



September 5, 2024
2:00 – 3:00 p.m.
Old Main-Champ Hall
[Zoom](#) (Statewide)

AGENDA

Approval of Minutes – April 4, 2024

Program Proposals

Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to [change the name of the Bio Veterinary Bachelor of Science to Veterinary Science Bachelor of Science](#).

Request from the Center for Persons with Disabilities in the Emma Eccles Jones College of Education and Human Services to [establish The National Center on Accessible Digital Educational Materials and Instruction \(NCADEMI\)](#).

Request from the Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services to [offer a Listening and Spoken Language Deaf Education Post Masters Certificate](#).

Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to [offer an Elementary Education Associate of Science degree](#).

Request from the Nora Eccles Harrison Museum of Art at Utah State University to [establish the Wanlass Center for Art Education and Research](#).

Semester Course Approval Reviews:

College of Agriculture and Applied Sciences

ADVS – 21
APEC – 2
ASTE – 2
AVTE – 3
LAEP – 1
NDFS – 3
OPDD - 3
PSC – 5
TDTE - 52

Caine College of the Arts

ART –
MUSC –
THEA -

Jon M. Huntsman School of Business

ACCT – 2
DAIS –
BECN –
MHR –
MSLE – 5

Emma Eccles Jones College of Education and Human Services

COMD –
HDFS –
ITLS –
KHS –
NURS –
PSY –
SPERC –
TEAL –

College of Engineering

BENG –
CEE –
ECE –
EED –
MAE –

College of Humanities and Social Sciences

CSPH –
ENGL –
HIST –
JCOM –
POLS –
SWRK –
SOCA –
WGLC –

S.J. & Jessie E. Quinney College of Natural Resources

ENVS – 1
WATS – 1
WILD –

College of Science

BIOL –
CHEM –
CS –
GEOL –
MATH –
PHYS –

College of Veterinary Medicine

VCLS – 13

Other

HONR – 1

USU - 5

Other Business

Curriculum/EPC Handbook – Paul Barr | Toni Gibbons

New Course Prefixes – Toni Gibbons

R475 – Paul Barr

Adjourn: 3:00 pm



April 4, 2024
2:00 – 2:30 p.m.
Old Main-Champ Hall

MINUTES

Present: Nick Morrison, Caine College of the Arts
Mateja Savoie-Roskos, College of Agriculture and Applied Sciences
Chad Simon, *Chair*, Jon M. Huntsman School of Business
Nate Trauntvein, Emma Eccles Jones College of Education and Human Services
Rebecca Walton for Jared Colton, College of Humanities and Social Sciences
Peter Howe, S.J. & Jessie E. Quinney College of Natural Resources
Brynja Kohler, College of Science
Heloisa Rutigliano, College of Veterinary Medicine
Sunshine Brosi, USU Eastern
Paul Barr, *Chair*, EPC, Provost's Office
Toni Gibbons, Registrar's Office
Michele Hillard, Secretary

Absent: Thomas Fronk, College of Engineering
Erin Davis, University Libraries
Mark Chynoweth, Statewide Campuses
Richard Cutler, Graduate Council
Sarah Pope, Graduate Senator
Aly Cinq-Mars, USUSA Executive VP

Visitors:

Approval of Minutes – [March 7, 2024](#)

Motion to approve the March 7, 2024, minutes made by Mateja Savoie-Roskos. Seconded by Nick Morrison. Minutes approved as distributed.

Program Proposals

Request from the Departments of Veterinary Clinical and Life Sciences and Animal, Dairy and Veterinary Sciences in the College of Veterinary Medicine and the College of Agriculture and Applied Sciences to [establish the Utah Veterinary Diagnostic Laboratory](#).

Motion to approve the R401 proposal made by Heloisa Rutigliano. Seconded by Nick Morrison. Proposal approved.

Semester Course Approval Reviews:

<https://usu.curriculog.com/>

College of Agriculture and Applied Sciences

ADVS –

APEC –

ASTE –

AVTE –
LAEP –
NDFS –
PSC –
TDTE -

Caine College of the Arts

ART –
MUSC –
THEA -

Jon M. Huntsman School of Business

ACCT –
DAIS –
BECN –
MHR –
MSLE –

Emma Eccles Jones College of Education and Human Services

COMD –
HDFS –
ITLS –
KHS –
NURS –
PSY –
SPERC–
TEAL -

College of Engineering

BENG –
CEE –
ECE –
EED –
MAE –

College of Humanities and Social Sciences

CSPH –
ENGL –
HIST –
JCOM –
POLS –
SWRK –
SOCA –
WGLC –

S.J. & Jessie E. Quinney College of Natural Resources

ENVS –
WATS –
WILD –

College of Science

BIOL –
CHEM –

CS –
GEOL –
MATH –
PHYS –

College of Veterinary Medicine

VCLS –

Other Business

[Additional CIP Code Changes for the College of Agriculture and Applied Sciences](#) – Mateja Savoie-Roskos
An additional 10 CIP code changes in the TDTE department. These updates are mainly for technical education.

Motion to approve the CIP code changes made by Mateja Savoie-Roskos. Seconded by Peter Howe. Motion approved.

[Final Breakdown of Courses and R401 Proposals for the Year](#) – Toni Gibbons

There were well over 1,000 requests this year. Great job!!

Discussed the importance of including all departments and colleges in the R401 conversation when they are affected by the request. This will assist in a faster and more accurate process.

One thing to look at for next year for R401s is to include an assessment section. We will wrap that into the accreditation process and/or the R411 process that departments go through. Curriculum subcommittee membership consists of academic associate deans. Educational Policies Committee are elected faculty members. In EPC we talk about policy, and it would be important to have faculty input on those items. Let the Faculty Senate know what the practice has been for EPC membership and make sure that they are fine with the membership and election process.

Adjourn: 2:30 pm

CAAS - Animal, Dairy and Veterinary Sciences - Veterinary Science - BS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Animal, Dairy and Veterinary Sciences

Current Title (if applicable)* Bioveterinary Science - BS

Proposed Title* Veterinary Science - BS

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 51.1104

Minimum Number of Credits (if applicable)* 120

Maximum Number of Credits (if applicable)* 120

Type of Degree: (BA, BS, etc.)*

REQUEST

TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- New Academic Program:**
- Certificate - Academic (undergraduate)
 - Certificate - Technical
 - Certificate - Post Bachelor's
 - Certificate - Post Master's
 - K-12 Endorsement Program
 - Minor
 - New Emphasis for Existing Program
 - Out of Service Area Delivery Program (attached signed MOU)

- Existing Academic Program Changes:**
- Name Change of Existing Program
 - Program Restructure (with or without Consolidation)
 - Program Transfer to a New Academic Department or Unit
 - Program Suspension (on hold-not listed in catalog)
 - Program Discontinuation (permanent program removal)
 - Reinstatement of Previously Suspended Program
 - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
 - Administrative Unit (Transfer)
 - Administrative Unit (Restructure-with or without Consolidation)
 - Administrative Unit (Suspension-on hold)
 - Administrative Unit (Discontinuation-permanent unit removal)
 - Reinstatement of Previously Suspended Administrative Unit
 - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* The ADVS department proposes changing the name of the Bioveterinary Science - BS to "Veterinary Science - BS."

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* The major name "Bioveterinary science" is somewhat confusing, as the prefix "bio" is redundant given that veterinary science is indeed a life (or biological) science. Nearly all other undergraduate degrees designed to prepare students for professional school are called either "preveterinary science" or "veterinary science." This name change brings us into alignment with common practice among our peer institutions.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* This change is consistent with the institutional mission and impact.

Describe and List any Anticipated Expenses and Revenue* None.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

**Student Learning
Outcomes
Assessment Plan***

Program Assessment

The degree follows the assessment plan currently in place for the emphasis. That plan can be found at: <https://caas.usu.edu/advs/assessment/index>

Student Standards of Performance


The degree requires existing student standards of performance for the emphasis. The learning objectives and course map for the emphasis can be accessed at:

<https://caas.usu.edu/advs/assessment/index>

**If this is a new
credential does the
curriculum require
more than 25%
newly developed
courses?***


Yes

No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

Scroll to the top left and click on the LAUNCH  icon to launch your proposal.

CEHS - Center for Persons with Disabilities - The National Center on Accessible Digital Educational Materials and Instruction (NCADEMI)

4.1.c R401 NEW ADMINISTRATIVE UNIT

Proposal Information

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Centers and Institutes are officially recognized academic organizational and administrative units that are created with the purpose of advancing scholarly activity. These organizations serve an important role in focusing efforts on issues or topics and fostering multi-disciplinary programs. Utah State University creates centers and institutes to explore research and educational initiatives that span colleges, departments, and disciplinary boundaries. They are essential to Utah State Universities land-grant mission of advancing education, research and discovery, and community contribution at the highest levels. The work of centers and institutes enhances Utah State Universities strengths and expands its impact by bringing together faculty, scholars, fellows, and students for academic exploration.

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

DEPARTMENT or UNIT: * Center for Persons with Disabilities

PROPOSED UNIT TITLE: * The National Center on Accessible Digital Educational Materials and Instruction (NCADEMI)

REQUEST

TYPE OF UNIT BEING REQUESTED

(Click the button below that best reflects your proposal)

CENTERS: A center is an organized unit, typically of a single college of the University, whose mission is to sponsor, coordinate, and promote research, training, instruction, and/or service, in order to enrich and support the core mission of the college. Centers are typically organized to conduct research, usually on a highly specific theme or topic. Centers shall not duplicate or substantially complete with the mission of university-wide institutes, special initiatives, or other centers. They may involve faculty from one or more departments, usually from within the same college or faculty of the University. Centers, as college-based entities, will generally be funded through a combination of external sponsored program funds and college-based support. Centers will typically report their activities to the respective dean of the college where the center is located. Centers have a five-year cycle for application and renewal.

INSTITUTES: An institute is an organized unit of the University typically staffed, supported, and governed by multiple colleges of the University or central administration. An institute's mission is to sponsor, coordinate, and promote research, training, instruction, and service and to enhance by collaboration the University's strength in specific areas, in order to augment and support the core mission of the University. An institute is an organization that is broader in scope and funding than a center. It is typically associated with a physical organizational infrastructure. Institutes will generally be funded through secure on-going sources (typically over \$1 million per year). An institute may house within it one or more centers. New institutes shall not duplicate or substantially overlap with the mission of existing institutes or special initiatives.

Unit Being Requested* New Center New Institute

DESCRIPTION | NARRATIVE

PROPOSING A NEW CENTER OF INSTITUTE: *A written proposal, using the R401C process, is required to be submitted and approved to establish a center or institute. The naming of a center or institute is typically based on a gift and must be recommended by the University Naming Committee and approved by the Board of Trustees. The proposal must include the following:*

**Administrative Unit
Description and
Narrative***

The National Center on Accessible Digital Educational Materials & Instruction (NCADEMI) is funded through a four-year \$7 million grant through the U.S. Department of Education Office of Special Education Programs (OSEP). The goal of the National Center on Accessible Digital Educational Materials & Instruction (NCADEMI) is to improve the quality, availability, and timely provision of accessible digital educational materials and instruction for children with disabilities served under Part B & Part C of the Individuals with Disabilities Education Act (IDEA).

The project's long-term outcomes by populations to be served are:

- State Education Agencies (SEAs) and Local Education Agencies (LEAs) will increase the provision and use of accessible digital educational materials and instruction, efficiencies with accessibility evaluation reviews of edtech products, and standardized data collection and reporting using the Common Education Data Standards (CEDS). SEAs will improve the quality and timely provision of braille for state-mandated assessment.
- Part C Lead Agencies (LAs) will improve the preparation of children with disabilities and their families to use accessible digital educational materials and instruction in Part B programs.
- OSEP-funded Technical Assistance (TA) & Dissemination Centers will improve the accessibility of products & services.
- OSEP-funded Parent Information Centers will improve the preparation of parents to communicate the ADEM&I needs of their children with disabilities.
- Pre- & In-service Educator and Administrator Programs in institutions of higher education will improve the preparation of candidates to create, select, and use accessible digital educational materials and instruction.

NCADEMI will add to the national knowledge base of evidence-based practices related to the provision and use of accessible digital educational materials and instruction for children with disabilities in early intervention, early childhood education, and elementary and secondary education. Project outcomes will inform improvements to agencies' policies and guidelines related to the implementation of IDEA and Sections 504 and 508 of the Rehabilitation Act of 1973.

True North Evaluation, Inc., will serve as the project's external evaluator. AEM Corp will co-develop a standardized data collection and reporting system for SEAs. The State Educational Technology Directors Association will facilitate the engagement of SEA digital leaders in all relevant project activities. The Institute for the Study of Knowledge Management in Education will develop products for the evaluation, creation, and selection of accessible Open Educational Resources. The Assistive Technology Industry Association will support a training event at its annual conference. The Described & Captioned Media Program will develop resources for creating and using accessible video. The IRIS Center will develop resources for pre- and in-service programs. Dr. Natalie Shaheen will conduct research activities to sustain and expand the knowledge base of evidence-based practices. The OCALI AT&AEM Center and Mr. Michael Cantino will support the development and dissemination of SEA practices for providing braille for state-mandated assessment.

Mission and Vision*

The mission of the National Center on Accessible Digital Educational Materials & Instruction or NCADEMI is to improve the quality, availability, and timely provision of accessible digital educational materials and instruction for children with disabilities served under Part B and Part C of IDEA in the United States.

The vision of NCADEMI is to become the primary national resource for accessible digital educational materials and instructional methods in early childhood, elementary, secondary, and post-secondary educational settings.

Goals and Objectives*

The broad goals of NCADEMI are to sustain and expand the knowledge base of evidence-based practices through literature reviews, interviews, and surveys of groups and individuals with critical perspectives in the populations to be served; maintain an accessible website with a searchable platform of policies, practices, and accessibility evaluation reviews of edtech products; facilitate web-based learning modules with CEUs and micro-credentials; provide training and coaching for populations to be served; disseminate information through social media, e-newsletters, and a blog; engage a National Advisory Council of representatives from the populations to be served and related experts.

NCADEMI's Logic Model (see in the attached Appendix) also presents the inputs, activities, and outputs by which the project will achieve the stated short-, mid-, and long-term outcomes for each of five distinct targeted technical assistance recipient groups (TTA groups): SEAs & LEAs, Part C Lead Agencies (Part C LAs), OSEP-funded TA&D centers (TA&D Centers), OSEP-funded Parent Information Centers (PICs), and pre- & in-service educator and administrator programs in institutions of higher education (Pre- & In-service Programs).

The table below represents NCADEMI's preliminary workplan of milestones to meet by project year and quarter. Quarters in which milestone activities will be conducted are marked with a checkmark. Quarters in which no activities for the milestone are conducted are marked with a filled square.

Evaluation Criteria*

The evaluation plan for NCADEMI is included in the attached Evaluation Plan document. This plan was created by the project staff in conjunction with True North Evaluation. True North Evaluation is the contracted third-party evaluator for this grant project.

List of Participating Faculty*

Dr. Brenda Smith, Ph.D., will serve as PI. Dr. Smith will work with the Project Director on operations and to ensure activities are continuously in alignment with the activities, outputs, and short-, mid-, and long-term outcomes of NCADEMI. She will also assist with facilitating the implementation science approach and theory of change associated with the project. Additionally, Dr. Smith will work with the Project Director on budget and evaluation tasks.

Cynthia Curry, M.S.Ed., will be Project Director. Ms. Curry will have operational responsibilities for NCADEMI, including staff, budget, evaluation, and reporting.

Jared Smith M.S. will be Senior Advisor of Digital Accessibility. Mr. Smith will serve as a content expert to the team.

Kristen Perez-Rickles, M.Ed., will be a TA Specialist, providing support across the four activity areas of NCADEMI (KD, UTA, TTA, and Dissemination). Under TTA, Ms. Rickles will be primarily assigned to SEAs & LEAs and Pre- & In-service Programs.

Alex Langevin, MA, M.Ed., will be a TA Specialist, providing support across the four activity areas. Under TTA, Ms. Langevin will be primarily assigned to SEAs & LEAs and Part C LAs.

Sue Olsen, M.Ed., will be a TA Specialist, primarily assigned to TTA for Part C LAs.

Katheryn Emmett will be a TA Specialist, primarily assigned to TTA for PICs.

Christopher Phillips, M.S. will be a Digital Accessibility Specialist, providing support across the four activity areas of NCADEMI.

Rob Carr will be a Digital Accessibility Specialist, primarily assigned to UTA and Knowledge Development & TTA for SEAs & LEAs and Pre- & In-service Programs.

Jonathan Whiting will be a Digital Accessibility Specialist, primarily assigned to UTA.

George Joeckel will be a Content Development Specialist, primarily assigned to UTA.

JoLynne Lyon will be a PR and Media Outreach Specialist.

Joana Franco Ph.D. will be an Instructional Designer and Graphic Design Specialist.

Subcontractors and consultants

- **True North Evaluation, Inc.**, will serve as NCADEMI's external evaluator.
- **AEM Corporation** will partner with NCADEMI to support the TTA project requirement to support ADEM&I-related data collection and reporting to identify gaps and facilitate systemic improvements in provision.
- **SETDA** will partner to support KD, TTA, and Dissemination specific to SEAs & LEAs.
- **ISKME** will partner to support KD, UTA, and TTA specific to the provision and use of accessible OER by SEAs & LEAs;
- **AT & AEM Center at OCALI** will partner to support the TTA project requirement to address challenges specific to digital accessibility of large-scale assessments;
- **Natalie Shaheen Ph.D.**, will partner on KD specific to SEAs & LEAs and pre- & in-service programs;

- **ATIA** will partner on Dissemination activities related to all IIA groups;
- **DCMP** will partner on KD and UTA products and services for increasing knowledge and skills on EBPs to create and select ADEM&I;
- **IRIS Center** will partner on KD and TTA for pre- & in-service programs to increase knowledge and skills of new and continuing teachers and administrators to create, select, and use ADEM&I.

Letters of support from collaborators and curriculum vitae for staff and advisory board members are included in the attached documents.

Governance Structure*

NCADEMI will be a sub-center housed within the Technical Assistance Division of the Institute for Disability Research, Policy & Practice (IDRPP) in the Emma Eccles Jones College of Education and Human Services. The NCADEMI will be directed by **Dr. Brenda Smith**, Associate Director from the Center for Technical Assistance for Excellence in Special Education (<https://www.taese.org/cms/>) and **Cynthia Curry**, the former director of the National Center for Accessible Education Materials (<https://aem.cast.org/>). Brenda and Cynthia will lead and direct a team of other IDRPP staff including:

- **Jared Smith M.S.** will be Senior Advisor of Digital Accessibility.
- **Kristen Perez-Rickles, M.Ed.**, will be a TA Specialist.
- **Alex Langevin, MA, M.Ed.**, will be a TA Specialist.
- **Sue Olsen, M.Ed.**, will be a TA Specialist, primarily assigned to TTA for Part C LAs.
- **Katheryn Emmett** will be a TA Specialist, primarily assigned to TTA for PICs.
- **Christopher Phillips M.S.** will be a Digital Accessibility Specialist.
- **Rob Carr** will be a Digital Accessibility Specialist.
- **Jonathan Whiting** will be a Digital Accessibility Specialist.
- **George Joeckel** will be a Content Development Specialist.
- **JoLynne Lyon** will be a PR and Media Outreach Specialist.
- **Joana Franco Ph.D.** will be an Instructional Designer and Graphic Design Specialist.

As noted earlier, NCADEMI will be housed within the Technical Assistance Division at the IDRPP and all NCADEMI activities will be overseen and informed by Technical Assistance Division leadership. TA Division Leadership (Norm Ames and Jared Smith) and Cynthia Curry also serve on the IDRPP Leadership Team. TA Division leadership and Cynthia Curry will meet monthly with the IDRPP Leadership Team and will keep IDRPP administration and College leadership apprised of NCADEMI activities, functions, and needs throughout the lifespan of the project.

NCADEMI will also be advised by a National Advisory Council on digital accessibility experts, educational leaders, educational publishers, and other content experts. This advisory board will help NCADEMI identify and address emerging needs and trends within the realm of educational accessibility. This advisory board does not have a governance role and will only function in an advisory capacity to NCADEMI leadership and staff. Please see the attached document for more information on the membership of this National Advisory Council.

Space and Facilities Requirements*

NCADEMI will be staffed by a combination of local IDRPP employees in Logan and multiple remote employees in various other locations across the U.S. (Salt Lake City, Maine, Oklahoma, Massachusetts, Vermont). As result, NCADEMI has minimal space needs. The majority of IDRPP employees working under this new center already have offices or cubicles in the IDRPP building. New staff who will be hired in Logan, will be allocated office or cubicle space from current vacancies in the IDRPP building.

It is not anticipated that the IDRPP will need to request any additional space for NCADEMI, but if it does, we will work with the College of Education and Human Services to identify other vacant or underused spaces in existing facilities.

Funding/Budget*

NCADEMI is funded by a Cooperative Agreement with the U.S. Department of Education's Office of Special Education Programs (OSEP). The Cooperative Agreement was awarded to the USU IDRPP on May 9, 2024, after a national call for proposals. The USU IDRPP proposal was the highest-reviewed proposal from a group of seven other proposals from various other public and private entities. The Cooperative Agreement is funded at \$1.8 million per year for 4 years (\$7.2 million total) and has a formal start date of October 1, 2024.

OSEP has provided the USU IDRPP with 90 days of funding to be used up to October 1 to help the IDRPP to hire and train new staff, begin branding and marketing materials development, and to get a basic web portal built with the expectation that the project will "go live" on October 1, 2024.

SUBMIT AND APPROVE THE PROPOSAL

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

CEHS - Communicative Disorders and Deaf Education - Listening and Spoken Language Deaf Education - Post-Masters Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Communicative Disorders and Deaf Education

Current Title (if applicable)* Not applicable

Proposed Title* Listening and Spoken Language Deaf Education - Post-Masters Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link:

Classification Instruction Programs

CIP Code (6-digits) * 13.1003

Minimum Number of
Credits (if
applicable)* 18

Maximum Number of
Credits (if
applicable)* 18

Type of Degree: (BA,
BS, etc.)* Post-Masters Certificate

REQUEST

TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

New Academic Program:

- Certificates of Completion
- Certificates of Proficiency
- CTE - Certificate of Completion
- CTE - Certificate of Proficiency
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- Out of Service Area Delivery Program (attach signed MOU)
- Post-Baccalaureate Certificate
- Post-Masters Certificate

Existing Academic Program Changes:

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension (on hold-not listed in catalog)
- Program Discontinuation (permanent program removal)
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

Administrative Unit Changes:

- Name Change of Existing Unit
- Administrative Unit (Transfer)
- Administrative Unit (Restructure-with or without Consolidation)
- Administrative Unit (Suspension-on hold)
- Administrative Unit (Discontinuation-permanent unit removal)
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval* Yes
 No

Teacher Licensure Program Approval (STEP)* Yes
 No

SECTION I: THE REQUEST

R401 Purpose* Utah State University's Department of Communicative Disorders and Deaf Education requests approval to offer the following Certificate: Listening and Spoken Language Deaf Education Certificate

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* *For the past 15 years, licensed SLPs and special educators from Utah and across the country have completed the program to gain skills and competencies in LSL Deaf Education services. Utah-based students who hold a Utah professional educator license earn a LSL DHH Endorsement to attach to their license, issued by the Utah State Board of Education. For professionals outside Utah, program completion may or may not lead to additional certifications or endorsements, depending on their state licensure requirements or policies. Although each course taken is reflected on student transcripts, program completion has not resulted in a transcript notation nor an earned Certificate. This proposal is to request the program be recognized as a USU Certificate program.*

**Labor Market Demand
(if applicable)**

There is a state and national shortage of personnel to serve children who are D/HH and who understand hearing technology and LSL intervention services. According to the American Association for Employment in Education (AAEE) (2020), the national shortage of deaf educators (listed as hearing-impaired special education) is designated as having a “considerable shortage”. The shortages are similarly felt in Utah and in the Intermountain West, with the Utah State Office of Education rating deaf education 29th in the top areas of critical need in Utah from a list of 68 professional fields (Teaching Field Index of Criticality for 2019). These shortages have persisted for decades and have far-reaching ramifications. When positions go unfilled, it results in higher and more stressful workloads for existing staff and creates challenges for districts to not only recruit newly qualified deaf educators, but to retain those currently hired. These chronic shortages result in children being underserved or receiving services from unqualified personnel, with exacerbated impact for children with culturally and linguistically diverse needs.

This shortage of high-quality well-trained professionals may be further impacted by the declining number of deaf education teacher preparation programs in the United States. In 1985, there were 81 deaf education teacher preparation programs and by 2020, this number had fallen to just 58 graduate and undergraduate teacher training programs (American Annals of the Deaf, 2022). The 2016 AAEE report indicated that deaf education programs were offered by only 5% of colleges and universities. High retirement rates of the baby boomer generation are also likely exacerbating deaf education teacher shortages, with 28-31% of teacher attrition over the past decade due to retirement (Sutcher et al., 2019), and indications are this trend will continue. For early intervention and preschool programs that seek professionals with LSL expertise, the shortage prospects are particularly bleak. A national needs assessment (Behl et al., 2017) found of the deaf education programs in the U.S., 57% offered no credits and only 4% offered six or more credits in early intervention. Currently, less than 20% of existing deaf education teacher training programs offer dedicated training in LSL methodology (American Annals of the Deaf, 2022). Consistent with the overall shortage of early intervention and special education personnel (Mason-Williams et al., 2020; U.S. Department of Education, 2022), the ability to meet the needs of children who are DHH is of high concern.

Consistency with Institutional Mission & Institutional Impact*

The proposed Certificate is consistent with the Utah System of Higher Education (USHE) and USU's mission to "Advance knowledge; provide community outreach and continuing education, and contribute to the quality of life and social, cultural, and economic development of Utah, the nation, and the world." The Certificate program will continue to address a critical need for current professionals to gain specialized skills and competencies to effectively serve children who are DHH who are developing and using LSL as their primary language. Through asynchronous online coursework and using students' current work settings to obtain real-time mentoring, the program is uniquely effective in advancing the skills of professionals who serve young children who are DHH. By gaining more educators and SLPs with expertise, the program will help to ameliorate critical shortages and provide more highly skilled professionals to better serve children who are D/HH; thus, contributing to quality of life through academic, linguistic, and social/cultural development of children who are D/HH and their families in Utah and across the nation.

Finances*

Please see Appendix D.


SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

Fall semester: students are required to take ComD 6340 and ComD 6320, in addition to practicum, ComD 6700.


Spring semester: students are required to take ComD 6770. They then have a choice of taking one of two options: ComD 6350: LSL Early Elementary and Itinerant Support in Children who are DHH or ComD 6580: Family-Centered Practices for Children who are DHH. As current professionals, they are already established in their employment settings and can determine if a course in K-12 services (ComD 6350) or 0-5 Early Intervention services (ComD 6580) is most relevant to them.

Practicum fall and spring semesters: A unique aspect of the program is the individual mentoring students receive in fulfilling the practicum requirements during fall and spring semester (ComD 6700). USU faculty supervisors connect weekly with students to discuss lesson plans, observe them (recorded and real-time) as they are providing services in their employment settings, and provide them with guidance and feedback in service delivery. Students who have completed the program report this to be invaluable to them in connecting theory to practice.

Attach (if applicable) completed [Program Curriculum](#) and [Degree Map](#) to this request by clicking on the Files  icon located on the right-hand side of the screen.

SUBMIT AND APPROVE THE PROPOSAL

Click on the SAVE ALL CHANGES button below.

Scroll to the top left and click on the LAUNCH  icon to launch your proposal.

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full
Template**

Institution Submitting Request: Utah State University

Proposed Program Title: Associate of Science in Elementary Education

Are There New Emphases: Yes No

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: Emma Eccles Jones College of Education and Human Services

Sponsoring Academic Department(s) or Unit(s): School of Teacher Education and Leadership

Classification of Instructional Program Code¹ : 13.0101

Min/Max Credit Hours Required of Full Program: 60

Proposed Beginning Term²: Summer 2024

Institutional Board of Trustees' Approval Date:

Program Type (mark all that apply with an x):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input checked="" type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program <input type="checkbox"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Professional School

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Changes to Existing Programs or Administrative Units Required (mark all that apply with an x, if any):

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date: _____

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Program Description - Full
Template**

Section I: The Request

Institution Submitting Request:	Utah State University
Proposed Program Title:	Associate of Science in Elementary Education
Are There New Emphases:	No
Names of New Emphases:	
Sponsoring School, College, or Division:	Emma Eccles Jones College of Education and Human Services
Sponsoring Academic Department(s) or Unit(s):	School of Teacher Education and Leadership
Classification of Instructional Program Code:	13.0101
Min/Max Credit Hours Required for Full Program:	60
Proposed Beginning Term:	July 1, 2024
Institutional Board of Trustees' Approval Date:	

Program Type (check all that apply): **AS: Associate of Science Degree**

Section II: Program Proposal

Program Description

The School of Teacher Education and Leadership (TEAL) is continuing its dynamic credentialing development by creating an associate's degree that will prepare individuals interested in a career in education as they determine the role that best suits their career goals. The students currently in the Education Paraprofessional Certificate of Completion (which was approved through a separate R401), will be able to use all of those credits in the Associate of Science in Elementary Education (being proposed in this R401), and the Associate of Science in Elementary Education (ASEE) will stack into a Bachelor of Science or Bachelor of Arts in a chosen teaching major (e.g., Elementary Education, Early Childhood Education).

Consistency with Institutional Mission

According to the USU mission statement, "A core characteristic of USU is engagement with communities and people in economic development, improvements to quality of life, and human capital." An Associate of Science in Elementary Education builds on these characteristics by addressing the need for degrees that non-traditional students may find more attractive as they determine whether or not to pursue a bachelor's degree that would prepare them to be a fully licensed educator.

Section III: Needs Assessment

Program Rationale

In order to increase access to post-secondary education, the College of Education and Human Services is engaged in efforts to create onramps into bachelor's degrees. The School of Teacher Education and Leadership is contributing to this work by proposing an Associate of Science in Elementary Education degree. The ASEE will allow students to stack this degree into a bachelor's degree and allow them to use the credits from the Education Paraprofessional Certificate in the ASEE, thus creating a dynamic credentialing sequence that can ultimately lead to a bachelor's degree in Early Childhood or Elementary Education that prepares them for a Professional Educator License in Utah.

Labor Market Demand

An associate degree in education would allow graduates to pursue entry-level positions in the fields of education and

childcare, e.g., preschool teachers, teacher's aides, paraeducators, or substitute teachers. Additionally, they may find employment opportunities in diverse childcare settings, which will provide experience to support further degree attainment in education.

These occupations are expected to experience much faster than average employment growth with a high volume of annual job openings. The need for replacements, rather than business expansion, is projected to make up the majority of job openings in the coming decade.

Preschool Teacher: The median pay for preschool teachers was \$29,810 per year in 2022.

Childcare Worker: The median pay in 2022 was \$21,150 per year for childcare workers.

Student Demand

In response to the demand for teachers, many districts are searching for ways to “grow your own” teachers. An associate degree in elementary education is one strategy for moving prospective teachers toward a bachelor's degree, which is required for professional educator licensure.

Within TEAL, at the various stages of the elementary teacher preparation program, 36 current paraprofessionals are already accepted in the bachelors program with additional students working on preparatory coursework. Currently close to 80% of accepted program students in the semester before student teaching in the statewide campus section are hired teachers or paraprofessionals. This percentage has been steadily increasing. These numbers indicate both an interest on the part of paraprofessionals advancing their careers, especially at the statewide campuses, and an audience that could be more effectively tapped by TEAL. In the current Education Paraprofessional Certificate Program, we have 15 students enrolled and 5 that have completed the certificate. The majority are continuing to take college coursework towards a degree.

Similar Programs

The UofU Neighborhood Partners currently has a “grow your own” program moving paraprofessionals into the teaching ranks that exclusively serves Salt Lake City School District. USU's ASEE would serve districts across the state, especially focusing on USU Statewide Campuses and Centers. Associate's degrees in Education are currently available at UTU, UVU, and WSU. The degrees at UTU and UVU both focus on Early Childhood Education preparing individuals for roles working with young children in settings such as “private and corporate centers, Head Start, and public education tuition preschools” (UVU Catalog). The WSU degree is a pre-major program that prepares students for later work in Elementary Education or Special Education. The USU program would be the only program in the state to provide a dynamic credentialing pathway that would permit the paraprofessional to make important career decisions along the way. Building on the Certificate of Completion as an Education Paraprofessional, a paraprofessional could use all of the courses in the certificate towards the Associate of Science in Elementary Education. Paraprofessionals could choose to remain a highly qualified paraprofessional or they could determine to continue toward the bachelor's degree and teacher licensure, with all courses in the Certificate and ASEE program counting toward the bachelor's degree.

Collaboration with and Impact on Other USHE Institutions

There has been no formal collaboration with other USHE institutions. This development effort has been driven by conversations in the College of Education and Human Services and TEAL around microcredentials and credentials other than the bachelor's degree.

External Review and Accreditation

USU's educator preparation programs are accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). Accreditation was granted by this body in May 2019. Courses within the certificate and associate's degree programs will be subject to accreditation review, with the next full accreditation visit occurring during the spring semester of 2026.

Section IV: Program Details

Graduation Standards and Number of Credits

Students will qualify for the Associate of Science in Elementary Education by completing 60 credit hours of course work. This is within the permitted range of 60 to 63 credits.

Admission Requirements

Students will need to hold a high school diploma. This is the usual minimum requirement for being hired by a school district as a paraprofessional, which is the audience in which most of the recruiting will occur.

Curriculum and Degree Map

Please see Appendix A.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

The Associate Degree in Elementary Education would fall within the administrative and advising structure of TEAL, with additional support from Statewide Campuses. Specific advisement for students in this program will be provided through the TEAL and Statewide Campus advisors assigned to Education. This program will impact the delivery of lower-division courses by making more courses available at the lower-division level and possibly increasing enrollment.

Faculty

Instructional assignments for the courses within the Associate's degree will be made through the regular course scheduling process used by TEAL that involves existing faculty, graduate teaching assistants, and semester hires. The space available in the teacher preparation program now is sufficient to handle the load.

Staff

Staff within existing support structures is sufficient to meet program needs.

Student Advisement

In the Logan and on the statewide campuses, the advisor assigned to education will be the advisor to students in this program.

Library and Information Resources

No additional library resources will be needed to support this program.

Projected Enrollment and Finance

Please see Appendix D.

Section VI: Program Evaluation

Program Goals and Assessment

The goal of the program is to provide an intermediate step between the Education Paraprofessional Certificate and a bachelor's degree in a teacher education major.

Student Standards of Performance

Appendix A: Program Curriculum

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			30
Required Courses			
Choose one from: ECN 1500 HIST 2700 POLS 1100 USU 1300 <i>OR any course with BAI designation</i>		Choose one from: ECN 1500, Introduction to Economic Institutions, History, Principles HIST 2700, United States to 1877 POLS 1100, United States Government and Politics USU 1300, U.S. Institutions <i>OR any course with BAI designation</i>	3
Choose one from: MUSC 1010 MUSC 1100 USU 1330 <i>OR any course with BCA designation</i>		Choose one from: MUSC 1010, Introduction to Music (offered online) MUSC 1100, Fundamentals of Music for Non-Music Majors USU 1330, Civilization: Creative Arts <i>OR any course with BCA designation</i>	3
PHYS 1200 <i>OR any course with BPS designation</i>		PHYS 1200, Introduction to Physics by Hands-On Exploration <i>OR any course with BPS designation</i>	4 OR 3
Choose one from: BIOL 1010 NDFS 1020 USU 1350 <i>OR any course with BLS designation</i>		Choose one from: BIOL 1010, Biology and the Citizen NDFS 1020, Science and the Application of Human Nutrition USU 1350, Integrated Life Science <i>OR any course with BLS designation</i>	3
Choose one from: HIST 1100 HIST 1110 HIST 1500 HIST 1510 <i>OR any course with BHU designation</i>		Choose one from: HIST 1100, European History to 1500 HIST 1110, European History from 1500 HIST 1500, Pre-Modern World HIST 1510, The Modern World <i>OR any course with BHU designation</i>	3
Quantitative Literacy (QL) MATH 1050 <i>OR</i> MATH 1051		MATH 1050, College Algebra <i>OR</i> MATH 1051, Classical Algebra for Teachers Quantitative Literacy (QL)	4
MATH 2010		MATH 2010, Algebraic Thinking and Number Sense for Elementary Education Teachers Quantitative Intensive (QI)/Breadth Integrated Studies (BIS)	3
MATH 2020		MATH 2020, Euclidean Geometry and Statistics for Elementary Education Teachers Quantitative Intensive (QI)/Breadth Integrated Studies (BIS)	3
Communication Intensive (CI), (2 courses)		ENGL 1010, Introduction to Writing: Academic Prose (CI) ENGL 2010, Intermediate Writing: Research Writing in a Persuasive Mode (CI)	6
ELED 1010 <i>OR</i> TEAL 1010		ELED Orientation to Elementation Education <i>OR</i> TEAL Introduction to Education	3
HDFS 1500 <i>OR</i> PSY 1100		HSFS Human Development Across the Lifespan/Breadth Social Science (BSS) PSY 1100 Lifespan Development (BSS)	3
TEAL 2660		TEAL 2660 Education Psychology for Teachers	2
ITLS 2500		ITLS 2500 Technology in Education	3

ELED 2480		ELED 2480 Early Childhood Education Kindergarten through Grade 3	3
Required Course Credit Hour Sub-Total for ASEE			45-46
Elective Courses			
TEAL 1001		TEAL 1001 Professional Relationships	1
TEAL 1002		TEAL 1002 Assessment for Praprofessionals	1
TEAL 1003		TEAL 1003 Instructional Strategies for Paraprofessionals	1
TEAL 1004		TEAL 1004 Safe Schools	1
TEAL 1005		TEAL 1005 Educator Self-Awareness	1
SPED 1010		SPED 1010 Disability and Society	3
ENGL 1410		ENGL 1410 Elements of Grammar	3
ENGL 2060		ENGL 2060 Reading Across Borders	3
ENGL 2340		ENGL 2340 Navajo Literature and Philosophy	4
PSY 1010		PSY 1010 General Psychology	3
PSY 2100		PSY 2100 Developmental Psychology: Adolescence	3
HDFS 2660		HDFS 2660 Parenting and Child Guidance	3
COMD 2600		COMD 2600 Introduction to Communication Disorders	3
LING 2100		LING 2100 Languages in Global and Historical Context (BSS)	3
USU 1010		USU 1010 University Connections	2
USU 1020		USU 1020 Habits of Mind: Planning for College Success	1
USU 1030		USU 1030 Habits of Mind: Resilience	1
USU 1040		USU 1040 Habits of Mind: Learning for College Success	1
USU 1050		USU 1050 Habits of Mind: First Generation Student Success	1
USU 1060		USU 1060 Habits of Mind: Reading for College Success	1
USU 1070		USU 1070 Habits of Mind: Success in STEM	1
USU 1150		USU 1150 Leadership Development for First-Generation College Students	1
USU 1730		USU 1730 Strategies for Academic Success	1-3
USU 1340		USU 1340 Social Systems and Issues	3
USU 2170		USU 2170 Community Voices and Engagement	1
Other electives with approval			
Elective Credit Hour Sub-Total for ASEE			14-15
Total Number of Credits to Complete Program			60

Appendix B: Program Curriculum Narrative

Degree Map for Associate of Science in Elementary Education

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 1010: Introduction to Writing (CL1)	3	ENGL 2010: Individualized Writing Instructions (CL2)	3
TEAL 1010 Orientation to Education OR ELED 1010 Orientation to Elementary Education	3	Breadth Humanities (BHU)	3
HDFS 1500 Human Development Across the Lifespan OR PSY 1100 Lifespan Development (BSS)	3	MATH 1050 Classical Algebra OR 1051 Classical Algebra for Teachers (QL)	4
Breadth Creative Arts (BCA)	3	Breadth American Institutions (BAI)	3
Electives	3	Electives	2-3
Total	15	Total	15-16
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
TEAL 2660: Educational Psychology for Teachers (or equivalent)	2	ITLS 2500 Technology in Education	3
ELED 2480 Early Childhood Education Kindergarten through Grade 3	3	Breadth Physical Science (BPS)	3-4
Math 2010 Algebraic Thinking and Number Sense for Elementary Teachers (QI/BIS)	3	MATH 2020 Euclidean Geomaterly and Statistics for Elementary Teachers (QI/BIS)	3
Breadth Life Science (BLS)	3	Electives	5-6
Electives	4		
Total	15	Total	15-16

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff for Proposed Major

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	2	2	0
Faculty: Part Time with Doctorate	0	0	0
Faculty: Full Time with Masters	0	0	0
Faculty: Part Time with Masters	0	0	1
Faculty: Full Time with Baccalaureate	0	0	0
Faculty: Part Time with Baccalaureate	0	0	0
Teaching / Graduate Assistants			0
Staff: Full Time	N/A	N/A	0
Staff: Part Time	N/A	N/A	0

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Amanda	Deliman	TT	PhD	Indiana University	.20	
	Kathy	Trundle	T	PhD	University of Tennessee	.20	
	Suzie	Jones	T	PhD	University of Nevada, Las Vegas	.20	
	Katherine	Vela	TT	PhD	Texas A&M University	.10	
							Add Another Full Time
Part Time Faculty							
	Laura	Harvey	Other	MAT	Oregon State University	.50	Lecturer
							Add Another Part Time

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate	0	0	0		
Faculty: Part Time with Doctorate	0	0	0		
Faculty: Full Time with Masters	0	0	0		
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants	0	0	0		
Staff: Full Time	0	0	0		

Staff: Part Time	0	0	0		
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Appendix D: Projected Program Participation and Finance

Part I.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department						
# of Majors in Proposed Program(s)						
# of Graduates from Department						
# Graduates in New Program(s)		0	0	3	3	5
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$0	\$0	\$0	\$0		
Operating Expenses (equipment, travel, resources)	\$0	\$0	\$0	\$0		
Other:	\$0	\$0	\$0	\$0		
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0		
TOTAL EXPENSES	\$0	\$0	\$0	\$0		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$0	\$0	\$0	\$0		
Appropriation	\$0	\$0	\$0	\$0		
Special Legislative Appropriation	\$0	\$0	\$0	\$0		
Grants and Contracts	\$0	\$0	\$0	\$0		
Special Fees	\$0	\$0	\$0	\$0		
Tuition	\$0	\$0	\$0	\$0		
Differential Tuition (requires Regents approval)	\$0	\$0	\$0	\$0		
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$0	\$0		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense Explanation

Expense Narrative

Existing faculty in Teacher Education and Leadership will teach the courses in the proposed new undergraduate program, with the exception of courses that are already currently offered in partner departments.

No other expenses are anticipated associated with the proposed program.

Part III: Describe funding sources

Revenue Narrative

No new funding sources are anticipated or needed.

EVP - Art Museum - Wanlass Center for Art Education and Research

4.1.c R401 NEW ADMINISTRATIVE UNIT

Proposal Information

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE or
UNIVERSITY
DIVISION:*

EVP

DEPARTMENT or
UNIT: *

Art Museum

PROPOSED UNIT
TITLE:*

Wanlass Center for Art Education and Research

REQUEST

TYPE OF UNIT BEING REQUESTED

Click the change that best reflects your proposal.

Centers typically involve faculty and staff from one or more departments, colleges or units engaged in dedicated research, educational or service activity.

Institute is an organization intended for research and is broader in scope and funding than a center; it is typically associated with a physical organizational infrastructure for conducting research. It involves faculty and staff from multiple units who depend on a set of common facilities for their research. An institute may house within it one or more centers.

- Unit Being Requested***
- New Administrative Unit (new colleges and professional schools - use full template)
 - New Center
 - New Institute
 - New Bureau

DESCRIPTION | NARRATIVE

Administrative Unit Description and Narrative*

The Wanlass Center for Art Education and Research is part of the Nora Eccles Harrison Museum of Art. It will provide enhanced and expanded learning and engagement opportunities with art that are complementary to our current offerings in our existing museum facility. This new facility will include a studio space, a study center, a library, and visible, compaction collection storage to address future growth of the collection.

SUBMIT AND APPROVE THE PROPOSAL

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.