Texas Tech University
Academic Council
Meeting of March 9, 2010
1:30 PM, Admin Room 337

1. Minutes of the February 16, 2010 Meeting
2. Online Graduate Application (Ganus)
3. Course Approvals (attached)
4. General Academic Calendar for 2013-2014
5. Proposed New Undergraduate Certificate in Jazz Studies (attached; Elbow, Henry)
6. Course Additions to the Core Curriculum (attached; Elbow)
7. Participating in Commencement after Term of Graduation (attached; Elbow)
8. Draft Grade Replacement Policy (attached; Phelps)
9. Low-producing Programs (attached; Paton)
10. Proposal on Non-credit Sections (attached; Paton)
11. Noel-Levitz Advising/Retention Report (Teagan)
12. Grades of PR (Latham, Elbow)
13. Announcements

Adjourn by 3:00 p.m.

March 2010 Academic Council
Summary of Proposed Course Approvals

No.	College	Action	Prefix & No.	Title	HRS	Description/Term/CIP/Level
1	AG	CHG title, description	PSS 5318	**Current:** Advanced Turfgrass Science **Proposed:** Advanced Turfgrass Physiology and Ecology	3:3:0	Prerequisite: PSS 3309 or consent of instructor. Interaction between turfgrass and the environment. Focus on turfgrass adaptation and tolerance to environmental and mechanical stress. **Justification:** Changes are necessary to offer a more challenging and appropriate course for turfgrass graduate students. The topics of physiology and ecology expand and broaden the general knowledge gleaned in the undergraduate program. **Effective Term: Fall 2010** **CIP Code:**
2	ARCH	CHG title, description	ARCH 2342	**Current:** Architectural Design Drawing **Proposed:** Creative Process	3:0:6	Prerequisite: ARCH 1341. Exploration of graphic, drawing, and art-media skills to strengthen design process and judgment. **Justification**: New title more accurately reflects course content. **Effective Term: Spring 2011** **CIP Code: 04.0201.0006**
3	ARCH	ADD	ARCH 5366	Evidence-Based Architecture	3:3:0	Historical development and theoretical fundamentals of research based "evidence" in architecture. Challenges and opportunities for different stakeholders. Finding and using "evidence" in design. Case studies. **Justification:** Evidence-based design is a process by which the designer and an informed client make decisions based on the best information available from research, project evaluation, and evidence gathered from the operations of the client. This is a new method of practice in the architecture profession and is not currently taught at Texas Tech. This class will be part of the newly proposed Graduate Certificate in Health Care Facilities Design. **Effective Term: Fall 2010** **CIP Code: 04.0201.0006**
4	BA	CHG title, description	ACCT 5303	**Current:** Accounting Systems Management and Control **Proposed:** Information Systems Auditing and Forensic Accounting	3:3:0	Prerequisite: Admission to M.S.A. program and ACCT 4301. Study of computer technology employed in auditing advanced information systems, including detection of financial fraud. **Justification:** The new title reflects that this course reviews current issues in information systems audit and forensic accounting (fraud detection). **Effective Term: Fall 2010** **CIP Code: 52.0303.0016**
5	BA	CHG title, description	ACCT 5320	**Current:** Business and Economic Concepts for Auditors **Proposed:** Analysis of Financial Accounting Information	3:3:0	Prerequisite: Admission to the M.S.A. program and ACCT 4301. Study of how financial accounting information is used by auditors, lenders, investors, regulatory compliance officers, management, and employees. Includes advanced analysis of financial reports, as well as economic trends and business valuation. **Justification:** The revised course will provide M.S.A. students an opportunity to read and interpret 10-K and 10-Q financial reports, conduct sophisticated financial analysis, and submit detailed analytical reports. **Effective Term: Fall 2010** **CIP Code: 52.0305.0016**
6	BA	DEL	MGT 4372	Labor Relations	3:3:0	Prerequisite: MGT 3370 with a grade of C or higher. A study of labor union development, organization, leadership, and operational techniques. Consideration of collective bargaining issues and procedures. **Justification:** Course content completely redeveloped. **Effective Term: Fall 2010** **CIP Code: 52.1001.0016**

7	BA	ADD	MGT 4385	Recruitment, Selection, and Retention	3:3:0	Prerequisite: MGT 3370 with a grade of C or higher. Introduces students to employee selection and placement issues, including job analysis, criterion development, development and use of employment tests, validation of selection techniques, recruitment strategies, and statistical methods for making fair employment decisions. **Justification:** Curricular changes to reflect the rapidly changing field of management. **Effective Term: Fall 2010** **CIP Code: 52.1001.0016**
8	ENGR	CHG title, hours, prerequisites, description	CE 4101	**Current:** Application of Engineering Fundamentals **Proposed:** Fundamentals of Engineering Exam Review **TABLED BY AC IN FEBRUARY**	1:1:0 to 1:0:3	Prerequisite: CE 4200 and consent of instructor. Review for NCEES Fundamentals of Engineering Exam. **Justification:** **Effective Term: Fall 2010** **CIP Code: 14.0801.0006**
9	ENGR	CHG hours	CHE 4232	Unit Operations Laboratory	2:0:6 to 2:1:4	Prerequisite: CHE 3232 and senior standing in chemical engineering. Laboratory experiments illustrating the basic principles of unit operations. Includes instruction on experimental methods, equipment scale up, and technical communication. (Writing Intensive) **Justification:** The department has added a 2-hour discussion to this class to go over safety, experimental techniques, data analysis, and design experiments. Students will do oral presentations during the discussion and 1-hour lecture. **Effective Term: Fall 2010** **CIP Code: 14.0701.0006**
10	ENGR	ADD	CHE 4366	Biomicrofluidics	3:3:0	Prerequisite: CHE 3315. Fluid phenomena at small scales. Science and engineering of miniaturized lab-on-chip devices for applications in chemical, biomolecular, and cellular analysis. **Justification**: This course is needed to introduce seniors to the emerging area of biomicrofluidics. It will serve as an elective in the chemical engineering major and bioengineering minor. **Effective Term: Fall 2010** **CIP Code: 14.0701.0006**
11	ENGR	CHG title	CS 4000	**Current**: Special Topics in Computer Science **Proposed**: Individual Studies in Computer Science **TABLED BY AC IN FEBRUARY**	V1-6	Prerequisite: Advanced standing and departmental approval. Individual studies in computer science areas of special interest. May be repeated for credit. **Justification:** New title corresponds more accurately with the description and allows CS 4331 to be the department's special topics course. **Effective Term: Summer I 2010** **CIP Code: 11.0101.002**
12	ENGR	ADD	ME 5357	Transdisciplinary Discovery and Innovation	3:3:0	Process of scientific discovery and technology development, integrated tools and processes for engineering innovation, and theoretical foundations and current topics in transdisciplinary engineering and science. **Justification:** This class will expose students to the principles of synergistic collaboration for design, process, and systems by understanding the concepts of process of scientific discovery and change, integrated tools and processes for engineering innovation that draw upon multiple disciplines, and the theoretical and practical foundations and current topics in transdisciplinary engineering and science. It is important because it provides current knowledge and enables students to more effectively pursue research. **Effective Term: Fall 2010** **CIP Code: 14.1901.0005**

13	ENGR	ADD	PETR 4385	Multinational Energy, Environment, Technology, and Ethics **TABLED BY AC IN FEBRUARY**	3:3:0	Prerequisites: ENGL 1301, 1302; MATH 1351, 1352; junior or senior standing; departmental approval. Energy use in modern society and the consequences of past, current, and future energy use patterns. **Justification:** This course is designed to enable students to understand how profoundly scientific and technological developments affect society and the environment. Students will acquire an understanding of the relationship of ethics and technology. **Effective Term: Summer I 2010** **CIP Code: 14.2501.0006**
14	ENGR	ADD	PETR 4386	Petroleum Geology, Exploration, Drilling, and Production **TABLED BY AC IN FEBRUARY**	3:3:0	Prerequisites: ENGL 1301, 1302; MATH 1320 or higher; junior or senior standing; departmental approval. Exposes students to both engineering and geological aspects of the petroleum business and enables them to operate in an oil company team environment or independently. **Justification:** For several years the department has taught this course as a special topics course, PETR 4000, as part of the energy commerce program in Rawls College of Business. Enrollment has been about 60 students each spring semester. Instructors feel the need for the course has been demonstrated and request the course be given a formal designation. **Effective Term: Summer I 2010** **CIP Code: 14.2501.0006**
15	HUM	DEL	FCSE 5308	Communication Processes in Family and Consumer Sciences Education	3:3:0	Exploration of communication theory and processes in family and consumer sciences education programs. **Justification:** Course is no longer needed. **Effective Term: Fall 2010** **CIP Code:**
16	VPA	DEL	ART 3362	Technology in the Visual Arts	3:2:4	Prerequisite: ART 1302, 1303 (or ARCH 1341), 2303, and 2304. Instructional and studio emphases on technology in the visual arts. Outside assignments. Fulfills Core Technology and Applied Science requirement. **Justification:** Course is being replaced by ART 2309. **Effective Term: Fall 2010** **CIP Code:** 50.0701.0003
17	VPA	ADD	MUHL 5322	Early Music Performance Practice	(3)	Study of the use of period instruments, original sources, and musical techniques contemporary to medieval, Renaissance, and Baroque musics. **Justification:** The class is important because knowledge of the basic tenets of historical performance practice has become the “industry standard” for music scholars and performers who work with medieval, Renaissance, and Baroque music. It will serve as the foundation course for the proposed Graduate Certificate in Early Music Performance Practice. It has previously been taught as a special topics course. **Effective Term: Fall 2010** **CIP Code: 5.0905.0003**
18	VPA	ADD	MUTH 3205	Introduction to Jazz Harmony	(2)	Prerequisites: MUTH 1104, 1204; MUAP 1124. Addresses fundamental concepts in contemporary jazz theory and harmony, intervals, chord construction, chord/scale relationships, harmonic and melodic analysis, scale choice, basic jazz keyboard, and aural skills. **Justification:** This course is needed to support the proposed undergraduate certificate in jazz studies. The materials covered in this course are not covered elsewhere in the music curriculum. It will provide an essential foundation in basic concepts in theory and harmony as they relate to the jazz idiom. **Effective Term: Fall 2010** **CIP Code: 50.0910.0003**

Application for Upper-Level Undergraduate Certificate Program

1. Name of certificate program

   Undergraduate Certificate in Jazz Studies

2. Name of home department(s) and home college(s).

   School of Music, College of Visual and Performing Arts

3. Coordinator(s)/advisor(s) for certificate program (admissions and advising).

   Stephen Jones

4. Required courses and electives (specify each).

   Please See Attached Page

5. Are all courses currently in inventory and available? If not, applications for new courses must accompany this proposal.

   All courses are in inventory and available with the exception of MUTH 3205. New Course Application is attached.

6. What practice/applied/creative needs will be met by the establishment of the proposed undergraduate certificate program? What prerequisite skills set, if any, must applicants demonstrate? How many students per year do you anticipate engaged in the program? How was the above information determined?

   Although offerings in the study of jazz music have existed at TTU for some time, this is the first time that a defined course of study has been proposed. The aim of the program is to provide interested students with a foundation in the skills necessary to be a successful performer in the jazz idiom. The program combines lecture courses and laboratory courses (performance ensembles), as well as private study much like the mentor/apprentice tradition seen throughout the history of jazz music.

   Additionally, music education students are often required to teach jazz music and direct jazz ensembles when they enter the workforce as professional music educators. Successful completion of this program will make interested students more competitive in the job market.

Finally as one of America's true indigenous art forms, the formal study of jazz music has a place in academia. Many schools of music across the country have such programs in place and attract students because of them.

Prerequisite skills are covered in MUAP 1124, MUTH 1104 and MUTH 1304, typically taken in a music major's freshman year. It is anticipated that the program will have up to 10 students in it at any given time. This estimate is based on the number of students currently enrolled in multiple jazz offerings.

7. What impact will the program have on existing undergraduate degree programs?

A defined program in jazz studies will attract high quality undergraduates to TTU, and enhance the degree programs offered by the school of music. Increasingly, prospective students are inquiring about jazz offerings, and with a formal certificate program in place, we have a better chance of attracting those students who might have otherwise gone elsewhere.

8. Do you have any existing undergraduate or graduate certificate programs? If so, please list.

Yes, a Graduate Certificate Program in Piano Pedagogy.

Alan O. Shinn	2/22/10	Alan Shinn
Department Chair Signature (s)	Date	Typed or Printed Name(s)
Robert E. Henry	3-1-10	ROBERT E. HENRY
Dean of College Signature(s)	Date	Typed or Printed Name(s)
PSVPAA Signature	Date	Typed or Printed Name

Required courses for Undergraduate Certificate in Jazz Studies

Course #	Course Description	Credit	Total Credits	Offered
MUEN 3105.201	Jazz Ensemble 1	1	4	each semester
MUEN 3106.241	Jazz Combo 1	1	2	each semester
MUTH 3205 *	Intro. To Jazz Harmony	2	2	each fall
(new course proposal attached)				
MUAP 3205.201	Beginning Jazz Improvisation	2	2	each spring
MUHL 3304	Jazz History	3	3	each semester
MUAP 1001-4002.243	Applied Jazz Improvisation	1-2	4	each semester

TOTAL CREDITS = 17

*may substitute MUSI 4000 (Jazz/Commercial arranging) with coordinator's permission

Additions
AGED 2300 Introduction to Agricultural Education
ART 2309
SOC 2335 Homicide
Deletions

Current core curriculum requirement fulfilled
Individual & Group Behavior.
Technology and Applied Science
Individual & Group Beh.avior

Core Area Committee recommendation
Approve, 2.25.10
Approve, 3/3/10
Approve, 2/24/10

Steering Committee recommendation
Approve, 2/26/10
Approve 3/5/10
Approve 2/26/10

Academic Council recommendation

Justification
Appropriate course for the requirement.
Appropriate course for the requirement.
Appropriate course for the requirement.

The TTU catalog currently has the following statement regarding student participation in commencement:

"Diplomas are awarded at the end of each semester and the summer terms. Commencement exercises are held at the end of each long semester and at the end of the second summer term. Students may participate only in the commencement exercises that immediately follow completion of their degree."

This policy appears to be unenforceable and also one that has the potential to generate ill will against the university. Furthermore, aside from inconvenience, there appears not to be a valid reason to restrict students with a legitimate conflict from attending a later commencement ceremony if they so desire. Therefore, we propose to eliminate the underlined wording in the catalog. Students who request to participate in a commencement ceremony subsequent to their scheduled commencement and who present a valid reason for being unable to participate in their graduation semester will be referred to their academic dean to request the postponement of participation. The student's name will appear only in the commencement program of the semester in which she or he completes the requirements for graduation.

DaNay Phelps, *Senior Administrator-University Academic Advising*
Office of the Provost
Texas Tech University
Grade Repeat Policy Subcommittee Meeting
Friday, March 5, 2010

Committee Members
Cathy Duran (RCOBA), Clifton Ellis (ARCH), Bobbie Latham (Registrar), DaNay Phelps (Office of the Provost)

Charge from Academic Council
Review the TTU Grade Replacement Policy and present recommended edits to the policy at the March 9 meeting of the Academic Council.

Initial reasons for implementing policy preventing students from retaking a course in which they had previously earned a grade of C or better:

- TTU data showed increasing numbers of students repeating courses for which they had already met degree requirements (sometimes repeating courses as many as eight times or more).
- Increase seats available to students needing to take or repeat a course for degree credit.
- Encourage student to move forward in their degree program thereby reducing educational costs and time to graduation for the student.

Issues Discussed and Agreement Reached

1) Students should not be prevented from retaking courses for which they are eligible.
2) Only grades of "D" and "F" should be eligible for grade replacement.
3) Students should not be allowed to replace grades of C or better.

Recommended catalog text:

Grade Replacement Policy. The Office of the Registrar will initiate the grade replacement process at the end of each term after a Texas Tech course has been retaken at Texas Tech University and prior to graduation. Students who want to replace a grade received before fall 1983 should contact their academic dean's office.

Grade replacement is for the purpose of adjusting the cumulative grade point average. A notation will indicate the original course that is being replaced. The original grade will remain. A pure GPA without grade replacements will be used for honors designations.

The most recent passing grade will replace all grades of D or F in that course. Only grades of D or F are eligible for grade replacement. Students may repeat a course for credit only one time at the normal tuition rate. Students taking a course more than two times must pay an additional fee. Second bachelor's degree students may repeat a course taken during the first bachelor's degree, but are ineligible to replace the grade.

Effective January 1, 2009, only current and cumulative GPAs will be calculated. The current and cumulative GPA will include grade replacements. A notation will indicate the original course(s) that is being replaced. The original grade and original academic standing status will remain on the term in which the initial grade was earned.

DRAFT

Texas Tech University

THECB Low Producing Programs Report

Due Date: March 15, 2010

Submitted by:

Valerie Osland Paton, Ph.D.

Vice Provost, Planning and Assessment

Texas Tech University

ADM 104

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Low Producing Programs

Consolidation, Phase-Out and Deletion

CIP	Program Title	Consolidate/Phase-Out	Deletion Date
College of Agricultural Sciences and Natural Resources			
03.0301.00	B.S. in Wildlife & Fisheries Management-Fisheries Management	Consolidate into CIP 03.0601.00	12/2010
Rawls College of Business			
11.0901.00	M.S. in Business Admin-Telecommunication And Network Management		12/2010
Whittaker College of Engineering			
14.0101.00	B.A. in Engineering (THECB notified 9/15/09; confirming letter dated 10/26/09)		12/2010
14.1201.00	B.S. in Engineering Physics		12/2011
College of Arts and Sciences			
26.1103.00	M.S. in Biological Informatics		12/2010
40.0603.00	B.S. in Geoscience – Geophysics	Consolidate into CIP 40.0601.00	12/2010
51.0913.00	M.S. in Sports Health (THECB notified 9/15/09; confirming letter dated 10/26/09)		12/2010
College of Human Sciences			
19.0704.00	B.S. in Human and Family Studies - Family Studies		12/2010
19.0901.00	B.S. in Clothing, Textiles and Manufacturing		12/2010

Low Producing Degree Program

Action Plans

Texas Tech University

College of Agricultural Sciences and Natural Resources

CIP 01.0000.00

Master of Agriculture

Justification:

The Master of Agriculture degree was designed many years ago to serve as a multidisciplinary program for students interested in a non-thesis broad-based degree to prepare them for diversified careers in agriculture and natural resources. Over the last several years each department within the college, with the exception of Landscape Architecture, has participated in the program; however, most students interested in advanced degrees have usually selected one of the Master of Science programs within the departments. However, over the years this program has "filled a niche" even though the number of students participating in the program has been low. Within the last few years the program has been expanded to include offering many of the courses at a distance such that students could earn the degree entirely by distance learning. Since historically many of the students in the program have been employed full-time and were participating part-time in the program, it is expected that with aggressive marketing techniques that the distance learning component will become the preferred method of delivery.

More recently we have added an option in Agricultural Education with Principal Professional Certification (PPC) option. This is a joint program with the College of Education where upon graduation the individuals will have their Master of Agriculture Degree and their PPC. Having the PPC will allow the individual to enter school administration as a principal. In addition, we have worked with the Office of International Affairs in establishing a 3-year program with the Peace Corps where a student will receive the Master of Ag degree after taking courses on campus for approximately one year and then serving a two-year assignment in the Peace Corps. Currently we have two students who have completed their course work and are beginning their service to the Peace Corps.

The vision for the Master of Agriculture program is to provide a high quality multidisciplinary program for qualified students whereby they can obtain an advanced degree with a minimum amount of inconvenience. A program of this type is generally sought by mid-career individuals needing an advanced degree to advance in their profession. In addition, they prefer a program that is broad-based and, in many cases, will need to take classes at a time that will mesh with their work schedule. Further, many of the students are place-bound and would need access to on-line courses. In fact, it is anticipated that most future growth in this program will come from distance-learning students.

The quality of the program is excellent as it "piggy-backs" with our Master of Science programs. The students in this program take the same courses that the Master of Science students take in all of our departments (the main difference being that these students do not take research or thesis hours). Therefore, the quality matches our high quality Master of Science programs relative to the course work.

The cost of this program is minimal because it has no specifically assigned faculty or space. The students are comingled with the Master of Science students in the classes (face-to-face and distance) and require no laboratory space.

Action Plan:

The goals of this program are to recruit additional students into the program—both resident and distance—and to continue the current successful efforts of graduating students. This will be accomplished by the following:

1) Expand the program by developing more courses for on-line delivery. This is a continuing process. Currently we have about 54 graduate courses in the inventory offered by distance.

2) Develop additional degree program options for the distance program. In addition to the current distance options (Agronomy, Horticulture, Resource Management, Agricultural Education, Agricultural Education with a Principal Professional Certification), additional options are in the development stage.

3) Intensify the marketing of the face-to-face and distance programs; however, the most growth potential of this program is in the distance component. Current efforts include marketing the program to the state's agriscience teachers, AgriLife extension agents, and those in industry. Additional efforts are planned to make those in industry more aware of the program.

Data:

1) Number of faculty members. This program is "piggy backed" onto our Master of Science programs in that students in this program are integrated into the courses used for the Master of Science programs in the various departments. In a sense, all faculty are involved, but the percentage of their time devoted to these students is minimal.

2) Average faculty teaching load. The average 2008 Teaching Workload for faculty in the College of Agricultural Sciences and Natural Resources is 13.50 and the average 2008 Policy Workload is 19.35.

3) Number of declared majors. Currently there are 10 students in the program (2 in the Peace Corps Masters International program with an emphasis in Natural Resources Management, 1 in Natural Resources Management, 1 in Animal and Food Sciences, and 6 in Agricultural Education). In addition, 6 students are in various stages of the application process.
4) Number of students per class by faculty member. Number unavailable; however, it would be low due to only currently having 10 students in the program. Again, it should be noted that these students are integrated into the classes of the much larger Master of Science programs within the departments.

In conclusion, one of the most significant components of this degree program has been the broad-based nature of the program and the fact that a student can participate in the program on a part-time basis. They can set their own pace since they are only taking courses and have no commitment to a research program that would be both time-intensive and time-sensitive. I believe that in the future that this program will be even more attractive because of place-bound students not having to take time off from work and travel to campus to participate in the courses.

CIP Code 01110600
B.S. in Range Management

We anticipate an increase in the number of students enrolled in this major as result of increased employment opportunities and the excellent reputation of the Range Management program. More jobs should be available for graduates because the work force in most federal and state land management agencies is aging and a turnover of 30%-40% is expected during the next five years. This should result in increased employment opportunities for our traditional Range Management majors. In addition, we are adding a new track within the Range Management major titled "Ranch Management" that will prepare graduates for jobs serving the large numbers of people that are acquiring rural properties that they wish to management for timber production, hunting, fishing, bird watching, and camping, as well as livestock production. The Society for Range Management conducted a full review of the undergraduate Range Management program in 2008 and re-accredited it through 2018.

The number of students enrolled at any one time in our Range Management Bachelor of Science major should increase significantly, likely to 30-40 students. There is an increase in new students majoring in Range Management for the fall semester 2009 compared to fall 2008: seven new freshmen have been admitted for fall 2009 compared to five in fall 2008 and five students have transferred to Range Management for fall 2009 compared to two in fall 2008. This is a net increase of five students in the 2009 freshman class. We respectfully request permission to continue this degree program.

CIP Code 01110600
M.S. in Range Science

The Department of Natural Resources Management, formerly Range, Wildlife and Fisheries Management, has offered a M.S. in Range Science since 1966. We have experienced significant turnover of faculty associated with the Range Science program in recent years. Two senior faculty members retired in 2006 and 2008, respectively. Two new faculty members are now in place and we anticipate that there will be growth in the number of graduates from the Range Science Masters program in the coming years.

There are several students currently pursuing Range Science Masters degrees and we believe the productivity of this program will improve during the next evaluation cycle. Therefore, we respectfully request permission to continue this degree program.

CIP Code 01110600
Ph.D. in Range Science

The Department of Natural Resources Management, formerly Range, Wildlife and Fisheries Management, has offered a Ph.D. in Range Science since 1970. We have experienced significant turnover of faculty associated with the Range Science program in recent years. Two senior faculty members retired in 2006 and 2008, respectively. Two new faculty members are now in place and we anticipate that there will be growth in the number of graduates from the Range Science Doctorate program in the coming years.

We believe the productivity of this program will improve during the next evaluation cycle. Therefore, we respectfully request permission to continue this degree program.

CIP Code 03030100
M.S. in Fisheries Science

The Department of Natural Resources Management, formerly Range, Wildlife and Fisheries Management, has offered a M.S. in Fisheries Science since 1995. During the last three years two senior faculty members left the Department and two new Fisheries scientists were hired. We are presently negotiating with the U.S. Geological Survey to hire an additional aquatic scientist for the Texas Cooperative Fish and Wildlife Research Unit. This person will hold an appointment in the Department of Natural Resources Management as a Graduate Faculty member in Fisheries Science. We anticipate that the productivity of this graduate degree program will show an increase in coming years. We expect the number of graduate students to increase as new faculty initiate their research programs. Therefore, we respectfully request permission to continue this degree program.

CIP Code 03030100
Ph.D in Fisheries Science

The Department of Natural Resources Management, formerly Range, Wildlife and Fisheries Management, has offered a Ph.D. in Fisheries Science since 1995. During the last three years two senior faculty members left the Department and two new Fisheries scientists were hired. We are presently negotiating with the U.S. Geological Survey to hire an additional aquatic scientist for the Texas Cooperative Fish and Wildlife Research Unit. This person will hold an appointment in the Department of Natural Resources Management as a Graduate Faculty member in Fisheries Science. We anticipate that the productivity of this graduate degree program will show an increase in coming years. We expect the number of graduate students to increase as new faculty initiate their research programs. Therefore, we respectfully request permission to continue this degree program.

CIP 01.1201.00

M.S. in Soil Science

Justification:

The MS in Soil Science is a crucial academic program in the Department of Plant and Soil Science at Texas Tech University. This MS degree is a feeder program to the PhD degree in Plant and Soil Science with a soil science emphasis.

Need:

Recently, the United States Office of Personnel Management (OPM) promulgated qualification standards for General Schedule Positions in employment of the United States government, including that of ***GS-470: Soil Science Series***. Complete lists of the courses are listed in the Appendix to this document. To meet the GS-470 Soil Science requirements, Texas Tech students MUST take the Graduate level courses offered by our department. The Texas Tech University Department of Plant and Soil Science does not offer enough soils classes to graduate certified soil scientists. Since the hiring of Dr. Wayne Hudnall, a soil pedologist, the Texas Natural Resource Conservation Service (NRCS) has granted approximately $75,000 per year to Plant and Soil Science to encourage training of soil scientists for the NRCS. Prior to Dr. Hudnall's employment, Texas Tech University was without a soil pedologist for more than a year after the retirement of his predecessor. The NRCS has a great need for Soil Scientists as many of their personnel are retiring and there is a dearth of replacements. The NRCS recognizes this and has been willing to fund Soil Science graduate students to secure the necessary expertise.

Quality:

The quality of the faculty is very high. There are five individual faculty (4.15 FTE) associated with the Soil Science program. Two of these faculty hold endowed chair positions and another faculty member holds an endowed professor position. The department has within the past 1.5 years added a new faculty hire (Dr. Jennifer Moore-Kucera) in the area of soil microbiology. With the addition of pedologist and microbiologist positions, the soil science faculty has reached a critical mass to be an extremely viable program. Furthermore, the department added a new soils position when a soil scientist was hired as department chair (Thompson) during 2006. He now is major advisor for two soil science M.S. students. Unfortunately, the "snap shot" of the graduates of the Soil Science MS program reflected the state to the program before the new faculty could graduate MS students. One MS student completed the Soil Science degree this summer (2009) and three more MS students are scheduled to graduate this fall.

Cost:

There are no additional costs to the university above those required for current undergraduate teaching obligations.

Action Plan:

We plan to continue recruiting graduate students into the Soil Science MS program. We have graduated one MS in Soil Science this summer and anticipate three additional MS students will graduate this fall semester. We have written numerous grant proposals to fund additional graduate students to replace those who will graduate. Unfortunately, the "snapshot" of our graduating MS in Soil Science program reflects the faculty turnover during the past several years. A "snapshot" of our current MS in Soil Science program would reflect a healthy program and not a low performing one.

Requested data:

	2008-09	**2009-10**
Number of faculty	4	5
Faculty FTE	3.15	4.15
Average policy workload	15	20.7 (Fall 2009)
Number of declared majors	6	7
Number of students per class		
Bronson	PSS 5232-12	PSS 5334-19
Hudnall	PSS 5337-8	
Moore-Kucera		PSS 6432-9
Thompson	PSS 5331-17	PSS 5331-12 PSS 5001-7
Zartman	PSS 5231-7 PSS 5335-11	

APPENDIX:

The United States Office of Personnel Management (OPM) maintains qualification standards for General Schedule Positions in employment of the United States government, including that of ***GS-470: Soil Science Series***.

Qualification Standards for GS-470: Soil Science Series

The following lists of 1] Soil Courses and 2] Biological, Physical, and Earth Science Course address the OPM standard requirements. Course names may vary from school to school. The lists may not include all courses available at any particular school. Hence, it may be necessary for NRCS Human Resource staff (HR) to consult with the State Soil Scientist and/or the University Liaison to the National Cooperative Soil Survey (NCSS) to determine relevance of a course in question to the OPM standard requirements during hiring procedures.

A third list, Supplemental Course Areas of Study, is included to show course work the Soil Survey Division of NRCS believes would help soil scientist performance in the NCSS. This list of course work does not apply to the OPM standards.

It is suggested that this information be shared with your HR staff, land grant institutes, and other NCSS cooperators.

List 1-Soils Courses

Environmental soil science

Forest soils

Hydric soils

Introductory soil science

Pedology

Soil and plant relationships

Soil biology

Soil chemistry

Soil conservation/management

Soil fertility

Soil genesis

Soil geomorphology

Soil judging (related)

Soil mechanics

Soil microbiology

Soil micromorphology

Soil mineralogy

Soil physics

Soil quality

Soil taxonomy

Special studies in soils (case by case for relevance)

List 2- Biological, Physical, and Earth Science Courses

Agronomy

Biology

Botany

Chemistry (basic)

Chemistry (bio)

Chemistry (Organic)

Climatology

Crop sciences

Ecology (basic)

Ecology (benthic)

Ecology (forest)

Ecology (rangeland)

Ecology (wetlands)

Environmental sciences

Geology

Geomorphology

Horticulture

Hydrology (surface, ground water)

Microbiology

Physics

Plant physiology

Plant sciences

Turf courses (agrostology)

Waste management

List 3-Supplemental Course Areas of Study

GIS applications

Interpersonal communication skills

Land use planning

Mathematics (algebra, trigonometry, geometry)

Modeling

Remote sensing

Speech, public speaking

Statistics

Team building skills

Writing skills (professional and other)

CIP 26.0702.00

MS in Entomology – Change to M.S. in Plant Protection

Justification:

The MS in Entomology has been designated as a "low-producing program". With only 1.5 faculty FTE in Entomology, maintaining a sustainable program with sufficient enrollment has become problematic. The Department of Plant and Soil Science proposes to convert this degree to the M.S. in Plant Protection. "Plant Protection" includes entomology and the allied disciplines of weed science and plant pathology, which are represented in our department. Broadening the degree to include these two disciplines will also involve at least three more departmental faculty in this degree program. Graduates of this program will be well-rounded in all areas of Plant Protection and very marketable to the agricultural chemical industry, to biotechnology companies, in commercial agriculture and horticulture, and for employment as county agent faculty. Graduates will also be well-prepared to be crop consultants, and will have the foundation to pursue another advanced degree.

Need:

Advances in biotechnology in crop genetics have resulted in increased demand for professionals with a well-rounded understanding of plant protection science. Scientists with an understanding of all biotic factors affecting plant growth—genetics, insects, pathogens, and weeds—will continue to be in demand for employment by biotechnology companies, agricultural chemical companies, and state Cooperative Extension agencies. These employment demands can best be filled by individuals from cross-disciplinary programs, such as the revised M.S. program that we propose.

In the United States, graduate degree programs in Plant Protection exist at Cornell University, the University of Georgia, Texas A&M University, and Mississippi State University. Several of these are non-thesis, "terminal" Master's degrees. There is not another university system in Texas or the southwest that will provide the depth of research and applied training as we propose in this modified M.S. in Plant Protection.

Quality:

Several of the faculty who will be involved in this modified degree program have been with Texas Tech for less than four years, and thus are only now beginning to develop productive research programs (Henry, Nansen, Woodward). These faculty, along with other faculty members within these areas of expertise, will bring excellent quality to the program.

Cost:

There are no additional costs to the university above those required for current undergraduate teaching obligations.

Action Plan:

If this requested program change is approved, it is expected that all students who would have previously enrolled in the M.S. Entomology program would be enrolled in "Plant Protection." Some of the students currently enrolled in the M.S. Crop Science program and working with Drs. Dotray, Henry, or Woodward will also enroll in the M.S. in Plant Protection. The net effect will be more faculty contributing more graduate students to this modified program.

The modified program will be advertised through the departmental website and printed materials, and at several professional society meetings each year, including: American Phytopathological Society, American Society of Agronomy, Entomological Society of America, Weed Science Society of America, and others.

Requested data for the M.S. in Entomology:

	2008-09	**2009-10**	**2010-11 †**
Number of faculty	3	3	6
Faculty FTE	1.5	1.5	3.25
Average Policy Workload	13.4	13 (Fall 2009)	
Declared majors	7	5	
Students/class			
Nansen	---	PSS 5304-2	
Parajulee	PSS 5310-6		
Thorvilson	PSS 5307-2	PSS 5307-13	
Dotray	PSS 5429-23 PSS 5324-10	PSS 5429-7 PSS 5324-5	

Henry		PSS 5318-3	
Woodward	PSS 5001-11 PSS 5425-2	PSS 5425-9	

† Projections for the M.S. in Plant Protection

Low Producing Degree Program

Action Plan

Texas Tech University

Whittaker College of Engineering

CIP 14.3601.100

M.S. in Manufacturing Systems and Engineering

1. Provide justification for continuing the program. Justification should incorporate issues of need, quality, and/or cost.

Local, Regional, State, National, and International Needs

Recently, the Texas Higher Education Coordinating Board embarked on a long-range planning effort to identify a few important goals that Texas higher education should pursue in the next 5-10 years, with strategies for reaching these goals. According to their report, "While there has been a major shift in the Texas economy into industries that are technology dependent, there has not been a corresponding change in certificate and degree production. Government and industry leaders are concerned that a technology economy cannot be sustained unless the state's higher education system makes changes to provide similar increases in the production of graduates prepared to work in these high-tech industries."

The current Master of Science program in Manufacturing Systems and Engineering will directly contribute to sustaining Texas State economic development by increasing the number of professionals that can innovate, develop, and preserve our manufacturing industries. We expect that this increase in trained manufacturing professionals will lead a surge in job creation for the state.

Job Market Needs and Potential Employers

During planning and design efforts, a list of potential collaborators and employers was identified. We developed a target list of companies which recruit regularly at Texas Tech University. Some potential employers for program graduates here in Texas:

Raytheon, Garland Texas; Exxon\Mobil, Houston, Texas; Alcatel, Plano, Texas; Ethicon, San Angelo, Texas; US Gypsum, Sweetwater, Texas; Nucor, Grapeland, Texas; Chevron Philips, Borger, Texas; 3M, Brownwood, Texas; Celanese, Pampa, Texas; Dow, Freeport, Texas; Vetrotex America, Wichita Falls, Texas; Lone Star Steel Company, Lone Star, Texas; Lockheed-Martin Aeronautics, Forth Worth, Texas; IBM, Austin, Texas; National Instruments, Austin, Texas; Anderson Consulting, Dallas, Texas

In addition, there has been an increasing interest in developing manufacturing expertise in international context which we are exploring.

Costs

This request is resource neutral, as neither retaining the program (nor canceling the program) will accrue any costs (nor provide any savings) to the department. All courses, facilities, and faculty in the program are used in other degrees within the department.

2. Provide an action plan for the low-producing degree program. The action plan should include a detailed strategy for increasing enrollment, graduation output, and graduation rates.

Presentation of Courses

To broaden the pool of potential students for this program, courses will now be offered with a distance alternative.

Recruiting Strategies

The recruiting strategies for strengthening program numbers will be twofold: (1) internally focused recruiting, and (2) externally focused recruiting.

Internal recruiting will be focused on recruiting undergraduate students who are attending Texas Tech University. Potential sources of undergraduate students are mostly in the departments of Industrial Engineering and Mechanical Engineering, where a natural interest on the subject of manufacturing exists. However, undergraduate students from other engineering departments at TTU, who are stressing an interdisciplinary approach to education and research, will be contacted (Civil and Environmental Engineering, Chemical Engineering, for example). Targeted publicity, both web site and hard copy, will be developed.

External recruitment efforts will focus on students at national and international levels. In particular, we will establish contact with universities in South America (Brazil, Argentina, Venezuela), Asia (China, India), and Europe (United Kingdom, Italy, Germany), to recruit students, and to explore opportunities to partner for developing dual degree programs. We expect students from these countries will be interested in graduate studies in manufacturing because of current global economic development and job market demand. International recruitment efforts will be improved by offering courses using a multimedia, distance, format. Besides recruiting site visits, a website will be established for potential students to gain full understanding of the program and to introduce participating faculty with their research interests. Lastly, industrial partners will be sought to provide attractive internships opportunities to students enrolled in the program. An added benefit of these industrial partners, we believe that such interchanges will better understand the value of the program, and so be persuaded to have their employees pursue graduate studies with us.

In summary, specific actions for increasing the current enrollment plans are as follows:

The program will be promoted, and presented, through distance education.

International collaborative education programs for Dual degree with China, Mexico, and Brazil will be pursued followed by collaborations with European universities.

Recruiting visits to key campuses and to key industrial partners.

3. Provide the following data on the program for the last two years:

a. Number of faculty members: Three (3)

b. Average faculty teaching load: Three (3) courses per year

c. Number of declared majors: Two (2)

d. Number of students per class by faculty member (for 2009; 7000 and 8000 are not included):

i. Dr. Zhang

1. IE 4352: 13

2. IE 5357: 19

3. IE 4351: 24

ii. Dr. Rivero

1. IE 3351: 45 (Dr. Rivero was on developmental leave in Spring ’09 and so only taught one semester that year)

iii. Dr. Wang

1. IE 3371: 20

2. IE 5352: 29

Low Producing Degree Program

Action Plans

Texas Tech University

College of Arts and Sciences

CIP 05.0107.00

B.A. in Latin American and Iberian Studies

Background to the LAIS program

The Latin American and Iberian Studies Program (LAIS) was developed in the mid 1960s to meet the needs of Texas Tech students with a regional interest in Latin America and the Iberian Peninsula and with interdisciplinary substantive interests in the humanities and social sciences. Through 2001, LAIS had an operating budget of $25,000 per year from the Office of the Provost and regularly filled 8 courses per year (20-30 students per course), graduating on average 5-6 students. Funding was interrupted with the financial crisis of 2002 and was never returned, requiring the program to continue through the "grassroots" efforts of faculty. Despite this restraint, we have continued to provide LAIS courses (in limited numbers), as well as increased the awareness on campus to the region of Latin America and the Iberian Peninsula. We have offered campus wide events, such as round table discussions, guest speakers, and film showings. (See attached list of LAIS activities from 2006-2009.).

The strategic value of LAIS is that it addresses: 1) the border specific challenges of the State of Texas; 2) the long term goals of Texas Tech to achieve Tier 1 status and increase intellectual diversity by offering interdisciplinary area studies programs; and 3) the needs of the increasingly diverse American community and more specifically, the Hispanic-American community in an ever more globalized world. We hope this report can be an opportunity to retain the Latin American and Iberian Studies Program as an option for Texas Tech students as well as reinstate funding for the program to meet the educational and research needs of Texans and our state.

Justification

1. The geographic context and needs of the State of Texas. The State of Texas is greatly impacted by the economic, social, and political dynamics of Latin America. Over a third of the state's population claims a Latino heritage, representing both recent immigrants and families with long established histories in the State. Texas is the largest state to border the northern reaches of Latin America, a region which also remains by far the largest trading partner of the United States. As a public institution of higher education in Texas, it is our obligation to produce scholarship that addresses the interdependencies of this State with Latin America and prepare its future citizens with the knowledge necessary to continue Texas' advancement, stability, and quality of life. Certainly this includes supporting scholarship on Latin America and providing educational experiences that increase the awareness of our students to Latin America. The LAIS program does this.

2. LAIS contribution to Texas Tech's long term goals: Tier 1 status and intellectual diversity. When Guy Bailey became president of Texas Tech in 2008 he set a campus wide goal of attaining Tier 1 status. On the road to this goal, we have acquired a chapter of Phi Beta Kappa, the nation's most prestigious honors society to bestow on undergraduates seeking a Liberal Arts education. Interdisciplinary programs, such as LAIS, are the cornerstones of a Liberal Arts education. These programs increase intellectual diversity, enrich student understanding of the world, and by bridging disciplines, they forge connections between academic units which open pathways of communication for producing innovative scholarship across campus. The critical issues of the 21st century – economic development, cultural survival, artistic expression, world health, environmental sustainability, poverty – cannot be solved from the stance of a single discipline. LAIS is one of a few of interdisciplinary programs on the Texas Tech campus that incorporate an international areas studies focus which spans humanities, arts and social sciences. As such it uniquely supports innovative scholarship and research and thus, the long terms goals which our President has established.

3. The needs of the increasingly diverse American populace. People of Hispanic descent population comprise of the fastest growing ethnic group in the United States today. On the Texas Tech campus, they are the fastest growing minority population, increasing from 10% to 13% just since 2000. Campus diversity is such a high priority at Texas Tech that we have a designated office, The Office of Institutional Diversity, which meets directly under the President. Latin American Studies maintains the largest area studies professional association in the United States. While LAIS is not exclusively designed as a major for the Hispanic population, it does serve to increase awareness to multiculturalism by instilling knowledge of culture within an international context.

Request for exemption from the Low Producing Report

While we are going to provide an action plan to increase enrollment and visibility, we are requesting exemption from the Low Producing Report. LAIS is an interdisciplinary program that does not have its own budget. Its mission is to link professors from several departments in an interdisciplinary program. It performs an important service to the students and the community, and does not utilize separate economic resources. It is a complementary program that does not compete with departments. For that reason we are asking to be exempt from this Report.

Action Plan

An action plan for the future includes:

1. Take advantage of the soon to be implemented RCM structure to fortify LAIS faculty roles. Under RCM, revenues generated by courses will go back to faculty's home departments. This will give faculty greater incentive to teach LAIS courses and be engaged in the program. Currently student demand for LAIS 2300 is greater than the one course offered per academic year. RCM will provide justification for allowing larger class sizes and engaging more faculty to offer courses with LAIS content.

2. Stream line the LAIS Curriculum to facilitate ease in graduating within 4 years. LAIS students have to take course from multiple disciplines (often located across campus), many of which do not consistently (every year) offer these courses. This makes it difficult to complete the LAIS major in 4 years. With this in mind we will work to restructure the major so that students can more easily focus credit hours in a single discipline. We think this allows students interdisciplinary experience (there are still core LAIS courses required) while having a more substantial sense of a particular discipline, which may also be practical or useful them after they graduate or continue on to graduate school.

3. Work with units outside Arts and Sciences to expand the base of LAIS. The Honors College, the School of Art, the Institute for Hispanic and International Communication (College of Mass Communications), and the Business College (particularly International Business), are all academic units which have potentially shared interest with LAIS. Further dialogue with these units will increase goodwill and faculty interaction with LAIS. It will increase the pool of potential LAIS minors as well as, encourage double majors.

   In addition, more applied and technical units such as Architecture, Engineering, and Semi Arid and Arid Lands Institute, often have students who may eventually take their technical expertise to Latin America or the Iberian Peninsula. Through exploring possible connections with these units, LAIS can expand its service on campus.

4. Gain wider campus exposure through promotion of LAIS activities. Wider campus exposure can be gained through promotion of campus wide activities related to Latin America and the Iberian Peninsula, such as invited speakers series, cultural events, film series, student coffee hours, co-sponsorship of Hispanic student organization events, etc. In addition, we will update our LAIS flyers and informational pamphlets to better present the strengths of the LAIS degree to the larger public and to interested students.

5. Apply for outside funds. We need to establish a stronger institutional position to successfully attain outside funds. One way to further this is to network with LAIS type programs on nearby university campuses to investigate the possibility of a consortium to leverage resources and attain larger infrastructural grants. Additional funds will allow for program development, increased campus wide exposure and further resources/opportunities for undergraduates to participate in LAIS.

6. Promote LAIS as a practical education option. Work with the University Career Services Center to provide information to students about what career options they have with an LAIS degree. Maintain an information table about the major at campus wide career fairs, new student orientation events, and study abroad events. Provide information sheets on the applicability of the LAIS major to student advisors so that they can better promote LAIS classes and the major/minor. Increasing student awareness as to the applicability of the LAIS major will help increase enrollments.

In addition to the Plan of Action to increase enrollment we outline above, the current restructuring the TTU campus in an effort to gain Tier One status will work to our advantage. The soon to be implemented RCM structure will fortify LAIS faculty roles. Under RCM, revenues generated by courses will go back to faculty's home departments. This will give faculty greater incentive to teach LAIS courses and be engaged in the program. Currently student demand for LAIS 2300 is greater than the one course offered per academic year. RCM will provide justification for allowing larger class sizes and engaging more faculty to offer courses with LAIS content.

Administrative Data (last two years)

1. Number of Faculty: Currently there are over 35 faculty on campus with research interests related in some way to the regions of Latin America or the Iberian Peninsula. They offer over 55 courses throughout the school year which can be used to attain the necessary credit hours to fulfill a major or minor in LAIS. In addition, LAIS has three core classes 2300, 3300, and 4300. These classes are now covered on an annual basis by one Assistant Professor in Geography (Dr. Cynthia Sorrensen), and one administrator in the Office of the Provost (Dr. Gary Elbow, former Full Professor in Geography). In addition, a Full Professor in History (Dr. Kuethe, also a Horn Professor) has also supported LAIS by offering upper division and graduate cross references to his courses.

2. Average teaching load: Because LAIS draws from a wide range of academic units to supply the necessary classes for undergraduates, teaching loads very dependent on those academic units. For the LAIS core classes, Dr. Sorrensen has a three course a semester teaching load, and Dr. Elbow teaches one course per semester (in addition to extensive administration responsibilities).

Number of declared majors:

Undergraduate Majors (5)	Undergraduate Minors (3)	Graduate Minors (1)	Recent Graduates (majors & minors)
Lucy Abel Briana Bohoe Dawn Burton Jennifer Jasso Philip Pride	Lance Carriaga Breanna Goodwin Elliot Palasciano	David de Villa	Marisa Ariaz Elyce Harris Beau Stevenson

3. Number of students per class by faculty member: LAIS classes average 20-30 students.

As a region based interdisciplinary program that will prepare our students to be globally aware and competent, the Latin American and Iberian Studies program has great potential to serve the State of Texas, its citizens and students. If we can be of any other assistance please contact us via the email addresses listed below.

Thank you for your consideration,

Dr. Julian Perez, Director
Latin American and Iberian Studies Program
Department of Spanish
julian.perez@ttu.edu

Dr. Cynthia Sorrensen, Assistant Director
Latin American and Iberian Studies Program
Department of Geography
cynthia.sorrensen@ttu.edu

CIP 6.0901.00
M.A. in Romance Language - French

1. Justification for continuing the program:

   The graduate school has consistently miscoded graduate of this program by coding some as receiving degrees in defunct programs. This has been a persistent problem for years. Such miscoding resulted in only 4 degrees being credited to this program whereas *the correct number is 10* which meets THECB degree productivity expectations.

   Need for the program:
   - The program prepares students to become French high school teachers with 100% passing rates in certification exams.
   - The program prepares students for entering Ph.D. programs at other universities with a very strong placement record in top French Ph.D. programs.

   Quality:
   - The French faculty is highly productive and includes scholars of international reputation and younger ones that show excellent prospects for becoming internationally recognized.
   - The most important Francophone Studies journal in the world, *Nouvelles Études Francophones,* is edited by one of our French faculty members.
   - The faculty members have high levels of scholarly productivity.
   - Student evaluations and other data indicate the French MA program instruction is excellent.

   Cost:
   - The teaching opportunities for graduate students in the B.A. in Romance Languages - French program provide formula funding and SCH which defrays costs of supporting graduate students.
   - Graduate students formula fund at a higher level and thus makes our French faculty more cost-effective than it would be if we had just a BA program.

2. Action plan
   - We have been unsuccessful in attempts to get the Graduate School to properly code French MA degrees. We are requesting that we be allowed to review and correct data before it is submitted to the THECB.
   - We are in the process of making an Associate Professor of French hire where the new faculty member has a strong recruitment track record and also a track record in obtaining external scholarships for prospective graduate students. This person will take over the responsibilities of recruiting French graduate students.

3. Program data for past two years:

1. Number of faculty members: 4.5
2. Average faculty teaching load: The CMLL average workload is 22.95 workload credits (the equivalent of 7.3 courses per year). In French, the average is 6.1 courses per year.
3. Number of declared MA majors: avg. 4.5; 2009-2010 6 majors
4. Number of students per class by faculty member:
    - Tenured & tenure-track faculty: 31.36.5/semester (20.2/class)
    - GPTIs: 40.6/semester

CIP 16.1200.00

B.S. in Classics

1. Justification for continuing the program

   The number of degrees submitted in the TTU report to THECB was in error. Whereas 8 degrees were reported for the period, *12 degrees actually were awarded* which meets THECB degree productivity expectations.

   Need for the program:
   - A Classics BA program is a requirement for an institution sheltering a Phi Beta Kappa chapter.
   - The program prepares students to become Latin high school teachers with 100% passing rates in certification exams.
   - The program prepares students for entering our Classics MA program or other Classics graduate programs.
   - The program provides excellent pedagogical training for our Classics MA students.

   Quality:
   - The Classics faculty is sufficiently distinguished that the Classics MA is in the top ten among terminal masters programs in Classics.
   - The most important Classics journal in the world, *American Journal of Philology,* is edited by two of our Classics faculty.
   - The faculty members have high levels of scholarly productivity.
   - Student evaluations and other data indicate the Classics BA program instruction is excellent.

   Cost:
   - The upper-level courses in Ancient Myths, Ancient Technology, and Ancient Sports, etc. service large numbers of students (approximately 650 students per year).
   - The teaching opportunities for Classics graduate students in the B.A. in Classics provide formula funding and SCH which defrays costs of supporting graduate students.

2. Action plan

   We are unsure why degrees in this program are under-reported to the THECB. We are requesting that we be allowed to review and correct data before it is submitted to the THECB.

We have developed a new Classical Archeology track within the Classics major and an associated Classical Archeology Summer Field Course that should attract students not interested in Latin or Greek language and literature.

3. Program data for past two years:
4. Number of faculty members: 6.17
5. Average faculty teaching load: The CMLL average workload is 22.95 workload credits (the equivalent of 7.3 courses per year). In Classics, the average is 5.6 courses per year.
6. Number of declared majors: 16
7. Number of students per faculty member:
    - Tenured & tenure-track faculty: 44.5/semester (17.2/class)
    - GPTIs: 83.4/semester

CIP 26.0101.00

Ph.D. in Zoology

(need text)

CIP 40.0603.00

B.S. in Geoscience – Geophysics

This document is a justification for continuation of the B.S degree.in Geosciences with a Geophysics concentration in the Department of Geosciences at Texas Tech University. Several years ago, the Department recognized that graduation rates for the Geophysics concentration were too low and in the past three years the Department has implemented changes in curriculum and faculty engagement to correct the situation. These changes are as follows:

1. In 2006, hiring of Hua-wei Zhou, Pevehouse Chair of Petroleum Geology, specializing in geophysics.

2. In 2007, institution of a new curriculum in which all Geosciences majors take Geophysics in their second year. This change serves to recruit undecided Geosciences majors into the Geophysics concentration.
3. In 2009, re-tasking a third line faculty member to help teach graduate and undergraduate geophysics.
4. In 2010, opening communication with the Physics Department at Angelo State University as a means of recruiting Geophysics students into upper division and graduate programs.

These actions have resulted in an increase in the numbers of students in the Geophysics concentration to more than 40, with 6 graduating in 2009-10 and 8 expected to graduate in 2010-11. The consequences of deleting the Geophysics concentration would be:

1. Difficulties in promoting and maintaining what is now a healthy graduate program in Geophysics.
2. Loss of petroleum industry recruiters, many of whom perceive a strong geophysics concentration to be crucial to hiring both geophysicists and geologists.
3. Difficulty in soliciting funds from donors, many of whom specialized in Geophysics in the 1970s.

Introduction

The Department of Geosciences offers a B.S. degree in Geosciences with *concentrations* in Geology and Geophysics, M.S. degrees in Geosciences and Atmospheric Sciences, and the Ph.D. in Geosciences. The Geophysics concentration includes the traditional 'solid earth' Geophysics concentration, designed for students who wish to pursue graduate studies and a career in exploration geophysics, and students wishing to pursue graduate studies in Atmospheric Sciences. The greatest distinction between the Geology and the Geophysics concentrations are the additional math, physics and/or engineering classes required in the Geophysics concentration.

Justification for the continuation of the B.S. concentration in Geophysics:

A) Need:

1) Many applicants choose the TTU program because the Geophysics concentration exists.

2) Students with career goals in Atmospheric Sciences generally take the B.S. concentration in Geophysics. This is a rapidly-growing source of Geophysics students as the reputation of the Atmospheric Science M.S. program has grown.

3) Oil company recruiters look for students in both Geology and Geophysics concentrations, but expect the Geology majors to have taken Geophysics classes. It is clear that fewer companies would interview if the Geophysics emphasis were lacking.

B) Quality: Teaching and research in Geophysics is crucial to the growth of any modern Geosciences program. Elimination of the geophysics option would almost certainly reduce the stature of the Department, with the resultant loss of recruiters, student applicants to the graduate program, and ultimately external funding.

C) Cost: There is no additional cost associated with the undergraduate Geophysics option. There would still be demand for the Geophysics classes by the graduate students and by at least one-third of the undergraduate students within the Geology concentration.

Action plan to increase enrolment in the Geophysics concentration.

This plan was initiated by the Department of Geosciences approximately three years ago. As will be shown, the effects are already evident.

A) Actions taken to date:

1) Hiring Professor Hua-wei Zhou as Pevehouse Chair of Petroleum Geology. Prof. Zhou's specialization is Geophysics (seismology). His graduate classes in Geophysics are also taken by upper division undergraduates and attract exchange students from the Norwegian University of Science and Technology.
2) Requiring a lower-division Geophysics class for all Geosciences majors. The class is designed to emphasize the importance and utility of Geophysics in Geosciences, and to recruit students into the Geophysics concentration.
3) Retasking a third Geophysicist, Associate Professor Seiichi Nagihara, to help teach undergraduate and graduate-level geophysics.

B) Strategies to further increase enrollment.

1) Continue to utilize the Geophysics concentration as a means to attract and educate students interested in Atmospheric Sciences, and to prepare them for graduate study at TTU.

2) Utilize the highly-regarded Physics program at Angelo State University (ASU) as a feeder school for upper division students interested in Geophysics. This project began in the Spring 2010 semester with faculty visits to ASU and ASU student visits to Texas Tech.

3) Encourage promising students who have interests in Geophysics with scholarships from the freshman level onward.

Data for the Geophysics concentration:

A) Number of faculty: Because Geology and Geophysics are concentrations, there are no faculty members specifically tasked to teach either program. Course work in Geophysics is taught by three faculty members, all of whom teach Geology and graduate-level Geophysics classes as well. Because much of the Geophysics concentration involves traditional Geology coursework, the entire faculty contributes to the program.

B) Teaching load: The teaching load for the two faculty members teaching undergraduate Geophysics is typically 12 to 16 hours per semester, only 3 to 6 of which typically come from undergraduate Geophysics courses.

C) Number of majors: There are 16 students with declared Geophysics concentrations at the junior/senior level and 12 sophomores. Twenty-one incoming freshmen have indicated intentions to pursue the Geophysics concentration. There are currently 8 M.S. students and 3 Ph.D. students with a Geophysics emphasis.

D) Number of students per class by faculty member:

1) G PH 2333 Introduction to Geophysics. [Assoc. Prof. Gurrola in the past, Assoc. Prof. Nagihara in 2010]. This course is required of all Geoscience B.S. majors; it was first taught in Fall 2008. Enrollments were 28 (Fall 08) and 42 (Fall 09).

2) G PH 4321 Seismic exploration Methods. [Assoc. Prof. Gurrola]. In 2009, 23 students took this class, 13 undergraduate students and 10 graduate students (as G PH 5221). Recent student demand has required this class to be offered annually rather than biennially, as in the past.

3) G PH4323 Applied Electrical Methods [Assoc. Prof. Gurrola] is offered biennially, with 15 to 20 undergraduates and 2 to 5 graduate students as G PH5231. In 2010, 20 undergraduate students and 2 graduate students are enrolled.

4) Advanced undergraduate students may take graduate-level classes as GPH 4300, topics include Geophysical Data Analysis (3 undergraduates in 2007), Seismic Migration (4 undergraduates in 2008), and Seismic Velocity Modeling (1 undergraduate in 2009) [Prof. Zhou and Associate Prof. Nagihara].

CIP 40.0801.01

M.S. in Physics – Applied Physics

Justification:

This program has in fact not been a low-producing program. When the actual numbers are examined, there were a total of 14 MS Degrees in Applied Physics during the reporting period of 2006 - 2008. All of these degrees were recorded under the CIP code of 40.0688.01; however, the THECB and TTU were reporting degrees under a second code, 40.0801.01. Both of these CIP codes were recently still listed for Applied Physics on the THECB website. There have been 56 Applied Physics MS Degrees since 1997, although some of these may have been recorded as Physics because of problems in the Registrar's Office regarding either CIP code or whether this degree officially existed. Earlier departmental records are available, but were not searched for the present purpose.

Action Plan:

- We will continue to monitor the number of students entering this program and the graduation rates for this program.
- We will coordinate the communication between the Physics Department, the Graduate School, the Registrar's Office, and those responsible for reporting data to the THECB to make sure all future Applied Physics MS Degrees have been properly recorded and reported under the same CIP code of 40.0801.01.
- We are continuing to pursue new and promising focus areas for this degree program, which should increase enrollments when fully implemented.

Current Data:

(1) Number of Faculty: No separate Faculty specifically for Applied Physics

Total of 19 Faculty in Physics (tenured or tenure track)

Plus 10 Joint or Adjunct Faculty (mostly in applied research areas)

(2) Average Faculty Teaching Load: approximately 1.5 courses per semester

Calculated Workload average is 14.3 hrs for the present semester

(3) Number of Declared Applied Physics Majors: 4 as of January 2010

3 have filed MS Degree Plans listing Applied Physics

1 additional listed Applied Physics on Graduate School Application

Masters students have the option of choosing Physics or Applied Physics as their MS major at any time prior to filing their Intent to Graduate forms; although most make the choice when initially filing their M.S. Degree Plan.

(4) Number of Students per Course: No courses restricted to Applied Physics

Graduate courses range from 5 – 13 students; the average is 7.2.

CIP 42.0101.00

Ph.D. in Psychology

The Ph.D. in Psychology has been on Psychology's inventory for many years. It is used very rarely but offers an opportune degree if a doctoral student should wish to cross program lines within the department to obtain a within-discipline Ph.D. It has significant overlap with the other three Ph.D. programs in Psychology and does not require any additional funds to maintain. We request that it be permanently exempted from the "Low Producing" programs because it is used rarely and requires no added funds. The three primary Ph.D. programs are noted below and are clearly very productive.

	2006	2007	2008	2009
Clinical	5	5	2	5
Counseling	4	4	4	4
Experimental	3	7	4	3
Total	(12)	(16)	(10)	(12)

CIP 42.0601.00

M.S. in Psychology – Counseling Psychology

The Counseling Psychology Masters (MA) has been on Psychology's inventory for many years. It is used very rarely but offers an opportune degree if a doctoral student in Counseling Psychology should decide to leave the doctoral program for any reason. It signifies that this student has emphasized counseling psychology in his or her graduate work. It does not require any additional funds to maintain because all courses taken for the MA are part of the standard Ph.D. curriculum. We request that it be permanently exempted from the "Low Producing" programs because it is used rarely and requires no added funds. The three primary Ph.D. programs are noted below and are clearly very productive. **IT IS IMPORTANT TO NOTE THAT THE MASTERS AND DOCTORAL PROGRAMS IN COUNSELING PSYCHOLOGY HAVE THE SAME CIP CODE. THEREFORE, IT IS EXTREMELY IMPORTANT TO PUT *ONLY THE MA* PROGRAM AS EXEMPTED FROM LOW-PRODUCING AND LEAVE THE DOCTORAL PROGRAM AS IT NOW STANDS.**

	2006	2007	2008	2009
Clinical	5	5	2	5
Counseling	4	4	4	4
Experimental	3	7	4	3
Total	(12)	(16)	(10)	(12)

CIP 42.0801.00

M.A. in Psychology-General Experimental Psychology

Justification

Classes taken by graduate students obtaining the M.A. in Psychology - General Experimental Psychology degree do not require any additional resources from the Psychology Department because these courses are offered as part of the regular doctoral curriculum. The M.A> degree is typically not the terminal degree for Psychology graduate students, although Clinical, Counseling, and Experimental students frequently obtain their MA degree as part of their progress toward the doctorate. The MA degree helps them become more competitive for relevant community placements, externships, and internships. Based on our figures, from 2005 through 2009, we graduated approximately 40 students with the General Psychology MA degree. This program is clearly not low-producing. In addition, offering the Ma degree is an important recruiting tool for our doctoral programs for reasons noted previously. Our Ph.D. production is very strong.

A special case for the terminal MA is the Human Factors subspecialty of Experimental. In Human Factors, there are lucrative jobs and great demand for people with terminal MA degrees, which we offer as a subspecialty within the Experimental program.

Action Plan

We will collaborate with the Texas Tech Graduate School and in turn the THECB so that accurate and consistent codes are reported for our MA graduates the program will then no longer appear low-producing. Over the past 4 years, our Ph.D. production has been:

	2006	2007	2008	2009
Clinical	5	5	2	5
Counseling	4	4	4	4
Experimental	3	7	4	3
Total	(12)	(16)	(10)	(12)

Provide the following data on the program for the last two years:

Number of faculty members: 27-28

Average teaching load: 9-12 hrs.

Number of declared majors: 1xx doctoral students

Number of students per class by faculty member: This varies from 5 for some practicum courses in our clinic to 20 or so students for some lecture courses (e.g., Social Psychology)

Low Producing Degree Program

Action Plans

Texas Tech University

College of Human Sciences

CIP 19.0401.00

B.S. in Personal Financial Planning

Per Emma Rodriguez at the THECB, the Personal Financial Planning programs should not be on the list because they had CIP code changes during the three years covered. Actual degree production is provided below for information only.

B.S.	2006	45
	2007	48
	2008	49
M.S.	2006	19
	2007	13
	2008	29

CIP 19.0501.00

Ph.D. in Nutritional Sciences

Provide justification for continuing the program. Justification should incorporate issues of need, quality, and/or cost.

There is an increasing need for Nutritional Science studies at the doctoral level. There is a national shortage of individuals with Registered Dietitian and Ph.D. credentials. Our Master's/Dietetic Internship program helps individuals obtain the Registered Dietitian credential. The Nutritional Science Doctoral Program at Texas Tech can also meet this additional need for qualified professionals with doctoral degrees. The growth in the nutritional field is already evident at the undergraduate and master's levels. Since 2003, the NS undergraduate program has grown 208% and the master's program has grown 188%.

Costs associated with offering the NS doctoral degree will be more than offset by the additional funding the program generates. Doctoral courses in the Nutritional Sciences Program are classified as science courses under the Classification of Instructional Programs (CIP) codes. Doctoral level science courses have one of the highest CIP code ratings at 20.52. Therefore, an enrollment of as few as five students could generate over $39,000 in weighted formula funding and tuition. Over time the program will be able to accommodate 20 or more students and therefore generate over $180,000 in funding annually.

Provide an action plan for the low-producing degree program. The action plan should include a detailed strategy for increasing enrollment, graduation output, and graduation rates.

Since Fall 2008, Dr. Debra Reed has served as Graduate Advisor for Nutritional Sciences. Dr. Reed has made the following improvements:

I. Recruitment
   a) Some changes have been made, and many more changes are planned for the NS Graduate Program website. Current students will be asked for input on changes to make. A U-Tube of current students talking about their positive experience here is planned.
   b) Faculty members are working very hard to obtain grant funding to provide an increased number of research assistantships. Doctoral students have been trained to teach various NS undergraduate courses so this is creating positive economic and professional opportunities for these students.

II. Application Review
   a) Organized the review folders with color coded sections for easy review.

b) Respond quickly to inquiries from potential graduate student and provide them with a clear, step by step approach to the application process; Dr. Reed makes herself available in the summer and after office hours to accommodate students, especially international students.
c) Provides individual feedback to potential students on parts of application that are not complete
d) Provides information on scholarship and assistantships so that the most competitive students who may be considering several doctoral programs will see TTU as an attractive option.

III. Graduation rate/student retention

a) Incoming students are provided with the names of current students to help them obtain information related to student organizations related to their culture (Chinese, Indian, etc) and possible housing options.
b) Individual and small group orientation is held with incoming students to help them with their course selection and development of degree plan.
c) Social networking is accomplished 1-2 times a semester through meetings, luncheons, weekly walks as part of F.I.T. Tech etc. Students have volunteered to help each other with their research projects promoting camaraderie.

Provide the following data on the program for the last two years:

(1) Number of faculty members

In 2008 there were four graduate faculty members in the Nutritional Science Program. In the fall of 2009 we hired a fifth faculty member.

(2) Average faculty teaching load

Most faculty members teach two courses per semester; typically one undergraduate and one graduate course. Occasionally, a faculty member may teach an additional one-hour seminar course, but the typical teaching load is seven and a half credit hours per semester. Additional workload is generated through research, thesis, dissertation, and independent study activities.

(3) Number of declared majors

In Fall 2008 two NS doctoral students were enrolled in the program. By Fall 2009 that number had increased to five. One doctoral student graduated in Fall 2009, and another was admitted in Spring 2010 so the current census is 5 doctoral students. At this time, three doctoral students have been accepted for Fall 2010, with five other applications under review. By the Fall 2010 semester total enrollment in the PhD

program should be near 10 to 12 students. Students move through the program in a timely manner, usually three to three and a half years. Consequently, an increase in degree production should be noted in about three years.

(4) Number of students per class by faculty member

In 2008 the number of graduate students per class by faculty member was eight. In 2009 that number increased to nine.

CIP 19.0601.00

M.S. in Environmental Design

I. Justification for continuing the program

- There is a conspicuous lack of graduate programs in interior design as evidenced by national program data. In Texas there are 14 Council of Interior Design Accredited (CIDA) baccalaureate degree granting programs; two have master's programs with TTU being one of the master's granting programs.

- There is unprecedented number of positions advertised with a minimum qualification requirement of at least a Master's degree. In 2009 approximately fifty four positions appeared in publications advertising available positions.

- The current enrollment of Master's students has reached 20 students. A substantial increase from the previous academic year, which constitute a good indicator of the growth of the Master's degree in Environmental Design.

- The student research studies at the Master's level have focused on "sustainability and recyclability, and health a related to the built environment. Master's students were successful to generate three presentations and two publications from these studies with two well-respected design conferences the Interior Design Educators Council (IDEC), March 2009 and the Environmental Design Research Association (EDRA), June 2009.

- Geographic areas represented include U.S., Korea, Libya, Saudi Arabia, Egypt and Jordan. The Department is averaging approximately 4-5 applicants per semester. This data is significant in the design discipline. The backgrounds are diverse and include individuals with professional backgrounds in the design industry.

- Due to the job market in the area of higher education and an economy that is forcing industry positions to be outsourced or downsized, we have seen an increase in applicants from industry looking to change focus of careers.

II. Action plan for the TTU Ph.D. program

- A marketing plan is being implemented that will provide materials and methods to attract students interested in the following research themes: design aspects of healthcare, ergonomics and design, sustainable design, and culture and design.

- The plan will include strategically selected international conferences for face-to-face contacts and interviews with individuals interested in an advanced level of design education.
- Use of *Dallas MetroCon*—a design professional venue—that brings together industry representatives and educators to recruit potential doctoral graduate students.
- The TTU website has been redesigned and is revisited on a regular basis to accurately reflect the current master's program guidelines and requirements for admission to the Department of Design graduate program.
- The Interior Design Advisory Council is actively involved in recruitment plans for Master's students through their industry connections and networks. This group meets with the DOD design faculty two times a year.
- With present faculty and resources, the admittance of 4-5. students per semester is considered manageable.
- Contact other program directors in domestic and overseas universities with only undergraduate programs discuss the possibility of recruiting master's students.

III. Data on the program

Number of Faculty Members: Four

The faculty have national and international reputations as experts in their fields and most have received awards recognizing accomplishments in scholarly research, teaching and service. One faculty member has published a comprehensive textbook titled "*AutoCad 2009 for Interior Design: A 3D Modeling Approach.*" One faculty member holds the Endowed Rockwell Research Professorship and also manages the I. Wiley Briscoe Endowment for research in the areas of the designed environment for individuals diagnosed with Alzheimer's disease and Parkinson's disease. Another faculty has an extensive body of publications relative to culture and the built environment, including but not limited to the *Journal of Architectural Planning* (JAPR), *Journal of Interior Design* (JID), *Environmental Design Association* (EDRA) and the *Interior Design Education Council* (IDEC). Two faculty positions are open, one at the Assistant Professor level and the other at the Associate Professor level.

Average faculty teaching load: 14.3

The average teaching loads for the four faculty generate an average of (FS 15.375 + SS 13.275/2) = 14.3.

Number of declared majors: one major

One major: Master's in Environmental Design with two options—thesis or report.

Each student has an individualized plan of study to accomplish their specific career aspirations. A program of study and a research project are developed with appropriate selection of courses from numerous academic departments on campus.

Number of students per class by faculty member: 8-18

The classes average approximately 8-18 students. This includes both Master's and Ph.D. students as both levels take classes as offered. The classes are offered on a 1 year rotation schedule to provide students with an opportunity to participate in a design sequence that builds on previous course work in the areas of research methodology, including qualitative and quantitative methods, core curriculum and collateral courses in other departments as it fits graduate student degree plan.

Low Producing Degree Program

Action Plans

Texas Tech University

College of Visual and Performing Arts

CIP 50.0101.00

Ph.D. in Fine Arts

The Ph.D. in Fine Arts, since the degree program's inception, has remained on the inventory as the umbrella "placeholder" for the overall Fine Arts Doctoral Program (FADP) that exists at TTU and consists of three majors: Fine Arts-Art; Fine Arts-Music; and, Fine Arts-Theatre. The Art program is an integral component of the multi-disciplinary nature of the overall FADP that also includes aesthetics residing in the Department of Philosophy.

In the aggregate, the FADP continues to be a very successful program:

	2006 (6)	2007 (6)	2008 (9)	Total (21)
FA-A	(0)	(0)	(2)	(2)
FA-M	(4)	(3)	(4)	(11)
FA-T	(2)	(3)	(3)	(8)

Master of Fine Arts (MFA) programs

Although listed as master level (3) by the THECB, the M.F.A. degree is a terminal professional degree for the discipline that is the equivalent of a doctoral degree requiring a minimum of 60 hours. TTU reports M.F.A .degrees as an aggregate number not broken down into the separate tracks. The three year aggregate total of M.F.A. degrees awarded is 29 as follows:

2006 (12)		2007 (11)	2008 (6)	Total (29)
Design	(1)	(0)	(0)	(1)
Playwriting	(1)	(0)	(1)	(2)
Perf. & Ped.	(10)	(7)	(2)	(19)
Theatre Mgt.	(0)	(4)	(3)	(7)

CIP 50.0502.00

M.F.A. in Theater Arts-Design

Justification

Graduate design studio classes do not require any additional resources from the department as MFA and doctoral students in those classes are combined with the undergraduate studio classes. Two graduate students are entering the program in fall 2009 plus two more students in spring 2010, representing a significant growth in the program. Additionally, the Fine Arts Doctoral Program, design track, has two students currently matriculating representing a total of 6 graduate students in the design track as of spring 2010.

The nature of any design degree is that it is going to be smaller in numbers than an acting degree. It is critical that the program remains in effect to support the other programs, e.g., a production may include 10-20 actors coming from the acting degree programs, whereas the design of that production may involve only 3-4 designers coming from the design program. If the number of students in the design program were too great, then the practical experiences of designing scenery, costumes, lights, or sound that are critical to the educational experiences of all students involved would be curtailed. Furthermore, without the design program, there would be no student designers for the productions that provide the student actors with the practical experiences they require. All programs are interlocking and interdependent on each other and must reflect a balance in numbers to maximize practical experiences and outcomes for all students.

Action Plan

The program will have an increase of four students during 2009-2010 and the department will be expanding recruiting opportunities throughout the region. The department has designated two Teaching Assistantships and up to two Graduate Assistantships for the recruitment of MFA design students into the program. Additionally, a design Fellowship has been established for the purpose of recruiting MFA design students into the program.

Program Data (last 2 years)

1. Number of faculty members – 3
2. Average faculty teaching load – 13-15 hours/semester
3. Number of declared majors – 4 during 2009-2010 (plus 19-21 undergraduate and 2 doctoral design track students)
4. Number of students per class by faculty member – no fewer than 10; no more than 20

CIP 50.0504.00

M.F.A. in Theater Arts- Playwriting

Justification

The MFA Playwriting program, like all of the MFA programs, dovetail with the doctoral track in Playwriting and is integrated into the textural totality of all theatre programs. The population of the Playwriting programs is actually a combination of both sets of students. As such, it requires no additional resources whereas the graduate class in Playwriting I is also combined with the advanced, upper-level undergraduate counterpart. Four MFA playwriting students are currently matriculating and two more have been admitted to the program. One student graduated in May 2009 with one scheduled to graduate August (2009).

Action Plan

The department will continue to recruit students into this program through regional and national conferences and will develop relationships with centers for playwriting. The department will also continue to provide venues for the production of playwrights' original works. Additionally, scholarships and assistantships for new playwriting graduate students will be designated.

Program Data (last 2 years)

1. Number of faculty members – 1
2. Average faculty teaching load – 12-16 hours/semester
3. Number of declared majors – 5
4. Number of students per class by faculty member – 10

CIP 50.0506.00

M.F.A. in Theater Arts-Performance & Pedagogy

Justification

Graduate M.F.A. Performance & Pedagogy does not require any additional resources from the department as a separate entity. Additionally, students in the acting/directing track on the PhD level are required to take many of the same courses offered to the Performance & Pedagogy students. Enrollment numbers in the Performance & Pedagogy program have had sharp increase in the past year and currently has 9 students enrolled. The Fine Arts Doctoral Program-Acting/Directing has 10 students enrolled. The two programs are complementary in nature and the M.F.A. Acting/Directing program name change to Performance & Pedagogy was made to meet NAST accreditation recommendations.

Action Plan

The department has expanded its recruiting opportunities throughout the region for this program. The department will continue to attract students by offering graduate assistantships and scholarships to qualified students.

Program Data (last 2 years)

1. Number of faculty members – 3.5
2. Average faculty teaching load – 13-15 hours/semester
3. Number of declared majors – 9 (plus 10 doctoral acting/directing students)
4. Number of students per class by faculty member – no fewer than 10; no more than 20

CIP 50.0508.00

M.F.A. in Theater Arts-Theater Management

Justification

The M.F.A. in Theatre Management does not require any additional resources from the department as a separate entity. Additionally, students in Arts Administration at the PhD level are required to take many of the same courses offered to MFA students. Numbers of students have increased in the past year currently enrolling 5 students plus 13 doctoral students in Arts Administration.

It is critical that the program remains in effect to support the other production-based programs that require the skill sets that are a part of this program. All programs are interlocking and interdependent on each other and must reflect a balance in numbers to maximize practical experiences and outcomes for all students. The NAST accredited program is also a full member of the Association of Arts Administration Educators international organization and was recently named one of the top ten programs in Arts Administration by Stage Directors magazine.

Action Plan

The department has expanded its recruiting opportunities throughout the region for this program. The department will continue to attract students by offering graduate assistantships and scholarships to qualified students.

Program Data (last 2 years)

5. Number of faculty members – 1
6. Average faculty teaching load – 15+ hours/semester
7. Number of declared majors – 5 (plus 13 doctoral students in arts administration)
8. Number of students per class by faculty member – no fewer than 10; no more than 20

CIP 50.0502.00

B.F.A. in Theater Arts-Design/Technology

Justification

Undergraduate design studio classes do not require any additional resources from the department as those classes are combined with the graduate studio classes. All design programs are growing. Eleven students are currently matriculating in the B.F.A. in Theater Arts-Design/Technology program; another 8-10 undergraduate students in lower division core theatre courses are on track to jury into the program during the next two years.

The nature of any design degree is that it is going to be smaller in numbers than an acting degree. It is critical that the program remains in effect to support the other programs, e.g., a production may include 10-20 actors coming from the acting degree programs, whereas the design of that production may involve only 3-4 designers coming from the design program. If the number of students in the design program were too great, then the practical experiences of designing scenery, costumes, lights, or sound that are critical to the educational experiences of all students involved would be curtailed. Furthermore, without the design program, there would be no student designers for the productions that provide the student actors with the practical experiences they require. All programs are interlocking and interdependent on each other and must reflect a balance in numbers to maximize practical experiences and outcomes for all students.

Action Plan

The program has been exhibiting an increase over the past several years and the department will be expanding recruiting opportunities throughout the region.

Program Data (last 2 years)

1. Number of faculty members – 3
2. Average faculty teaching load – 13-15 hours/semester
3. Number of declared majors – 11 beginning the 2009-2010 AY (plus 8-10 on track to jury into the program over the next 2 year time period)
4. Number of students per class by faculty member – no fewer than 10; no more than 20

CIP 50.0701.00

Ph.D. in Fine Arts - Art

Justification

The Art major in the Fine Arts Doctoral Program (FA-A) was redesigned in 2004-05 as "Critical Studies and Artistic Practice" in order to focus its curriculum in a manner that would complement existing degree structures typical in arts disciplines (i.e., M.F.A. for studio art; Ph.D. for art education and art history). Beginning in fall 2005, FA-A has matriculated an average of 3 students per year (4 in 2005; 3 in 2006; 2 in 2007; 3 in 2008; 1 in spring 2009). All of these students have been retained; those matriculating in 2005 are engaged in progress toward the dissertation---one having already graduated. Two students matriculating prior to the implementation of "Critical Studies and Artistic Practice" have completed or will complete dissertations in May and December 2009. Thus, the low-productivity rating owes to (a) longer-than-anticipated time for completion and (b) implementation of a revised curriculum that is highly promising in its capacity to attract meritorious students.

Faculty members teaching in FA-A also have responsibilities for students in the following programs: B.F.A. in Visual Studies (leading toward teacher certification), M.A.E. in art education, and B.A. in Art History.

Action Plan

FA-A has received a one-time grant of $39,000 to recruit doctoral students entering in FY 2010, which will facilitate competitive scholarship awards to 3 or 4 applicants of exceptional promise (the program has received similar awards during 2 of the 3 years prior to this year's award). The director of the FADP will continue to work with the FA-A doctoral coordinator and the Director of the School of Art in order to secure additional funds for recruitment since the other majors of the doctoral program (FA-M, FA-T) recognize that FA-A is crucial to the success of the entire FADP.

Program Data (last 2 years)

9. Number of faculty members – 10
10. Average faculty teaching load – 14-15 hours/semester
11. Number of declared majors – 5
12. Number of students per class by faculty member – 5

CIP 50.0904.00

B.M. in Music Theory

Justification

This program normally sustains 2-4 students on average. Two students in the program graduated spring 2009; one new incoming student will begin fall 2009. Many times students will pursue this degree program concurrently with another music degree program, adding the program approximately midway through their matriculation, thereby enhancing their prospects for admission to graduate school.

The upper level classes required of this specific degree beyond the "core" set of courses for all undergraduate degree programs do not require any additional resources as they are combined with graduate level classes. This degree is important to retain for an institution to be recognized as a comprehensive school of music.

Action Plan

Music theory faculty will identify students who excel in lower division theory classes and encourage them to declare a second major to bolster their graduate school prospects, particularly music composition students. Additionally, scholarships will be designated specifically for music theory majors.

Program Data (last 2 years)

1. Number of faculty members – 5 (two also serve the music composition programs; all serve "core" music theory courses common to all music programs)
2. Average faculty teaching load – 14-15 hours/semester
3. Number of declared majors – 1
4. Number of students per class by faculty member – 5-10 (combined with graduate students)

CIP 50.0904.00

D.M.A. in Composition

Justification

This program normally sustains 2-4 students on average. Currently, there is one continuing student, two new students have been admitted for fall 2009, and one master's student will graduate in December 2009 and plans to begin the DMA in Composition in spring 2010. Some courses for this degree are also required for master's level students in composition. In addition, graduate students in other programs will often select composition classes as part of their "other courses in music" elective study.

Faculty for this program are also integral to the music theory program, both graduate and undergraduate.

This degree is important to retain for an institution to be recognized as a comprehensive school of music. The Doctor of Musical Arts is becoming widely considered in higher education as the degree of choice for composers in academia.

Action Plan

With the return to full staffing of the composition area, we anticipate an increased demand for instruction. It is important to note that the two composition faculty members teaching at the graduate level have significantly different styles of composition and we anticipate that they will attract a more diverse type of student interest as a result. With three students in the program for fall 2009 and one more expected for spring 2010 the enrollment should be healthy.

Program Data (last 2 years)

1. Number of faculty members – 2 (one part-time, limited duty)
2. Average faculty teaching load – full-time, 14-16 hours/semester; part-time 4-6 hours/semester
3. Number of declared majors – 3
4. Number of students per class by faculty member – individual instruction.

IMPORTANT NOTE: *The number of degrees awarded for this program during the 3-year period was under-reported to the THECB by one due to the fact that the degree was only recently posted by the Graduate School to the transcript; the student not credited is Il Joo Lee (R00546370) – this should have been posted following his graduation in August 2008.*

CIP 50.0912.00

M.M. in Pedagogy

Justification

While only three students graduated from this program during the review period, two have since graduated during the 2008-2009 academic year. Four students are currently enrolled in the program. The program includes instruction in both string and keyboard pedagogy and serves a very important professional niche perfectly designed for those whose aim is to be a teacher of performance in the private sector. It deepens students' own performance skills as well as broadens their knowledge of specific literature, psychology, and successful strategies of teaching. It is perfectly suited to the non-traditional (older) student already working in the field of teaching. In fact, one of the currently enrolled students already holds a doctoral degree in piano performance and is specifically preparing for the teaching of pedagogy in the private sector.

Courses in pedagogy are also included in graduate study in performance. Students in the doctoral program in pedagogy also take courses offered to doctoral level students in performance. Because of teaching across multiple music programs at both the undergraduate and graduate level, no additional resources are specifically assigned to the Pedagogy program. Performance and pedagogy are closely integrated at this level, both being expected of a recognized, comprehensive school of music.

Action Plan

The increased enrollment for the fall 2008 and 2009 semesters, as well as the identification of additional students who intend to complete the pedagogy program as well as the performance program should ensure a viable enrollment in this program.

Program Data (last 2 years)

1. Number of faculty members – 2
2. Average faculty teaching load – 14-16 hours/semester
3. Number of declared majors – 5
4. Number of students per class by faculty member – 5-7 combined master's and doctoral students

Action Plan

Texas Tech University

Heritage Management

CIP 30.1201.00
M.S. in Heritage Management

The Heritage Management Program investigates the use of heritage resources for today's purposes and ways to safeguard them. With an understanding of the different values of heritage that may create social or political conflicts, graduates from the program are then prepared to explore socio-cultural problems and possibilities for solutions that balance the needs of communities, cultural groups, and the nation.

The field of heritage conservation is focused heavily on preservation of built heritage and movable heritage. The holistic view on heritage conservation now is gaining national as well as international recognition. Scholars have showed leadership in this movement, yet ironically, academia has not been the best environment to encourage this approach. The academic divisions in universities hinder the application of this view in studying heritage. This limitation further obstructs inclusive and balanced development of the field.

Employing a holistic approach, the Heritage Management Program overcomes the artificial boundaries in heritage conservation and recognizes different types of heritage beyond the widely accepted preservation practice that focuses narrowly on tangible cultural heritage. The Heritage Management Program is configured to allow individual students to emphasize their areas of special interests such as administration, communication, conservation, education, and utilization, in the heritage industry. The Heritage Management Program offers both theoretical and practical coursework designed to prepare graduates to be leaders in the heritage management field.

JUSTIFICATION FOR CONTINUING THE PROGRAM

1. Uniqueness of the program

The Heritage Management program is unique in the United States. Many Architecture programs offer a historic preservation track for Master's degree or certificate on historic preservation. Their point of view on conservation is focused on built heritage conservation. Landscape conservation studies have appeared more recently. Yet, natural heritage conservation studies rarely are integrated with cultural heritage conservation studies. Outside of the U.S., an increasing number of academic programs are promoting a holistic approach to heritage conservation. The Heritage Management Program reflects the direction of the international conservation community but also values the innovative approaches created in the U.S. The Heritage Management Program is a pioneering academic program that enhances

currently fragmented academic subjects and fills the gap between scholars and professionals. Demonstrating leadership in the field, the Heritage Management Program reinforces the academic mission of Texas Tech University.

2. Strengthening the Program

The Heritage Management Program was established in 2000. Its initial momentum was not maintained due to the personnel change in the core faculty position of the program. The gap in the crucial developing period was critical and unfortunately resulted in low productivity. Since the academic year of 2008, the Center had reorganized and strengthened both the academic quality and community service of the program. It identified the needs of students as well as regional communities at different levels and started to build a strong academic tradition to service the heritage conservation field. Many of the plans were initiated in the past year and others currently are under development.

STRATEGIC PLANNING

1. Academic Advancement
   - Course development: Strengthening current courses and development of new courses
   - Inter-departmental collaboration to enhance interdisciplinary study
   - Collaboration with Lubbock Lake Landmark and National Ranching Heritage Center as resources in class and student training
2. Community Service
   - Service to the Texas Tech University community: promoting of cultural diversity and improving cultural richness on campus
   - Service to regional communities
   - Development of teaching resources
   - Service to professional communities
     a. Encouraging participation in academic and professional conferences
     b. On-line resource center development
     c. Establishment of professional network in western Texas-Eastern New Mexico area.
     d. Development of classes for distance learning courses

DATA ON THE PROGRAM FOR THE LAST TWO YEARS

1. Number of faculty members:
   - One full time faculty member: 75% of teaching responsibilities in Heritage Management
   - One adjunct faculty member
   - 2 faculty members in Museum Science teach one required course each

2. Average faculty teaching load for an academic year:
   - Full time assistant professor: three classes and course(s) for research, practicum, or thesis as needed.

   - Others: one class per an academic year

3. Number of declared majors: 6 students

4. Number of students per class by faculty member: 5.75 people

AGED 2300, Introduction to Agricultural Education

History and principles of vocational education, community assessment of agricultural programs planning, and development of agricultural youth organization. Fulfills multicultural requirement.

ART 2309. Technology in the Arts

This course will introduce students to the Macintosh environment, digital input and output, scanning and preparing presentations and related ethical issues.

SOC 2335, Homicide

This course analyzes homicide by strangers, family members, and acquaintances from a criminological perspective. Serial, mass, school shootings, and hate crime murder are also examined.

Draft for discussion at Academic Council

OP 36.01: Adding, Changing, and Deleting Courses and Changing Method of Delivery

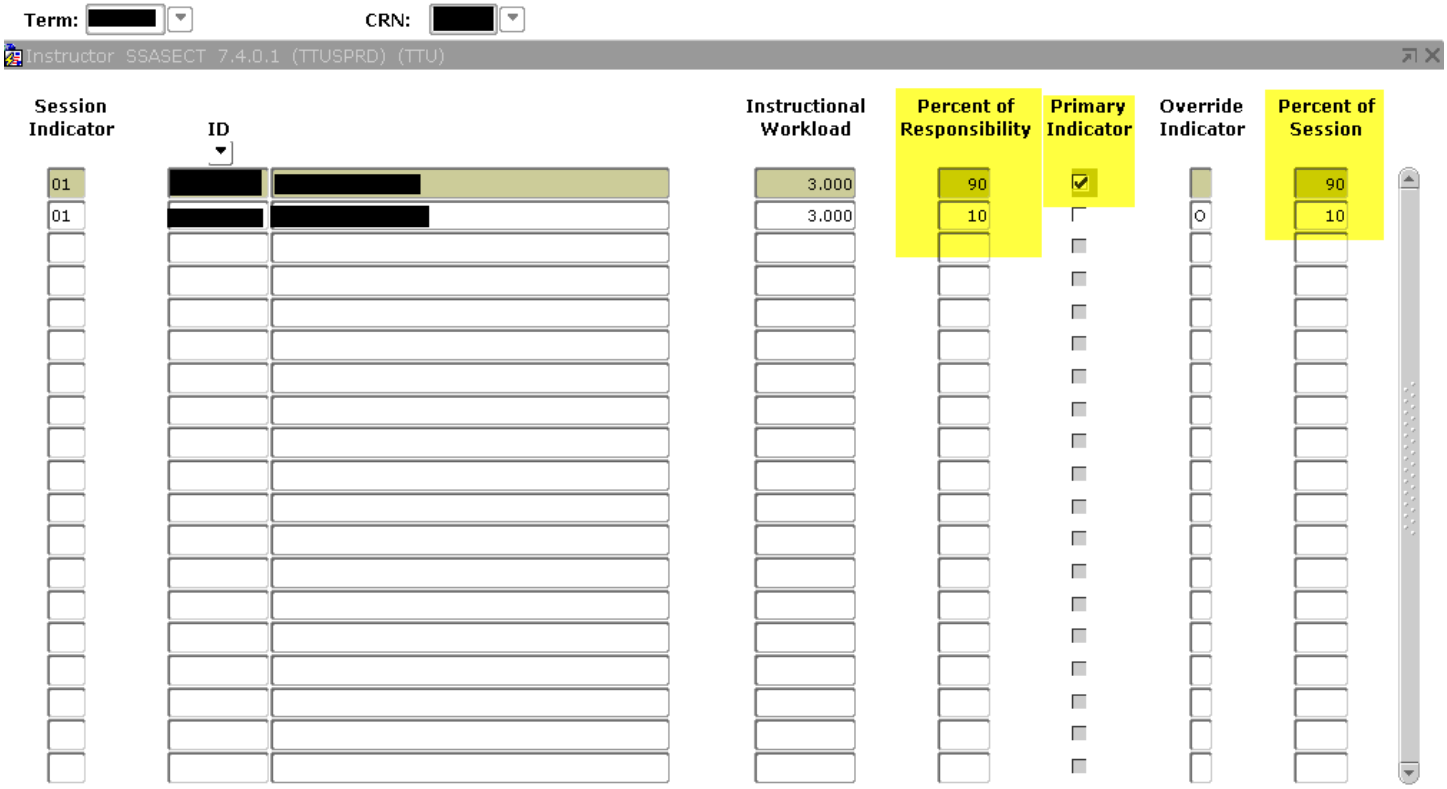
http://www.depts.ttu.edu/opmanual/OP36.01.pdf

Suggested Addition Proposed for Fall 2010

Non-Credit Sections

Non-credit sections may be attached to credit-bearing lectures or labs when there is a clear demonstration that the non-credit sections will contribute to student academic success and increased performance on student learning outcomes. The following requirements apply to non-credit sections:

1) The Instructor of Record is qualified under OP 32.02 as a faculty member or graduate part-time instructor. In Banner the screen called "SSASECT," enter the Primary Instructor of Record with at least 10% time to indicate supervision of the non-credit section. Teaching Assistants may not be the Primary Instructor of Record, but may be recorded as the Secondary Instructor with an appropriate percent time to reflect their workload for the non-credit section. For FERPA considerations, only those individuals who have been cleared for Banner access and have appropriate educational responsibilities may be authorized to view course and student records in Banner. Therefore, undergraduate Supplemental Instructors may be assigned to a specific non-credit section by the department but they may not be entered into Banner on SSASECT.



2) The non-credit section must be a course requirement. Attendance at the non-credit section meetings is required in addition to completion of all assigned work in the non-credit section.
3) The non-credit section is scheduled through Banner and Academic Support and Facilities Resources. Non-credit sections will be scheduled during non-peak use hours and will be secondary to credit-bearing sections when scheduled in (110) Classrooms or (210) Class Labs. Recommended room types for non-credit sections include

(680) Meeting Rooms, (220) Special Class Labs, and (230) Individual Study Laboratory depending on section requirements.

4) An appropriate number of minutes for non-credit sections in relationship to the credit-bearing lecture or lab. For instance, a 3 credit-hour lecture may have a 60 minute non-credit discussion section.
5) The addition of a non-credit section to a credit-bearing lecture or lab class must be approved by the Graduate Council and/or Academic Council.
6) Fees associated with non-credit sections must comply with all related TTUOP 30.29 and all related OP's and must be only utilized to cover the direct costs incurred through the offering of the non-credit section.

v.paton 3/8/2010