



UtahState
University

EDUCATIONAL POLICIES COMMITTEE
Harrison Kleiner, Chair

September 5, 2024
3:00 – 4:00 p.m.
Old Main-Champ Hall
[Zoom](#) (Statewide)

AGENDA

Approval of Minutes – [April 4, 2024](#)

Subcommittee Reports

Curriculum Subcommittee (*Chad Simon*)
Course Approvals – 121

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](#).

Academic Standards Subcommittee (*Fran Hopkin*)
Minutes – [April 2, 2024](#)

General Education Subcommittee (*Matt Sanders*)
[Revised CL/CI Proposal Guidelines](#)

General Education Accreditation

USHE “What is an Education Person?” Gen Ed Conference

R470 Updates and Related Tasks for USU

Other Business

Curriculum/EPC Handbook – Paul Barr | Toni Gibbons

New Course Prefixes – Toni Gibbons

R475 – Paul Barr

Adjourn: 4:00 pm



April 4, 2024
2:30 – 3:00 p.m.
Old Main-Champ Hall

MINUTES

Present: Paul Barr, *Chair*, Provost's Office
Mateja Savoie Roskos, College of Agriculture and Applied Sciences
Nicholas Morrison, Caine College of the Arts
Sterling Bone, Jon M. Huntsman School of Business
David Feldon, Emma Eccles Jones College of Education and Human Services
Scott Budge, College of Engineering
Rebecca Walton for Jared Colton, College of Humanities and Social Sciences
Peter Howe, S.J. & Jessie E. Quinney College of Natural Resources
Dan Coster, College of Science
Heloisa Rutigliano, College of Veterinary Medicine
Jason Marshall, USU Eastern
Richard Cutler, Graduate Council
Renee Galliher, *Chair*, Academic Standards
Chad Simon, *Chair*, Curriculum Subcommittee
Toni Gibbons, Registrar's Office
Fran Hopkin, Registrar's Office
Michele Hillard, Secretary

Absent: Britt Fagerheim, University Libraries
Shana Geffeny, Statewide Campuses
Sarah Pope, Graduate Studies Senator
Aly Cinq-Mars, USUSA Executive VP
Matt Sanders, *Chair*, General Education Subcommittee

Guests:

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

Motion to approve the March 7, 2024, minutes made by Richard Cutler. Seconded by Dan Coster. Minutes approved as distributed.

Subcommittee Reports

Curriculum Subcommittee (Mateja Savoie-Roskos for Chad Simon)

Motion to approve the Curriculum Subcommittee report made by Mateja Savoie-Roskos. Seconded by Richard Cutler. Report approved.

Course Approvals – 0

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](#).

Academic Standards Subcommittee (Renee Galliher)

Minutes – [March 5, 2024](#) – [April 2, 2024](#)

Voted in the March meeting to make some policy changes for graduate school. First one is to make some amendments to the English Language proficiencies requirements that are listed in the catalog. There are dozens of other countries where higher education is conducted in English. Academic Standards recommended a catalog link that will go to the graduate studies admission.

Approval was made to the proposal to expand the English proficiency list (living document)

Motion to accept these updates made by David Feldon. Seconded by Nick Morrison. Motion approved.

The residency definition is different for undergraduates vs. graduate students. There are programs that don't currently comply with this. Drop the at least three semesters, two of which must be consecutive, of full-time registration in residence at Utah State University.

Motion to support the residency changes made by Renee Galliher. Seconded by Sterling Bone. Motion approved.

Adjusting Policy for Articulation of Religion Courses.- Fran Hopkin

- Dr. Gupta and Fran Hopkin have been working on this and have a proposal ready to distribute to the committee.
- Excluding transfer courses from academic renewal procedures – Fran Hopkin

The proposed new policy would be that the acceptance will be determined by the Religious Studies Department between ELEC vs RELS credit depending on the course. Those transfer courses that are non-confessional in nature would be articulated as RELS credit. Courses that inculcate commitment to a particular faith will not be acceptable for RELS credit but may be accepted as ELEC (elective) credit.

*“The renewal procedure allows the student’s academic records to be reviewed for the purpose of eliminating from grade point average computation all **Utah State University** grades of D+ or below that were entered on the academic transcript five or more calendar years prior to the request, including ~~transfer credit on the USU transcript.~~”*

Motion to adjust the policy for Articulation of Religion Courses made by Sterling Bone. Seconded by Richard Cutler. Motion approved.

Working with stakeholders on proposal to change academic renewal process. Amend the policy. 65% of academic renewals were transfers.

Motion to change the academic renewal process made by Dan Coster. Seconded by Sterling Bone. Motion approved.

General Education Subcommittee (Matt Sanders)

No meeting – nothing to report.

Other Business

Graduate Student-Faculty Interactions – David Feldon | Richard Cutler

Problems with faculty mentors of graduate students. Presented several pieces that have been put together including a portion of the website where there are resources. The College of Agriculture and Applied Sciences and the College of Science have already adopted mentoring agreements. There is a deficit in the faculty code referring to graduate students. Looking for consideration of what the graduate school wants. This is to protect graduate students. Clarify the language or get more detailed information. The president will be looking at the

code this summer. We need to be proactive on this and not wait. Pull together a committee in the School of Graduate studies to start looking at this. Provide this information to PRPC as part of their faculty code updates.

Adjourn: 3:25 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 Historial 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.

Academic Standards Committee Meeting

April 2, 2024

In attendance: Renee Galliher, Katie Burns, Mykel Beorchia, Fran Hopkin, Daniel Coster, Paul Barr, Sterling Bone

Visitors: Ravi Gupta, Toni Gibbons

Not in attendance: Alyson Cinq-Mars

- Approval of Minutes ([March 5, 2024](#) meeting)

AGENDA ITEMS

1. School of Graduate Studies English Proficiency policy and the residency requirement (follow up from March 2024 meeting)

- English Proficiency for International Admission: Short, fixed list would become a “living” document maintained by the SGS. Updated language **needs to be added**.

“Exemptions for the English proficiency requirement are granted for non-native speakers who have received a bachelor's or more advanced degree either from an accredited U.S. institution or from a university outside the U.S. at which English is the official language of instruction.”

School of Graduate Studies should provide a link on the catalog page to their website where they will maintain the list of countries.

- Proposed Update to SGS Residency Policy (per Graduate Council Resolution on 1/18/2023):

The School of Graduate Studies will not have any academic residency requirements for graduate students, but departments and colleges may impose residency requirements in their programs as they see fit.

Remove residency requirement (anything that does not indicate taken through USU) all together across the graduate pages.

Fran will get David, Richard, Nick together to update the page in the catalog based on the minutes.

Next year: Academic Standards should request that the undergraduate Admissions office review their English Proficiency requirement

(<https://catalog.usu.edu/content.php?catoid=39&navoid=30158&hl=>)

2. Religion Credit: <https://usu.box.com/s/ttix39l0pmh4ac1hxac7nrdlpobkzzen>

(current catalog wording:

[https://catalog.usu.edu/content.php?catoid=39&navoid=30168&hl=\)](https://catalog.usu.edu/content.php?catoid=39&navoid=30168&hl=)

Originally based on a 1968 court order noting a distinction between religious instruction and instruction about religion, the current policy is vague and inconsistent in application of transfer religious credit. To better maintain consistency in the articulation process as well as determining transferability for religion courses, the proposal is to remove the current wording from the catalog for 2024-25, with no new wording will be added to the catalog regarding religion transfer courses:

Religion Credit

Religion courses are generally not transferable. These courses will be evaluated based on the particular orientation of the course. In order to be considered, courses in religion must be listed on an official transcript from a regionally accredited institution.

Courses deemed “confessional” or a “creation of faith” are currently not accepted even as elective credit at USU. The proposed new policy would be that the acceptance will be determined by the Religious Studies Department between ELEC vs RELS credit depending on the course. Those transfer courses that are non-confessional in nature would be articulated as RELS credit. Courses that inculcate commitment to a particular faith will not acceptable for RELS credit, but may be accepted as ELEC (elective) credit.

MOTION: Sterling Bone / 2nd: Dan Coster – All in favor

3. Excluding transfer courses from academic renewal procedures and add reference to USU course

(Current catalog wording on the Student Records page:

[https://catalog.usu.edu/content.php?catoid=39&navoid=30045\)](https://catalog.usu.edu/content.php?catoid=39&navoid=30045)

*“The renewal procedure allows the student’s academic records to be reviewed for the purpose of eliminating from grade point average computation all **Utah State University grades** of D+ or below that were entered on the academic transcript five or more calendar years prior to the request, **including transfer credit on the USU transcript.**”*

Proposal is to remove transfer credit as part of the academic renewal process. USU should not be adjusting another institution’s record. Mykel and Fran met with Advising Administrators and Associate Deans to discuss this change. There was strong support from most colleges, but there were some questions during the meeting. Fran and/or Mykel met with those colleges to discuss concerns. Data was requested and provided to help provide context, but no follow up questions were received.

MOTION: Dan Coster / 2nd: Sterling Bone - All in favor.

CI, CL2, & CL1 Proposal Instructions

Updated May 2024--DRAFT

Commented [BB1]: The proposed changes are below in yellow.

Dear Proposers:

Courses awarded a Communications Intensive/Communications Literacy (CI/CL) designation emphasize and actively teach written and oral communication. The Communication Subcommittee is charged with reviewing proposals and upholding the University's high teaching standards. We also want you to be able to submit a successful proposal. Therefore, please read the following before submitting your proposal:

- Please review the [CI, CL2, and CL1 Rubrics](#) and consider how the content will be taught in your course. Note that both the main Criteria (leftmost column) and the relevant Milestone language (language in middle columns) describe how students will successfully meet the outcomes. The successful proposal will include evidence that the course intentionally provides students with opportunities and guidance necessary to meet all of the criteria.
- Include a **proposal memo** (1-2 pages max., as an additional attachment in Curriculog) that explains how each learning outcome is being met in your course projects and assignments. This document is extremely important. While the committee intentionally represents a wide range of disciplines, we cannot be familiar with the nuances and needs of each discipline or course. Therefore, in your proposal memo, please clarify how the course explicitly teaches (as opposed to simply assigns) written and oral communication at the appropriate CI, CL2, or CL1 level. CI proposers should also briefly contextualize their discipline's goals or approaches to written and oral communication. For all proposals, the committee needs to know how your course will satisfy the following outcomes:
 - Criterion #1: "Develop an ability to write with purpose in consideration of various audiences and in accordance with genre and disciplinary conventions."
 - Criterion #2: "Develop oral communication with purpose and consideration of various audiences in accordance with genre and disciplinary conventions."
 - Criterion #3: "Engage in the iterative process of improving communication based on feedback from an informed audience."
 - Criterion #4: "Develop an ability to intentionally craft language for one's purposes."
 - Criterion #5 (*CL proposals only*): "Engage with credible and relevant texts and sources appropriate to the audience and purpose."

Note on generative AI in CI/CL courses for proposal memo:

In keeping with USU policy, we emphasize that instructors in CI/CL courses may design their courses to work with generative AI in a number of meaningful ways. That said, in order to receive a CI/CL designation, courses must be able to provide students with sufficient practice in written and oral communication so that students can demonstrate all of the CI/CL learning outcomes. If your course utilizes generative AI to teach written and/or oral communication, please describe in the memo 1) how students will be working with AI,

and 2) how their engagement with AI will support their learning of the CI/CL learning outcomes. Courses that do not provide students with sufficient practice in engaging with the CL/CI criteria (regardless of whether or not generative AI is part of the course) are not eligible to receive CI/CL designations.

- Include an **attached syllabus** that fully reflects and/or expands on the description you provide in the memo. Ensure that all the relevant assignments are reflected in the syllabus and included in the grade breakdown. Because we need a strong sense of how the course is meeting the criteria, please note that simply listing assignment titles in the syllabus is not enough, unless you also include attachments describing the assignments.
- In either the syllabus or as attached documents, **please provide the following information about each assignment** designed to meet CI or CL requirements:
 - *Purpose and type of work expected in the assignments.* Please note that there are a variety of communication assignments and activities that can effectively accomplish the CI/CL outcomes. For example, oral communication assignments do not need to simply be traditional presentations. However, assignments should be structured or intentional in a way that allows for specific feedback and skill development. Therefore, the committee does *not* consider general class discussion, with or without a participation grade, to meet the oral communication criteria.
 - *Length of the assignments.* Because this is a communication *intensive* (for CI) or communication *literacy* (for CL) course, we need a sense that students are engaging in writing and speaking in significant ways. **Our expectations for written and oral communication are described below.** Disciplines or courses that warrant alternative word counts or time spent presenting for equivalent work should provide a rationale in the proposal memo.
 - *Written assignments.* The course design should clearly allow students with enough practice to meet the CI/CL outcomes. **For a CI course,** this typically involves each student composing at least 4000 words of writing over a semester; **for a CL1/CL2 course,** this typically involves each student composing at least 6000 words of writing over a semester. CL courses merit more writing as they have the additional learning outcome of “engag[ing] with credible and relevant texts and sources,” which requires additional student practice with summary, paraphrase, quotation, evaluation, synthesis, and citation of sources. However, assignments in CL courses need not necessarily be “longer”; concise writing, which often requires multiple drafts and/or additional projects to document research, is a valid form of writing for all CL courses. Therefore, process work (e.g., in-class writing, drafts of projects, self-assessments, summaries of sources, etc.), whether graded or ungraded, may be included in the word count for CL courses; if process work is part of the word count for your CL course, please include the process writing assignment descriptions in the syllabus and/or proposal memo.

- *Oral assignments.* For all CL1, CL2, and CI courses, each student should orally present for at least seven minutes total over the semester. Oral communication assignments should be designed so that students can receive some type of feedback from an informed audience. In order to meet the General Education assessment expectations, student should present at least twice during the semester.

Notes on generative AI and word count expectations:

- Writing has always been a collaborative endeavor, and no writer can ever claim that their work is completely original. Therefore, we are not establishing a requirement on the amount of non-AI generated text a student must compose in a CI/CL course, as instructors will likely have students utilize generative AI, as well as other writing tools and collaborative processes, in innovative ways. However, we emphasize the importance of students *learning* the CI/CL outcomes—and courses that simply use AI or similar technologies to allow students to generate a designated word count without meaningful engagement in the composing process will likely not be approved as a CI/CL course.
- Given the advent of generative AI, we recommend that proposers use the expectations of 4000 (CI) or 6000 (CL1/CL2) words of writing and seven minutes of oral communication as guidelines in determining whether or not their course engages meaningfully with written and oral communication in ways that warrant a CI/CL designation. Again, if your course utilizes generative AI to teach written and oral communication, please describe the role that AI will play in the course and how students will meet the CI/CL outcomes in your proposal memo.
- *How the assignments will be evaluated/assessed and feedback to the student provided.* Please specify how the students will receive feedback from either the instructor or other informed audience, such as their class peers. When applicable, please include the assessment rubrics used. The rubric language does *not* need to be identical to the CI/CL rubric language. In fact, it is often more appropriate for rubrics to be specific to your course. However, the committee should be able to ascertain how the language in your rubrics aligns with the CI/CL outcomes. Since CI/CL courses are required to include an iterative composing process, it is important to be clear how this is accomplished (i.e., either through required revisions or multiple similar assignments that allow for skill development). We do not have a predetermined number of revisions or drafts in mind, but the course should be clearly targeting improvement as a goal. Please note that the Gen Ed assessment requires that instructors assess each CI/CL outcome *twice*, once early in the semester and once late in the semester.
- In your submission, please do not include hyperlinks to assignments or other necessary materials, unless those hyperlinks can be accessed by the committee (specifically, please don't include hyperlinks for materials on your Canvas course, as we cannot access that material).

Notes for CL1 & CL2 Proposals:

- It is important that CL1 & CL2 courses both meet the criteria for that particular course *and* prepare students for the next course in the sequence (CL2 & CI, respectively). In your proposal memo, please include an explanation of how the course prepares students for a subsequent CL2 or CI course.
- Please note that CL1 & CL2 courses “should not be major-specific or tied to disciplinary-specific modes of communication.” Instead, CL courses must “focus on foundational communication skills that are portable across disciplines and audiences as well as foundational information literacy skills.” This expectation is listed on the overview page of the approved [CL1](#) & [CL2](#) rubrics. Courses that do not meet this requirement will not be approved.
- **Course Titles and Descriptions:** While proposers have the freedom to design their own course titles and descriptions, the committee asks that the title—and especially the course description—clarifies the focus on written and oral communication. There are two reasons for this request: 1) To highlight that the course teaches written and oral communication across disciplines and contexts, rather than serving as an introduction to the discipline or major, and 2) students may wish to transfer this CL1/CL2 course to another institution (including institutions outside of Utah), and the course is more likely to transfer accurately if the title and description indicate that this is a communications literacy course.

For example, History 2730 revised the original title of “Navajo History and Culture” to “Writing about Navajo History and Culture.” Here is the revised course description: “This course is designed to teach communications literacy through materials and questions drawn from Navajo history, culture, and contemporary issues. In this course, students will learn how to formulate research questions, seek out reliable sources of data, build arguments, and communicate their thoughts in written and oral form to various audiences.”

- **CL2 Prerequisite:** All CL2 courses are required to have the following prerequisite: “Fulfillment of Communications Literacy CL1 requirement through coursework (C- or better in a CL1 course) or examination.” Please include this exact prerequisite language on the syllabus and, if the course is approved, any relevant fields in Curriculog.

Note for CI Proposals:

- With the creation of the [CI Outcomes and Milestones](#), the University is now emphasizing that CI courses must intentionally build on CL2 courses. Therefore, rather than expecting CL1 & CL2 courses to “finish” teaching students everything there is to know about written and oral communication, CI courses should continue teaching these concepts. Given that CL1 & CL2 courses cannot be disciplinary-specific, CI courses should be prepared to instruct students in disciplinary-specific forms of written and oral communication.