Educational Policies Committee Agenda, January 10, 2013

Utah State University

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EDUCATIONAL POLICIES COMMITTEE AGENDA

10 January 2013

A meeting of the Educational Policies Committee will be held on 10 January 2013 at 3 p.m. in Old Main 136 (Champ Hall Conference Room)

I. Approval of the minutes of the 6 December 2012 meeting (see below)

II. Subcommittee Reports

A. Curriculum Subcommittee (Ed Reeve)

1. Course Approvals

2. A request from the Department of Communicative Disorders and Deaf Education to implement an American Sign Language minor (see below)

3. A request from the Department of Family, Consumer and Human Development to create a Human Development Lifespan Emphasis (see below)

4. A request from the Department of Special Education and Rehabilitation to create the Institute for Interdisciplinary Transition Services (IITS) (see below)

B. Academic Standards Subcommittee (David Hole)

No Report
C. General Education Subcommittee (Norm Jones)

GENERAL EDUCATION SUBCOMMITTEE MINUTES

December 11, 2012 8:30 A.M.
Champ Hall Conference Room
Present: Kathy Chudoba, Business; Norm Jones, Chair; Michele Hillard, Secretary; Wendy Holliday, Library; Charlie Huenemann, CHaSS; Christian Thrapp, ASUSU President; Scott Henrie, USU Eastern; Larry Smith, Provost’s Office; Brock Dethier, English; Vince Lafferty, Regional Campuses; Dean Adams, Engineering; Rhonda Miller, Communications; Mary Leavitt, Advising; Dick Mueller, Science; John Mortensen, Student Services; Brian McCuskey, English; Laura Gelfand, Art; Nancy Mesner, Natural Resources; Cindy Dewey, Creative Arts; Stephanie Hamblin, University Advising

Absent: Michelle Larson, Honors; Shelley Lindauer, FCHD; Dan Coster, Quantitative Intensive; Ryan Dupont, Life & Physical Sciences; Craig Petersen, American Institutions; Lee Rickords, Agriculture; Roberta Herzberg, Social Sciences;

Call to Order - Norm Jones

Approval of Minutes – November 20, 2012
Motion to approve made by Charlie Huenemann; seconded by Kathy Chudoba

Course Approvals
ARTH 2640 (BCA) PENDING .................................................................Cindy Dewey
COMD 5100 (CI) PENDING .................................................................Rhonda Miller
COMD 5210 (CI) PENDING .................................................................Rhonda Miller
HIST 3489 (DHA/CI) PENDING.................................Brian McCuskey/Rhonda Miller
HIST 3490 (DHA/CI) PENDING.................................Brian McCuskey/Rhonda Miller
HIST 3560 (DHA/CI) PENDING.................................Brian McCuskey/Rhonda Miller
MIS 5900 (CI) APPROVED .................................................................Rhonda Miller
Motion to approve made by Ronda Miller; seconded by Wendy Holliday

MSL 4010 (CI) PENDING .................................................................Rhonda Miller

MUS 1105 (BCA) APPROVED .................................................................Cindy Dewey
Motion to approve made by Cindy Dewey; seconded by Kathy Chudoba
Course Removals
N/A

Syllabi Approvals
USU 1320 (Susan Cogan) APPROVED.................................................................Brian McCuskey
Motion to approve made by Brian McCuskey; seconded by Wendy Holliday

USU 1320 (Robert McPherson) PENDING .........................................................Brian McCuskey

USU 1330 (Joanna Zattiero) PENDING.................................................................Cindy Dewey

Business
USU 3330 – 3 Credit Courses

Nick Morrison
Resuming the discussion of the minimum number of hours required for depth courses and USU 330 in particular, the question was raised - What is the Caine College of the Arts looking to change? Nick Morrison, Associate Dean of CCA, stated that the college is not interested in changing the credits of the one credit music courses, just the number that is required. It shouldn’t make a difference to the student whether they take 2 or 3. The fact that it takes care of the DHA will not really impact the students. They are in the music courses because they want to be.

Nick Morrison RE: USU 3330. Right now the Caine College of the Arts is just seeking advice. It is an important course and if it would make life easier for the instructor to have the students taking it all on the same timeline, it would flow better. Now a variable 1-2 credit course, making it 3 credits would appear to be better. Everyone agreed that this would work well. Three credit courses are more the norm and they thought it would be best to remain with the consistency. Does the USU designation still make sense or should it take a CCA designation? It gives the students the sense that they are meeting their requirements which they are not

CCA is looking at doing a redevelopment of the on-line version of the course and they are working with Robert Wagner to achieve this. If Caine College of the Arts own the class they are responsible for developing what they want to do. Once a decision is made the college would come back to the committee with suggestions/recommendations. Committee likes the idea of it being a CCA prefix course. Gen Ed committee would not be voting on the course, they would be voting on whether or not it meets the designation requirements.

Gen Ed Demand Data..............................................................................................Michael Torrens
Presidential Curriculum Task Force has been working with Michael to track the student’s movement. AAA is helping find students that may be juniors or seniors and may not have had some of their Gen Ed courses. This helps forecast demand helping in scheduling classrooms, instructors, etc. The URL is: http://usu.edu/aaa/gen_ed_analysis_viz.cfm

Summer School Schedule/Enrollment........................................................................Norm Jones
A summer school block of Gen Ed courses is being developed for summer 2013 to take some of the pressure off the fall and spring course demand. The schedule will be out in January in order
to assist the students. Will the summer classes be smaller? Yes… normally they are smaller, especially if you look at past history.

**Next Meeting**  
Tuesday, January 15, 2012  
Champ Hall Conference Room  
8:30 a.m.

**III. Other Business**
EDUCATIONAL POLICIES COMMITTEE MINUTES  
6 December 2012

A meeting of the Educational Policies Committee was held on 6 December 2012 at 3 p.m. in Old Main 136 (Champ Hall Conference Room)

Present:  
Larry Smith, Chair  
Larry Smith, Curriculum Subcommittee Chair (representing Ed Reeve)  
Roger Coulombe, Jr., Agriculture (representing David Hole)  
Norm Jones, General Education Subcommittee Chair  
Nicholas Morrison, Caine College of the Arts  
Stacey Hills, Huntsman School of Business  
Scott Bates, Emma Eccles Jones College of Education and Human Services  
Thom Fronk, Engineering  
Patricia Gantt, College of Humanities and Social Sciences (representing Eddy Berry)  
Nancy Mesner, College of Natural Resources  
Richard Mueller, College of Science  
Travis Peterson, Regional Campuses and Distance Education  
Wendy Holliday, Libraries  
Christian Thrapp, ASUSU President  
Roland Squire, Registrar’s Office  
Cathy Gerber, Registrar’s Office

Absent:  
Scott Henrie, USU-Eastern  
David Hole, Academic Standards Subcommittee Chair  
Scott DeBerard, Graduate Council  
Jordan Hunt, ASUSU Academic Senate President  
Zach Portman, Graduate Studies Vice-President

I. Approval of the minutes of the 1 November 2012 meeting
Nicholas Morrison moved to approve the minutes of the 1 November 2012 meeting. Wendy Holliday seconded; motion approved.
II. Subcommittee Reports

A. Curriculum Subcommittee (Larry Smith)

Larry Smith reviewed the Curriculum Subcommittee business.

All courses were approved.

The following department’s request to restructure their PhD programs was approved. (see below)

Plants, Soils and Climate
  2. Climate Science
  3. Plant Science
  4. Soil Science

5. The School of Applied Sciences, Technology, and Education’s request to discontinue the Plan C in MS in Technology and Engineering Education (TEE) was approved. (see below)

6. The Department of Art and Design’s request to add an Interior Design specialization (Plan B) within the MFA degree AND to discontinue the MS in Human Environments was approved. (see below)

7. The Department of Family, Consumer and Human Development’s request to create a new emphasis (Human Development Lifespan Emphasis) was removed from the agenda for further revision.

Norm Jones moved to approve the business of the Curriculum Subcommittee. Stacey Hills seconded; motion approved.

B. Academic Standards Subcommittee (David Hole)

No Report
C. General Education Subcommittee (Norm Jones)

GENERAL EDUCATION SUBCOMMITTEE MINUTES

November 20, 2012 8:30 A.M.
Champ Hall Conference Room

Present: Kathy Chudoba, Business; Norm Jones, Chair; Michele Hillard, Secretary; Wendy Holliday, Library; Charlie Huenemann, CHaSS; Christian Thrapp, ASUSU President; Craig Petersen, American Institutions; Scott Henrie, USU Eastern; Larry Smith, Provost’s Office; Brock Dethier, English; Vince Lafferty, Regional Campuses; Dean Adams, Engineering; Rhonda Miller, Communications; Mary Leavitt, Advising; Lee Rickords, Agriculture; Dick Mueller, Science; Roberta Herzberg, Social Sciences; John Mortensen, Student Services; Brian McCuskey, English (teaching class);

Absent: Michelle Larson, Honors; Laura Gelfand, Art; Shelley Lindauer, FCHD; Nancy Mesner, Natural Resources; Cindy Dewey, Creative Arts; Stephanie Hamblin, University Advising; Dan Coster, Quantitative Intensive; Ryan Dupont, Life & Physical Sciences;

Call to Order - Norm Jones

Approval of Minutes - October 16, 2012
Motion to approve made by Kathy Chudoba, seconded by Richard Mueller

Course Approvals
ARTH 2640 (BCA) PENDING .................................................................Cindy Dewey

ARTH 3850 (DHA/CI) APPROVED ............................................ Brian McCuskey/Rhonda Miller
Motion to approve made by Charlie Huenemann, seconded by Richard Mueller

COMD 5100 (CI) PENDING .................................................................Rhonda Miller

COMD 5210 (CI) PENDING .................................................................Rhonda Miller

HIST 3489 (DHA/CI) PENDING................................. Brian McCuskey/Rhonda Miller
Motion to approve DHA made by Charlie Huenemann, seconded by Richard Mueller

HIST 3490 (DHA/CI) CI PENDING................................. Brian McCuskey/Rhonda Miller
Motion to approve DHA made by Charlie Huenemann, seconded by Richard Mueller

HIST 3560 (Pending CI/previously Approved DHA) PENDING Brian McCuskey/Rhonda Miller

MIS 5900 (CI) PENDING .................................................................Rhonda Miller
MUS 1105 (BCA) PENDING .................................................................Cindy Dewey

NDFS 5210 (CI) APPROVED ......................................................................Rhonda Miller
Motion to approve made by Rhonda Miller, seconded by Craig Petersen
NDFS 5410 (CI) APPROVED ......................................................................Rhonda Miller
Motion to approve made by Rhonda Miller, seconded by Craig Petersen

Course Removals
N/A

Syllabi Approvals
USU 1320 (Susan Cogan) PENDING ...............................................................Brian McCuskey
USU 1340 (Michael Petersen) APPROVED ..................................................Roberta Herzberg
Motion to approve made by Roberta Herzberg, seconded by Vince Lafferty

Business

1. USU 2610 – Students cannot use this course to fulfill the requirement of taking a USU course.
This item of business is informational only. The course was originally named Management 2610 and is a lower division internship. This course does not count as a general requirement for graduation. We also have USU 1000 and 1010 that do not qualify as graduation credits.

2. Depth credits in the Arts
Caine College of the Arts is looking at changing the number of credits required in the depth category. Arts would like to offer an Art Symposium course for 3 credits thus alleviating the one credit problem. This issue can affect other colleges, i.e., Engineering. Would it be possible to have it changed from a 1-2 credit course to a 1-3? This conversation will be tabled until we can bring in Nick Morrison and find out all details. Nick will be invited to the December 11 Gen Ed meeting.
Motion to table business item #2 was made by Roberta Herzberg, seconded by Lee Rickords.

Catalog Language Describing the Depth Courses.
The Catalog says: University Studies Depth Education Requirements

Beyond the General Education requirements, all students who receive a bachelor’s degree must complete two Communications Intensive, one Quantitative Intensive, and 2 credits minimum in each of two of the three depth categories.

Here are the courses that allow less than 3 credits and may require multiple enrollments:

- USU 3330 - Art Symposium (DHA) 1-2
- MSL 4610 - Military History Seminar (DHA) 1-3
- MUSC 3500 - Symphony Orchestra (DHA) 1
The Caine College of the Arts would propose that 3 credits be required in any of these courses to meet the depth requirement.

3. **Depth Review**
   Norm Jones had a meeting with Nancy Mesner to discuss a proposed depth requirements review. It is policy that depth courses be reviewed every 5 years. Nancy Mesner had started to establish a time table, however, it seems like we are getting ahead of ourselves. It was proposed that we put off the depth review while we’re working on the CI review. Once all this is sorted out it will be easier to focus on the Depth courses.

4. **USU 13XX - Faculty Meeting Updates**
   USU-1300 American Institutions has not had a meeting yet. By state policy their content is already defined, but it will meet soon.

   USU-1320 Humanities is always a lively discussion. It involves a large group of faculty with a great overlap on methodological issues. There is, however, disagreement on the content of course. Some believe it should have common content, while others believe it only needs common outcomes. The group is continuing to meet.

   USU-1330 Creative Arts has been completely rebuilt under the leadership of David Wall from Art. It enrolls students in sections of 1000 or more. He is using undergraduate teaching fellows and reaching out to people who aren’t graduate students, but who have MFAs to act as support faculty.

   USU-1340 Social Sciences is a smaller faculty group; however, they are having frustration over social sciences lack of common approaches in the social sciences. Very few of the departments are teaching this course and only a small number of students ever take it because most majors require other social science options.

   USU 1350 Life Science is a small group teaching very large sections. They are concerned that enrollment pressures have stopped the tradition of field work that was recognized as a high impact practice in their pedagogy. They would like to explore ways of providing staffing for labs.

   USU-1360 Physical Science group is doing very well redesigning the course outcomes. They are wrestling with what it is that a literate persons needs to know about physical science. Also find that math illiteracy is a problem for many of their students, even though the course is a 1000 level offering. They are interested in a co-scheduling effort with Math. They are distressed over enrollment pressures that keep them from doing assignments that require research. They continue to meet.
Other
Michael Torrens has been studying the data on the way students flow through Gen Ed. It is very complex to figure out how these students move through it. His findings will help with backlog and other issues. Our intention is to move to a more directed semester for students, allowing them to get the gen ed courses early in their freshman/sophomore years. Michael will attend the next meeting to present his findings.

Wendy Holliday has been visually mapping information literacy through the majors. Subject librarians are assigned to each of the specific majors. They are working with concept mapping software and are attempting to establish when, where, and how students are receiving information literacy training.

Meeting adjourned at 9:20 am

Next Meeting
Tuesday, December 11, 2012
Champ Hall Conference Room
8:30 a.m.

Nancy Mesner moved to approve the business of the General Education Subcommittee. Richard Mueller seconded; motion approved.

III. Other Business

Patricia Gantt moved to approve the Department of Plants, Soils and Climate’s request to rename the Biometeorology (BMET) degree for both the MS and PhD degrees to Climate Science. Norm Jones seconded; motion approved. (see below)

Meeting adjourned 3:20 p.m.
Larry Smith conducted the meeting.
Cathy Gerber recorded the minutes.
Institution Submitting Request: Utah State University
Proposed Title: American Sign Language Minor
Currently Approved Title: 
School or Division or Location: Emma Eccles Jones College of Education and Human Services
Department(s) or Area(s) Location: Department of Communicative Disorders and Deaf Education
Recommended Classification of Instructional Programs (CIP) Code1 (for new programs): 16.1601
Current Classification of Instructional Programs (CIP) Code (for existing programs):
Proposed Beginning Date (for new programs): 08/01/2013
Institutional Board of Trustees’ Approval Date:

Proposal Type (check all that apply):

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*Requires “Section VI: Program Curriculum” of Abbreviated Template

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

____________________________________
Signature
Date:
Printed Name:

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1 CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
Institution Submitting Proposal: Utah State University

College, School or Division in Which Program/Administrative Unit Will Be Located: Emma Eccles Jones College of Education and Human Services

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located: Communicative Disorders and Deaf Education

Program/Administrative Unit Title: Division of Deaf Education

Recommended Classification of Instructional Programs (CIP) Code: 16.1601
Certificate, and/or Degree(s) to Be Awarded: B.A.

Proposed Beginning Date: 8/01/13

Institutional Signatures (as appropriate):

Department Chair

Dean or Division Chair

Career and Technical Education Director

Graduate School Dean

Council on Teacher Education

Date:
Section I: Request

The objective of this request is to implement a minor in American Sign Language (ASL) at Utah State University Fall 2013. The provision of this minor will enable students graduating from this institution to use ASL fluently and to communicate with people who are deaf or hard of hearing.

Section II: Need

At Utah State University there are three programs that require ASL coursework: Special Education, and Communicative Disorders and Deaf Education, and Elementary Education Deaf Education. Additionally, there are five programs that offer an emphasis in ASL: Liberal Arts, Interdisciplinary Studies, Teacher Education and Leadership, Family, Consumer, and Human Development, and Business. Even though we anticipate a large number of students minoring in American Sign Language from the programs that require ASL or make it available as an emphasis, we anticipate many students will find this minor attractive and will elect to take it. By offering a minor in American Sign Language Utah State University will be providing students with an option of having a minor in a language that many graduates may use in their respective places of employment. A minor recognizes the additional course of study and enhanced comprehension and fluency in the language.

There is only one other university in the state that offers a minor in ASL; Utah Valley University. The University of Utah and Weber State offer coursework, but no degrees; majors or minors. The program being proposed in this request would not duplicate other programs in the state or region.

Section III: Institutional Impact

The offering of a minor in American Sign Language will not increase enrollments in instructional departments or programs, but will instead provide students within these departments and programs value added with the option of having a recognized minor with enhanced coursework that is already required. We do not anticipate a need for any additional faculty, physical facilities, or modifications to existing facilities.

Section IV: Finances

Students selecting an ASL language minor would take classes already offered by the Department of Communicative Disorders and Deaf Education. The additional students will not require additional faculty or resources since an average of 3-5 sections of these classes are currently offered and the sign language laboratory is staffed. This minor will not impact administrative structures and will fit well into the organizational structure currently operating.

Section V: Program Curriculum

All Program Courses

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<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
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<td>Com D 2910</td>
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<td>Com D 3910</td>
<td>American Sign Language II</td>
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<td>American Sign Language III</td>
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<td>Com D 4920</td>
<td>American Sign Language IV</td>
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</table>
Com D 4780  Socio-Cultural Aspects of Deafness  3
Com D 3080  American Sign Language Practicum  2

Elective Courses  None

Total Number of Credits  21

New Courses to Be Added in the Next Five Years
None anticipated

Program Schedule

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<td>Com D 4780 – Socio-Cultural Aspects of Deafness</td>
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<td>Com D 3080 – Practicum in American Sign Language</td>
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<th>Course (Third Year)</th>
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<td>Com D 4910 – American Sign Language III</td>
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<tr>
<td>Com D 4920 – American Sign Language IV</td>
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Institution Submitting Request: Utah State University
Proposed Title: Human Development Lifespan Emphasis
School or Division or Location: Emma Eccles Jones College of Education and Human Services
Department(s) or Area(s) Location: Family, Consumer and Human Development
Recommended Classification of Instructional Programs (CIP) Code\(^1\) (for new programs): 19.0701
Proposed Beginning Date (for new programs): 08/01/2013
Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

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

Signature: ___________________________ Date: MM/DD/YEAR

Printed Name: Name of CAO or Designee
Institution Submitting Proposal: Utah State University

College, School or Division in Which Program/Administrative Unit Will Be Located: Emma Eccles Jones College of Education and Human Services

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located: Department of Family, Consumer, and Human Development

Program/Administrative Unit Title: Human Development Lifespan Emphasis

Recommended Classification of Instructional Programs (CIP) Code: 19.0701

Certificate, and/or Degree(s) to Be Awarded: Bachelor of Science, Family, Consumer, and Human Development with Human Development Lifespan Emphasis

Proposed Beginning Date: Fall 2013

Institutional Signatures (as appropriate):

Department Chair

Dean

Date:
This request is to create a new emphasis (Human Development Lifespan Emphasis) that uses existing courses in the department of Family, Consumer, and Human Development (FCHD). The department has 583 majors, 67% of whom are in the Family and Community Services emphasis, which includes training in family relations and human development. Recent exit data from students show that their preference would be training in one area or the other area, not both. This need for concentrated emphasis has been verified by the practicum site supervisors who hire the majority of FCHD graduates. Moreover, the recent Board of Regents review suggested that, with the creation of a new emphasis, the number of required credits in the FCHD major could be reduced. The Human Development Lifespan emphasis will allow students to emphasize Human Development while students wanting to emphasize Family Relations would remain in the Family and Community Services emphasis.

The need for this proposal came from student evaluations of their FCHD experiences and from the self-study prepared for the recent Board of Regents review. A review of data for the Board of Regents review indicated that undergraduates reported too much overlap in their courses, there was no room to take important electives, and that they wanted a choice to specialize in Family Relations or Human Development. To address these issues, an undergraduate curriculum committee was created and given the charge to reduce overlap and better prepare students for their chosen career. The major recommendation from this review committee was to create a new emphasis. This will meet multiple needs identified by student feedback. Students will be able to choose training specific to their career goals and have flexibility to take specialty courses that would support their emphasis. Whereas the current emphasis prepares generalists for jobs in family and human development settings, the proposed change is designed to prepare specialists who pursue employment in either family or human development positions. For example, students with an interest in gerontology would be able to take age specific nutrition courses. Students who want to work in adolescent residential treatment programs would be able to take related courses in Parks and Recreation.

The FCHD department houses the Gerontology Certificate Program, the Adele and Dale Young Child Development Laboratory, the Dolores Doré Eccles Center for Early Care and Education, and the Family Life Center (Marriage and Family Therapy, Housing and Financial Counseling). The new emphasis (Human Development Lifespan) encompasses both the Child Development laboratory and much of the gerontology certificate. As such, there should not be any impact on other departments or programs on the USU campus. All of the facilities and courses needed for the proposed emphasis are established and in use at the present time.

The proposed emphasis utilizes existing academic infrastructure and requires no new courses or faculty. There will be no negative financial impact on the department or institution.
Section V: Program Curriculum

***THIS SECTION OF THE ABBREVIATED TEMPLATE REQUIRED FOR EMPHASES AND MINORS ONLY.***

All Program Courses

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
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<td>FCHD 2660</td>
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<td>FCHD 3500</td>
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<td>FCHD 3570</td>
<td>Youth and Adolescence</td>
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<td>FCHD 3545</td>
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<td>FCHD 4400</td>
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Program Schedule

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Abbreviated Template

Instructions:

- The Abbreviated Template should be used for those items identified as needing the Abbreviated Template in R401-5 and listed as possible items to check on the Cover/Signature Page below.

- An Abbreviated Template consists of a Cover/Signature Page - Abbreviated Template and Program Request - Abbreviated Template.
  - **Cover/Signature Page - Abbreviated Template:** Complete the items requested at the top of the page, INCLUDING SELECTING A CIP Code. Check which type(s) of item(s) apply.
  - **Program Request - Abbreviated Template:** Complete the sections requested, removing the descriptive italics and replacing them with the content of the proposal.

- Prepare the Abbreviated Template per R401-7 instructions as a Word document (no PDF formats). Begin each of the two sections (Cover/Signature Page and Program Request) at the top of a new page. When descriptions of the content required for each section appear in this font color, the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to OCHE.

- The CAO or his/her designated representatives should e-mail the completed Abbreviated Template (including electronic signature) to academicaffairs@utahsbr.edu.

- The institution is responsible for maintaining a record of the submission as the OCHE Academic Affairs office is not responsible for storing electronic copies of submitted proposals.
Institution Submitting Request: Utah State University
Proposed Title: Institute for Interdisciplinary Transition Services
Currently Approved Title: 
School or Division or Location: Emma Eccles Jones College of Education and Human Services
Department(s) or Area(s) Location: Department of Special Education and Rehabilitation
Recommended Classification of Instructional Programs (CIP) Code\(^1\) (for new programs): 13.1019
Current Classification of Instructional Programs (CIP) Code (for existing programs): 00.0000
Proposed Beginning Date (for new programs): Spring 2013
Institutional Board of Trustees’ Approval Date:

Proposal Type (check all that apply):

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<td>5.1.16</td>
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</tr>
</tbody>
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*Requires “Section VI: Program Curriculum” of Abbreviated Template

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

Signature: ___________________________ Date: ___________________________

Printed Name: Laurens H. Smith  
Executive Senior Vice Provost

\(^1\) CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
Institution Submitting Proposal: Utah State University

College, School or Division in Which Program/Administrative Unit Will Be Located: Emma Eccles Jones College of Education and Human Services

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located: Department of Special Education and Rehabilitation

Program/Administrative Unit Title: Institute for Interdisciplinary Transition Services

Recommended Classification of Instructional Programs (CIP) Code: 13.1019

Certificate, and/or Degree(s) to Be Awarded:

Proposed Beginning Date: Spring 2013

Institutional Signatures (as appropriate):

_____________________________                           ______________________________
Benjamin Lignugaris/Kraft, Ph.D.                                  Beth Foley, Ph.D.
Department Head                                                         Dean
Department of Special Education                                Emma Eccles Jones College of Education and Human Services
and Rehabilitation

Date:
Section I: Request

Utah State University requests approval to create the Institute for Interdisciplinary Transition Services (IITS), effective Spring, 2013. Transition Services refer to the process of facilitating the progression of students with disabilities from special education programs into employment and/or higher education following high school. The transition process is complex, and is more effective when professionals from many different areas (e.g. special education, rehabilitation counseling, school counseling, family services, etc.) work collaboratively to accomplish the goals and objectives of the student. The IITS will function as the organizational structure to coalesce the educational, research, and community service transition initiatives and activities that are occurring at Utah State University. **By bringing these initiatives and activities together in a single organizational structure, Utah State University will be in a stronger position to build collaborative relationships with other universities, recruit exceptional faculty and students, compete for external funding, and build a national reputation and identity as a leader in transition research and services for individuals with disabilities.**

The mission of the IITS is to promote the use of empirically validated, quality transition services for students with disabilities and their families. This may be accomplished through the following activities:

1. **Establish Evidence-Based Practice in Transition Through Research** - The IITS will work to design and empirically validate curriculum and intervention processes that result in improved transition outcomes. Faculty will utilize multiple research methodologies to accomplish this, and utilize the four level model of evidence-based practice outlined by the National Secondary Transition Technical Assistance Team (NSTTAC).

2. **Policy and Legislation Analysis** - The establishment of relevant laws and policies has a significant impact on the way in which services are provided, and the priority given to transition activities. As is evident in state and national data, the current policies and legislation do not translate into positive outcomes for students with disabilities. The IITS will conduct research on the impact of state and federal legislation and policies on the transition process, with particular attention to how policies influence practice with individuals with disabilities.

3. **Disseminate Knowledge Through Systems Change** - All services are provided through state and federal systems of service delivery. This may include such entities as schools and state vocational rehabilitation agencies. The IITS will disseminate the findings of its research activities to the community systems involved in transition services, and assist in the process of translating that knowledge into practice.

4. **Foster Pre-Service and In-Service Education** - The dynamic nature of transition requires that those involved in providing transition services engage in a continuous process of professional development. The IITS will actively engaged in both pre-service and in-service educational activities. Pre-service educational activities focus on preparing those individuals who are new to the service arena, usually those who are enrolled in degree programs at universities (undergraduate and graduate). In-service training occurs with those who are currently working in the service arena. In both cases, the training will be grounded in evidence-based transition practice.

The thematic organization of the IITS, and the current efforts in each area of activity, are provided in the graphic located in the Appendix.
Section II: Need

The transition of youth with disabilities from high school special education programs to employment and post-secondary education is a significant issue in Utah, and nationally. Transition outcome data indicates that the percentage of students with disabilities who go on to higher education and/or employment is significantly lower than the general population in Utah, and across the nation. Instead, young adults with disabilities are often served in publicly funded programs. When students with disabilities fail to achieve an employment and/or higher education objective, there is a negative impact on the economy, the expenditure of personal and family resources, level of public support for those individuals, and individual health and quality of life. Due to the negative personal and societal impact associated with poor transition outcomes, attention to the issue of transition services for youth with disabilities has increased at the state and federal level. Examples of this increase in attention to transition services include the recommendations of the National Council on Disability (2008), as well as in the TEAM-Education Act and TEAM-Employment Act, which have both been referred to the House Subcommittee on Early Childhood, Elementary, and Secondary Education. In a recent study conducted by the Government Accounting Organization (2012), it was found that there was “a lack of sufficient information or awareness of the full range of service options available after high school on the part of students with disabilities, parents, and service providers”, and that “students with disabilities may not be adequately prepared to successfully transition to life after high school”. Additionally, the National Secondary Transition Technical Assistance Center (2010) conducted an extensive review of the quality of transition services for youth with disabilities, and found that an evidence-base is lacking in the provision of transition services. These are a few examples from a large body of literature, which documents the shortfalls of the current systems of service provision, and calls for increases in funding, research, training, and program evaluation in transition services. Clearly, this is an area that will be receiving increased attention for the foreseeable future.

The Department of Special Education and Rehabilitation is in a unique position to address this issue. The two primary professional groups engaged in transition services are special education teachers and rehabilitation counselors working in the State/Federal Vocational Rehabilitation program. The Department of Special Education and Rehabilitation is one of a very small number of academic departments across the nation that houses both special education and rehabilitation counseling programs. The Disability Disciplines Doctoral program provides the foundation for interdisciplinary work for both faculty and graduate students. One common concern across specializations in the doctoral program is the transition of individuals with disabilities from school-based services to productive community and vocational integration. Thus, because of it’s interdisciplinary focus, the Disability Disciplines Doctoral Program will support the mission and goals of the IITS. Similarly, the IITS will support the educational focus of the Disability Disciplines Doctoral Program.

In recent years, the faculty in the Department of Special Education and Rehabilitation has increased the number of collaborative projects focused on transition services for students with disabilities. Over the last three years, faculty and graduate students have generated 9 peer reviewed journal articles, and 9 externally funded projects totaling $1,492,638 (A list of publications and funding is provided in the Appendix). With the establishment of the IITS, the visibility of these initiatives will increase and facilitate the marketing of USU’s leadership in interdisciplinary transition-related research, and the development of transition related education programs in the state and region.

The Institute for Interdisciplinary Transition Services will build on current assets and strengths, and increase the potential for expanding research and external funding. This will enable faculty from many different departments in the College of Education and Human Services who are involved in transition research and activities to easily establish collaborative relationships with other universities for the purposes of recruiting students and faculty interested in the topic of transition services, increasing the visibility of Utah State University at the national level, and obtaining external funding.

Finally, this will be the only such organization nationally that addresses transition services from an interdisciplinary perspective. USU is one of the few universities in the country with the critical research, educational, and service components needed to grow this essential aspect of professional practice.

Section III: Institutional Impact

The establishment of the Institute for Interdisciplinary Transition Services will have a minimal impact on existing institutional structures and programs. All affiliated educational programming will be run through academic units. The IITS
will be housed within the Department of Special Education and Rehabilitation, and will be Co-Directed by Dr. Robert Morgan and Dr. Jared Schultz. As this represents an organization of existing research activities in the department, it is anticipated that the impact on faculty time will be minimal. However, as growth occurs, the research and teaching loads of participating faculty will need to be evaluated to maximize new opportunities while meeting the needs of academic programs within the department. At present, the faculty and students engaged in the research and training activities related to transition services are located in multiple buildings on campus. It is anticipated that the IITS will be housed in the proposed Clinical Services Building when it is completed. Additionally, should the establishment of the IITS have the anticipated effect, it is likely that there will be an increase in externally funded projects which will require space and facilities to accomplish the goals of the funded project.

Section IV: Finances

There are not any new funds being requested for the start up of the IITS. It is anticipated that the funding of additional faculty and staff will be dependent upon grants and the potential for development funding.

Section V: Program Curriculum

All courses provided in connection with the IITS will be arranged and coordinated through the academic department and programs currently established at USU.

References


National Secondary Transition Technical Assistance Center (2010). Evidence-Based Practices and Predictors in Secondary Transition: What We Know and What We Still Need to Know, Charlotte, NC, NSTTAC.
Appendix

REFEREED ARTICLES 2009-2012 (Listed chronologically. **Bold print** denotes graduate students.)


FUNDED GRANTS 2010-2012


**Sheen, J. (2010).** Utah postsecondary inclusion project: Strategic plan. Think College. ($15,000).

Riesen, T. (2012). Training employment specialists to support people with ASD during the job search process. Subcontract with the University of Utah, Department of Psychiatry and R. Harold Burton Foundation. ($9,000).

OTHER FUNDING 2010-2012

EmployAbility Clinic: Community-based employment services are provided to individuals with disabilities. Funding is provided through a fee-for-service contract with the Utah State Office of Rehabilitation. Total funding as of 8/1/12 is **$30,100**.
Institute for Interdisciplinary Transition
Dr. Bob Morgan, Co-Director
Dr. Jared C. Schultz, Co-Director

Establishing Evidence-Based Practice in Transition Through Research

Current Activities:
1. Employability Clinic
   (Currently serve six clients at a time. Waiting list of more than 70 individuals.)
2. School District Partnerships
   (6 Partner Organizations)

Participants:
Bob Morgan
Jared Schultz
Scott Kupferman
Jared Woolstenhulme
Tracy Woolstenhulme

Policy and Legislation Analysis

Current Activities:
1. Utah Transition Action Team
   (41 Professionals from Across Utah)

Participants:
Bob Morgan
Jared Schultz
Tim Reisen
Scott Kupferman

Knowledge Dissemination Through Systems Change

Current Activities:
1. Utah Transition Action Team
   (41 Professionals from Across Utah)
2. School District Partnerships
   (6 Partner Organizations)

Participants:
Bob Morgan
Jared Schultz
Tim Reisen
Scott Kupferman
Jared Woolstenhulme

Knowledge Dissemination Through Pre-Service and In-Service Education

Current Activities:
1. Masters Interdisciplinary Transition Specialist Training Program (9 Students)
2. Employability Clinic (11 Grad Students)
3. School District Partnerships
   (6 Partner Organizations)
4. University / College Partnerships (4)
5. Employment Specialist Training
   (Over 280 Professionals Trained Annually)

Participants:
Bob Morgan
Jared Schultz
Tim Reisen
Scott Kupferman
Tracy Woolstenhulme