1. CALL TO ORDER: 3:00 p.m. in room 115 C. Roland Christensen Center

2. APPROVAL OF MINUTES: December 6, 2010

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 Appointment

5. EXECUTIVE COMMITTEE REPORT:

6. REPORT FROM ADMINISTRATION:

7. REPORT FROM ASUU:

8. NOTICE OF INTENT:
   b. Proposed New Policy 1-012 Student Sexual Assault Prevention & Response
   c. Repeal of Policy 5-210 Sexual Assault Prevention & Response

9. DEBATE CALENDAR:
   a. Proposed Discontinuation of Geography Teaching Degrees
   b. Proposed Minor in Portuguese

10. INFORMATION CALENDAR:
    a. Proposed Emphasis – Anthropology
    b. Proposed Emphasis for Biology Majors
    c. Proposed Emphasis in Special Education
    d. Proposed Emphasis in Theatre
    e. Undergraduate Council Review of Environmental Studies
    i. Graduate Council Review of Geography

11. NEW BUSINESS:
    a. Child Task Force Needs Assessment Survey

12. ADJOURNMENT:
Call to Order
The regular meeting of the Academic Senate, held on December 6, 2010 was called to order at 3:04 pm by James E. Metherall, Senate President. The meeting was held in room L105 Warnock Engineering Classroom Building.

Roll:

Excused: Lee Dibble, Ryan Morrison, Ron Coleman, Stephen Lessnick, William Siska, Paula Smith, Michael K. Young,

Ex-officio: James E. Anderson, A. Lorris Betz, Robert Flores, John Francis, Pat Hanna, Nancy Lines, James Metherall, Paul Mogren, Susan Olson, David W. Pershing, Octavio Villalpando,


Approval of Minutes
The minutes of the Academic Senate meeting on November 1, 2010, were approved following a motion from Jim Anderson which was seconded by Robert Fujinami.

Request for New Business
There was no request for new business.

Consent Calendar
The resignations, retirements, faculty appointments, auxiliary, and limited term appointments, appearing in the Appendices dated November 15 and December 6, 2010, received approval to forward to the Board of Trustees as proposed by Suzanne Darais and seconded by Howard Horwitz.
Executive Committee Report

Pat Hanna, Executive Committee Secretary, summarized her written report of the November 15, 2010, Executive Committee meeting.

Report from Administration

David W. Pershing, Senior Vice President for Academic Affairs, announced the appointment of Jason Perry, former Governor’s Chief of Staff, as vice president for government relations to replace Kim Wirthlin who is stepping down. Ms. Wirthlin will return full time to her role with Health Sciences. Mr. Parry will assume his responsibilities January 1, 2010, as the primary liaison with the State Legislature.

The Senior Vice President introduced two administrative visitors for their reports to the senate, Myron Willson, Director of the Office of Sustainability, and Octavio Villalpando, Associate Vice President for Equity and Diversity.

Dr. Willson presented an overview of the campus sustainability program explaining their office coordinates all campus sustainability goals and initiatives with their focus centered on Climate Action. He explained that techno sphere is the main focus, and they have a goal to implement President Young’s Climate Commitment in 2008 by 2050. The Office of Sustainability plans to integrate sustainability into the curriculum and to expand existing programs into the colleges. He is seeking the help from the faculty in identifying sustainability-related classes and research projects in order to provide more opportunities for internships, grants, and project based activities.

Associate Vice President Villalpando reported on the status of diversity across the campus for faculty, students and staff. He noted that the only programs that are overseen by his department are: American Indian, African American, Asian American, Latino, Pacific Islanders, White Women, and the Lesbian, Gay, Bisexual, Transgender, and Questioning Community (LGBTQ). He pointed out that student diversity mirrored the diversity of graduating high school seniors within the state and provided new comparisons to diversity at Pac 12 schools. He noted student and state-wide growth in Hispanic populations. He presented data demonstrating lower than expected diversity at administrative levels throughout the university with respect to both minorities and women. He encouraged senate members to consult with his office to help with faculty and student recruitment, as well as identifying appropriate candidates for administrative appointments.

Report from ASUU

Chase Jardine, president of ASUU, limited his report to a particular student group, the Pacific Islander Student Association. In a recent “Destined for Greatness” conference they held to recruit high school students, there were 600 students in attendance, 200 more than they anticipated. He read a letter from a mother of two students who said this activity was a turning point in the lives of her children and she has never seen them so excited in what they can do and what they can become. She expressed her thanks for what the conference meant to her and her family.

The state of the ASUU will be held tomorrow in the Union.
Notice of Intent
There were no items of intent.

Debate Calendar
Stephen Koester, Interim Chair of the Department of Modern Dance, presented a short précis for the proposed minor in Modern Dance for students who have had dance in high school but either has majored in another discipline or was not accepted in the majors program. No new resources are necessary and all courses already exist. Larry DeVries made a motion to forward the proposal to the Board of Trustees for final approval which was seconded by Rachel Nardo and received unanimous approval.

Sylvia Torti, manager of the Entrada Research Field Station, explained the proposal for a name change of the Entrada Field Station to the Rio Mesa Center. The Center would provide opportunities and collaboration for interdisciplinary studies and research without competing with other Entrada entities in Utah. A motion to approve the proposed change and to forward to the Board of Trustees for final approval was made by Chris Nelson, seconded by Joelle Lien and approved unanimously.

Ed Barbanell invited Sharon Aiken-Wisnewski, Assistant Vice President from University College Advising, to explain the memo attached to the agenda packet addressing the questions raised in the last Senate meeting regarding Policy 6-100, Section M - Academic Renewal. She has researched other universities in the Pac 10 as well as statewide institutions and found that there were various rules ranging from zero to many options. The proposed revisions would allow the 117 students in waiting to take advantage of the one-time revised policy as they have been waiting for two years for the policy to be approved. James Anderson made a motion to approve the proposed revisions to Section M which was seconded by Teri Mauch and unanimously approved. A second motion was made by James Anderson to approve the entire revised Policy 6-100 and to forward to the Board of Trustees for final approval which was seconded by Teri Mauch and was approved unanimously.

Professor Barbanell explained that the proposed Policy 6-101 regarding final comprehensive and special examinations for an undergraduate degree. This policy was simply taken out and a new policy created with no changes to the verbiage. Larry DeVries made a motion to accept the new policy and to forward to the Board of Trustees for final approval which was seconded by Robert Fujinami and approved unanimously.

Professor Barbanell continued to explain the New Rule 6-100a, which was removed from Policy 6-100 as it was not procedural in nature and therefore made into a new rule. Teri Mauch made a motion to approve the new rule which was seconded by Karl Lins and approved unanimously.

Dean David Bjorkman from the School of Medicine reported on the proposed John Moran Institute and recommends its approval. The proposed Institute meets all criteria for an institute and greatly expands the areas of interest in eye disease. Larry DeVries motioned to accept the
proposed Institute and forward to the Board of Trustees for final approval which motion was seconded by Dean Francis Brown and approved with one opposing vote.

Information Calendar:
There were two items on the Information Calendar that were approved by the Senate Executive Committee. The first was a Graduate Council review of the Department of Biochemistry, and the second item is the annual report from the Athletics Advisory Council. Both will be forwarded to the Board of Trustees.

New Business
There was no new business.

President Metherall made an announcement that scheduling office moved the Senate meeting back into 115 C. Roland Christensen Center beginning in January 10, which is the second Monday in January due to the late stare in Spring Semester. The remainder of the Senate meetings will be on the first Monday of each month.

Adjournment:
The meeting adjourned at 4:05 p.m.

Respectfully submitted,

Nancy Lines
APPENDIX I

RESIGNATIONS & APPOINTMENTS

Resignations

1. Dr. Christine M. Litwin, Professor with tenure of Pathology, effective January 3, 2011.

2. Dr. Howard James Williams Jr., Professor of Internal Medicine, effective January 2, 2011.

Faculty Appointments

ENGINEERING

1. Dr. Thomas Schmid, Assistant Professor of Electrical & Computer Engineering, effective January 1, 2011.

   B.S., 2002, Ecole Polytech Federale De Lau
   M.S., 2005, Ecole Polytech Federale De Lau
   Ph.D., 2009, University of California

MEDICINE

2. Dr. Elaine Lyon, Associate Professor of Pathology, effective October 1, 2010. This represents a track switch and supersedes her appointment as Associate Professor (Clinical) of Pathology.

3. Dr. Mohamed E. Salama, Associate Professor of Pathology, effective October 1, 2010. This represents a track switch and supersedes his appointment as Assistant Professor (Clinical) of Pathology.

4. Dr. Emily A. Thorell, Assistant Professor of Pediatrics, effective September 1, 2010. This represents a track switch and supersedes her appointment as Visiting Instructor in Pediatrics.
APPENDIX II

AUXILIARY FACULTY APPOINTMENTS

Auxiliary Faculty Appointments

HEALTH

1. Dr. James D. Johnston, Adjunct Assistant Professor of Health Promotion & Education, effective January 1, 2011 and ending June 30, 2012.

   B.S., 1998, Weber State University
   M.P.H., 2000, University of Utah
   Ph.D., 2010, University of Utah

2. Dr. Joanne Wright, Clinical Professor of Physical Therapy, effective December 1, 2010 and ending June 30, 2011. This is in addition to her appointment as Professor (Clinical) of Occupational Therapy, Adjunct Associate Professor of Health Promotion & Education, and Adjunct Professor of Nursing.

MEDICINE

3. Dr. Markus Amann, Research Assistant Professor of Internal Medicine, effective December 7, 2010 and ending June 30, 2011.

   M.S., 2000, Technical University of Munich
   D. Phil., 2004, University of Utah

4. Dr. L. Scott Benson, Adjunct Assistant Professor of Family & Preventive Medicine, effective November 1, 2010 and ending June 30, 2011.

   B.S., 1992, Brigham Young University
   M.P.H., 1995, University of Utah
   Ph.D., 2002, Utah State University
   M.D., 2005, University of Utah

5. Dr. Elisabeth Christians, Visiting Associate Professor of Internal Medicine, effective December 1, 2010 and ending June 30, 2011.

   D.V.M., 1987, Universite De Liege
   M.S., 1989, University of Brussels
   Ph.D., 1995, Universite De Liege
6. Dr. John C. Churchwell, Research Instructor in Psychiatry, effective November 1, 2010 and ending June 30, 2011.
   B.A., 2000, University of South Carolina
   M.S., 2006, University of Utah
   Ph.D., 2008, University of Utah

7. Dr. Mark A. Fisher, Assistant Professor (Clinical) of Pathology, effective October 1, 2010 and ending June 30, 2011. This represents a track switch and supersedes his appointment as Assistant Professor of Pathology.

8. Dr. Lillian L. Khor, Adjunct Assistant Professor of Radiology, effective January 1, 2011 and ending June 30, 2011. This is in addition to her appointment as Assistant Professor (Clinical) of Internal Medicine.

9. Dr. C. Jay Marshall, Adjunct Associate Professor of Pathology, effective October 1, 2010 and ending June 30, 2011.
   M.D., 1985, Southern Illinois University

10. Dr. David E. Morgan, Assistant Professor (Clinical) of Anesthesiology, effective October 1, 2010 and ending June 30, 2011. This supersedes his appointment as Instructor (Clinical) in Anesthesiology.

11. Dr. Russell J. Osguthorpe, Assistant Professor (Clinical) of Pediatrics, effective July 1, 2010 and ending June 30, 2011. This represents a track switch and supersedes his appointment as Assistant Professor of Pediatrics.

12. Dr. Anwar Tandar, Assistant Professor (Clinical) of Internal Medicine, effective January 1, 2011 and ending June 30, 2011.
   M.D., 1994, Sriwijaya University

PHARMACY

13. Professor Heather A. Nyman, Adjunct Assistant Professor of Pharmacotherapy, effective December 1, 2010 and ending June 30, 2011. This supersedes her appointment as Adjunct Instructor in Pharmacotherapy.

14. Professor Sara R. Vazquez, Adjunct Assistant Professor of Pharmacotherapy, effective December 1, 2010 and ending June 30, 2011. This supersedes her appointment as Adjunct Instructor in Pharmacotherapy.
15. Dr. Shannon P. Ogrady, Research Assistant Professor of Biology, effective December 1, 2010 and ending June 30, 2011.

B.S., 2000, University of Utah
Ph.D., 2006, University of Utah

16. Dr. Brett J. Tipple, Research Assistant Professor of Biology, effective December 1, 2010 and ending June 30, 2011.

B.S., 2003, Indiana University
M.P.H., 2005, Yale University
Ph.D., 2009, Yale University

SOCIAL WORK

The following individuals have been recommended for appointment as Clinical Instructor in Social Work effective November 1, 2010, and ending June 30, 2011.

17. Ms. Sarah Engler, M.S.W., 2002, University of Wisconsin

18. Mr. Stephen M. Phair, M.S.W., 2004, Brigham Young University

The following individuals have been recommended for appointment as Clinical Instructor in Social Work effective November 23, 2010, and ending June 30, 2011.

19. Mr. Timothy M. Carr, M.S.W., 1999, Brigham Young University
20. Mr. Bruce H. Chandler, M.S.W., 2005, University of Utah
22. Mr. Bill Gardiner, M.S.W., 1993, Our Lady of the Lake University
23. Ms. Kristy L. Meyer, M.S.W., 2006, University of Utah
24. Ms. Jodi A. Smith, M.S.W., 1999, University of Utah
25. Ms. Kaye E. Smith, M.S.W., 1996, Virginia Commonwealth University

The following individuals have been recommended for appointment as Clinical Instructor in Social Work effective November 30, 2010, and ending June 30, 2011.

27. Dr. Jonathan M. Ravarino, Ph.D., 2008, University of Utah
28. Ms. Stephanie S. Sinju, M.S.W., 2005, University of Utah
APPENDIX III

EMERITUS APPOINTMENT

Emeritus Appointment

1. Dr. Robert M. Brooks, Professor emeritus with tenure of Mathematics, member of faculty for 43 years, effective January 1, 2011.
Checklist & coversheet form—for submitting to Academic Senate Executive Committee

Proposal for addition/revision of University Regulation.
(Rev.2010-09-20)

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Responsible Policy Officer (name &amp; title): <strong>Chief of the University of Utah Police Department</strong></td>
</tr>
<tr>
<td>3. Contact person(s) for questions &amp; comments (name, email, phone#): <strong>Robert Payne</strong></td>
</tr>
<tr>
<td>4. Presenter to Senate Exec (if different from contact person. name, phone#: <strong>Robert Payne, 5-7002, <a href="mailto:robert.payne@legal.utah.edu">robert.payne@legal.utah.edu</a> &amp; Scott Folsom, 1-7619, <a href="mailto:scott.folsom@dps.utah.edu">scott.folsom@dps.utah.edu</a></strong></td>
</tr>
<tr>
<td>5. Approvals &amp; consultation status.</td>
</tr>
<tr>
<td>a. Administrative Officers who have approved (VP/President, name &amp; date): <strong>Cabinet (11/18/10)</strong></td>
</tr>
<tr>
<td>b. Committees/Councils/other Officers consulted: <strong>Institutional Policy Committee, Clerv Act working committee</strong></td>
</tr>
<tr>
<td>6. Check <strong>YES</strong> or <strong>NA</strong> (not applicable) of documents submitted--- (In digital form. Preferred file format MS Word doc. Special exception allowed for PDF format if previously arranged.) <strong>Yes</strong> Explanatory memorandum (key points of proposal, rationale). <strong>Yes</strong> VP/Presidential approval signatures (separate sheet, or affixed to memo cover). <strong>Yes</strong> Text of proposed Regulation addition/revision. <strong>N/A</strong> (If revision of existing Regulation) text changes are clearly marked, using permanent font markings (not MS Word ‘Track’ Changes non-permanent markings).</td>
</tr>
</tbody>
</table>

Date submitted to Senate Office: **2010/12/7**
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](http://www.regulations.utah.edu/general/1-001.html); Rule 1-001 [http://www.regulations.utah.edu/general/rules/R1-001.html](http://www.regulations.utah.edu/general/rules/R1-001.html); Senate procedures [http://www.admin.utah.edu/asenate/index.html](http://www.admin.utah.edu/asenate/index.html). Further information—Senate Office: Nancy Lines 581-5203 nancy.lines@utah.edu
Memorandum

To: Senate Executive Committee

From: Robert Payne, Associate General Counsel
Scott Folsom, Chief of Police

Date: December 7, 2010

Re: Policy 1-011 & Procedure P1-011A
    Policy 1-012
    Interim Rule R5-210

Attached for your consideration are two new policies (1-011 & 1-012), one procedure (P1-011A), and an interim rule for repeal (R5-210). These additions to the Regulations Library are necessary to put the University of Utah into full compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. For a more complete explanation of the history and purpose of these revisions, please refer to the attached cover memos from Vice Presidents Arnie Combe and John Morris to President Young.

Please note that the enclosed new policies have been reviewed and approved by a Clery Act working committee, by the Institutional Policy Committee, and by the Cabinet. Policy 1-012 has also been reviewed and approved by the President’s Commission on the Status of Women as required by the Senate.

Policy 1-011 references changes to Policy 6-402, Fraternal Social Organizations. Those changes are underway and will be presented to the Senate at a later date.

We are enclosing a copy of Interim Rule R5-210. The history of this interim rule is explained in the cover memo to Policy 1-012. Policy 1-012 will supersede and entirely replace the interim rule which will be repealed from the University Regulations Library when Policy 1-012 takes effect.

It is proposed that the enclosed policies and procedure take effect immediately upon approval by the Board of Trustees.
MEMORANDUM

To: President Michael K. Young

From: Arnold B. Combe, Vice President for Administrative Services; John Morris, Vice President and General Counsel

Re: New Policy 1-011 Campus Security Policy

Date: August 30, 2010

In August 2009, the United States Department of Education (“DOE”) performed an audit of the University’s compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (“Clery Act”). The audit concluded that the University was missing certain policies and procedures required by the Clery Act and others that are strongly recommended by the Act. The University committed to the DOE that it would begin drafting and implementing policies to put the University in compliance. The result is this proposal for a new University Policy 1-011--Campus Security Policy (and the accompanying Procedure) which include most of the policy statements required and recommended by the Clery Act. This proposal accompanies a separate-but-related proposal for new University Policy 1-112- Sexual Assault. Adoption of these two new Policies will put the University into full compliance with the Clery Act.

This Policy and the accompanying Procedure advise students and staff concerning the following: 1) the process for reporting criminal activity; 2) the policies for security of, and access to, campus facilities; 3) the structure of campus law enforcement; 4) the monitoring and reporting of crimes at off-campus facilities; 5) the policies relating to alcohol and drug use on campus; 6) the policies and procedures relating to emergency response and evacuation; 6) the policies concerning missing student notification; and, 7) student housing fire safety policies. Policy 1-011 and the accompanying Procedure are necessary to put the University into full compliance with the Clery Act requirements. Although the provisions of Policy 1-011 are largely administrative in nature, rather than academic, the related Policy 1-012 must be presented to the Academic Senate for debate. Therefore, we would recommend that Policy 1-011, the accompanying Procedure, and Policy 1-012 be presented to the Academic Senate and the Board of Trustees for debate and approval.

Questions about this proposal may best be directed to Robert Payne, Office of General Counsel, robert.payne@legal.utah.edu, (801) 585-7002.
Policy 1-011: Campus Security. Rev. 0. Effective date [upon final approval]

I. Purpose & Scope:
The purpose of the Campus Security Policy is to provide a safe and secure environment for students, faculty, staff and campus visitors while complying with federal laws regarding security on campus.

II. Definitions:
A. “Professional Counselor” means a person whose official responsibilities include providing mental health counseling to members of the University’s community and who is functioning within the scope of his or her license or certification.

B. “Sexual offense” means any sexual act directed against another person either forcibly and/or against the person’s will (e.g., rape, sodomy, object rape, date rape, forcible sexual abuse, fondling); or non forcibly where the individual does not have the capacity to consent (statutory rape and incest).

III. Policy:
A. Reporting Criminal Actions and Other Emergencies Occurring on Campus
   1. Reporting Crimes and Emergencies.
      a. Students and others who become aware of criminal actions or other emergencies anywhere on campus should report these to the University of Utah Police Department (“UUPD”). The process for reporting crimes and emergencies is set forth in a University Procedure accompanying this Policy. Incidents reported to UUPD will be investigated for the purpose of reducing crime, improving safety, making disciplinary referrals, and imposing criminal sanctions as appropriate. Additionally, incidents reported to UUPD will be included in the statistical report contained in the Campus Security Report prepared annually by the University.
      b. Criminal actions may also be reported to the individuals or offices listed below. Reports made to these persons or offices, and not also made to UUPD, will be included in the statistical report in the Campus Security Report but generally will not be investigated by the police:

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of Students Office</td>
<td>[801-581-8061] 270 Union</td>
<td></td>
</tr>
<tr>
<td>Department of Human Resources</td>
<td>[801-581-2169] 420 Wakara Way Suite 105</td>
<td></td>
</tr>
<tr>
<td>Housing &amp; Residential Education</td>
<td>[801-587-2002] 82 Benchmark Plaza</td>
<td></td>
</tr>
<tr>
<td>University Student Apartments</td>
<td>[801-1-8667] 1945 Sunnyside Ave.</td>
<td></td>
</tr>
<tr>
<td>Student Affairs, School of Medicine</td>
<td>[801-587-3657] 30 N. 1900 E. #1C101</td>
<td></td>
</tr>
</tbody>
</table>
2. **Timely Warnings.** The University may provide timely warnings to the campus community when certain crimes are reported to Campus Security Authorities (as defined by federal law) and are determined by the chief of police (or the chief’s designee) to represent a threat to students and employees. Anyone with information warranting a timely warning should report the circumstances to the UUPD [at (801) 585-2677]. The University may issue these warnings via postings on campus, through the Campus Alert system, through local news media, or in other ways. The individual or office responsible for issuing the warning will vary depending on how the warning is issued.

3. **Reporting Crimes on a Voluntary, Confidential Basis.** Individuals who witness or are the victim of crime, but who wish to remain anonymous, may report the crime to the University Police on a confidential basis. To do so, individuals should specifically request that they remain anonymous. The report ensures that the occurrence of the crime will be included in the University’s annual report, assists the police in determining if there is a pattern of crime with regard to a particular location, method, or suspect, and enables the police, in appropriate circumstances, to alert the campus community to potential dangers. Filing an anonymous report may limit the ability of the police department to provide specific assistance or to investigate or solve a crime.

4. **Preparing the Annual Disclosure of Crime Statistics and Annual Report.** In order to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, the University of Utah Police Department prepares an annual report that includes a disclosure of crime statistics. The full text of this report can be found on the University website at [http://web.utah.edu/safetyreport](http://web.utah.edu/safetyreport). This report is prepared in cooperation with the local law enforcement agencies surrounding our main campus and our alternate sites, the Dean of Students Office and Housing & Residential Education. Campus crime, arrest and referral statistics include those reported to UUPD, “Campus Security Authorities” as defined by federal law, and local law enforcement agencies. Each year, notification is sent [by email or other means] to all enrolled students, staff and faculty providing the website address or other source for obtaining the annual report. In addition, paper copies of the report may be obtained at [the University Department of Public Safety, 1735 East South Campus Drive, Salt Lake City, Utah, or by calling (801) 585-2677]. Prospective students and employees may also obtain copies from the Internet or the Department of Public Safety.

**B. Security of and Access to Campus Facilities**

1. As is addressed in a Procedure accompanying this Policy, the University of Utah manages building access according to the building type and purpose and considers security in maintenance of campus facilities. Residence Halls are locked twenty-four hours per day.

C. Campus Law Enforcement

1. Enforcement Authority of Police and Security. University of Utah Police Officers are fully trained and certified Utah peace officers, and have the same arrest, detention, and police authority as any other police officer in Utah. Additionally, University police officers have the authority to enforce University of Utah regulations. See Utah Code Ann. § 53B-3-105. University Security personnel have no enforcement or arrest authority.

2. Relationship of University Police and Other Law Enforcement Agencies. UUPD works closely with other Salt Lake City and County law enforcement agencies as well as state and federal authorities. UUPD maintains a written mutual aid agreement between all municipal agencies and the Salt Lake County Sheriff's Office. UUPD has primary jurisdiction on the University of Utah Campus, at University Student Apartments, and at University-owned offices in Research Park. UUPD shares responsibility with the Salt Lake Police for portions of Research Park not owned by the University, roadways adjoining campus, and the athletic complex on Guardsman Way. Off-campus offices, clinics, and remote campus sites receive police services from the local jurisdictions in which the sites are located.

3. Incidents involving student misconduct which are investigated by UUPD may be referred to the Dean of Students Office for disciplinary action. Incidents involving staff misconduct may be referred to Human Resources for possible disciplinary action. Incidents involving faculty misconduct may be referred to the cognizant dean or senior vice president.

4. The University encourages accurate and prompt reporting of all crimes to UUPD and other appropriate police agencies.

5. Professional Counselors. Professional Counselors, when acting as such, are not required to report crimes disclosed to them for inclusion in the annual disclosure of crime statistics. However, as described in the accompanying Procedure, Professional Counselors are encouraged, if and when they deem it appropriate, to inform the persons they are counseling of how to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.

D. Monitoring and Recording of Criminal Activity at Off-Campus Locations of Officially Recognized Student Organizations

1. Criminal activity at recognized fraternity and sorority residences is monitored and recorded by the Salt Lake City Police Department, not the University Police Department. Additionally, local law [Salt Lake City Ordinance 21A.36.150] requires either the University or fraternities and sororities to fund a two-officer roving patrol on Friday and Saturday nights. The patrol is to monitor fraternity and sorority compliance with “all applicable city and county ordinances, state laws, and college or university regulations.” The officers on the roving patrol send a report on the patrol to the Assistant Dean of Students.
2. Local law [City Ordinance 21A.36.150] also requires the University to have specific regulations governing fraternities and sororities. Among other things, these regulations prohibit consumption of alcohol on fraternity or sorority property by individuals under age 21, require fraternities and sororities to provide alternative nonalcoholic beverages, and require fraternities and sororities to hire uniformed officers for certain large gatherings. The University regulations compliant with those local law requirements are encompassed in University Policy 6-402. {drafting note: a revision of Policy 6-402 to incorporate the needed content will be forthcoming}

3. The Office of Student Affairs at the University maintains contact with recognized fraternity and sorority organizations through the Assistant Dean of Students. Student Affairs and the University Police also maintain a working relationship with the Salt Lake City Police Department. Additionally, the University hosts a Neighborhood Relations Committee to discuss concerns related to fraternities and sororities. This cooperative, team approach addresses situations as they arise as well as potential future concerns.

4. No provisions beyond normal local law enforcement efforts are made to monitor any other off-campus locations of student organizations officially recognized by the University.

E. Alcoholic Beverages and Illegal Drugs

1. Students. Under University policy, students are subject to discipline for use, possession, or distribution of alcoholic beverages of any type on University premises except as expressly permitted by law and University regulations. Students are also subject to discipline for use, possession, or distribution of any narcotic or other controlled substance on University premises, at University activities, or on premises over which the University has supervisory responsibility pursuant to state statute or local ordinance, except as permitted by law and University regulations. See Policy 6-400, Student Code.

2. Employees. Under University policy, the University is a drug-free workplace. It is a violation of the University's Drug-Free Workplace policy for "employees to engage in the unlawful manufacture, distribution, dispensation, possession, and/or use of a controlled substance or alcohol at university workplace, or while engaged in university business off campus." Employees are subject to discipline for violating this policy. See Policy 5-113, Drug-Free Workplace.

3. Enforcement of Laws. The University police enforce state underage drinking laws and federal and state drug laws.

F. Emergency Response and Evacuation

1. Confirmation and Notice of Significant Emergency or Dangerous Situation
   a. Upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of
students or employees occurring on campus, the University will notify the campus community using the procedures described in a University Procedure accompanying this Policy. Such University Procedure describes the process the University will use to confirm such a significant emergency or dangerous situation, determine the appropriate segment or segments of the campus community to receive a notification, determine the content of the notification, and initiate the notification system. The Procedure also lists titles of persons or organizations responsible for carrying out this process as well as procedures for disseminating emergency information to the larger community.

b. The University will, without delay, and taking into account the safety of the community, determine the content of the notification and initiate the notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

2. Testing of Procedures. The University will maintain procedures, to annually test the University’s emergency response and evacuation procedures.

G. Missing Student Notification

1. Scope. This section applies only to students residing in on-campus student housing facilities.

2. Reporting a Missing Student. When a student has been missing for twenty four hours, students, employees, and other individuals should make a report to the University police (801-585-2677), to Housing & Residential Education (801-587-2000) (for HRE residents) or to University Student Apartments (801) 585-5690 (for USA residents). Any person to whom a missing student report is made should immediately refer the matter to the University police.

3. Emergency Contact. Students who reside in on-campus student housing facilities have the option of identifying a contact person or persons whom the University shall notify within twenty-four hours of a determination that the student is missing, if the student has been determined missing by UUPD. Students residing in on-campus student housing may register this information as directed in a Procedure accompanying this Policy. This contact information will be registered confidentially and will be accessible only to authorized campus officials. The information may not be disclosed outside the University except to law enforcement personnel in furtherance of a missing person investigation.

4. Students Under 18. If a student is under 18 years of age and is not emancipated, in addition to notifying any contact person designated by the student, the University is required by law to notify a custodial parent or guardian within twenty-four hours of the determination that the student is missing.
H. Fire Safety Policies
1. Those residing in Housing & Residential Education and University Student Apartments facilities shall abide by restrictions and guidance contained in the applicable handbooks and/or contracts concerning electrical appliances, smoking, and open flames. Links to these handbooks and contracts are contained in an accompanying University Procedure.

2. The accompanying University Procedure describes any fire safety education and training provided to students and employees in the University's on-campus student housing facilities and the procedures these students and employees should follow in case of a fire.

IV. Rules, Procedures, Guidelines, Forms, and other related resources:
   A. Rules
   B. Procedures
      i. Procedure 1-011A: Campus Security
   C. Guidelines
   D. Forms
   E. Other related resource materials.

V. References:
   A. Federal, State, and Local State Laws
      b. Fire Safety Requirements, 20 U.S.C. § 1092(i), 34 C.F.R. § 668.49
      c. Missing Student Notification Requirements, 20 U.S.C. § 1092(j), 34 C.F.R. § 668.46(h)
      d. Criminal Provisions Regarding Sexual Offenses, Utah Code Ann. § 76-5-401 to 413
      e. Salt Lake City Ordinance 21A.36.150: Fraternities and Sororities
   B. Relevant University Regulations
      a. Policy 3-113: Insurance Inspections
      b. Policy 3-210: Plant Operations/Maintenance
      c. Policy 3-234: Key Policy
      d. Policy 3-300: Environmental Health and Safety
      e. Policy 4-005: Use and Security of Property
      f. Policy 5-107: Sexual Harassment and Consensual Relationships
g. Policy 5-111: Corrective Action and Termination Policy for Staff Employees
h. Policy 5-113: Drug-Free Workplace
i. Policy 5-210: Discrimination and Harassment Complaint Policy
j. Policy 6-002, Section 10: Academic Senate, Consolidated Hearing Committee for Faculty Disputes
k. Policy 6-316, Code of Faculty Rights and Responsibilities
l. Policy 6-400: Code of Student Rights and Responsibilities

VI. Contacts:

Policy Officer: Chief of the University of Utah Police Department, (801) 581-7619

Policy Owner: Vice President of Administrative Services, (801) 581-6406

VII. History:

   Current version. Revision 0. Approved by the Academic Senate [date]. Approved by the Board of Trustees [date]
I. Purpose & Scope:
The purpose of the Campus Security Procedure is to provide a safe and secure environment for students, faculty, staff and campus visitors while complying with federal laws regarding security on campus.

II. Definitions:

III. Procedure:
A. Reporting a Crime or Emergency
   1. To report a crime, individuals may call the University of Utah Police (“UUPD”) at 801-585-2677. To report emergencies, individuals may call 911 (dial 9-911 from campus phones). Individuals may also use any emergency phone, located in many parking lots and public areas on campus, to report an emergency or a crime, and may also report crimes and emergencies in person at the Department of Public Safety, 1735 East South Campus Drive, Salt Lake City, Utah 84112.

B. Security of and Access to Campus Facilities
      a. University Policy 4-005 addresses the use and security of University property. The policy provides that administrative, college, and departmental offices of the University generally are open to the public from 8:00 a.m. to 5:00 p.m., Monday through Friday, and that certain offices and departments are open at other times to meet particular needs. The majority of buildings at the University are secured when not open to the public. The Department of Public Safety is responsible for locking and unlocking building entrance doors at specified times each day. See Policy 3-234. The Department remotely locks some buildings, while others are physically locked by the security staff. Random foot patrols of buildings on campus are made by security personnel and police officers. Under Policy 4-005, the Security Officer will investigate night use of all buildings to ascertain whether persons in the buildings are so authorized.
      b. The University maintains some academic and research facilities for 24-hour access by students and staff. Policy 4-005 provides that it is the responsibility of all personnel using buildings after regular hours to see that lights are turned off in the rooms they are vacating and that office doors and outside doors are secured.
2. **Residential Living Areas.** The University takes steps to ensure the safety of residential living areas. Entrances to the residence halls are locked on a twenty-four-hour basis. Residence hall staff members conduct nightly rounds. Access to residence halls is by University ID card, and only students living in a specific building have access to the building. Doors are locked twenty-four hours a day at Officers Circle historical housing, and residents have a separate key for entrance.

3. **Restricted Areas.** Some buildings on campus have restricted-access areas. Normally these areas are closed to the public because of the nature of the research performed or because of valuable documents stored therein. Only authorized students and staff are allowed in these areas.

4. **Security in the Maintenance of Campus Facilities.**
   a. The Vice President for Administration is responsible for providing the resources necessary for maintaining a safe and secure campus environment. Units assigned direct responsibility include Public Safety, Plant Operations, Risk and Insurance Management and Environmental Health and Safety. These units work together to conduct annual campus risk surveys to identify safety and security vulnerabilities and to implement corrective actions. These units also provide opportunities for the campus community to report problems and concerns directly, such as 24 hour telephones and online reporting forms.
   b. The following policies and websites contain additional information:
      a. Inspections: [http://www.regulations.utah.edu/administration/3-113.html](http://www.regulations.utah.edu/administration/3-113.html)
      b. Key Policy: [http://www.regulations.utah.edu/administration/3-234.html](http://www.regulations.utah.edu/administration/3-234.html)

C. **Professional Counselors**
   1. As stated in Policy 1-011, Professional Counselors are encouraged, if and when they deem it appropriate, to inform the persons they are counseling of how to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics. The Dean of Students Office will send periodic reminders to the directors of the appropriate entities on campus to remind counselors of this.
D. Emergency Response and Evacuation

1. Campus Alert System. The University of Utah maintains a notification system, known as the “Campus Alert” system. The Campus Alert system utilizes the University homepage (http://www.utah.edu), an Emergency Information and Alerts website (http://alert.utah.edu), electronic bulletin boards on campus (known as UBNs), and phone, email, and text messaging alerts to provide students, employees, and others with information about unforeseen events and emergencies on campus. Examples of events and emergencies for which the Campus Alert system may be utilized include snow closures, building closures, significant traffic interruptions, severe power outages, gas leaks, and threats such as bombs or gunmen. Students and employees automatically receive email alerts from the Campus Alert system, and are unable to “opt-out” of email alerts. Students and employees may also sign up to receive alerts via landline telephone, cellular telephone, both landline and cellular telephone, and text messaging. For more information or to sign up for campus alerts, visit http://www.campusalert.utah.edu.

2. Significant Emergency or Dangerous Situation. In the event of a significant emergency or dangerous situation on campus involving an immediate threat to the health or safety of students or employees, “first responders,” in consultation with the first responders’ on-duty supervisor and the designated University administrator, will confirm the existence of the emergency or situation. “First responders” will come from the University Police Department, the University’s Department of Environmental Health & Safety, or University Plant Operations. In consultation with first responders as needed, the supervisor and designated administrator will determine the appropriate segment or segments of the campus community to receive a notification and will determine the content of the notification. The designated University administrator will initiate the Campus Alert system.
   a. First responders, the first responders’ on-duty supervisor, and the designated University administrator are responsible for carrying out these actions.
   b. This process may differ slightly for emergencies or situations occurring at the University hospital. Hospital staff members, hospital security, or UUPD confirm the existence of a significant emergency or dangerous situation. The hospital’s public information officer determines the appropriate segment for notification, determines the content of the notification, and initiates the notification. Notification may be via pagers, cellular phones, overhead public announcement system, the Campus Alert System, or other methods.
3. **Disseminating Information to the Larger Community.** The University may disseminate emergency information to the larger community in a variety of ways. Some non-University organizations located in close proximity to the University receive notifications sent via the Campus Alert system. Additionally, information received by University police dispatch may be shared with Salt Lake City emergency services dispatch. The University may also place information about emergencies on the Internet at [http://www.utah.edu](http://www.utah.edu) or [http://www.alert.utah.edu](http://www.alert.utah.edu). University communications may disseminate information to various news media outlets.

4. **Testing Emergency Response and Evacuation Procedures.** On at least an annual basis, the University will test the emergency response and evacuation procedures contained in Policy 1-011 and Procedure 1-011A. The University will publicize its emergency response and evacuation procedures in conjunction with this test, and will document, for each test, a description of the exercise, the date and time of the exercise, and whether the exercise was announced or unannounced.

E. **Registering Contact Information for Missing Student Notification**

1. As provided in Policy 1-011, students who reside in on-campus student housing facilities have the option of identifying a contact person or persons whom the University shall notify within twenty-four hours of a determination by UUPD that the student is missing. Students residing in University Student Apartment (“USA”) properties may register an emergency contact on their housing applications and, upon moving in, on an emergency card provided by USA. Students residing in Housing & Residential Education (“HRE”) properties may register an emergency contact on their housing applications. To learn more about registering an emergency contact, students residing in USA properties should call 801-581-8667, and students residing in HRE properties should call 801-587-2000.

F. **Fire Safety in On-Campus Student Housing Facilities**

1. Housing & Residential Education Facilities
   a. When the fire alarm sounds at any on-campus student housing facility, all residents, guests and staff are to evacuate to designated meeting points. Should there be an actual fire, Resident Advisors take roll to account for residents and report the results to the fire department. Once responding emergency crews provide an all-clear, building reentry is permitted.
   b. Each summer, the University’s Department of Environmental Health and Safety provides Resident Advisors at HRE
training in fire prevention and emergency preparedness. After this training, the Resident Advisors discuss with residents the need to evacuate when the fire alarm sounds. The Advisors cover when to evacuate (every time the alarm sounds), to where to evacuate (each building has a unique, designated meeting place), and with whom to check in (Resident Advisors).

c. As stated in Policy 1-011, those residing in Housing & Residential Education facilities shall abide by restrictions and guidance contained in the applicable handbooks and/or contracts concerning electrical appliances, smoking, and open flames. These handbooks and/or contracts are available at [http://www.housing.utah.edu/pubs/handbook.pdf](http://www.housing.utah.edu/pubs/handbook.pdf) & [http://www.housing.utah.edu/pubs/academic-year-contract.pdf](http://www.housing.utah.edu/pubs/academic-year-contract.pdf).

2. University Student Apartments
a. When residents, guests, and staff hear a fire alarm, they should evacuate to a safe location. Resident Assistants have emergency cards and detailed tenant lists that can be used to identify if residents are missing.

b. Each year, the University’s Department of Environmental Health and Safety provides Resident Advisors at USA training in fire prevention and emergency preparedness. After this training, Resident Advisors discuss with residents the need to evacuate when they hear a fire alarm.

c. As stated in Policy 1-011, those residing in University Student Apartments facilities shall abide by restrictions and guidance contained in the applicable handbooks and/or contracts concerning electrical appliances, smoking, and open flames. These handbooks and/or contracts are available at [www.apartments.utah.edu](http://www.apartments.utah.edu).

IV. Policies, Rules, Guidelines, Forms, and other related resources:

A. Policy 1-011: Campus Security

V. References:

A. Policy 3-113: Insurance Inspections
B. Policy 3-210: Plant Operations/Maintenance
C. Policy 3-234: Key Policy
D. Policy 4-005: Use and Security of Property
VI. Contacts:

Officer: Chief of Police, (801) 581-7619

Owner: Vice President of Administrative Services, (801) 581-6406

History: Current version. Revision 0. Approved by the Academic Senate [date].
MEMORANDUM

To: President Michael K. Young

From: Arnold B. Combe, Vice President for Administrative Services; John Morris, Vice President and General Counsel

Re: New Policy 1-012 Student Sexual Assault Prevention and Response

Date: August 30, 2010

In August 2009, the United States Department of Education ("DOE") performed an audit of the University’s compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"). One finding of the audit was that the University did not have a required policy on student sexual assault. During the audit, the University committed to DOE to put immediately in place the required policy. On September 25, 2009, you implemented Interim Rule R5-210 Sexual Assault Prevention and Response. The interim rule was approved by the Senate on November 2, 2009 with the recommendation that the University administration work with the President’s Commission on the Status of Women ("PCSW") and other campus groups to prepare a final policy to replace the interim rule. The interim rule will sunset in June 2011.

During the past year, the Office of General Counsel has worked with the PCSW to refine the policy on student sexual assault. The result is this proposal for adoption of new University Policy 1-012. Policy 1-012 is designed to educate current and prospective students about sexual assault and about campus resources and process available to student victims of sexual assault. The current draft of Policy 1-012 has been approved by the PCSW. Originally, the plan was to include the sexual assault policy provisions as part of a larger Campus Security policy which has also been under development in this time frame. However, the PCSW felt that the policy on student sexual assault should be its own policy rather than part of the larger Campus Security policy. Therefore the attached Policy 1-012 is being presented as a stand-alone policy, to be considered for approval along with the companion proposal for the Campus Security Policy 1-011. These two separate-but-related Policies (and the accompanying procedure to Policy 1-011) together will bring the University into full compliance with the Clery Act.

If you approve of this new Policy, it should then be presented to the Academic Senate and Board of Trustees for debate and approval.

Questions regarding this proposal may best be directed to

Robert Payne, in the Office of General Counsel, robert.payne@legal.utah.edu, (801) 585-7002.

[Signature]

[Signature]
II. Purpose and Scope
To educate current and prospective students about sexual assault and about campus resources and processes available to student victims of sexual assault.

III. Definitions
A. Sexual assault shall refer to any non-consensual sexual contact against an individual and shall not have reference to any legal definition used for purposes of criminal prosecution.

IV. Policy
A. Campus Education Regarding Sexual Assaults: The University educates the student community about sexual assaults and date rape through mandatory orientations each semester given to all incoming students. The University Police Department offers sexual assault education and information programs to University students and employees upon request. Literature on date rape education, risk reduction, and University response, as well as educational programs about the same, are available through various University Student Affairs offices including the Office of Housing & Residential Education and through the University’s Office for Student Equity and Diversity.

B. Reporting Sexual Assault
1. The first priority of a student who has been subject to sexual assault should be to get to a place of safety and then to obtain necessary medical treatment. Victims of sexual assault may seek and receive medical care free of charge from a local hospital emergency department without submitting a police report. The University Police Department strongly encourages victims to report incidents of sexual assault in a timely manner. Time is a critical factor for evidence collection and preservation. An assault should be reported directly to the University Police Department. Alternatively, victims of sexual assault may report an assault to the Office of Equal Opportunity and Affirmative Action (“OEO/AA”), the Dean of Students and/or to a Housing & Residential Education representative.

Individuals are encouraged, but not required, to file a police report. Filing a police report will not obligate the victim to pursue a complaint through the criminal process, nor will it subject the victim to scrutiny or judgmental opinions from officers. Filing a police report will:

- ensure that a victim of sexual assault receives the necessary medical treatment and tests, at no expense to the victim;
• provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later (ideally a victim of sexual assault should not wash, douche, use the toilet, or change clothing prior to a medical/legal exam); and

• make the victim aware of resources available for confidential counseling from counselors specifically trained in the area of sexual assault crisis intervention.

2. Students may request any University official, student affairs office and/or the Office for Student Equity and Diversity to assist them in notifying law enforcement authorities about a sexual assault. If so requested, the official/officer shall provide such assistance.

3. When a sexual assault victim contacts the University Police Department, the OEO/AA Office and the Office of the Dean of Students will also be notified. The victim of a sexual assault may choose for an investigation to be pursued either through the criminal justice system, through a University disciplinary process (when an alleged perpetrator is a student faculty or staff), or through both processes. Victims may also choose not to proceed as a complainant in a criminal process or in a disciplinary process. A representative from the University Police Department or the Office of the Dean of Students will guide the victim through the available options and support the victim in his or her decision.

C. Counseling Options: Various University counseling options are available to student victims of sexual assault through the University Counseling Center and the Women's Resource Center. Support services are also available outside the University (for example from the Rape Recovery Center and from community mental health agencies). The offices of the Dean of Students, the University Counseling Center and the Women’s Resource Center can provide referrals to other non-University counseling options.

D. Disciplinary Proceedings:

1. University disciplinary proceedings for students accused of committing sexual assault are set forth in the Code of Student Rights and Responsibilities (“Student Code”), Regulations Library, Policy 6-400, Section III.

2. University disciplinary proceedings for faculty employees accused of committing sexual assault are detailed in the University Policy 6-002, Section 10 Consolidated Hearing Committee for Faculty Disputes (“Consolidated Hearing Committee Policy”). See also Policy 1-004—Violence in the Workplace and Academic Environment and Policy 6-316--Code of Faculty Rights and Responsibilities.

3. University disciplinary proceedings for staff employees accused of committing sexual assault are detailed in the University’s

4. The Student Code, the Consolidated Hearing Committee Policy, and the Harassment Complaint Procedures provide, in part, that the accused and the victim will each be allowed to choose one person to advise them throughout the hearing. Both the victim and accused will be informed of the outcome of the hearing.

5. Students and employees found responsible for sexual assault may be criminally prosecuted in the state or federal courts and, as more fully described in the pertinent Policies, may be terminated from employment or suspended or expelled from the University for the first offense.

E. Academic and Living Situations: Student victims have the option to change their academic and/or on-campus living situations after a sexual assault, if such changes are reasonably available.

V. Rules, Procedures, Guidelines, Forms and other related resources.
   A. Rules
   B. Procedures
   C. Guidelines
   D. Forms
   E. Other related resource materials.

VI. References
   A. Policy 1-004: Violence in the Workplace and Academic Environment
   B. Policy 5-107: Sexual Harassment and Consensual Relationships
   C. Policy 5-111: Corrective Action and Termination Policy for Staff Employees
   D. Policy 5-210: Discrimination and Harassment Complaint Policy
   E. Policy 6-002, Section 10: Academic Senate, Consolidated Hearing Committee for Faculty Disputes
   F. Policy 6-316, Code of Faculty Rights and Responsibilities
   G. Policy 6-400: Code of Student Rights and Responsibilities

VII. Contacts:
    Policy Officer: Chief of the University of Utah Police Department (801) 581-7619
    Policy Owner: Vice President Administrative Services (801) 581-6404

VIII. History:
    Interim Rule 5-210. On October 1, 2009, President Michael K. Young
implemented Interim Rule R5-210 in order to bring the University into compliance with the Federal Clery Act (20 U.S. C. § 1092(f)). The Interim Rule was presented to the Academic Senate Executive Committee [date] and to the Academic Senate [date]. The Interim Rule was then replaced by this Policy 1-012.

Current version. Revision 0. Approved by the Academic Senate [date]. Approved by the Board of Trustees [date].

Legislative history for Revision 0. [link]
University Rule R5-210: Sexual Assault Prevention and Response

I. Purpose, Scope and Effective Dates
   1. To Comply with the Federal Clery Act (20 U.S.C. § 1092(f)) which requires the University to educate current and prospective students about campus resources and processes available to student victims of sexual assault.
   2. This Rule takes effect October 1, 2009, and will automatically expire on June 30, 2011.

II. Definitions
   1. (Reserved)

III. Rule
   A. Campus Education Regarding Sexual Assaults: The University educates the student community about sexual assaults and date rape through mandatory freshman orientations each semester. The University Police Department offers sexual assault education and information programs to University students and employees upon request. Literature on date rape education, risk reduction, and University response, as well as educational programs about the same, are available through the University’s Office of Housing and Residential Education.

   B. Reporting Sexual Assault
      1. The first priority of a person who has been subject to sexual assault should be to get to a place of safety and then to obtain necessary medical treatment. The University Police Department strongly advocates that a victim of sexual assault report the incident in a timely manner. Time is a critical factor for evidence collection and preservation. An assault should be reported directly to the University’s Police Department, the Office of Equal Opportunity and Affirmative Action (“OEO/AA”), the Dean of Students and/or to a Housing and Residential Education representative. Individuals are encouraged to file a police report. Filing a police report will not obligate the victim to prosecute, nor will it subject the victim to scrutiny or judgmental opinions from officers. Filing a police report will
         a. ensure that a victim of sexual assault receives the necessary medical treatment and tests, at no expense to the victim;
         b. provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later (ideally a victim of sexual assault should not wash, douche, use the toilet, or change clothing prior to a medical/legal exam); and
         c. assure the victim has access to free confidential counseling from counselors specifically trained in the area of sexual assault crisis intervention.

   THIS INTERIM RULE R5-210 WILL BE REPEALED FROM THE UNIVERSITY REGULATIONS LIBRARY WHEN POLICY 1-012 TAKES EFFECT
2. Students may request any campus authority to assist them in notifying law enforcement authorities about a sexual assault. If so requested, the campus authorities shall provide such assistance.

3. When a sexual assault victim contacts the Police Department, the OEO/AA Office and the Office of the Dean of Students will also be notified. The victim of a sexual assault may choose for the investigation to be pursued through the criminal justice system and through a University disciplinary process (for students, faculty or staff), or only the latter. Victims may choose not to proceed as a complainant in the disciplinary process. A University representative from the Police Department or the Office of the Dean of Students will guide the victim through the available options and support the victim in his or her decision.

C. Counseling Options: Various counseling options are available from the University through the University Counseling Center, the Women's Resource Center and Employee Assistance. Support services are also available outside the University from the Rape Crisis Center and from other sources. The offices of the Dean of Students, the University Counseling Center, the Women's Resources Center and Employee Assistance can provide referrals to other non-University counseling options.

D. Disciplinary Proceedings:

1. University disciplinary proceedings for students accused of committing sexual assault, as well as special guidelines for cases involving sexual misconduct, are detailed in the Code of Student Rights and Responsibilities (“Student Code”), Regulations Library, Policy 6-400, Section III.

2. University disciplinary proceedings for faculty employees accused of committing sexual assault are detailed in the University’s Academic Senate Policy, Consolidated Hearing Committee for Faculty Disputes (“Senate Policy”), Regulations Library, Policy 6-002, Section 10.


4. The Student Code, the Senate Policy, and the Harassment Complaint Procedures provide, in part, that the accused and the victim will each be allowed to choose one person to advise them throughout the hearing. Both the victim and accused will be informed of the outcome of the hearing.

5. Students and employees found responsible for sexual assault could be criminally prosecuted in the state courts and may be terminated from employment or suspended or expelled from the University for the first offense.

E. Academic and Living Situations: Student victims have the option to change their academic and/or on-campus living situations after an alleged sexual assault, if such changes are reasonably available.
Policies, Procedures, Guidelines, forms and other related resources

A. Policies

Policy 5-107: Sexual Harassment and Consensual Relationships
Policy 5-111: Corrective Action and Termination Policy for Staff Employees
Policy 5-210: Discrimination and Harassment Complaint Policy
Policy 6-002: Section 10: Academic Senate, Consolidated Hearing Committee for Faculty Disputes
Policy 6-400: Code of Student Rights and Responsibilities

B. Procedures

C. Guidelines

D. Forms

E. Other related resources

V. Contacts:

Policy Officer: Chief of Police (801) 581-7619
Policy Owner: Vice President Administrative Services (801) 581-6404

VI. History:

Current version: Revision 0
Put into effect October 1, 2009 by University President Michael K. Young as an Interim Rule (pursuant to University Policy 1-001). The Interim Rule was required as a result of an audit by the U.S. Department of Education which revealed that the University was out of compliance with federal law.
Reviewed by the Academic Senate Executive Committee: October 19, 2009
Reviewed and finally approved by the Academic Senate: November 2, 2009, as amended to include an automatic expiration date of June 30, 2011.

Legislative History
November 11, 2010

TO: David Pershing  
Senior Vice President for Academic Affairs

FR: John Francis  
Chair, Undergraduate Council

RE: Discontinuation of BA and BS in Geography Teaching

At its meeting of Tuesday, November 9, the Undergraduate Council voted to approve the proposal from the Department of Geography to discontinue the Bachelor of Science and Bachelor of Arts Degrees in Geography. The proposal and letter of support is attached.

We are asking you, if you also approve of the proposal, to forward it on to the Executive Committee of the Academic Senate for their consideration.
August 5, 2010

Edward Barbanell, Ph.D.
Associate Dean, Undergraduate Studies
Director, University Studies Program
14 Sill Center
University of Utah

The Department of Geography would like to discontinue the Bachelor of Science and Bachelor of Arts degrees in Geography Teaching. Attached are the explanation and justification for this action. The Department of Geography feels this action is warranted due to the lack of demand for these programs and the small, but significant economic benefits in these difficult budgetary times.

George F. Hepner, Professor and Chair
For CSBS Curriculum Council

Department of Geography
200 S. Catalpa Place Dr., Rm. 270
Salt Lake City, Utah 84112-0158
Phone: (801) 581-5218
FAX: (801) 581-9219

Stephan Ely, Chair
Assoc. Dean 9-21-10

36
Section I: Request
The Department of Geography at the University of Utah would like to discontinue the Geography Teaching BA and BS degrees.

Section II: Need
During the last five years (Fall 2005-Spring 2010), only two students have graduated with a Geography Teaching BS degree and zero students graduated with a Geography Teaching BA degree. For the last twelve years (since the University of Utah switched to the semester system), only ten students graduated with these degrees. Currently, there are two students who have declared Geography Teaching BS as a major. No students are declared as Geography Teaching BA majors. The Social Science Composite Teaching BA and BS degrees prepare students to be licensed to teach Geography along with other Social Science areas. Therefore, students are choosing the SS Composite major over the Geography Teaching BA/BS as it gives them more flexibility and makes them more marketable to prospective employers. Little demand exists for these Geography Teaching degree programs with the availability of the SS Composite major.

Section III: Institutional Impact
The impact of this change on student enrollments and degree selection will be minimal. The Urban Institute for Teacher Education (UI TE) in the U of U College of Education was contacted regarding impacts upon the teaching programs in the College of Education. The UI TE contacted Granite School District for feedback regarding this proposal. Both UI TE and Granite School District indicated no negative impacts from the discontinuation of these programs.

Both students, who are currently enrolled in the Geography Teaching BS program, are seniors and have already completed the only class (GEOG 5700 Teaching Methods in Geography) which will be impacted by this action. All other classes will remain available and all requirements can be completed. Returning and transfer students will be directed to the SS Composite Teaching major.

Section IV: Finances
There will be small economic savings to the Department of Geography in several ways. The geography teaching methods course (GEOG 5700) would be discontinued. This course, which is required to be offered for the two degree programs, has had very low enrollments and is a money loser. Administrative time spent on maintaining the two unused programs would be saved. This impact is heightened with the University’s guaranteed degree program which requires coordination with the College of Education on a continuous basis. Major requirement sheets and other promotional information would no longer be printed or distributed.
December 2, 2010

TO:    David Pershing  
       Senior Vice President for Academic Affairs

FR:    John Francis  
       Chair, Undergraduate Council

RE:    Minor in Portuguese

At its meeting of Tuesday, November 30, 2010, the Undergraduate Council voted to approve a proposal from the Department of Languages and Literature for a Minor in Portuguese. The proposal, along with letters of support, is attached.

We are asking you, if you also approve of the proposal, to forward it on to the Executive Committee of the Academic Senate for their consideration.
Program Description

The minor in Portuguese and Brazilian Studies is designed to serve students interested in achieving a high level of linguistic competence in Portuguese as well as advanced knowledge of the literary and cultural traditions of Brazil. The minor in Portuguese would be particularly appropriate for students with a major or another minor in any of the other Romance languages offered by the department of Languages and Literature as well as for those in Political Science or International Studies. Knowledge of Portuguese and a familiarity with Brazilian culture are crucial for anyone interested in Latin American Studies.

The Portuguese minor requires a minimum of 18 upper-division credit hours of which at least 12 must be listed under Portuguese. The remaining 6 credits can be taken in area-related courses listed under other departments.

Role and Mission Fit

The proposed minor in Portuguese and Brazilian Studies addresses the general mission of the University of Utah to educate the individual student and to discover, refine, and disseminate knowledge. As a doctorate-granting university, the University of Utah seeks to aid economic development at the local, state, and national levels. Proficiency in Portuguese is crucial for the Utah labor market and therefore the minor at the University of Utah is consistent with our mission. Additionally, offering a degree in Portuguese is crucial for our ability to generate grants particularly in Latin American Area Studies. The minor will also contribute to the public goals of the University to stimulate public dialogue on national and international affairs and aligns perfectly with the institution's internationalization efforts.

Faculty

Number of faculty with Doctoral degrees: 3 (Tenure)
Core faculty (those who regularly teach courses with a focus on Brazil)
   - Alessandra Santos, PhD, Assistant Professor of Portuguese
   - Elena Shtromberg, PhD, Assistant Professor of Art / Art History
Non-core (those whose teaching occasionally focuses on Brazilian themes)
   - Angela Espinosa, PhD, Assistant Professor of Spanish

Number of faculty with Master’s degrees: 1 (Adjunct)
   - Rubynara Carvalho, MA, Associate Instructor of Portuguese

In addition to the faculty listed above, the Department of Languages and Literatures has hosted one Fulbright teaching assistant from Brazil each of the last three years. The department plans to continue the relationship with Fulbright and make the presence of these assistants a regular component of our program.
**Market Demand**
Portuguese is the 7th most spoken language in the world and has as many native speakers as French and German combined. The language is spoken in 8 different countries on four continents. Brazil, one of the leading trading partners of the State of Utah, currently has the 10th largest GDP in the world and the largest in Latin America. Adding a degree that certifies a level of linguistic and cultural competence will increase the marketability of many of our current degrees.

**Student Demand**
Enrollments in Portuguese at the University of Utah and at other institutions in the state have shown a consistent growth over the past decade. The University of Utah already has a significant number of proficient Portuguese speakers among its student body. These students currently populate our Portuguese language and culture courses and would be a logical audience for a minor in Portuguese. During the Spring 2010 semester, 28 Portuguese students were surveyed to inquire about their interest in a potential minor in Portuguese. All the students polled indicated a strong interest in pursuing a minor if available.

**Statement of Financial Support**
Since the program will not require the addition of new faculty or staff, we do not anticipate the need for new funding.

**Similar Programs Already Offered in the USHE**
The other institutions in USHE that currently offer a minor in Portuguese include Brigham Young University, Utah State University, and Utah Valley University. A detailed description of their programs is included in Appendix B.
Section I: The Request

The University of Utah requests approval to offer a minor in Portuguese and Brazilian Studies effective Fall 2011.

Section II: Program Description

Complete Program Description
The Portuguese and Brazilian Studies Minor requires a minimum of 15 upper division credit hours, of which at least six have to be taken at the University of Utah. All courses must be passed with a grade of “C” or better.

In order to be admitted into the minor, students will have to complete four semesters of Portuguese language (PTGSE 2020) or its equivalent. These prerequisite courses are designed to provide a foundation in basic language and Luso-Brazilian culture. A list of courses to be offered as part of the program is included in Appendix A. In addition to the courses on this list, students may petition the program advisor to accept classes not listed. Other units on campus can propose courses to be added to this list.

Purpose of Degree
According to the Modern Language Association’s survey published in 2007, Portuguese is the 12th most popular language on college campuses in the United States. Enrollments in Portuguese have increased by 22.4% between 2002 and 2007, compared to 10.3% in Spanish, 2.2% in French and 3.5% in German. The University currently offers academic degrees in the 11 most popular languages. Considering the growth of Portuguese and the increased presence of the language in our state, it makes sense to add Portuguese to the list of languages in which University of Utah students can obtain a degree.

The University’s International Studies (IS) major already gives the students the opportunity to choose an emphasis on Latin American Studies that requires at least six area credits at the 3000 level. The minor in Portuguese and Brazilian Studies would be an attractive addition for those students who choose Brazil as their main Latin American focus.

As the flagship institution in our state, The University of Utah has a responsibility to aid local and state economic development. The proposed minor in Portuguese will give our students a professional level of competence in Portuguese as well as advanced knowledge of the literary and cultural traditions of Brazil. These skills will prepare our students to enter an increasingly demanding and global market force in which linguistic and cultural proficiency are no longer an extravagance but an essential skill.

Institutional Readiness
The new Portuguese and Brazilian Studies minor entails the packaging of existing courses that are regularly taught by different units on campus into a coherent program to ensure that students have the opportunity to pursue studies in Portuguese in a structured way. By organizing the minor in this way we not only take advantage of existing resources and areas of strength, but we
also create an interdisciplinary program that is consistent with many other Portuguese minors offered at peer institutions (see for example the description of the programs offered at Notre Dame or the U. of Maryland below). The field of Languages and Cultures is currently shifting towards offering more interdisciplinary degrees, which is also consistent with the University of Utah’s current emphasis on internationalization and interdisciplinarity. The proposed minor does not include the addition of new courses nor does it require additional library resources.

The Department of Languages and Literature teaches 20 languages. Students can currently pursue Bachelor of Arts degrees in 8 of them plus interdisciplinary BAs in 4 more. In one additional language the department offers a standalone minor. The proposed minor in Portuguese would follow the same structure as our current minors and would, therefore, be seamlessly integrated into the existing curricular and administrative structures of the department and would only require small adjustments to our current advising systems.

Advising for the program will be integrated into the existing model for all the other majors and minors in the department (see Student Advisement section below). The new minor will consolidate our current offerings in Portuguese language at the lower and upper division levels. The Language department currently teaches the lower level language sequence (1st and 2nd-year courses) as a way for students to fulfill the Bachelor of Arts language requirement in Portuguese. Additional courses at the 3000 and 4000 levels are taught to serve the current needs of students who come to us with an already high level of proficiency and want to do advanced coursework in the language. However, other than personal enrichment and additional upper division credit hours, and without the possibility of adding a minor, these upper division courses do not serve any practical purpose in the academic program or the resume of advanced speakers.

The Department of Languages and Literature has been collaborating with Fulbright to bring Foreign Language Teaching Assistants (FLTAs) to campus every year since 2008. These native speakers serve as ambassadors for Brazilian culture on campus and do a lot of the recruiting at the lower levels through the Brazilian club, which they run.

The Minor in Portuguese and Brazilian Studies will also support the emerging emphasis in Brazilian Studies within Latin American Studies (LAS) and elevate the LAS Program by encouraging language proficiency in Portuguese in addition to Spanish, the two major languages of Latin America, a hallmark of nationally ranked programs. The university already has the technology resources necessary to deliver this program. The Department operates the DiBona Center for Educational Technology (DCET). The DCET is an open lab for university-wide users but more specifically serves the needs of the departments housed within the College of Humanities and particularly the Department of Languages and Literature. The DCET has a technical specialist whose main role is to strengthen the Center’s mission to facilitate technology-enhanced language learning and assist the Department in identifying cutting-edge technology methods to enhance curriculum delivery.

**Faculty**
No additional faculty will be needed during the first five years of the program. We currently have two tenure-track assistant professors that we consider the core faculty of this program since
their teaching is 100% related to Brazil. A third assistant professor teaches a minimum of 30% of her load on Brazilian topics. Most of the lower-level language courses are taught by a full-time associate instructor, a native of Brazil who holds an MA degree. Additionally, the department has hosted one Fulbright teaching assistant from Brazil each of the last three years. We plan to continue the relationship with Fulbright and make the presence of these assistants a regular component of our program.

Faculty in charge of the language courses are integrated into the Department’s regular system of training and professional development. They receive training, support and supervision on teaching methodologies and technology integration.

Staff
We do not anticipate the need for additional staff to support this program.

Library and Information Resources
The Marriott Library provides an on-line research guide for Latin America and the Caribbean and employs a content specialist. In addition to a listing of 820 periodicals in Latin American Studies areas, the library subscribes to critical Latin American Studies electronic resources. The multimedia collection houses over 2200 items related to Latin American Studies, including DVDs, videos, CDs, and sound recordings in English, Spanish, and Portuguese. The Marriott Library provided start-up money for a New World Newspaper Archive, whose first project is a Latin American Newspapers module. In 2008, the library purchased a collection of Brazilian film and music from the Brazilian American Cultural Institute (Washington, D.C.), which included over 400 films and 1000 cassettes and CDs of classical and popular music. Many of the sound recordings and films are historical documents that are difficult to find elsewhere. The Marriott Library has also recently established an International & Interdisciplinary Team specifically to deal with the increasing interest in collections pertaining to programs such as Latin American Studies. The team works closely with faculty and students to provide detailed research and instruction and prioritize collection choices. As a member of the Center for Research Libraries, the Marriott Library also has access to borrow specialized materials pertaining to Latin American Studies.

Admission Requirements
As with our other minors, in order to be admitted into the minor, students will have to complete two years of Portuguese language courses (PTGSE 2020) or show proficiency at the 3rd-year level by taking a placement test.

Student Advisement
Once a student successfully completes PTGSE 2020 with a C or better they may meet with the department’s academic advisor to discuss the minor requirements and their graduation timeline. They may at that time declare the minor. As with all our minors, students are encouraged to meet with the department’s academic advisor once a semester to ensure successful completion of the minor. When the student applies for graduation, he/she will bring a DARS and the graduation application to the departmental advisor for approval.
Justification for Graduation Standards and Number of Credits
As the other language minors in our department, the minor in Portuguese and Brazilian Studies requires 15 hours at the 3000 level or above. We expect students to achieve a minimum proficiency level of Intermediate-high by the time of completion of their degree as well as a broad knowledge of the history and culture of Brazil. Minors in Portuguese will also have had an opportunity to gain a deeper knowledge of Brazilian-related areas that are tied to their other areas of interest (major or second minor).

External Review and Accreditation
No external consultants were involved in the development of the proposed program. No special professional accreditation is required for the proposed program. In crafting the requirements for the major, the LAS and L&L faculty examined other Portuguese programs comparable to the one proposed here at universities around the country.

Projected Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>35</td>
</tr>
</tbody>
</table>
Section III: Need

Program Need
A minor in Portuguese and Brazilian Studies is long overdue at the University of Utah. With strong labor market and student demand that reflects deepening economic, social, and political ties to Brazil as well as the large number of Portuguese-speakers on campus and in the state, the need for a formal undergraduate program in Portuguese is more pressing than ever. The new minor would build on and integrate courses in Portuguese currently offered at the University of Utah to provide students with a cohesive program of study that demonstrates language and cultural competencies.

Labor Market Demand
Students graduating from the University of Utah increasingly confront a job market that demands knowledge of and competency in foreign cultures and languages, a reflection of ongoing globalization and demographic shifts at home.

As the economic powerhouse of Latin America, Brazil has strong economic, social, and cultural ties to the region, state, and nation. Brazil represents an ever-growing marketplace for employment, a situation unlikely to change in the short or medium term. Currently, Utah has trade representatives in three Latin American countries—Brazil, Chile, and Mexico. Visitors from Brazil are increasingly important to Utah tourism, including the ski industry. The Park City Chamber and Visitors Bureau, for example, reports that among seven key international markets for visitors to Park City ski resorts, Brazil (along with Mexico) currently shows the strongest growth.

The adult population of Utah includes thousands who have built careers in business, government, and education after having lived in Brazil; many maintain personal ties or establish businesses there. In fact, during the Language Flagship business summit in Salt Lake City in May 2009, Portuguese was included in the list of currently and urgently needed languages in the business community of Utah. And the Utah Office of Education also includes Portuguese in the list of languages for which licensure candidates can obtain an endorsement. Graduates who can demonstrate relevant language and cultural competencies are advantageously positioned in the job market.

The State of Utah Language Roadmap includes language policy recommendations brought forward from the Governor’s Language Summit. Portuguese is one of six focus languages identified in the Roadmap and will, therefore, be a language taught at the elementary level in the state which implies that Portuguese will be a teaching profession in the state of Utah in the near future. Evidence of this trend is the fact that Brigham Young University recently approved a Portuguese Teaching Major that went into effect this Fall. The University of Utah already has a Masters Degree (Master of Arts in World Languages) that prepares students to teach in the public schools. With the new minor in Portuguese and Brazilian Studies (combined with a BA in a second foreign language, area studies or a subject taught in Utah secondary schools) University of Utah students will be able to achieve certification and teach Portuguese in the public schools.


**Student Demand**

Enrollment patterns in upper-division Portuguese courses taught since Fall 2001 demonstrate consistent student demand (see table in appendix). Student advisors and the Portuguese/Brazilian Studies specialist in the Department of Languages and Literature also report that students express a strong interest in a minor in Portuguese. Many undergraduates enrolled at the University of Utah have served a mission for the Church of Jesus Christ of Latter Day Saints (LDS); currently, Brazil is the largest LDS mission field in the world outside of the United States. Returned missionaries often seek formal coursework or degree programs related to this formative experience, creating significant demand for Portuguese language and Brazilian Studies courses at the University of Utah.

As the flagship university in Utah, the University of Utah clearly has a central role to play in meeting labor market and student demand, especially for Portuguese language and Brazilian Studies, where demand is high and until recently lacked programmatic development. With the recent hire (2009-2010) of a specialist in Portuguese/Brazilian Studies in the Department of Languages and Literature, the University of Utah is now in a position to create a formal degree program in Portuguese to begin to meet labor market and student demand.

The student body at the University of Utah is similar to student bodies at other institutions of higher education in the state that have high demand for courses and degree programs in Portuguese. Brigham Young University has one of the largest Portuguese programs in the country.

**Similar Programs**

The other institutions in USHE that currently offer a minor in Portuguese include Utah State University, and Utah Valley University. Brigham Young University has one of the largest programs in Portuguese in the country, with 4 full time tenure track faculty positions and they recently added a teaching minor in Portuguese effective 2010. Adding a Portuguese minor would allow the University of Utah to meet labor market and student demand for undergraduates on campus.

The Portuguese minor proposed here most closely parallels the one at Brigham Young University, which similarly requires 18 credit hours; a third-year language course; two core courses (Brazilian Culture and Civilization and Survey of Brazilian Literature); and two electives (for a total of six credit hours). The minor at Utah State University, which requires only 13 credit hours total, has the same requirements as the minor proposed here short the electives. The minor at Utah Valley University differs significantly in that it pairs the study of Portuguese with the study of another language. See Appendix B for a complete description of these programs.

**Collaboration with and Impact on Other USHE Institutions**

In writing the proposal for a minor in Portuguese and Brazilian Studies, we have examined the existing programs at the other institutions in the state and contacted their respective chairs for input.
Benefits
In addition to preparing students with linguistic and cultural competencies, the minor in Portuguese and Brazilian Studies would also support the future development of the Latin American Studies program on campus. Along with Spanish, a Portuguese degree program (minor and major) is a given in Latin American Studies programs nationwide. It would support the recently established major in Latin American Studies (effective fall 2009) as well as future Latin American Studies curricular initiatives at the undergraduate and graduate levels. And it is critical to apply successfully for external government funding, including the Latin American Studies goal to acquire US Department of Education National Resource Center (NRC) status in the next application cycle (2013).
A Portuguese program would also be an invaluable addition to the graduate program in Spanish (Latin American literature) at the University of Utah. All the top Spanish programs in the nation provide their graduates an extensive background in Brazilian literature and culture.

The minor in Portuguese and Brazilian Studies also supports the internationalization initiative at the University of Utah, supporting the creation of study abroad programs in Brazil; faculty and student exchanges with Brazil, and formal relationships with Brazilian institutions.

Consistency with Institutional Mission
The proposed minor in Portuguese and Brazilian Studies addresses the general mission of the University of Utah to educate the individual student and to discover, refine, and disseminate knowledge. In particular, as a language and culture program it specifically contributes toward the Teaching Mission of the University, providing challenging instruction for students interested in the language, culture, and literature of Brazil and other Portuguese-speaking parts of the world. Since the teaching in the program will be provided largely by regular University faculty that have significant research profiles, the minor will also integrate instruction and research opportunities for students, and provide an important program within the University in which undergraduate students can interact with scholars of the highest caliber. Because the minor heavily concerns Brazil, one of the most dynamic countries of the world, it will provide students with a broad education that will familiarize them with important aspects of the changing world in which they will live and work after graduation. In this respect, the minor in Portuguese and Brazilian Studies will also contribute to the public goals of the University to stimulate public dialogue on national and international affairs. The new minor (with its coursework and possible study abroad component) also aligns with the institution's internationalization efforts.

Section IV: Program and Student Assessment
Upon completion of the minor in Portuguese and Brazilian Studies students will have:
1. Communicative competence–they should be able to understand speakers of Portuguese in a variety of settings and of expressing themselves and defending their own ideas in a variety of settings.

2. Cultural competence–they understand key cultural differences between their own and the Portuguese-speaking cultures and can use this knowledge to better understand the literature,
history, economics, politics and culture in general of the Lusophone world as well as to negotiate successfully in a variety of settings.

3. A broad sense of the literary and cultural traditions in their language area.

4. The capacity to formulate and defend an argument orally and in writing in the target language.

5. The ability to work with general theoretical trends and critical methods in the field.

Assessment:
Since most classes are taught in the target language, class grades reflect communicative competence. Within classes oral presentations constitute a more specific measure. In the earlier classes oral/aural proficiency is tested explicitly. At higher levels there is an increased emphasis on formal reading and writing.
In language classes, culture is introduced at the very earliest levels. As students move on in the minor, some classes specifically teach and test cultural knowledge. Most classes at the upper division require a broader degree of cultural competence. Specific paper and presentation topics could attest to this.

Section V: Finances
The proposed creation of a minor will generate an increase in enrollments for the Department of Languages and Literature thereby increasing SCH and productivity funds. We can only estimate enrollments at this time but believe there would be between 30 and 35 minors before the fifth year after the program is approved.
Appendix A: Program Curriculum
Minor in Portuguese and Brazilian Studies

Pre-requisite
PTGSE 2020 (4 credits) Intermediate Portuguese II (or equivalent)

Phase I: Foundation courses (9 credits)
The goal of this foundation phase is for students to reach an Intermediate-high (based on ACTFL levels) level of proficiency in Portuguese as well as a panoramic view of literary and cultural issues related to Brazil.

Students will complete:
PTGSE 3060 Third-year Grammar
PTGSE 4560 Culture and Customs of Brazil
And one of the following two courses:
PTGSE 3050 Topics in Literature and Culture or
PTGSE 3580 Contemporary Issues

Phase II: Electives (6 credits)
Students will complete the required minimum 15 credit hours by taking at least two courses from the following list (at least one course must be at the 4000/5000 level):

Approved courses: The following are courses that focus specifically on Brazil and are, therefore, automatically approved for elective credit.

ANTH 3154 Brazilian Culture (3) Fulfills International Requirement.
Meets with ANTH 6154. An introduction to the culture of Brazil. Consideration of Brazil as a multicultural society, comparing it to other major settler societies of the New World, including the U.S. and the rest of Latin America. We will consider Indian societies before and after contact, and we will compare slavery in the U.S. and Brazil. Why have race relations and definitions of race have developed differently in the two countries? We will look at authority, class, and violence. We will examine the culture of religion, sexuality, Carnival, music, and the media.

ARTH 4520 Topics in Brazilian Art (3) Recommended Prerequisite: ARTH 2500.
This class will investigate Brazilian artistic production from the 1600s to the present. The course is oriented around the role of different institutions such as the church, slavery, the art academy, the state, and museums/galleries in the construction of a national identity within Brazilian Art.

Other possible electives upon approval: The following courses include a minimum of 30% of Brazil-specific content and can only be counted as elective credit with advisor’s approval.

ARTH 3510 Latin American Art and Visual Culture (3) Recommended Prerequisite: ARTH 2500.
This class will explore how modernity was absorbed and reflected in the visual arts of Latin
America during the 19th and the beginning of the 20th centuries. Within this genealogy we will address how art sustains real and imagined narratives of a Latin American identity with particular attention to class, gender, race and ethnic representations.

**ARTH 4510 Special Topics in Latin American Art and Visual Culture**  
Prerequisite: ARTH 2500. Meets with ARTH 6510. Special Topics in Latin American art and visual culture.  
4590 Senior Seminar in Latin American Art and Visual Culture  
Prerequisite: Instructor's consent. Meets with ARTH 6880. Senior seminar in Latin American art and visual culture.

**ECON 5460 Latin American Economic History and Development (3)** Prerequisite: ECON 2010 and 2020 or ECON 1010 and instructor's consent. Recommended Prerequisite: ECON 5530.  
Meets with ECON 6460. Graduate students should register for ECON 6460 and will be held to higher standards and/or additional work. Historic and contemporary economic problems in Latin America from the conquest to the present dependency, independence, and integration into world economy. Emphasis on new forms of dependency in the macro economy and on contemporary domestic social problems.

**ANTH 3153 Black Atlantic: Anthropology of the African Diaspora**  
Meets with ANTH 6153. Anthropological perspective on people of African descent in the United States, Caribbean, Latin America, and South Africa. Begin by looking at the three sides of Atlantic slavery: Western Europe, West and Southern Africa, and slave societies of the New World and South Africa. Examine "maroon" societies founded by fugitive slaves, the threat of slave revolution in the age of American revolutions, and politics of racial categorization and stratification in the aftermath of slavery. Finally, we take a comparative approach to language, the family, sexuality, conflict and class, religion, arts and ideologies among these cultures.

**ANTH 4124 Religion in Latin America (3)** Prerequisite: Junior or Senior Standing.  
Meets with ANTH 6124. A comparative anthropological look at the complex religious traditions and changes of Latin America, including Native American religions, African American religions, Catholicism, Protestantism, Pentecostalism, Para-Christian Movements (Mormonism, Seventh-day Adventists, Jehovah's Witnesses), popular religion, and a range of new religious movements, as well as thinking about the religious and missionaries as social agents.

**POLS 3500 Democracy in Latin America**  
An examination of the new cases of democracy in Latin America in terms of their causes and their consequences.

**POLS 3550 Comparative Politics of Latin American**  
This course is designed to be a survey of the government and politics of Latin America countries, highlighting important issues common to countries in the region such as transition from authoritarianism, economic reforms and change, environmental politics, human rights, quality of democracy, revolts and revolutions, poverty and protest, etc.
POLS 5350 Politics of poverty in Latin America
An examination of the causes of poverty found in selected Latin America countries and of different public policies intended to relieve such poverty.

CLCS 4975 Comparative Approaches to Latin America
This course critically examines Latin American cultural production from comparative and cultural studies perspectives. Interdisciplinary and transnational or transoceanic approaches to aesthetic, political and philosophical issues will be addressed. May be taken more than once when topic varies. /this is a special topics course, and the title and description will change each time it's offered.
Appendix B: Similar programs at USHE institutions

Brigham Young University:

Portuguese Minor Program
- Portuguese 321  (Third-Year Portuguese Grammar and Composition)
- Portuguese 339  (Intro. to Portuguese and Brazilian Literature)
- Portuguese 345 or 355  (Portuguese/Brazilian Civilization)
- Portuguese 441 or 451  (Portuguese/Brazilian Survey of Literature)
- Six (6) credits of electives of upper-division Portuguese (Port 315 and above)

The total number of credits for the minor is 18 hours. 16-credit exam classes do not count toward the minor. Portuguese 315 will count as an elective. Internship credit (Port 199R/399R) cannot be used as electives. Only three credits of Portuguese 480R will count towards the minor and no "D" credit is accepted towards a departmental minor. To declare the minor go directly to the Humanities Advisement Center in 1175 JFSB.

Minor in Portuguese Teaching (18–40 hours)
The Portuguese teaching minor is intended for students who are pursuing secondary education licensure through the David O. McKay School of Education.

Program Requirements
1. Complete the following prerequisite courses or equivalent experience):
   - PORT 101 : First-Year Portuguese.
   - PORT 102 : First-Year Portuguese.
   - PORT 201 : Third-Semester Portuguese.
   - PORT 202 : Fourth-Semester Portuguese: Reading and Comprehension.

2. Complete the following:
   - SPAN 377 : Spanish Teaching Methods 1.
   - SPAN 378 : Spanish Teaching Methods 2.

   Note 1: Span 377 and 378 may count toward both a Spanish Teaching major and a Portuguese Teaching minor. Note 2: Span 377 will be waived for students majoring in teaching another language who have had 377 in that language.

3. Complete the following:
   - PORT 321 : Third-Year Portuguese Grammar and Composition.
   - PORT 322 : Third-Year Portuguese Grammar and Composition.
   - PORT 339 : Introduction to Portuguese and Brazilian Literature.

4. Complete one course from the following:
   - PORT 326 : Portuguese Phonetics and Pronunciation.
   - PORT 329 : Survey of Luso-Brazilian Linguistics.

5. Complete one course from the following:
   - PORT 345 : Portuguese Civilization.
   - PORT 355 : Brazilian Civilization.

6. Complete one course from the following:
   - PORT 441 : Survey of Portuguese Literature.
   - PORT 451 : Survey of Brazilian Literature.
   - PORT 491 : Senior Proficiency Evaluation.
Note: The Senior Proficiency Evaluation is taken in connection with Port 491. Before applying to student teach in the major, achieve a minimum OPI rating of Advanced-Low to obtain Utah state licensure and to graduate. *Hours include courses that may fulfill university core requirements.

Utah State University

Portuguese Minor:
Students must complete the following 13 credits. Please note that all courses require a minimum grade of C- or better and may not be taken on a Pass/Fail basis. In addition, all transfer credit must be approved by the department head. Students must have an overall GPA of 2.5 to declare this minor as well as a 2.5 GPA within the minor classes to graduate.

PORT 2020  Portuguese Second Year II  4 credits
PORT 3040  Advanced Portuguese Grammar and Composition  3 credits
PORT 3570  Brazilian Culture and Civilization  3 credits
PORT 3630  Survey of Brazilian Literature  3 credits

Utah Valley University

Minor in Languages:
Pair Portuguese with an additional language of your choosing! This minor can be earned in conjunction with any Bachelor degree major that UVU offers. It requires 9 cr upper division course work in one language and 11 cr of intermediate level course work in another language (prerequisites will vary from student to student).

English Speakers, with no previous knowledge of Portuguese (or Spanish), start in PORT1010 – that’s our beginner’s class.

Spanish Speakers start in PORT2010. Not only this will save you 2 semesters of classes, but is an accelerated course that will build on the language skills you already have to enable you to converse in Portuguese within a few weeks!!

If you lived 2 years abroad, start in PORT3050. This is a review of Advanced Grammar, as well as reading and comprehension of literary and formal texts. It’s the gateway for all Advanced classes, and the first one required for a Minor in Foreign Languages.
2 November 2010

Virginia Ellinwood
Academic Advisor
Department of Languages and Literature
Campus

Dear Virginia Ellinwood,

Please accept this letter in support of your new minor in Portuguese and the requirement within that minor for students to enroll in Elena Sh tromberg’s course Border Art in the Department of Art and Art History. We are happy to participate and look forward to the knowledge and perspectives these students will bring to the program. Please let us know if we can be of any other service in this or other interdisciplinary opportunities. Thank and best of luck.

Regards,

[Signature]

Brian Snapp, Chair
Associate Professor, Ceramics
Department of Art and Art History
University of Utah
October 31, 2016

Prof. Fernando Rahn
Department of Languages and Literature
University of Utah

Dear Prof. Rahn,

I am writing in support of the proposed new minor in Portuguese. We teach courses in the culture and society of many regions, and one of those is Brazil (Anthropology 3154, Brazilian Culture). The course is offered regularly and year round, and enrollment is growing, which testifies to student interest in the region. Prof. Doug Jones, who teaches the course, says that many of the students have Brazilian connections of one kind or another and are eager to learn more.

While the proposed minor will not have any direct impact on our department, it will serve the interests of many students and make a good fit for Anthropology majors with geographic interests in Brazil. I look forward to its approval.

Sincerely,

[Signature]

Elizabeth Cashdan
Professor and Chair
October 7, 2010

Fernando Rubio  
Chair, Department of Languages & Literature  
University of Utah  
255 S. Central Campus Drive, Room 1400  
Salt Lake City, UT 84112

Dear Professor Rubio,

As the Director of the Latin American Studies Program, I am writing to express my strong endorsement for the proposal by the Department of Languages and Literature for a Minor in Portuguese/Brazilian Studies. A formal degree program in Portuguese is long overdue at the University of Utah and would address strong student and market demand as well as support the future development of the Latin American Studies Program on campus.

Along with Spanish, a strong program in Portuguese is a given in highly ranked Latin American Studies programs across the country. Until two years ago, the University of Utah had had no tenure-track faculty member in Portuguese/Brazilian Studies. With the creation of a new position and the hire of Professor Alessandra Santos, the Department of Languages and Literature is now positioned to create a formal degree program. In addition to courses in the Department of Languages and Literature, the new Minor degree program would also be supported by upper-division Brazilian Studies courses in other departments, including new offerings in the Department of Art History with the hire of a specialist in Brazilian Visual Culture three years ago. Indeed, Brazilian Studies is the central focus of the Latin American Studies Program on campus (http://www.hum.utah.edu/las/brazil/) and would benefit enormously by the proposed Minor.

The creation of a Minor in Portuguese/Brazilian Studies will also begin to address student and market demand for a formal degree program at the University of Utah. Brazil currently represents one of the largest mission fields for the Church of Jesus Christ of Latter Day Saints and many returned missionaries seek a formal program of study in Portuguese/Brazilian Studies when they return to the university. (Brigham Young University has one of the largest Portuguese programs in the country.) In addition, the state of Utah, the region, and the nation have increasingly close cultural and economic ties to Brazil, the economic powerhouse of Latin America. Local and international businesses seek graduates who can demonstrate cultural and linguistic competencies. A Minor in Portuguese/Brazilian Studies thus promises to enhance the competitiveness of students graduating from the University of Utah.
In sum, I support the proposed Minor in Portuguese/Brazilian Studies in the strongest possible terms. I look forward to working closely with the Department of Languages and Literature in the future to support this exciting and critical new degree program.

Sincerely,

[Signature]

Rebecca Horn
Associate Professor, Department of History
Director, Latin American Studies
November 11, 2010

TO: David Pershing  
Senior Vice President for Academic Affairs

FR: John Francis  
Chair, Undergraduate Council

RE: Health Emphasis in Anthropology

At its meeting of Tuesday, November 9, the Undergraduate Council voted to approve a proposal from the Department of Anthropology to allow the transcripting of an emphasis in Health. The proposal and letter of support is attached.

We are asking you, if you also approve of the proposal, to forward it on to the Executive Committee of the Academic Senate for their consideration.
November 4, 2010

Undergraduate Studies Office
Attention: Ed Barbanell

Re: Letter of Support for Department of Anthropology transcript designation

As you know, the University of Utah’s Department of Anthropology is requesting a transcript designation (Anthropology with health emphasis) that will recognize completion of a course of study in its existing health emphasis track. I’m fully supportive of the designation. In an increasingly competitive postgraduate environment, it’s important for our students to not only have exposure to a representative curriculum, but for the unique elements of that curriculum to be emphasized and evident to those they approach for postgraduate training and potential employment. The distinction provides just that level of detail.

The track was initiated in 2008 with the approval of the College of Social and Behavioral Science in order to provide an appropriate curriculum for students preparing to enter medical and other health-related professional schools. The program educates students about (a) the interactions between biological, environmental and social factors influencing health and illness, (b) human adaptation and maladaptation from an evolutionary perspective, and (c) how systems of medical knowledge and health care vary across cultures. Without question, the program fills a unique gap in existing curriculum offerings. Let me offer my strong and enthusiastic support for the transcript designation.

Sincerely,

M. David Rudd
Dean
Section I: Action

The University of Utah Department of Anthropology is requesting a transcript designation ("Anthropology with health emphasis") that will recognize completion of a course of study in its existing health emphasis track. The track was initiated in 2008 with the approval of the College of Social and Behavioral Science in order to provide an appropriate curriculum for students preparing to enter medical and other health-related professional schools. The program educates students about (a) the interactions between biological, environmental and social factors influencing health and illness, (b) human adaptation and maladaptation from an evolutionary perspective, and (c) how systems of medical knowledge and health care vary across cultures.

The program includes courses in two sub-fields of Anthropology: (1) Human Biology, which focuses on human biological diversity and adaptation, and (2) Medical Anthropology, which emphasizes the cultural context of health and disease. Both fields have a recognized knowledge base, and each has its own professional organization and journals. For more information about the Human Biology Association and the American Journal of Human Biology, see http://www.humbio.org. For more information about the Society for Medical Anthropology, see http://www.medanthro.net.

Both Human Biology and Medical Anthropology provide relevant background and training for medical professionals, but we feel that the best preparation combines the biological and the cultural, and the track includes courses in both. The broader designation "health emphasis" was suggested by the University pre-professional advising office because there is precedent for that terminology and because it would be widely understood.

There are two components to the curriculum: (a) Anthropology courses with health content and (b) allied courses that satisfy prerequisites for Medical and other health-related professional schools. The Anthropology courses include a required course in Medical Anthropology, plus a choice of Maternal and Child Health, Evolution of Human Health, or Human Biology, plus three electives from a broader list of medically-relevant courses. The allied courses required to meet professional school entrance requirements are also specified in the program materials, together with additional recommended courses suggested by our alumni. The course of study is attached.

The number of Anthropology credit hours in the new program is identical to that of the regular program (33-34), but the total number of credit hours is normally larger because of the additional pre-professional requirements in biology and other disciplines.

Section II: Need

Medical schools are looking for applicants from a diversity of majors. Anthropology has always been a suitable major, but because it is a very broad field in comparison to most other pre-med majors, students benefit from the more focused curriculum and guidance the health emphasis
track provides. For the same reason, the transcript designation will be helpful to both students and professional schools in conveying information about that specialized preparation. Students in the track are eager to have their preparation recognized in this way. Response to the health emphasis track has been enthusiastic, with 70 students enrolled since its inception in 2008.

Section III: Institutional Impact

The track should have negligible impact on other departments, and advising is being handled adequately by existing Anthropology staff. No new facilities or equipment are required.

Section IV: Finances

There will be no financial impact on the department or university.
Anthropology Health Emphasis Core Requirements
Updated 9/22/09

All courses must be completed with a “C” grade or better and one must have a minimum overall GPA of 3.0

**Introductory Anthropology: 3 courses (9 hrs)**

1010 Culture & the human experience
PLUS any two of:
1020 Human origins: evolution and diversity
1030 World prehistory: An introduction
1050 The evolution of human nature

**ANTH 3001: 1 course (1 hr)**
Study Resources in Anthropology

**Statistics: 1 course (3-4 hrs)**

**Medical Anthropology: 2 courses (6 hrs):**

4193 Medical Anthropology

PLUS at least one of:
4133 Maternal and Child Health
4252 Human Biology
4291 Evolution of Human Health

**Geographical area courses: 2 courses (6 hrs):**

Any two of Anthropology 3111-3961.

**Independent research:**

4990 Independent research, health emphasis track, or equivalent

**Electives: 3 courses (9 hrs) (in addition to above):**

3211 Biology of Native Americans
4130 The Anthropology of Food
4133 Maternal and Child Health
4138 Anthropology of Violence and Non-Violence
4183 Sex and Gender: Biosocial Perspectives
4192 Culture, Health, and Healing
4242 Anthropology of Clinical Health Care
4252 Human Biology
4271 Human Osteology
4272 Forensic Anthropology
4291 Evolution of Human Health
4334 Population Issues in Anthropology
4372 Zooarchaeology
4461 Behavioral Ecology and Anthropology
4481 Evolutionary Psychology
5221 Human Evolutionary Genetics (4 hrs)

In addition to the courses listed above, health emphasis students must complete the admission requirements for medical school or another professional health-related graduate program. These requirements are listed in the full Health Emphasis Brochure.
December 2, 2010

TO:    David Pershing  
       Senior Vice President for Academic Affairs

FR:    John Francis  
       Chair, Undergraduate Council

RE:    Biology Emphases

At its meeting of Tuesday, November 30, 2010, the Undergraduate Council voted to approve a proposal from the Department of Biology for three transcripted emphases. The proposal, along with letters of support, is attached.

We are asking you, if you also approve of the proposal, to forward it on to the Executive Committee of the Academic Senate for their consideration.
November 23, 2010

Dr. John G. Francis  
Senior Vice President of Academic Affairs  
and Undergraduate Studies  
Undergraduate Council  
Sterling Sill Center  
CAMPUS

Dear Senior Associate Vice President Francis:

I strongly support the Department of Biology’s enclosed request for establishment of Emphases for Biology Majors at the University of Utah: 1) Biochemistry; 2) Cellular and Molecular Biology, and 3) Environmental and Organismal Biology. A fourth option (no emphasis) will allow students essentially the same flexibility as that afforded to current Biology majors.

The basis of this request is that the emphases will provide guidance to students who wish to focus on a specific area of Biology. The emphasis notation will assist those evaluating a student’s transcript by denoting an interest and pursuit of in-depth evaluators for professional and graduate schools. In addition, the proposed introduction of emphases calls for a reduction in the core ancillary science requirements for Biology majors, a change that will permit undergraduate students a degree of flexibility in pursuing areas of interest. These cross-cutting areas have usually been excluded by disciplinary boundaries but now it would be wise to embrace cross-disciplinary training since it is likely to open opportunities for employment. This prospect is precluded by the existing structure of the Biology major, but would be facilitated and encouraged with the proposed restructured Biology major with emphases. Important information such as need, institutional impact, and finances are included in Biology’s enclosed request.

I am currently out of town until December 2 so if you have any questions, please contact Biology Chair Neil Vickers: vickers@biology.utah.edu or 801-585-1930.

Sincerely,

Pierre V. Sokolsky  
Dean, College of Science, and  
Professor of Physics and Astronomy

Enc.
November 23, 2010

Dr. John G. Francis  
Senior Vice President of Academic Affairs  
and Undergraduate Studies  
Undergraduate Council  
Sterling Sill Center  
CAMPUS

Dear Senior Associate Vice President Francis:

I strongly support the Department of Biology’s enclosed request for establishment of Emphases for Biology Majors at the University of Utah: 1) Biochemistry; 2) Cellular and Molecular Biology, and 3) Environmental and Organismal Biology. A fourth option (no emphasis) will allow students essentially the same flexibility as that afforded to current Biology majors.

The basis of this request is that the emphases will provide guidance to students who wish to focus on a specific area of Biology. The emphasis notation will assist those evaluating a student’s transcript by denoting an interest and pursuit of in-depth evaluators for professional and graduate schools. In addition, the proposed introduction of emphases calls for a reduction in the core ancillary science requirements for Biology majors, a change that will permit undergraduate students a degree of flexibility in pursuing areas of interest. These cross-cutting areas have usually been excluded by disciplinary boundaries but now it would be wise to embrace cross-disciplinary training since it is likely to open opportunities for employment. This prospect is precluded by the existing structure of the Biology major, but would be facilitated and encouraged with the proposed restructured Biology major with emphases. Important information such as need, institutional impact, and finances are included in Biology’s enclosed request.

I am currently out of town until December 2 so if you have any questions, please contact Biology Chair Neil Vickers: vickers@biology.utah.edu or 801-585-1930.

Sincerely,

Pierre V. Sokolsky  
Dean, College of Science, and  
Professor of Physics and Astronomy

Enc.
Request for Establishment of Emphases for Biology Majors at the University of Utah

Section I: Request
The Department of Biology at the University of Utah proposes to offer 3 emphases for students majoring in Biology: 1. Biochemistry, 2. Cell & Molecular Biology, and 3. Environmental & Organismal Biology. A fourth option (no emphasis) will allow students essentially the same flexibility as that afforded to current Biology majors.

The core requirements for all three emphases and the no-emphasis option will be the same (see attached documentation). The basis for this request is that the emphases will provide guidance to students who wish to focus on a specific area of Biology. The subject of biology is becoming increasingly diverse to the extent that the singular “BS in Biology” no longer has the capacity to accurately convey a student’s training in one sub-discipline or another. The emphasis notation will assist those evaluating a student’s transcript by denoting an interest and pursuit of in-depth biological literacy in a particular area. This will be of utility to potential employers and evaluators for professional and graduate schools. In addition, the proposed introduction of emphases calls for a reduction in the core ancillary science requirements for Biology majors, a change that will permit undergraduate students a degree of flexibility in pursuing areas of interest, particularly those that are interdisciplinary in nature. These cross-cutting areas have usually been excluded by disciplinary (i.e. departmental) boundaries but now, more than ever before, it would be wise to embrace cross-disciplinary training since it is likely to open opportunities for employment. This prospect is precluded by the existing structure of the Biology major, but would be facilitated and encouraged with the proposed restructured Biology major with emphases.

This change is accomplished by reducing the total number of credit hours that are currently required in ancillary science (specifically Organic Chemistry). As it currently stands, Biology majors are now required to take 38 hours of ancillary science distributed as follows: Mathematics (8 hours), Chemistry (22 hours), Physics (8 hours). Reducing the number of hours required in ancillary sciences should also permit Biology majors to start tackling core Biology requirements sooner in their undergraduate careers. This has been a major problem for Biology undergraduates. It is important to note that the additional credit hours that are liberated will be absorbed by requiring students to take additional Biology courses. Instead, students are free to use these elective credit hours in any approved scientific discipline including Chemistry. The number of Biology credit hours required for the major remains the same as the current requirement at 36 hours.

Section II: Need
Biology students previously have had free range over a wide variety of Biology elective courses. While this has made the curriculum robust, it has promoted a culture in which students choose elective courses, in part, as a matter of convenience for their schedule rather than as a way to satisfy their intellectual curiosity and develop a coherent background in one of the sub-disciplines that make up modern biological science. The faculty wishes to introduce emphases as a way to provide specific guidance to students on the advanced courses that they should take if...
they are interested in a particular area. The proposed emphases are aligned with the current research organization of the department and are, therefore, well supported in terms of the courses available to students. In addition, the current prerequisites demanded of Biology majors in ancillary science are substantial and prevent many students from taking required Biology classes until their junior or senior years. Reducing this burden should allow students to start taking Biology core classes sooner in their undergraduate careers. Hopefully, this will also help to alleviate problems with students taking classes out of sequence (i.e. without the appropriate prerequisites).

A program in Biological Chemistry is offered by the Department of Chemistry at the University of Utah. A certain degree of overlap is anticipated between the Biological Chemistry program and the proposed Biology major with Biochemistry emphasis; however, there are important distinctions and a critical need for the Biology option. By making a Biochemistry emphasis available through the Department of Biology, we will provide a unique opportunity for students to study the chemistry of living systems and also obtain a solid foundation in biological science, delivered through the Biology core courses which convey critical concepts in form & function, evolution, diversity, genetics, cell biology and biochemistry.

**Section III: Institutional Impact**

The reduction in requirement for Biology students to take Organic Chemistry may affect enrollments in those Chemistry classes. However, this will be at least partially offset by students taking the Biochemistry emphasis as well as the expectation that a significant number of majors will continue to take a full suite of organic chemistry in order to remain competitive for admission into medical school (most medical schools require 2 semesters of Organic Chemistry). Furthermore, students will be free to use elective credits to take courses in any approved department which automatically includes all units in the College of Science. We do not anticipate any further institutional impacts.

**Section IV: Finances**

No financial impact on the department or institution is expected. The introduction of emphases will likely place additional burden on our advising office, this will be dealt with internally.
Biology BS Core Requirements

Students wishing to obtain a BS in Biology must complete at least 72 semester hours of Science courses (same as current major) including the following:

Ancillary Sciences (30 hrs)
Math 1210 and 1220 or 1170 and 1180 (8 hrs total)
Physics 2X10 and 2X20 (8 hrs total)
Chem 1210 and 1220 (8 hrs total) General chemistry
Chem 1215 and 1225 (2 hrs total) General chemistry laboratory
Chem 2310 (4 hrs total) Organic chemistry I

At least 36 hrs of Biology courses including:

Biology core (18 or 19 hrs)
Biol 2010 (3) Evolution and Diversity
Biol 2020 or 2021 (3 or 4) Cell Biology
Biol 2030 (3) Genetics
Biol 3410 (3) Ecology and Evolution
Biol 3510 (3) Biochemistry I
Form and function: one course from menu below (3 hrs)
   Biol 3320 (3) Comp. Physiology
   Biol 3330 (3) Behav. Neurobiol.
   Biol 3350 (3) Plant Physiology
   Biol 3370 (3) Microbial Biology
   Biol 5360 (3) Human Form, Func. & Evol.
   Biol 5365 (4, L1) Plant Struct.

These core requirements are consistent for all 3 proposed emphases as well as the no-emphasis option.
Additional Biology electives bringing total Biology to 36 hrs, meeting the following requirements/criteria:

- Courses with numbers <2000 cannot be applied to the 36 hrs of Biology credits
- A max of 6 units of 2000-level electives can be counted towards the 36 hrs of Biology
- At least two courses at the 5000-level or higher
- A max of 3 hours from Biol 5312 - 5316 can be applied to the required 36 hrs of Biology (up to 3 additional hrs from these courses can be applied to science electives)
- A total of 4 approved lab classes totaling 5 lab credits
- Biol 4955 (Independent Research) and 4995 (Honors Research) can only count towards 3 hrs of electives and only 1 lab course (max 2 credits). Honors research in an approved faculty lab can be counted for up to 3 lab classes (6 credits max.) with successful completion of an Honors thesis
- At least 21 hrs of Biology courses must be from the U
- Additional Science electives to fulfill the requirement for 72 hrs of Science may be from any Department in the College of Science (Biology, Math, Physics, or Chemistry) or approved Departments/Programs elsewhere on campus. Note: students fulfilling these "science electives" by taking Chem 2320 and 2315 and 2325, and have taken Biol 3520 or Biol 3525 or Biol 5810 are eligible for a Chemistry minor.

In general, these criteria as well as being requirements of all Biology BS students (no emphasis) are generally applicable to all 3 emphases. Exceptions are noted as appropriate.
Biology BS: Biochemistry Emphasis

- Ancillary Science and Biology Core requirements (detailed above)
- Biochemistry emphasis students will be required to take Organic Chemistry II (lecture), and select courses from each of three menus: Biochemistry (2 courses), Advanced Molecular Genetics (1 course), and Biophysics (1 course). (15-17 hours)
- Laboratory: Biochemistry emphasis students will select two biochemistry-focused labs from a Biochemistry Lab menu which includes Organic Chemistry I Lab as a choice. Additional Biology approved lab courses, selected from a General Lab menu will add up to at least 5 lab units, with no more than 2 lab units from independent research, unless the student is involved in Honors research in an approved Biochemistry faculty lab, where up to 3 lab classes (6 credits max.) may be earned.
- Additional Biology Electives bringing total to 36 hours (0-4 hours)
- Additional Science electives to fulfill the requirement for 72 hrs of Science may be from any department in the College of Science (Biology, Math, Physics, or Chemistry) or approved Departments/Programs elsewhere on campus. Note: students that fulfill these "science electives" by taking Chem 2325, and have taken Biol 3520 or Biol 3525 or Biol 5810 as part of the Biochemistry emphasis are eligible for a Chemistry minor.

Biochemistry emphasis (required course) (4 hours)
Chem 2320 (4) Organic Chemistry II

Biochemistry emphasis electives (11-13 hours)

Biochemistry menu (2 courses)
Chem 3520 (3) Biological Chemistry II
Biol 3515 (2, L1) Biological Chemistry I
Biol 3525 (3, L2) Molecular Biology of DNA
Biol 5540 (3) Biochemistry of Membrane Processes

Advanced Molecular Genetics menu (1 course)
Biol 5120 (3) Gene Expression
Biol 5140 (3) Genome Biology
Biol 5275 (4, L1) Microbial Diversity and Genome Evolution
Blchem 6400 (3) Genetic Engineering

Biophysics menu (1 course)
Biol 3820 (3) Physical Principles in Biology
Biol 5810 (3) Nanoscience

Biochemistry Laboratory menu (2 courses)
Chem 2315 (L2) Organic Chemistry I Lab
Biol 3515 (L1) Biological Chemistry Lab
Biol 3525 (L2) Molecular Biology of DNA Lab
**General Laboratory menu (2 courses)**
Biol 2115 (L2) Basic Lab Technique
Biol 3215 (L2) Cell Lab
Biol 3245 (L1) Cell Neurobiology Lab
Biol 4955 (L1-2) Independent Research
Biol 4995 (L1-2) Honors Research
Biol 5275 (4, L1) Microbial Diversity and Genome Evolution

**Biology BS: Cell and Molecular (C&M) Emphasis**
- Ancillary Science and Biology BS Core requirements (detailed above)
- Three C&M electives, at least one at 5000-level or higher (see list of approved electives).
- Of the requirement for 4 lab classes, 2 must be from the list of approved C&M labs.
  Honors research in an approved C&M faculty lab can be counted for up to 3 lab classes (6 credits max.) with successful completion of an Honors thesis
- Additional Biology electives bringing total Biology to 36 hrs
- Additional Science electives to fulfill the requirement for 72 hrs of Science may be from any department in the College of Science (Biology, Math, Physics, or Chemistry) or approved Departments/Programs elsewhere on campus. **Note: students that fulfill their "science electives" by completing Chem 2320 and 2315 and 2325, and have taken Biol 3520 or Biol 3525 or Biol 5810 are eligible for a Chemistry minor**

A. Approved C&M electives - 3 from the following list (at least one at 5000-level or higher):
Biol 3130 (3) Molecular and Cellular Physiology
Biol 3210 (4) General and Pathogenic Microbiology (Path 3010)
Biol 3230 (3) Developmental Biology
Biol 3240 (3) Intro. to Cellular Neurobiology
Biol 3250 (3) Cancer Biology
Biol 3370 (3) Microbial Biology
Biol 3520 (3) Biological Chemistry II
Biol 3820 (3) Physical Principles in Biology
Biol 5030 (3) Basic Immunology (Path 5030)
Biol 5110 (3) Molecular Biology and Genetic Engineering
Biol 5120 (3) Gene Expression
Biol 5130 (3) Plant Biochemistry, Genomics, and Molecular Biology
Biol 5140 (3) Genome Biology
Biol 5210 (3) Cell Structure and Function
Biol 5220 (3) Molecular Neuroscience
Biol 5240 (3) Plant Developmental Biology
Biol 5275 (4, L1) Microbial Diversity, Genomics and Evolution
Biol 5280 (2) Biological Microscopy or Biol 5290 (1) Fundamentals of Biological Microscopy*
Biol 5510 (3) Evolutionary Developmental Biology
Biol 5540 (3) Biochemistry of Membrane Processes
Biol 5810 (3) Nanoscience
Miscellaneous graduate courses at 6000-7000 level approved by Biology advisor.  
*Only one of these courses may be counted towards this requirement.

B. Approved C&M labs - 2 from the following list:  
Biol 2115 (2, L2) Basic Technique Lab  
Biol 3115 (2, L1) Computer Applications: Cell Biology Lab  
Biol 3125 (3, L2) Molecular Tools for Evolutionary and Population Biology  
Biol 3215 (2, L1) Cell Biology Lab  
Biol 3235 (2, L1) Developmental Biology Lab  
Biol 3245 or 3246 (2, L1) Cellular Neurobiology Laboratories*  
Biol 3515 (2, L1) Biological Chemistry Lab  
Biol 3525 (3, L2) Molecular Biology of DNA Lab  
Biol 4955 or Biol 4995 (L1-2) - Independent/Honors research  
Biol 5255 (2, L1) Prokaryotic Genetics  
Biol 5265 (2, L1) Eukaryotic Genetics  
Biol 5275 (4, L1) Microbial Diversity, Genomics and Evolution  
Biol 5285 (var.) Biological Microscopy Laboratory  
Misc grad lab courses at 6000-7000 level approved by Biology advisor.  
*Only one of these courses may be counted towards this requirement.

Biology BS: Environmental and Organismal Biology (EOB) Emphasis

- Ancillary Science and Biology Core requirements (detailed above)  
- EOB emphasis electives, one class in each of three areas: Ecology/Environmental Biology, Diversity & Evolution, Field/Lab Immersion (9-11 hours)  
- Honors research in an approved EOB faculty lab can be counted for up to 3 lab classes (6 credits max.) with successful completion of an Honors thesis  
- Additional Biology electives for total of 36 hours (8-14 hours)  
- Additional Science electives to fulfill the requirement for 72 hrs of Science may be from any department in the College of Science (Biology, Math, Physics, or Chemistry) or approved Departments/Programs (Geology/Geophysics, Anthropology, Meteorology, or Geography) elsewhere on campus (0-6 hours)

EOB emphasis electives (ca. 9-11 hours)
Students take one class in each of three subject areas: Ecology/Environmental Biology, Evolution/Diversity, and Field/Lab Immersion. Cross-listed offerings can only count for one category.

Ecology/Environmental Biology  
Biol 2400 (3) Principles of Wildlife Ecology  
Biol 3430 (3) Behavioral Ecology  
Biol 3460 (3) Global Environmental Issues  
Biol 5420 (3) Advanced Ecology
Biol 5440 (3) Urban Ecology
Biol 5460 (3) Plant Ecology
Biol 5470 (3) Stable Isotopes Ecology
Biol 5490 (3) Ecosystem Ecology
Biol 5495 (4, L1) Biophysical Ecology
Biol 5960 (3) Wildlife Ecology

Diversity and Evolution
Biol 3370 (3) Microbial Biology
Biol 3420 (3) Evolutionary Biology
Biol 3430 (3) Behavioral Ecology (cross-listed w. ecology/environment)
Biol 5221 (4) Human Evolutionary Genetics
Biol 5275 (4, L1) Microbial Diversity
Biol 5320 (2) Biology of Aggression
Biol 5370 (3) Mammology
Biol 5385 (4, L2) Ornithology
Biol 5410 (3) Molecular Evolution and Population Genetics
Biol 5435 (4, L1) Plant Systematics
Biol 5445 (4, L1) Entomology
Biol 5510 (3) Evolutionary Developmental Biology

Field/Lab Immersion (Field-based and/or stand-alone lab courses)
Biol 2355 (2, L1) Field Botany
Biol 3125 (3, L2) Molecular Evolution Lab
Biol 3325 (3, L2) Comparative Physiology Lab
Biol 5395 (2, L2) Advanced Field Ornithology
Biol 5415 (3, L2) Ecology Lab
Biol 5465 (2, L2) Plant Ecology Lab
Biol 5475 (3, L2) Stable Isotope Ecology Lab

Note on Premed students. Premeds will be able to take the EOB emphasis if they wish and still complete their premed requirements without exceeding the 72 science hours. Human Physiology and Human Anatomy would all count as biology electives and total 8 hours (only 6 hours of 2000-level classes can count toward the 36 hours of Biology), within the allotted elective limit. Additional Organic Chemistry hours would count as science electives.
December 2, 2010

TO:    David Pershing  
       Senior Vice President for Academic Affairs

FR:    John Francis  
       Chair, Undergraduate Council

RE:    Special Education Emphases

At its meeting of Tuesday, November 30, 2010, the Undergraduate Council voted to approve a proposal from the Department of Special Education for five transcripted emphases. The proposal, along with letters of support, is attached.

We are asking you, if you also approve of the proposal, to forward it on to the Executive Committee of the Academic Senate for their consideration.
Proposal to Establish Multiple Emphasis Areas within the Bachelor of Science Degree Program in the Department of Special Education

The Department of Special Education wishes to formally establish a set of emphasis areas within the Special Education major. These emphasis areas correspond to the Department’s teacher certification programs and include specializations in Severe Disabilities, Mild/Moderate Disabilities, Early Childhood Special Education, Visual Impairments, and Hearing Impairments. These emphases will appear on the transcripts of students who successfully fulfill the requirements for each respective area.

Each of these emphasis areas will provide teacher candidates with (1) a set of core knowledge and skills related to teaching students with disabilities, and (2) an additional set of knowledge and skills specifically focused on teaching a particular population of students with disabilities (e.g., those with visual or hearing impairments). Establishing these emphasis areas will not affect the number of credit hours needed for students to complete their programs. Students who successfully complete both the core coursework and the coursework and practicum requirements for a specialization area will be recommended to the Utah State Office of Education for licensure in their particular certification area (e.g., severe disabilities, mild/moderate disabilities). Each of these certification areas are widely recognized both within Utah and nationally as specialties in teacher education.

Listings of the coursework requirements for each emphasis area are attached, as well as a letter of support from Dean Michael Hardiman. If there are any questions regarding this proposal please contact Dr. Rob O’Neill (rob.oneill@utah.edu).

Sincerely,

Rob O’Neill, PhD
Professor and Chair
rob.oneill@utah.edu
801-581-3913
October 28, 2010

Undergraduate Studies
University of Utah
Campus

To whom it may concern,

I am writing in support of the proposal of the Department of Special Education to establish a set of emphasis areas within the major in Special Education. Each of these emphasis areas involves a coherent set of courses providing students with both broader and more specific skills for teaching students with particular types of disabilities. These emphasis areas are recognized both within Utah and nationally as specialties in teacher education.

Please let me know if you have any questions about this matter.

Regards,

Michael Hardman, Ph.D
Dean
Section I: Action

The University of Utah Department of Special Education is requesting transcript designations (Special Education – Mild/Moderate Disabilities, Severe Disabilities, Early Childhood Special Education, Visual Impairments, Hearing Impairments) that will recognize completion of courses of study in its existing teacher certification tracks. The teacher certification tracks have been in place for over 15 years, and were instituted to align with the teacher certification areas approved by the Utah State Office of Education.

Each of these emphasis areas will provide teacher candidates with (1) a set of core knowledge and skills related to teaching students with disabilities, and (2) an additional set of knowledge and skills specifically focused on teaching a particular population of students with disabilities (e.g., those with visual or hearing impairments). Establishing these emphasis areas will not affect the number of credit hours needed for students to complete their programs. Students who successfully complete both the core coursework and the coursework and practicum requirements for an emphasis area will be recommended to the Utah State Office of Education for licensure in their particular certification area (e.g., severe disabilities, mild/moderate disabilities). Each of these emphasis areas are widely recognized both within Utah and nationally as specialties in teacher education.

Section II: Need

As mentioned above, each of these emphasis areas is recognized as a teacher certification area by the Utah State Office of Education, and they are more broadly recognized nationally as specialties in teacher education. Recognizing these emphasis areas on student transcripts will facilitate students’ ability to apply for teaching jobs and additional graduate study in these areas, both locally and nationally.

Section III: Institutional Impact

Recognizing these emphasis areas will have no impact on other departments, and advising is being handled adequately by existing Department of Special Education staff. No new facilities or equipment are required.

Section IV: Finances

There will be no financial impact on the Department or the University.
# Bachelor of Science Special Education
## With Teaching License in Mild/Moderate Disabilities

### 1. Pre-Major in Special Education (35 credit hours)

<table>
<thead>
<tr>
<th>Sem</th>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>EDU 1010 Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 3010 Human Exceptionality</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 3020 Special Education Globalization and International Perspectives (IR)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5053 Professional Skills</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Choose One: (Behl/Soc. Science Req)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ETHNC 2580 Asian Pacific Am Exp</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ETHNC 3365 Ethnic Minorities Amer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECS 3150 Multicultural Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LING 3200 Linguistics in Education (Hum Req)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FCS 3180 Family, School and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FA 3015 Integrated Curriculum (FA)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDPS 3030 Research and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 4010 Math for Elementary Teachers 1 (QI)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED PS 3140 Using Technology in Diverse Classrooms</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELP 2410 – Education Law for Classroom Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

### 2. Major in Special Education-Mild/Moderate Disabilities (62 credit hours)

#### Teacher Education Core (31 credit hours)

<table>
<thead>
<tr>
<th>Sem</th>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SPED 5011 Teaching Early Childhood and Elementary Students in Inclusive Classrooms OR SPED 5012 Teaching Secondary Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5021 Principles of Assessment and Data Based Decision Making</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5022 Principles of Instruction and Behavior Support</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5030 Functional Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5040 Legal and Policy Issues</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU 5315 Reading Methods K-3 (Upper Division Communication/Writing Requirement)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU 5316 Reading Methods K-3 Field Experience. Taken concurrently with ED PS 5315</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED PS 5320 Reading Methods 4-6</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU 5321 Reading Methods 4-6 Field Experience. Taken concurrently with ED PS 5320</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED PS 5005 Writing Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED PS 5441 Integrating Technology into Reading and Writing. Taken concurrently with ED PS 5315, 5320 or ED PS 5005.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 4020 Math for Elementary Teachers 2 (QI)</td>
<td>4</td>
</tr>
</tbody>
</table>

### 3. Specialization in Mild/Moderate Disabilities (31 credits)

<table>
<thead>
<tr>
<th>Sem</th>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SP ED 5121 Assessment of Students with Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SP ED 5131 Assessment Lab. Taken Concurrently with SP ED 5121</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SP ED 5110 Behavioral Support Strategies</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>SP ED 5122</td>
<td>Reading Instruction for Students with Mild/Moderate Disabilities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SP ED 5140</td>
<td>Writing Instruction for Students with Mild/Moderate Disabilities</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>SP ED 5141</td>
<td>Math Instruction for Students with Mild/Moderate Disabilities</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>SP ED 5132</td>
<td>Field Experience &amp; Seminar. Placement is selected/approved by the clinical faculty and program coordinator. A seminar is part of the field experience. -Taken concurrently with SP ED 5110, 5122, 5140, 5141</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>SP ED 5200</td>
<td>Student Teaching &amp; Seminar. Placement is selected/approved by the clinical faculty and program coordinator. A seminar is part of the student teaching.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>SP ED 5150</td>
<td>Service Delivery Models -Taken concurrently with Student Teaching.</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
### Bachelor of Science Special Education

#### With Teaching License in Severe Disabilities

1. **Pre-Major in Special Education (35 credit hours)**

<table>
<thead>
<tr>
<th>Sem</th>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>EDU 1010 Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 3010 Human Exceptionality (Diversity Requirement)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 3020 Special Education Globalization and International Perspectives (IR)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5053 Professional Skills</td>
<td>1</td>
</tr>
</tbody>
</table>

Choose One: (3 credit hours - Behavioral/Social Science Requirement)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETHNC 2580 Asian Pacific Am Exp</td>
<td></td>
</tr>
<tr>
<td>ETHNC 3365 Ethnic Minorities Amer</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECS 3150 Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>LING 3200 Linguistics in Education (Humanities Requirement)</td>
<td>3</td>
</tr>
<tr>
<td>FCS 3180 Family, School, and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>FA 3015 Integrated Curriculum 1 (FA)</td>
<td>3</td>
</tr>
<tr>
<td>EDPS 3030 Research and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 4010 Math for Elementary Teachers 1 (QI)</td>
<td>4</td>
</tr>
<tr>
<td>ED PS 3140 Using Technology in Diverse Classrooms</td>
<td>3</td>
</tr>
</tbody>
</table>

2. **Major in Special Education – Severe Disabilities (63 credit hours)**

**Teacher Education Core (31 credit hours)**

<table>
<thead>
<tr>
<th>Sem</th>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SPED 5011 Teaching Early Childhood and Elementary Students in Inclusive Classrooms OR SPED 5012 Teaching Secondary Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5021 Principles of Assessment and Data Based Decision Making</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5022 Principles of Instruction and Behavior Support</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5030 Functional Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5040 Legal and Policy Issues</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED PS 5315 Reading Methods K-3 (Upper Division Communication/Writing Requirement)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPU 5316 Reading Methods K-3 Field Experience. Taken concurrently with ED PS 5315</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED PS 5320 Reading Methods 4-6</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU 5321 Reading Methods 4-6 Field Experience. Taken concurrently with EDPS 5320</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED PS 5005 Writing Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDPS 5441 Integrating Technology into Reading and Writing. Taken concurrently with ED PS 5315, 5320 or ED PS 5005.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 4020 Math for Elementary Teachers 2 (QI)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Specialization in Severe Disabilities (32 credit hours)**

<table>
<thead>
<tr>
<th>Sem</th>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SPED 5210 Service Delivery Models</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5221 Curriculum and Instruction for Students with Severe Disabilities I</td>
<td>3</td>
</tr>
<tr>
<td>Course Description</td>
<td>Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 5222 Curriculum and Instruction for Students with Severe Disabilities II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 5230 Behavior Support Planning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 5250 Managing Learning Environments</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 5260 Transdisciplinary Approaches</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 5240 Field Experience, Taken concurrently with SPED 5221 and 5230.</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 5300 Student Teaching, Taken concurrently with SPED 5222 and 5260.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# BACHELOR OF SCIENCE SPECIAL EDUCATION
## WITH TEACHING LICENSE IN EARLY CHILDHOOD

### 1. Pre-Major in Special Education (34 credit hours)

<table>
<thead>
<tr>
<th>Sem</th>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>EDU 1010 Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 3010 Human Exceptionality (DV)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 3020 Special Education Globalization and International Perspectives (IRR)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5053 Professional Skills</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FCS 3290 Ethnic Minority Families</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Behavioral/Social Science Requirement)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECS 3150 Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LING 3200 Linguistics in Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Humanities Requirement)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FCS 3180 Family, School, and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FA 3015 Integrated Curriculum 1 (FA)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDPS 3030 Research and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED PS 3140 Using Technology in Diverse Classrooms or SPED 6612 Electronic Communication Aids or SPED 6613 AAC Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELP 241 0 Education Law and Policy for Classroom Teachers in Inclusive Classrooms</td>
<td>3</td>
</tr>
</tbody>
</table>

### 2. Early Childhood Special Education (60.5 credit hours)

**Teacher Education Core (29 credit hours)**

<table>
<thead>
<tr>
<th>Sem</th>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SPED 5011 Teaching Early Childhood and Elementary Students</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5021 Principles of Assessment and Data Based Decision Making</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5022 Principles of Instruction and Behavior Support</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5030 Functional Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5040 Legal and Policy Issues</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED PS 5315 Reading Methods K-3 (Upper Division Communication/Writing Requirement)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU 5316 Reading Methods K-3 Field Experience. Taken concurrently with ED PS 5315</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED PS 5005 Writing Methods</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDPS 5441 Integrating Technology into Reading and Writing. Taken concurrently with ED PS 5315, 5320 or ED PS 5005.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5380 Developmental Constructs: Birth to Five Years</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5381 Medical and Health Issues in Early Intervention</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LING 5811 Instruction for English Language Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specialization in Early Childhood (31.5 credit hours)**

<table>
<thead>
<tr>
<th>Sem</th>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SPED 5310 Curriculum and Programming for Preschool Children with Developmental Delays</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>SPED 5320</td>
<td>Communication, Social and Play Development and Intervention</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPED 5330</td>
<td>Field Studies: Early Childhood</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>SPED 5340</td>
<td>Individualizing for Diverse Learning Needs</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPED 5350</td>
<td>Collaborative Early Intervention for Infants and Toddlers</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPED 5360</td>
<td>Supporting Young Children with Developmental Delays in Natural Environments</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPED 5370</td>
<td>Seminar: Early Childhood</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>SPED 5390</td>
<td>Student Teaching: Early Intervention</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SPED 5400</td>
<td>Student Teaching: Preschool</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
# BACHELOR OF SCIENCE SPECIAL EDUCATION
## WITH TEACHING ENDORSEMENT IN VISUAL IMPAIRMENT

### 1. Pre-Major in Special Education (35 credit hours)

<table>
<thead>
<tr>
<th>Sem</th>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>EDU 1010 Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 3010 Human Exceptionality (DV)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 3020 Special Education Globalization and International Perspectives (IR)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5053 Professional Skills</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Choose One: (Behavioral/Social Science Req)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ETHNC 2580 Asian Pacific Am Exp</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ETHNC 3365 Ethnic Minorities Amer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECS 3150 Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LING 3200 Linguistics in Education (Humanities Requirement)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FCS 3180 Family, School, and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FA 3015 Integrated Curriculum 1 (FA)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDPS 3030 Research and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 4010 Math for Elementary Teachers 1 (QI)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED PS 3140 Using Technology in Diverse Classrooms</td>
<td>3</td>
</tr>
</tbody>
</table>

### 2. Major in Special Education – Visual Impairment (66 credit hours)

#### Teacher Education Core (33 credit hours)

<table>
<thead>
<tr>
<th>Sem</th>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SPED 5011 Teaching Early Childhood and Elementary Students in Inclusive Classrooms OR SPED 5012 Teaching Secondary Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5021 Principles of Assessment and Data Based Decision Making</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5022 Principles of Instruction and Behavior Support</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5030 Functional Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5040 Legal and Policy Issues</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED PS 5315 Reading Methods K-3 (Upper Division Communication/Writing Requirement) and EDU 5316 Reading Methods K-3 Field Experience. Taken concurrently with ED PS 5315</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED PS 5005 Writing Methods and EDPS 5441 Integrating Technology into Reading and Writing. Taken concurrently with ED PS 5315, 5320 or ED PS 5005.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 4020 Math for Elementary Teachers 2 (QI)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5221 Curriculum and Instruction for Students with Severe Disabilities I and SPED 5950 Field Experience: Students with Severe Disabilities. Taken concurrently with SPED 5221.</td>
<td>3</td>
</tr>
</tbody>
</table>
### Specialization in Visual Impairments (33 credit hours)

<table>
<thead>
<tr>
<th>Sem</th>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SPED 5420 Social and Psychological Implications of Visual Impairment</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5430 Ocular Disorders &amp; Examination Techniques/Low Vision</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5441 Literary Braille Codes and Technology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5443 Field Studies in Visual Impairments I</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5442 Nemeth Braille Codes and Technology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5450 Teaching Children who are Deafblind</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5460 Introduction to Orientation and Mobility</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5470 Instructional Management for Children with Visual Impairments</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5444 Field Studies in Visual Impairments II</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5500 Student Teaching Students with Visual Impairments (5-21)</td>
<td>10</td>
</tr>
</tbody>
</table>
BACHELOR OF SCIENCE SPECIAL EDUCATION
WITH TEACHING ENDORSEMENT IN HEARING IMPAIRMENTS

1. Pre-Major in Special Education (36 credit hours)

<table>
<thead>
<tr>
<th>Sem</th>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>EDU 1010 Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 3010 Human Exceptionality (Diversity Requirement)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 3020 Special Education Globalization and International Perspectives (International Relations Requirement)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5053 Professional Skills</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Choose One: (Behavioral/Social Science Requirement)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ETHNC 2580 Asian Pacific Am Exp</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ETHNC 3365 Ethnic Minorities Amer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECS 3150 Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LING 3200 Linguistics in Education (Humanities Requirement)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ASL 1010 Beginning American Sign Language</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDPS 3030 Research and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 4010 Math for Elementary Teachers 1 (QI Requirement)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDPS 3140 Using Technology in Diverse Classrooms</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Major in Special Education – Hearing Impairments (70 credit hours)

Teacher Education Core (31) credit hours

<table>
<thead>
<tr>
<th>Sem</th>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SPED 5011 Teaching Early Childhood and Elementary Students in Inclusive Classrooms OR SPED 5012 Teaching Secondary Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5021 Principles of Assessment and Data Based Decision Making</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5022 Principles of Instruction and Behavior Support</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5030 Functional Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5040 Legal and Policy Issues</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED PS 5315 Reading Methods K-3 (Upper Division Communication/Writing Requirement)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU 5316 Reading Methods K-3 Field Experience. Taken concurrently with ED PS 5315</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDPS 5005 Writing Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDPS 5441 Integrating Technology into Reading and Writing. Taken concurrently with ED PS 5315, 5320 or ED PS 5005.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 4020 Math for Elementary Teachers 2 (QI Requirement)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ASL 1020 Beginning American Sign Language II</td>
<td>4</td>
</tr>
</tbody>
</table>

Specialization in Hearing Impairments (39 credit hours)

<table>
<thead>
<tr>
<th>Sem</th>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SPED 5510 Orientation to Education of Students Who Are Deaf and Hard of Hearing</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5520 Audiology for Teachers of the Hearing Impaired</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 5521 Speech Acoustics for Teachers of Children Who Are Deaf and Hard of Hearing</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>SPED 3508</td>
<td>Grammar Workshop</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ASL 2010</td>
<td>Intermediate American Sign Language I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SPED 5530</td>
<td>Teaching Speech and Auditory Skills to</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children with Hearing Impairments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 5540</td>
<td>Teaching Language to Students with Hearing Impairments</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SPED 5550</td>
<td>Instructional Use of Signed Communication</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SPED 5560</td>
<td>Effective Practices: Programming and Instruction</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SPED 5600</td>
<td>Student Teaching : Students with Hearing Impairment</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
December 2, 2010

TO: David Rushing
Senior Vice President for Academic Affairs

FR: John Francis
Chair, Undergraduate Council

RE: Theatre Emphases

At its meeting of Tuesday, November 30, 2010, the Undergraduate Council voted to approve a proposal from the Department of Theatre for three transcripted emphases. The proposal, along with letters of support, is attached.

We are asking you, if you also approve of the proposal, to forward it on to the Executive Committee of the Academic Senate for their consideration.
Memorandum

To: Ed Barbanell, Associate Dean
From: Gage Williams, Chair
Date: September 28, 2010
Subject: Administrative support for Department of Theatre Undergraduate Emphases

The Department of Theatre is requesting BFA emphases in the following areas:

Actor Training Program
Performing Arts Design Program
Stage Management Program

Listing each emphasis on transcripts would bring clarity to each area of study. This would better explain the unique terminology of theatre major degree requirements. Creating these emphases will also enable academic advisors to better use Degree Audit Reports. In addition, it will provide clear information for future employers and graduate schools in their assessment of our students.

The Department of Theatre proposal is attached for your consideration.

As Chair of the Department of Theatre, I fully support this proposal. Please contact me if you require additional information.
Memorandum

To: Undergraduate Studies
From: Dean Raymond Tymas-Jones
Date: October 18, 2010

RE: College Support for Proposed Emphases from the Department of Theatre

The College of Fine Arts supports the attached proposal for the Emphases in the Department of Theatre. As listed in the proposal, these emphases will include:
- Actor training Program
- Performing Arts Design Program
- Stage
Section I: Action

The Department of Theatre at the University of Utah proposes that the following emphasis areas be entered on BFA Theatre transcripts:

Actor Training Program (ATP)

Performing Arts Design Program (PADP)

Stage Management

The first step for each BFA Theatre degree is the foundation of a well-rounded theatre core. The core requirements for all BFA Theatre Majors provide an overview of all aspects of theatre. Theatre core classes create building blocks of knowledge for more in depth exploration in all emphases.

All first year Theatre majors are required to take

- Script Analysis (1st year fall) -- an in-depth analysis of play scripts in their historical and cultural contexts, with a special emphasis on the rhetorical and structural elements common to most plays.

- Acting class (first year) -- to appreciate the discipline of acting, the process and exploration of the self in creating character. Focus is on elements of acting as applied to exercises, improvisation, contemporary monologues and scene work.

- Theatre and Theory (first year spring) -- (Script Analysis is a pre-requisite for this course) to develop a working understanding of the critical theories most useful in the analysis and production of theatrical texts.

- Scenography (fall or spring) An introduction to the art of scenography, including ways in which theatre artists communicate visually and the way audiences "read" information in a theatrical design. (this course is a pre-requisite to additional design courses; i.e., Scene Design I)

Each emphasis builds on the core required courses in similar ways; i.e., Acting I is a pre-requirement to Acting II for majors.

Students are able to weave and build knowledge through the required core courses and program requirements.

Faculty mentors in each emphasis guide students through an educational environment that develops the student's craft, communication skills, knowledge, creative thinking, and collaborative skills. This allows students the ability to explore and develop their emphasis with a
sense of purpose where personal expression and professional growth can result in acceptance to a graduate school or a specific career in the arts where they may share their gifts with society.

See Appendix for detailed programs of study for each of the proposed emphases.

Section II: Need

Listing emphasis areas on transcripts would bring clarity to the area of study. When students apply to graduate school or for employment it would make it easier to determine in which professional area the candidate has more expertise. This would make it more convenient for the school or place of employment to determine the focus area rather than guessing by reviewing each transcript.

Section III: Institutional Impact

There will be no impact to the department or institution.

Section IV: Finances

There will be no financial impact to the department or institution.
<table>
<thead>
<tr>
<th>First Year</th>
<th>Fall Semester</th>
<th></th>
<th></th>
<th>Spring Semester</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Catalog #</td>
<td>Class Title</td>
<td>Credits</td>
<td>Catalog #</td>
<td>Class Title</td>
<td>Credits</td>
</tr>
<tr>
<td></td>
<td>THEA 1220</td>
<td>Acting I for ATP</td>
<td>3</td>
<td>THEA 1230</td>
<td>Acting I ATP</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>THEA 1170</td>
<td>Production LAB Crew</td>
<td>1</td>
<td>THEA 1550</td>
<td>Scenography</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>THEA 1713</td>
<td>Script Analysis</td>
<td>3</td>
<td>THEA 2713</td>
<td>Theatre &amp; Theory</td>
<td>3</td>
</tr>
<tr>
<td>Wrg 2010</td>
<td>Intermediate Writing (WR)</td>
<td>3</td>
<td></td>
<td>THEA 1160</td>
<td>Production BAB (crew)</td>
<td>1</td>
</tr>
<tr>
<td>QA Math</td>
<td>Quant Reasoning (QA)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 1223</td>
<td>Make up</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2010</td>
<td>Second Yr Sing</td>
<td>2</td>
</tr>
<tr>
<td>THEA 2060</td>
<td>Second Yr V/S</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2220</td>
<td>Second Yr Acting</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2240</td>
<td>Second Yr Move</td>
<td>3</td>
</tr>
<tr>
<td>THEA 3720</td>
<td>Theatre History <em>(CW)</em></td>
<td>3</td>
</tr>
</tbody>
</table>

### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 3010</td>
<td>Third Yr Sing</td>
<td>2</td>
</tr>
<tr>
<td>THEA 3260</td>
<td>Third Yr Move</td>
<td>2</td>
</tr>
<tr>
<td>THEA 3230</td>
<td>Third Yr Audition</td>
<td>2</td>
</tr>
<tr>
<td>THEA 3070</td>
<td>Third Yr V/S</td>
<td>3</td>
</tr>
<tr>
<td>THEA 3170</td>
<td>Third Yr Aetg Styles</td>
<td>3</td>
</tr>
</tbody>
</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 3920</td>
<td>Indiv Performance Project</td>
<td>3</td>
</tr>
<tr>
<td>THEA 4250</td>
<td>Fourth Yr Movement</td>
<td>3</td>
</tr>
<tr>
<td>THEA 4090</td>
<td>Fourth Yr V/S</td>
<td>3</td>
</tr>
<tr>
<td>THEA 3110</td>
<td>Beg Directing</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 3600</td>
<td>Stage Management</td>
<td>(3)</td>
</tr>
</tbody>
</table>

### General Education Requirements for BFA:

- **Writing 2010 (WR) (strongly recommended first year)**: 3
- **Math 1030 (QA) (strongly recommended first year)**: 3
- **American Institutions (AI)**: 3
- **Two Humanities (HF)**: 6
- **Two Physical/Life Science (SF)**: 6
- **Two Social/Behavioral Science (BF)**: 6

### Bachelor's Degree Requirements:

- **Upper-division Communication/Writing (CW)**: Core Thea Hist*: 3
- **Diversity (DV)**: 3
- **Upper-division International (IR)**: 3

### Department Recommendations:

- **THEA 3720 History of Theatre (CW)***: 3

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BFA Requirements</td>
<td>90</td>
</tr>
<tr>
<td>General Ed Requirements</td>
<td>24-30</td>
</tr>
<tr>
<td>Bachelor's Degree Requirements</td>
<td>6*</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

**Tot. Hrs. for Graduation**: 122

*Courses in italics are strongly recommended for first year*
<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Catalog #</strong></td>
<td><strong>Class Title</strong></td>
</tr>
<tr>
<td></td>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>THEA 1120</td>
<td>Acting I for Majors</td>
</tr>
<tr>
<td></td>
<td>THEA 1160</td>
<td>Production Bab Crew</td>
</tr>
<tr>
<td></td>
<td>THEA 1170</td>
<td>Production LAB Crew</td>
</tr>
<tr>
<td></td>
<td>THEA 1713</td>
<td>Script Analysis</td>
</tr>
<tr>
<td></td>
<td>THEA 3600</td>
<td>Stage Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Writing 2010 (WR)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Second Year</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>THEA 3012</td>
<td>SM Studio 115</td>
</tr>
<tr>
<td></td>
<td>THEA 3720</td>
<td>Theatre History (CW)</td>
</tr>
<tr>
<td></td>
<td>THEA</td>
<td>Directed Elective</td>
</tr>
<tr>
<td></td>
<td>QA Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Third Year</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>THEA 2150</td>
<td>Stagecraft</td>
</tr>
<tr>
<td></td>
<td>THEA 4912</td>
<td>SM Bab or Studio 115</td>
</tr>
<tr>
<td></td>
<td><strong>HF Requirement</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>BF Requirement</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Fourth Year</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>THEA 3110</td>
<td>Beginning Directing</td>
</tr>
<tr>
<td></td>
<td>THEA 4950</td>
<td>SM Project</td>
</tr>
<tr>
<td></td>
<td>Directed Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>SF Requirement</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>BF Requirement</strong></td>
<td></td>
</tr>
<tr>
<td><strong>General Education Requirements for BFA:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing 2010 (WR) (strongly recommended for first year)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Math 1030 (QA) (strongly recommended for first year)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>American Institutions (AI)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Two Humanities (HF)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Two Physical/Life Science (SF)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Two Social/Behavioral Science (BF)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor's Degree Requirements:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-division Communication/Writing (CW) * Core Thea Hist</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Diversity (DV)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Upper-division International (IR)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*Courses in italics are strongly recommended for first year

Department Recommendations:
THEA 3720 History of Theatre (CW)*

BFA Requirements 80
General Ed Requirements 24-30
Bachelor's Degree Requirements 6
Electives (if short hours) 6-12
Total Hours Required for Graduation 122
BFA Performing Arts Design Program (PADP)

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalog #</td>
<td>Class Title</td>
<td>Credits</td>
</tr>
<tr>
<td>THEA 1550</td>
<td>Scenography</td>
<td>5</td>
</tr>
<tr>
<td>THEA 1160</td>
<td>Production Bab Crew</td>
<td>1</td>
</tr>
<tr>
<td>THEA 1713</td>
<td>Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Wrg 2010</td>
<td>Intermediate Writing (WR)*</td>
<td></td>
</tr>
<tr>
<td>QA Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEA 1120</td>
<td>Acting I for Majors</td>
<td>3</td>
</tr>
<tr>
<td>THEA 2170</td>
<td>Lighting I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 3720</td>
<td>Theatre History (CW)</td>
<td>3</td>
</tr>
<tr>
<td>SF Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BF Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEA 200</td>
<td>Prod Design Film/TV</td>
<td>3</td>
</tr>
<tr>
<td>THEA 3600</td>
<td>Stage Management</td>
<td>3</td>
</tr>
<tr>
<td>PADP Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HF Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IR Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEA 4490 or</td>
<td>Lighting Design II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 4460</td>
<td>Costume Design II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 4960</td>
<td>Portfolio Prep</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>HF Requirement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Education Requirements for BFA:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing 2010 (WR) (strongly recommended first year)</td>
<td>3</td>
</tr>
<tr>
<td>Math 1030 (QA) (strongly recommended first year)</td>
<td>3</td>
</tr>
<tr>
<td>American Institutions (AI)</td>
<td>3</td>
</tr>
<tr>
<td>Two Humanities (HF)</td>
<td>6</td>
</tr>
<tr>
<td>Two Physical/Life Science (SF)</td>
<td>6</td>
</tr>
<tr>
<td>Two Social/Behavioral Science (BF)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Bachelor's Degree Requirements:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-division Communication/Writing (CW)</td>
<td>3</td>
</tr>
<tr>
<td>Diversity (DV)</td>
<td>3</td>
</tr>
<tr>
<td>Upper-division International (IR)</td>
<td>3</td>
</tr>
</tbody>
</table>

**BFA Requirements**

- General Ed Requirements: 24-30
- Bachelor's Degree Requirements: 6

**Total Hours Required for Graduation**: 122

*Courses in italics are strongly recommended for first year.
The Undergraduate Council has completed its review of the Environmental Studies Program.

The External Review Committee was:

Dr. Scott Slovic, Professor
Department of English
University of Nevada, Reno

Dr. Andrew Szasz, Professor,
Department of Sociology
University of California, Santa Cruz

Dr. Ted Toadvine, Associate Professor
Department of Environmental Studies
University of Oregon

The Internal Review Committee from the University of Utah was:

Robert Benedict, Professor
Department of Political Science

Vicky Newman, Assistant Professor
Department of Communications

Frances J. Friedrich, Associate Professor
Department of Psychology
The following summary is based on the Environmental Studies Program self-study and reports provided by External and Internal Review Committees.

Program Overview

This is the first formal review of the Environmental Studies Program that was established just over fifteen years ago by an interdisciplinary group of faculty. The program continues to be fully interdisciplinary and is housed in the College of Social and Behavioral Science (CSBS).

According to the Mission Statement in the self study document, the program “offers students an opportunity to consider human-nature relationships across time, culture, natural systems, and politics.” The program’s stated goal is to prepare students to understand the environment from three different perspectives: 1) biology/natural sciences, 2) humanities/aesthetics, and (3) human behavior/policy/decision making. With its interdisciplinary approach to studying environmental issues Environmental Studies offers a unique and important academic program of study and as noted by the external reviewers, “a valuable and indispensable contribution to the overall mission of the University of Utah.”

The Environmental Studies Program is unique nationally in that it provides a fully interdisciplinary curriculum with courses in the natural sciences, humanities, and social sciences, and fosters interdisciplinary interactions among faculty from multiple departments on campus. In addition, the program was praised by the internal and external review committees for its development of community-based and global partnerships for the purpose of providing applied learning opportunities.

The Environmental Studies Program engages nearly 100 faculty from more than twenty different university units. The program offers a Bachelor of Science and a Bachelor of Arts degree, and currently reports a total of 280 majors.

The program conducted its own internal review in 2004 which resulted in several improvements in the curriculum, including a re-design of the Introduction to Environmental Studies course, the institution of an Introductory Field Trip course, requirements for an Applied Learning Experience and international coursework, and the development of one new 5000 level course for the major.

Administration

The Environmental Studies Program is currently under the leadership of a Director, Professor Dan McCool of the Political Science Department, who has held the position since 2003. The Director position includes no financial support (i.e. FTE). Professor McCool also teaches two of the courses required for all Environmental Studies majors, one of which he teaches without release time from his department (ENVST 2000: Introductory Field Trip, enrollment ~ 85 students).

There is also a 0.75 FTE Associate Director, currently Tasha McVaugh Seegert, who assists with the administrative duties of program, curricular planning, and oversight of the budget and personnel. Ms. Seegert also serves as the sole student advisor for all 280 Environmental Studies majors and organizes/supervises all internships. She is assisted by a 10 hour/week work study student.
The program does not have a formal standing advisory committee to provide support and guidance to the program administrators on curricular and program planning matters.

Faculty

The only formally appointed faculty member is the Director. However the program reports that nearly 100 faculty from more than twenty university units teach regularly in its courses. These faculty which represent broadly interdisciplinary environmental teaching and research interests, expressed enthusiastic support for the program.

The external reviewers commented that faculty members that they had the opportunity to meet with appeared enthusiastic and committed to the program and its sustainability, and “represented broadly interdisciplinary environmental teaching and research interests”. The review of faculty scholarship, service and teaching is conducted in the faculty’s home department, not in Environmental Studies.

Students

Recruitment

There is no official student recruitment effort for the Environmental Studies program. Students come into the program by way of the following:

- taking ENVST 2100: Introduction to Environmental Studies,
- learning about the major by encountering other Environmental Studies majors in courses with an environmental focus,
- deciding to pursue Environmental Studies as a dual major,
- other departmental major advisors suggest exploring Environmental Studies,
- learning about the major by taking a course that is cross-listed on the semester schedule,
- attending social events, sponsored either by the program or the Student Advisory Committee,
- participating in a study abroad program to Costa Rica held each summer.

Financial Support

Limited financial support for students is available from the program. In recent years students have been funded to attend the Building Communities Workshop with the American Community Gardening Association, the Wallace Stegner Symposium, the local Bioneers Symposium, the Sustainability in Higher Education conference in Boulder, Colorado, as well as a variety of local workshops related to environmental issues. Two scholarships are also offered.

Student Body

There is no formal measure in place to assess the academic quality of students, other than grades and course completion. The average GPA of graduates is 3.289 and approximately 50% of those graduates pursued a dual degree and/or minor in another discipline.

Dramatic student growth is evident in all of the program’s components. The number of enrolled majors and pre-majors rose to 280 in 2008-2009. The number of Bachelor’s Degrees awarded
has ranged between 40 and 50 in recent years. In addition, around 200 students enroll in the introductory course each year, the introductory field trip course has expanded from 35 to 85 students in three years, and the internship program has grown from 5 to 50 students in 5 years.

**Curriculum**

**Current**

Since the program’s curriculum relies almost entirely on courses drawn from other departments, the program has no control over the frequency or availability of most of the required course offerings. Working within these constraints, the curriculum is designed to allow students maximum flexibility to tailor a curriculum to meet their career goals while gaining interdisciplinary breadth and skills in specific technical areas. Students are encouraged to pursue a double major, and a significant portion do so. This makes it possible for students in the program to tailor their class schedules to their professional interests. Students work with the advisor to devise a program focusing on a topic not covered solely by traditional majors.

Reflecting the interdisciplinary nature of the subject, Environmental Studies offers both Bachelor of Science (BS) and Bachelor of Arts (BA) degrees. Students must complete 16 courses for the major. Of these courses two must be lower division (BIOL 1210 and ENVST 2100). Two courses must be upper division (Statistics and Research Methods). All majors must take at least one 5000 level course.

The program offers several of its own courses. Briefly, these courses, and the rationale for offering them are:

- **ENVST 2100- Introduction to Environmental Studies.** About a dozen faculty members deliver guest lectures, providing students with a variety of perspectives and methodologies. The instructor of record meets with students one class session a week to integrate that lecture with the framework of the class, the directed readings, and the other lecturers.
- **ENVST 2000-Introductory Field Trip (one credit hour).** This class meets one weekend at a remote location, and focuses on a particular environmental issue. By hearing from stakeholders on both sides of an issue, students are exposed to new perspectives.
- **ENVST 4800-Internship.** Students can choose to work for a non-profit, a profit making, or a governmental agency that has a major impact on the environment. The 135 hours of work required in the internship is the major way in which theory is applied to practical problems.

In addition to these required courses, students select a program of study from a curriculum consisting of 90 courses, which originate not only within the College of Social and Behavioral Science, but also from the College of Science, the College of Humanities, the College of Architecture + Planning.

**Changes in curriculum since 2004**

A number of changes were made to the curriculum since the 2004 internal review that have strengthened the program and demonstrated the program's attentiveness and responsiveness to students' needs. Changes were made to allow students to take certain coursework earlier on in their academic career which helped them gain knowledge base that helps with future classes and can be used also as a recruiting tool. Furthermore, the addition of a study abroad component...
has helped expand both the students’ and the program’s footprint and the addition of a required internship has helped students not only actively learn but also secure jobs post graduation.

**Diversity**

*Faculty*

Ten of the 24 faculty listed on the program’s website are women. There was no information provided about faculty representation from under-represented groups.

*Students*

Gender balance among Environmental studies majors is approximately 50:50, however there are fewer than 5% of students from under-represented groups which is significantly lower than the university average. As noted in the External Review, the program does not have in place a method to track student diversity and needs a plan for recruiting diverse students to the program.

**Outcomes Assessment**

The program administrators review course grades and evaluations on a semesterly basis. In addition an online survey regarding satisfaction with the program/major is administered periodically. Current students and recent graduates report high satisfaction with the program’s courses and the major. As is the problem with most university post-graduate surveys, response rates are very low. The majority of the 24 respondents reported having environmentally-oriented jobs (n= 21) or were pursuing graduate degrees (n = 3). The program has a cadre of alumni who are extremely supportive of the program and are enthusiastic about increasing their active involvement.

A number of changes were made to the curriculum since the 2004 internal review that have strengthened the program and demonstrated the program’s attentiveness and responsiveness to students’ needs. The changes are summarized under ‘Curriculum’ in this report.

**Facilities and Resources**

*Physical Space*

The Environmental Studies Program has a severe deficit of physical space at the University with only small offices assigned to the Director and Associate Director. These offices are used for all administrative duties and student advising and were described by many as being inadequate for anything other than 1:1 meetings. There is no designated common space for faculty or student gatherings, and therefore no physical ‘home’ for the program. Reviewers reported that the need for physical space was the top issue for students in the program and “the lack of any common space is a serious obstacle to developing the program’s academic and community cohesion”.

*Program Funding*

Environmental Studies’ impressive success has been accomplished with limited resources. A Teaching Assistant for ENVST 2100 is funded by Undergraduate Studies and the program receives funding from the Vice-President for Academic Affairs for the Associate Director’s position and approximately $6500 from CSBS. The Student Credit Hours (SCH) generated by
courses offered through Environmental Studies (ENVST) are returned to the program, however SCH for the majority of courses in the major go to the home departments of the instructors teaching the courses.

Commendations and Recommendations

Commendations

- The Environmental Studies Program fulfills its mission and meets a significant need on campus as evidenced by rapid growth in course enrollments and numbers of majors in the past 5 years.
- The Director of the program, Professor Dan McCool, is deeply committed to the success of the program and has been an energetic leader as the program has expanded to meet student interest in the major.
- The Associate Director of the program, Ms. Tasha Seegert, who is responsible for personnel and budget, curricular planning, internship supervision and the day-to-day management of the program, as well as all student advising for majors, has been outstanding in her multiple roles.
- The program has excellent and committed faculty from multiple campus departments and strong involvement from the community.
- Students in the program are strongly engaged and are generally highly satisfied with the program.
- The program provides valuable applied learning opportunities that are absent in many other majors.

Recommendations

The Ad Hoc Review Committee of the Undergraduate Council is in agreement with the recommendations from the External Reviewers Report that provide opportunities for long term sustainability and program expansion, as well as those recommendations from the Internal Reviewers Report which outline some specific fixes.

The main recommendation is to commit additional resources to the program, the most pressing need being for dedicated workload assignment for the Director who currently receives no release time for program administration, and increased FTE for student advising and program management. In addition, physical space allocation continues to be a pressing need.

It is also recommended that a succession plan be developed for the position of Program Director.

The External Review Committee offered short-, medium-, and long-range ideas as recommendations as summarized below. The Ad Hoc Review Committee is in support of these recommendations.
Short-range/Immediate Interventions
The University should devote significant new resources to the program. These resources, summarized here and detailed in the External Reviewers Report include:

1. Increase advising support for the Associate Director in the form of additional fractional FTE or support for a graduate assistant.

2. More adequate office space for the Associate Director (for advising) and a room where program faculty and majors can meet, socialize, and hold social and academic events.

3. Fund two new core courses, a capstone course and an environmental justice course.

4. Convert the current, informal Advisory Committee into a formal Executive Committee with bylaws and formal authority to determine and monitor program policy.

   Note from UGC Reviewers: The Executive Committee would have faculty representation from all Departments involved in the program. Regular review of the curriculum by an interdisciplinary faculty Executive Committee should allow the program to make the best use of the courses available to it.

5. In addition, certain initiatives could improve the experience of undergraduate majors in the program and do so without the need for much in the way of resources: peer mentoring; building of an on-line community/social networking site for current majors and recent majors/alumni; and annual informational “fairs” where current undergraduates can meet recent alumni who live/work in the Salt Lake City area and have valuable information about internships or job prospects after graduation.

Recommendations from the Internal Reviewers not itemized above include:

- **Name Change:** The Environmental Studies program should continue to pursue a name change to The Environmental and Sustainability Studies Program to better reflect changes in the field and in the content of its courses.

- **Emphases within the major:** We encourage the program to consider developing guidelines for emphases within the major. This will provide guidance for the students in choosing among dozens of courses offered by multiple departments.

Medium Range Interventions
As resources permit, the medium range interventions would allow Environmental Studies to address what are described as the deeper structural issues facing the program. All of the recommendations in the Short Range/Immediate intervention plan are adopted, plus:

6. Upgrade the Directorship to the status of a Department Chair, with release from two courses annually, plus some additional summer stipend.

   Note from UGC Reviewers: The Director/Chair should continue to be an interdisciplinary position to maintain autonomy and visibility, and other advantages and responsibilities that will allow the program to move forward. Administrative duties are added to the
chair’s workload including proactive planning and the oversight of the new programs that have been added in the Short Term/Immediate Interventions.

7. When the current Director returns full time to his department, the University should create an FTE in Environmental Studies, so that future Directors will hold their position in the program, not in another department; all future Directors should be ladder-rank, tenured Professors; the University should do a full, formal, external search for subsequent Directors.

8. To address the problem that the program has so little control over its own curriculum, a certain number of future searches in other departments should consider the curricular needs of the Environmental Studies Program.

Note from UGC Reviewers: The Director/Chair must have some decision-making authority over the administration of external courses included in the program. This move will simplify an already complex advisement process and allow students to plan their programs of study well in advance.

Recommendations from the Internal Reviewers overlap the recommendations from the External Reviewers and emphasize the need for additional resources for program administration and faculty. These recommendations are summarized as follows:

- **Additional support for program director:** The role of the director needs to be more appropriately acknowledged. The program has no faculty of its own and the director has no release time from his home department.

- **New faculty lines:** A high priority should be placed on creation of faculty lines that are either dedicated to the Environmental Studies program or are joint hires between the program and another department.

- **Additional staff:** Staff support has not kept pace with the impressive increase in the number of majors in the program.

**Long range Interventions**

It is currently not recommended that the program 1) add a Master’s Degree or 2) move to official Departmental/Division status. In the future, if the aforementioned changes are accomplished, then the development of a graduate program and the evolution of the program to departmental status could eventually be achieved.
Faculty and staff member’s primary appointments are with Political Science.
### STUDENTS

Note: Faculty FTE based on instructor of record for course.

<table>
<thead>
<tr>
<th>ACAD YR</th>
<th>Student Annual FTE</th>
<th>Faculty</th>
<th>Student FTE to Faculty FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ugrad</td>
<td>Grad</td>
<td>Prof</td>
</tr>
<tr>
<td>2008-2009</td>
<td>30.0</td>
<td>0.0</td>
<td>8</td>
</tr>
<tr>
<td>2007-2008</td>
<td>41.0</td>
<td>0.0</td>
<td>4</td>
</tr>
<tr>
<td>2006-2007</td>
<td>38.0</td>
<td>0.0</td>
<td>2</td>
</tr>
<tr>
<td>2005-2006</td>
<td>35.0</td>
<td>0.0</td>
<td>2</td>
</tr>
<tr>
<td>2004-2005</td>
<td>36.0</td>
<td>0.0</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACAD YR</th>
<th>Majors</th>
<th>Degrees Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ugrad</td>
<td>Grad</td>
</tr>
<tr>
<td>2008-2009</td>
<td>175</td>
<td>0</td>
</tr>
<tr>
<td>2007-2008</td>
<td>156</td>
<td>0</td>
</tr>
<tr>
<td>2006-2007</td>
<td>130</td>
<td>0</td>
</tr>
<tr>
<td>2005-2006</td>
<td>113</td>
<td>0</td>
</tr>
</tbody>
</table>
## FINANCIAL ANALYSIS

### ENVIRONMENTAL STUDIES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Costs</td>
<td>57,488</td>
<td>58,859</td>
<td>82,317</td>
<td>74,453</td>
<td>81,655</td>
</tr>
<tr>
<td>Support Costs</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Expenses</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Expense</td>
<td>57,488</td>
<td>58,859</td>
<td>82,317</td>
<td>74,453</td>
<td>81,655</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative Appr. w/EB</td>
<td>1,325</td>
<td>1,803</td>
<td>2,368</td>
<td>2,703</td>
<td>2,634</td>
</tr>
<tr>
<td>Grants</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Reallocation 49910</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>60,855</td>
<td>52,292</td>
</tr>
<tr>
<td>Tuition to Program</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>1,325</td>
<td>1,803</td>
<td>2,368</td>
<td>63,558</td>
<td>54,926</td>
</tr>
</tbody>
</table>

### Difference

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue-Expense</td>
<td>(56,163)</td>
<td>(57,056)</td>
<td>(79,949)</td>
<td>(10,895)</td>
<td>(26,729)</td>
</tr>
</tbody>
</table>
Memorandum of Understanding
Environmental Studies Program
Undergraduate Council Review

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on October 20, 2010 and concludes the Undergraduate Council Review of the Environmental Studies Program. David W. Pershing, Senior Vice President of Academic Affairs; John Francis, Senior Associate Vice President of Academic Affairs; Steve Roens, Senior Associate Dean of the Office of Undergraduate Studies; M. David Rudd, Dean of the College of Social and Behavioral Science; Daniel McCool, Director and Natasha McVauugh-Seegert, Associate Director of the Environmental Studies Program, were present.

The discussion centered on, but was not limited to, recommendations included in the Undergraduate Council Review completed on August 16 2010.

Recommendation 1. Additional Space for the Program

The Program requires more adequate office space. This issue has been addressed with three offices in Orson Spencer Hall reassigned to the Environmental Studies Program.

Recommendation 2. Name Change

It was recommended that the Environmental Studies Program change its name to the Environmental and Sustainability Studies Program to reflect changes in the field and in its courses. The request for this name change has been submitted.

Recommendation 3. New Personnel

It was recommended that the Program add new personnel to help with the large number of students who need advising. This issue has been addressed with the hiring of an additional advisor into a half-time position. This solution to the advising issue was made possible in part by the increase in space mentioned under recommendation number 1.

Recommendation 4. Release Time for the Program Director

More release time should be provided for the director of the Environmental Studies Program. This issue has been addressed with a release of two courses provided for the director of the program for the coming academic year. This course release will be considered for renewal on an annual basis.

Recommendation 5. Strategic Plan

It was recommended that a three-person committee be created that would be the strategic plan working group to arrive at a strategic plan for Environmental Studies. This is now in process.

Recommendation 6. Advisory Board

The current Internal Advisory Board for Environmental Studies should be maintained and should assume a more active role in overseeing the program. This is in process.
David W. Pershing  
Senior Vice President for Academic Affairs  
205 Park Bldg.  
Campus  

RE: Graduate Council Review  
Department of Geography  

Dear Vice President Pershing:  

Enclosed is the Graduate Council’s review of the Department of Geography. Included in this review packet are the report prepared by the Graduate Council, the Department Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.  

Please forward this review to President Michael K. Young. After approval by President Young, the review 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: M. David Rudd, Dean, College of Social and Behavioral Science  
George F. Hepner, Chair, Department of Geography  

The Graduate School  
302 Park Building  
261 South Presidents Circle Room 302.  
Salt Lake City, Utah 84112-9016  
801-581-7642 • Fax 801-585-6749  
www.gradschool.utah.edu  

November 29, 2010  

Please forward  
12/1/10  

Approved  
12/1/10  

Please forward  
12/1/10
Facilities and Resources

The physical facilities for the Department of Geography are located in the Orson Spencer Hall, with laboratory facilities across campus in the Kennecott Building. Both of these facilities were noted by the internal and external review committees to be wholly inadequate with leaking roofs, dysfunctional temperature control in office and classroom spaces, and cramped quarters. Such a situation is deleterious to an effective academic mission in ways that are difficult to quantify but very real nonetheless. This issue is exacerbated by the physical separation of the facilities on different ends of the campus.

The department maintains 2.5 FTE of support staff. The external review committee notes that this staff is hard working and efficient but overtaxed. The staff cannot provide the needed level of support to faculty for routine tasks.

Program Effectiveness and Outcomes Assessment

The department maintains statistics of various quantities related to student enrollment, graduation rates, time to graduation, diversity of graduating students, employment, etc. The department has recently (2005) initiated an exit survey of graduating students that gauges satisfaction with various aspects of the program and loyalty. These statistical instruments will provide a means for the department to keep track of trends in alumni opinion over time.

While any statistical trends from the exit survey are difficult to interpret since only a few years are available, other statistics suggest that the department is effective in its educational mission, with many employers in the public and private sectors seeking out graduates from the department. Overall, the mean time to completion of major course requirements for undergraduates and the time to completion of the master’s degree are 2 and 4.5 years, respectively.

Students reported to the internal and external committees that some aspects of the department curricula were not ideal. Most of these complaints centered around cross listed courses that do not provide the level of academic rigor that would typically be taught in advanced technical courses.

ACTIONS TAKEN SINCE THE LAST PROGRAM REVIEW

The department made significant efforts to address the recommendations of the last departmental review in 2003.

Prior Recommendation 1: Increase Diversity through faculty and student recruitment efforts. Action: The department recruited 5 female faculty members and 2 ethnically diverse faculty members since the last review. However, the department was not successful in retaining two of the female faculty members.
Prior Recommendation 2: Consider using more tenure track faculty in introductory courses and rely less on the use of master’s students for undergraduate classes. Action: Departmental policy is for master’s level students to teach lab sections. Master’s students are not used as primary instructors. The department has made an effort to place regular faculty in introductory courses, although with a limited faculty roll this has had the unintended consequence of diluting the effectiveness of upper division and graduate courses.

Prior Recommendation 3: The Department should examine the M.S. and M.A. requirements for comprehensive exams and colloquia. Action: The department has eliminated the M.S. and M.A. comprehensive examination and now requires these students to present their research proposal in the department colloquium series.

Prior Recommendation 4: The Department should pursue efforts to increase levels of support for graduate students by increasing stipends, increasing funding for presenting at professional conferences, and encouraging students to apply for outside funding to support research. Action: The department increased modestly the standard graduate student stipend to $11,000 and $12,000 for master’s and doctoral candidates, respectively. Given the inadequate level of state support, the self-study claims that it is impossible to increase this stipend level further. Given the level of extramural support within the department, the ad hoc committee finds this response to be inadequate.

Prior Recommendation 5: The department needs a large classroom, able to accommodate 50 to 70 students, with adequate flat table space to enable students to view paper maps, aerial photographs, and satellite photographs. Action: Paper maps and imagery are no longer used and this recommendation is not relevant.

Prior Recommendation 6: Regular faculty meetings are encouraged as a way to facilitate. Action: The department holds regular faculty meetings that include key auxiliary faculty and a student representative.

Prior Recommendation 7: Increased attention should be given to articulation of the goals of the undergraduate curriculum to benefit the undergraduate program. Action: A review was conducted, and the undergraduate curriculum was revamped in 2007. Based on the findings of the external and internal committees, the cross listing of courses remain a severe and ongoing problem in the department.

COMMENDATIONS

1. The quality of the faculty, as demonstrated by maintaining exemplary commitments to teaching, research, and service, is high. The faculty continue to be productive in all areas despite a difficult funding climate, inadequate physical facilities, and a small faculty contingent. This level of commitment to their mission is laudable.
2. The department is to be commended for its commitment to maintaining focus on its core research objectives. The faculty maintain several research centers in remote sensing, GIS, and the Center for Natural and Technological Hazards. These endeavors provide opportunity for students and faculty to continue high-level research activities.

3. The commitment of the department to enhancing diversity among faculty and students is exemplary. Since the last review 5 female and 2 ethnically diverse faculty were recruited. The student population is generally more diverse than the wider university.

4. The department is to be commended for a strong commitment to undergraduate and graduate education. The assignment of regular faculty to general education courses certainly enhances the experience of nonmajor students.

5. The department manages to maintain high morale and collegiality among students and faculty in the face of intense budget pressures and inadequate physical facilities.

RECOMMENDATIONS

1. The self-study makes clear that department personnel including administrative staff and faculty are overtaxed. The external review committee speculates whether the present situation is sustainable. However, the department provides no strategic plan to address this issue going forward. The department should develop a strategic plan to adapt to a more sustainable model that will allow the department to meet its core objectives.

2. While the department places high value on research, course loads are considerable at 4 courses per year for regular faculty. These requirements are inconsistent and result in excessive pressure on faculty. The high turnover rate among junior faculty may be symptomatic of this unsustainable model. The department should develop a strategy to address the high turnover rate among junior faculty.

3. Graduate stipends are not competitive and certainly reduce the quality of the graduate student body. With substantial extramural funding within the department, faculty should be free to set a competitive stipend for their students commensurate with those offered elsewhere in the highly technical disciplines that form the core of the department’s research portfolio.

4. Excessive cross listing of courses dilutes the quality and rigor of the academic experience for advanced students. While this policy has been adopted to allow the limited faculty to teach the required courses, it does not appear to be a viable long-term solution. Some means of separating lower division, upper division, and graduate courses should be developed.

5. Additional faculty lines should be acquired. The ad hoc committee recognizes that this is much easier said than done. However, it is clear that most of the recommendations noted above are due to a faculty contingent that is well below critical mass given the teaching, research, and service commitments of the department.
Submitted by the Ad Hoc Review Committee of the Graduate Council:

Jay Mace, Ph.D., Department of Atmospheric Sciences (Chair)
Lora Tuesday-Heathfield, Ph.D., Department of Educational Psychology
Darrell Davis, Ph.D., Department of Medicinal Chemistry
Geoff Silcox, Ph.D., Department of Chemical Engineering
(Undergraduate Council Representative)
### 1.4. Department Review Sheet

**OBIA - Department Review**

**Office of BUDGET & INSTITUTIONAL ANALYSIS**
THE UNIVERSITY OF UTAH

**Department Review by Academic Year**

**College of Social and Behavioral Science: Department of Geography**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Professor</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Instructor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Expenditures (Department)</td>
<td>$2,184,353</td>
<td>$1,702,447</td>
<td>$710,837</td>
<td>$360,313</td>
<td>NA</td>
</tr>
<tr>
<td>Research Expenditures (College)</td>
<td>$5,666,761</td>
<td>$5,602,104</td>
<td>$3,279,047</td>
<td>$2,416,173</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>3,461</td>
<td>2,773</td>
<td>2,415</td>
<td>2,483</td>
<td>2,447</td>
</tr>
<tr>
<td>Upper Division</td>
<td>4,673</td>
<td>4,684</td>
<td>4,779</td>
<td>4,919</td>
<td>3,000</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>6,134</td>
<td>7,557</td>
<td>7,194</td>
<td>7,454</td>
<td>7,447</td>
</tr>
<tr>
<td>Basic Graduate</td>
<td>333</td>
<td>473</td>
<td>418</td>
<td>474</td>
<td>424</td>
</tr>
<tr>
<td>Advanced Graduate</td>
<td>146</td>
<td>143</td>
<td>194</td>
<td>217</td>
<td>218</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>479</td>
<td>616</td>
<td>612</td>
<td>631</td>
<td>642</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Course</td>
<td>5.82</td>
<td>5.13</td>
<td>5.06</td>
<td>4.98</td>
<td>NA</td>
</tr>
<tr>
<td>Undergraduate Instructors</td>
<td>5.21</td>
<td>5.34</td>
<td>5.14</td>
<td>5.15</td>
<td>NA</td>
</tr>
<tr>
<td>Graduate Course</td>
<td>4.88</td>
<td>4.67</td>
<td>5.06</td>
<td>5.09</td>
<td>NA</td>
</tr>
<tr>
<td>Graduate Instructors</td>
<td>5.15</td>
<td>4.90</td>
<td>5.21</td>
<td>5.37</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Majors</td>
<td>22</td>
<td>20</td>
<td>12</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Full Majors (Including Intermediate)</td>
<td>82</td>
<td>74</td>
<td>72</td>
<td>64</td>
<td>73</td>
</tr>
<tr>
<td>Master’s</td>
<td>31</td>
<td>30</td>
<td>27</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>Doctorate</td>
<td>15</td>
<td>22</td>
<td>21</td>
<td>23</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
<td>40</td>
<td>34</td>
<td>48</td>
<td>38</td>
<td>48</td>
</tr>
<tr>
<td>Master’s</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Doctorate</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Office of Budget & Institutional Analysis (OBIA)
110 Park Building, 201 South President's Circle, Salt Lake City, UT 84112
Office: 801-581-5948 | Fax: 801-581-7541 | Email: info@obia.utah.edu
The University of Utah © - Disclaimer | Privacy Statement
Memorandum of Understanding

Department of Geography

Graduate Council Review 2009-10

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on November 11, 2010, and concludes the Graduate Council Review of the Department of Geography. David W. Pershing, Senior Vice President for Academic Affairs; M. David Rudd, Dean of the College of Social and Behavioral Science; George F. Hepner, Chair of the Department of Geography; Harvey J. Miller, Former Chair of the Department of Geography; Charles A. Wight, Dean of the Graduate School; and Donna M. White, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the Graduate Council review completed on March 29, 2010. At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: The self-study makes clear that department personnel including administrative staff and faculty are overtaxed. The external review committee speculates whether the present situation is sustainable. However, the department provides no strategic plan to address this issue going forward. The department should develop a strategic plan to adapt to a more sustainable model that will allow the department to meet its core objectives.

The Department Chair clarified that they have a strategic vision that has been very focused and effective in terms of the hires they have made in the past and the direction they are headed while working within limited resources. The Department is a model of efficiency in the College. Dean Rudd has reallocated resources to allow the Department to make a new hire and stated that the College will be implementing a strategic planning process within the context of the larger University that will be completed in approximately the next 18 months. In conjunction with this College initiative, the Department will address their strategic plan and create a more specific map of how and in what focus areas they foresee growth in the faculty and staff taking place in the future. The Dean and Senior Vice President will work together to add resources to the Department, as they are able to do so.

Recommendation 2: While the department places high value on research, course loads are considerable at 4 courses per year for regular faculty. These requirements are inconsistent and result in excessive pressure on faculty. The high turnover rate among junior faculty may be symptomatic of this unsustainable model. The department should develop a strategy to address the high turnover rate among junior faculty.
In his response memorandum (July 29, 2010) to the Graduate School, Chair George Hepner specifically addressed the turnover rate of five junior tenure track faculty members. Both he and Dean Rudd are confident that the resignations of those faculty members were not due to any systemic problem in the Department. The reasons for the resignations are detailed in that memo.

All new faculty members have reduced teaching loads in order to allow for research productivity. In fact, the Department faculty is highly productive in their research output. The Chair reiterated that it is in part due to the intensive involvement in research by the faculty that students are so engaged and enthusiastic about the quality of their experiences as undergraduates and graduate students. Faculty members who receive external funding for research do have the option to “buy out” their teaching loads to some degree, and in a negotiation process with the Chair can balance their workloads in terms of teaching and research. The Chair is attuned to the assignment of faculty loads and the mentoring of junior faculty.

Recommendation 3: Graduate stipends are not competitive and certainly reduce the quality of the graduate student body. With substantial extramural funding within the department, faculty should be free to set a competitive stipend for their students commensurate with those offered elsewhere in the highly technical disciplines that form the core of the department’s research portfolio.

Chair Hepner suggests one immediate concrete step that addresses need and availability of resources in relation to noncompetitive graduate stipends. The Department of Geography will allocate productivity funds to increasing TA stipends for at least the next two years. Dean Rudd voiced support for a cost-share arrangement on the TA stipends. He and the Chair will work together to make those arrangements.

It was noted by the Chair that Research Assistants are paid at rates set by faculty members who have secured external grants. The Chair cited the average amount of their stipends as $14,000. Teaching Assistants are paid the minimum $11,500-12,000 amount that is set by the Graduate School. There is a differential between RAs and TAs. The Chair does not intend to create two classes of Graduate Assistants but is faced with budget constraints for the TA stipends. As articulated above, the department will consider new ways of leveraging existing funding to fulfill their teaching requirements in the strategic planning process that will take place next year.

Recommendation 4: Excessive cross listing of courses dilutes the quality and rigor of the academic experience for advanced students. While this policy has been adopted to allow the limited faculty to teach the required courses, it does not appear to be a viable long-term solution. Some means of separating lower division, upper division, and graduate courses should be developed.

The Department Chair and Dean are aware of the problems associated with the practice of cross listing courses for undergraduates and graduate students. This strategy has been necessary to cope with budget cuts and excessive faculty loads. Anticipated faculty hires will alleviate this problem to some degree but
the Department is doing the best it can at the moment. The Chair will label the full-time auxiliary teaching faculty to reflect their Assistant or Associate Professor (Lecturer) status vs. the title of “Adjunct.” Oftentimes these full-time teaching faculty members are exemplary educators.

**Recommendation 5: Additional faculty lines should be acquired.** The ad hoc committee recognizes that this is much easier said than done. However, it is clear that most of the recommendations noted above are due to a faculty contingent that is well below critical mass given the teaching, research, and service commitments of the department.

Dean Rudd has reassigned a new faculty position to the Department (the need for strategic planning in terms of growing the faculty is addressed in Recommendation 1). With the hires planned for 2010/11, the department should reach 13 faculty. The Dean and Chair agree on a target of 15 faculty within five years given the many demands across departments in the College.

Although not listed as a recommendation in the Graduate Council’s report, during the wrap-up meeting the participants agreed that in its current state, Orson Spencer Hall (OSH) is a substandard space for housing the Department. One of the issues is the inadequate space and infrastructure support for the Digit Lab; another is the erratic temperature control. Even though there is no viable alternative at the current time, Sr. Vice President Pershing informed the group attending the meeting that there is an assessment underway by the Office of Space and Planning to look at a possible phased remodel of OSH. The Chair will work with the Dean to solve immediate problems in the best way possible given the current budget constraints.

This memorandum of understanding is be followed by annual letters of progress from the chair of the Geography Department to the dean of the Graduate School. Letters will be submitted each year until all of the actions described in the preceding paragraphs have been completed.

David W. Pershing
M. David Rudd
George F. Hepner
Charles A. Wight
Donna M. White  


david w. pershing
m. david rudd
george f. hepner
charles a. wight
donna m. white

Charles A. Wight
Dean, The Graduate School
November 29, 2010
No Kids? Want Kids? Got Kids?

We want to hear from you!

COMING JANUARY 2011

We want to invite you to share your child care needs and experiences in a campus wide survey. We want to know about:

* Your current childcare arrangements
* Your perceptions of met and unmet needs
* Your satisfaction with available childcare resources
* Satisfaction with campus-based childcare services
* Future childcare needs and services

Participation is voluntary and confidential

Questions? Please contact:

Dr. Joanne Yaffe: joanne.yaffe@utah.edu

Be on the lookout for your email invitation coming to your Umail. Help us make recommendations to President Young and the University of Utah about your child care needs.