Counseling Theories and Procedures	3
EDPS 6210	Counseling Skills	3
EDPS 6340	Substance Abuse Counseling	3
EDPS 6050	Life Span Development	3
EDPS 6710	Practicum in Counseling	6
EDPS 6300	Introduction to Measurement	3
EDPS 6360	Multicultural Counseling	3
EDPS 6010	Introduction to Statistics and Research Design	3
EDPS 6350	Group Counseling Theory and Application	3
EDPS 7600	Diagnostic Adult Psychopathology	3
EDPS 6910	Internship in Mental Health Counseling	8
EDPS 6068	Meditation and Stress	3
EDPS 7235	Theories and Methods of Sex Therapy	3
EDPS 7180	Personality Assessment	3
EDPS	Elective in Practice of Counseling	3
	Sub-Total	60
Total Number of Credits	60	

Emphasis: School Psychology
Degree: M.ED.

Course Prefix & Number	Title	Credit Hours
EDPS 6100	Professional Issues and Ethics in School Psychology	3
EDPS 7510	Cognition, Learning & Behavior	3
EDPS 6450	Child & Adolescent Psychopathology	3
EDPS 6010	Introduction to Statistics and Research Design	3
EDPS 7410	Single Subject Research Design	3
EDPS 7732	School Psychology Research Practicum	4
EDPS 6040	Legal and Policy Issues Spec Ed	3
EDPS 7130	Cognitive Assessment	3
EDPS 6140	Multicultural Assessment in the Schools	3
EDPS 7150	Individual Child and Adolescent Assessment	3
EDPS	Counseling Elective	3
EDPS	Assessment Elective	3
EDPS 6390	Interventions in the Schools	3
EDPS 6470	Consultation and Supervision in Applied Settings	3
EDPS 6110	Child/Family Psychotherapy/Counseling Interventions	3
EDPS 6380	Academic Assessment/Interventions for Students w/Learning Difficulties	3
EDPS 6836	Special Topics: Autism Spectrum Disorders	3

Course Prefix & Number	Title	Credit Hours
EDPS 7730	SP Practicum: Clinic	4
EDPS 7731	SP Practicum: Field	4
EDPS 7910	Internship in School Psychology	12
	Sub-Total	72
Total Number of Credits	72	

Emphasis: School Psychology
Degree: M.S.

Course Prefix & Number	Title	Credit Hours
EDPS 6100	Professional Issues and Ethics in School Psychology	3
EDPS 7510	Cognition, Learning & Behavior	3
EDPS 6450	Child & Adolescent Psychopathology	3
EDPS 6010	Introduction to Statistics and Research Design	3
EDPS 7410	Single Subject Research Design	3
EDPS 7970	Thesis	4
EDPS 6040	Legal and Policy Issues Spec Ed	3
EDPS 7130	Cognitive Assessment	3
EDPS 6140	Multicultural Assessment in the Schools	3
EDPS 7150	Individual Child and Adolescent Assessment	3
EDPS	Counseling Elective	3
EDPS	Assessment Elective	3
EDPS 6390	Interventions in the Schools	3
EDPS 6470	Consultation and Supervision in Applied Settings	3
EDPS 6110	Child/Family Psychotherapy/Counseling Interventions	3
EDPS 6380	Academic Assessment/Interventions for Students w/Learning Difficulties	3
EDPS 6836	Special Topics: Autism Spectrum Disorders	3
EDPS 7730	SP Practicum: Clinic	4
EDPS 7731	SP Practicum: Field	4
EDPS 7910	Internship in School Psychology	12
	Sub-Total	72
Total Number of Credits	72	

Emphasis: School Psychology
Degree: Ph.D.

Course Prefix & Number	Title	Credit Hours
EDPS 7100	Professional Issues and Ethics in School Psychology	3
EDPS 7080	History and Systems of Psychology	3
EDPS 7863	Cognitive and Affective Basis of Behavior	3
EDPS 7550	Social Psychology of Human Diversity	3
EDPS 7450	Child & Adolescent Psychopathology	3
EDPS 7050	Lifespan Development	3
EDPS 7160	Neuropsychological Bases of Behavior	3

Course Prefix & Number	Title	Credit Hours
EDPS 7010	Quantitative Methods I: Intro to Inferential Statistics	3
EDPS 7020	Quantitative Methods II: ANOVA/Multiple Regression	6
EDPS 7835	School Psychology Research Seminar	4
EDPS 7400	Advanced Research Design	3
EDPS 6040	Legal and Policy Issues Spec Ed	3
EDPS 7130	Cognitive Assessment in the Schools	3
EDPS 7140	Multicultural Assessment in the Schools	3
EDPS 7150	Individual Child and Adolescent Assessment	3
EDPS 7300	Psychometric Theory	3
EDPS 7390	Interventions in the Schools	3
EDPS 7470	Consultation and Supervision in Applied Settings	3
EDPS 7110	Child/Family Psychotherapy/Counseling Interventions	3
EDPS 7380	Academic Assessment/Interventions for Students w/Learning Difficulties	3
EDPS 7836	Special Topics: Autism Spectrum Disorders	3
EDPS 7730	SP Practicum: Clinic	4
EDPS 7731	SP Practicum: Field	4
EDPS 7910	Internship in School Psychology	16
EDPS 7732	School Psychology Research Practicum	4
EDPS 7970	Dissertation	14
	Sub-Total	109
Total Number of Credits	109	

Emphasis: Instructional Design and Educational Technology
Degree: M.ED.

Course Prefix & Number	Title	Credit Hours
EDPS 6451	Foundations of Learning	3
EDPS 6430	Foundations of Instructional Design	3
EDPS 6030	Introduction to Research Design	3
EDPS 6445	Leadership in Instructional Design & Educational Technology	3
EDPS 6560	Multimedia Learning	3
EDPS 6447	Introduction to Web-based Tools and Applications	3
EDPS 6431	Advanced Instructional Design for Educational Technology	3
EDPS 6440	Human-Computer Interaction & Emergent Technologies	3
EDPS 6446	Integration of Educational Technology	3
EDPS 6750	Advanced Projects in Instructional Design	3
	Sub-Total	30
Total Number of Credits	30	

Emphasis: Instructional Design and Educational Technology
Degree: M.S.

Course Prefix & Number	Title	Credit Hours
EDPS 6451	Foundations of Learning	3
EDPS 6430	Foundations of Instructional Design	3
EDPS 6010	Introduction to Statistics and Research Design	3
EDPS 6445	Leadership in Instructional Design & Educational Technology	3
EDPS 6560	Multimedia Learning	3
EDPS 6447	Introduction to Web-based Tools and Applications	3
EDPS 6431	Advanced Instructional Design for Educational Technology	3
EDPS 6440	Human-Computer Interaction & Emergent Technologies	3
EDPS 6446	Integration of Educational Technology	3
EDPS 6750	Advanced Projects in Instructional Design	3
EDPS 6970	Graduate Thesis: Masters	6
	Sub-Total	30
Total Number of Credits	30	

Emphasis: Counseling Psychology
Degree: Ph.D.

Course Prefix & Number	Title	Credit Hours
EDPS 6200	Counseling Theories and Procedures	3
EDPS 6210	Counseling Skills	3
EDPS 7010	Quantitative Methods I: Foundations of Inferential Statistics	3
EDPS 7200	Foundations of Counseling Psychology	3
EDPS 6860	Research Seminar in Counseling Psychology	6
EDPS 6710	Practicum in Counseling	2
EDPS 7020	Quantitative Methods II	6
EDPS 6360	Multicultural Counseling	3
EDPS 7600	Diagnostic Adult Psychopathology	3
EDPS 7300	Psychometric Theory	3
EDPS 7710	Practicum in Counseling Psychology	6
EDPS 7220	Ethics and Standards in Psychology	3
EDPS 7430	Research in Counseling Psychology	3
EDPS 7715	Counseling Psychology Practicum Supervision	6
EDPS 7180	Personality Assessment	3
EDPS 7400	Advanced Research Design	3
EDPS 7330	Career Development Theory and Assessment	3
EDPS 7130	Cognitive Assessment	3
EDPS 7350	Group Counseling Theory & Application	3
EDPS 7480	Supervision Theory and Practice	3
EDPS 7720	Practicum in Counseling Supervision (Optional)	1
EDPS 7770	Field Practicum	4
EDPS 7050	Lifespan Development	3

Course Prefix & Number	Title	Credit Hours
EDPS 7863	Cognitive-Affective Bases of Behavior	3
EDPS 7460	Psychological Consultation	3
EDPS 7970	Dissertation	14
EDPS 7160	Neuropsychological Bases of Behavior	3
EDPS 7080	History and Systems of Psychology	3
EDPS 7890	Counseling Psychology Internship Preparation Seminar	1
EDPS 7550	Social Psychology of Human Diversity	3
EDPS 7920	Internship in Counseling Psychology	2
	Sub-Total	111
Total Number of Credits	110/111	

Emphasis: Reading and Literacy
Degree: M.ED.

Course Prefix & Number	Title	Credit Hours
EDPS 6451	Foundations of Learning	3
EDPS 6712	Reading Research	3
EDPS 6711	Foundations of Reading	3
EDPS 6124 or 6125	Children's Literature (elementary) in the School or Adolescent Literature	3
EDPS 6126	Content Area Literacy Instruction	3
EDPS 6130	Writing Theory and Instruction	3
EDPS 6713	Early Literacy Theory and Instruction	3
EDPS 6714	Comprehension Theory & Instruction	3
EDPS 6631	Assessment & Intervention of Reading Difficulties	3
EDPS 6715	Supervision & Evaluation of Reading Programs	3
EDPS 6716	Reading Specialist Internship	3
EDPS 6632	Intro to Intervention for Struggling Readers	3
	Sub-Total	36
Total Number of Credits	36	

Emphasis: Reading and Literacy
Degree: Ph.D.

Course Prefix & Number	Title	Credit Hours
EDPS 6711	Foundations of Reading	3
EDPS 6130	Writing Theory and Instruction	3
EDPS 7520	Psychology of Reading	3
EDPS 7521	Psychology of Writing	3
EDU 7851	Teaching Internship	3
EDPS 7959	Directed Reading in Literacy I	3

Course Prefix & Number	Title	Credit Hours
EDPS 7959	Directed Reading in Literacy II	3
EDPS 7002	Descriptive, Correlational & Experimental Research Design	3
NURS 7201	Statistics I	4
NURS 7202	Statistics II	4
NURS 7040	Data Collection Methods	4
EDPS 7201	Early Research Project I	3
EDPS 7202	Early Research Project II	3
EDPS 7203	Early Research Project III	3
EDPS 7712	Beginning Doctoral Seminar	2
EDPS 7713	Advanced Doctoral Seminar	3
EDPS 7961	Preliminary Exam	3
EDPS	Electives	9
EDPS 7970	Dissertation Research	15
	Sub-Total	77
Total Number of Credits	77	

THE UNIVERSITY OF UTAH

04 December 2012

Vivian Lee
Senior Vice President for Health Sciences
Bldg 550, 5th Floor
Campus

Dear Vice President Lee,

Enclosed is proposal for an Emphasis in Care Management within the College of Nursing which was approved by the Graduate Council on October 29, 2012. Included in this proposal packet are the signature page, proposal, and letter of support.

Please forward this proposal to the Academic Senate to be placed on the information calendar for the next meeting of the Senate.

Sincerely,

Charles A. Wight
Dean, The Graduate School

The Graduate School
201 Presidents Circle, Room 302
Salt Lake City, Utah 84112-9016
(801)581-7642
FAX (801)581-6749
http://www.gradschool.utah.edu

Cover/Signature Page - Abbreviated Template

Institution Submitting Request: *University of Utah*
Proposed Title: *Care Management (Emphasis within MS in Nursing)*
Currently Approved Title: NA
School or Division or Location: *College of Nursing*
Department(s) or Area(s) Location: *MS in Nursing Program*
Recommended Classification of Instructional Programs (CIP) Code[1] (for new programs): *51.3818*
Current Classification of Instructional Programs (CIP) Code (for existing programs): *00.0000*
Proposed Beginning Date (for new programs): *Summer/Fall 2013*
Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

R401-5 *Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.*			R401-6 *Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.*		
Section		Item	Section		Item
4.1.5.2	☐	Minor*	6.1.1	☐	Reinstatement of Previously Suspended Program
5.1.1.1	☒	New Emphasis on an Existing Degree*	6.1.5	☐	Reinstatement of Previously Suspended Unit
5.1.2	☐	Certificate of Proficiency Not Eligible for Financial Aid			
5.1.3	☐	Out-of-Service Area Delivery of Programs			
5.1.4	☐	Name Change of Existing Programs			
5.1.5	☐	Program Transfer			
	☐	Program Restructure			
	☐	Program Consolidation			
5.1.6	☐	Program Discontinuation			
	☐	Program Suspension			
5.1.7	☐	Administrative Unit Creation			
	☐	Administrative Unit Transfer			
	☐	Administrative Unit Consolidation			
5.1.8	☐	New Center			
	☐	New Institute			
	☐	New Bureau			
5.1.9	☐	Graduate Certificate			

*Requires "Section VI: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature **Date:** 12/7/12

Printed Name: Michael Hardman

[1] CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

Program Request
University of Utah
Nursing MS Degree Program – Care Management Emphasis
November 15, 2012

Section I: Request

The College of Nursing (CoN) at the University of Utah requests permission to establish a new emphasis in our Nursing Masters (MS) degree program. This new emphasis area in *Care Management* will target baccalaureate prepared nurses who wish to develop knowledge and skills in managing the health care of groups of individuals and families across the continuum of care settings.

Approval was obtained from the appropriate CoN standing committee, the MS & Doctor of Nursing Practice (DNP) Program Committee. After presenting and reviewing the courses and accompanying documentation, the MS/DNP Program Committee obtained full committee approval on September 27th, 2012. The new emphasis area was presented at College Council (the governing body for nursing) on October 19, 2012.

Section II: Need

Health care reform is focused on providing access to high quality, cost effective care. The goal is to provide care at the most appropriate level, including but not limited to home, community clinics, acute care hospitals and long term care institutions. In order to manage the cost of health care, patients need to move through the system seamlessly, receiving care at the most appropriate level with the use of the most appropriate resources.

According to national research conducted by the Health Care Advisory Board, all Americans will be affected by health care reform. By 2030, Medicare will cover approximately 23% of the US population, and increases in the aging population will place a significant burden on Medicare. The growth of chronic conditions will outpace the growth of the US population. In addition, individuals with more than one chronic condition are at risk for functional decline, resulting in increased costs and mortality. The addition of a functional limitation associated with chronic illness results, on average, in a doubling of care costs. In order to serve the growing aging population and populations with chronic illnesses, health care leaders recognize the need to transform the current model of care to one that will improve patient outcomes. It is imperative that new and innovative methods to provide care are developed.

Historically, Care Managers have been used in a variety of health care settings, ensuring patients receive the best care at the most appropriate cost. However the approach is far from coordinated, with different care managers working with the same patients in a variety of different settings. These responsibilities have been provided by professional RNs who are educated primarily through on the job training. There are some online continuing education programs available, but not a clear or consistent pathway in nursing to obtain these skills. This proposal encompasses the case management role, and defines these nursing leaders as Care Managers. Nurse Care Managers are highly skilled clinical professionals, who use their strong critical thinking, clinical background, and analytical skills to provide care for patients. They lead the healthcare team in meeting the needs of the patient in the overall care management process.

Through the Utah Cluster Acceleration Partnership (UCAP), both academic and clinical leaders collaborated to set formal educational preparation of more nurse care managers as a priority for both the academia and the health care industry. The health care industry is highly committed to supporting this effort, as they are struggling with recruiting experienced nurse care managers. Currently there is an urgent need for highly skilled care managers and this need is growing rapidly. Health care leaders have directed us to focus on both management of the individual patient, and importantly to ready nurse care managers to work with populations of patients. Focusing on both individuals and populations produces consistency across practice settings, assuring the best care is delivered at the most affordable cost. This endeavor requires comprehending the individual patients needs by understanding chronic illness, aging, catastrophic care, evidence based outcomes, access for care across the continuum, in addition to managing the cost of care while simultaneously providing the best care.

The CoN currently offers a nursing MS degree program (with emphases in Nursing Education and Informatics), and a Gerontology MS degree (through the Gerontology Interdisciplinary Program). The proposed emphasis area in Care Management within the MS in Nursing program is designed to prepare nurses to fill critical shortages in the U.S. and worldwide in the emerging role of managing populations with specific health needs. Students from rural and/or under-served areas of the state often face difficulties with expenses and traveling long distances to attend classes. In order to address these issues, this program emphasis will be offered in a distance-delivery format. The College of Nursing has significant experience and success in offering distance-based learning opportunities for both undergraduate and graduate level students.

Students can complete this emphasis within the Master's degree program, in two years (full time study) or three years for part time study. The program is adapted from and builds upon the existing Master's core courses and other courses designed to develop nurse leaders with the necessary skills for assessing needs and coordinating care for complex patients and populations. The admission procedures and criteria are outlined below:

1. The application deadline for admission to the MS in Nursing with emphasis in Care Management is January 15 of each year to be considered for the program the following fall semester. Students will also apply to the University of Utah Graduate School, following the respective application procedures.
2. This application is processed and decisions made at the program and College level. Recommendations for admission are made by the College of Nursing to the Graduate School by June 1st each year.
3. Entrance criteria for the proposed MS emphasis in Care Management are consistent with criteria for the other MS emphases. Consistent with University policy, entering students must have at least a 3.0 cumulative GPA on a 4.0 scale. In addition:
    a. Students must have completed a BS in nursing from an accredited university or college by the time they begin the program.
    b. Students must have verifiable licensure as an RN or APRN in at least one of the jurisdictions of the National Council State Boards of Nursing.
4. Students must complete the program credit requirements of the CoN and University of Utah Graduate School. The MS degree will be awarded when all course work is completed.

Section III: Institutional Impact

The CoN at the University of Utah is the premier graduate and undergraduate nursing education program in the state. The College anticipates recruiting from currently enrolled BS students, including those enrolled in the existing RN-BS programs around the state. In keeping with the College's diversity recruiting plan, recruitment will also include nurses in rural and underserved areas. The CoN anticipates increased enrollment in the MS in Nursing program due to the inclusion of this new emphasis, distance-learning access and the strong possibility of employment after graduation. Instituting this new program emphasis will not necessitate changes in existing administrative structures at the University. Reporting procedures to various University departments already exist. This request does not require any changes in faculty, staff, or physical facilities. Because this is a new emphasis within our MS in Nursing program, no existing students will be adversely affected by this change.

Section IV: Finances

No additional costs are anticipated to result from this change in emphasis within the MS in Nursing Program. Faculty and staff resources will be reallocated from the Clinical Nursing Leader Emphasis to the Care Management Emphasis within the MS in Nursing Program.

Section V: Program Curriculum

Care Management Emphasis

Course Prefix & Number	Title	Credit Hours
Required Courses - Masters Core		
NURS 6000	Evidence Based Practice	3
NURS 6001	Professional Role & Collaboration	2
NURS 6002	Health Care Delivery	2
NURS 6004	Intro to Information & Technology	3
UUHSC 6600	IPE Hospitalized Patient Care	.5
UUHSC 6700	IPE Ambulatory Patient Care (Inter-Professional Experience)	.5
NURS 6007	Advanced Pathophysiology Across the Lifespan	2
NURS 6888	Masters Synthesis or Thesis Option (6)	2
	Sub-Total	15
Required Courses - Specialty		
NURS 6003	Program Planning/Development	3
NURS 6009	Intro to Clinical Epidemiology & Population Science	1
NURS 6772	Quality Improvement in Health Care	3
NURS 6390	Care Management: Clinical Issues	2
NURS 6392	Care Management: Professional, Legal, Financial & Business Issues	2
NURS 6XXX	Care Management Residency/Immersion Experience (formerly NURS 6779)	4
NURS 6006	Advanced Pharmacotherapeutics Across the Lifespan	1
NURS 7020	Advanced Physical Assessment	3
	Sub-Total	19
Elective Courses - Specialty		
	Approved Electives	3 - 6
	Sub-Total	3 - 6
	Total Number of Credits	37 – 40

UNIVERSITY OF UTAH
SPENCER S. ECCLES
HEALTH SCIENCES LIBRARY

November 16, 2012

Charles Wight, Dean
The Graduate School
302 Park Building
University of Utah (CAMPUS)

Dear Dean Wight:

Spencer S. Eccles Health Sciences Library appreciates the opportunity to express our support for the MS in Nursing degree program proposals from the College of Nursing.

The Library has worked closely with the College of Nursing in developing and revising their curriculum. The three emphases areas within this MS in Nursing program are well supported by the educational resources within the Eccles Health Sciences Library and we support their decision for a change in focus for one of the emphases areas. We understand that they are proposing to discontinue the Clinical Nurse Leader emphasis area and replace it with a Care Management emphasis/option within the MS in Nursing program.

These proposals are based on a thoughtful consideration of the health care market, stakeholders and employers projected needs. The College of Nursing faculty are also being encouraged by the Utah Cluster Acceleration Program to revise this curriculum option to prepare nurses to assess and manage the health care needs of specific populations including individuals with chronic illness, aging or disabilities. We will continue to work closely with the College of Nursing to meet their students' educational goals and curricular needs.

Of particular importance for this program is access to a wide variety of electronic information resources. The libraries at the University of Utah and the Utah Academic Library Consortium (UALC) work together to stretch our collection dollars in order to obtain access to a full range of electronic journals and databases. In particular, the libraries provide access, training, and assistance on searching PubMed and CINAHL, two key resources for the nursing curriculum. Further support is provided to students, faculty and staff via our interlibrary loan service providing access to the collections of a nationwide network of health science libraries, including the National Library of Medicine. In addition, Library faculty regularly provide assistance, consultation, and instruction on the use of library resources for nursing students.

In summary, the Eccles Health Sciences Library fully supports the efforts of the College of Nursing in developing and revising their curriculum to meet the ever changing needs of the healthcare marketplace. Thank you for this opportunity to participate in the assessment and evaluation of the revised College of Nursing MS in Nursing curriculum plan.

Sincerely,

Jean P. Shipman

Jean P. Shipman, MSLS, AHIP, FMLA
Director

The University of Utah
Spencer S. Eccles
Health Sciences Library
10 N. 1900 East
Salt Lake City, Utah 84112
Phone (801) 581-8771
Fax (801) 581-3632

Cover/Signature Page - Abbreviated Template

Institution Submitting Request: University of Utah
Proposed Title: Areas of emphasis in Political Science
Currently Approved Title:
School or Division or Location: College of Social and Behavioral Science
Department(s) or Area(s) Location: Department of Political Science
Recommended Classification of Instructional Programs (CIP) Code[1] (for new programs):
Current Classification of Instructional Programs (CIP) Code (for existing programs): 45.10
Proposed Beginning Date (for new programs): 07/01/2012
Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

R401-5 *Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.*			R401-6 *Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.*		
Section #		Item	Section #		Item
4.1.5.2	☐	Minor*	6.1.1	☐	Reinstatement of Previously Suspended Program
5.1.1.1	☒	New Emphasis on an Existing Degree*	6.1.5	☐	Reinstatement of Previously Suspended Unit
5.1.2	☐	Certificate of Proficiency Not Eligible for Financial Aid			
5.1.3	☐	Out-of-Service Area Delivery of Programs			
5.1.4	☐	Name Change of Existing Programs			
5.1.5	☐	Program Transfer			
	☐	Program Restructure			
	☐	Program Consolidation			
5.1.6	☐	Program Discontinuation			
	☐	Program Suspension			
5.1.7	☐	Administrative Unit Creation			
	☐	Administrative Unit Transfer			
	☐	Administrative Unit Consolidation			
5.1.8	☐	New Center			
	☐	New Institute			
	☐	New Bureau			
5.1.9	☐	Graduate Certificate			

*Requires "Section VI: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature **Date:** 12/10/12

Printed Name: Michael L. Hardman

[1] CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

THE UNIVERSITY OF UTAH

Office of Undergraduate Studies
195 S. Central Campus Drive Salt Lake City, UT 84112-0511 (801) 581-3811 FAX (801) 585-3581

December 3, 2012

TO: Michael Hardman
Interim Senior Vice President for Academic Affairs

FR: Ann Darling AD
Chair, Undergraduate Council

RE: Undergraduate Emphases for Political Science Majors

At is meeting on Thursday, November 29, the Undergraduate Council voted to approve a proposal from the Department of Political Science for three new emphases for their undergraduate majors. The proposal, with supporting materials, is attached.

We ask, if you also approve of the proposal, that it be forwarded on to the Executive Committee of the Academic Senate for their consideration.

THE UNIVERSITY OF UTAH

College of Social and Behavioral Science

260 S Central Campus Drive, Room 205, Salt Lake City, UT 84112

Date: November 12, 2012

To: Edward Barbanell, Associate Dean, Undergraduate Studies

From: Jeffrey Kentor, Senior Associate Dean for Academic Affairs
College of Social and Behavioral Science

Subject: New areas of emphasis for Political Science undergraduate major

The College of Social and Behavioral Science fully supports the proposal of the Department of Political Science to create three areas of emphasis to their existing undergraduate major. This is an initiative generated by the Political Science Undergraduate Student Advisory Committee (USAC) to enhance students' opportunities for future graduate study or employment. Nearly three-quarters of those students surveyed strongly support this initiative. This proposal does not change any existing requirements for the Political Science major, but provides three optional areas of focus within their elective hours. No additional institutional resources are required for implementation of this program.

The College agrees that these proposed emphases will enhance future opportunities for Political Science majors, and these proposed changes are therefore consonant with President Pershing's focus on the undergraduate experience.

I would be pleased to answer any additional questions that might arise.

Program Request - Abbreviated Template
University of Utah
Political Science BA and BS
9/7/2012

Section I: Request

The Department of Political Science requests approval to add three areas of emphasis to the existing undergraduate major in political science. The three emphases are: (1) international politics; (2) public policy; and (3) law and politics. Each area of emphasis consists of 5 upper division courses in political science selected from a list of courses in that area. These areas of emphasis would not change the existing requirements for the political science major. If approved, this proposal would allow political science majors the option of focusing their major courses in one of these areas and to have the emphasis included on their transcript upon graduation. The selection of an area of emphasis would not be required for political science majors.

Section II: Need

The request to consider the creation of emphases within the major came from members of the political science undergraduate Student Advisory Committee (SAC). The request for emphases within the political science major was motivated by the desire of students in the political science major to demonstrate a learning focus that would be beneficial to their future plans for employment or additional education (e.g., JD, MPA, MPP, or PhD) and recognized on their official transcript.

In response to this request, the department conducted a survey of political science majors and students enrolled in introductory classes during spring semester 2012. Among the students who responded (n = 220), there was strong interest in having areas of emphasis within the major (among political science majors 74% responded that they were "very interested," 21% were "somewhat interested," 4% were "not interested," and 1% were "unsure" about having emphases in political science). The survey also asked about possible areas of emphasis and international politics, public policy, and law and politics were all areas of high interest for students.

Following the student survey, the department's Undergraduate Studies Committee drafted a proposal to create three areas of emphasis within the political science major.

International politics is the study of cooperation and conflict among countries and other supra-national actors such as international governmental organizations (e.g., United Nations, European Union, NATO) and non-governmental organizations (e.g., Greenpeace, International Labor Organization). International politics has been a recognized subfield within political science for as long as political science has been a discipline. This emphasis would be especially valuable for students interested in working for public or private employers in an international context or who intend to pursue further study in international politics or international law.

Public policy is the study of how public policies are made, implemented, and evaluated. The study of public policy has grown as a subfield within political science in the post-World War II period in the US and in other countries. This emphasis would be especially valuable for students interested in working for public or private employers in areas related to public policy or who intend to seek an advanced degree in public administration (MPA) or public policy (MPP).

Law and politics is the study of the normative basis for law in democratic societies, the creation and administration of laws, and the evaluation of law both normatively and empirically. Law and politics has been an established subfield within political science since the emergence of the modern discipline of political science. This emphasis would be especially valuable for students interested in careers related to the administration of law or who intend to seek a law degree (JD).

The full political science faculty considered this proposal at a department meeting on August 16, 2012 and approved the proposal unanimously.

Section III: Institutional Impact

This proposal to create areas of emphasis within the existing political science major requires no changes to department structure or personnel. All the courses included in the proposed emphases are existing political science courses and will continue to be taught by department faculty and instructors. Advising for political science majors with respect to the proposed areas of emphasis would be handled by the department's undergraduate advisors. Political science majors who wish to have an area of emphasis in their major can take courses from the appropriate list and report their intent to have an emphasis to a political science advisor when applying for graduation.

Section IV: Finances

This proposal requires no changes to department funding or costs.

Section VI: Program Curriculum

The current political science major requires 36 semester hours of POLS courses with 9 hours of required lower-division courses and 27 hours of elective upper-division courses in political science of which 9 hours must be courses at the 5000-5999 level. In addition, all political science majors must complete 12 hours of courses in allied areas outside of political science. This proposal does not change the existing requirements for the political science major but instead provides for three optional areas of focus within the POLS elective hours. Political science majors may complete the major without selecting an area of emphasis.

1. Emphasis in International Politics

Course Prefix and Number	Course Title	Credits
Required Courses		
POLS 1100	American National Government	3
Complete 2 of 3:		
POLS 2100	Intro to International Relations	3
POLS 2200	Intro to Comparative Politics	3
POLS 2300	Intro to Political Theory	3
	Sub-total	9
General Elective Courses within Political Science		
POLS 3000-5999	Four elective POLS courses	12
	Sub-total	12

Emphasis in International Politics
Complete at least 15 semester hours from the following courses*:

POLS 3410	European Politics	3
POLS 3420	Islam and Politics	3
POLS 3440	Comparative Politics of the Middle East	3
POLS 3490	Religion and Politics in Comparative Perspective	3
POLS 3500	Democracy in Latin America	3
POLS 3510	Politics and Governments of the Pacific Rim Nations	3
POLS 3550	Comparative Politics of Latin America	3
POLS 3620	United Nations	3
POLS 3680	Globalization and World Politics	3

POLS 5410	New Democracies	3
POLS 5420	The European Union	3
POLS 5440	Nationalism and Ethnic Conflict	3
POLS 5450	Political Violence/Terrorism	3
POLS 5460	International Relations of Africa	3
POLS 5470	International Relations of the Middle East	3
POLS 5480	International Relations of East Asia	3
POLS 5490	International Relations of Latin America	3
POLS 5610	International Law	3
POLS 5630	Global Governance	3
POLS 5660	American Foreign Policy	3
POLS 5670	US National Security Policy	3
POLS 5690	Foundations of International Security	3
POLS 5710	Found. of the Politics of Intern. Economic Relations	3
POLS 5750	Industries and State Power	3
POLS 5800	Theories of International Relations	3
	Sub-total	15
	Total credits for major	36

See Appendix 1 for a list of recommended allied courses for this emphasis.

2. Emphasis in Public Policy

Course Prefix and Number	Course Title	Credits
Required Courses		
POLS 1100	American National Government	3
Complete 2 of 3:		
POLS 2100	Intro to International Relations	3
POLS 2200	Intro to Comparative Politics	3
POLS 2300	Intro to Political Theory	3
	Sub-total	9
General Elective Courses within Political Science		
POLS 3000-5999	Four elective POLS courses	12
	Sub-total	12

Emphasis in Public Policy
Complete at least 15 semester hours from the following courses*:

POLS 3030	State and Local Government	3
POLS 3250	Gender, Ethics, and Public Policy	3
POLS 3300	Intro to Public Administration	3
POLS 3320	Intro to Public Policy and Analysis	3
POLS 3380	Politics and Budgets	3
POLS 3390	Intro to Environmental and Sustainability Policy	3
POLS 5170	Politics and American Economy	3
POLS 5290	Applied Quantitative Methods in Public Policy	3
POLS 5530	Public Policy Theories and Applications	3
POLS 5321	Health Policy	3
POLS 5322	Environmental and Sustainability Policy	3
POLS 5323	Policy Analysis	3

POLS 5380	Public Budgeting and Finance	3
POLS 5550	Politics of Public Land Management	3
POLS 5660	American Foreign Policy	3
POLS 5670	US National Security Policy	3
POLS 5780	Industries and State Power	3
	Sub-total	15
	Total credits for major	36

See Appendix 2 for a list of recommended allied courses for this emphasis.

3. Emphasis in Law and Politics

Course Prefix and Number	Course Title	Credits
Required Courses		
POLS 1100	American National Government	3
Complete 2 of 3:		
POLS 2100	Intro to International Relations	3
POLS 2200	Intro to Comparative Politics	3
POLS 2300	Intro to Political Theory	3
	Sub-total	9
General Elective Courses within Political Science		
POLS 3000-5999	Four elective POLS courses	12
	Sub-total	12

Emphasis in Law and Politics
Complete at least 15 semester hours from the following courses*:

POLS 3000	Liberalism and Its Critics	3
POLS 3200	Intro to Law and Politics	3
POLS 3220	Jurisprudence of Criminal Law	3
POLS 5080	Islamic Law	3
POLS 5120	Judicial Process	3
POLS 5211	Constitutional Law	3
POLS 5212	Civil Rights and Civil Liberties	3
POLS 5240	Local Government Law	3
POLS 5250	Corrections Administration	3
POLS 5520	Law Enforcement Administration	3
POLS 5610	International Law	3
	Sub-total	15
	Total credits for major	36

See Appendix 3 for a list of recommended allied courses for this emphasis.

*Other POLS courses related to an emphasis (e.g., POLS 5810, Research Seminar) may be counted toward the emphasis with the approval of the department's director of undergraduate studies. Changes to the list of approved courses in political science or in the allied areas may be made with the approval of the chair of the Department of Political Science and the CSBS Curriculum Committee.

All the POLS courses included as part of these proposed areas of emphasis are existing courses. No new courses are being proposed as part of these three emphases.

Appendix 1, Recommended allied courses for international politics emphasis

Student pursuing a political science major with an emphasis in international politics should consider satisfying their allied course requirements by selecting from the following courses:

ANTH 2018	Human Universals
ANTH 4141	Ethnicity and Nationalism
ANTH 4182	Anthropology of Power
ECON 3500	International Economics
ECON 5400	Middle East Economic History
ECON 5410	Survey of European Economic History
ECON 5420	China and the Global Economy
ECON 5430	Asian Economic History and Development
ECON 5460	Latin American Economic History
ECON 5530	Principles of Economic Development
ECON 5560	Gender and Economic Development in the Third World
ETHNC 5350	Diaspora, Transnationalism and US Community
ETHNC 5450	Communication and Culture
GEOG 1300	World Regional Geography
GEOG 1400	Human Geography
GEOG 3320	Geography of Terrorism and Homeland Security
GEOG 3420	Political Geography
HIST 1500	World History to 1500
HIST 1510	World History since 1500
HIST 3200	Age of Imperialism
HIST 3210	Age of Total War
HIST 3398	History of the Middle East, 1798-1914 (or MIDE 3540)
HIST 3400	The Middle East since 1914 (or MIDE 3545)
HIST 3450	Modern Africa to 1914
HIST 4271	European Exploration, Imperialism, and Decolonization 1750 to present
HIST 4490	Major Issues in Middle Eastern History
HIST 4760	US Foreign Relations: Twentieth Century
MIDE 3410	The Contemporary Middle East
MIDE 3713	Peoples and Cultures of the Middle East
SOC 3435	Inequality, Power, and Globalization
SOC 3436	Global Social Structure and Change
SOC 3569	Terrorism, Violence, and Aggression
SOC 3653	Global Population Problems
SOC 3741	Sociology of Migration: Global and Local Perspectives

Appendix 2, Recommended allied courses for public policy emphasis

Student pursuing a political science major with an emphasis in public policy should consider satisfying their allied course requirements by selecting from the following courses:

CMP 3100	Urban and Environmental Planning
CMP 3250	Planning Process and Methods
ECON 3250	Intro to Environmental and Natural Resource Economics
ECON 3370	Markets and Government

ECON 3500	International Economics
ECON 5060	History of Economic Doctrines
ECON 5180	Poverty and Inequality
ECON 5190	Health Economics
ECON 5240	Urban Economics
ECON 5260	Energy Policy Options for Utah
ETHNC 3150	Indian Law and Policy
ETHNC 3600	Native Americans in Modern Society: Implications for Social Policy
ETHNC 5800	Theories and Research on Social Inequality
FCS 3420	Housing Policy and Issues
FCS 3430	Intro to Family Policy
FCS 3470	International Consumer Policy
FCS 3600	Intro to Consumer and Community Policy
FCS 5400	Families and Economic Policy
FCS 5430	Families, Consumers, and Health
GEOG 3320	Geography of Terrorism and Homeland Security
GEOG 3330	Urban Environmental Geography
GEOG 3340	Geography of Disasters and Emergency Management
GEOG 3350	Resource Conservation and Environmental Management
GEOG 3375	Sustainable Transportation
GEOG 3380	Wilderness Issues and Management
GEOG 3385	Environmental Assessment
SOC 3480	Environmental Sociology
SOC 3561	Criminology
SOC 3653	Global Population Problems
SOC 3671	Sociology of Health
SOC 4085	Cities and Communities
SOC 5657	World Population Policies and Problems

Appendix 3, Recommended allied courses for law and politics emphasis

Student pursuing a political science major with an emphasis in law and politics should consider satisfying their allied course requirements by selecting from the following courses:

COMM 5320	Freedom of Expression
CMP 4260	Planning Law and Administration
CMP 5360	Environmental Planning Law and Policy
ECON 5120	Labor Law and Collective Bargaining
ECON 5380	Law and Economics
ETHNC 3150	Indian Law and Policy
PHIL 1250	Reasoning and Rational Decision Making
PHIL 3500	Ethics
PHIL 3710	Philosophy of Law
PSY 5480	Psychology and Law
SOC 3560	Deviant Behavior and Social Control
SOC 3568	Sociology of Law

Date: November 12, 2012

To: Edward Barbanell, Associate Dean, Undergraduate Studies

From: Jeffrey Kentor, Senior Associate Dean for Academic Affairs
College of Social and Behavioral Science

Subject: New areas of emphasis for Political Science undergraduate major

The College of Social and Behavioral Science fully supports the proposal of the Department of Political Science to create three areas of emphasis to their existing undergraduate major. This is an initiative generated by the Political Science Undergraduate Student Advisory Committee (USAC) to enhance students' opportunities for future graduate study or employment. Nearly three-quarters of those students surveyed strongly support this initiative. This proposal does not change any existing requirements for the Political Science major, but provides three optional areas of focus within their elective hours. No additional institutional resources are required for implementation of this program.

The College agrees that these proposed emphases will enhance future opportunities for Political Science majors, and these proposed changes are therefore consonant with President Pershing's focus on the undergraduate experience.

I would be pleased to answer any additional questions that might arise.

THE UNIVERSITY OF UTAH

November 9, 2012

Reviewed and Forwarded to President Pershing
11/14/12
David W. Pershing
11/15/12

Michael L. Hardman
Interim Senior Vice President for Academic Affairs
205 Park Bldg.
Campus

RE: Graduate Council Review Follow-up Report
Department of Ballet

Dear Vice President Hardman:

Earlier this year the Graduate Council completed its review of the Department of Ballet. One of the review recommendations was that a follow-up report be submitted during Fall 2012 to report on steps taken to address issues raised in the Graduate Council's report. Enclosed is the follow-up report submitted by Interim Department Chair Linda F. Smith. The report was presented to the Graduate Council at its meeting of October 29, 2012.

Please forward this report to President David Pershing for his approval. After approval by President Pershing, the report will be forwarded to the Academic Senate to be placed on the information calendar for the next Senate meeting.

Sincerely,

Charles A. Wight
Dean, The Graduate School

Encl.

XC: Raymond Tymas-Jones, Dean, College of Fine Arts
Linda F. Smith, Interim Chair, Department of Ballet

The Graduate School
201 Presidents Circle, Room 302
Salt Lake City, Utah 84112-9016
(801)581-7642
FAX (801)581-6749
http://www.gradschool.utah.edu

Memo

To: Graduate School Deans, College of Fine Arts Dean
From: Linda F. Smith, Interim Chair/Receiver, Department of Ballet
Re: Graduate Council Review – Follow-up Report
Date: October 15, 2012

This Memorandum is the Report required by the Graduate Council and the Memorandum of Understanding, following up from my February, 2012 progress report. This Report is structured around the Recommendations.

Recommendation 1: Eliminate the self-destructive environment that currently exists in the Department. The Dean, the Receiver/Interim Chair, and the faculty need to work together to restore an atmosphere of cooperation and mutual trust to move the Department forward toward a positive future. Moreover, faculty must avoid at all costs involving students in divisive politics currently pervading the Department.

This past year presented certain challenges and opportunities for the faculty to work together and with the Dean's Office in an atmosphere of cooperation and mutual trust. Progress has been made and continues to be made. However, institutional culture is difficult to change, and this may continue to be an area needing proactive management.

There are two approaches to successfully addressing this issue. We must continue to research proposals and focus on facts, rather than merely react based on our feelings. We must also use good communication skills, sharing our concerns rather than making accusations in interpersonal communication and providing time and space for all to contribute in meetings.

There is also the issue of stability or security of employment that influences the atmosphere.

a. Formal Review

There was a formal review of a faculty member that occasioned many strong feelings. Nevertheless, the process went forward without any inappropriate involvement of students in divisive politics.

b. Enfranchisement of Auxiliary Faculty & Subsequent Reviews

One of the reasons for distrust within the department has been the faculty's refusal to reappoint certain auxiliary faculty (and the prior interim chair's refusal to rehire one of the auxiliary faculty members who had been appointed). Last year certain individuals who had served as auxiliary faculty had been re-hired as staff instructors by the prior interim chair.

As previously discussed, I adopted policies that allowed lecturer faculty the right to vote on curricular matters and appointments to the auxiliary faculty. There was

some objection to this policy by member(s) of the tenured/tenure-track faculty. I also adopted a process for review of auxiliary faculty. A committee (consisting of tenured and auxiliary faculty) was appointed to review and report on each auxiliary faculty member for the entire faculty to consider reappointments.

In my view, this process went smoothly; the written reports were thorough and the discussion by all voting members was substantive. There was a strong majority for the appointment or reappointment of each auxiliary faculty member considered. New auxiliary faculty, including guest faculty from Ballet West and a visiting professor, were appointed after appropriate consideration.

One faculty member who had been "transferred" to the Modern Dance Department in the wake of the dispute about the "School of Dance" was proposed for reappointment as a lecturer faculty member. There was strong support for this reappointment. Since being reappointed, this faculty member has fully participated in faculty meetings and other academic endeavors without any untoward behavior on anyone's part.

Nevertheless, most auxiliary faculty have one-year contracts and there remains concern that these faculty might not be reappointed due to personality or political issues rather than based on the merits of the individual's teaching and service.

c. Faculty Meetings and Retreats

During Fall, 2011, few faculty meetings were held and much business was conducted by email vote. By late spring the faculty were desirous of reinstituting weekly faculty meetings, and this took place. The faculty asked that we schedule a retreat, which we held the week before classes began. During Fall Semester, 2012, we have held weekly faculty meetings. During the week of October 15, 2012 we will hold a 2 ½ day retreat with a consultant to consider the curriculum.

Most faculty meetings do involve some level of disagreement and sometimes strong feelings surface. However, some decisions are reached unanimously and many other decisions are reached after a strong majority favors a particular policy. Even when there is disagreement, all parties have continued to speak with one another about the issues raised.

Issues that have been successfully processed by the faculty include the desirability of adopting clear standards for scholarships, procedures for continuing student to apply for scholarships, multiple decisions about admissions, placement and scholarships, and initial decisions about adjustments to the curriculum.

d. Interpersonal Conflict

A difficulty had previously arisen in the working relationship between a faculty member and staff member. In seeking to address this relationship this year, I sought assistance from the Employee Assistance Program. Unfortunately they were not able to meet with the parties in a timely fashion. The Chair hosted a meeting

between the parties, and they were able to mutually agree to a resolution. The project on which they needed to cooperate was successfully completed.

Regarding other interpersonal conflicts within the faculty, I arranged one meeting with the Employee Assistance Program and a second meeting with a mediator from the College of Law. I am hopeful that the faculty members will come to appreciate one another's contributions and work successfully together.

Both the EAP social worker and the College of Law mediator noted that there was little time for faculty members to meet and discuss issues in a relaxed time frame, due, in part, to a heavy work load and the schedule of classes. Both suggested that this be addressed.

d. Support from the Dean's Office

The Dean's office has provided the Department of Ballet the maximum funding possible from the Arts Pass funding for our productions. The office has supported faculty travel for four different trips to present scholarship or creative works. The Dean's office developed a grant that was funded by the Beverly Sorenson Legacy Foundation. (This grant supports additional ballet performances for school children.) The faculty is cognizant that the Dean's office is supportive in these ways and grateful for this support.

e. Studio Floors

One of the past issues of contention involved the ballet faculty feeling that their studio floors were too hard and the administration believing that these faculty members were complaining without any basis. The Alumni Advisory Council suggested that the floors were likely too hard, given the number of injuries and the unanimous feeling of the faculty, and the Dean became willing to consider the need for new floors.

In April the Department retained an engineering consulting firm to test the shock absorption of a Ballet studio in the basement, a Modern Dance studio on the second floor, and the stage. The Modern Dance studio was slightly better with respect to shock absorption (58 to 56 where 54 is the minimum for a basketball court) and the stage was much better (62). The deflection / impact to maximum force was much worse in the Ballet studio than either the stage or studio, creating a severe feeling of impact, like hitting a brick wall. Based on this expert report, the Department and the Dean's Office have agreed that replacing the ballet studio floors is a high priority.

This inquiry is an example of relying upon research and data rather than opinion; the Dean's willingness to support replacing the floors has garnered considerable gratitude from the faculty.

Recommendation 2: Looking to the future, the university needs to provide adequate resources to ultimately hire a strong permanent chair for the Department who can

work closely with faculty to create and implement a vibrant strategic plan for the Department's moving forward.

Without waiting for a new chair, the faculty has been working with me to study our curriculum, propose ways to improve it, and develop a strategic plan. (We plan to have curricular changes submitted by December, 2012 and the Strategic Plan developed by May, 2013.) Two faculty members began a study of the curriculum this past summer, analyzing the curricula of peer institutions and brain-storming about changes that could be made. Since our faculty retreat we have been meeting to discuss various ideas, and different faculty are currently preparing proposals for particular programs of study and/or courses. During the week of October 15 we will have a 2 ½ day retreat with a NASD consultant and hopefully hammer out firm plans.

Our strategy has been to shore up the undergraduate curriculum, deciding what our focus or foci should be. We need to decide how to ensure that all students can complete the graduation requirements that we set; and whether/how to supportively retain the students who we are currently losing to attrition during the sophomore or junior year. We need to consider enhancing the quality and quantity of the academic offerings. Once the undergraduate program is on firm footing, we want to build on a strong undergraduate curriculum to re-design a strong graduate program.

As my prior report indicated, I would focus on hiring a chair whose leadership style is one of building consensus rather than "strength" per se. Someone with substantial experience in higher education would also be strongly desired.

Recommendation 3: Faculty need to work closely with the Dean of the College of Fine Arts and the Receiver/Interim Chair to establish a more efficient and practical workload policy, given current student demand and the current and projected size of the faculty. Specific suggestions from the external review committee for reducing workload should be incorporated.

In my February, 2012 memo, I indicated that it would be very important to understand the standard teaching load for ballet/dance faculty. Over the past months I have interviewed members of my Alumni Advisory Counsel and the NASD consultant about this issue, consulted standards from the National Association for Schools of Dance, reviewed data from the Higher Education Arts Data Survey, and considered practices in the Department of Modern Dance.

It is my firm conclusion that it is impossible for a department of six (6) tenured/tenure track faculty members to adequately deliver a BFA education to 100 undergraduate students, let alone to additional graduate students. The Ballet faculty should have an 8:1 to 10:1 student/teacher ratio in order to be in line with national standards and capable of achieving the excellence to which it aspires. **My analysis**

on this issue is set forth in an accompanying Memo re: Ballet Faculty Workload with Appendices A – G.

Nevertheless, the ballet faculty, the consultant and I will be proposing that certain courses from other departments should count toward the BFA (or BA) in Ballet. However, I believe these adjustments will do more to enrich the students' education and possibly retain ballet majors than they will to decrease the faculty workload.

Recommendation 4: The Department, in conjunction with the Office of the Associate Vice President for Equity and Diversity, should formulate and implement efforts aimed toward achieving appropriate diversity by successfully recruiting minority faculty members and students. The use of annual reports to the Graduate Council should be considered as a way to encourage the Department to work effectively toward this objective.

The Dean has established a 2-year scholarship that the Ballet faculty has agreed to use to support diversity in the freshman class. Our freshman class of 35 includes 3 students of color, one of whom received this scholarship.

The Sorenson Legacy Foundation grant supports school children from Title I schools attending each of our ballet productions this year. During our first performance over three hundred children from East Midvale Elementary were able to attend. Five more performances this year will include similar numbers from Title I schools. This outreach activity is a way to encourage diverse populations to pursue ballet studies. Three Sorenson Fellows (ballet majors) will provide information to the visiting schools about studios where interested students might take ballet classes, including the possibility of scholarships for low-income students with potential.

With respect to faculty hiring, the Department was unexpectedly able to add a tenure-track faculty member with a diverse background this year. Last year Jong-Hoon (Jay) Kim, MFA, 2011, an auxiliary faculty member, was recruited by various other colleges, including by the highly regarded Ballet Department of Butler University. In order to retain his services in our department, the faculty voted and the administration approved offering him a tenure-track position within the department.

As the department is approved to engage in faculty recruitment and hiring, the department will consult with the Vice President in the Office of Equity and Diversity and the University Diversity Committee.

Recommendation 5: In order to regain their graduate program, the Department should clarify its mission, develop formal Departmental policies and procedures, and refocus curriculum as suggested by the external reviewers. For example, in the curriculum the Department should address the mismatch between graduate student needs (education and scholarship emphasis) versus what the faculty are currently providing (studio conservatory approach).

As announced in the Memorandum of Understanding, all parties within the Department agree that graduate students need to know how to teach, and a retooling of the graduate curriculum needs to take place to focus much more on pedagogy, choreography, esthetics, production and technology rather than performance. While a total revision will probably need to await the hiring of a new tenured or tenure-track faculty member to direct the graduate program, some progress has been made.

This year we are fortunate to have Rory Foster as a visiting professor. Professor Foster had a decades-long career as Chair of the Barat School of Dance at De Paul University and has more recently written *Ballet Pedagogy: The Art of Teaching* (U. Florida Press, 2010). Professor Foster is covering all the pedagogy courses, graduate as well as undergraduate, and has already presented proposals to enhance the quality of the undergraduate pedagogy program next year.

During the week of October 15, 2012 our NASD consultant will begin to help the faculty plan for a revitalized graduate program.

Recommendation 6: The Department needs to develop a plan to track and analyze student progress, outcomes, and placement in both the undergraduate and graduate programs to provide empirical data for evaluating the program's successes and failures. In addition, such a process should engage alumni and ultimately, will provide advancement and development opportunities.

Regarding tracking the placement of graduates, at May 2012 graduation, our BFA graduates had the following commitments:

- 7 employed or apprenticed at ballet companies including Idaho, Nashville II, Nebraska, Bodyvox2, Eddy Toussaint
- 1 employed as a dance instructor developing a new character dance program
- 1 graduated after a professional career, desiring to enter an MFA program
- 2 continuing studies at the U in double majors
- 4 employment was not known

Thus only 4 of 16 (25%) of our graduating seniors were not either continuing their studies or employed in the dance arena; half of our graduating seniors had a job in dance or dance education at the time of graduation.

I asked that each student leaving the department, either due to graduation or for other reasons, meet with me and provide me with some feedback. Some (but not all) of the students leaving the department did meet with me. The graduates who were most eager to meet were those with employment or continued schooling planned. The four for whom employment was unknown did not meet with me.

Regarding attrition, one student was leaving the department to pursue a traineeship at a professional ballet company, thinking she would get more intense training; she

planned to continue university education, but in a non-dance related area. A handful of students left the Ballet Department for other dance departments. Some felt underappreciated in the Ballet Department; at least one preferred the environment of another department. At least one student discontinued dance education due to injuries or the sense that a professional career would not be possible.

The faculty are very familiar with the "discouraged" student who does not advance as quickly or as far has she had hoped. Whether this student leaves the department or remains and graduates without strong prospects for a performance career, these are the students for whom the department must provide better educational support. This is something the faculty is committed to addressing.

For a variety of reasons – not least of which is that we already know where the weaknesses lie – we have not surveyed or otherwise studied prior graduates. It will be important to continue to develop a tracking system, however.

The Chair has yet to review the SNAAP (Strategic National Arts Alumni Project) data that may be available to her.

Memo
From: Linda F. Smith, Ballet Department Interim Chair/Receiver
Re: Ballet Faculty Workload
Date: October 12, 2012

This memo first outlines various approaches to analyzing faculty workload. It then sets forth the current teaching assignments in the Ballet Department and analyzes them using these various approaches to faculty workload. (See Appendices A-G). The memo discusses the history regarding faculty size and workload. It next addresses whether the workload could be significantly lightened by shortening studio classes, offering fewer classes, eliminating electives or shrinking the student body. Finally, the memo proposes approaches going forward.

Standards for Determining Faculty Workload

The workload for a fulltime member of the Ballet Department faculty can be analyzed from the following perspectives:

- National Association of Schools of Dance policy / practices
- Peer schools policies / practices
- Pupil/teacher ratio given the curriculum required for accreditation
- College of Fine Arts policy/practices
- Modern Dance Department policy / practices

National Association of Schools of Dance Policies

The National Association of Schools of Dance (the accrediting body) today provides primarily general guidance in determining faculty work loads, noting "Institutions use a variety of methods for calculating teaching loads. The choice of method is the prerogative of the institution."[1] However, the Handbook does provide guidance regarding how studio and classroom teaching should be compared: "Classroom instruction in lecture/seminar format is commonly weighted with studio teaching on a 1:2 ratio, that is, one hour of classroom instruction is equated with two hours of studio instruction."[2]

In prior years the NASD Handbook had provided a different and more detailed formula for calculating faculty workloads.[3] That formula was most likely the basis for the Teaching Load Formula document developed by former Chair Carol Iwasaki and relied upon by former Interim Chair Bene Arnold.[4] That formula provided "teaching load units" for academic classes (2 x contact hours), for studio classes

[1] NASD Handbook 2011-12, II. E. 4 at p. 62
[2] Id.
[3] Interview with Tauna Hunter, External Evaluator, on July 11, 2012; interview with Rory Foster, visiting professor and former Chair of Dance at DePaul University.
[4] Attached as Appendix A.

(1.25 x contact hours), for activity classes (1.5 x contact hours) and a predetermined number of teaching load units for directing a production. Each year the number of teaching load units should total 20 – 24, or 22 on average.[5]

Practices at Peer Institutions

In studying this issue I have relied upon members of an Alumni Advisory Council I formed to advise me, Tauna Hunter (Chair at Mercyhurst) Marsha Knight (University of Wyoming). Marsha Knight advised that a tenured / tenure-track faculty member would teach 4 – 7 credit hours per semester (8 – 14 per year), noting that Technique courses awarded 1 credit for every 3 contact hours, and other studio courses awarded 1 credit for every 2 contact hours. Tauna Hunter provided me her complete list of faculty teaching assignments that showed the full-time faculty load was equivalent to 16 credits per year.[6]

Penelope Hanstein, former chair of the National Association of Schools of Dance Commission on Accreditation, is serving as a consultant to the Department of Ballet. She described a typical full-time teaching load[7] as comprising the following each semester:

- One technique class
- One other studio-based class
- One (typically academic) class
- Supervision of a performance/concert

Pupil-Teacher Ratios

The NASD maintains data regarding member schools and other non-member institutions that submit data. The Higher Education Arts Data Survey (HEADS) data for 2011 – 2012 school year for the 66 institutions reporting (18 private and 66 public), paint the following picture:

	Dance majors per FTE Faculty Member	per Full-Time Faculty[8]
All institution:	8.5	14.6
Institutions offering a MFA	7.7	11.5
Institutions in top 25%	6.0	9.4

Information about individual programs has been made available by personal contacts with peer institutions. For example, Mercyhurst, a ballet-centric dance undergraduate program, employs 7 full-time faculty and 1 FTE of adjunct faculty for 70 dance majors (a faculty/student ratio of 1 : 8.75); Towson[9] employs 8 regular

---

[5] Id.

[6] Mercyhurst is on a quarter system, and the annual number of credits for three quarters was 24; this equates to 16 semester credits.

[7] Telephone interview May, 2012.

[8] Attached as Appendix B, Charts 39 and 40

[9] Interview with Professor Catherine Horta-Hayden, September 13, 2012.

faculty and 3 FTE auxiliary faculty (11 FTE) for a student body of 90 dance majors (1: 8.18).

HEADS survey data indicates the number of credit hours produced annually per FTE[10] faculty member: 326 average for all institutions, 372 for institutions offering an MFA.

HEADS survey data also provide information about total expenditures per dance major and per credit hour in a dance department as follows:

	Expenditures Per credit hour	Exp. Per dance major student[11]
All institutions	$456	$ 16,416
Institutions offering MFA	$516	$ 16,815
Institutions in top 25%	$486	$ 17,260

This financial information can also provide a comparison between national averages and the Ballet Department's fiscal ability to hire an adequate faculty.

University of Utah and College of Fine Arts Policy / Practices

Although the NASD Handbook currently defers to the institution to determine work load and teaching assignments, the University of Utah does not have a set policy regarding faculty work load. Rather, those policies are set by individual units. Likewise, the College of Fine Arts does not have a set policy regarding teaching loads. However, the typical practice within the College of Fine Arts is that a tenured or tenure-track faculty member will teach 12 to 15 credits per year.

University of Utah Department of Modern Dance

Stephen Koester, Chair of Modern Dance, provided me with a sample Teaching Schedule for a member of his faculty.[12] It shows 10 total teaching credits (or 13 "credits," including 2 credits for service) for the school year. If analyzed using the Teaching Load Formula, this teaching assignment would carry 21.75 work load units.[13]

---

[10] Chart 35 of Appendix B.
[11] Charts 37 and 38 of Appendix B.
[12] Appendix C.
[13] Work load analysis is included in Appendix C.

Current Ballet Faculty Workload

There are currently six (6) regular faculty lines assigned to the Ballet Department.[14] Although only three (3) of those lines are filled, the funds from the additional lines have been used to employ three (3) full-time and one 0.8 FTE auxiliary faculty members who teach studio and other core classes to ballet majors, resulting in 6.8 FTE devoted to delivering ballet classes to ballet majors.[15]

The actual teaching assignments of these regular, lecturer and visiting faculty members are set forth in the attached Appendix D and analyzed with respect to number of credits and the previously utilized NASD Teaching Load Formula in Appendix E. Looking at undergraduate and graduate courses separately, their total teaching credits and teaching load units are:

	Undergrad Credits	w/Grad Cr.	Undergrad TLU	Total TLU
Rick Wacko	14	17	25	25
Maureen Laird	17	21-24	38	48
Jay Kim	12	12	28	28
Maggie Tesch	11	15	36	44
Calvin Kitten	13	13	34	34
Rory Foster	14	23	32	37
V. Stocki (0.8 FTE)	12	12	25	25
T. Squires (0.8Jazz)	14	14	23	23
Wyoming	8-14			
Mercyhurst	16			
Modern Dance	11	11	22	22

While the number of credits for undergraduate courses are close to the credits taught by faculty from other colleges and departments, none of the fulltime faculty have teaching load units within the expected 20 – 24 range. Considering only the undergraduate courses, fulltime faculty are teaching between 14% and 64% overloads; with graduate teaching this rises for some faculty to teaching a double load (44 TLU).

---

[14] The history of faculty size and prior Graduate Council Reviews is reviewed below.
[15] The department also employs 0.8 FTE covering jazz classes for majors and non-majors, 4 adjuncts covering 16 credits (perhaps 0.5 FTE based on current workload), 4 graduate students covering non-major classes in ballet, and three lecturer faculty (shared with Modern Dance) covering music, production and costuming (3 credits, perhaps 0.2 FTE based on current work load). Including all these teaching resources except graduate students yields approximately 8.3 FTE.

If one analyzes only the required classes in the undergraduate curriculum taught by ballet faculty[16] (see Appendix G), it develops that 217 Teach Load Units are required. If each faculty member taught the recommended load of 22, there would need to be 9.9 FTE faculty available to teach these courses.

Comparison of Student/Teacher Ratios

The Ballet Department currently has 100 majors[17] and 6.8 FTE faculty delivering the basic ballet curriculum to them. If one considers jazz faculty (teaching majors and non-majors), music, production and adjunct faculty, there may be 8.3 FTE available. Comparing these Ballet Department's faculty resources to NASD data reveals:

Dance majors per Full-Time Faculty	
All institution:	14.6
Institutions offering a MFA	11.5
Institutions in top 25%	9.4
U of Utah Ballet Dept.	11.6

Dance majors per FTE Faculty Member	
All institution:	8.5
Institutions offering a MFA	7.7
Institutions in top 25%	6.0
Mercyhurst	8.75
Towson	8.18
U of Utah Ballet Dept.	12

The number of full-time faculty members the Department employs is lower than the average dance department, but substantially worse that the best institutions. When the over-all FTE is considered, however, the Ballet Department has a much worse student-teacher ratio than even the average institution.

---

[16] This analysis excludes classes taught by production, music, jazz and modern dance faculty or graduate students. It also excludes a couple classes that are currently required but which the faculty has decided to offer as electives in the future. This analysis excludes all electives.

[17] The four remaining graduate students are not considered in this analysis. The Ballet Department has aspired to have 10 MFA students at all times; but the graduate program has been closed due to the receivership.

Comparison of Student Credit Hours to FTE Faculty

HEADS survey data indicates the number of credit hours produced annually per FTE faculty member.

NASD Semester credit hour production per FTE Faculty Member

All Institutions			326
Institutions with MFA			372
U of U Ballet Department	3337SCH[18] / 8.8[19]	=	379

This shows the department being more productive than other programs with an MFA, even during a year when the MFA had been put on hold, and substantially more productive than the average program.

Comparison of Expenditures

Heads survey data assesses total university expenditures per semester credit hour in dance classes and per dance major.

Average Expenditures per Semester Credit Hour

All Institutions		$456
All Public Institutions		$453
Institutions with MFA		$516
U of Utah (Ballet 3337 + Modern 3236)/$2,889,634 =	$440	

Expenditures per Dance Major Student

All Institutions		$16,416
All Public Institutions		$17,017
Institutions with MFA		$16,815
U of Utah (Ballet 100 + Modern 110)/$2,889,634 =	$13,076	

It was not possible to disaggregate the funds spent for the Ballet Department from the funds spent for the Modern Dance Department at the time this report was written. Separate analysis for the Ballet Department alone will be forthcoming. However, these combined data show that the University of Utah is spending less per credit hour and substantially less per dance major than the average institution.

---

[18] See Appendix G for Student Credit Hours from 2011-2012.

[19] In addition to the 6.8 FTE in ballet core classes, the department also employs 0.8 FTE covering jazz classes for majors and non-majors, 4 adjuncts covering 16 credits (perhaps 0.5 FTE based on current workload), 4 graduate students covering 18 credits of non-major classes in ballet, 0.5 FTE based on current workload), and three lecturer faculty (shared with Modern Dance) covering music, production and costuming (3 credits, perhaps 0.2 FTE based on current work load). Including all these teaching resources yields approximately 8.8 FTE.

History of Faculty Size and Workload Issues

The size of the faculty and the issue of workload has been a long-standing issue with the Ballet Department. A 1993 review was concerned that there were only four (4) tenure/ tenure-track faculty.[20]

In the 2003 review there were eight (8) full-time faculty, with seven (7) being tenured/tenure track and a total of 8 auxiliary faculty. The student body was comparable in size to what it is today.[21] Nevertheless, the external and internal reviewers both raised the concern of "very high faculty work loads" and recommended this be addressed. Suggestions included using graduate TA's to teach non-majors classes, fewer performances, and relying upon other departments to offer courses for the ballet majors. The Dean's response noted that "while it would be ideal to have a new tenure track position for the department, current resources do not allow."[22]

During the 2009 review the external reviewers reported "six (6) full time tenured faculty and two (2) tenure track faculty as well as seven (7) non-tenure seeking faculty who are full or part time (confusing how many are full and how many are part time?)"[23] Regarding faculty size, the external reviewers wrote: "Second to the major unrest over the School of Dance. . . .are the issues of insufficient faculty, low salaries, and faculty workloads. . . .Should the department be able to produce sufficient student credit hours and budgetary surpluses from a practical and efficient workload policy, the Dean would look favorably upon requests for new lines."[24] During the five years leading up to that review the department enrolled between 85 and 99 undergraduates (somewhat less than today) and 7 to 10 graduate students. These reviewers similarly suggested taking steps to address faculty workload.

By the time the Graduate Council Report was produced in 2011 the faculty size had shrunk to three (3) full-time tenure/tenure track faculty and four auxiliary faculty working 0.5 FTE and hourly instructors who work 0.25 FTE or less.[25] This might total 5.25 FTE. Today, due to retirements and the transfer of one line to the Modern Dance Department, there are only 6 tenure/tenure track lines in the Ballet Department. As discussed above, there are 6.8 FTE ballet studio faculty teaching

---

[20] May 2003 Report of the Internal Review Committee, p.2.
[21] During the five years leading up to that review there were between 90 and 127 ballet undergraduate majors and 1 to 7 graduate students according to the Academic Department Profile.
[22] Dean's Response to Reports from Internal and External Review Teams, July 3, 2003.
[23] External Evaluation 2009 p. 4
[24] Id., p. 11.
[25] Revised Graduate Council Report, November 28, 2011, p. 3.

ballet majors and perhaps 8.8 FTE taking into account music, production, adjunct faculty and graduate TA's.

Possible Reduction in Workload ?

Because the most recent Graduate Council review recommends approaches to minimizing work loads, this is addressed in Appendix G.

The first page eliminates the graduate program and presents only the required ballet courses for a BFA. It eliminates all electives and all character dance courses (but retains the CDE company). This plan would require[26] 217 Teach Load Units. If each faculty member taught the recommended load of 22, there would need to be 9.9 FTE ballet faculty available to teach just these courses.

On page 2 of Appendix G further cuts to the curriculum are made. The foundational Technique course could be offered for only the 90 minutes required by accreditation standards rather than the more desirable two hours. The Pointe and Variations class would no longer be required, but offered as an elective in three rather than four sections. Both the Senior Show and the Grad Show would be eliminated. All electives (Portfolio, Acting for Dancers, Conditioning, Strength and Flexibility, Character Dance Perspective) are eliminated. Under this scenario the total Teaching Load Units is reduced to 180.5. If each faculty member taught the recommended load of 22, there would need to be 8.2 FTE faculty members teaching the core ballet courses. (Note that this staffing would not cover jazz dance, modern dance, music, costuming or production courses. Nor would any graduate program be offered.)

Neither of these approaches reduces the faculty workload to something do-able for the current 6 tenured / tenure track lines.

Another approach to analyzing the viability of cutting faculty workload is to begin with the accreditation standards. A BFA degree requires that the student take 65% of the credits required for graduation in studio work or related areas (e.g. choreography). At the University of Utah this would require 79 credits. In addition, the accreditation standards require certain coverage including history, theoretical studies (such as kinesiology), and teaching methodology; they require that all students perform. Appendix G page 3 illustrates what such a minimally adequate curriculum would look like for 100 undergraduates. While no self-respecting university would ever adopt such an approach, it is noteworthy that this barest bones coverage would require 6.0 to 6.5 FTE of ballet faculty for 100 undergraduates at the recommended Teaching Load Units.

---

[26] This analysis excludes classes taught by production, music, jazz and modern dance faculty or graduate students. It also excludes a couple classes that are currently required but which the faculty has decided to offer as electives in the future. This analysis excludes all electives.

Another approach could involve the heavy use of adjunct faculty to deliver a large segment of the curriculum. (This has already been the unwise approach pursued to cover some of the academic classes, weakening the expertise of the faculty.) Instead, one might employ adjuncts to teach studio classes. Yet because adjunct faculty who can teach studio courses are paid $40 to $50 per hour, having one Technique class covered by an adjunct would cost between $13,000 to $18,750 per year for only 6 credits. Given that lecturer faculty are paid $50,000 per year to cover 15 or so credits (including academic and graduate classes) plus oversee productions and engage in service work, turning to adjuncts hardly seems cost effective. Such an adjunct would not be available for service work (e.g. auditions, student advisement, curriculum development, choreography for students) or to develop the necessary academic course offerings.

The only way one could adequately reduce teaching loads for a Ballet faculty of six would be to significantly cut enrollment. If we offered only two technique courses to 40 or 50 students rather than four technique courses to 100 students, that might alleviate the teaching loads. Nevertheless, there would remain some inefficiencies, as some classes would need to be taught every year and these classes would be small. Moreover, while teaching loads would be reduced, income to the department through student credit hours would also be severely curtailed.

Another reason this approach is not a viable one given is the current student applicant pool. Currently (and for quite some time) there continue to be approximately 100 ballet majors. A freshman class of 30 – 35 typically enrolls. Due to attrition, the graduating class is usually approximately half that size. (In 2012 there were 16 graduates.) If auditioning freshmen were evenly distributed on a bell curve as to ability, it would not be that difficult to accept only the top students and the average students, eliminating the weaker quarter or third. Similarly, if the applicants were distributed across an inverted bell curve, it would be simple just to admit the excellent half of the auditioning class. However, the actual experience is that most of the auditioning students are comparable to one another. Only a few (5 or 6 out of 35) distinguish themselves. Last year all the students who accepted our offers had been placed at the lowest level during their auditions. This fall a few entering students had improved so that 3 were placed in an upper division and 3 in the intermediate (sophomore/junior) class. However, the fact that a student begins on the lowest level does not predict the student's success. Currently one of the most outstanding seniors began at the lowest level her freshman year. Given the abilities of the currently auditioning students, there is no easy or effective way to adjust workload by shrinking the entering class. Given the possibility of a weak entering student achieving the highest success by her senior year, it would be unwise to randomly exclude half of the class.

Conclusion

While the Ballet faculty and I are currently exploring improvements to our curriculum, including more efficient and effective ways to deliver the highest quality education, no amount of adjusting workloads will make it possible for 6 tenured/tenure track faculty to provide high quality instruction to 100 undergraduates. Based on objective standards such as student/teacher ratios and comparative data regarding other accredited dance programs, the size of the permanent faculty should be significantly increased.

Given the important role our lecturer faculty have played over the recent past, it would be ideal to be able to offer them long-term contracts on "hard money." Then, it would be important to be able to hire three new faculty members with substantial academic experience and/or expertise (including faculty holding doctorate degrees) to assist in bringing the undergraduate curriculum into line with the highest academic standards of this institution and to redesign and launch an excellent MFA program.

Appendix A **Teaching Load Formula**

Academic & Theory Courses: Contact hours X 2.00 = Teaching Load Units

- Ballet History
- Ballet Methodology
- Character Dance History
- Health & Wellness (Dance Injuries)
- History of Jazz and Musical Theater
- Kinesiology
- Music lecture courses
- Perspectives in Character Dance
- Pointe Methodology
- Seminars: Graduate Students
  - Reading Dance
  - Realizing a Concept: The Art of Making a Dance

Choreography Contact hours X 1.50 = Teaching Load Units
Conditioning
Job Search Seminar
Multi Media
Portfolio Design

Ballet Analysis Contact hours X 1.25 = Teaching Load Units
Ballet Repertoire
Ballet Technique
Character
Character Repertoire
Jazz
Men's Class
Partnering
Pointe/Variations
Production Lighting

Ballet Technique classes (1 hr. 55 min. contact hrs) will be considered as 2 contact hours.
Classes of 1:20min will be figured as 1hr. 30min contact hours.
Fifty-five minute studio courses will be considered as 1 contact hour.

Production Directors:

Utah Ballet Artistic Director	7 Teaching Load Units
Utah Ballet Artistic Director with Assist (Ballet Mistress)	6 Teaching Load Units
CDE Artistic Director	7 Teaching Load Units
CDE Artistic Director with Assist (Ballet Mistress/Master)	6 Teaching Load Units
Ballet Ensemble Director	5 Teaching Load Units (if co-directed=2.5 each)
Ballet Showcase Artistic Advisor	3 Teaching Load Units
Senior Concert Artistic Advisor	1 Teaching Load Unit
Grad Concert Artistic Advisor	1 Teaching Load Unit

SEMESTER CREDIT HOURS PRODUCTION PER FTE FACULTY MEMBER
(Institutions that Use a Semester-Hour System)

	Number of Institutions Reporting	5th Percentile	25th Percentile	50th Percentile	75th Percentile	95th Percentile	Average
All Private Institutions	18	152.0	173.0	205.0	265.0	611.0	306.0
All Public Institutions	43	142.0	234.0	305.0	396.0	546.0	334.0
All Institutions	61	143.0	194.0	272.0	369.0	547.0	326.0
HIGHEST DEGREE OFFERED							
Associate	1	141.0	141.0	141.0	141.0	141.0	141.0
Baccalaureate	43	155.0	197.0	268.0	362.0	526.0	318.0
Master's (Non-MFA)	1	280.0	280.0	280.0	280.0	280.0	280.0
MFA	14	118.0	201.0	341.0	423.0	768.0	372.0
Doctorate	2	238.0	254.0	274.0	295.0	311.0	274.0

QUARTER CREDIT HOURS PRODUCTION PER FTE FACULTY MEMBER
(Institutions that Use a Quarter-Hour System)

	Number of Institutions Reporting	5th Percentile	25th Percentile	50th Percentile	75th Percentile	95th Percentile	Average
All Private Institutions	0	0.0	0.0	0.0	0.0	0.0	0.0
All Public Institutions	5	253.3	357.9	602.2	743.8	1079.7	618.9
All Institutions	5	253.3	357.9	602.2	743.8	1079.7	618.9
HIGHEST DEGREE OFFERED							
Associate	0	0.0	0.0	0.0	0.0	0.0	0.0
Baccalaureate	4	283.4	508.4	673.0	848.7	1100.7	684.2
Master's (Non-MFA)	0	0.0	0.0	0.0	0.0	0.0	0.0
MFA	1	357.9	357.9	357.9	357.9	357.9	357.9
Doctorate	0	0.0	0.0	0.0	0.0	0.0	0.0

DANCE CHART 37

TOTAL EXPENDITURES PER SEMESTER CREDIT HOUR
(Institutions that Use a Semester-Hour System)

	Number of Institutions Reporting	5th Percentile	25th Percentile	50th Percentile	75th Percentile	95th Percentile	Average
All Private Institutions	18	$ 207	$ 296	$ 440	$ 550	$ 831	$ 465
All Public Institutions	43	$ 145	$ 282	$ 347	$ 453	$ 984	$ 453
All Institutions	61	$ 145	$ 283	$ 356	$ 486	$ 988	$ 456
HIGHEST DEGREE OFFERED							
Associate	***Too Few Data Points to Display***						
Baccalaureate	43	151	288	356	480	931	435
Master's (Non-MFA)	***Too Few Data Points to Display***						
MFA	14	136	248	372	499	1,342	516
Doctorate	***Too Few Data Points to Display***						

TOTAL EXPENDITURES PER QUARTER CREDIT HOUR
(Institutions that Use a Quarter-Hour System)

	Number of Institutions Reporting	5th Percentile	25th Percentile	50th Percentile	75th Percentile	95th Percentile	Average
All Private Institutions	0	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
All Public Institutions	5	$ 158	$ 209	$ 210	$ 257	$ 347	$ 238
All Institutions	5	$ 158	$ 209	$ 210	$ 257	$ 347	$ 238
HIGHEST DEGREE OFFERED							
Associate	0	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
Baccalaureate	4	155	194	233	285	352	245
Master's (Non-MFA)	0	0	0	0	0	0	0
MFA	***Too Few Data Points to Display***						
Doctorate	0	0	0	0	0	0	0

DANCE CHART 38

TOTAL EXPENDITURES PER DANCE MAJOR STUDENT

	Number of Institutions Reporting	5th Percentile	25th Percentile	50th Percentile	75th Percentile	95th Percentile	Average
All Private Institutions	18	$ 7,190	$ 9,425	$ 10,886	$ 15,712	$ 30,519	$ 14,811
All Public Institutions	48	$ 6,974	$ 10,937	$ 13,415	$ 17,705	$ 37,956	$ 17,017
All Institutions	66	$ 6,957	$ 10,469	$ 12,993	$ 17,260	$ 38,155	$ 16,416
HIGHEST DEGREE OFFERED							
Associate	***Too Few Data Points to Display***						
Baccalaureate	47	6,916	9,721	12,294	16,205	42,374	16,706
Master's (Non-MFA)	***Too Few Data Points to Display***						
MFA	15	10,261	12,374	14,983	17,768	30,030	16,815
Doctorate	***Too Few Data Points to Display***						

DANCE CHART 39

NUMBER OF DANCE MAJORS PER FULL-TIME FACULTY MEMBER

	Number of Institutions Reporting	5th Percentile	25th Percentile	50th Percentile	75th Percentile	95th Percentile	Average
All Private Institutions	18	7.8	9.9	13.6	16.1	23.8	14.3
All Public Institutions	48	4.5	9.4	13.7	17.4	31.2	14.7
All Institutions	66	4.8	9.4	13.6	16.8	30.9	14.6
HIGHEST DEGREE OFFERED							
Associate	1	16.0	16.0	16.0	16.0	16.0	16.0
Baccalaureate	47	4.8	9.7	14.3	16.8	30.8	15.1
Master's (Non-MFA)	1	21.3	21.3	21.3	21.3	21.3	21.3
MFA	15	5.6	8.4	9.8	13.5	19.6	11.5
Doctorate	2	12.3	16.6	22.0	27.4	31.7	22.0

DANCE CHART 40

NUMBER OF DANCE MAJORS PER FTE FACULTY MEMBER

	Number of Institutions Reporting	5th Percentile	25th Percentile	50th Percentile	75th Percentile	95th Percentile	Average
All Private Institutions	18	4.9	6.1	6.6	9.9	14.3	8.1
All Public Institutions	48	3.5	6.0	7.9	10.7	14.1	8.7
All Institutions	66	3.5	6.0	7.5	10.6	14.1	8.5
HIGHEST DEGREE OFFERED							
Associate	1	7.3	7.3	7.3	7.3	7.3	7.3
Baccalaureate	47	3.5	6.0	8.4	10.7	14.0	8.7
Master's (Non-MFA)	1	14.0	14.0	14.0	14.0	14.0	14.0
MFA	15	3.9	5.7	7.1	8.4	14.5	7.7
Doctorate	2	6.3	7.2	8.4	9.5	10.5	8.4

APPENDIX C **Modern Teaching Schedule – Analyzed with Teaching Load Formula**

FALL							
Tech MW	1.5 x 2=3 hours	x	1.25			3.75	
F.Worksp	1.5x2=3 hours	x	1.25	3.75	(half sem)	1.875	
Kines	2 hours	x 2				4	
PDC	1 hour	x 1.25				1.25	
TOTAL						10.9	
SPRING							
Tech THF	6 hours	x 1.25	7.5	(half sem)		3.75	
Kines	2 hours	x 2				4	
Teach Meth	1.5 x 3=4.5 hours	x	1.5	5.625 (half sem)		2.8	
TOTAL						10.55	21.45

Modern Sample Teaching Schedule – Credit hours

Technique	2
Kines	4
Freshman Wkshp	1
PDC	1
Teaching Methods	2
(Service not included)	
Total	10 cr.

APPENDIX D **Analysis of Credits by Faculty Member**

Rick Wacko

Char Dance 2300	1	
Adv. Char. 4310	1	
CDE	1	
Portfolio Design	1	
Senior Project	2	
Char Dance 2310	1	
Adv. Char 4320	1	
CDE	1	
Portfolio Design	1	
Showcase I&II	1.5	
Senior Project	2	
Total Undergrad		13.5
Persp/Char Danc 6870	3	
TOTAL grad/undergrad		16.5

Maureen

Technique	3.6	
Pointe	1.4	
Choreo I	3	
Choreo II	3	
ShowCase I&II	1.5	
Chor Pro	1	
Senior Project	2	
Apprentice	1	
Total Undergrad		16.5
Ind.St Chor	1 – 3	
Res. Chor.	3	
Ballet Anal.	2	
Grad Total		6-9
TOTAL		20.5 – 23.5

Jay Kim

Tech	4.62	
Mens	1	
Partner	0.7	
Utah Ballet	6	
TOTAL		12.32

Calvin Kitten

Technique	6		
Mens	0.4		
Partner	0.8		
Ensemble	1.5		
Senior Show	1		
Chor I & II (assist)	3		
TOTAL		12.7	

Maggie Tesch

Technique	4.38		
Pointe	1.3		
Ensemble	1.5		
Rep	1		
Health & Wellness	3		
Total Undergrad			11.18
Pointe Meth	2		
Tech Analysis	2		
Grad Total		4	
TOTAL Undergrad & Grad			15.18

Rory Foster

Technique	3		
Men's	0.5		
Partner	0.5		
Methodology	3		
Pedagogy	3		
IS	2		
Practicum	2		
Total Undergrad		14	
Grad Meth.	3		
Grad Ped	3		
Research/Teaching	3		
Grad Total		9	
TOTAL Undergrad & Grad			23

Victoria

Technique	2.4		
Pointe	3.6		
UB	6		
TOTAL		12	

APPENDX D-2 **SCHEDULE FOR STUDIO CLASSES 2012-2013**

FALL SEMESTER	1st Quarter 4 Weeks of	2nd Quarter 3 weeks of	3rd Quarter 4 weeks of	4th Quarter 4 weeks of
	8/20 – 9/10	9/17 – 10/1	10/15 – 11/5	11/12 – 12/3
	Primary in Bold – Resp. to enter	Showcase 9/27-29	Utah Ballet 11/8-10 & 11/15-17	Ensemble 12/6-8
Technique	**GRADES**	FALL BREAK 10/8		Classes end 12/7
AM 4590	**Jay Kim**	Maggie Tesch	Victoria Stocki	Jay Kim
AM 4290	**Maggie Tesch**	Jay Kim	Calvin Kitten	Maggie Tesch
PM 3290	**MaureenLaird**	Calvin Kitten	Rory Foster	Victoria Stocki
PM 2290	**Calvin**	MaureenLaird	Calvin Kitten	Rory Foster
Pointe				
AM 4500	**VictoriaStocki**	Maggie Tesch	Victoria Stocki	Maureen Laird
AM 4200	**Maggie Tesch**	Victoria Stocki	Maureen Laird	Maggie Tesch
PM 3200	**MaureenLaird**	Allison Z.	**MaureenLaird**	Victoria Stocki
PM 2200	Maggie Tesch	**MaureenLaird**	Allison Z.	**MaureenLaird**
Men's				
AM 4525	**Jay Kim**	Calvin Kitten	Jay Kim	Rory Foster
AM 4560 Part.	Calvin Kitten	Jay Kim	Rory Foster	**Jay Kim**
~~PM 2225~~	~~**Calvin Kitten**~~	~~Calvin Kitten~~	~~Rory Foster~~	~~**Calvin Kitten**~~

SPRING SEMESTER	1st Quarter 4 weeks of	2nd Quarter 3 weeks of	3rd Quarter 4 weeks of	4th Quarter 4 weeks of
	1/7 – 1/28	2/4 – 2/18	2/25 – 3/4 Spring Break 3/18 – 3/25	4/1 – 4/22
	Jazz 2/1-2/2	Showcase 1/14-16	UB 3/21-23 & 3/28 - 30	Or Sr. 5/2
Technique			Classes	End Wed. 4/24
AM 4590	Rory Foster	MaureenLaird	**Jay Kim**	Calvin Kitten
AM 4290	**MaureenLaird**	Rory Foster	Maureen Laird	Jay Kim
PM 3290	**Maggie Tesch**	Calvin Kitten	Maggie Tesch	Jay Kim
PM 2290	**Calvin Kitten**	Maggie Tesch	Calvin Kitten	Victoria Stocki
Pointe				
AM 4500	Victoria Stocki	Maureen Laird	Victoria Stocki	**MaureenLaird**
AM 4200	Maureen Laird	Victoria Stocki	Maureen Laird	**VictoriaStocki**
PM 3200	Maggie Tesch	Victoria Stocki	Maggie Tesch	**VictoriaStocki**
PM 2200	Victoria Stocki	Maggie Tesch	Victoria Stocki	**Maggie Tesch**
Mens				
AM 4525	**Jay Kim**	Calvin Kitten	Jay Kim	Rory Foster
AM 4560 Part.	**Calvin Kitten**	Rory Foster	Calvin Kitten	Jay Kim
~~PM 2225~~	~~**Calvin Kitten**~~	~~Calvin Kitten~~	~~Rory Foster~~	~~Jay Kim~~

Technique 6 cr.	4 wk	3 wk	Wk	X10 Tot. Hr.	% 6 cr class	Equiv. Credits	Sem Eq. 3 cr
Maggie	4x4=16	3x2=6	22	220	73%	4.38	
Maureen	3x4=12	2x3=6	18	180	60%	3.6	
Victoria	3x4=12	0	12	120	40%	2.4	
Jay	5x4=20	1x3=3	23	230	77%	4.62	
Calvin	6x4=24	2x3=6	30	300	100%	6	
Rory	3x4=12	1x3=3	15	150	50%	3	
						24	

Pointe	AM 2hr		PM 3 hr		Tot Hr	Hr/wk/Cr.
Maggie	11x2	22 hr	19x3	57	79	2.6 / 1.3
Maureen	20x2	40	15x3	45	85	2.8 / 1.4
Victoria	26x2	52	19x3	57	109	3.6 / 1.8

Men's	Wks	Total Hr				Eq. Cr.
Jay	16 x2	32				1.07
Calvin	6 x 2	12				0.4
Rory	8 x 2	16				0.53

Partner	Wks	Total Hr				Eq. Cr
Jay	11x3	33				0.7
Calvin	12x3	36				0.8
Rory	7x3	21				0.5

Name	Tech	Pointe	Men's	Partner	Total	Wkly Ave
Maggie	220	79			299	10
Maureen	180	85			265	8.8
Victoria	120	109			229	7.6
Jay	230		32	33	295	9.8
Calvin	300		12	36	348	11.6
Rory	150		16	21	187	6.2

Tamara	7:15 – 8:05	50 min x 2 TTh	100 Fall	100 Spring
	8:10 – 9:30	100 min x2	200	200
	9:40 – 11:00	100 min x 2	200	200
	4:10 – 5:30	50 min x 2	100	100
	Aud Prep			100
			500 min	600 min
TOTAL	1100 min / 60	18.3 hr/wk/yr	9 hr. /wk/sem	

Rick				
CD 2300 1 cr	100 min			
CD 4310 2 cr.	100 min			
CDE 4610 1 cr	100 min	300 min/wk	5 hr./wk. F	
CDRep 4430 Sp	100 min	400 min/wk	6.7 hr/wk S	5.8 hr/wk/Yr.

APPENDIX E **BALLE FACULTY ANALYZED WITH TEACHING LOAD FORMULA**

Rick Wacko

Char.D.	2 hr per week x 1.25 for 30 weeks	2.5	
Adv Ch. D.	2 hr per week x 1.25 for 30 weeks	2.5	
PortfolioD.	1 cr. X 1.5 x 30 weeks	1.5	
Persp CD	3 cr. x 2	6	
Senior Proj	2 x 1.25	2.5	
Showcase		3	
CDE		7	25

Maureen Laire

Tech	10 hr per wk x 1.25 = 12.5 (18 wk)		
	15 wk	12.5	
	3 wk (0.2) x 12.5 =	2.5	
Pointe	2.8 hr wk x 1.25	3.5 Fall	
		3.5 spring	
Chor	6 cr. X 1.5	9	
Showcase		1.5	
Chor. Process		1	
Sr. Project 2 x 1.5		3	
	UNDERGRAD TOTAL		37.5
Grad Ind Study Chor	1 x 2	2	
Grad Res Chor	3 x 3	6	
Grad Tech Analysis	2 x 2	2	47.5
	TOTAL with GRADs		

Jay Kim

Tech	10 hr per week x.1.25 = 12.5 (23 wk)		
	For 15 wk	12.5	
	For 8 wk (0.53)	6.625	
Part	3 hr per week x 1.25 = 3.75 for 11 wk (0.73)	2.75	
UB		6	
TOTAL (all undergrad)			28

Calvin

Tech	10 hr per week x 1.25 = 12.5 (30 wk) Fall	12.5	
	Spring	12.5	
Mens	2 hr per week x 1.25 = 2.5 for 15 wk Fall	2.5	
	for 3 wk (0.2) Spring	0.5	
Part	3 hr per week x 1.25 = 3.75 for 12 wk (0.8)	3.0	
Ensemble		2.5	
TOTAL	(all undergrad)		33.5

Maggie Tesch

Tech	10 Hr per week x 1.25	12.50					
			Fall	15wk	=	12.5	
		Spring	7/15 wk	(0.46 x 12.5)	=	5.83	
Pointe	2.6 hr per wk x 1.25					3.3 Fall	
						3.3 Spring	
Rep	2 hr per week x 1.25					2.5	
H&W	3 hr	x 2				6	
Ensemble						2.5	
	UNDERGRAD TOTAL						35.93
Pt Meth	2	x 2	(grad)			4	
Tech Anal	2	x 2	(grad)			4	
TOTAL	with GRADS						44.1

Rory Foster

Tech	10 hr per week x 1.25 for 15 week	12.5	
Mens	2 hr per week x 1.25 = 2.5 for 8 weeks (0.53)	1.3	
Part	3 hr per week x 1.25 = 3.75 for 7 wk (0.4.)	1.75	
Meth	3 x 2	6	
Ped	3 x 2	6	
Pract	1 x 2	2	
IS	1 x 2	2	
	TOTAL UNDERGRAD		31.5+
Grad Ped	3x2	6	
	TOTAL with GRAD		36.5

VICTORIA

Tech	10 hr x 1.25 = 12.5 for 12 wk (0.8)	10		
Pointe	3.63 hr per week x 1.25	4.5 Fall		
		4.5 Spring		
UB Assist		6		
	TOTAL (all undergrad)			25

Tamara

Jazz classes = 9 studio hours x 1.25	Fall	11.25		
	Spring	11.25	22.5	

Table C1
Student Credit Hours (SCH) by College, Department, Course Level, and Academic Term
Fiscal Year 2011-2012

College/Department/Area	Course Level	Summer 2011	Autumn 2011	Spring 2012	Total 2011-2012
Art History	1000-2999	168	867	786	1,821
	3000-5999	147	720	597	1,464
	6000-6999	15	60	48	123
	7000-7999	0	0	0	0
	TOTAL	330	1,647	1,431	3,408
Ballet	1000-2999	44	694	615	1,353
	3000-5999	110	791	900	1,801
	6000-6999	9	87	87	183
	7000-7999	0	0	0	0
	TOTAL	163	1,572	1,602	3,337
Film Studies	1000-2999	176	1648	1,189	3,013
	3000-5999	525	2276	2,631	5,432
	6000-6999	45	539	477	1,061
	7000-7999	0	0	0	0
	TOTAL	746	4,463	4,297	9,506
Fine Arts (unallocated)	1000-2999	54	263	151	468
	3000-5999	85	463	701	1,249
	6000-6999	0	0	0	0
	7000-7999	0	0	0	0
	TOTAL	139	726	852	1,717
Dance	1000-2999	189	1032	671	1,892
	3000-5999	54	417	474	945
	6000-6999	30	198	171	399
	7000-7999	0	0	0	0
	TOTAL	273	1,647	1,316	3,236
Music	1000-2999	729	6093	5,310	12,132
	3000-5999	346	3711	4,174	8,231
	6000-6999	99	664	673	1,436
	7000-7999	6	449	461	916
	TOTAL	1,180	10,917	10,618	22,715
Theatre	1000-2999	384	2564	2,265	5,213
	3000-5999	347	1179	1,239	2,765
	6000-6999	0	0	16	16
	7000-7999	0	0	0	0
	TOTAL	731	3,743	3,520	7,994
Total Fine Arts	1000-2999	2,773	17,606	14,631	35,010
	3000-5999	2,269	12,842	14,271	29,382
	6000-6999	229	1,693	1,591	3,513
	7000-7999	6	449	461	916
	TOTAL	5,277	32,590	30,954	68,821

APPENDIX G -1 **CLASSES in the CURRICULUM for UNDERGRADUATES**

BALLET STUDIO COURSES offered each year to BALLET MAJORS (not Jazz/Modern)

Technique	10 hr/wk x 1.25 = 12.5 (4 classes, twice a year) x 8 =	100 Teaching Loads	
Pointe	3 hr/wk x 1.25 – 3.75 (2 classes twice a year) x 4 =	15	
Pointe	2 hr/wk x 1.25 = 2.5 (2 classes twice a year) x 4 =	10	
Mens	2 hr/wk x 1.25 = 2.5 (1 class twice year/One class cut) x 2 =	5	
Partn	3 hr / wk x 1.25 = 3.75 (1 class twice a year) x 2	7.5	
	TOTAL TEACHING LOAD for BALLET MAJOR STUDIO		137.5

PERFORMANCES offered each year for BALLET MAJORS / Teaching Loads

UB	7	
CDE	7	
Ensemble	5	
Showcase	3	
Senior Concert	1	
Grad Concert	1	24

ACADEMIC COURSES that must offered each year for BALLET MAJORS (except Rob's/Cole's/Steve's)

Choreography	6 cr x 2 load	=	12	
Prod & Chor	1 cr x 2 sem x 2 load	=	4	
Methodology	4 cr x 2		8	
Pedagogy	4 cr x 1.5		6	
Practicum	1 cr x 2 sem x 1.5		3	
History	3 cr x 2 load		6	
Health & Well	3 cr x 2 load		6	
Kines	4 cr x 2 load		8	
Senior Projcet	2 cr x 2		4	57

TOTAL Minimal Teaching Load Units 218

Divide minimal Teaching Load Units by Standard Load of 22 218/22 = 9.9 FTE

This analysis includes only a bare-bones curriculum and does not include many courses that are currently taught (Portfolio, Acting for Dancers, Character Dance Perspective, Conditioning, Strength and Flexibility) by the studio faculty or any of the courses that ought to be added to the curriculum (Aesthetics, Dance History, Philosophy, Multimedia Dance, Arts Administration).

APPENDIX G-2 **PROPOSAL to APPLY EFFICIENCIES to CURRICULUM for UNDERGRADS**

BALLET STUDIO COURSES offered each year to BALLET MAJORS (not Jazz/Modern)

Technique	90 min x 5 = 7.5 hr/wk x 1.25 = 9.38 (4 classes, twice a year) x 8 =	75 Teaching Loads	
Pointe	3 hr/wk x 1.25 – 3.75 (1 class twice a year) x 2 =	7.5	
Pointe	2 hr/wk x 1.25 = 2.5 (2 classes twice a year) x 4 =	10	
Mens	2 hr/wk x 1.25 = 2.5 (1 class twice year/One class cut) x 2 =	5	
Partn	3 hr / wk x 1.25 = 3.75 (1 class twice a year) x 2	7.5	
	TOTAL TEACHING LOAD for BALLET MAJOR STUDIO		105

PERFORMANCES offered each year for BALLET MAJORS / Teaching Loads

UB	7	
CDE	7	
Ensemble	5	
Showcase	3	
Senior Concert	0	
Grad Concert	0	22

ACADEMIC COURSES that must offered each year for BALLET MAJORS (except Rob's/Cole's/Steve's)

Choreography	6 cr x 2 load	=	12	
Prod & Chor	1 cr x 2 sem x 2 load	=	4	
Methodology	3 cr x 2		6	
Pedagogy	3 cr x 1.5		4.5	
Practicum	1 cr x 2 sem x 1.5		3	
History	3 cr x 2 load		6	
Health & Well	3 cr x 2 load		6	
Kines	4 cr x 2 load		8	
Senior Projcet	2 cr x 2		4	53.5

TOTAL Minimal Teaching Load Units 180.5

Divide minimal Teaching Load Units by Standard Load of 22 180.5/22 = 8.2 FTE

This analysis includes only a bare-bones curriculum, cutting all studio classes to 90 minutes rather than the preferable 2 hours, eliminating one section of Pointe, 2 credits from the pedagogy program, and two performances. It does not include many courses that are currently taught (Portfolio, Acting for Dancers, Character Dance Perspective, Conditioning, Strength and Flexibility) by the studio faculty or any of the courses that ought to be added to the curriculum (Aesthetics, Dance History, Philosophy, Multimedia Dance, Arts Administration).

APPENDIX G-3 **ACCREDITATION REQUIREMENTS and TEACHING LOADS**

Another way to analyze faculty size and work load is to begin with the accreditation standards.

BFA requires that 65% of credits be in studio work or related areas

TOTAL	122 x .65 =	79 credits in Ballet studio & related areas

The barest minimum of Academic courses for BFA could include:

Theoretical and historical studies	6 cr.		
Pedagogy (one course required)	3 cr.		
Health & Wellness	3		Not required
Senior Capstone	2		Recommended, not required
TOTAL		14	

Studio & Academic courses in Ballet Dept. 93 + 29 Gen Ed. /Bach = 122

Students earning 93 credits over 4 years, divided into 4 sections = 93 credits required per year.

Total credit hours 93 / 15 credits per faculty = 6.2 faculty needed

Studio credit hours 70 x 1.25 = 87.5

Choreography cr. 9 x 1.5 = 13.5

TOTAL 101/22 credits per faculty = 4.6 faculty

Academic credit hours 14 x 2 = 28 / 15 credits per faculty = + 1.9 = 6.5 faculty needed

For the barest bones BFA in Ballet imaginable that might meet accreditation standards, 6.0 to 6.5 faculty teaching ballet studio and academic courses would be required.

Additional faculty would be required if music, production, multimedia or other recommended courses were to be offered.

PRESIDENT'S REPORT – December 2012

1. Students from the University's School of Computing won a competition to build and run a small supercomputer cluster — a high-performance network of computers used to perform intensive calculations for complex data sets such as weather forecasts or nuclear fusion. Four national teams were given identical components and two days to assemble and deploy a supercomputing cluster for a specific task. The competition, called the "LittleFe Challenge," was part of SC12, the annual international supercomputing conference held this year in Salt Lake City. The University's computer science students Leif Andersen, Bruce Bolick, Ian King, Tom Robertson, Kathryn Rodgers and Tyler Sorenson were members of the winning team.

2. Miriah Meyer, assistant professor in the Scientific Computer and Imaging Institute, was recently recognized as a 2013 Technology, Entertainment, Design (TED) Fellow. This award acknowledges Dr. Meyer's work as a designer who creates interactive visualization systems that help scientists make sense of complex data. TED is a nonprofit devoted to "Ideas Worth Spreading." It started in 1984 as a conference bringing together people from the disciplines of technology, entertainment, and design. The TED Fellowship was later created to bring together a new generation of groundbreaking people who are entrepreneurial, fluent in technology, and highly motivated.

3. Lance Olsen, a professor of literature and creative writing in the College of Humanities, has received the Berlin Prize Fellowship for the spring 2013 term from the American Academy in Berlin. The Academy awards fellowships to Americans in the fields of arts, literature, humanities, politics, economics, law, and music affording recipients time to pursue independent study and engage with Berlin's academic, cultural and political life. The prize includes residence at the Academy's Hans Arnhold Center. Olsen, an author, is working on a novel about the earthwork artist Robert Smithson.

4. Ivan Sutherland was recently awarded the Kyoto Prize in Advanced Technology from the Inamori Foundation. Dr. Sutherland, retired professor and a long-time associate of the University, is well-known for his contributions to computer science and particularly the to the field of computer graphics. He also helped pioneer technology commercialization at the University with the creation of Evans and Sutherland engineering firm. The Kyoto Prize is an international award that honors those who have contributed significantly to the scientific, cultural, and spiritual betterment of mankind. The prize is presented annually in each of the following three categories: Advanced Technology, Basic Sciences, and Arts and Philosophy.

5. The University has been designated as a "Bicycle Friendly University" at the Silver level. This decision involved careful review by the League of American Bicyclists, as well as local judges who are familiar with University and its peer institutions. The criteria of the award focused on 'the five E's' — education, enforcement, engineering, encouragement and evaluation of cycling. There are increasing portions of University students, faculty, and staff that utilize bicycles to commute to campus. Commuter Services continues to encourage and develop alternative forms of transportation like cycling. Heidi Goedhart, the University's bicycle coordinator, commented about the award noting that "The in-depth application opened our eyes to some shortfalls here at the U, but it was also an opportunity for us to celebrate how far we have come in improving bicycle

facilities on campus and how we have worked to embrace our growing cycling community." The University placed behind only three other schools, Stanford, University of California at Davis, and University of California at Santa Barbara.