



December 12, 2022
3:30 – 5:00 pm
Old Main-Champ Hall
[Zoom](#) (Statewide)

AGENDA

- 3:30 Call to Order**John Ferguson
Approval of Minutes – [November 14, 2022](#)
- 3:35 University Business**Noelle Cockett, President | Larry Smith, Provost
- 3:50 Information**
Educational Policies Committee – [December 1, 2022](#) Paul Barr
- 3:55 Reports**
[Council on Teacher Education Annual Report | One Pager](#) Sylvia Read
[Scholarship Advisory Board Annual Report](#)..... Craig Whyte
- 4:05 Old Business**
Athletic SpendingJohn Ferguson
- 4:10 New Business**
[Divestment Proposal](#) Cristina Chirvasa | John Jensen

Adjourn: 4:30 pm



November 14, 2022
3:30 – 5:00 pm
Old Main-Champ Hall

MINUTES

Present: John Ferguson, Jon M. Huntsman School of Business (*President*)
Maureen Hearn, Caine College of the Arts
Carol Kochan, University Libraries
Danielle Ross, College of Humanities and Social Sciences
Michele Hillard, Executive Secretary
Don Busenbark, Statewide Campuses
Denise Stewardson, Extension
Yoon Lee, Emma Eccles Jones College of Education and Human Services
Vicki Allan, College of Science
Doug Miller, USU-Eastern
Yu Huang, College of Engineering
Larry Smith, Provost
Noelle Cockett, President
Boyd Edwards, College of Science (*Past-President*)

Absent: Benjamin George, College of Agriculture and Applied Sciences
Robert Wagner, Executive Vice President

Guests: Tim Chenette, FEC Chair
Kristine Miller, Honors Executive Director
Paul Barr, EPC Chair
Tanisha Barker, Office of Equity
Clara Alder, USUSA President
Scott Hunsaker, PRPC Chair

Call to Order - John Ferguson

Approval of Minutes – [October 17, 2022](#)

Minutes approved as distributed.

University Business - Noelle Cockett, President | Larry Smith, Provost

President Cockett – She appreciated presenting at the last faculty senate meeting. There are great recommendations coming in on the strategic plan survey. The deadline for submissions to the survey will be January 1, 2023. The president has already met with several groups. Most recently she met with the department heads. The more the strategy can touch the broader goals/outcomes the more likely we will be willing to invest in those. Super launch of the Aggie Impact fund raising campaign last Friday. A new era in fundraising campaigns is beginning. Moved into a different direction in listening to donors and asking them where they want their impact to go. Started off with how to raise funds and then into the evening where there was a celebration. The president will provide a short video on the campaign. Lots of discussion about not raising tuition. Talking with legislatures and reminding them that we need 25% to cover promotion and tenure. We need to increase tuition to cover the 25%. Finding these funds will be a priority for the university. The

legislature is worried about a recession, and they may be worried about ongoing funding but will provide one-time funding. USU will work hard to have this conversation with the state. Hoping that the state will provide 100% but doesn't look good right now. This hits all of higher education except the tech colleges, they get the total amount. It will be an interesting legislative session. USU will work tirelessly to fight for whatever funding we can get.

Provost Smith – Strategic planning has consumed a large amount time. Receiving requests from deans for faculty hiring. The provost's office is hosting a monthly breakfast to meet with first- and second-year department heads to help with training. The central committee has been established for the upcoming promotion and tenure session.

Information

Educational Policies Committee – [November 3, 2022](#) - Paul Barr

Motion to move the EPC report to the Faculty Senate agenda made by Boyd Edwards. Seconded by Maureen Hearn. Moved to agenda.

General Education Subcommittee – No designations to review. Concerns over instructor qualifications and courses that seem to be moving outside of the methods/topics for the instructor's home disciplines. Concerns about ensuring consistency of breadth/depth courses over time and the lack of any mechanism to follow up to ensure these courses continue to meet the criteria.

Academic Standards Subcommittee – No meeting (nothing to report).

Curriculum Subcommittee – Approved 179 curriculum requests 16 R401s.

1.5 credit hour classes-Huntsman School of Business would like to provide courses with a 1.5 credit level. Benefits include better scheduling, and their degree credits are in three credit increments. This is not Huntsman specific but is being done across campus. Word limits for Curriculog submissions was discussed. The catalog is currently at 40 words for all course descriptions. ITLS is requesting a section title change for ITLS 6960 creative project. This was not approved.

Reports

[Faculty Evaluation Committee Annual Report](#) - Timothy Chenette

Motion to move the FEC Annual Report to the Faculty Senate agenda made by Carol Kochan. Seconded by Danielle Ross. Moved to agenda.

Revised two of the three awards that the FEC oversees. In addition, they reviewed nominations and selected recipients for the Eldon J Gardner Teacher of the Year, the Undergraduate Faculty Mentor of the Year, and the Faculty University Service awards. Throughout the year, the committee discussed how to align faculty evaluation procedures with the university's Diversity, Equity, and Inclusion goals. This discussion centered around two issues: 1) how to make sure faculty are rewarded when their teaching, research, or service activities contribute to university DEI priorities and 2) how to reward service activities that are disproportionately undertaken by minoritized faculty.

[USUSA Annual Report](#) - Clara Alder

Motion to move the USUSA Annual Report to the Faculty Senate agenda made by Boyd Edwards. Seconded by Danielle Ross. Moved to agenda.

Average of 2021-2022 GPA for 85 student leaders on scholarship is 3.47. Within USUSA Scholarships were awarded in the amount \$349,378. Working on statewide efforts to include additional student body. Changed the constitution so that all students, including statewide can be part of USUSA. Looking at ways to enhance the lives of students outside of the Logan campus. Creating a new position in USUSA which will be Freshman Vice President. This individual will be responsible for fostering retention and belonging among the freshman cohort. Launching a public safety campaign.

[Honors Annual Report](#) - Kristine Miller

Motion to move the Honors Annual Report to the Faculty Senate agenda made by Carol Kochan. Seconded by Boyd Edwards. Moved to agenda.

The report is sent to USU administrators and other partners in order to open up conversations. This year Honors welcomed 166 first-year students. In FY 2021-2022 Honors continued an intentionally inclusive admissions process developed the previous year. This has been one of the most diverse and inclusive group of students up to this point. Involved 205 USU faculty and staff from 45 departments/programs in teaching and other academic activities, including mentoring, advising, service and assessment. Graduated 34 students with university honors. Looking for suggestions and recommendations from faculty regarding how honors is working. Also looking for more faculty members to help recruit Honors students.

Old Business

Code 403 Academic Freedom and Professional Responsibility (second reading) - Scott Hunsaker

[Track Changes](#) | [Final Clean](#)

Motion to move Faculty Code 403 to the Faculty Senate agenda made by Maureen Hearn. Seconded by Danielle Ross. Moved to agenda.

No changes on this policy.

Set up a committee and will attend a meeting tomorrow to discuss the issue of faculty routinely being on campus.

New Business

Office of Equity Additional Training - Tanisha Barker

Motion to move to the Faculty Senate agenda made by Yoon Lee. Seconded by Danielle Ross. Moved to agenda.

Fall is the compliance training cycle. Working to develop some trainings. Faculty are less likely to take advantage of these trainings and Office of Equity would like to invite them to participate in these trainings. Working with Empowering Teaching Excellence to have this be part of the badge certification.

[SNAC Funding](#) - Denise Stewardson

Motion to move to the Faculty Senate agenda made by Vicki Allan. Seconded by Maureen Hearn. Moved to agenda.

Update on the student nutrition access center. Looking at sustainable funding for SNAC. According to a USHE statewide student survey, 38% of USU students are food insecure. The Cache Community food pantry is not able to serve students. Beginning in June 2023 the funding will be gone. Where do we find funding to keep this going? Looking for faculty suggestions/recommendations.

Code 404 Faculty Appointments [Track Changes](#) | [Final Clean](#) (first reading) - Scott Hunsaker

Added creative endeavors to follow the role statements. See yellow highlighted items.

Motion to move to the Faculty Senate agenda made by Denise Stewardson. Seconded by Danielle Ross. Moved to agenda.

Another new business item – The is a group being created with student and faculty members that want to put forward divestment regarding fossil fuels.

Motion to table this issue. This item will not move to the Faculty Senate.

Adjourn: 5:00 pm

Report from the Educational Policies Committee Dec 2, 2021

The Educational Policies Committee (EPC) met on Dec 2, 2021. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page (www.usu.edu/epc).

During the Dec 2, 2021 meeting of the EPC, the following actions were taken:

1. **General Education Subcommittee**

- HIST 4260 – Witches, Workers and Wives was approved for a DHA designations.
- Consideration for Music 3040 as a DHA was moved to the December agenda.
- Issue brought forward regarding dual attributes assigned to a single class. This doesn't appear to be an issue at this point. The committee will hold off until more information is received from USHE regarding general education assessment. The process of screening the designation requests is being worked on. Also working with the subcommittee to streamline and make the process more transparent.

2. **Academic Standards Subcommittee**

- No meeting in November

3. **Curriculum Subcommittee**

- Approval of 91 course requests.
- Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer a **Drafting Design Certificate of Proficiency**.
- Request from the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences to offer a **Bachelor of Science in Environmental Planning**.
- Request from the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences to offer a **Minor in Environmental Planning**.
- Request from the Department of Plants, Soils and Climate in the College of Agriculture and Applied Sciences to offer an **Ornamental Horticulture Certificate of Completion**.
- Request from the Department of Human Development and Family Studies in the Emma Eccles College of Education and Human Services to **discontinue the Bachelor of Science in Family Life Studies degree**.
- Request from the Department of Special Education and Rehabilitation Counseling in the Emma Eccles College of Education and Human Services and USU Eastern to **update the Certificate of Proficiency for the Aggies Elevated program and allow students at USU Eastern to receive the Integrated College and Community Studies Certificate**.
- Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to create the **new Analytics Solutions Center**.

- Request from the Department of Management in the Jon M. Huntsman School of Business to **rename the emphasis in Operations Management to Operations and Supply Chain Management.**
- Request from the Department of Management in the Jon M. Huntsman School of Business to rename the Minor in Operations Management to the **Minor in Operations and Supply Chain Management.**

4. **Other Business**

- At the Department Head Executive Committee, the issue of faculty leaving on sabbatical and their responsibilities to certain committees was discussed. The EPC Committee spent time talking about how the colleges/departments handle this issue. Should the policy be updated to include continued support on the committees even while on sabbatical? Most of the EPC committee members stated that in their colleges the faculty member on sabbatical leave continued working with graduate students and remained on promotion and tenure committees. It is felt that this should be the standard and the language should be changed to reflect this. The policy can be updated to cover those responsibilities. Questions can be added to the sabbatical form asking faculty what committees they serve on so that a decision can be made as to which committees they will continue to support during their sabbatical. Consensus is in support of language for faculty to remain on promotion and tenure and graduate student committees.

Annual Report to the Faculty Senate
from the
University Council on Teacher Education

Academic Year
September 1, 2021 - August 31, 2022

Prepared by Sylvia Read, Associate Dean, Accreditation and Undergraduate
Studies

Assisted by Lisa Christensen, Jairo Hernandez Velasquez, and Christine Jeppesen



Emma Eccles Jones
College of Education & Human Services
UtahStateUniversity

INTRODUCTION

From September 2021 to August 2022, the University Council on Teacher Education (CTE) continued to exercise its responsibility for the coordination and regulation of teacher education programs at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

- development of teacher education curricula
- approval of all teacher education curricula
- admission and advising for students desiring to enter teacher education programs
- graduation requirements and the recommendation of graduates for professional licensure with the Utah State Board of Education

MEMBERSHIP

The CTE is composed of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the CEHS Associate Dean for Accreditation and Undergraduate Studies, the Vice Provost, representatives from the departments within the Emma Eccles Jones College of Education and Human Services involved in the preparation of teachers, and representatives of the other colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their faculty, and appointed by the Senate. The term of office is three years with staggered appointments. The faculty member from the Emma Eccles Jones College of Education and Human Services selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the Emma Eccles Jones College of Education and Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any teacher licensure program should receive consideration by the CTE prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the Utah State Board of Education, the Utah Education Association, and school district stakeholders are represented on the CTE. Students at the University are represented by the Senator from the Emma Eccles Jones College of Education and Human Services who has the privilege of one vote. An alternate student is designated to attend in the absence of the College's Senator. The membership of the CTE for the 2021-2022 academic year is identified on page 4 of the report.

The CTE meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of CTE members in the affairs of the CTE. During the past year, approximately 73% of the members attended the monthly meetings.

ACTIVITIES OF THE COUNCIL ON TEACHER EDUCATION

Action Items—Program Changes

The CTE approved the following program change:

World Language faculty proposed that students be admitted in the STEP program if they have reached at least an Intermediate-Mid OPI score, which will allow them to continue with their coursework necessary to advance in their specific programs. However, students must earn the Advanced-Low in order to student teach. Other cases can be evaluated, on an individual basis, by both Academic Advisers and the corresponding language faculty. Approved September 2021.

Information Items

- Teacher Education (inclusive of early childhood, elementary, secondary, special education, and deaf education majors and composites), Instructional Leadership, and School Counseling programs continue to be fully accredited by the Association for the Advancement of Quality Educator Preparation (AAQEP). Annual reports are due to AAQEP during December of each calendar year. The programs will be formally reviewed again in Spring 2026.
- In fall 2021, all early childhood, elementary, secondary, and special education student teachers began taking the Praxis Performance Assessment for Teachers (PPAT) as required for licensure by the Utah State Board of Education. The cost of the PPAT is \$300. The Emma Eccles Jones College of Education and Human Services pays for a \$150 voucher and the students pay \$150; however, students who take their student teaching seminar and student teaching course credits with a non-SCED prefix pay the full cost of the assessment. The cut score of 36 (out of 60) for passing this teacher performance assessment will be imposed beginning Fall 2023 (postponed from Fall 2022).

- Elementary, early childhood, special education, and preschool special education students are now required to take the Foundations of Reading test by Pearson in order to be recommended for licensure. No cut score has yet been established. There is no cost to the students.
- The American Sign Language (ASL) teaching minor was discontinued, as of Spring 2022. The ASL minor is still available, but not the ASL teaching minor.
- A Computer Science Teaching minor was approved by USBE. If students complete the computer science teaching minor at USU, they will get three of the CTE endorsement areas in the computer science endorsement. They can continue to add the other four computer science endorsement areas after they receive their teaching license, but these are three of the most used areas. The computer science minor can be completed by both secondary and elementary education students. It would allow elementary education students to teach 7th and 8th grade computer science.
- The Elementary and Deaf Education and the Early Childhood and Deaf Education composite degrees were suspended (Elementary Education and Deaf Education; Early Childhood Education/Deaf Education). A teach out plan was communicated to students. The Deaf Education Listening and Spoken Language M.Ed. degree is still being offered, but the Deaf Education Bilingual-Bicultural program has been suspended. The Communicative Disorders and Deaf Education department is reconfiguring the program to be a bachelor's degree.

STUDENT PROFILE

Students in Teacher Education Programs

Admission into all teacher education programs at Utah State University requires formal application to the Office of the Associate Dean for Undergraduate Studies and Accreditation in the Emma Eccles Jones College of Education and Human Services as well as the department where the major work is being offered. Students are not permitted to enroll in clinical courses in education until they have been admitted to the teacher education program for their major. The current admission guidelines require that applicants pass an FBI/BCI background check, have a cumulative 3.0 GPA, and minimum grades in general education courses that provide evidence of academic success in reading, writing, and mathematics.

Enrollment and Completers in 2021-2022

A total of 1,672 undergraduate students were enrolled in teacher education programs during the period September 1, 2021, through August 31, 2022. During the same period, 539 students graduated, and 632 license recommendations were made (some students qualify for two license areas). Table 1 presents a breakdown by program of the number of students enrolled, number of completers (graduates), and number of licenses in 2021-2022.

Candidate and Completer Data

Table 2 summarizes students' performance on their student teaching evaluations, Praxis content tests, the Praxis Performance Assessment for Teachers (PPAT). Student teaching evaluations are strong; data shown is disaggregated by elementary/early childhood, special education, and secondary education. Further disaggregation of secondary teacher candidate performance is made available to the departments in which secondary teaching majors reside. The PPAT scores show that students, on average, are performing at a level that is acceptable. However, there are students who are not yet earning a passing score, possibly because the passing score is not yet consequential. That is, they need not earn a passing score to be recommended for professional licensure. This will change in Fall 2023 when the passing score will be required to be recommended for professional licensure. Table 2 also includes selected items from the employer survey that is administered every spring to the employers of recent graduates.

Placement of Program Graduates

The job placement rate of program graduates continues to be of interest to the Council. Survey results (see Table 3) show that of those who responded to the survey, the placement rate is 97%. Some of the graduates reported employment in a non-education field.

SUMMARY

This report provides the Faculty Senate with an account of the activities of the CTE and the status of the educator preparation programs for the 2021-2022 academic year. The CTE's primary activities during this period have been directed at maintaining a quality program and responding to mandates from the Utah State Board of Education.

The membership of the CTE is cognizant of the need to provide well-prepared teachers for our public, private, and charter schools. In response to this challenge, the CTE will continue its efforts to provide leadership, service, and accountability for the educator preparation programs at Utah State University. The intent is to use data and stakeholder input to continuously improve our high-quality pre-service teacher education programs to attract potential teachers from diverse populations.

UTAH STATE UNIVERSITY COUNCIL ON TEACHER EDUCATION (CTE) MEMBERSHIP 2021-2022

College and Number	Department or Area	2021-22
CEHS	Chair, Dean	Al Smith
CEHS	Co-Chair, Associate Dean	Sylvia Read
Administration (1)	Vice Provost	Paul Barr
Agriculture (2)	Family and Consumer Sciences Education	Lacey Boschetto
	Business Education	Jessica Baxter
Education (7)	Teacher Education and Leadership	Cindy Jones
	Secondary Education	Marilyn Cuch, Eric Mohr
	Instructional Technology and Learning Sciences	Kelli Munns
	Communicative Disorders and Deaf Education	Lauri Nelson
	Special Education and Rehabilitation	Tom Higbee
	Kinesiology and Health Science	Peter Mathesius
	Psychology	Jessie Koltz
Humanities and Social Sciences (3)	English	Jessica Rivera-Mueller
	History	Nichelle Frank
	Languages and Philosophy	Maria Spicer-Escalante
Caine College of Arts (3)	Music	Greg Wheeler
	Fine Arts	Dennise Gackstetter
	Theater Arts	Matt Omasta
Science (2)	Mathematics	Kady Schneiter
	Sciences	Greg Podgorski
Utah State Board of Education (1)	Licensing	Malia Hite
University (1)	Chair of CEHS Curriculum Committee (subcommittee of EPC)	Nate Trauntvein
Northern Utah UniServ	Director	Curtis Benjamin
Public Schools District Representatives (2)	Principal – Cache	Alden Jack
	Teacher – Logan	April Denton
Superintendents (1)	Superintendent – Box Elder	Steven Carlsen
USUSA (1)	ASUSU	Chloe Christopher
Statewide (1)	Statewide Campuses	Marla Robertson

Table 1. Enrollment and Completers for Academic Year 2021-2022

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/22)	Number of Completers in most recently completed academic year (12 months ending 08/22)	Number of recommendations for licensure in most recently completed academic year (12 months ending 08/22) *includes minors and dual majors
Deaf Education, M.Ed.	Deaf Education (Birth - Age 22)	18	12	16
Elementary Education, BS, BA	Elementary (K-6 or 8)	351	151	148
Early Childhood Education, BS, BA	Early Childhood (K-3)	32	28	26
Elementary Education & Deaf Education (Composite), BS, BA	Deaf Education (Birth-22) & Elementary Education (K-6)	0	2	N/A (they license at the end of the master's degree)
Early Childhood Education & Special Education, BS, BA	Early Childhood (K-3) & Special Education (K-12)	2	1	1
Elementary Education & Special Education (Composite), BA, BS	Elementary (K-6 or 8) & Special Education (K-12)	1	1	1
Special Education, BA, BS	Special Education (K-12)	178	81	85*
Agricultural Education, BS	Agriculture Science (6-12) (CTE/General)	61	13	12
Business Education, BS	Business & Marketing (6-12)(CTE/General)	55	4	3
Family and Consumer Sciences, BS	Family & Consumer Sciences (6-12)	91	15	11
Technology and Engineering Ed, BS	Technology & Engineering (6-12)	27	4	4
Art Ed, BFA	Visual Arts (6-12 or K-12)	13	3	3
Theatre Education, BFA	Theatre (6-12 or K-12)	24	4	4

Music Ed (Band/Choral/ Orch/Guitar Emphasis), BM	Music (6-12 or K-12)	51	12	12
English Teaching, BA, BS	English (6-12)	149	19	24*
History Teaching, BA, BS	History (6-12)	75	9	10*
Chinese Teaching Minor	World Language- Chinese (6-12)	1	0	0
Spanish Teaching, BA	World Language- Spanish (6-12)	25	5	5*
French Teaching, BA	World Language- French (6-12)	4	2	2
German Teaching, BA	World Language- German (6-12)	1	0	0
Biological Sciences Composite, BS	Biology (6-12)	37	3	4*
Chemistry Teaching, BS	Chemistry (6-12)	18	1	9*
Physical Sciences Composite, BS	Physical Sciences Composite (6-12)	4	4	3
Physics, BS	Physics (6-12)	13	0	4*
Earth Sciences Composite, BS	Earth Science (6-12)	10	2	6*
Geography Teaching Minor	Geography (6-12)	3	1	1
Math Ed & Math/Stats Composite, BS	Secondary Math (6- 12)	142	14	13
Social Studies Composite, BS	Social Studies Composite (6-12)	27	10	7
Political Science Teaching Minor	Political Science (6- 12)	10	2	2
Psychology Teaching Minor	Psychology (6-12)	14	5	5
Sociology Teaching Minor	Sociology (6-12)	4	2	2
Kinesiology-Physical Education teaching, BS	Physical Education (K- 12)	65	11	11

School Library Media Minor	Library Media (K-12)	6	2	1
School Leadership License	School Leadership License Area of Concentration	20	14	14
School Counseling	School Counselor	115	83	83
Communicative Disorders and Deaf Ed MS, MA with specialization in speech language pathology	Speech Language Pathology	25	19	19
Total of all program candidates and completers		1,672	539	632

Table 2: Program Outcome Data

Measures	Comment																																										
<p>PPAT, Fall 2021 and Spring 2022</p> <p>Mean score 37.40 (N = 361)</p> <p>The PPAT is a performance assessment</p> <p>Specific alignment with AAQEP standards and aspects can be seen here: https://www.ets.org/content/dam/ets-org/pdfs/ppat/ppat-aaqep-alignment.pdf</p>	<p>The expectation is that students will score at least a 36 on the overall PPAT; however, the cut score of 36 is not consequential for licensure until Fall 2023. This is an area for focused improvement. Because the cut score of 36 is not consequential until Fall 2023, this year we are focusing on improving coursework alignment with PPAT vocabulary and communicating to students that they must score a 36 overall; if they do not, they will resubmit at least one step of one task for internal re-scoring by program faculty.</p>																																										
<p>Student teaching evaluations for Fall 2021 and Spring 2022</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Fall 2021 ELED</th> <th colspan="2">Fall 2021 SCED</th> <th colspan="2">Fall 2021 SPED</th> </tr> <tr> <th></th> <th>Mentor Teacher N=52</th> <th>University Supervisor N=59</th> <th>Mentor Teacher N=45</th> <th>University Supervisor N=46</th> <th>Mentor Teacher N=23</th> <th>University Supervisor N=33</th> </tr> </thead> <tbody> <tr> <td>0-3 scale</td> <td>2.88</td> <td>2.96</td> <td>2.81</td> <td>2.91</td> <td>2.87</td> <td>2.89</td> </tr> <tr> <th></th> <th colspan="2">Spring 2022 ELED</th> <th colspan="2">Spring 2022 SCED</th> <th colspan="2">Spring 2022 SPED</th> </tr> <tr> <th></th> <th>Mentor Teacher N=84</th> <th>University Supervisor N=94</th> <th>Mentor Teacher N=67</th> <th>University Supervisor N=81</th> <th>Mentor Teacher N=18</th> <th>University Supervisor N=53</th> </tr> <tr> <td>0-3 scale</td> <td>2.81</td> <td>2.91</td> <td>2.77</td> <td>2.90</td> <td>2.89</td> <td>2.89</td> </tr> </tbody> </table>		Fall 2021 ELED		Fall 2021 SCED		Fall 2021 SPED			Mentor Teacher N=52	University Supervisor N=59	Mentor Teacher N=45	University Supervisor N=46	Mentor Teacher N=23	University Supervisor N=33	0-3 scale	2.88	2.96	2.81	2.91	2.87	2.89		Spring 2022 ELED		Spring 2022 SCED		Spring 2022 SPED			Mentor Teacher N=84	University Supervisor N=94	Mentor Teacher N=67	University Supervisor N=81	Mentor Teacher N=18	University Supervisor N=53	0-3 scale	2.81	2.91	2.77	2.90	2.89	2.89	<p>An average score of 2.4 (80%) is the expectation. In the aggregate, students are meeting the expectation. Students who are performing according to program expectations are counseled out at various points in the program.</p>
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Dispositions at the end of student teaching

	Fall 2021 ELED		Fall 2021 SCED		Fall 2021 SPED	
	Mentor Teacher N=52	University Supervisor N=59	Mentor Teacher N=45	University Supervisor N=46	Mentor Teacher N=23	University Supervisor N=33
1-5 scale	4.82	4.68	4.55	4.70	4.62	4.11
	Spring 2022 ELED		Spring 2022 SCED		Spring 2022 SPED	
	Mentor Teacher N=84	University Supervisor N=94	Mentor Teacher N=67	University Supervisor N=81	Mentor Teacher N=18	University Supervisor N=53
1-5 scale	4.65	4.52	4.49	4.70	4.8	4.78

An average score of 4 is the expectation. In the aggregate, students are meeting the expectation. Students who are not exhibiting appropriate dispositions are counseled out at various points in the program. Note, the mentor teacher and university supervisor N for Spring 2022 for special education do not match because some of the student teachers (in the alternative SPED route) have an instructional coach (not a mentor teacher) who also serves as their supervisor. These student teachers are the instructor of record and employed by the school.

Selected employer survey results from Spring 2022:

Based on your interactions and observations of the USU first year teacher in your building, how well can he/she do the following?	Mean	SD	N
Convey accurate information and concepts based on the content knowledge of your discipline(s).	3.29	0.76	65
Design assessments (e.g., pre, formative, summative) that match learning objectives.	3.00	0.85	65
Collaborate with your students to establish a respectful learning environment.	3.23	0.90	65
Use your students' assessment/performance results to guide your instruction.	3.14	0.90	65
Use a variety of classroom management strategies to create and maintain a positive learning environment.	3.14	0.92	65

Because the scale is 0-4, a 3 is the minimum expectation. In the aggregate, completers are meeting the expectation. Of note, completers' ability to design assessments had an average rating of 3.0. Because of the programs' emphasis on the PPAT, we expect that this will improve.

Table 3: Employment Survey Results for Placement of Teacher Education Program Graduates, Recommended for Initial Licensing for the Period September 1, 2021 Through August 31, 2022.

	A	B	C	D	E	F	H
License Area	Graduated	Verified as employed	Unknown/no response to survey	Grad school	Not seeking employment	Seeking position in education	% employed of those who responded and are seeking employment
Agriculture Education	13	11	2				100%
Art Education	3	2			1		100%
Biological Sciences Composite	3	3		1			100%
Business Education	4	2	1				100%
Chemistry Teaching	1	1					100%
Early Childhood Education	28	23	4			1	96%
Earth Science Composite Teaching	2	1	1				100%
Elementary Education	151	118	21	2	5	5	94%
English Teaching	19	15	3		1		100%
Family & Consumer Sciences Education	15	11	3		1		100%
History Teaching	9	6	3				100%
Math Education	6	6					100%
Math/Stats Composite	8	7	1				100%
Music Ed	12	5	4	1		2	71%
PE Teaching	11	5	6				100%
Physical Sciences Composite	4	2	1			1	67%
Social Studies Composite	10	4	5			1	80%
Special Education	81	67	10		2	2	97%
Tech & Engineering Ed	4	3	1				100%
Theatre Education	4	3	1				100%
School Leadership License	25	16	9				100%
School Counseling	78	71	4		3		100%
Speech Language Pathology	14	14					100%
TOTALS	505	396	80	4	13	12	97%

ANNUAL REPORT TO THE FACULTY SENATE FROM THE UNIVERSITY COUNCIL ON TEACHER EDUCATION SEPTEMBER 1, 2021 - AUGUST 31, 2022

Action Items—Program Changes

World Language faculty proposed that students be admitted in the STEP program if they have reached at least an Intermediate-Mid OPI score, which will allow them to continue with their coursework necessary to advance in their specific programs. However, students must earn the Advanced-Low in order to student teach. Approved September 2021.

Information Items

- Teacher Education, Instructional Leadership, and School Counseling programs continue to be fully accredited by the Association for the Advancement of Quality Educator Preparation (AAQEP). Annual reports are submitted each December. The programs will be formally reviewed again in Spring 2026.
- In fall 2021, all early childhood, elementary, secondary, and special education student teachers began taking the Praxis Performance Assessment for Teachers (PPAT) as required for licensure by the Utah State Board of Education. The cut score of 36 (out of 60) for passing this teacher performance assessment will be imposed beginning Fall 2023 (postponed from Fall 2022).
- Elementary, early childhood, special education, and preschool special education students are now required to take the Foundations of Reading test by Pearson in order to be recommended for licensure. No cut score has yet been established. There is no cost to the students.
- The American Sign Language (ASL) teaching minor was discontinued, as of Spring 2022.
- A Computer Science Teaching minor was approved by USBE, meaning that students can be recommended for the Computer Science endorsement upon graduation with a teaching major in another subject.
- The Elementary and Deaf Education and the Early Childhood and Deaf Education composite degrees were suspended (Elementary Education and Deaf Education; Early Childhood Education/Deaf Education). The Communicative Disorders and Deaf Education department is reconfiguring the program to be a bachelor's degree.

Enrollment and Completers in 2021-2022

A total of 1,672 undergraduate students were enrolled in teacher education programs during the period September 1, 2021, through August 31, 2022. During the same period, 539 students graduated, and 632 license recommendations were made (some students qualify for two license areas).

Candidate and Completer Data

Student teaching evaluations are strong; data shown is disaggregated by elementary/early childhood, special education, and secondary education. Further disaggregation of secondary teacher candidate performance is made available to the departments in which secondary teaching majors reside. The PPAT scores show that students, on average, are performing at a level that is acceptable. However, there are students who are not yet earning a passing score, possibly because the passing score is not yet consequential. That is, they need not earn a passing score to be recommended for professional licensure. This will change in Fall 2023 when the passing score will be required to be recommended for professional licensure.

Placement of Program Graduates

The job placement rate of program graduates continues to be of interest to the Council. Survey results (see Table 3) show that of those who responded to the survey and are looking for employment in education, the placement rate is 97%.

SCHOLARSHIP YEAR END REPORT

2021-2022

PREPARED FOR FACULTY SENATE

DECEMBER 1, 2022

Contents of Report

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Scholarship recipients by unit per aid year

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Utah State University’s Student Financial Support Office facilitates off-campus organizations and university departments with application of scholarships to student accounts. The Office of Admissions awards scholarships for merit, involvement, need-based and service. The Student Financial Support Office facilitates all State of Utah & UHEA funding, as well as specified recipients. On campus departments award scholarships, waivers and tuition awards for merit, need-based and involvement purposes. Off-campus funding comes in the form of earned merit, need and involvement scholarships.

The following report will showcase a snapshot of the 2021-2022 academic year. The data and graphs for this report are provided by the Student Financial Support Office and should not be considered an official report from the office of Budget and Finance.

History of Institutional Awards

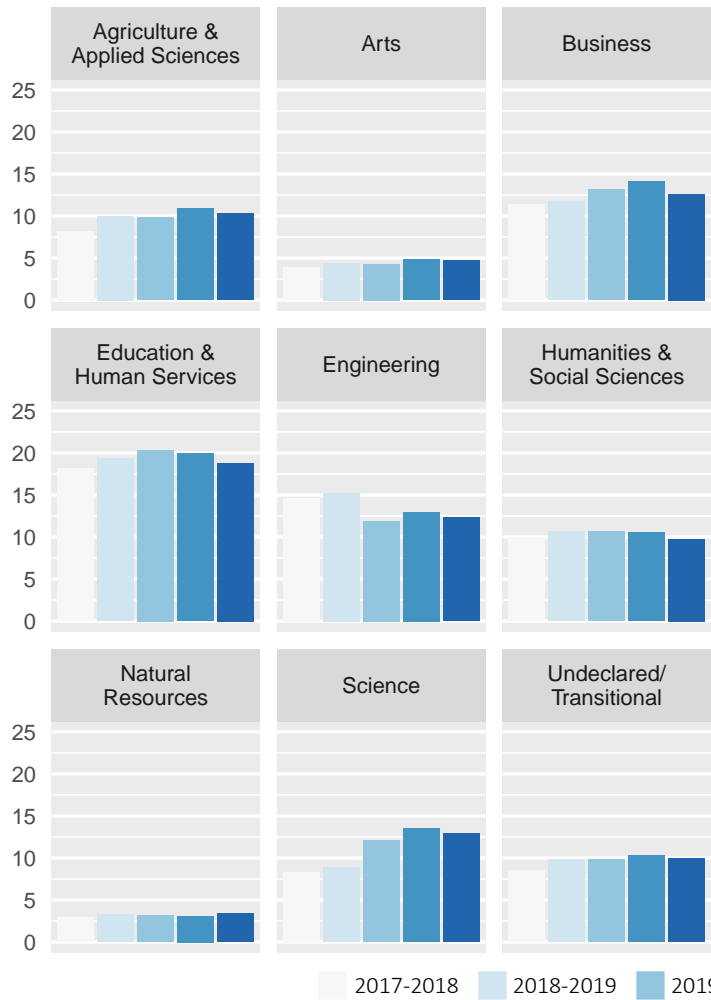
AidYear	Total Amount	Total Students	UG Students	GR Students
2021-2022	\$ 94,698,457.73	12,552	11,003	1,588
2020-2021	\$100,311,947.83	12,765	11,203	1,585
2019-2020	\$ 95,293,040.95	11,901	10,290	1,633
2018-2019	\$ 93,271,331.84	11,490	9,940	1,571
2017-2018	\$ 86,064,849.61	10,983	9,441	1,570

Summary (2021-2022 comparison to 2020-2021)

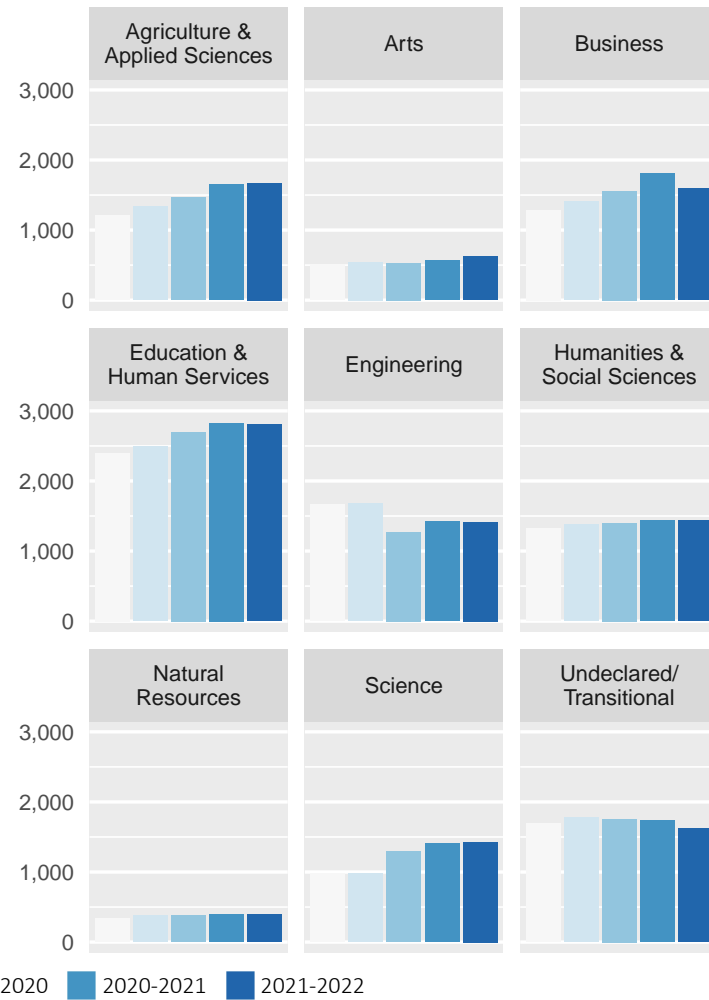
- \$5,613,490.10 decrease in institutional scholarships awarded
- 5.60% decrease in total amount awarded
- 1.67% decrease in total student recipients
- 1.79% decrease in undergraduate recipients
- 0.19% increase in graduate recipients

Utah State University

Total Funds Disbursed Per Aid Year
in million USD

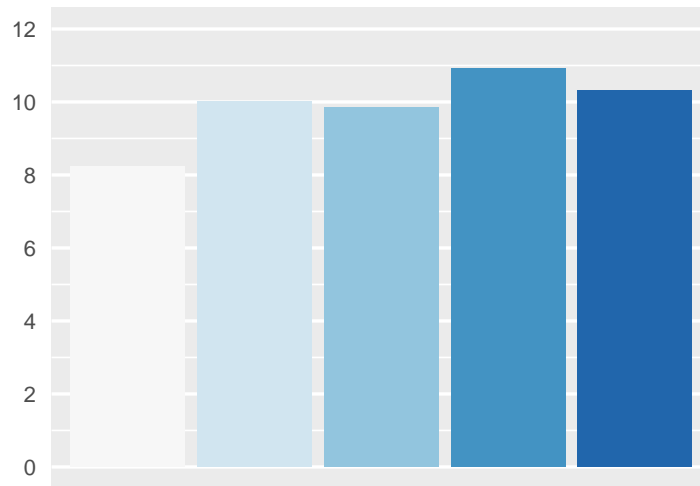


Total Recipients Per Aid Year

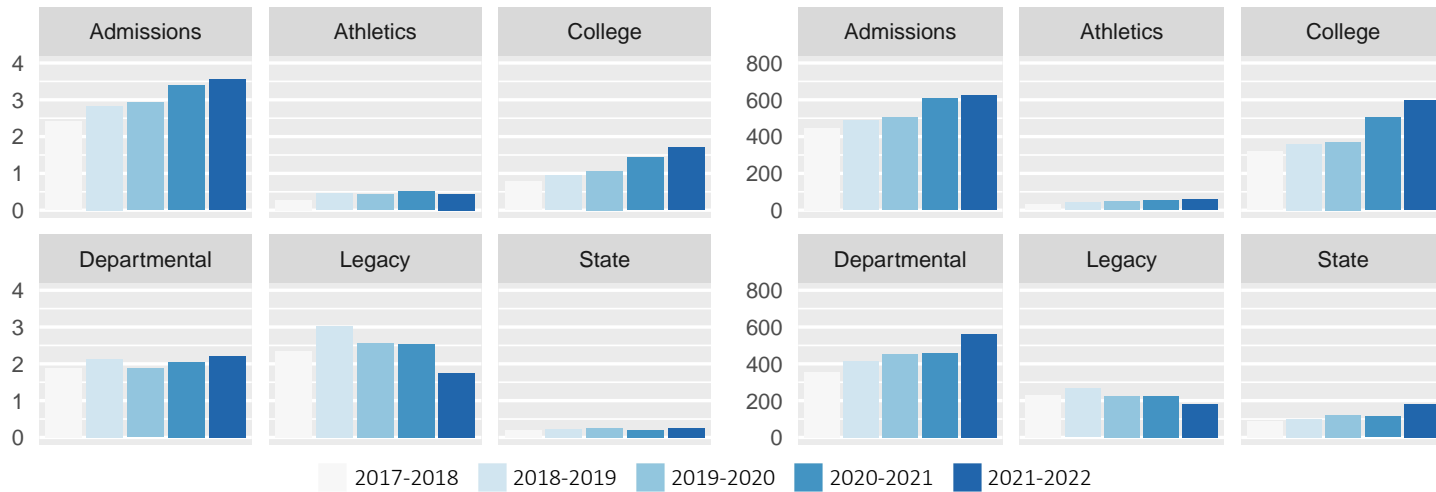
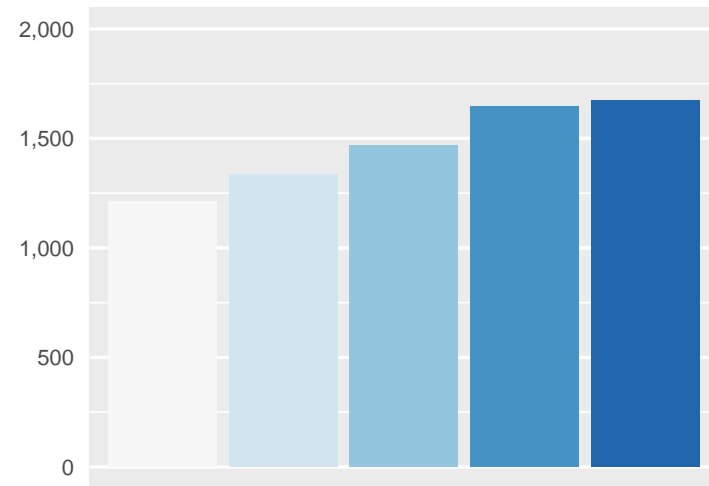


College of Agriculture & Applied Sciences

Total Funds Disbursed Per Aid Year
in million USD

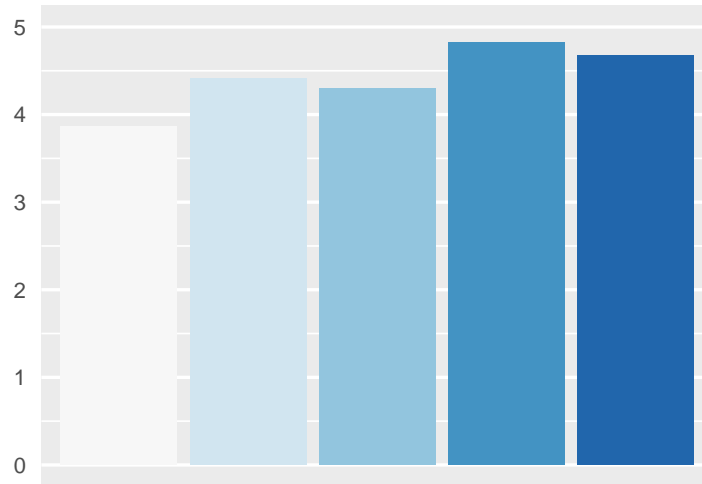


Total Recipients Per Aid Year

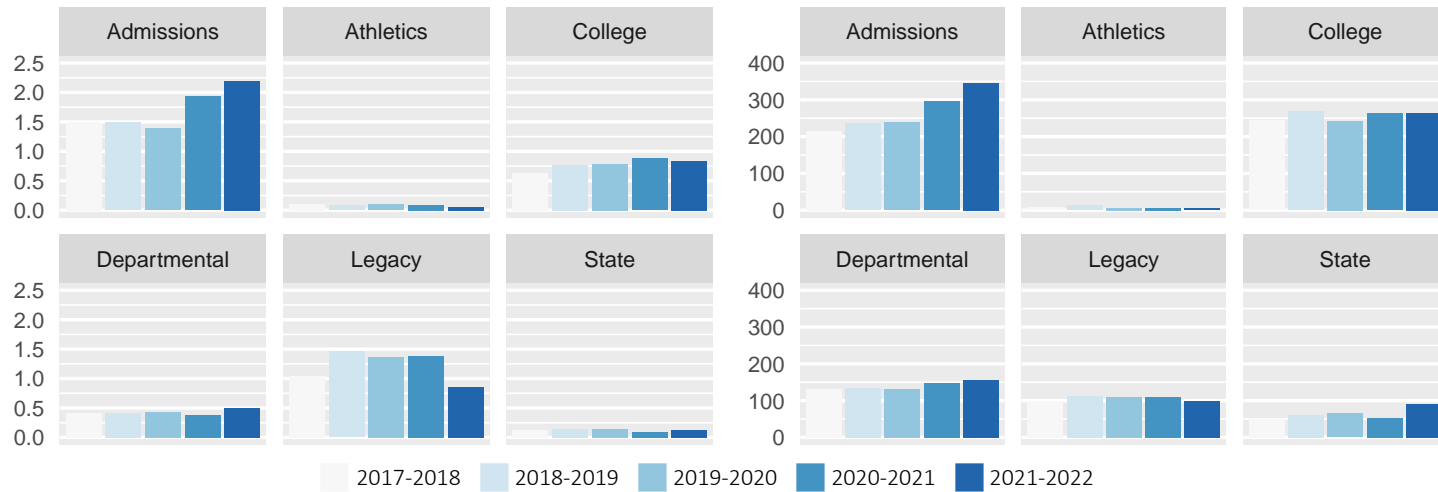
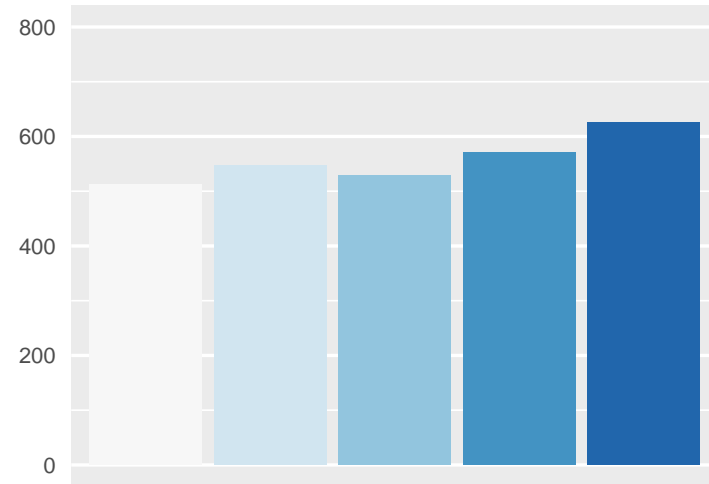


Caine College of the Arts

Total Funds Disbursed Per Aid Year
in million USD

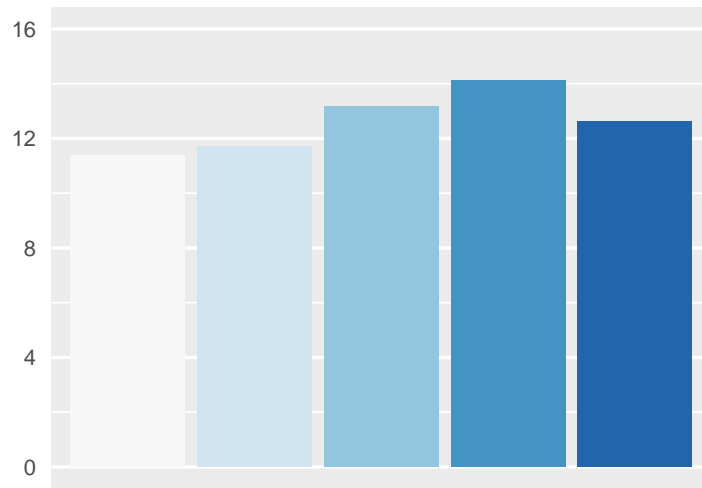


Total Recipients Per Aid Year

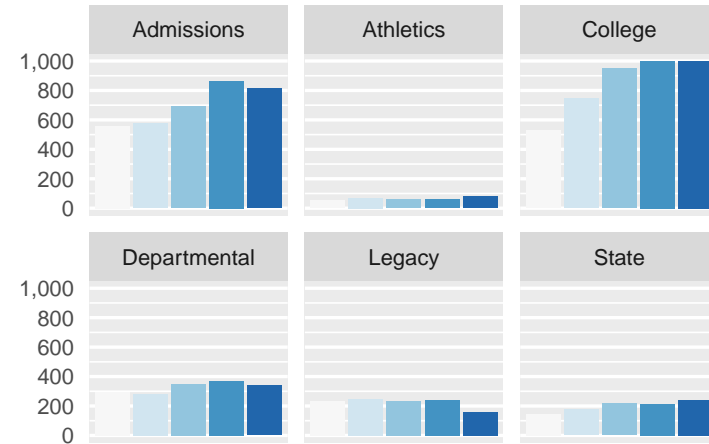
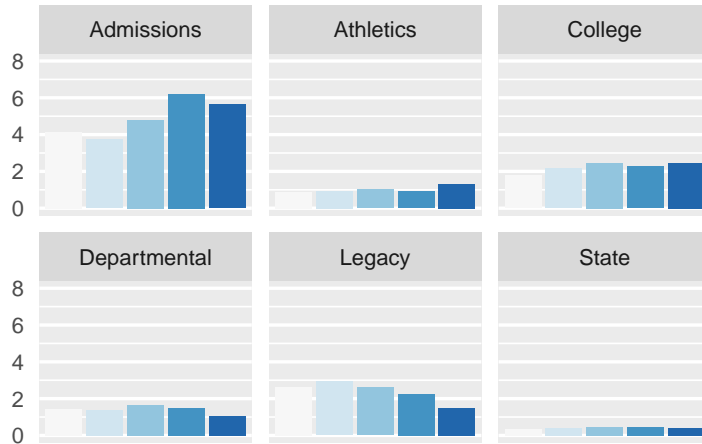
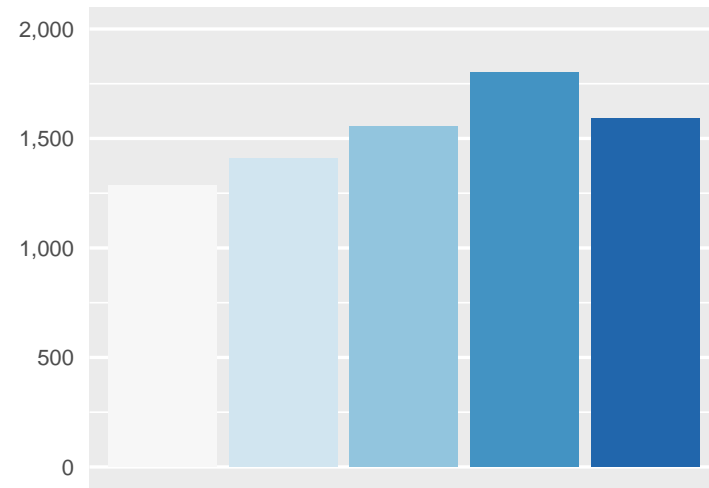


Jon M. Huntsman School of Business

Total Funds Disbursed Per Aid Year
in million USD



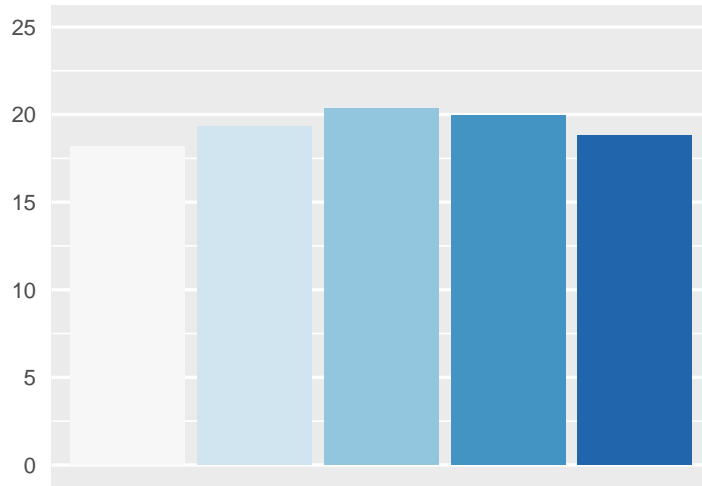
Total Recipients Per Aid Year



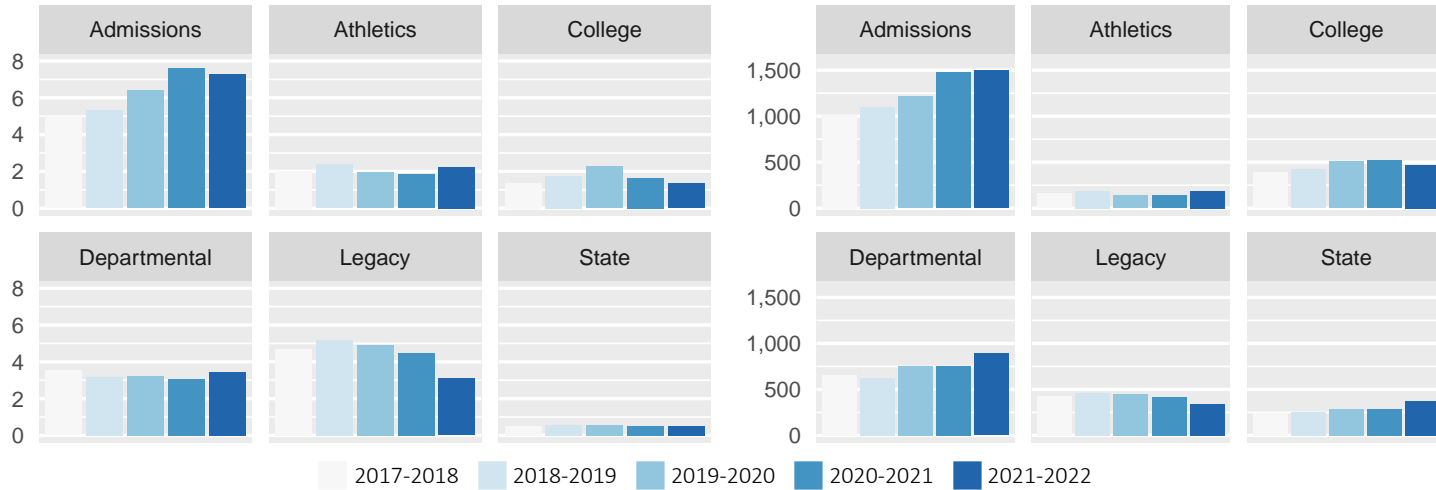
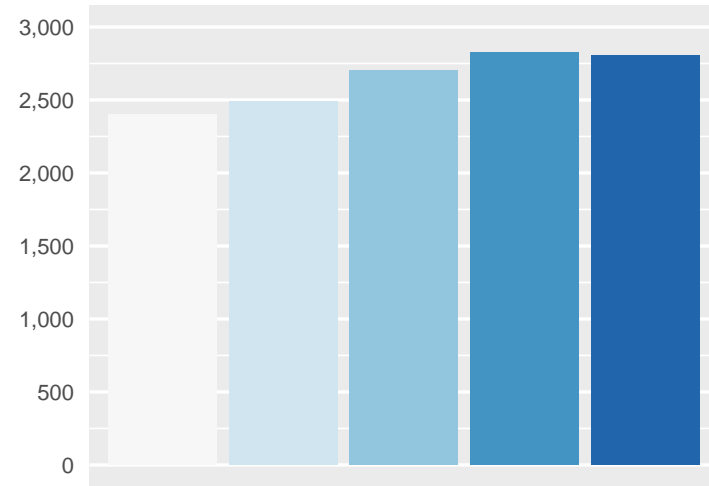
2017-2018 2018-2019 2019-2020 2020-2021 2021-2022

Emma Eccles Jones College of Education & Human Services

Total Funds Disbursed Per Aid Year
in million USD

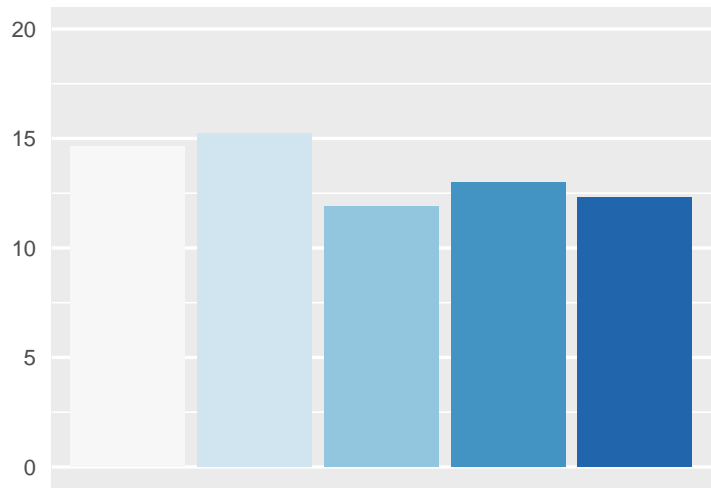


Total Recipients Per Aid Year

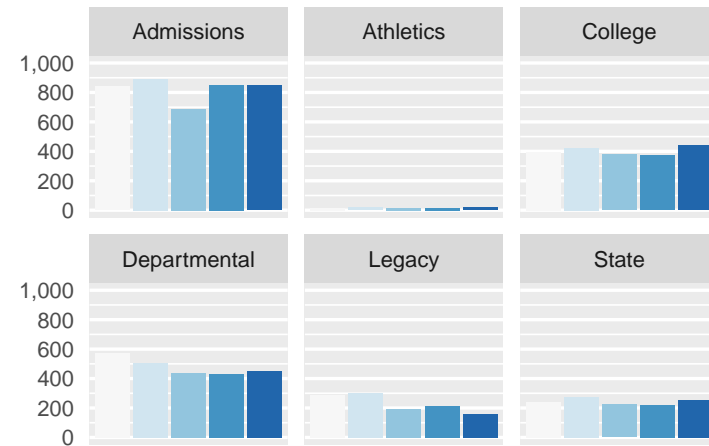
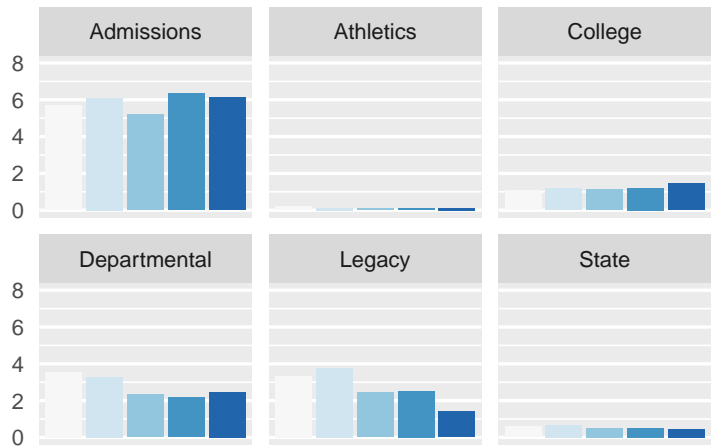
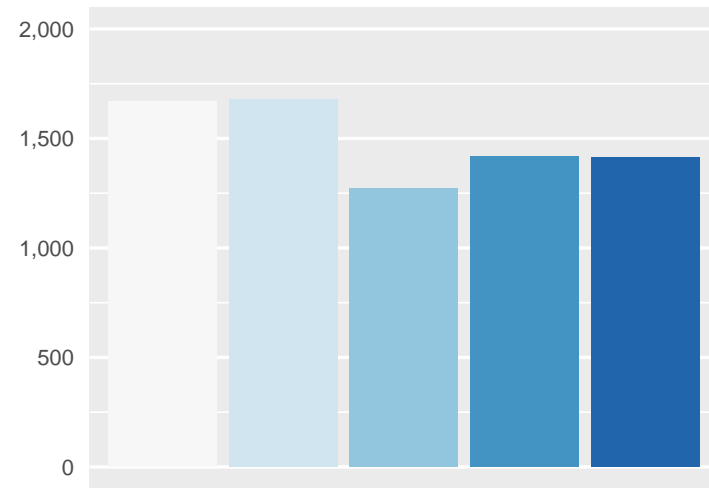


College of Engineering

Total Funds Disbursed Per Aid Year
in million USD



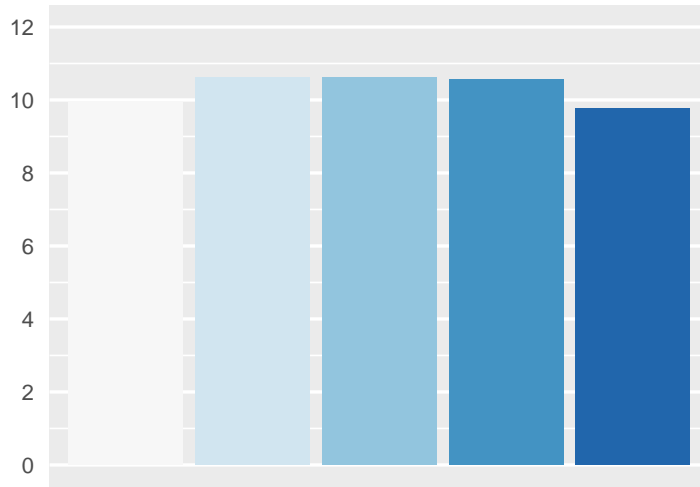
Total Recipients Per Aid Year



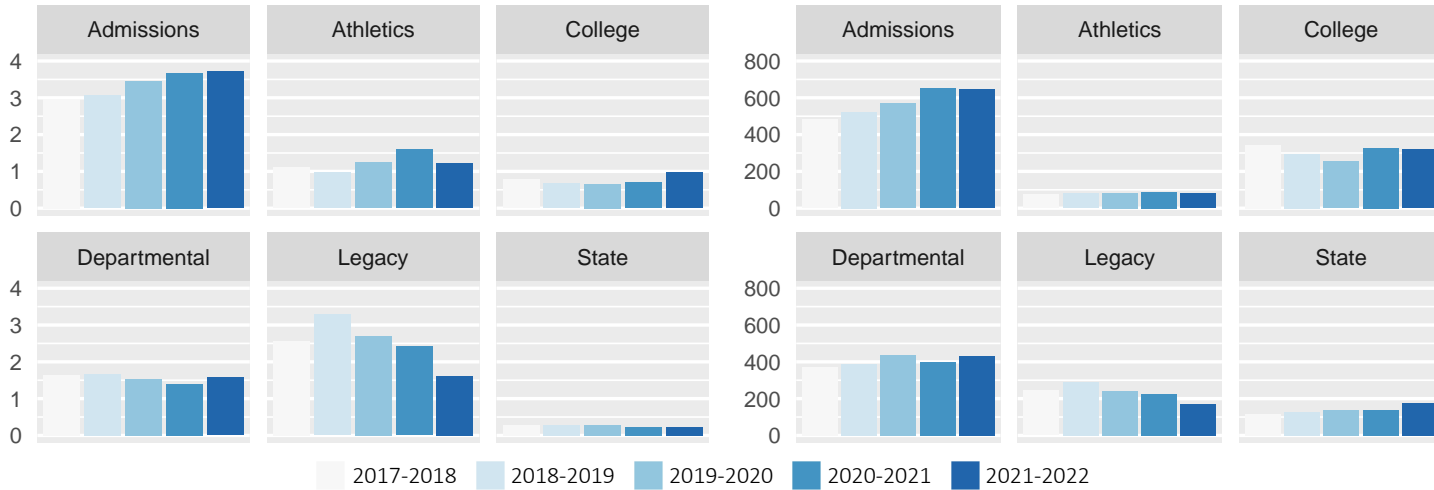
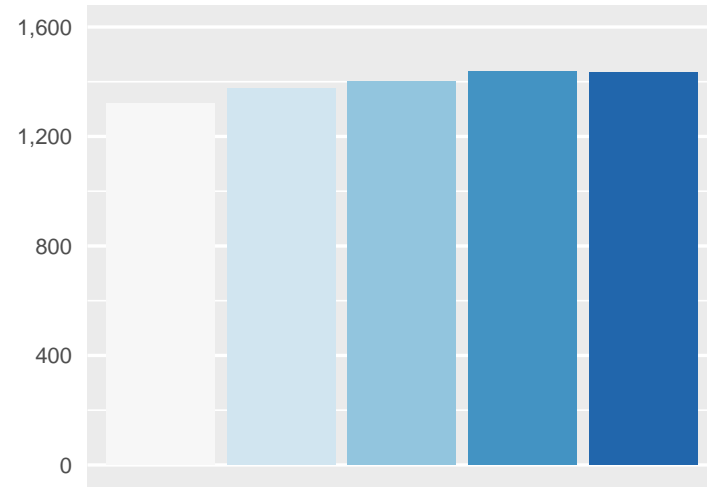
2017-2018 2018-2019 2019-2020 2020-2021 2021-2022

College of Humanities & Social Sciences

Total Funds Disbursed Per Aid Year
in million USD

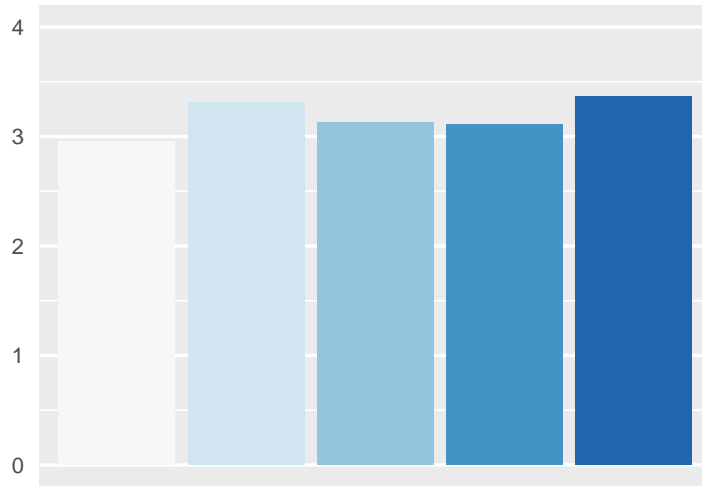


Total Recipients Per Aid Year

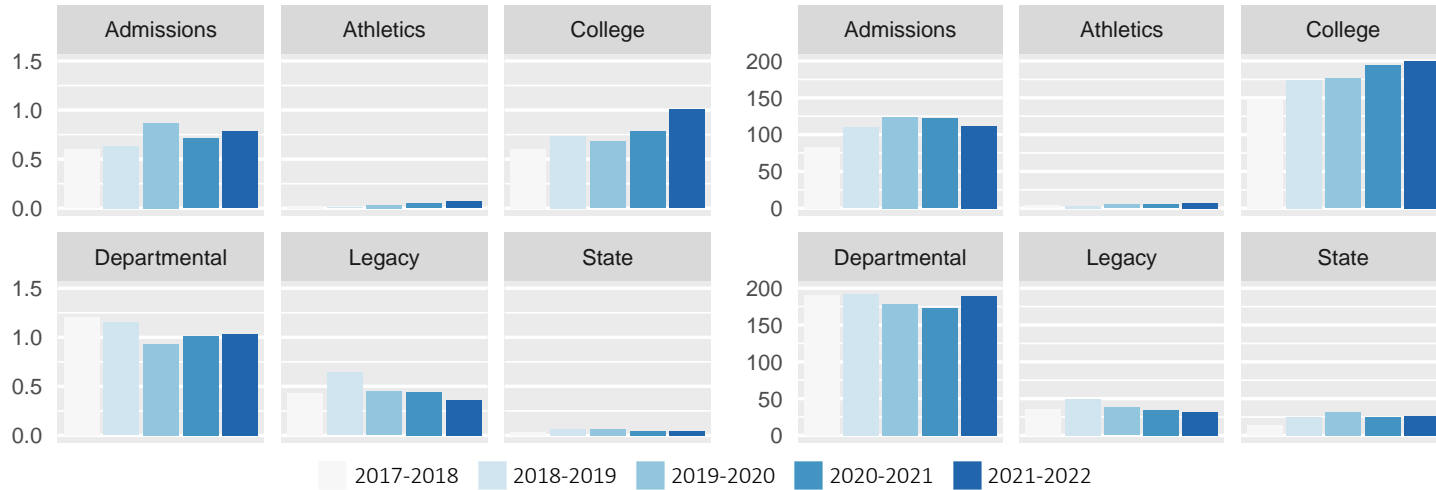
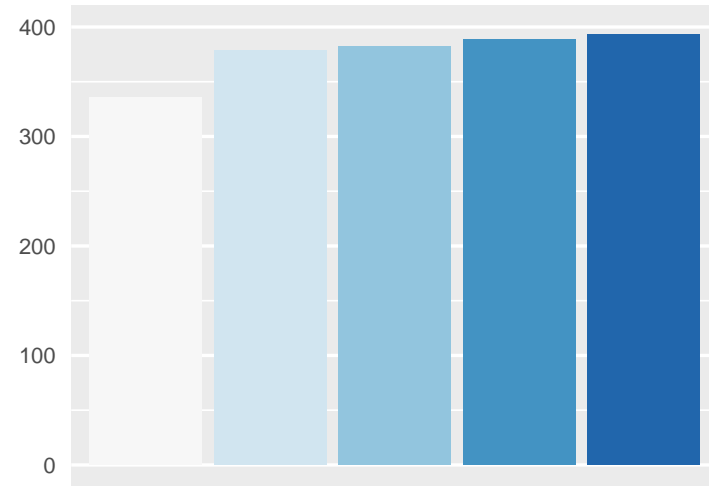


Quinney College of Natural Resources

Total Funds Disbursed Per Aid Year
in million USD

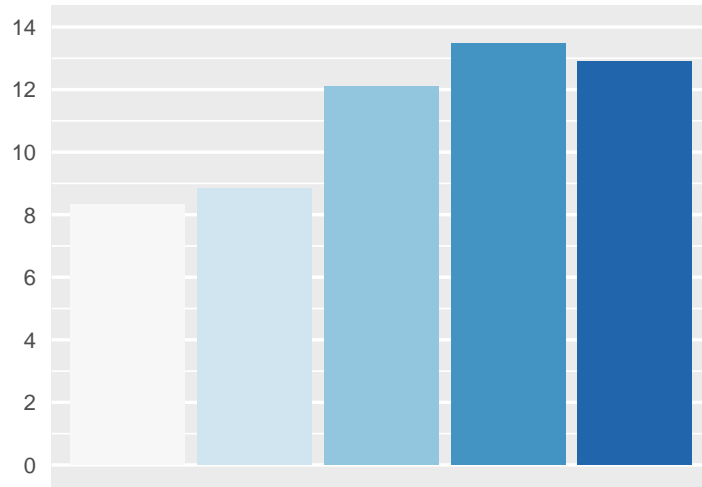


Total Recipients Per Aid Year

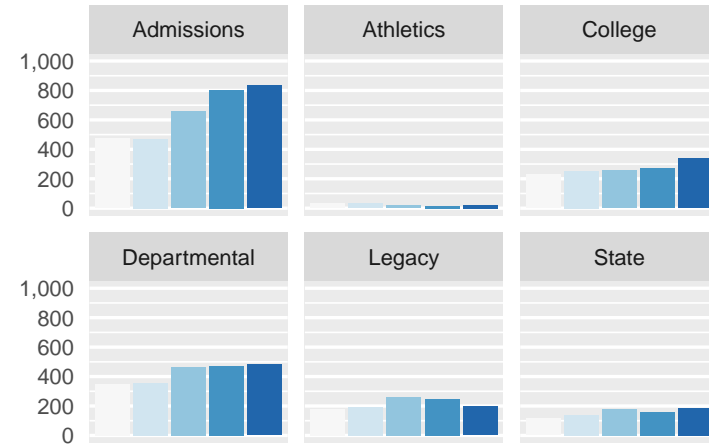
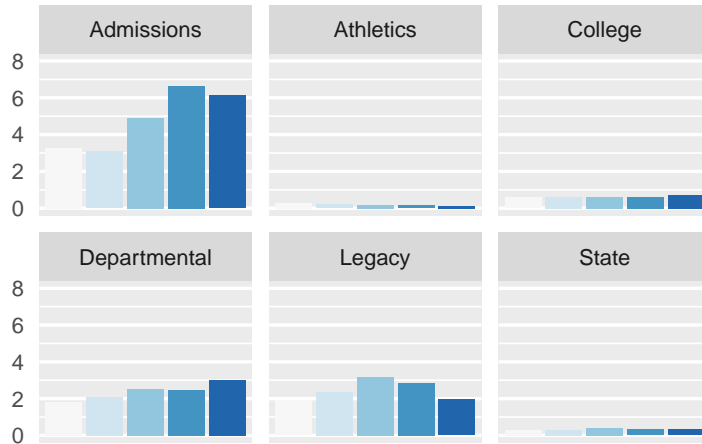
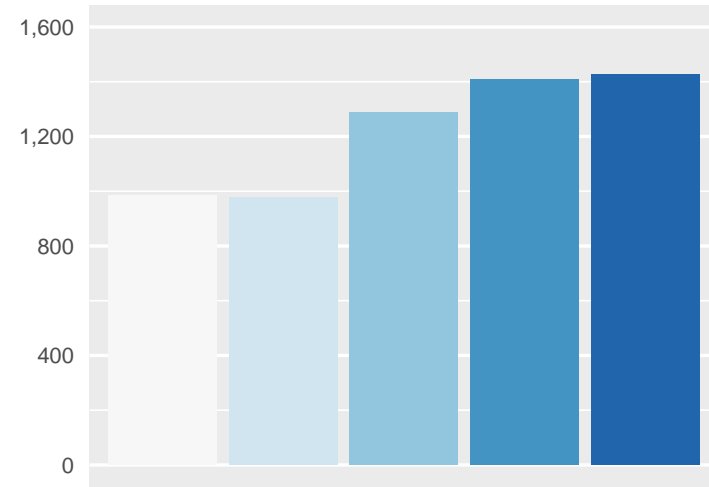


College of Science

Total Funds Disbursed Per Aid Year
in million USD



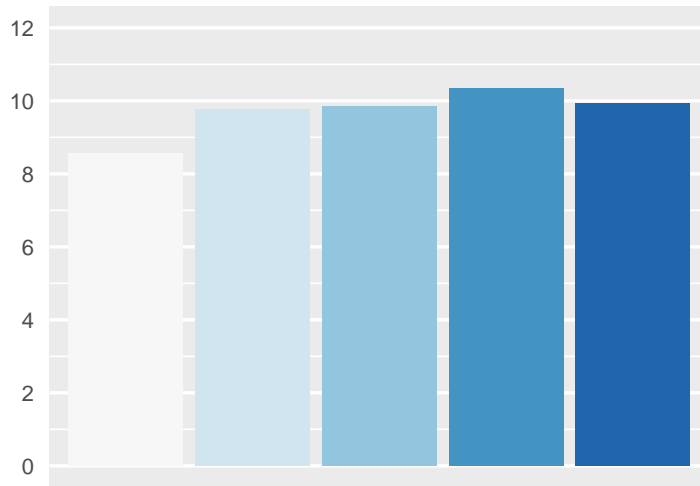
Total Recipients Per Aid Year



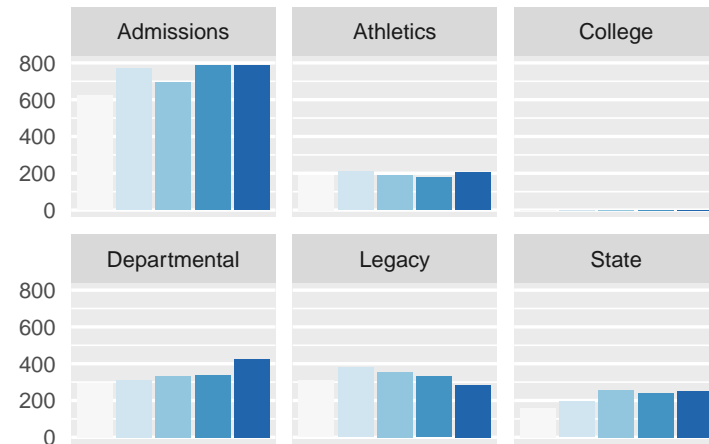
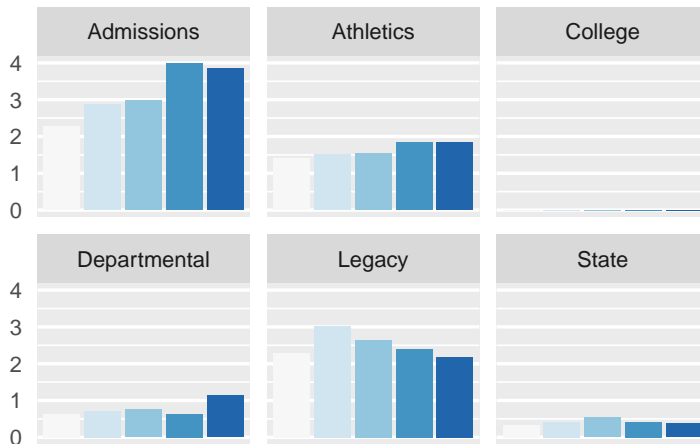
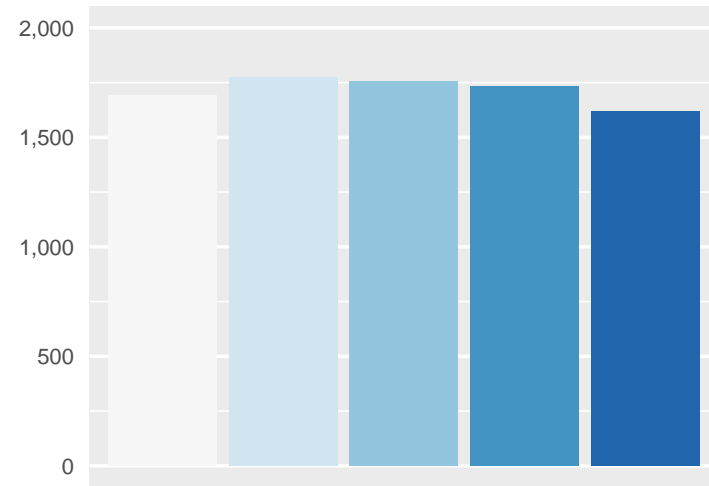
2017-2018 2018-2019 2019-2020 2020-2021 2021-2022

Undeclared/Transitional

Total Funds Disbursed Per Aid Year
in million USD



Total Recipients Per Aid Year



2017-2018 2018-2019 2019-2020 2020-2021 2021-2022



435.797.0173

scholarships@usu.edu

usu.edu/financial-support

Divestment Proposal

Cristina Chirvasa, John Jensen, Patrick Belmont, and others at DivestUSU

Objectives: form a coalition of students, faculty, and community members to:

1. Engage the community about climate issues and divestment by presenting information and holding event centered around those issues
2. Prompt USU to divest from the Carbon Underground 200¹ and reinvest in projects that alleviate climate change impacts

Justification: Air pollution has been a severe problem for human health, environmental quality, the economy, and quality of life in Utah for over a century². A large contributor to Utah's poor air quality is the burning of fossil fuels, which releases greenhouse gasses and toxic compounds into the atmosphere. Air pollution from the burning of fossil fuels has been shown to cause premature death in over 8 million people per year globally and cause respiratory illness and other health problems in countless more³. These respiratory problems are especially acute in Utah, where atmospheric inversions cause pollutants to be concentrated in highly populated basins between mountain ranges^{4,5}. On a broader scale, continued emissions of greenhouse gas pollution undermine nearly all aspects of the global economy and the ecosystems that comprise Earth's primary life support systems. In addition, the process of extracting fossil fuels, known as hydraulic fracturing, destroys wildlife habitat, requires tremendous amounts of water, pollutes water resources, and increases the risk of earthquakes. These effects contribute to the health effects described above through their impact on human food/water security and direct emission of pollutants. USU has a unique opportunity to take meaningful climate action and protect the community from these negative effects by divesting from fossil fuels. As a respected organization within Cache Valley, USU can set an example of climate consciousness for other organizations, residents, and others across Utah to follow.

USU has already demonstrated their dedication to improving the health and sustainability of our natural systems through the 2019 Greenhouse Gas Reduction plan, the creation of the Institute for Land, Water, and Air in 2021, and other sustainability programs distributed throughout the university. These

efforts are to be commended; the GHG Reduction plan addresses the physical pollution issue by limiting direct emissions and ILWA addresses the information component, connecting researchers and policymakers to influence change. However, USU has the opportunity to also tackle the financial component by divesting from fossil fuels and reinvesting in climate-friendly portfolios. Other universities have succeeded and gained a profit by divesting: Unity College was the first in the country to divest, and has increased its divested endowment by \$6 million in 10 years, outperforming other market indexes⁶. The UC system experienced an increase from \$91.6 billion to \$126 billion post divestment⁷. UC Davis illustrates another important point, which is that a land-grant institution, like USU, can have a highly successful divestment from fossil fuels. With over 20 universities committed to divestment and more following suit, USU can be among the early adopters, setting an example not just for Utah, but for universities around the world. More importantly, by divesting from the Underground 200, the largest fossil fuel polluters, and reinvesting that money into climate-wise projects, USU can have an even greater impact on protecting the future of our students and residents.

Our request: We aim to introduce a divestment policy at USU and would like the Faculty's valuable input and support in doing so. With that support, we intend to draft a resolution through the Faculty Senate and USUSA, which we believe would expedite our movement and help us to incorporate the involvement of different University groups and students.

Contact us: cristina221b@yahoo.com and john.jensen@usu.edu

Sources:

¹ <https://fossilfreefunds.org/carbon-underground-200>

² Mitchell, L. E., & Zajchowski, C. A. (2022). The History of Air Quality in Utah: A Narrative Review. *Sustainability*, 14(15), 9653.

³ Vohra, K., Vodonos, A., Schwartz, J., Marais, E. A., Sulprizio, M. P., & Mickley, L. J. (2021). Global mortality from outdoor fine particle pollution generated by fossil fuel combustion: Results from GEOS-Chem. *Environmental Research*, 195, 110754.

⁴ Utah Asthma Program, "Complete Health Indicator Report of Asthma: Adult Prevalence" (Utah Department of Health, December 13, 2021), https://ibis.health.utah.gov/ibisph-view/indicator/complete_profile/AsthAdltPrev.html.

⁵ Malek, Esmail, Tess Davis, Randal S. Martin, and Philip J. Silva. "Meteorological and environmental aspects of one of the worst national air pollution episodes (January, 2004) in Logan, Cache Valley, Utah, USA." *Atmospheric research* 79, no. 2 (2006): 108-122.

⁶ *Unity College celebrates decade of divestment*. Unity College. (2022, November 7).

<https://unity.edu/about/reinventing-college/sustainability-science/divestment-from-fossil-fuels/unity-college-celebrates-decade-of-divestment/>

⁷ Whitford, E. (2021, April 28). *UC becomes nation's largest university to divest fully from fossil fuels*.

<https://www.latimes.com/california/story/2020-05-19/uc-fossil-fuel-divest-climate-change>